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**TEACHER'S GUIDE FOR CAREER GUIDANCE
AND COUNSELING SERVICES**

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FOREWORD

Rwanda Education Board (REB) is grateful to present this Teachers' Guide which serves both as an official document and a guide to Career Guidance and Counselling in Rwandan schools. This guide ensures consistency and coherence in the delivery of Career Guidance and Counselling services that lead to quality education across all levels of basic education in schools.

Rwanda Education Philosophy aims at ensuring that learners at every level of education achieve their full potential in terms of relevant knowledge and understanding, skills and appropriate attitudes and values in order to prepare them to be well integrated into society, assess and fit employment opportunities. In line with the efforts to improve the quality education, the Government of Rwanda emphasizes the importance of aligning Career Guidance and Counselling in teaching and learning and assessment approaches to ensure that the system is producing the kind of citizens the country needs. The ambition to develop a knowledge-based economy in our country and the growth of regional and global competition on the labour market has necessitated combining informal Career Guidance and Counselling with formal Career Guidance and Counselling. With the help of trained teachers (School Career Guidance and Counselling Advisors), whose role is central to the success of the Career Guidance Services, students will follow appropriate career path and be able to apply what they have learned into real life situations. They will therefore, make a difference not only in their own lives but also to the nation as well as the world at large. Given the importance and purpose of this guide, I strongly encourage head teachers, teachers, educational officials, parents and all educational partners to apply the content of this manual in supporting Career Guidance and Counselling services in Rwandan schools.

I therefore, wish to sincerely extend my appreciation to all people who contributed to the development of this guide, particularly REB staff who organized and led the whole process from its inception. Special thanks also go to the development partners who support the exercise throughout.

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LIST OF ACRONYMS AND ABBREVIATIONS

CGC:	Career Guidance and Counselling
HoD:	Head of Department
MDG:	Millennium Development Goals
MINEDUC:	Ministry of Education
NER:	Net Enrolment Rate
REB:	Rwanda Education Board
RIASEC:	Realistic Investigative, Artistic Social Enterprising and Convention
SDGs:	Sustainable Development Goals
TDM:	Teacher Development and Management

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General Introduction

Rwanda has achieved significant success against the education Millennium Development Goals (MDGs), attaining the goal of universal primary education, with a net enrolment rate (NER) of 97.6% (MINEDUC, 2016b). Rwanda is committed to the Sustainable Development Goals (SDGs), especially SDG 4, the main SDG for education, which states: ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.’ (see Appendix 8).

SDG INDICATOR 4.7.1

Educational on sustainable development

And global citizenship

Definition: Indicator 4.7.1 is the “extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all level in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.”

Goal: By 2030 “ensure that all learners acquire the knowledge and skills needed to promote sustainable development.”

Source: <https://sdg-tracker.org/quality-education>

Targets under SDG 4 cover every level of education from pre-primary through tertiary education, including a target that by 2030 all girls and boys will complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes. Targets also make reference to skills development, education for global citizenship and education for sustainable development (MINEDUC, 2017).

MINEDUC’s mission is to transform Rwandan citizens into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focusing on combating illiteracy, promotion of science and technology, critical thinking, and positive values. The increased access to education is also coupled with effort to ensure quality. It is only through quality education that we shall ensure that the products of our education system have knowledge and understanding, competences, skills and values that will eventually propel development of our country.

One of the strategies to increase quality of learning is Career Guidance and Counselling in schools. **Career guidance** refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers (OECD, 2004:10).

The future of our country is dependent on an enlightened human capital and MINEDUC has a duty in co-operation with the workplace to mitigate the enormous challenges of a globalised world through planned and organized Career Guidance and Counselling programmes. Due to the importance of career interventions in orienting the learners towards appropriate choices, not only for self but for the country's transformation, efforts shall be made to start and institutionalize guidance and counselling programme in Rwandan schools.

Career guidance has been recently adopted in the Rwandan Education system as a program which should be practiced in schools. Teachers have to acquire basic knowledge and understanding, skills, attitudes, values and techniques on carrying out Career Guidance & Counselling to address various problems of students that they may encounter in their career paths. This guide is designed to enable users understand the role of career guidance in facilitating students to address their future challenges. Teachers will master the basic skills of Career Guidance and Counselling by using this guide. The guide will also enhance teachers' abilities to exercise active listening skills, reflect on students' concerns, assist students in finding solutions to problems, advise them on potential solutions to various problems, and make responsible choices.

It is imperative to note that students in schools need career guidance services if they are to build themselves for the future, i.e. it prepares students to transition successfully towards a future career. For this to be achieved there is a need to have someone in place to render such relevant and constructive services to students. Such a person should have appropriate professional skills in career matters.

In a nutshell, students are more engaged in education and highly motivated about their future when they have a clear understanding of themselves and how they might live and work when they leave school. High quality career guidance & counselling is an essential component of education in preparing young Rwandans for their bright future. Consequently, they will engage themselves in professions that they know and are interested in.

Scope

Career Guidance and Counselling in Rwandan schools is becoming a priority. There is a rapid growth in the number of graduates from higher education with limited hands-on job skills and values in relation to their qualifications. This guiding document focuses on helping Rwandan students across primary and secondary education levels to gain awareness in making career choices with an informed mind. The guide further equips teachers, student clubs, school leaders, parents and other stakeholders with the basic knowledge and understanding as well as skills in terms of organizing, providing, planning and evaluating career guidance & counselling services. This guide is not a comprehensive master piece of Career Guidance and Counselling but only covers necessary information to help teachers understand the concept of and practice Career Guidance and Counselling. It elaborates about the processes, procedures, guidelines, steps and approaches to be used for Career Guidance and Counselling services. The guide also tries to clarify how to evaluate the implementation of Career Guidance and Counselling services starting from the Career Counsellor self-assessment to students who sought the career guidance advice.

Objectives

This Teachers' Guide is designed to serve the following objectives:

- Help teachers gain basic knowledge and understanding as well as skills on Career Guidance and Counselling;
- Serve teachers as resource material during the implementation of career guidance and counselling at their respective schools;
- Empower students with knowledge and understanding of career choice and development and linkages with the labour market;
- Reinforce employability competences of graduates to meet employers' needs;
- Engage students in their career planning.

CHAPTER I: UNDERSTANDING CAREER GUIDANCE AND COUNSELLING

Expected outcomes:

- Differentiate between career guidance and counselling;
- Discuss the importance of career guidance and counselling;
- Apply the principles of Career Guidance and Counselling.



1.1 Concepts of Career Guidance and Counselling

The terms Guidance and Counselling have been loosely or interchangeably used. Guidance is a term which is broader than Counselling and it includes Counselling as one of its services. According to Butter (2019) in American Psychological Association, the following is a logical separation of the counselling process:

1. Adjective phase;
2. Distributive phase.

In the adjective phase, the emphasis is on social, personal and emotional problems of the individual. In the distributive phase the focus is on educational, vocational and occupational problems. The distributive phase can be most aptly described as guidance while the adjective phase can be considered as description of counselling.

Career guidance

Career and career-related terms:

In order to comprehend career guidance, one can start by defining the words career and guidance.

According to Australia Blueprint for Career Development (ABCD) (2014), career is defined as the sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime to actualise one's potential; career includes life roles, leisure activities, learning and work.

As for Arthur, Hall and Laurence (1989), a career is an individual's way of life through learning, work and other aspects of living. In other words, it is the evolving sequence of person's work experiences overtime.

Profession:

Cruess, et al (2004; citing O'Donnell, 2004) define profession as: “an occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others”.

Occupation:

It is a complex dynamic involving individuals and their purposive behaviour within environmental contexts that have meaning and can change over time (Nelson, 1988).

Work values:

Monica (2005) considers that work values are beliefs about the desirability of various work features and are usually applied by referencing potential rewards derive from working (e.g., pay, prestige, opportunities to learn). Brown (1996) defines work values as the values that individuals believe should be satisfied as a result of their occupational work. According to Pennings (1970), work-value systems can be defined as constellations of attitudes and opinions with which individuals evaluate their jobs and work environments. Herzberg et al. (1959) considers work values as representing motivational aspects, i.e. motivators and hygiene.

Career path:

Career path is the way that demonstrates a series of positions in an incremental outline in which the worker moves and support through his career life in the association (Eliza, 2010: 1). Career path defines as the succession of job experiences that position an individual for advanced rank jobs (Stewart and Brown, 2011: 381).



Durai (2010: 193) defines career path as an organized and purposeful development completed by an individual in his career in the whole work life. It shows the technique in which one's career has proceeded. Certainly, the career path is formed by aspects for instance, an individual's capabilities, aptitudes, skills, and the opportunities essentially accessible.

Cascio (2013: 395) mentions that career path represents coherent and achievable series of positions that could be occupied, derived from analysis of what personnel essentially perform in an association. Career path is a composition of sequence of jobs that make up your career plan. Career plan and career path may look the same but they are not. A career plan includes short-term or long term goals leading to an ideal career, while a career path is specifically including the jobs that step an individual towards his or her goals and objectives.

Career plan:

This is a practical strategy that allows determining your skills and interests, set career goals and put actions in place that will help you reach them (Minor, 2014).

It is a straight forward guide to strategic talent management, illustrating how to integrate recruitment with training, development (Spector, 1997).

Career choice: It is the process of prioritizing career paths among the many alternatives.



Career development:

In the context of social contract, many scholars like Greenhaus, Callanan and Godshalk (2000), Herr (2001), Mondy, Noe and Premeaux (2002), Chen, Chang and Yeh (2004), Puah and Ananthram (2006), and Ismail, Daud and Madrah (2011) broadly define career development as employees continuously requiring the necessarily skills and experience needed (total group of psychological, sociological, educational, physical, economic and chance factors) to improve job performance, add value for current and future job, meet feelings of fulfilment, improve life span well-being, and enable individuals to meet organizational needs and expectations.

Career development is a process that encompasses much of the life span career growth from childhood to adulthood. It involves formal and informal experiences that give rise to talents, interests, values, knowledge and understanding of the world of work.

Guidance:

Guidance refers to help or advice that is given to somebody, especially by somebody elder or with more experience (Hornby, 2010).

Career guidance refers to the career-orientating activities typically provided by school's counsellors and teachers as they help students to become aware of the work world, the value of planning and self attributes that may relate to various career options (Brown & Lent, 2012).

A career guidance program develops an individual's competencies in self-knowledge and self-understanding, educational, occupational, exploration and career planning.

Counselling

Educational Counselling

A term first coined by Truman Kelley in 1914 (Makinde, 1988), educational counselling is a process of rendering services to pupils who need assistance in making decisions about important aspects of their education, such as the choice of courses and studies, decisions regarding interests and ability, and choices of college and high school. Educational counselling increases a pupil's knowledge and understanding of educational opportunities.

Vocational Counselling

According to Debono, Camilleri, Galea and Gravina (2007), vocational counselling is defined as individual contacts with those counselled, in order to facilitate career development. Defined in this way, vocational counselling involves the following:

- Helping students become aware of the many occupations to consider;
- Interpreting an occupational interest inventory to a student;
- Assisting a teenager to decide what to do after school;
- Helping a student apply to a college or university;
- Role-playing a job interview in preparation for the real thing.



Indeed, counselling is the act of helping students to see things more clearly, possibly from a different view point. This can help the student to focus on feelings, experiences or behaviour with a goal of facilitating positive change.

School Career Guidance and Counselling Advisor



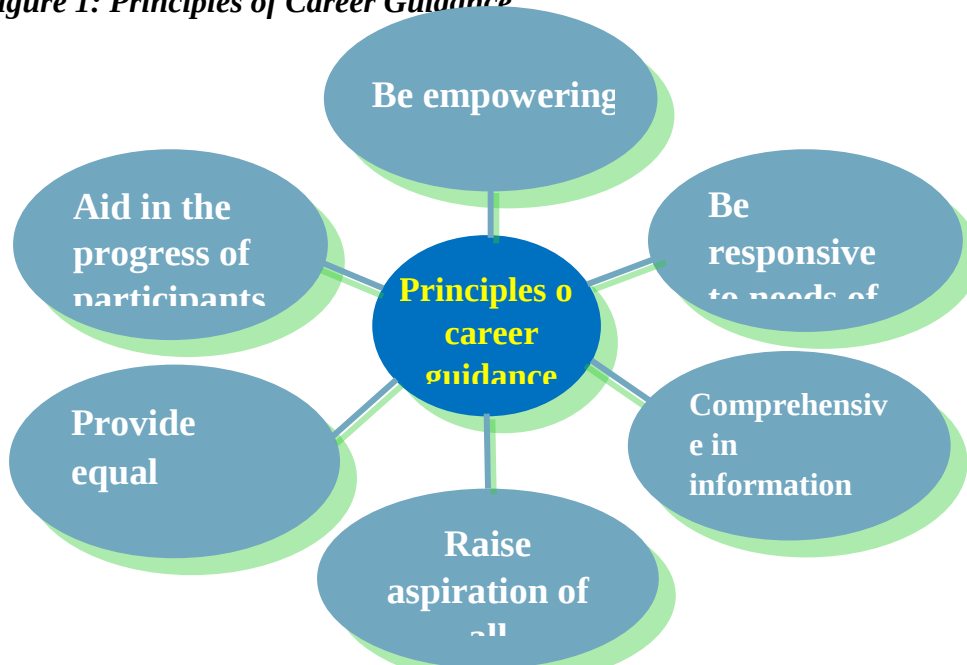
A School Career Guidance and Counselling Advisor is a professionally competent person trained in giving information about educational choices and work opportunities to students.

In a school environment, School Career Guidance and Counselling Advisors could be teachers or career guidance masters/mistresses depending on the set up of the school.

1.2 Principles of career guidance and counselling

In order to ensure that career guidance achieves its goals, it should be established on the following six principles:

Figure 1: Principles of Career Guidance



Adapted from DCIF (2009): Quality, Choice and Aspiration

- a) **Empowering:** providing students with the means of taking control on their career path choices
- b) **Responsive to needs:** taking into concern and considerations of diverse career path that meet individual needs and abilities
- c) **Comprehensive in provision of information and assistance:** detailed with clear understandable career examples with adequate information.
- d) **Raise aspiration of all:** raising students' hope in career opportunities.
- e) **Promote equality of opportunity:** provides students with necessary information about various careers so that all of them have equal chances in their career paths.
- f) **Aid in the progress of participants:** assisting students to cope with challenges that they meet in their career path so they can make right decisions.

1.3 The importance of career guidance in schools



Career guidance is an essential factor for identifying students' real potentials and guiding them towards the right career path. Students need to have career coaching and right guidance before they choose their academic options. Career guidance will be helpful in choosing a career goal, planning and giving a direction to students for a better future.

It facilitates students to acquire knowledge and understanding, skills, attitudes and values that enable them understand themselves while exploring viable education and career option that eventually result into making informed decision with development plans.

Career guidance is needed for the following reasons:

- a) To broaden one's perspective;
- b) To get a clear road map;
- c) To reduce emotional influence of parents, peers, etc. on students' choices of their future career;

- d) To talk to different domain experts to inspire students;
- e) To identify one's strengths, weaknesses, interest, competencies, skills , knowledge and understanding;
- f) To enables students acquire attitudes and values that are essential for their future career;
- g) To increase students' confidence;
- h) To allow students make the right decision;
- i) To build interpersonal effectiveness;
- j) To curb the mismatch between the labour market changes and educational programs.

Reflective questions:

1. Why is Career Guidance and Counselling important for Rwandan students?
2. Distinguish guidance from counselling in a school setting.
3. How can you build the life of your child basing on six (6) principles of Career Guidance and Counselling?



CHAPTER II: PROVIDING CAREER GUIDANCE AND COUNSELLING SERVICE TO STUDENTS

Expected outcomes:

- ✓ Explore the current status and reality about Career Guidance and Counselling in Rwandan schools;
- ✓ Explain the Holland and pragmatic theory of Career Guidance and Counselling;
- ✓ Discuss the fundamental skills for providing Career Guidance and Counselling;
- ✓ Explain the stages for providing Career Guidance and Counselling services in schools.

In this chapter, teachers will explore the current status and reality about Career Guidance and Counselling in Rwandan schools, philosophies and approaches used, guidelines, skills, planning steps and procedures needed in carrying out Career Guidance and Counselling in schools.

2.1 The Current situation of career guidance and counselling in schools

The government of Rwanda recognizes the importance of CGC services in schools and this is reflected in the policy framework. The Education Sector Policy (2003) and the Education Sector Strategic Plan (2013/14 – 2017/18) emphasize training of all teachers in career guidance and counselling skills so that they provide CGC services to students in schools (MINEDUC, 2003, 2013). Additionally, in a bid to enforce CGC services in schools, the guidance and counseling unit was established at Rwanda Education Board to follow up the implementation of Guidance and Counseling activities in schools and to organize teacher trainings in the field of Guidance and Counseling among others.

Nonetheless, despite the above initiatives, there are challenges that limit provision of formal CGC services in Rwandan schools. This is partly attributed to lack of career guidance and counseling policy and guidelines (MINEDUC, 2014).

Due to lack of career guidance and counseling guidelines, students in schools choose career paths that are not based on their strengths and interests or leave schools with very limited knowledge and understanding of career options. In addition, schools lack trained school career guidance and counseling professionals.

Therefore, to enable students in schools choose proper career paths, Rwanda Education Board (REB) has developed this CGC teacher guide as one of the strategies of formalising and streamlining implementing Career Guidance and Counselling services in Rwandan Schools.

2.2 Philosophy and approaches to providing Career Guidance and Counselling services

Career interests differ from abilities or skills. These interests influence choices that students make about their lives, school subjects and how they spend their spare time. They are also likely to influence how people select careers. In this chapter we are exploring some theories and approaches from the literature that provides us with a clear picture on how to offer Career Guidance and Counselling services.

2.2.1 Holland's Theory

Holland for many, is the Grandfather of careers advice. His matching theory of vocational choice through his RIASEC codes has underpinned scores of career inventories after him. John L. Holland claimed that both people and work environments can be categorized and matched to each other. Holland's theory aims at categorizing people according to what type of work they are most interested in and then categories occupations under the same scheme to measure their congruence. In Holland's words "...people tend to act on their dominant interests and seek occupations in which their interests can be expressed" (Holland, 1996: 400). Holland's actual scheme was based around a six-point hexagon which focuses on six types of person and job which are **Realistic, Investigative, Artistic, Social, Enterprising and Conventional**, as shown on figure 2.

Figure 2: Holland's RIASEC six types of person and jobs attached



Adapted from Runninginaforest.wordpress.com

- a) **Realistic [R]:** A realistic person prefers concrete tasks. He or she likes working alone or with other realistic people, such works relate to working with your hands, tools, machines, and things; practical, mechanically inclined, and physical such as agriculture, computer engineer, basketball player, chef, Gardner, martial arts, pilot etc.
- b) **Investigative [I]:** Someone who is investigative likes to use his or her abstract or analytical skills to figure things out. He or she is a “thinker” who strives to complete tasks and often prefers to do so independently. In other words, he/she likes working with theory and information, analytical, intellectual, and scientific. He//she for instance can be a lawyer, statistician, surgeon...
- c) **Artistic [A]:** The artistic members of our society like to create things. They are imaginative and usually extroverted, original, independent, creative. They are likely to be actors, writers, dancers...
- d) **Social [S]:** A social person prefers interacting with people. He or she tends to be concerned with social problems and wants to help others. He/she is Cooperative, supporting, helping, and healing/nurturing. He/she can become psychologist, professor, social worker, physician...

- e) **Enterprising [E]:** Those who are enterprising lean toward leadership roles. They are willing to take on challenges and are extroverted. They can be aggressive as well. They like competitive environments, leadership, persuading. They can fit in public relation, administration, journalism, marketing and management.
- f) **Conventional [C]:** Someone who is conventional prefers structured tasks and tending to details. He or she is often conservative, detail-oriented, organizing and clerical. He/she can be proof reader, copy editor, clerk, librarian...

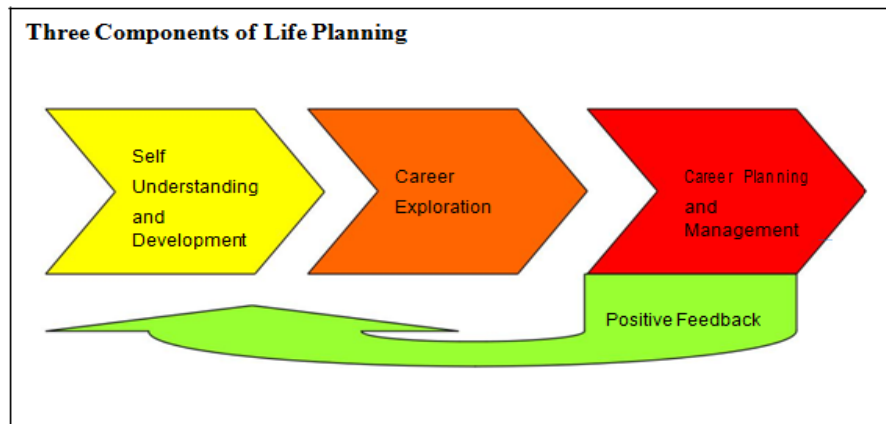
These types are displayed in a hexagon with the idea being that the further apart from each other on the hexagon two types were the less the types would have in common and the less someone would find satisfying a career in the more separated types (for example Realistic is furthest apart from Social).

Holland claims we all have three dominant types which are displayed in order (referred to as our Holland code, I am apparently... for example). The main idea is that individuals should use their dominant type and then look for a career in that field (for example people with Social would benefit from considering careers in educational or health and social care field). Holland developed a tool called the “*self-directed search*” for individuals to identify their codes. It consists of a series of questions and a scoring chart where you add up your answers in various categories and it gives you your code.

2.2.2 Pragmatic model

- Life planning education and careful for guidance support the whole-person development and life-long learning of students and are integral parts of the holistic school curriculum. They should be delivered in a coordinated and systematic manner geared towards the needs of all students irrespective of their abilities, orientations and developmental stages.
- The figure below shows the 3 components of life planning. The career related knowledge and understanding, life planning and work skills as well as work attitude that we expect from students can be expressed through the proposed model which suggests a positive relationship among its three components.

Figure 3: Three components of life planning



Adapted from Lifepanning.edb.gov.hk

The model can be applied flexibly in different school contexts with different student intakes.

2.3 Guidelines for providing Career Guidance and Counselling services

Some important guidelines to consider in the design, organization and management of the services include:

- Knowing the cultural, social and economic reality of students, adapting the guidance activities to their needs and problems;
- Encouraging self-discovery and self-management so that the students make their own choices based on their self-awareness knowledge and understanding of themselves, their environment, and empowering them to make autonomous, responsible decisions;
- Identifying the students' expectations and potentials to help them connect with real opportunities in their environment;
- Building cooperative networks that involve their families, educational institutions, social organizations and employers, among others;
- Designing appropriate and creative services that fit the students' needs and interests, with learning environments, flexible hours, dynamic intervention strategies, etc.;

- Keeping in mind that the basic requirements for offering quality services include well-defined processes, qualified personnel, and the necessary tools and methodologies for each stage of the process;
- Having welcoming spaces and the physical and online resources necessary to support the students;
- Linking Career Guidance and Counselling services with other programmes or support services, such as job placement offices, formal or informal educational institutions.

2.4 Key elements of career guidance and counselling in school

According to Watts (2013), there are three key main elements of career guidance and counselling services in school: career information, career information and career counselling

- a) **Career information:** This involves providing students with information about labour market in Rwanda, Job opportunities on demand and their requirements in terms of qualifications and other relevant information, future careers and job opportunities, courses in tertiary institutions and occupations, etc. Indeed, career information is the core of effective career guidance and counselling programme. The information on occupations and learning opportunities is important for students.
- b) **Career education: This is** part of the educational curriculum, which involves assisting students to make decisions at key education transition levels. It aims at helping students develop career management skills as well as management of their career pathways and opportunities throughout life. Career Education also encompasses **planned**, progressive learning experiences that help students develop Career Management competencies that enable them to manage their lives. Career Education may be a stand-alone activity in school or an integral part of regular classroom teaching.

- c) **Career Counselling:** This may be conducted on a one-to-one basis or in small groups, in which attention is focused on the distinctive career related issues faced by individual or group of students in school.

2.5 Fundamental skills for providing Career Guidance and Counselling Services

Most students need assistance in gaining career maturity, the capability to make career choices and changes as desired or necessary. In primary school, students need to become aware of many opportunities in the work world.

They also need to become aware that people have individual differences in interests, skills, abilities, personalities, and values, those characteristics should guide career decisions. In secondary schools, students need to learn about the mentioned characteristics and use them to make tentative selections about secondary school plans, career choices, and higher learning education.

Below are the fundamental helping skills that a School Career Guidance and Counselling Advisor should use while providing career guidance and counselling services: Attending, Listening, Questioning, Reflecting and Perspective Taking (Empathy).

a) Attending

This skill is both an attitude and behaviour. It requires the total giving of your focused attention to another person throughout your time together. You can convey this skill in the following ways:

- Provide direct eye contact without a desk or other barrier between you and the other person.
- Slightly lean your body toward the other person.
- Occasionally nod your head, indicating that your attention is with that person and his or her story.
- Open your arms; don't fold them in front of you.
- Present a relaxed appearance. While some behaviours convey an attitude of openness and attention, other behaviours, such as the following, convey a very different picture:



- Watching the clock or looking at your watch while the person is talking.
- Looking around the room or outside rather than looking squarely at the other person.
- Yawning.
- Taking notes on paper or on a computer.
- Tapping your foot, fidgeting with your hands, or other nervous mannerisms.
- Folding your arms.

b) Listening



Listening is the behaviour of actively hearing and understanding what someone has to say. In order to do this, you must focus on the other person's story while ignoring thoughts about your own needs and activities.

Students get assured that you are listening when you do the following: provide direct eye contact, reinforce your attending attitude by an occasional nod of the head, and provide appropriate verbal and nonverbal feedback.

c) Questioning

As you attend and listen, there will be topics about which you need further information, so ask relevant questions. There are two kinds of questions: open and closed. Open questions cannot be answered with “yes” or “no” and invite further detailed information. Open questions should be used when you want the other person to talk more so that you can gather more information. The following are examples of open questions:

- What do your parents think about your plans?
- What are your thoughts about your career five years from now?
- Which combination do you prefer?

Closed questions can be answered with “yes” or “no.” Use closed questions when you seek simple facts, are limited in time, or want to discourage the other person from rambling. Some examples of closed questions include:

- Did you complete your ordinary level?
- Do you want to make a change from your current combination to another?
- Do you think that you have the skills for that career?

d) Reflecting

Reflecting is the art of repeating what another person has just said, but in different words and often correctly. The purpose of reflection is to help students evaluate what they have said and gain insight in their career path. The reflection may mirror only the facts that have been presented or when appropriate, may go a little deeper by stating the emotion being expressed and providing some interpretation.

Reflecting may also involve Affirmation. This encourages students in the choices they have made or behaviour. It is an important skill for empowering students; by affirming them, we are encouraging them in the appropriate decisions and behaviours they have chosen and thereby empowering them to continue making similar choices.

Some examples on reflecting

Student: I'm really confused about which combination might be best for me.

SCGCA: It seems, you are finding this a very difficult choice.

Student: I would like to attend a higher learning institution but I am not sure what I want to do because I am not sure of the available options.

SCGCA: You really have limited information about subject combinations.

Student: I know this goal will be difficult for me to achieve.

SCGCA: You are already thinking about the challenges that this decision may pose.

Besides allowing a student to consider what he or she just said, reflecting also serves two purposes: letting the student know that you truly understand what they said, and inviting them to tell you more. As they reveal more, they will likely examine their own thoughts and feelings more deeply and in the process, gain greater insight into the decision or situation they are facing.

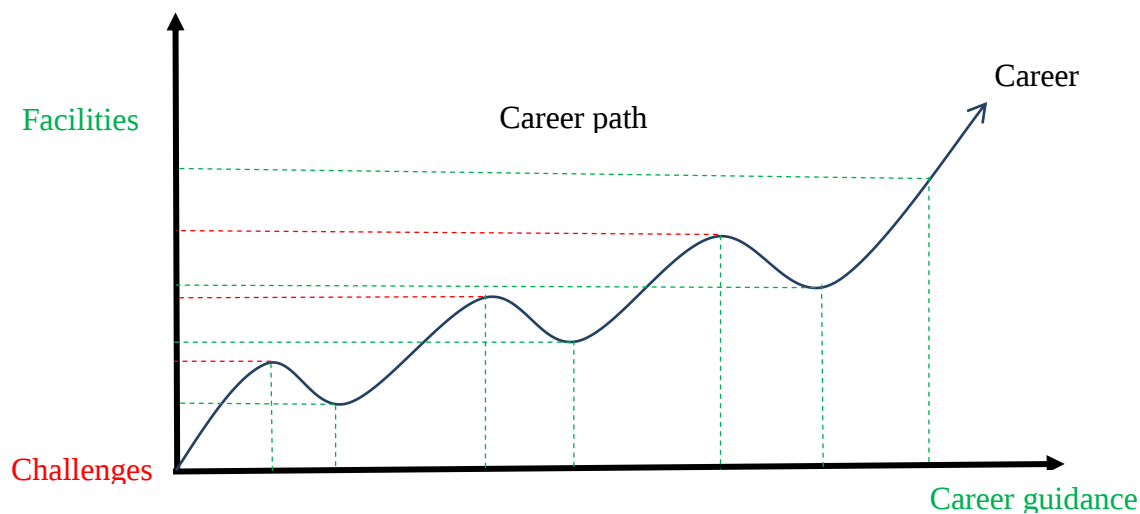
Using the above skills, ***School Career Guidance and Counselling Advisor*** can provide career guidance and counselling formally or informally through individual, pair and group session.

When you choose to use any of the above-mentioned skills, you should remember the following points:

- ✓ Use an appropriate and understandable language
- ✓ Have an active listening
- ✓ Practice of probing questions
- ✓ Allow the guided person to have free expression
- ✓ Find the appropriate place to meet

In order to achieve the goal of the right career choice, students need to consider some of the requirements like interest, talents, skills, knowledge and understanding, values, attitudes, abilities and goals that influence the choice of career path as illustrated in the diagram below.

Figure 4: Career path



Facilities: infrastructure, career guidance services, trainings, workshops, financial support, education etc.

Challenges: Lack of means, No career guidance, emotion, disabilities, etc.

- e) **Perspective Taking (Empathy).** Taking the perspective of the student during career counselling makes the student to confide in you. It involves putting yourself in someone else's shoes (life). However, it is hard to take the perspective of those who are different from us. Therefore, in order to successfully do it , one should exhibit the following:

- Being open-mindedness: Setting aside for the moment your own beliefs, values and attitudes in order to consider those of the student.
- Being imaginative: To consider the student's background, thoughts and feelings.
- Knowing and accepting yourself: knowing yourself and accepting who you are also helps to take the perspective for the student you are counselling.

2.6 Stages for providing Career Guidance and Counselling Services

As a School Career Guidance and Counselling Advisor, being professional in your field, you will take a student through the process of five stages as given below:

Stage 1: Initiation

Getting to know and understand the student

The most crucial and sensitive part of a School Career Guidance and Counselling Advisor's service is to develop and maintain a strong working relationship with his students. The School Career Guidance and Counselling Advisor has to create such an environment in which a student is comfortable to share his life.

Data gathering

The next step is the process of collecting useful information from parents and students by use of questionnaires and interview. Both questionnaire and interview have to be carefully designed so as to gather relevant and useful information about the student.

Awareness

This is an extremely important stage of Career Guidance and Counselling where a student becomes comfortable with his or her chosen School Career Guidance and Counselling Advisor and the latter will know and understand a lot about the student. With this knowledge and understanding, he/she is then able to start working towards steps and strategies that he/she will use throughout the remaining stages of career guidance. At this stage, your rapport with your student should be excellent, relaxed and comfortable with your sessions.

Stage 2: Exploration

At this stage, students are helped to discover their abilities in the following ways;

- The first thing to do is to assist the students in conducting their own detailed analysis.
- It involves the analysis of students via different tests. These tests are done so as to cover social behaviour, personality, psychometric, and career interests among others (refer to RIASEC test Appendix1).
- The School Career Guidance and Counselling Advisor helps the student to explore different career paths available (information interviewing, relational networking, Job shadowing, and work experience).

Stage 3: Decision-Making

By this stage, different paths will have been explored, and a decision needs to be made.

- The task of a School Career Guidance and Counselling Advisor is to bring student and parents to a common fruitful platform.
- He/she does counselling at this stage to prevent perceived barriers from prematurely ruling out the career options.
- The final step during the critical process of decision making involves the selection of the most appropriate option from a range of the alternatives. This path has to be the one that maximizes student's talents and interests.

Stage 4: Preparation

After the decision is made, preparation for the real implementation begins at this stage.

- A School Career Guidance and Counselling Advisor assists students in the development of action plans.
- Further, he/she guides the students in a direction that ensures the development of pre-requisite skills. Even more, he/she helps in identifying both the available as well as the required resources for the implementation.

- As a School Career Guidance and Counselling Advisor, you have to help your students identify backup plans during this time.

Stage 5: Implementation

The final stage concerns the execution of career plan by the student with the help of School Career Guidance and Counselling Advisor. As a School Career Guidance and Counselling Advisor, you must ensure that a student meets all his/her deadlines and completes his work according to the given timelines.

Note: If the given stages of the career guidance path are followed and implemented step-by-step, there is nothing that can stop students from accomplishing their career goals.

2.7 Planning for career guidance and counselling services

2.7.1 Levels of provision for career guidance and counselling services

Career guidance and counselling services can be provided by many people both professionals and non-professionals. The following table shows examples of people who may provide Career Guidance and Counselling services to students:

FORMAL CAREER GUIDANCE	INFORMAL CAREER GUIDANCE
✓ Teachers ✓ School Career Guidance and Counselling Advisors ✓ Directors of Studies ✓ School Based Mentors ✓ Peer clubs ✓ Stake holders	✓ Parents ✓ Friends/peers ✓ Alumni ✓ Teachers (school staff) ✓ Role models ✓ Religious leaders

For schools to develop and implement the comprehensive Career Guidance and Counselling program, all the stakeholders in Educational system have a role to play.

A. National Level (REB/MINEDUC)

- Establishes policies, guidelines, and procedures to provide leadership and direction to school comprehensive Career Guidance and Counselling Programs;
- Co-ordinates the planning and organization of different activities and professional development in support of the delivery of the CGC Program;
- Assists in the development and acquisition of relevant resources to support the direction, delivery, and evaluation of the program;
- Consults with school Leadership and other educational partners on Career Guidance and Counselling issues.

B. District and Sector Levels

- Ensure that the CGCP is an integral component of the school programs;
- Encourage parental interest and involvement in the program through an effective communication channels;
- Provide assistance, resources, and professional development to facilitate the successful establishment, implementation, and evaluation of the program in schools;
- Provide ongoing support and monitoring of the program
- Assist the establishment or maintenance of a network of community, private and government agencies that directly or indirectly address the needs of students and their families;
- Assist in communicating the aims, objectives, and outcomes of the program;
- Seek opportunities to acquire and provide resources needed for the program effectiveness

C. School Level

1) School Leadership

- Allocate the school resources necessary to implement and operate the program;
- Participate in the selection of the qualified Career Guidance and Counselling personnel;
- Assist and provide support for the program in conjunction with the District/Sector's Education committee;
- Provide for appropriate professional development activities for SBCA and other teachers;

- o Take lead in the ongoing review and evaluation of the program;
- o Ensure that the program addresses Learning and professional/Career achievements;
- o Ensure that the learning needs and career aspirations of students are addressed;

2) Career Guidance and Counselling Advisors

The primary roles of the Career Guidance and Counselling Advisor are but not limited to:

- o Design, initiate, co-ordinate and manage a comprehensive career development program for the school;
- o Provide professional knowledge and understanding as well as expertise in personal, social, educational, career growth and development to entire school community (students, parents, etc.);
- o Organize career development opportunities as needed and prepare students in career selection;
- o Search and keep up-to-date information regarding new career trends and participate in professional experiences to improve student skills;
- o Collaborate with the school administration and parents to effectively help students plan and own their career path.
- o Help students navigate, register and conduct assessments regarding their interests, skills, values and attitudes from accessible effective sources.
- o Support students with interpretation of their assessments results for individual students whenever the need arise;
- o Cluster students of the same results for easy and peer support;
- o Understand and make use of relevant theories especially Dr. John Holland and Dr. Ronald Super's theories of Career Advising in helping student with their career planning and development process;
- o Study and advise students on employment opportunities, career choices and further education or training that may be desirable;
- o Provide information, advice and guidance to help students make realistic choices about their education (combinations), training and work;

- Develop partnerships and collaborative relationships with individuals and agencies in the community;
- Engage in the research, professional development, education, networking, and trainings necessary to remain current with developments in Career Guidance Counselling and education program;
- Help students in the job searching process, and job application process;
- Provide some preliminary CGC trainings to all other teachers and administrators for the entire school' program ownership;
- Attending workshops and trainings on career guidance related matters provided by REB and authorized partners;
- Provide reports on a monthly, termly and yearly basis to the relevant authorities;

3) Other Teachers and Staff

- Participate in the delivery of the program through their daily interaction with students;
- Teach aspects of the program related to the guidance curriculum component;
- Participate as mentors and advisors to students;
- Collaborate with parents, other staff, student groups, and the Career Advisor to meet the developmental needs of all students through the program;
- Suggest activities to be implemented or developed as part of the program;
- Participate as members on the Career Guidance Advisory committee;
- Participate in needs assessments and evaluations concerning the CGC program.

4) Parents and Guardians

- Encourage children to get as much education as possible.
- Help them discover their innate talents and skills.
- Develop their knowledge and understanding of the world of the work.
- Teach them decision- making skills
- Value gender equity and cultural diversity.
- Make the aware of career resources / education and training opportunities.
- Observe the effects of work experience.

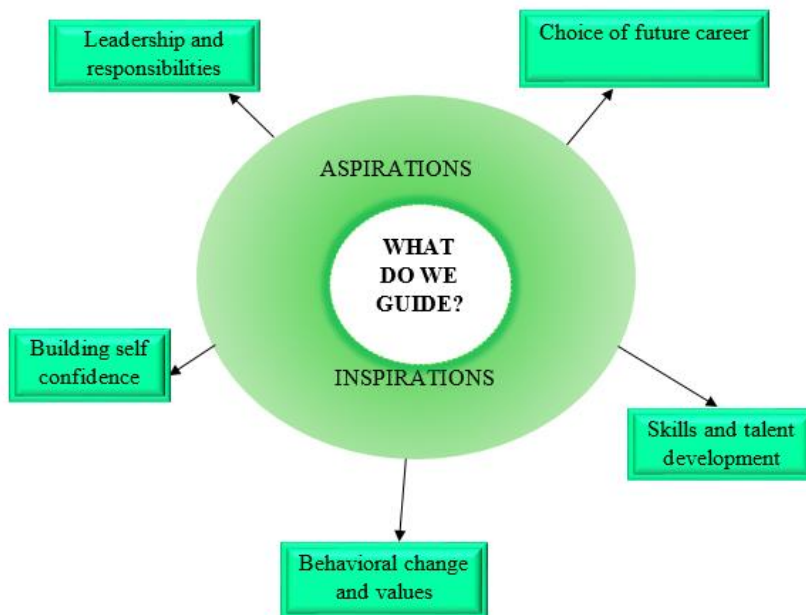
5) Students

- o Participate in determining both student and community needs through needs assessment processes;
- o Participate as members of the Career Guidance Advisory committee in determining the focus and direction of the program;
- o Provide input, feedback, and suggestions for ongoing program activities or modifications
- o Participate in the evaluation of the program in their school, group and individual level.

2.7.2 Areas of Career Guidance and Counselling for students

The illustration given below helps us to determine/identify areas in which to provide Career Guidance and Counselling to students.

Figure 5: Areas of Career Guidance and Counselling.



A comprehensive Career Guidance and counselling service should:

- Promote self-awareness and the development of social-emotional skills
- Perform interest and capacity assessments
- Evaluate knowledge and understanding of the job market
- Organize and support the development of the education and/or career plan
- Define medium- and long-term personal goals and objectives
- Offer information regarding educational and job opportunities
- Recognize the potential and limitations of each participant and his/her environment
- Take job market demands into consideration
- Link personal interests and resources with market demands
- Support the process of returning to school
- Help young people make informed and responsible decisions
- Guide young people in reviewing their life plans and making any necessary adjustments
- Prepare youth to get and keep a job
- Advise young people in designing strategies and plans for self-management and entrepreneurship.

2.7.3 When and where to provide career guidance and counselling services

Career guidance is not only provided in schools and institutions of learning but also other settings like work places to enable people develop in their career or make appropriate career changes. Thus it is needed in Education, training, employment and private institutions at any age.

Career Guidance and Counselling services should start at the earliest possible level in the school setting, i.e. in nursery, primary, secondary and tertiary educational institutions.

“A child must learn early to believe that he or she is somebody worthwhile and can do many praiseworthy things” (Mays, 2003).

“The literature on human capital accumulation indicates that high quality education at the primary level generates the highest returns, both at the primary level and all levels thereafter”(World Bank, 2008).

Any attempt to ignore career guidance and counselling at the lower levels of the education system would be tantamount to denying rights to the greatest number of “human capital.”

2.7.4 Resources needed to provide Career Guidance and Counselling services

It is important that organizations interested in providing Career Guidance and Counselling services have the infrastructure and capacity to provide quality services and meet young people's expectations. The following are some of the resources needed to provide these services.

Infrastructure and Physical Resources:

School Career Guidance and Counselling Advisor's office should be equipped with paper supplies, telephone line, printer for young people to print test results, résumés of career guidance document resources and manuals etc.

Human Resources:

The institution must ensure that the professionals offering this type of service are trained in career guidance and counselling and have experience working with students from different backgrounds.

Some of the main functions of a Career Guidance and Counselling Advisor include:

- Interviewing students;
- Administering tests and assessment tools;
- Analysing and sharing results with students;
- Analysing and sharing participant test results with those in charge of training in order to provide feedback on curriculum design;
- Supporting young people in exploring the worlds of education and work;
- Advising on the design of educational or career plans;
- Supporting the development of employability and entrepreneurial competencies.

Technical and Technological Resources:

Technology is changing how we communicate, share information and learn changes that are mostly driven by today's youth. Information and communication technologies (ICT) are currently important to young people and are a prominent component of youth culture.

ICTs are basic tools that must be incorporated into training processes, career guidance& counselling and job placement services. Technology also makes it possible to scale up activities to provide more young people with opportunities.

2.8 Implementation of Career Guidance and Counselling services

Career development is as normal a human process as physical or emotional development.

Dr. Donald Super, a preeminent international career development theorist, proposed that this process is a lifelong one, which he divided into age-related stages. In the 21st century, it is clear that people will be making more career changes during a lifetime than in the past. So, more than ever, today's youth and adults need to learn a process for making such changes.

These are the processes that need to occur at different age levels in order to facilitate normal and well-informed career development. Now, the question becomes:

How do you determine/identify what types of services a given class needs?

The Career Guidance and Counselling Advisor has to go through the following steps;

1. Clearly identify the class;
2. Evidently identify the career and educational development needs of the class;
3. Set measurable objectives;
4. RIASEC self-assessment test
5. Determine how to deliver CGC services;
6. Evaluate and revise the programme.

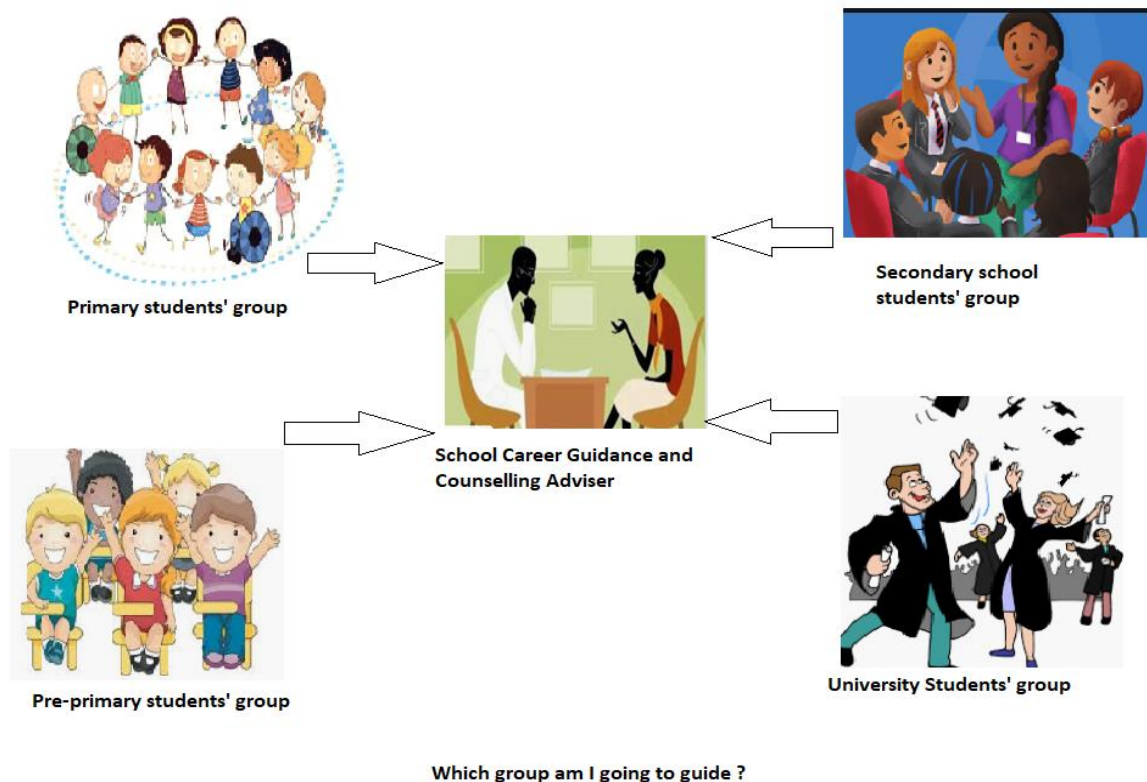
Step 1: Clearly identify the class.

The class group consists of the students of the same class / combination you wish to assist with career planning and development. You need to ask these questions about them:

What are the characteristics of this class/ group, including age, gender, and education level? How many are they? Where are they located, or where can they best be reached: school, community centre, corporation, or online? When and how can they best be reached?

Step 2: Clearly identify the career and educational development needs of the class.

Under this step, as career guider, you should plainly pinpoint the careers which are needed to be done by your students and at the same time you have to look at their educational development needs or combinations.



Reference: designed by Developers

You should start looking at the needs of a student, what he/she likes most. You should bear in mind that the needs of a student may change time to time due to different reasons or conditions.

Step 3: For each need identified, write at least two or three measurable objectives.

A measurable objective state what you want members of your class to do in a measurable way as a result of your services. Objectives should be written in the form of;

“At the end of this session (sequence, workshop, etc.), students (participants) will be able to ...”

This sentence might be completed with words such as:

- State their primary areas of vocational interest;
- State the most important values they want to achieve through work;
- Identify at least three occupations of high interest;
- Identify one or more programs that would prepare them for future work;
- Identify at least two schools in their chosen geographic area that provide the training needed for the occupation of their choice;
- Identify jobs to which they could transfer existing skills.

Step 4: RIASEC self-assessment test

This step consists of Career Interests Assessment and interpretation of the score report from RIASEC assessment (refer to RIASEC test appendix 1).

Step 5: Determine how to derive Career Guidance and Counselling Services

Based on the characteristics of the students, identified needs, and objectives, determine how to deliver the services in the most cost-effective way.

Individual approach:

- Provide an individual orientation so that all members of the student have an overview of its content.
- Based on the needs that you have identified for an individual, provide a handout in order to get the information they need.
- Meet with these identified individuals and give them explanatory information (such as an interpretation of the test) or additional information and the opportunity to ask questions.
- For those individuals who may still need assistance, schedule a one-on-one interview.
- Hold a brief intake interview with each member of the students to establish rapport and identify individual career planning needs.
- Conduct a follow-through interview with each person who completed the assignment, asking:

- a) What was learned through the assigned content?
- b) Any remaining questions?
- c) What decisions, if any, have been made?
- d) What next steps should the individual take? (May result in developing a personal action plan.)

Step 6: Evaluate and revise your program.

After delivering your services, evaluate their effectiveness in any way possible. These may include:

- Gathering feedback via a questionnaire about what students thought about the services.
- Noting changes in behaviour (increased attendance at school, improved grades, ability to state a vocational choice, higher level of motivation, more students going to college, etc.) or actions taken (acquiring a job, going to a selected college, declaring a chosen programme).
- Next, make a list of suggestions for improvement, and decide whether the suggested changes should be implemented the next time you deliver the program.

Reflective questions;

1. What is the contemporary Career Guidance and Counselling situation in Rwandan schools?
2. Differentiate Holland's theory from pragmatic modal of Career Guidance and Counselling.
3. Eric is a trained teacher who plans to start Career Guidance and Counselling services in his school, explain the skills required for him to be successful in his new assignment.
4. With clear examples discuss the necessary stages for providing Career Guidance and Counselling in school.
5. GS IMENA is a school whose students face challenges in choosing their future careers; Currently REB has trained a School Career Guidance and Counselling Advisor who will be assisting the students to make informed decisions regarding their careers. Describe the process this Advisor will go through in providing Career Guidance and Counselling Services in this school.

CHAPTER III: EVALUATION OF CAREER GUIDANCE AND COUNSELLING

Expected outcomes:

- ✓ Identify steps to be followed when evaluating Career Guidance and Counselling services;
- ✓ Explain the evaluation techniques used in Career Guidance and Counselling services.

3.1 Introduction

According to Gibson and Mitchell (1995), evaluation program is defined as a systematic set of data collection and analysis of activities, undertaken to determine the value of a program in order to aid management, program planning, staff development, public accountability and promotion.

“Evaluation of Career Guidance and Counselling” is therefore a critical component of a developmental guidance and counselling program and ensures accountability of School Career Guidance and Counselling Advisor, students and other stakeholders.

3.2 Objectives of evaluation

The purpose of evaluation of Career Guidance and Counselling services is to determine the value of the Career Guidance and Counselling services, its activities, and students’ progress in order to make decisions for improving the service provided.

The following are main objectives of the evaluation;

- To evaluate activities and make reasonable judgement about efforts, effectiveness, adequacy and if Career Guidance and Counselling program has met the desired objectives;
- To determine the worth of a program, and provide an opportunity to explore other alternative approaches or strategies to reach specific objectives;
- To suggest a continuous search for better ways of doing things;
- To place responsibility on individuals, to increase the participation of beneficiaries and to help in the allocation of roles and responsibilities.

3.3. Steps to be taken in self - evaluation

Step1: Identification of student's changes

- Behaviour changes
- Performance according to students' interest
- Personal needs

Step2: Gather evidence (Data)

- Data should be collected qualitatively and quantitatively.
- The qualitative information may capture experience, behavior, opinion, value, feeling, knowledge and understanding, sensory response, or observable phenomena.
- Quantitative information may be measured by numbers or tallies. Methods for collecting quantitative data include counting systems, surveys, and questionnaires.
- The data collection is done through: observation, interview, and questionnaire.

Step3: Data analysis

- The teacher studies the findings carefully to identify the improvement of Career Guidance and Counselling services.
- Teacher/advisor discovers the student concept on Career Guidance and Counselling services provided.
- Teacher/advisor decides what to do according to findings (maintain or change strategies)

Step 4: Draw conclusions

This is the step where you answer the bottom-line question:

- Are we getting better, getting worse, or staying the same?

Data comparisons show trends, gaps, strengths, weaknesses. You can compare evaluation data with targets set by Career Guidance and Counselling program standards established by Rwanda Education Board (REB).

It is important to consider the following, if evaluation procedures are to bear fruit:

- Deciding when to evaluate;
- Deciding what precisely to evaluate;
- Deciding whom the evaluation is intended to serve;
- Deciding who should conduct the evaluation;
- Deciding what questions the evaluation should address;
- Planning the evaluation study;
- Deciding how to report the evaluation study.

3.4 Evaluation techniques

Techniques are ways that can be used to carry out evaluation for any purpose including guidance and counselling in schools.

There are several evaluation techniques or ways of collecting data. It is important for the School Career Guidance and Counselling Advisor/teacher to select the best technique to suit the purpose. The various techniques may include tests, interviews, observations, questionnaires, inspection of records and discussions.

1. Observations

- This is a visual technique where the School Career Guidance and Counselling Advisor /teacher observes and records any findings.
- The advisor / teacher decides whether he/she will observe as an outsider, or as a participant.
- The observation technique requires full concentration by the observer, who should study an aspect in detail.
- The advisor / teacher should report and discuss any findings immediately, so that necessary corrections are made.

- When using these techniques, an observer needs to have sharp eyes and ears to be able to collect adequate data. The observer should carefully guard against bias.

2. Interviews

- Interviews are a basic evaluation technique. They can be open-ended or closed-ended.
- Interview technique requires ability to listen effectively.
- Interview technique requires the interviewer to prepare interview guide questions in advance prior to the interview itself.
- It is important that data should be recorded. The advisor / teacher may use a tape recorder, in order to transcribe the relevant parts later, or take notes throughout the interview.
- It is important that notes taken are discussed with the person interviewed, to check whether the information was correctly recorded.

3. Questionnaires

- This technique involves a structured series of questions and statements that enable the advisor/teacher to gather information about a Career Guidance and Counselling program.
- The advantage is that it can be sent to students, to be completed in the absence of the advisor/teacher.
- Unlike an interview, the questionnaire gives the advisor / teacher an opportunity to cover a larger number of people at one time.
- All evaluation techniques require planning on the part of the advisor / teacher.

SUMMARY AND CONCLUSION

This teachers' guide focuses on three chapters namely, understanding career guidance, the process of providing Career Guidance and Counselling services and the evaluation of Career Guidance and Counselling in schools. It also highlights career guidance objectives, key concepts, principles, importance of career guidance, its nature and scope.

The process of providing career guidance paves the way for utilization of **5Ws** (who, why, which, when, what). The School Career Guidance and Counselling Advisor should be in position to know who provides Career Guidance and Counselling, why? when? what? and which level to deal with?

Among various theories used in this guide, Holland's theory on Career Guidance and Counselling is seen as more relevant model in as far as RIASEC test is concerned. This **RIASEC** stands for **Realistic, Investigative, Artistic, Social, Enterprising and Conventional**. The test helps students to deeply understand their capabilities and weaknesses in order for them to make appropriate career path choices and walk the career trajectory with confidence.

The guide focuses further on evaluation of Career Guidance and Counselling. It shades light on evaluation steps that help both School Career Guidance and Counselling Advisor and students to understand better any changes in career behavior and adjustments are made where necessary.

The guide also embarked on various evaluation techniques and relevant tools that are considered and used at different levels to collect necessary data that can help both advisor and student make appropriate career choices.

In a nutshell, effective provision of Career Guidance and counselling services at all levels in Rwandan schools is considered imperative. Consequently, Rwandan youth will match both current and future global market demands thus bridging prevailing entrepreneurial gaps and challenges.

Reflecting questions

1. What would you do for evaluating Career Guidance and Counselling services?
2. There are many techniques used in evaluating Career Guidance and Counselling services. Explain them.

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APPENDICES

Appendix 1: RIASEC Test

Source:

Savickas, M, and Lent, R, 'Convergence in Career Development Theories', Palo Alto, California, USA: Consulting Psychology Press Inc

Which Career Pathway is right for you?

THE RIASEC TEST

Follow these easy steps to see where your interests are.

1 Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers!

1. I like to work on cars	☐								
2. I like to do puzzles		☐							
3. I am good at working independently			☐						
4. I like to work in teams				☐					
5. I am an ambitious person, I set goals for myself					☐				
6. I like to organize things, (files, desks/offices)						☐			
7. I like to build things	☐								
8. I like to read about art and music			☐						
9. I like to have clear instructions to follow							☐		
10. I like to try to influence or persuade people								☐	
11. I like to do experiments		☐							
12. I like to teach or train people					☐				
13. I like trying to help people solve their problems					☐				
14. I like to take care of animals	☐								
15. I wouldn't mind working 8 hours								☐	
22. I like putting things together or assembling things	☐								
23. I am a creative person						☐			
24. I pay attention to details								☐	
25. I like to do filing or typing								☐	
26. I like to analyze things (problems/situations)					☐				
27. I like to play instruments or sing						☐			
28. I enjoy learning about other cultures							☐		
29. I would like to start my own business								☐	
30. I like to cook						☐			
31. I like acting in plays							☐		
32. I am a practical person						☐			
33. I like working with numbers or charts							☐		
34. I like to get into discussions about issues								☐	
35. I am good at keeping records of my work									☐

16. I like selling things 17. I enjoy creative writing 18. I enjoy science 19. I am quick to take on new responsibilities 20. I am interested in healing people 21. I enjoy trying to figure out how things work	37. I like working outdoors 38. I would like to work in an office 39. I'm good at math 40. I like helping people 41. I like to draw 42. I like to give speeches																								
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R	I	A	S	E	C																				
R	I	A	S	E	C																				
Total	Total																								

- 2 Add up the number of filled in circles in each column and then add the two columns together for a grand total.
- 3 Using your grand total scores from above, transfer the scores for each letter into the appropriate column below.

R	= Realistic	Total: _____
I	= Investigative	Total: _____
A	= Artistic	Total: _____
S	= Social	Total: _____
E	= Enterprising	Total: _____
C	= Conventional	Total: _____

- 4 Take the three letters with the highest scores and record them under "My Interest Code".

MY INTEREST CODE

- 5 Turn the page to see what this means!

RESULTS OF THE RIASEC TEST

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are...

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources
Health Services
Industrial and Engineering Technology
Arts and Communication

I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are...

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways

Health Services
Business
Public and Human Services
Industrial and Engineering Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are...

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways

Public and Human Services
Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are...

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways

Health Services
Public and Human Services

E = Enterprising

These people like to work with others and enjoy persuading and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways

Business
Public and Human Services
Arts and Communication

C = Conventional

These people are very detail oriented, organized and like to work with data. Good college majors for Conventional people are...

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways

Health Services
Business
Industrial and Engineering Technology

Appendix 2: Self Evaluation Form as developed/proposed by who?

Self-Evaluation Form

School Name:.....

School Career Guidance and Counselling Advisor's Name:.....

Section 1: School Career Guidance and Counselling Advisor Identification

School Career Guidance and Counselling Advisor's Name:		CA Id:	
Current Academic Year:		Date:	
Starting Year		Year of Experience	

Section 2: School Career Guidance and Counselling Advisor Self-Assessment

Please attach a separate sheet if necessary during answering the following questions

i. Have you planned to provide Career Guidance and Counselling services?

Yes ☐

No ☐

ii. If yes, do you have a written plan? Yes ☐ No ☐

iii. Is your Plan shared and approved by school head teacher? Yes ☐ No ☐

iv. If yes, what was your first activity (Here the first activity should be RIASEC assessment test).....

v. If the first activity is other than RIASEC activity, what is that? Describe it here below:

.....

.....

.....

.....

.....

- vi. If the first activity was RIASEC test, what was your target per week?
(Say the number of learners you targeted to assess per week, Class by Class. Eg S1A or S3A&B.)
- vii. How many were assessed compared to the targeted number in total (...../.....)

Record them according to the following table

SN	Names of Learner	Class/ Combination	CODE	Parent Contacts

- viii. Classify them according to their RIASEC CODE and calculate the percentage in each group.

SN	Class	CODE	Number	%
	S1			
Total				
	S2			
Total				
	S3			
Total				

Section 3: Impact Assessment of Career Guidance on Students

The decisions that young people make at school have a big impact on their lives – affecting not just their further education, training or employment, but also their social lives, finances and health outcomes.

Students are more engaged in education and highly motivated about their future when they have a clear understanding of themselves and how they might live and work when they leave school.

In high school as well as in primary school of Rwanda, we will assess the impact of Career Guidance and Counselling on

1. Student Behaviour change

Have students been happy after RIASEC assessment? Yes ☐ No ☐

Have they signed behaviour change contract? Yes ☐ No ☐

Have they changed their behaviour? Yes ☐ No ☐

Is there any story to share about behaviour change? Yes ☐ No ☐

If yes, write down about it here below

.....

.....

.....

.....

.....

Is there any record (audio or Video) on a CD or Flash disk? Yes ☐ No ☐

2. Student Academic performance

Is there any improvement on academic performance according to student's code? (Analyze subject by subject). Compare first term, second term as well as 3rd term reports and compare promotion rate within a school at large, from S1 to S2 and S2 to S3 as well as from S4 to S5 and from S5 to S6.

Appendix3: Career Guidance and Counselling student Form Career Guidance and Counselling as developed/proposed by who?

STUDENT FORM

1. Student ID

- i. Student' Name:
- ii. Class level: Combination:
- iii. Age Sex: Female ☐ Male ☐
- iv. Student's location: Urban ☐ Rural ☐
- v. Parent occupation: Farmer ☐ Businesswoman/man ☐ Public function ☐
- vi. Contact #1)..... #2).....

2. Students performance

- i. Why (ambitions) did you choose this combination?
.....
- ii. Who influenced you to choose this combination?
☐ Parent ☐ Friend ☐ Teacher ☐ Others ☐ I did it myself
- iii. If you were influenced by someone else, did you converse about it? Yes ☐ Not ☐
- iv. If Not, how did you feel?
.....
- v. Which 3 subjects do you like more than others?
1..... 2..... 3.....
- vi. Which subject do you perform well?.....

3. Student Career Guidance

- i. Have you ever done a RIASEC test? Yes ☐ No ☐
- ii. If yes, what was your RIASEC Code?
- iii. Referring to your RIASEC Code, mention 2 favourable careers you would like to join.
1)..... 2).....
- iv. Is your School Career Guidance and Counselling Advisor supportive to your needs?
Yes ☐ No ☐

Explain.....

Appendix 4: Student's Summary Form for Holland Codes Test as developed/proposed by who?

Part A. Based on the test results, my personality is:

Part B. In relation to my personal qualities and in comparison, to other people my age, I am:

Part C. For me, the most important achievements, aspirations and goals are:

Part D. I like:

My greatest ability can be seen in:

The subjects that I most enjoy are:

This activity has allowed me to discover that:

Appendix 5: SWOT Matrix Form

SWOT Matrix Form

Strengths	Opportunities
Weaknesses	Threats

Appendix 6: Student action plan as developed/proposed by who?

STUDENT NAME:				
SCHOOL:				
CLASS:				
AGE:		GENDER:		COMBINATION
Areas	Objective What do I want	TIME How long will I take to achieve it	Strategies (How am I going to do it)	EXTERNAL SUPPORT (who can help me)
Education				
Self employed				
Employment				

Appendix 7: Student Questionnaire about behaviour change as developed/proposed by who?

Here is the check list to be given to Class teachers, Discipline team, Parents before and after RIASEC assessment test, in order to record career change towards academic performance.

School Name..... Student self - Assessment form

Student name:.....

Class: Holland CODE (if any): Date of RIASEC assessment....../....../....

Gender:Age.....

Check the column that most closely is what you do. Remember, there are no right or wrong choices, so please mark what you really do

Actions/Behaviour	Always	Usually	Sometimes	Hardly Ever	Never
Raise hand in class					
Act up in line					
Arrive to class on time					
Do what I am told					
Behave for a substitute					
Talk in class					
Write on desks					
Write on chairs					
Lean back in chairs					
Chew gum in class					
Throw objects in class					
Touch other students					
Take other's things					
Have all materials for class					
Help teacher when asked					
Act politely					

Pay attention in class					
Clean up desk area					
Accept extra duties in class					
Use restroom time properly					
Turn in found objects					
Obey school rules					
Obey classroom rules					
Copies work from others					
Use abusive language					

Appendix 8: SDG 4.7 – Target and Related Indicators as per UNESCO Guidelines



Knowledge and skills needed to promote sustainable development

TARGET 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Indicator 4.7.1

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment



CONCEPT

This indicator provides information on the level of national commitment towards the attainment of Target 4.7 (for example, whether political will and resources have been translated into concrete policies, curricula and assessment). This indicator can be complemented by other thematic indicators on global citizenship education (GCED) and education for sustainable development (ESD), which seek to assess learning outcomes more directly in the cognitive, socio-emotional and behavioural domains. The indicator could be used to assess inputs to formal as well as non-formal education systems.



DEFINITION

The extent to which countries mainstream GCED and ESD, including climate change education, human rights and gender equality, in their education systems, specifically in policies, curricula, teacher education and student assessment.

This indicator seeks to measure the quantity and quality of country inputs, as well as whether the quality of GCED and ESD provision is adequate to fulfil their transformational potential. The indicator goes beyond the level of 'existence' or 'mentioning' of GCED and ESD in policy, curricula, teacher education and student assessment.

ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning and is an integral part of quality education.

GCED nurtures respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.



CALCULATION METHOD

This indicator is based on an evaluation of reports submitted by countries to UNESCO describing how they mainstream GCED and ESD in their education policies and systems.



INTERPRETATION

Progress might be interpreted by the priority and emphasis given to the implementation of GCED and ESD in policies, curricula, teacher training and student assessments over time, i.e. if the existence, frequency, priority and scope of implementation change from one data collection to the next.



DATA SOURCES

In reference to UNESCO's mandate to monitor the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, every four years a questionnaire is sent to UNESCO Member States. This is an established mechanism, on the basis of which countries systematically report to UNESCO on the status of implementation of the 1974 Recommendation; the questionnaire covers almost all aspects of the proposed indicator, as per the specific recommendations. UNESCO analyses the survey results and reports to its General Conference on country status. In 2016, UNESCO revised the terminologies and the format of the survey tool to make it more relevant and easy to use, which will increase the response rate.

Guiding principles on sources, data collection approaches and experiences on this topic can be derived from the global monitoring and evaluation work conducted as part of the Decade for Education for Sustainable Development (DESD, 2005-2014). Other human rights monitoring frameworks, education sector reviews or other thematic studies can also serve as additional sources for this indicator.



METHODOLOGICAL CHALLENGES

The indicator does not show whether national measures lead to desired changes in learning outcomes and does not assess learning outcomes directly. However, education policies, curricula, teacher education and student assessment are key intermediate outcomes of national commitment and effort to effectively implement GCED and ESD and to provide a conducive learning environment.

Source: UNESCO (2018, pp.36-37)