

**“Your success will depend on your enthusiasm
and the time that you invest in learning.”**

His Majesty The King Jigme Khesar Namgyel Wangchuck

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Royal Government of Bhutan
Ministry of Education

ཤེས་རིག

June 16, 2022

FOREWORD

In January 1996, His Majesty the Fourth King Jigme Singye Wangchuck, while expressing concern on a number of issues on education, clearly emphasized on the need to adopt a systematic and comprehensive career counseling system in our schools. Emanating out of His Royal wisdom and concern, the then Education Division developed and produced the first career education booklet, “Career Education Curriculum Framework and activities” that was used in the schools to provide career information and prepare students to make more informed career decisions.

In 2020 under the Skills Training and Education Pathways Upgradation Project supported by the Royal Government of Bhutan and the Asian Development Bank, the existing Career Education & Guidance Resources and Materials for schools were reviewed and revised with a set of resources and approaches to Career Education and Guidance. A trainer’s handbook on Career Guidance, a toolkit for Career Education activities, student Career Workbook and Career Development Information and dissemination strategy for TVET in schools are developed through this project to support all secondary schools to plan and implement Career Education and TVET advocacy activities in schools.

A website on Career Information and Dissemination Strategy and other popular social media platforms are used to orient students on Technical Vocational Education Pathways and on various Technical and Vocational Trades and the skills-set that they can acquire through TEVT and help prepare themselves for a career in future. The information and education that is provided through the website and other social media assets will complement the hands-on practical skills that our students acquire through the vocational electives offered in their schools and encourage them to explore possibilities and opportunities for themselves. Schools can make use of these resources to plan and implement career planning and development with students and help connect their current interests and abilities to career opportunities and pathways that they can explore further and help students manage transitions with informed choices and decision making abilities. We strongly believe that our students will be able to prepare themselves for a bright and fulfilling career path and be able to independently navigate and negotiate through the 21st Century world of work.

Wishing everyone a successful life ahead!

(Karma Galay)

Officiating Secretary
Ministry of Education

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SECTION 1

INTRODUCTION



Introduction

1.1: CAREER EDUCATION AND GUIDANCE IN SCHOOLS IN BHUTAN

The Ministry of Education aims to develop career guidance resources for secondary schools with special attention to enhanced vocational skills pathways for young people in grades 9 -12. Currently Career Education in secondary schools is conducted at many levels:

- Interviews with individual students and/or parents
- Small group activities
- Formal classes with a whole class

School Guidance Counsellors have the autonomy to conduct their own Needs Analysis and are able to develop a Career Guidance Curriculum accordingly to meet the needs of students in each of their schools. It is important, however, to have a consistent approach and the Ministry of Education is taking the lead by up-dating the current resources (Light on Your Career Path) and are proposing to establish a Central Careers Resource centre. This Career Education Toolkit alongside the Career Education and Guidance Handbook and the “Light on Your Career Path” resources are designed to help teachers and school guidance counsellors plan and deliver comprehensive career education programmes.

It must be stressed, however, that career education and guidance should have a structured approach and be monitored and evaluated annually to ensure it meets the needs of the students and provides them with the career management skills to make well-informed and realistic career decisions. With the recent Government proposals for the development of TVET education and training, Career Education programmes need to highlight the new pathways to employment and reflect the changes in the world of work. TVET training programmes are being introduced into the 7 pilot schools who are working with the Ministry of Education as a stepping stone for students who want to progress on to higher qualifications being developed by the TVET Training Centres which will provide realistic pathways into sustainable employment. More information about the TVET training opportunities can be found on the website.

AIMS AND OBJECTIVES

AIMS: To develop a comprehensive career education programme for students in secondary schools (grades 9-12)

Objective:

- To enable students to explore their potential and limitations, aptitude and interests, skills and achievements to help them understand themselves better to develop positive self-concept towards their life
- To enable students to develop employability skills valuable for the world of work such as: team working, problem solving, initiative and good communication skills
- To assist students in conducting career research to enable them to explore their career options
- To provide information to students concerning options for further study (both academic and vocations) and the relevance to their career aspirations.

1.2 THE PURPOSE OF CAREER EDUCATION

CAREER EDUCATION is a planned programme of curriculum activities and learning experiences that needs to be incorporated into the school's programme of study. The purpose is to help young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work.

It enables students to investigate learning and career opportunities:

- Make informed judgements about learning and career options
- Understand how these choices will help them to achieve their aspirations
- Enable them to successfully manage key transition points

Students need help to:

- Assess their achievements, interests and aptitudes
- Learn how to develop plans
- Formalise these plans into a written document
- Put plans into operation

To enable them to do this they need on-going support from teachers who operate within a Career Education and Guidance framework. The role of teachers is to provide on-going information and advice about careers whilst at the same time act as a referral point for those students who need more specialist individual careers guidance. The Career Education programme has three aims:

- Self-development (Self-awareness)
- Career exploration (Opportunity Awareness)
- Career management (Decision Making and Transition Planning)

Career Education and Guidance are inter-related and whilst all students should have access to career education lessons, some, more vulnerable students may need additional one to one support to help them make a decision about their careers. Career Education helps young people to develop the



knowledge and skills they need to make successful choices, manage transitions in learning and move into work and Careers Guidance enables young people to use the knowledge and skills they develop to make the decisions about further education or training and work that are right for them.

Bhutan's key elements of an effective career education programme are:

- Learning about self in relation to work
- Learning about the world of work
- Learning to make career decisions and plans

However, as the world's economies are always subject to rapid change, and therefore in turn young peoples' opportunities increase, it is perhaps time to review Bhutan's career education programme and acknowledge its good practice, as well as consider ways in which it could be further developed. The Gatsby standards have been used successfully to map and develop a number of countries' career programmes and ensure that the career education, advice and guidance continues to be updated and so remain fit for purpose. This action will ensure that young people who engage in a career programme in school, have a 'personal toolkit' of skills and understanding of their future opportunities and are able to make well-informed decisions on their career path. In short, young people can shine a light on their career path.

The key components of a quality Career Education and Guidance programme are:

- A current policy statement that is regularly reviewed and updated and an entitlement statement outlining the Career Education and Guidance support available to students.
- Effective management and curriculum leadership including leadership and commitment from the senior leadership team; a School Guidance Counsellor; and the importance and relevance of Career education and Guidance communicated to all staff.
- A named teacher or School Guidance Counsellor who has, or is working towards accredited qualifications in Career education and Guidance.
- A written career education programme with specific learning outcomes.
- Monitoring and assessment of the career learning and development of students.
- Access and guidance on the full range of post school options that is based on the needs of the students.
- Access to comprehensive, accurate, non-judgemental and up to date information for career management and labour market information.
- Formal evaluation of the programme, including feedback from staff and students that promotes continuous improvement in Career education and Guidance.

CAREERS ADVICE AND GUIDANCE

To complement and support a comprehensive Career Education programme students should have access to career advice and guidance based on the individual needs of the learner and free from institutional, departmental or personal bias.

Careers Guidance should be:

- Free from bias
- Up-to-date and accurate
- Relevant
- Comprehensive, taking into account all possible options
- Based on previous attainment and potential
- Ensures equality of opportunity
- Takes personal circumstances into account

Good quality, non-judgemental information, advice and guidance are crucial to the learning and work decisions and choices that young people make. Advice and guidance have an important part to play in challenging gender and other stereotypes and enables young people to make choices early, so that they can plan and develop their own career plans for a successful future.

1.3 THE GATSBY BENCHMARK FOR CAREER EDUCATION AND GUIDANCE

The Gatsby Career Benchmarks are a framework of eight guidelines that define the best careers provision in schools and colleges in the UK. Careers guidance is essential to enable young people to raise their aspirations and make the most of the opportunities available to them at key decision points during their education. The Gatsby Foundation is a charitable trust and these benchmarks were the result of an international study, which was commissioned by the UK government in 2013 and led by Sir John Holman. Holman's recommendations of eight career benchmarks were used as the basis for a new Careers Guidance Strategy, which was launched as the Gatsby Career Benchmarks, by the Department for Education in the UK in December 2017. This strategy reiterates the traditionally long held view that every young person needs access to high quality careers guidance to make a well-informed and realistic decision about their futures. The Benchmarks also put forward the idea that career guidance can act as a vehicle for social mobility, overlaying any potential gaps in parental knowledge or parental careers support. (P8, GCG) Therefore, the Gatsby Career Benchmarks outlines what is needed to deliver world-class career guidance, combining an effective career education programme with personal guidance. They stress the need for strong partnership working to move towards the delivery of world-class careers guidance.

“Good Careers Guidance is the key to social mobility. For young people coming from a background of low socio-economic aspirations, school career guidance is their best hope of charting the way to a rewarding future career. We now know, from our international study and from the work of Career Guidance experts, what makes for good Career Guidance: it is described by the eight Gatsby Benchmarks which have been shown in the pilot in the North East of England to have such a powerful positive effect in schools and colleges”.

(source: Sir John Holman, now Senior Advisor, www.gatsby.org.uk/education).



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SECTION 2

GATSBY STANDARDS FOR CAREER EDUCATION



GATSBY STANDARDS FOR CAREER EDUCATION

Good career education and guidance is crucial if young people are to raise their aspirations and capitalise on the opportunities available to them in the workplace. High quality careers guidance is particularly necessary when students need to understand technical education reforms and is a vehicle for social equality. School Guidance Counsellors and teachers need to be aware of the current Government plans for the development of TVET education in Bhutan as a realistic option for developing skills and gaining experience in a range of vocational sectors. Young people who have little home support may suffer most if the careers guidance in schools is inadequate and patchy. It is the responsibility, therefore, of the School Career Counsellors and teachers to be a bridge between education and the world of work and they have to be aware of the changes in the world of work to ensure students leaving school have career management skills that will enable them to have a smooth transition from school to work and set them up to be able to manage their careers throughout their working lives.

2.1 TVET EDUCATIONAL REFORMS AND CAREER EDUCATION

The Gatsby Standards for Career education are internationally recognised and have been designed to provide a template for high quality career education and guidance in schools. In the UK with the introduction of a new national Skills Plan which will transform technical education and an Industrial Strategy that puts technicians at the heart of the country's economic success, there has never been a better time to pursue a technical career. In Bhutan also, the Government plans for TVET education recognises the importance of technical education as a gateway to economic growth and career development for young people. Students need to be given opportunities to find out about TVET education and the role it plays in the economic success of the country. Through embedding the eight benchmarks for good career education young people will be able to make realistic and well-informed decisions on the most suitable and rewarding pathways into work for themselves.

2.2 THE GATSBY BENCHMARKS

The Gatsby Benchmarks are listed below, and these are designed to ensure career education and guidance is delivered effectively and consistently throughout secondary schools.

THE GATEBY BENCHMARKS

1. A Stable Career Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, teachers, governor and employers.
2. Learning from Career and Labour Market Information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the Needs of Each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM (Science, Technology, Engineering and Mathematics) subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. Encounters with Employers and Employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of Workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with Further and Higher Education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal Guidance	Every student should have opportunities for guidance interviews with a school guidance counsellor, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs. <i>Source: CDI Career Development Institute "Framework for careers, employability and enterprise education"</i>

These eight benchmarks combine the traditional tenets of a schools' career programme, of self-awareness and opportunities awareness, with the provision of individual personal guidance to assist a student on their own career journey. The traditional view that "...career decision-making is a process not an event" is as valid today as most students will change career paths and jobs several times through their working life. Having the skills and knowledge to manage these career changing events through working life, starts with the tools that students learnt in school.

Applying the Gatsby Benchmarks to any education service needs "buy-in" from a range of internal individuals including ministers, school principals, senior management as well as teachers and school guidance counsellors who are responsible for delivering the career programme. Externally, the Benchmarks are reliant on developing strong partnerships between schools, TVET training centres, universities and employers.

Each school is different and may have different needs and ethos, but it develops some important themes to consider. Some of these themes are the "...use of data, providing advice on all progression routes, the need to focus on each and every student and the need for strong school leadership". (P4 GCG)

Gatsby highlights the importance of career guidance to raise aspirations, for example for technical training centres and higher education or "...who live in areas of deprivation or whose ethnicity or gender is under represented in certain occupations". (P6 GCG).

2.3 CAREER EDUCATION IN SCHOOLS

It is important for each school to appoint a School Guidance Counsellor to take overall responsibility for the development and integration of a career education programme within the curriculum. The School Guidance Counsellor needs to ensure the career programme is up-dated and delivered annually. The Career Development Institute in the UK had introduced a Careers Framework in 2015 to help teachers and School Guidance Counsellors plan a comprehensive programme covering all elements of career education and their recommendations are:

- For a School Guidance Counsellor to take responsibility for planning, reviewing and developing careers, employability and enterprise education programmes, and for subject teachers to make links between their schemes of work and careers lessons
- Senior management should take responsibility for developing career education strategies
- School Guidance Counsellors, employers, and other individuals who work with schools and colleges to contribute to careers, employability and enterprise education.

For a practical application of the Framework the schools should:

Map the school's career education and guidance provision (audit of existing provision)

Create a career education programme and develop lesson plans to address each of the benchmark points

Develop an education and business partnership with clearly defined aims and objectives. To do this the careers leader could identify "stakeholders" such as people within the community who have an invested interest in preparing young people for the world of work; employers, Chamber of Commerce, parents, TVET training providers etc.

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- Allocate resources to ensure the provision is meeting the needs of the students
 - Decide on the outcomes and goals of the careers' education programme
 - Prioritise activities and utilise the most effective methodology for delivery
 - Encourage subject teachers to identify areas of careers, employability and enterprise education that are relevant to their subject and incorporate activities in their schemes of work to enable students to have a clear vision about how the subject can be related to the world of work
 - Promote STEM subjects by linking them to future career opportunities

The framework can be used to audit a career education programme in a school to ensure the provision is meeting the needs of its students and enabling them to identify and plan their further learning and career progression.

2.4 EDUCATION and BUSINESS PARTNERSHIPS

Both learning and work are changing rapidly, and this has implications for individuals' career paths. Young people in schools today face a future where they will experience several moves from one job to another, need to continue to update their knowledge and skills, and be more likely to be self-employed at some point in their lives, or at least manage several part-time or temporary contracts. Employers have an important role to play in partnering with schools and TVET training centres to raise ambition and achievement and improve performance. By providing young people with work experience and becoming involved with careers guidance, employers can spell out the value of the skills and knowledge developed at school and open students' eyes to career opportunities. They can bring their own expertise into schools and colleges through roles such as governors and acting as student mentors". The CDI report, "Why does employer engagement matter" published in 2015 highlights the importance of working with employers to ensure students have a good understanding of the world of work.

In the UK, Lord Young's report, Enterprise for All: the relevance of enterprise in education (June 2014) says "Enterprise for All is about motivating young people to learn and excel in their education and to see the relevance of their studies. Enterprise is more than the creation of entrepreneurs; it is about a can-do and positive attitude and equipping people with the confidence to develop a career and vocational interests. Enterprise therefore supports the development of a wide range of work and professional skills and capabilities, including resilience, risk taking, creativity and innovation, as well as a self-belief that starting a business is a viable career choice and one of the most exciting and challenging things a person will ever do." (Enterprise for All: the relevance of enterprise in education – June 2014)

Many young people have limited understanding of the world or work and the essential criteria required by employers when recruiting school or TVET graduates. It is essential for School Guidance Counsellors to include information and advice about the world of work and engage with employers to ensure students gain an insight into local employment opportunities open to them.

EDUCATION BUSINESS PARTNERSHIP ACTIVITIES

Employers giving time to make a difference to the next generation is an important investment for the next generation of recruits. Business professionals from any sector and professions can get involved in volunteering through Education and Business Partnership activities to visit their local schools. Supporting enterprising activities, careers insight, mentoring or simply to talk about jobs and the routes to a career.



-
- Education Business Partnerships can deliver innovative work-related opportunities for young people to prepare them for a successful working career.
 - There are many ways that individuals or businesses can get involved and make a difference both for the next generation of recruits and their companies.
 - Education Business Partnership activities can be integrated into the school timetable.

With well-informed careers decisions and work-based experiences the students are better prepared with relevant opportunities, which in turn create a higher quality and informed talent pipeline for employers.

Some of the activities for Education Business Partnerships to include in a career education programme include:

- HOSTING A WORKPLACE VISIT
- MOCK INTERVIEWS
- ATTENDING ENTERPRISE DAYS /ACTIVITIES
- FINANCIAL AWARENESS SEMINARS
- WORK EXPERIENCE

Gaining an insight into the world of work is important for young people to:

- Increase motivation in and understanding of the relevance of education
- Provide a more developed understanding of the world of work and particular occupational areas
- Enable them to identify a career direction and improved employability
- Give them a sense of achievement and satisfaction and the opportunity to learn skills from an adult role model

WHAT DO EMPLOYERS GAIN FROM EDUCATION BUSINESS LINKS?

Employers need to see how they can contribute and more importantly, what they will gain by developing links to local schools. Some of the benefits include:

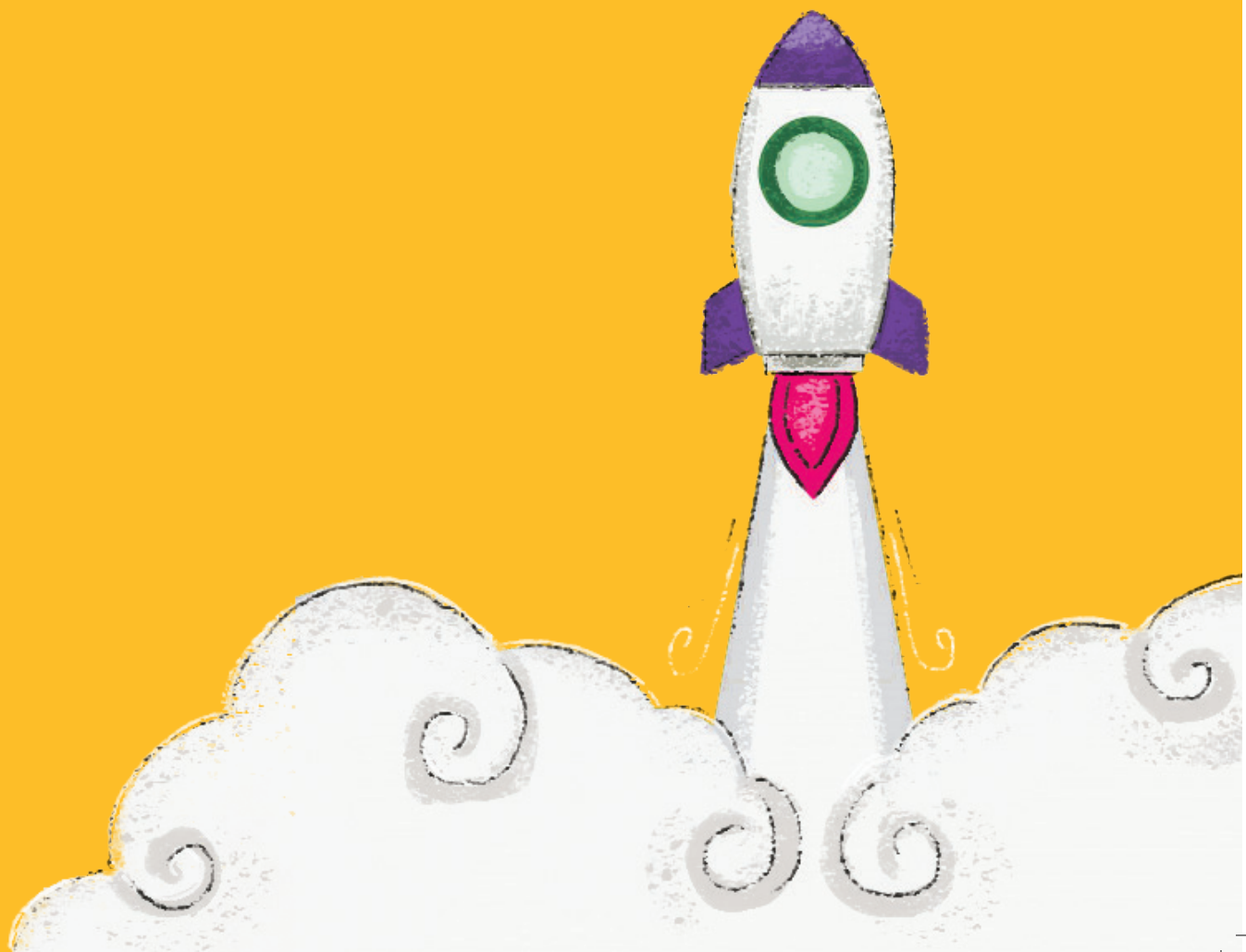
- By hosting a workplace visit, the business or organisation can gain significantly. Existing employees develop and enhance their skills and experience by working with the young people who visit them.
- By taking part in Career Education programmes, employers are able to contribute to the development of employability skills for school leavers. Employers often express concern about the lack of these skills when recruiting young people. This will benefit the businesses in the longer term as young people will be better prepared for the world of work.
- Employers can also actively demonstrate their organisation's or business' dedication to working with your local community.

BENEFITS TO THE EMPLOYER

- School and TVET graduates have a better understanding of the working environment
- The school recognises and values employer contributions to curriculum and other activities
- Graduates will have developed EMPLOYABILITY SKILLS (team working, problem solving, communication skills, presentation skills, organisational skills) and be better equipped to start work
- The students will be better prepared for the recruitment process: CVs will reflect the achievements and overview of their proven ability
- The students will be better prepared for the interview process and be able to articulate the reasons for applying for specific jobs.

SECTION 3

LESSON PLANNING



LESSON PLANNING

This section will look at the methodology for creating lesson plans using the Career Education workbook “A Light on Your Career Path” which has recently been up-dated. The workbook provides a wealth of information and suggestions for career education activities that can be used by teachers and School Guidance Counsellors to enrich their career education programmes.

In Bhutan, like many other international countries, there is a uniform approach to the delivery of career education and guidance in schools, with teachers and School Guidance Counsellors working with students to help them make realistic choices for further education or training prior to entering the world of work. Recent Government plans to improve access to good quality TVET education highlights the importance of career education and guidance for students considering vocational training as one of the viable options creating a pathway to employment.

3.1 CAREER DEVELOPMENT INSTITUTE FRAMEWORK FOR DELIVERING CAREER EDUCATION

In the UK, the Career Development Institute have created a framework that provides the basis for a career education programme. This can be linked to the DOTs model for Careers Guidance used by School Guidance Counsellors when supporting students to make career decisions. The Career Guidance Handbook for School Guidance Counsellors gives an overview of the framework for delivering career education.

The framework covers aspects of self-awareness, opportunity awareness, decision making and transition planning.

CDI CAREERS FRAMEWORK	DOTS Model for CAREERS GUIDANCE
Developing yourself through careers, employability and enterprise education	SELF AWARENESS
A. Self-awareness	
B. Self-determination	
C. Self-improvement as a learner	OPPORTUNITY AWARENESS
Learning about careers and the world of work	
D. Exploring careers and career development	
E. Investigating work and working life	
F. Understanding business and industry	
G. Investigating jobs and labour market information (LMI)	
H. Valuing equality, diversity and inclusion	
I. Learning about safe working practices and environments	DECISION MAKING AND TRANSITION PLANNING
J. Making the most of careers information, advice and guidance	
K. Preparing for employability	
L. Showing initiative and enterprise	
M. Developing personal financial capability	
N. Identifying choices and opportunities	
O. Planning and deciding	
P. Handling applications and interviews	
Q. Managing changes and transition	



Career education is a programme of lessons designed to help students develop career management skills over a period of time. Some students may have realistic ideas about their future career prospects whilst others may be influenced by parents and peers, and not have the confidence to think for themselves. The career education programme is therefore designed to cover all aspects of the decision-making process, and it is important to identify those students who may need additional guidance and offer one-to-one interviews with the School Guidance Counsellor to enable them to refine and review their ideas and expectations about the world of work. It is becoming increasingly important as Bhutan's economy changes as opportunities for work and training will be increasing and students need to be made aware of the development of TVET training and education which will provide them with higher level skills leading to sustainable employment that will not only improve their own skills but also provide a future skilled workforce for the Bhutan economy.

3.2 CAREER EDUCATION LESSON PLANNING

There are many examples of career education lesson plans to be found on the internet and teachers may have their own preferences so the suggestions here can be adapted to meet the needs of individual schools. The lesson plan template below is only one example:

CAREER EDUCATION LESSON PLAN	
Session Title:	An Introduction to Career Education and Guidance (Managing Transition)
Target Audience:	Grade 9 - 11 Students
Time Allocated:	55 minutes
Preparation and Materials:	<ul style="list-style-type: none"> • Copies of Activity Sheet and Info Sheet "An Introduction to Career Education and Guidance" for each student. • Teachers' Notes for reference. • Flipchart or similar paper and pens.
Career Skills:	Career Management
Key Skills:	Communication, working with others, improving own learning and performance.
Work related learning:	Learning for Work.
Learning Outcomes:	<p>By the end of this session students will be able to:</p> <ul style="list-style-type: none"> • Define Career Education and Guidance (CEG). • Understand the role of CEG. Distinguish Career Education (education/information) from Guidance. • Know about who can help in CEG.

Time	Activity	Method	Materials
15 mins	<p>Put the initials CEG on the blackboard/ flipchart. Ask the pupils to tell you what each letter stands for. Discuss and explain the aim of the lesson using the learning outcomes on the Activity Sheet.</p> <p>Split the class into 3 groups – one to look at career, one education and one guidance. Appoint a scribe for each group. Ask the students to write down what they think each means on a piece of flipchart paper.</p>	Teacher/counsellor	Activity sheet
15 mins	<p>Ask each group to feed back to the rest of the class and combine the work to give a definition of CEG. (Use the Teachers' Notes for reference). Give out the Info Sheet and discuss.</p>	Discussion groups	Teachers' notes, Information sheet
15 mins	<p>Give out the Activity Sheet and after discussion ask the students to complete it. Talk about the support available from the school guidance counsellor if students need additional one-to-one advice and guidance.</p>		Activity Sheet
5 mins	<p>Ask the students what they have learned from the lesson. Summarise the main learning outcomes.</p>	Individual reflection	



TEACHERS' NOTES – An Introduction to Career Education and Guidance

Guide to responding to the students' definition of CEG

Career– a pathway through life which can involve education (including part time study), full time and part time work, voluntary work, career breaks, family responsibilities and other planned activities.

Education – personal development through study and the acquisition of experience; the gaining of knowledge, skills and attitudes.

Guidance – support, often on an individual basis, to help people take responsibility for their own development.

Definition of Career Education and Guidance

A planned programme of activities to help students develop the knowledge and skills of career management that they require to plan their future education, training, employment and role as an adult member of society, functioning in the world of work.

For details of the career management skills see the Information Sheet accompanying this lesson.

Student Entitlement to CEG

It is helpful for students to be given an overview of what CEG will do for them in the next year, three years or more. This can be provided in a student friendly language in several ways:

- As an outline of the scheme of work, explaining the objectives and possibly learning outcomes.
- As a student's entitlement statement giving an indication of what each student can expect in career lessons and in terms of help from teachers and school guidance counsellors, help for parents and employers.
- As a summary of what they will learn in their CEG program.
- As a list of 'can do' statements, which pupils will be able to tick off by the end of grade 12.

Learning Outcomes: By completing this task you will be able to:

- Define CEG.
- Understand the role of CEG. Distinguish Careers Education (Education/information) from Guidance.
- Know about who can help in Career Education and Guidance.

ACTIVITY SHEET – An Introduction to Careers Education and Guidance

What does **CEG** stand for?

1

Define Careers Education and Guidance

2

Who can help you in school?

3

Who can help you from outside school?

4

What does the Careers Counsellor do?

INFORMATION SHEET – An Introduction to Career Education and Guidance

SELF AWARENESS: **Developing Myself** – This could include:

Self-Development Having a positive self-image and sense of identity. Describing my changing personal qualities, skills, interests, values, beliefs and aptitudes. Developing an awareness of my own career and how it might develop understanding the importance of lifelong learning.

Developing Myself in Relation to others – this could include:

Developing qualities and skills needed in working life, including being able to work with others. Developing positive attitudes towards others by respecting equal opportunities. Understanding the impact on my career of actual and possible life roles I may have in the future.

**OPPORTUNITY
AWARENESS**

Investigating the World of Work – This could include:

Exploring the meaning of work in my own and other peoples' lives. Investigating trends and changes in the world of work. Organizing information about work in ways that are helpful to me.

Investigating Opportunities – this could include:

Recognizing opportunities in subjects, qualification and training. Finding and using information about opportunities.

TRANSITION

Showing Initiative – This could include:

PLANNING: Recognizing, developing and using personal networks (friends, family, neighbors, teachers). Creating opportunities for myself.

Using Help and Support – This could include:

Finding and using guidance. Reviewing how I made use of guidance.

Managing Plans – career action planning – this could include:

Choosing and using an action planning process. Reviewing my own decision making.

Managing Decisions – reviewing – This could include:

Choosing and using a decision-making process. Reviewing my own decision making.

Using Negotiation Skills – This could include:

Negotiation with providers of opportunities and guidance.

Using Self Presentation Skills – This could include:

Following an application procedure. Demonstrating personal, written and spoken presentation skills when making an application.

Managing Transitions – This could include:

Preparing for and, where appropriate, implementing a change in my role or situation. Reviewing how well I have coped with transitions and the skills I used.

Tips for Completing Career Education Lesson Plans

- 1. Session Title:** Consider the element of the career management process you are covering and identify activities and information you want to use to achieve the learning outcomes. If the lesson is linked to “Self- Awareness,” ensure the activities are relevant.
- 2. Target Audience:** Which year group will you be teaching? Ensure the teaching methodology and content is relevant to the age group and their previous knowledge of the subject.
- 3. Time Allocated:** If this is covering a school teaching period, do you have sufficient content in the lesson plan to enable students to complete the activities within the time frame and does it allow for self-reflection to enable the pupils to assimilate the learning?
- 4. Preparation and materials:** Ensure you have sufficient handouts and materials to complete the learning activities.
- 5. Career Skills:** Make sure the activities and content of the lesson contribute to the development of the career skills.
- 6. Key Skills:** One of the main aims of career lessons is to prepare students for the world of work and the teaching methods may vary from other lessons where students are being given information. Use a variety of teaching methods to enable students to develop key skills; such as effective communication skills, problem solving, decision making and self-awareness to bridge the gap between school and work.
- 7. Work related learning:** Employers play an important part in the development of a career education programme, make sure the skills students are acquiring are relevant to the world of work. Developing employability skills such as working in teams and being able to present themselves effectively are essential if they are to make a smooth transition to the world of work. Consider if an input from an employer is relevant to the teaching aims of the lesson.
- 8. Learning Outcomes:** Be very clear on what you want to achieve by the end of the lesson and how that fits into the overall career education programme.
- 9. Teaching methods:** Consider the teaching methods, learning styles and the group dynamics of the students when planning careers education lessons. There are a variety of teaching methods that can be used to motivate and stimulate the learning processes.
- 10. Evaluate and monitor the learning:** Ensure the students understand the purpose of career planning and identify those students who may need support from the careers counsellor if their career aims are unrealistic or are unlikely to succeed without additional help.

There are a number of useful websites that provide career education lesson plans for teachers and school guidance counsellors, these include:

www.education-nigov.uk

www.youthemployment.org.uk

www.nzcurriculum.tki.org.nzwww.goconstruct.org/educational-resources



3.3 TEACHING METHODS

When delivering Career Education, there is a huge variety of teaching methods to stimulate interest and motive students. This will depend upon what competences the teacher wants to develop, the target group and their own training style.

The table below highlights an overview of some of the teaching methods. Teachers and School Guidance Counsellors should choose the right teaching method for each of the activities in the lesson plans to ensure students have opportunities to engage fully in the careers' education lessons.

TEACHING METHOD	What is it?	How can it be used
1. Instructive	Teacher and/or counsellor give instructions to students.	<i>Examples: Working instructions, demonstration, direct instructions.</i>
2. Informative	Teacher, counsellor, students themselves, fellow students or others give information to one another.	<i>Examples: Lecture, stories, dialogue, homework.</i>
3. Enquiring	Teacher, coach or others enquire student understanding and abilities.	<i>Examples: Class education, examination, coaching.</i>
4. Dialogue	Student, teacher, counsellor, instructor or others engage in dialogue in order to facilitate learning.	<i>Examples: Conversation, brainstorming, teacher/student managed discussion.</i>
5. Working activities	Students use their knowledge and skills to do practical work.	<i>Examples: Group work, cases, inter disciplinary project work, role plays, assignments, use of computers.</i>
6. Practical	Students visit workplaces, engage in work experience and apprenticeships.	<i>Examples: Excursions, company visits, apprenticeship.</i>

GROUP WORK, CASE STUDIES AND ROLE PLAY

Since learning is best achieved by the learner being active, it's very useful to use a lot of working activities like group work, cases and role-plays.

Group work

Group work as a teaching method is very useful. It develops a lot of competences that will be useful for later life, and has many advantages. It enables the students to engage in the process by interaction and group discussions which in turn develops employability skills such as: team working, problem solving, negotiating and influencing and good communication skills. It is important to ensure however, that all students engage in the process.

Group roles

In every group there are several roles. For group to work well you need all roles. The diagram below identifies three types of participants of group activities.



Action Person

I have to get on with things. I am extrovert & may appear a bit bossy.



Thinker

I have to work things out first. I am introvert & prefer to work alone first before I act. I'm not such a good communicator



People Person

I am aware of how people are doing in the team. I enjoy being with people and think I can communicate well.

This model has only 3 roles: action person, thinker and people person. If there is no action person in a group nothing will happen and if there is no people person in the group one dominant person can destroy the group etc. So, when group work is used as a teaching method it's good to have these roles in your mind.



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SECTION 4

CAREER EDUCATION PROGRAMME



CAREER EDUCATION PROGRAMME

It is important for secondary schools in Bhutan to provide Career education for students to enable them to develop career management skills. Career education can be delivered in a variety of ways to stimulate interest and develop employability skills so that young people are prepared for the world of work. In addition to bespoke lessons, career education should be integrated into the curriculum during subject lessons with extra-curricular activities taking place to further the learning. Employability workshops, visits and meetings with employers, and work experience can help young people find out about work opportunities and by using different teaching methods students can develop employability skills such as good communication skills, problem solving, negotiation skills and team working. The following table covers all aspects of a careers' education programme although School Guidance Counsellors and teachers may want to supplement the programme with specific sessions and activities to enhance the experience to meet the exact needs of their students.

4.1 CAREER EDUCATION OVERVIEW OF PROGRAMME (PART 1- SELF AWARENESS)

PART 1 : SELF AWARENESS			
Career Education Topic	Activity	Resources and experiences	Outcomes
A. SELF-AWARENESS	Students should realistically appraise their qualities, skills, values, aptitudes and achievements to develop their understanding of themselves and what they want from life and work.	Self-awareness lesson plan Exercises and handouts Student workbook Exercises 1 -4.	Students can describe themselves and complete a personal statement including their values and interests.

<p>B. SELF-DETERMINATION</p>	<p>Self-determination enables students to become more independent and take personal responsibility for their own future career management. It empowers them to realise their potential and enables them to present their ideas to others.</p>	<p>Teachers Briefing Note 1: Self Determination - Link to the curriculum and subject teachers' lessons.</p>	<p>Students can start to become more empowered and able to make decisions for themselves, with advice and guidance from others.</p>
<p>C. SELF-IMPROVEMENT as a LEARNER</p>	<p>Helps students to recognise the importance of life-long learning and continuous improvement. Develops a positive attitude and enables them to understand what they have learned, what they need to learn next to develop their potential</p>	<p>Learning Styles Lesson Plan Learning styles questionnaire. Student workbook Worksheet 5.</p>	<p>Students can identify their preferred learning style and relate it to the learning and training opportunities. e.g. TVET trainings offer more practical, hands on experiences which suit some learning styles.</p>
<p>Gatsby Benchmark: Addressing the needs of each pupil</p>		<p>Evaluation: Students should be able to talk confidently about themselves. Students will have completed the student workbook with details about their own personal profile. (Teacher evaluation).</p>	
<p>Bhutanese Career Development blueprint Standard A: Link world of work and self.</p>		<p>Career Awareness Personal abilities, interests and motivation. Work in teams. Competency in interest areas. Work and leisure balance.</p>	
<p>Bhutanese Career Development blueprint Standard C: Relationship between self, education and the world of work.</p>		<p>Acquire knowledge in achieving career goal Work leads to personal satisfaction. Work means personal expression.</p>	



4.2 CAREER EDUCATION OVERVIEW OF PROGRAMME

PART 2 : OPPORTUNITY AWARENESS			
Careers Education Topic	Activity	Resources and experiences	Outcomes
D. EXPLORING CAREERS and CAREER DEVELOPMENT	Career exploration expands the students understanding of the world of work and their place in society. A better understanding of career processes, employment structures and employer needs enables them to identify suitable career options and gives them the ability to consider jobs that may suit them.	<p>Visits to Employers.</p> <p>Employer talks in schools.</p> <p>Visits to TVET training centres.</p> <p>Tutor briefing notes 1 and 2.</p> <p>Handout: TVET.</p> <p>Student workbook</p> <p>Employer visit report form.</p>	Students are able to weigh the pros and cons for different careers and work options.
E. INVESTIGATING WORK and WORKING LIFE	Investigating people's experiences of work enables students to understand the purpose and meaning of work and how it shapes their lives. They learn what constitutes good and decent work and how to find suitable opportunities for themselves.	<p>Employer Talks.</p> <p>TVET graduate talks.</p> <p>Tutor briefing note 3.</p> <p>Student workbook</p> <p>Employer visit report form.</p> <p>Work experience report form.</p>	Students are able to recognise personal, social and economic value of different kinds of work.
F. UNDERSTANDING BUSINESS and INDUSTRY	Understanding types of business functions enable students to prepare for their own employment and to appreciate the contribution of business and industry to the social and economic life.	<p>Work Experience</p> <p>On the job training, work shadowing, visits.</p> <p>TVET training courses in secondary schools.</p> <p>Student workbook</p> <p>Work experience report forms.</p>	<p>Students complete work experience and be able to use websites for researching local businesses and industries.</p> <p>TVET training courses in Pilot Schools in Bhutan.</p>

<p>G. INVESTIGATING JOBS and LABOUR MARKET INFORMATION (LMI)</p>	<p>Students need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.</p>	<p>Use of IT and websites (IT lessons)</p> <p>Student workbook</p> <p>Lists of websites for career planning (e.g. new website for STEP-UP project).</p>	<p>Students are able to analyse national and local data about the labour market, use websites to research information.</p>
<p>H. VALUING EQUALITY, DIVERSITY and INCLUSION</p>	<p>Students need to recognise that commitment to equality; diversity and inclusion in society benefit them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to achieve.</p>	<p>Employer Talks</p> <p>Employer explains health and safety, bullying and harassment in the workplace policies.</p> <p>Student workbook</p> <p>Equality and Diversity handout.</p>	<p>Students are able to recognise the importance of equality and diversity in the workplace.</p>
<p>I. LEARNING ABOUT SAFE WORKING PRACTICES and ENVIRONMENTS</p>	<p>Learning about safe working practices and environments help young people understand the importance of health and safety at work.</p>	<p>Understanding of laws relating to health and safety</p> <p>Talks by employers / related civil society organizations (CSOs).</p> <p>Safety in the classroom project.</p>	<p>Recognising the different levels of risk and understanding of individual employee responsibilities for safe working practices.</p>
<p>Gatsby Benchmark for CEG:</p> <p>Learning from career and labour market information.</p> <p>Experiences of the workplace.</p>		<p>Evaluation:</p> <p>Students should complete employer visits/ work shadowing/TVET training course and work experience forms.</p>	
<p>Bhutanese Career Development blueprint</p> <p>Standard A: Link to world of work and self.</p>		<p>Career Awareness</p> <p>Use of career information. Learn about occupations.</p> <p>Decision making.</p>	

	<p>Employment Readiness</p> <p>Employability skills: team working, problem solving.</p> <p>Understanding changing workplace.</p> <p>Rights, responsibilities of employees and employers. Respect uniqueness of individuals at workplace.</p>
<p>Bhutanese Career Development blueprint</p> <p>Standard B: Strategies to achieve future goals.</p>	<p>Acquire career information</p> <p>Obtain career information.</p> <p>Use internet for career planning.</p> <p>Describe traditional and non-traditional occupations.</p> <p>Occupational classification.</p> <p>Influence of economic and societal needs on employment trends.</p>

4.3 CAREER EDUCATION OVERVIEW OF PROGRAMME

PART 3 : DECISION MAKING			
Career Education Topic	Activity	Resources and experiences	Outcomes
J. Making the most of careers information, advice and guidance	Students need to learn how to recognise trusted sources of information, advice and careers guidance and how to make effective use of the support they receive.	Careers Library Websites. Teacher briefing notes.	Develop personal networks for support, be proactive in using careers information.
K. Preparing for Employability	A priority for students is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Career management: Employability lesson plan. Student workbook Worksheets 6 -7.	Students reflect on the skills needed by employers /gained by practical work experience.

<p>L. Showing initiative and enterprise</p>	<p>Showing initiative and enterprise helps students learn about risks, effort and making the most of opportunities.</p>	<p>Enterprise projects, games and activities. Tutor notes: Titanic exercise.</p>	<p>Students take part in enterprise activities. Group work exercise will identify the preferred “team roles” for each student. (e.g. how they like to work with others).</p>
<p>M. Developing personal financial capabilities</p>	<p>Students need to know about how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.</p>	<p>Employer Talks, subject teacher: Maths lessons. Teacher briefing notes.</p>	<p>Be able to create a personal budget plan.</p>
<p>N. Identifying choices and opportunities</p>	<p>Students need to be able to research and recognise suitable progression pathways and qualifications.</p>	<p>Visits to Universities, TVET training Centres and employers .</p>	<p>Students able to research and evaluate progression pathways and the return on investment in TVET /higher education.</p>
<p>Gatsby Benchmark for CEG: Experiences in the workplace. Encounters with TVET training centres and higher education. Learning from career and labour market information.</p>		<p>Evaluation: Student workbooks – completion of employer visit report forms and employer talk forms.</p>	
<p>Bhutanese Career Development blueprint Standard A: Link to world of work.</p>		<p>Career awareness Goal setting. Planning.</p>	

<p>Bhutanese Career Development blueprint Standard B: Strategies to achieve future goals.</p>	<p>Acquire career information</p> <p>Apply decision making skills.</p> <p>Identify skills, interests and abilities.</p> <p>Career planning process.</p>
<p>Bhutanese Career Development blueprint Standard C: Relationship between self, education and world of work.</p>	<p>Identify career goals</p> <p>Educational and training needed for career goals.</p> <p>Link between educational planning and career goals.</p> <p>Select coursework related to career interests</p> <p>Career planning portfolio.</p>
	<p>Acquire knowledge in achieving career goals</p> <p>Relationship between academic achievement and career success.</p> <p>Personal preferences and interests.</p> <p>Effect of work on lifestyles.</p>
	<p>Work cooperatively as a team member.</p>
	<p>Apply skills to achieve career goals</p> <p>Relationship between interests, abilities, and achievement to social, educational and career goals.</p>

4.4 CAREER EDUCATION OVERVIEW OF PROGRAMME

PART 4 : TRANSITION PLANNING			
Careers Education Topic	Activity	Resources and experiences	Outcomes
O. Planning and deciding	Students need to know how to get information, understand the work environment and their own values and preferences. They need to be able to weigh up the advice they have been given, solve problems for themselves and make plans. It also involves being able to cope with change and unintended consequences.	<p>Career Planning: CV writing Lesson plan CV templates.</p> <p>Student workbook Worksheets 8 -9. Handout: creating your CV.</p>	Students complete a CV for use when applying for work.
Q. Handling applications and interviews	Students need to be able to promote themselves and “market” their skills to prospective employers.	<p>Lesson Plan: Interview Techniques. Mock interview with employers. Tutor briefing note 3.</p> <p>Student workbook Worksheet 11. Handout: Interview Techniques, job interview.</p>	Students take part in mock job interviews and reflect on their performance.
R. Managing Change and Transition	Plans and decisions can break down if students fail to prepare for their career moves. Awareness of how to cope with life changes and transition, partly gained from reflecting on previous moves, can support lifelong career development and employability.	<p>Student work book certificate of completion.</p>	Students know how to develop and use strategies to help them deal with challenges of managing their career transition.

Gatsby Benchmark for CEG: Encounters with Employers.	Evaluation: Review completed exercises and CV to see if it reflects the personality of the student and matches the career aim.
Bhutanese Career Development blueprint Standard C: Relationship between self, education and the world of work.	Apply skills to achieve carer goals Use conflict management skills. Academic and employment readiness.

4.5 INTEGRATION OF CAREER EDUCATION ACROSS THE CURRICULUM

<p>Career education and guidance in schools should be a programme of lessons delivered by a School Guidance Counsellor or teacher. Students need to have the opportunity to consider their own future career and learning aims and given advice and guidance to help them formulate a careers action plan. However, this should not happen in isolation and all subject teachers have a role to play and support the career education programme to prepare young people for the world of work. Students who show an aptitude for a particular lesson may want to find employment where they will further develop their skills in that area of study.</p> <p>To ensure career education and guidance is integrated within the school curriculum the teacher or School Guidance Counsellor should be seen as the “careers leader” who will work with the senior management team, subject teachers and ancillary staff to manage the process and ensure career education is relevant and prepares young people for the world of work.</p> <p>Subject teachers can integrate career management activities into their own lesson plans or provide more general support to students interested in their area of study. Some ideas on how teachers can support the career planning process are listed below.</p>	
IT lessons	Whilst students are learning to use IT, they can be encouraged to search the internet for information on jobs and the labour market. IT is also an extremely important employability skill as more and more computers are used in the workplace.
Language lessons	Handling job applications and interview techniques. Students could role play a job interview using the interview techniques lesson plan. To give students the opportunity to use verbal communication skills, students could be asked to do a short presentation about themselves. (See the briefing notes and activities under the Self Determination (B) activity in the career education programme).

STEM subjects	More and more STEM subjects are become important to prepare students for the world of work. Science, Technology, Engineering and Maths lessons need to be relevant for employers and the subject teachers need to link the benefits of studying these subjects to future work opportunities. Visits to TVET training centres can also be arranged as part of the lessons.
Math	Subject teachers can support students to develop personal financial capabilities by arranging a talk by a local bank manager and advising students about opening bank accounts.
Gatsby Benchmark for CEG: Linking the curriculum learning to careers. Learning from career and labour market information.	Evaluation: Integration of CEG into the wider curriculum.
Bhutanese Career Development Blueprint Standard A: Link world of work and self.	Career awareness Advocational interests
	Employment readiness Write a resume. Positive attitude. Job maintenance skills. Time and task management.
Bhutanese Career Development Blueprint Standard C: Relationship between self, education and world of work.	Acquire knowledge to achieve career goals Changing workplace requires lifelong learning. Equity and access in career choice.
CAREER and PERSONAL GUIDANCE	
Career Guidance	Career guidance helps young people to use the knowledge and skills they gain from the career education programme to discuss themselves in relation to the world of work in order to make a well-informed and realistic decision about their career aims, linking them to the opportunity structure for work, higher education and training. Some students may need additional support for career guidance from the School Guidance Counsellor. It is vital therefore, that they are given guidance that is impartial and based solely on their needs and aspirations. A career guidance action plan is included in the Student handbook.
Gatsby Benchmark for CEG:	Evaluation:
Personal Career Guidance.	Completed Career Action Plan.



4.6 CAREER EDUCATION LESSON PLANS (Part 1: Self Awareness)

A. SELF-AWARENESS

CAREER EDUCATION LESSON PLAN	
Session Title:	Career Planning: Self Awareness
Target Audience:	Grade 9-11 students in secondary schools.
Time Allocated:	55 minutes.
Preparation and Materials:	<ul style="list-style-type: none"> • Self-awareness exercises and handouts. • Student workbook: exercises 1 -4.
Careers Skills:	Students should be able to identify their own skills and interests.
Work related learning:	Communication skills.
Learning outcomes:	<p>By the end of the session students will:</p> <ul style="list-style-type: none"> • Be able to list their qualities and values. • Explain the skills they feel they have. • Be able to describe their skills in relation to potential work opportunities.

Activities			
Time	Activity	Method	Materials
10 mins	<p>Welcome and Introduction</p> <p>Ice breaker exercise: working in pairs - ask the group to spend 3 minutes talking about their hobbies and interests.</p>	<p>Teacher / counsellor.</p> <p>Pair's discussion.</p>	Register.

30 mins	<p>Self-Awareness</p> <p>Explain the purpose of the exercises – to spend some time thinking about what the students are like and what they have to offer an employer and what they want from a job.</p> <p>This is an individual exercise for students to think about themselves and not to be discussed with others in the group. Tell them they need to be honest about what they are like as there are no right or wrong answers.</p> <p>Handout Worksheet 1 and ask the students to complete the task.</p> <p>Once this has been completed, ask for general feedback. Ask the group if:</p> <ol style="list-style-type: none"> 1. They found the task easy to do 2. How they felt about describing themselves <p>Handout Worksheets 2 and 3 and ask the students to complete the tasks individually. When they have completed all three sheets, handout worksheet 4 and ask them to copy the three statements about themselves in the personal profile box.</p>	<p>Teacher / counsellor.</p> <p>Individual reflection.</p> <p>Teacher/ counsellor.</p> <p>Individual reflection.</p>	<p>Worksheet 1: “What sort of person am I?”</p> <p>Worksheet 2: “What am I like?”</p> <p>Worksheet 3: “What are my transferable skills and qualities?”</p> <p>Worksheet 4: “Personal Profile.”</p>
15 mins	<p>Personal Profiles</p> <p>Break the students into groups of 4 and collect the final statement from each one. This should be on a separate sheet of paper with no names to indicate who wrote the statement. Ask one member of the group to read out the statements in turn and ask the group to identify who they think it refers to. The student who the statement refers to should participate in the discussion but do not let the others know it is him/her.</p> <p>Once the statements have been read out and each person identified ask the group to consider one profile and guess the kinds of jobs that would be suitable. For example: if someone has described themselves as “being interested in a job role where they are working in a team with others and taking on physical challenges to achieve goals,” they may want to consider practical jobs, possibly working outdoors. However, it is important to point out that other variables need to be taken into consideration before making a career decision.</p>	<p>Teacher / counsellor.</p> <p>Group discussion.</p> <p>Group discussion.</p>	<p>Worksheets 4 “Personal Profiles.”</p>
	<p>Assignment: Ask students to create a Careers Education folder where they will keep the personal profiles for use at a later stage.</p>		

Work sheet 1:

“What sort of person am I?”

When you leave school, you will have a very important decision to make and that is how you will spend the rest of your working life. This exercise is for you to start thinking about the type of person you are and what qualities you have. We all have different personalities and you will be suited to a number of different jobs depending upon your likes and interests.

From the list below tick the words that you think apply to you:

- | | | | |
|--|---------------------------------------|---|---|
| <input type="checkbox"/> Responsible | <input type="checkbox"/> Methodical | <input type="checkbox"/> Considerate | <input type="checkbox"/> Punctual |
| <input type="checkbox"/> Polite | <input type="checkbox"/> Brave | <input type="checkbox"/> Disciplined | <input type="checkbox"/> Ambitious |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Thoughtful | <input type="checkbox"/> Imaginative | <input type="checkbox"/> Decisive |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Loyal | <input type="checkbox"/> Energetic |
| <input type="checkbox"/> Sense of humour | <input type="checkbox"/> Adaptable | <input type="checkbox"/> Patient | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Sociable | <input type="checkbox"/> Confident | <input type="checkbox"/> Logical | <input type="checkbox"/> Mature |
| <input type="checkbox"/> Assertive | <input type="checkbox"/> Hard working | <input type="checkbox"/> Calm | <input type="checkbox"/> Persuasive |
| <input type="checkbox"/> Competitive | <input type="checkbox"/> Independent | <input type="checkbox"/> Smart appearance | <input type="checkbox"/> Well organised |
| <input type="checkbox"/> Determined | <input type="checkbox"/> Creative | <input type="checkbox"/> Reliable | <input type="checkbox"/> Happy |
| <input type="checkbox"/> Supportive /help others | <input type="checkbox"/> Adventurous | <input type="checkbox"/> Team worker | |

When you have identified the words that describe you, write a sentence about yourself that includes those words. For example: “I am a polite, friendly and sociable person who is well-organised and considerate of others.”

I am : _____



Worksheet 2:

“What am I like?”

This exercise helps you to look at what is important to you. Tick the words that apply to you.

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Needs security | <input type="checkbox"/> Predictability | <input type="checkbox"/> Power | <input type="checkbox"/> Money |
| <input type="checkbox"/> Belonging | <input type="checkbox"/> Calm | <input type="checkbox"/> Flexible conditions | <input type="checkbox"/> Results |
| <input type="checkbox"/> Enjoys a challenge | <input type="checkbox"/> Making a difference | <input type="checkbox"/> Fast pace | <input type="checkbox"/> Satisfaction |
| <input type="checkbox"/> No pressure | <input type="checkbox"/> Friendship | <input type="checkbox"/> Physical challenge | <input type="checkbox"/> Variety |
| <input type="checkbox"/> Being creative | <input type="checkbox"/> Learning | <input type="checkbox"/> Being appreciated | <input type="checkbox"/> Attention to detail |
| <input type="checkbox"/> Getting it right | <input type="checkbox"/> Being ethical | <input type="checkbox"/> Responsibility | <input type="checkbox"/> Social Status |
| <input type="checkbox"/> Team work | <input type="checkbox"/> Excitement | <input type="checkbox"/> Achievement | |
| <input type="checkbox"/> Privacy | <input type="checkbox"/> Taking risks | <input type="checkbox"/> Freedom | |
| <input type="checkbox"/> Structure | <input type="checkbox"/> Fun | <input type="checkbox"/> Enjoyment | |

When you have decided which of these words relate to you, write a statement that describes what you are looking for in a job. For example: “I am interested in a job role where I am working in a team with others and taking on physical challenges to achieve goals.”

I am : _____



Worksheet 3:

What are my transferable skills and qualities?

We all develop skills over time and it is important to recognise yours. Look at the list of skills and qualities below and tick those you feel relate to you. These skills are often referred to as “Employability Skills,” and ones that employers look for when recruiting for any job. You may have developed these skills at school or a TVET College or by doing part-time work or activities in your spare time.

- | | | |
|--|---|--|
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> verbal | <input type="checkbox"/> Planning skills |
| <input type="checkbox"/> Time management | <input type="checkbox"/> Communication: written | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Team working | <input type="checkbox"/> Listening | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> Ability to research information | <input type="checkbox"/> Leadership | <input type="checkbox"/> Enthusiastic |
| <input type="checkbox"/> Tolerance of others | <input type="checkbox"/> Patience | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Flexibility | <input type="checkbox"/> Energy | <input type="checkbox"/> Determination |
| <input type="checkbox"/> Good IT skills | <input type="checkbox"/> Organisational skills | <input type="checkbox"/> Problem solving |
| <input type="checkbox"/> Communication: | <input type="checkbox"/> Persistence | <input type="checkbox"/> Creative thinking |

Now look at the skills you have ticked, and write a statement about yourself using those words. For example: “I have excellent verbal communication skills and enjoy working with others in a team. I am enthusiastic with good time management skills.”

I have : _____

Now that you have completed all three worksheets, you will have built up a picture of yourself that can be used to show an employer the sort of person you are, what you are interested in and what you have to offer.



Worksheet 4:

My Profile

Using the personal statements from the three previous worksheets, write a personal profile of yourself. Do not put your name on this sheet.

Personal Profile :

Teachers Comments :



TEACHERS NOTES

Exercise 1- 4:

Personal Profile

This exercise is designed to get young people you to start thinking about the type of person they are and to begin to audit the qualities, interests and skills they have.

At the Session

1. Explain to the students that as part of career education they need to consider their own skills and interests, likes and dislikes and their preferences for the type of work they want to do. Choosing a career is a big decision and needs to be considered in relation to the job opportunities in their area, their academic achievements and practical skills.

This session is the start of that decision-making process.

2. Give out worksheet 1: **What sort of person am I?** Ask the students to study the list and tick the words that relate to them. Explain that this exercise is for them to start thinking about the type of person they are and what qualities they have. We all have different personalities and although they may be suited to a number of different jobs, they will need to consider a number of different variables before they make their choices. (This will include academic achievement, short term and long term aims, local job opportunities to name but a few).

3. When they have ticked the appropriate words, ask them to complete a short statement about themselves using those words in the box on the worksheet. Give the example: "I am a polite, friendly and sociable person who is well-organised and considerate of others."

4. When they have completed the first task give them Worksheet 2: **What am I like?** And ask them to complete the exercise followed by Worksheet 3: **What are my transferable skills and qualities?** Check their understanding of the task and ask them to work individually to build up a profile of themselves.

5. Handout Worksheet 4: **Personal Profile:** Ask the students to copy the three statements from the previous worksheets and tell them that this will make up a personal profile of themselves. Once this has been completed divide the students into small groups of 4. Take the Personal Profile worksheets from each group and give them to one member of the group. That student should read out the profiles and ask two questions:

1. Can the group guess who the profile refers to?
2. Can the group guess the types of jobs a person with this profile would be interested in?

As the group are guessing the person who the profile refers to, tell the student to participate but do not tell the others it is theirs.

6. Once the exercise has been completed, ask the students to keep the worksheets in a folder as they can refer back to the information, they have collected about themselves, which should be kept and referred to again during the career education lesson.

CAREER EDUCATION LESSON PLAN

Session Title:	Career Planning: Career Values
Target Audience:	Grade 9-11 students in secondary schools
Time Allocated:	55 minutes
Preparation and Materials:	Teacher briefing note
Careers Skills:	Students should be able to talk about their career values
Work related learning:	Communication skills
Learning outcomes:	<p>By the end of the session students will:</p> <ul style="list-style-type: none"> • Explain their career values and how their values apply to jobs that interest them.

Activities

Time	Activity	Method
10 mins	<p>Welcome and Introduction</p> <p>Ice breaker exercise: working in pairs ask the group to spend 3 minutes talking about their future ambitions.</p>	<p>Teacher /counsellor</p> <p>Working in Pairs</p>



20 mins	<p>Explain how our values influence the work we do, for example someone who values helping others would probably be suited to working as a nurse, firefighter, or police officer. However, if they value adventure / physical challenges as well as helping others they may consider joining the Army.</p> <p>Split the class into small groups and ask them to make a list of their values, some suggestions are:</p> <p>Honesty and integrity</p> <p>Helping others</p> <p>Influencing others</p> <p>Practical</p> <p>Adventure</p> <p>Freedom</p> <p>Independence</p> <p>Making decisions</p> <p>Team working</p> <p>Once the whole class have fed back their ideas write a list on the flip chart and ask the pupils to choose a list of 5 values that are relevant to them and complete the worksheet.</p>	<p>Teacher /counsellor</p> <p>Group activity</p> <p>Worksheet 5: Career Values</p>
20 mins	<p>Personal Profiles</p> <p>Ask the students to write out 5 career values that are important to them and write a sentence against each of the values explaining why they have chosen these values.</p> <p>My career values are</p> <p>These are important to me because</p> <p>Explain that by writing these statements that represent their values they will begin to understand why they are attracted to certain careers.</p>	<p>Teacher /counsellor</p> <p>Pens and paper</p>
	<p>Assignment: Ask students to put their career values in their Career education folder.</p>	

TEACHING NOTES

CAREER VALUES

Career satisfaction and success depends very much upon a person's work and work environment being in-line with their personal career values. If someone values honesty and integrity they would be uncomfortable working in a role where they believed it to be unethical or dishonest.

It is important, therefore, for students to consider their career values when choosing the type of work that will give them job satisfaction. Our values are often shaped by our family, community, school environment and friendship groups and how we interact with others. Making a list of our values and comparing them to the job specifications for different jobs and work environments will enable students to make a well-informed and realistic career decision.

For instance: If a student chooses values such as: helping others, caring, friendship, supporting the community and having a purpose in life, they may be attracted to a career in nursing, social work or teaching. If, however, the student has values that include, physical challenge, honesty and integrity, practical, and adventure they may be attracted to jobs that include the armed forces and police.

Richard Knowdell has designed a career values programme that enables students to match their career values to jobs that interest them. Further information about the programme can be found on the *website: www.careerplanner.com/knowdell-career-values-cardsort*

CAREER VALUES		
Always Values	Sometimes Values	Never Values

Ask the students to list the career values that are important to them, and grade them into the three categories. Once they have done this exercise, ask them to rate the values against their current job ideas.



B. SELF-DETERMINATION

CAREER EDUCATION LESSON PLAN		
Session Title:	Career Planning: Self Determination	
Target Audience:	Grade 9-11 students in secondary schools	
Time Allocated:	55 minutes	
Preparation and Materials:	Teacher briefing note	
Careers Skills:	Students should be more confident	
Work related learning:	Communication skills	
Learning outcomes:	<p>By the end of the session students will:</p> <ul style="list-style-type: none"> • Explain the skills and interests they feel they have • Be able to describe their skills in relation to potential work opportunities. 	
Activities		
Time	Activity	Method
10 mins	<p>Welcome and Introduction</p> <p>Ice breaker exercise: working in pairs ask the group to spend 3 minutes talking about their future ambitions.</p>	<p>Teacher /counsellor</p> <p>Working in Pairs</p>

SELF-DETERMINATION

Tutor Briefing Note: 1

Young people need to develop Self-determination over a period of time, as they mature and gain confidence in themselves and their abilities and there are a number of activities listed in the “Light on Your Career Path,” that can be included in the Career Education programme as additional activities.

Self-determination is not seen as a skill to be developed as part of a discrete career education lesson but is something that will evolve over a period of time as the young person matures. It is also important to recognise the role played by parents/carers and other external influences on their lives that will help them make the important decisions about their futures. Students should be encouraged to discuss their ideas about future training and job opportunities with their parents, friends and families.

Self-determination enables students to become more independent and take personal responsibility for their own future career management. It empowers them to realise their potential and manage their career and presenting their ideas to others.

ACTIVITY

Aim: to enable students to speak in public about themselves and to develop written and verbal communication skills.

1. Ask the students to prepare a short presentation on themselves on one of the following topics:

- **What I would like to be doing in 5 years’ time?**
- **My profile (using exercise 4 “My Profile” from the Careers Lesson on Self Awareness).**
- **My hobby.**

They should each be asked to prepare a presentation that will last no longer than 3 minutes. Once they have written their presentation, split the class into small groups of 3 -4 and ask them for feedbacks on their presentation one at a time.

2. Ask the students to list five things about themselves they want to tell others and prepare a short presentation. The 5 things could include information about their family, their hobbies and interests, their ideas about future work and career aims.

ABOUT ME

List 5 things about you that you want to tell others:

1. I am
2. I am
3. I am
4. I am
5. I am

Once you have described things about yourself, prepare a three-minute presentation to share with your group.

SELF DETERMINATION

What is Self Determination?

Self-determination enables students to become more independent and take personal responsibility for their own future career management. It empowers them to realise their own potential, present their ideas and plans for the future.

How can students make realistic career decisions?

Young people rely on the people around them to help them make choices. Their parents /carers, teachers, youth leaders, friends and family will all have a part to play in helping them make the right decisions. As they mature and learn more about the world of work, training and further education, it is important that they start to formulate decisions for themselves, accepting information and taking advice from people around them.

Career Education has an important role to play in not only providing options and ideas but also by developing their ability to think through ideas and make plans for their futures. Some classroom activities, such as discussions, problems solving, individual research projects and presenting ideas to the class are designed to help build their confidence and their ability to make well-informed choices. Classroom teachers will also have a role to play as they will encourage students who are good at different subjects, to celebrate their successes and explore options for careers.

With the results of their personal profile (as part of the Self-Awareness sessions) students should be able to reflect on their strengths and start to feel more confident in their abilities and experiences.



What do i want ?



Some activities to help students reflect on their strengths and develop confidence in themselves:

EXPLAIN TO OTHERS WHAT THEY WANT

1. Ask the students to draw up a list of rules they would like everyone to follow, when engaging in a classroom discussion.

FOCUS ON POSITIVE ASPECTS OF THEIR WELL-BEING, PROGRESS AND ACHIEVEMENTS.

2. Ask the students to tell the story of their earliest memories of what they were good at and interested in. They can also be encouraged to look for the positives in any negative experiences they have had.

EXPLAIN HOW TO MANAGE THEIR WELL-BEING PROGRESS AND ACHIEVEMENTS THROUGH TELLING THEIR STORY IN A POSITIVE WAY.

3. Students bring their personal story up-to-date and project it into the near future to show how they are building on their interests and strengths.

REFLECT ON POSITIVE ELEMENTS IN THEIR CAREER STORY TO SHOW THE RESPONSIBILITY THEY ARE TAKING FOR MANAGING THEIR OWN WELL-BEING, PROGRESS AND ACHIEVEMENTS.

4. Ask the students to construct a personal statement for an application they want to make, either for a place on a university course, a TVET training programme or a job with the aid of a trusted adult. The adult can help them to strengthen the positive aspects of their story.

C. SELF-IMPROVEMENT AS A LEARNER

CAREER EDUCATION LESSON PLAN	
Session Title:	Learning Styles
Target Audience:	Grade 10 - 12 students.
Time Allocated:	55 minutes.
Preparation and Materials:	<ul style="list-style-type: none">• Worksheet 5.• Learning style questionnaire.
Career Skills:	Career Management.
Work Skills:	To understand students learning styles for continuous improvement.
Learning Outcomes:	<p>By the end of the session students will:</p> <ul style="list-style-type: none">• Have completed the learning styles questionnaire.• Be able to identify learning methods to suit their own needs.• Be able to list jobs where they would learn new skills in the most appropriate way.



Activities

Time	Activity	Method	Materials
10 mins	<p>Welcome and Introduction</p> <p>Ice breaker exercise: Ask the class to think about the last time they learned something new. Working in pairs, make the statement: “when I learned to _____ first I _____.”</p> <p>Give the example: “when I first learned to play the piano, I listened to the teacher who explained about how the instrument works”.</p>	<p>Teacher / facilitator.</p> <p>Working in pairs.</p>	Register.
10 mins	<p>Introduction to Learning Styles</p> <p>Explain to the group that this session is for them to think about the way in which they learn new things / tasks when they leave school. When making decisions about post-school options, it is important for them to think about how they want to learn. For example, if they choose higher education, what sort of learning experience will that be in contrast to choosing to go into VET education and learning how to become a chef?</p> <p>Break the class into small groups of 4 or 5.</p> <p>Give the examples and ask the groups to discuss:</p> <ol style="list-style-type: none"> 1. How would the learning experience differ if they chose to take a degree course in chemistry or art and design? 2. How different would the teaching methods be for learning skills for administration or plumbing? 	<p>Teacher / counsellor.</p> <p>Group discussion.</p> <p>Group feedback.</p>	<p>Flip chart</p> <p>Pens.</p>

10 mins	<p>Learning Styles Questionnaire</p> <p>Explain about the different learning styles:</p> <p>Audio.</p> <p>Visual.</p> <p>Practical (Kinaesthetic).</p> <p>We all learn in different ways, and often post school opportunities for higher education /vocational learning uses one or more of the learning styles for training and development to prepare learners for the world of work. A young person training to become joiner will have to complete lots of practical activities to develop their skills, whereas someone going to higher education may attend lectures and seminars as part of their learning process.</p>	Teacher / counsellor.	questionnaire.
15 mins	<p>Hand out worksheet 1: Learning Styles questionnaire. Check students understanding of the terminology used in the questions to ensure they are able to answer correctly.</p>	Individuals to complete exercise 1.	Tutor notes. Worksheet 1: learning styles
10 mins	<p>Ask the group to complete the statement on their worksheet:</p> <p>“My preference for learning new skills is _____.”</p>	Individual reflection.	Worksheet 1: Learning Styles questionnaire.
	<p>Assignment: Ask students to complete the learning styles questionnaire and include in the student profile folders</p>		



Worksheet 1:

LEARNING STYLES

This is a learning style indicator, which can be used to assess your own preferred learning style. Score each statement and then add the totals for each column to indicate YOUR learning style dominance. Your learning style is also a reflection of the type of person you are - how you see things and the ways that you relate to the world. This questionnaire helps you to improve your understanding of yourself and your strengths. There are no right or wrong answers.

Tick one statement from each line and add the total for each column. The totals will indicate how you like to learn. This is important when you are considering your career options.

		Visual	Auditory	Kinaesthetic/ physical
1	When using new equipment for the first time, I prefer to:	read the instructions.	listen to or ask for an explanation.	have a go and learn by 'trial and error.'
2	When seeking travel directions, I:	look at a map.	ask for spoken directions.	follow my nose or maybe use a compass.
3	When cooking a new dish, I:	follow a recipe.	call a friend for explanation.	follow my instinct, tasting as I cook.
4	If I am very angry:	I keep replaying in my mind what it is that has upset me.	I shout a lot and tell people how I feel.	I stomp about, slam doors and throw things.
5	I first notice how people:	look and dress.	sound and speak.	stand and move.
6	I tend to say:	"show me."	"tell me."	"let me try."
7	I tend to say:	"watch how I do it."	"listen to me explain."	"you have a go."
8	I think I can tell someone is lying because:	they avoid looking at you.	their voice changes.	the vibes I get from them.

9	I prefer these leisure activities:	museums or galleries.	music or conversation.	physical activities or making things.
10	When shopping, generally I tend to:	look and decide.	discuss with shop staff.	try on, handle or test.
11	When I'm meeting with a friend:	I say "it's great to see you!"	I say "it's great to hear your voice!"	I give them a hug or a handshake.
12	If I am choosing something to buy I:	read the reviews.	discuss with friends.	test-use it.
13	When learning a new skill:	I watch what the teacher is doing.	I talk through with the teacher exactly what I am supposed to do.	I like to give it a try and work it out as I go along by doing it.
14	Choosing from a restaurant menu :	I imagine what the food will look like.	I talk through the options in my head.	I imagine what the food will taste like.
15	When listening to a band:	I sing along to the lyrics (in my head or out loud!)	I listen to the lyrics and the beats.	I move in time with the music.
16	When concentrating, I:	focus on the words or pictures in front of me.	discuss the problem and possible solutions in my head.	move around a lot, fiddle with pens and pencils and touch unrelated things.
17	I remember things best by:	writing notes or keeping printed details.	saying them aloud or repeating words and key points in my head.	doing and practising the activity, or imagining it being done.
18	My first memory is of:	looking at something.	being spoken to.	doing something.



19	When anxious, I:	visualise the worst-case scenarios.	talk over in my head what worries me most.	can't sit still, fiddle and move around constantly.
20	I feel especially connected to others because of:	how they look.	what they say to me.	how they make me feel.
21	When I revise for an exam, I:	write lots of revision notes (using lots of colours!)	talk over my notes, to myself or to other people.	imagine making the movement or creating the formula.
22	When explaining something to someone, I tend to:	show them what I mean.	explain to them in different ways until they understand.	encourage them to try and talk them through the idea as they try.
23	My main interests are:	photography or watching films or people-watching.	listening to music or listening to the radio or talking to friends.	physical/sports activities or dancing/singing.
24	Most of my free time is spent:	watching television.	talking to friends.	doing physical activity or making things.
25	I find it easiest to remember:	Faces.	Names.	things I have done.
	Totals	Visual	Auditory	Physical

My preference for learning new skills is:

TEACHER'S NOTES

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style): Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, hand-outs, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

Someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

Someone with a Kinaesthetic (physical) learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you. There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Putting learning style to work

Tips for Visual Learners:

- Have a clear view of your teachers when they are speaking, so you can see their body language and facial expression
- Use colour to highlight important points in the text
- Take detailed notes and utilize hand-outs
- Use visual materials such as pictures, charts, maps, and graphs
- Use multi-media such as computers or videos
- Study in a quiet place away from verbal disturbances
- Visualize information as a picture to aid memorization and learning
- Make charts, graphs, and tables in your notes
- Participate actively in class—this will keep you involved and alert
- When memorizing material, write it over and over
- Keep pencil and paper handy so you can write down good ideas



Tips for Auditory Learners:

- Think aloud and talk to yourself
- Participate in class discussions and debates
- Make speeches and presentations
- Read text out loud—especially when proofreading or when tired
- Create musical jingles and mnemonics to aid memorization
- Discuss your ideas verbally with a friend or small group
- Use verbal analogies and storytelling to illustrate your point
- Recite information over and over to better memorize material
- Sit near the side or back of the classroom where there is less visual stimulation

Tips for Tactile/Kinaesthetic Learners:

- Take frequent study breaks and vary your activities
- Make studying more physical—work at a standing desk, pace while memorizing, mould a piece of clay, squeeze a tennis ball
- Use bright colours to highlight reading material
- Dress up your work space with posters and colour
- Play music in the background while you study
- When reading, first skim through the whole thing to get a feel for what it's about, then read the chapter carefully
- Use spatial note taking techniques such as mind mapping
- Visualize complex projects from start to finish before beginning—this will allow you to keep the big picture in mind

CAREER EDUCATION PROGRAMME(Part 2: Opportunity Awareness)

D. EXPLORING CAREERS AND CAREER DEVELOPMENT

Students need to match their own skills, interests and career aims to the work and training opportunities available in the workplace. Many may have limited understanding of the world of work and unrealistic ideas about the job roles and training needed to enable them to work towards their ideal careers.

Visits to Employers and TVET Training Centres: Visits should form part of the career education programme to help them explore careers and career development to learn about the world of work as well as progression routes facilitated by TVET training centres where they will be able to find out about vocation training.

Depending upon the resources available in some schools it may not be possible to facilitate class sized group visits so other methods need to be explored. In Section 2 we talked about developing strong links with employers by setting up Education and Business Partnerships and indeed some schools may

already have strong links with local employers. Parents may also have a key role to play in this, they may naturally talk to their children about their own jobs and often it will have an influence on the career choices of their offspring.

In the student handbook (annex A) there are templates for employer visits and employer talks.

Teacher Briefing Note 1:

EXPLORING CAREERS AND CAREER DEVELOPMENT

Career exploration expands the students understanding of the world of work and their place in society. A better understanding of career processes, employment structures and employer needs, enables them to identify suitable career options and gives them the ability to consider jobs that may suit them.

Aim: To organise visits to employers and Employer talks in schools

An important aspect of career education and guidance is providing opportunities for young people to meet with employers and find out more about job opportunities and career progression routes. Developing strong links with employers who are willing to work with teachers provides students with a good understanding of local opportunities and a realistic view of the job roles. It is essential, however for employers to recognise the benefits to them for working with schools and VET colleges. Some of these benefits include:

- By hosting a workplace visit, business or organisations can gain significantly. Employees develop and enhance their own skills and experience by working with the young people who visit them.
- By taking part in Career Education programmes they will be contributing to the development of employability skills for school /TVET college leavers. Employers often express concern about the lack of these skills when recruiting young people. By working with schools and TVET colleges they can help to prepare future employees for the world of work.
- They can also actively demonstrate their organisation's dedication to working with their local community.

EDUCATION /BUSINESS PARTNERSHIP ACTIVITIES

HOSTING A WORKPLACE VISIT

Hosting a workplace visit involves giving students from schools the opportunity to visit your workplace and see first-hand how it functions. These visits can include tours, practical activities, tasters, presentations and a chance for the students to question employees.

MOCK INTERVIEWS

Employers can work with schools as part of the careers education programme to offer mock job selection interviews and advise pupils on how they can prepare and present themselves when applying for jobs.



ATTENDING ENTERPRISE DAYS /ACTIVITIES

Working with schools on Enterprise Days; for example; groups of students are asked to decide in which of the three local businesses to invest a fictitious Nu100,000 and how they would use the funds. They will work together to deliver a presentation and the employer representative can judge the best ideas. This develops business understanding, teamwork and presentation confidence.

FINANCIAL AWARENESS SEMINARS

It's never too early to understand the value of money, how much things cost and how much you need to earn in order to fund your preferred lifestyle. Employers can work with pupils to look at budgeting and financial management. A local bank manager could be invited to do a presentation about opening a bank account and managing budget.

WORK EXPERIENCE

Students are eager to experience the world of work by taking on a work experience placement at a business or organisation. Work experience gives the student practical experience and knowledge of the workplace and they gain so much from their placements

Resources:

Employer Visit Report Form (Student hand book)
Work Experience Report form (Student hand book)

Teacher Notes:

Opportunity Awareness: Exploring Careers and Career Development

Why do people work?

The teacher should facilitate a discussion with students before taking them on visits to employers, and ask them to consider the motivation for work. Point out that this will be different for everyone and there are no right or wrong answers. What motivates one person will be different to another and of course the time of work they choose will be dependent upon their motivating factors. A social worker may be motivated by a desire to help people, whereas a banker may be motivated by the idea of regular hours, good pay and prospects to progress within the work place. Ask the groups to discuss why people do their jobs and produce a list of reasons.

Prompt Sheet

- Some possible reasons to help the discussion:
- money
- promotion
- training
- holidays
- enjoyment
- travel
- matches interests
- working in a team
- comfortable conditions
- working outdoors
- regular hours
- company car

Point out during the discussion that peoples' motivation for work often changes during their lifetime and the most important reason for work is to do something that gives them job satisfaction.

Tutor Briefing Note 2:

What is TVET Training?

UNESCO has developed a Strategy for TVET (2016 -2021) which is designed to advance youth employment, provide access to decent work, entrepreneurship and lifelong learning thereby promoting inclusion and economic growth. The aims are to:

- Support the efforts of the member states to enhance the relevance of the TVET systems and to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning, and
- Contribute to the implementation of the 2030 Agenda for Sustainable Development as a whole.

The Strategy has three priority areas:

1. Fostering youth employment and entrepreneurship;
2. Promoting equity and gender equality;
3. Facilitating the transition to green economies and sustainable societies.

Rising youth unemployment is one of the most significant problems facing economies and societies in today's world, for developed and developing countries alike. At least 475 million new jobs need to be created over the next decade to absorb the 73 million youth currently unemployed and the 40 million new annual entrants to the labour market. At the same time, both employers and young people consider that many graduates are ill-prepared for the world of work. Attaining decent work is a significant challenge.



TVET can equip young people with the skills required to access the world of work, including skills for self-employment. TVET can also improve responsiveness to changing skill-demands by companies and communities, increase productivity and increase wage levels. TVET can reduce access barriers to the world of work, for example through work-based learning, and ensuring that skills gained are recognised and certified. TVET can also offer skills development opportunities for low-skilled people who are under-or unemployed, out-of-school youth and individuals not in education, employment and training (NEETs). TVET is also seen as a vehicle for promoting equality and gender equality by opening up opportunities for developing vocational skills to young people.

(Source: UNESCO “Strategy for Technical and Vocational Education and Training (TVET) 2016 -2021” published 2016 www.unesco.org/education)

Opportunities for TVET

The role of education is not only to impart literacy and numeracy skills to learners, but also to ensure that they are creative, innovative and enterprising as well as employable. Diversified educational programmes that can be made available and adapted to suit the needs of individual learners will serve as a social leveller and help alleviate poverty. Education should empower individuals to become responsible and productive citizens and spur the national economy towards progress and prosperity.

Thus, in order to fulfil the sacred mission of educational equity and meet the demands for skilled manpower in the market economy, it is timely that the Ministry of Education in Bhutan is launching TVET programmes in mainstream schools and bringing about the following structural reforms:

Key Stage I: Primary (IV to VI) – All schools to run vocational clubs to introduce students to the vocational education programmes delivered through a framework provided by the Royal Education Council (REC). This will allow students to study the subjects of their interest, and have an aptitude in, and build a foundation for higher technical and vocational training courses.

Key Stage II: VII – VIII – All schools will have pre-vocational orientation programmes that will prepare students for the world of vocational education. There will be theoretical and basic practical lessons on TVET delivered through a curriculum developed by REC. This will help the students understand the diverse career opportunities available in technical and vocational fields and encourage them to pursue vocational subjects of their interest and aptitude to and equip them with the required skills.

Key Stage III: IX – XII – Schools will have vocational programmes offered as elective subjects like Agriculture, Media Literacy, and ICT subjects delivered through a curriculum provided by the REC. This would help students develop essential skills and prepare them to embrace creativity, for future planning, and design and innovation when they are gainfully employed in the technical and vocational fields.

It is worth noting that the new reforms in the structure of TVET delivery would herald the following opportunities:

- Provide alternative pathways to children through the diversification of subjects made available in a demand-driven curriculum;

-
- Facilitate mobility between technical/vocational and general education with multiple entry and exit options;
 - Foster innovation, entrepreneurship and nurture creativity in children to generate diverse opportunities for socio economic development; and
 - Provide opportunities for students to understand Bhutanese culture better by learning traditional arts and crafts through interdisciplinary approaches.

The creation of alternative TVET pathways from senior primary to senior secondary levels in schools will widen the avenues for children to tap their innate potentials. It will also enable the schools to groom them with the required skills and knowledge and help the country harness its human resources. This will ultimately contribute towards the nation's economic growth and social development.

Thus, an alternative TVET pathway to education can be instrumental in expanding opportunities for the youth – the most vibrant and dynamic human resource in Bhutan.

(source: The Druk Journal (www.drukjournal.bt/vocational-education-in-Bhutan))

Handout:

TVET Pathways – Bhutan

TVET (Technical and Vocational Education and Training) is your key to a fulfilling and rewarding career. TVET provides knowledge and skills for gainful, lifelong employment. TVET prepares people to work in highly technical positions, or in speciality jobs such as trades, artisan or tourism management.

The courses offered through TVET are numerous and wide-ranging. Undoubtedly, there is a TVET course of study that is right for you. TVET focusses on skills that are geared towards a wide range of exciting occupations that are in demand in both Bhutan and abroad such as Tourism and Hospitality Management, Electrical Engineering, Media Techniques, just to name a few. Many TVET focussed occupations are high-paying (better than some careers for university graduates). The truth is, many TVET qualifications are better suited than university degrees, giving the TVET graduate a better chance of finding gainful employment. So, missing out on TVET could result in you missing out on an enjoyable, reputable and financially rewarding career. TVET courses may be just what you're looking for!

The Department of Technical Education has been implementing TVET programmes for out of school youth through 6 Technical Training Institutions and two Institutes for ZorigChusum under its purview and are also providing skills development opportunities through various alternative modes of training in institutes and in collaboration with private training providers.

E. INVESTIGATING WORK AND WORKING LIFE

During this part of the Career Education Programme activities should include:

- Employer Visits
- Talks by Employers
- Talks by previous graduates who have gone into industry
- Job Fairs
- Enterprise days



Teacher BRIEFING NOTE 3:

EMPLOYER ENGAGEMENT

Both learning and work are changing rapidly, and this has implications for young peoples' individual career paths. Students in schools today face a future where they will experience several moves from one job to another, need to continue to update their knowledge and skills, and be more likely to be self-employed at some point in their lives, or at least manage several part-time or temporary contracts. Greater flexibility, self-reliance, enterprise and career management skills will be demanded of them when entering the adult world.

Good quality career education and advice is essential in order to make informed decisions and employers have an important role to play in partnering with schools and colleges to raise ambition and achievement, and improve performance. By providing young people with work experience and becoming involved with career guidance, employers can spell out the value of the skills and knowledge developed at school and open students' eyes to career opportunities. Employers can bring their own expertise into schools and colleges through roles such as governors and acting as student mentors. A clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work. Schools should help students gain the confidence to compete in the labour market by providing opportunities to gain the practical knowhow and attributes that are relevant for employment. Increasing contact with employers will help to raise the profile of the importance of career choices but the school's overall strategy for advice and guidance should recognise that some students will need additional support before they are ready to make decisions about their next steps. Approaching and engaging with the Employer

The first step is to establish a relationship with an employer. This requires that the right organisation and the right person(s) are contacted to make employer engagement happen.

- Find out what you can about the organisation
- Consider who is the best person to approach
- Make the initial contact via telephone or email
- Be clear about the activities you want them to support

Developing the relationship

Organise face-to-face planning sessions with the employers as it is important for them to understand what is required of them. Explain what it is the students need to understand about the world of work and what their role will be. Use the template below to formulate an activity for the employer to engage with students.

EMPLOYER PROJECT DETAILS

What is the activity?	
Which subjects does it link to?	

What are the objectives of the activity for the school and its students?	
What are the objectives of the activity for the employer (and employees)?	
How old are the students?	
How many students are there?	
What will the employer do?	
What resources will the employer need from the school?	
What resources will the employer bring with them?	

Delivering the activity

Some suggestions for activities where employers can work with schools include:

Mock Applications and Interviews

Schools may look to employers to provide opportunities for students to practise completing formal job applications, followed by a mock interview. The employers provide real personnel and job descriptions for the purpose, and such interviews can be both preceded and followed with advice likely to sharpen the interview techniques of students when applying for jobs. Some schools include such practice in setting work experience placements as well.

Job Shadowing (2 – 4 Hours)

Students and/or teachers may be involved in such ‘shadowing’. It is another way of establishing the relevant links between the academic curriculum and workplace needs and practice. The student and/or teacher follow one person through an agreed working time period observing the demands and skills they have to use. Such shadowing can be used to educate teachers on actual workplace practice as well as giving students an idea of the sorts of job offers made to young people.

Virtual Industry Visits

Such ‘visits’ are conducted through company websites where students may tour a workplace seeing the respective site and identifying all the specialist roles within it.

Mentoring (1 Hour per week for a school term)

Employees provide a role model or advisory support for students. Such mentors or ‘reading partners’ are usually business volunteers, who can establish a relationship which encourages ambition and self-confidence.

Work Experience Placements (2-week block; 1 day/week/term)

Work experience helps learners understand and develop the employability skills and positive ‘can-do’



attitude employers are looking for. For many learners, it helps them understand their own strengths, and areas for development; it builds confidence in handling new situations and in working within a team of adults. It helps young people connect their education with their future working lives and provides real opportunities to become clearer about their future career options. Schools and colleges offering their students high quality and meaningful work experience as part of their study programme gives the student a valuable experience of the work environment and the opportunity to develop their employability skills. Many students ‘blossom’ in such an environment, and find new reserves of initiative and maturity. They clearly develop a sense of the demands of the workplace and working life, and some may indeed continue in such jobs when they leave school. Often such jobs will link them to further educational and vocational qualifications

F. UNDERSTANDING BUSINESS AND INDUSTRY

To ensure students have an understanding of business and industry in their areas activities that will help pupils to understand more about the world of work include:

- Group projects – For instance, asking students to do research using the internet and other methods to find out about the top 10 industries /employers in Bhutan. To do this, they can work in small groups and feedback their findings during a career education lesson.
- Conducting surveys amongst family and friends to find out what jobs people do.
- Arrange a visit to the Ministry of Labour and Human Resources (MoLHR) or ask a representative of the MoLHR to visit the school to talk to the students about work and TVET training opportunities that are open to them when they leave education.

G. INVESTIGATING JOBS AND LABOUR MARKET INFORMATION (LMI)

CAREER EDUCATION LESSON PLAN	
Session Title:	Investigating jobs and labour market information
Target Audience:	Grade 10/12 students.
Time Allocated:	55 mins.
Materials and preparation:	Laptop to produce Job role cards. Job role cards. Pen and paper to note questions and answers.
Career Skills:	Career Management.
Work Skills:	To understand more about the world of work.
Learning Outcomes:	By the end of the session students will be able to: <ul style="list-style-type: none"> • Understand more about the world of work. • Identify skills needed for specific jobs.

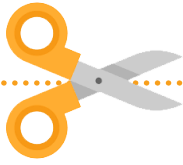
Activities

Time	Activity	Method	Materials
10 mins	<p>Welcome and Introduction</p> <p>Explain that it is important for students to consider job roles to give them a better understanding of the world of work. This is a fun activity which has a serious learning component. Often young people have unrealistic ideas about different jobs and this activity is designed to help them consider their job ideas in more detail.</p>	Teacher / counsellor	Register
30 mins	<p>Main Activity</p> <p>Students work as 2 teams or can work in pairs. Once the teams are selected, a spokesperson is nominated to answer the questions and ask the questions on behalf of the team. However, they are encouraged to discuss the question as a team before they ask/answer the question.</p> <p>One team selects a job card at random and have time to discuss what the job is and what activities would be part of that role.</p> <p>The other team has 20 questions to try and guess the job role by asking yes/no questions. Answers can only be Yes or No.</p> <p>Examples of questions</p> <ul style="list-style-type: none"> • Do you need to go to university to do this job? • Are you a man or a woman? • Do you wear a uniform? • Do you use tools? <p>The teams are able to guess what the job at any point in the game, if they guess correctly the teams swap, if they don't manage to guess correctly by the end of the 20 questions a new job card is selected.</p> <p>The team with the most correct guesses at the end will be the winners.</p>	Teacher / counsellor Group discussion Group feedback	Flip chart Pens Job cards
10 mins	<p>The students are encouraged to enter into discussions within their teams during the game, this can be guided by the teacher. This activity can support further discussion in the classroom; research can be encouraged by the teacher if required.</p>	Teacher / counsellor Group work	Job "cards" (see below)



Investigating jobs and labour market

20 question Job Cards



Nurse

Shop Worker

Interpreter

Police Officer

Teacher

Armed Forces

Librarian

Builder

Engineer

Farmer

Artist

Office Worker

Waiter

Hotel Manager

CAREER EDUCATION LESSON PLAN

Session Title:	Investigating jobs and labour market information
Target Audience:	Grade 10/12 students.
Time Allocated:	55 mins.
Materials and preparation:	Laptop to produce Guess Who cards. Guess Who cards. Pen and paper to note questions and answers.
Career Skills:	Career Management.
Work Skills:	To understand more about the world of work.
Learning Outcomes:	By the end of the session students will be able to: <ul style="list-style-type: none"> • Understand more about the world of work. • Identify skills needed for specific jobs. • To identify types of jobs through verbal communication. • To work as a team.

Time	Activity	Method	Materials
10 mins	This is another activity for students to consider job roles. Explain to the group that they will need to consider in more detail the activities related to different jobs. Some of the activities identified may relate to more than one job and these are generic activities that are described as transferable skills. It shows that interests can be linked to more than one job idea and it is important for pupils to “keep their options open,” rather than be focused on one future job as they may change their minds before they leave school.	Teacher /counsellor	



35 mins	<p>Main Activity</p> <p>Students work in pairs or small teams. Print off the 'Guess who' cards. Use as many Job Title 'Guess Who' cards to suit the needs of the group or available time. Give each pair a selection of Job Title cards and the corresponding Skills and Qualification cards. Ensure they are mixed up as the aim is for the pupils to put them into order. Once each pair or team have finished, the whole class can come together and the teacher can facilitate the class in presenting their choices to the whole group, for example:</p> <ul style="list-style-type: none"> • What job cards they were given • Why they placed the cards in the order they did • <p>The teacher can open this to the whole group for discussion</p> <ul style="list-style-type: none"> • Do you think they are correct? • What would you have done differently? <p>The teacher can then confirm the correct order of the cards, promoting further discussion within the class.</p>	Group work	Guess Who Card
10 mins	<p>The students are encouraged to enter into discussions within their teams during the game; this can be guided by the teacher. This activity can support further discussion in the classroom, research can be encouraged by the teacher if required.</p>		



NURSE

Guess Who Card

Skills ★★★★★

- Good communication and organisational skills
- Able to work in a team
- Good problem-solving skills
- Good at Science
- Wears a uniform

Personal Qualities ★★★★★

- Able to remain calm and clear-headed when in an emergency
- Shows sensitivity, understanding and consideration
- Caring
- Able to work long hours and shift work, working weekends and public holidays
- Empathy
- Evoke trust and warmth

Qualifications

- Good high school qualifications especially in science
- Further Education – Science or social science or health and social care
- Degree





INTERPRETER

Guess Who Card

Skills ★★★★★

- Good with languages, able to speak 2 languages fluently
- Good written skills
- Work alone in different places
- Would be required to live and work abroad

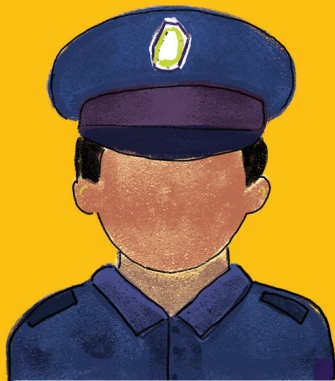
Personal Qualities ★★★★★

- Confident
- Good communication skills, verbal and written
- Reliable and trust worthy
- Able to work alone

Qualifications

- Language qualifications up to degree level
- Special professional qualifications





POLICE OFFICER

Guess Who Card

Skills ★★★★★

- Good communicator able to build a good relationship with members of the public and community groups
- Organised
- Able to remain calm and confident and act logically in difficult situations
- Good problem-solving skills
- Follows instructions
- Wears a uniform

Personal Qualities ★★★★★

- Respect people, no matter what their race, background, status or appearance
- Able to work in a team
- Able to work long shifts including nights and public holidays
- Physically fit
- Responsible

Qualifications

- Good high school qualifications
- Special training in the work place, for example weapons training
- Possibly a degree in law if you have a high-ranking position





TEACHER

Guess Who Card

Skills ★★★★★

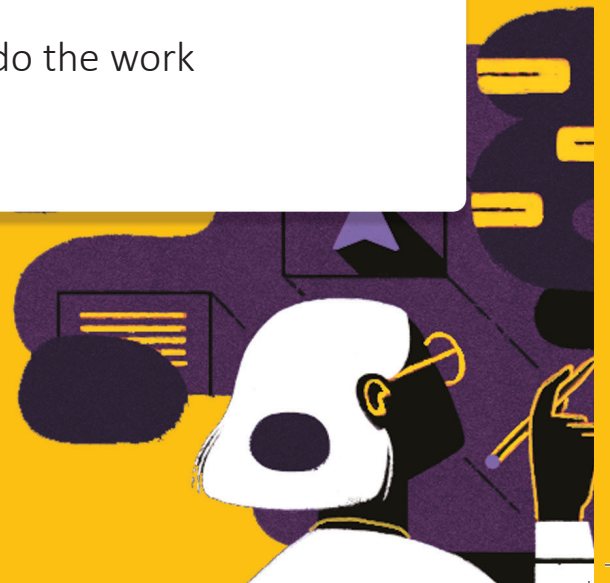
- Highly organised
- Excellent communicator
- Excellent written skills
- Able to follow government policies and procedures

Personal Qualities ★★★★★

- Dedicated
- Caring
- Confident at presenting to large groups
- Patience
- Confident when dealing with people of all ages especially children and young people
- Like working with Children
- Can explain complex ideas in a simple way

Qualifications

- Good high school qualifications
- Degree in any subject area
- Special professional training to be able to do the work





BUILDER

Guess Who Card

Skills ★★★★★

- Good working with your hands
- Physically fit
- Able to work as a team in large work environments
- Sometimes work contract for periods of time away from home
- Practical
- Specific trade skills, for example, health and safety in the workplace

Personal Qualities ★★★★★

- Creative
- Physically fit
- Willing to work long days, weekends and public holidays
- Have to wear protective clothing
- Good working at heights

Qualifications

- High school education- Good at Maths
- Training in the work place – for example health and safety, plastering





WAITER

Guess Who Card

Skills ★★★★★

- Excellent verbal communication skills
- Good written skills
- Able to deal with complaints
- Able to work long shifts on your feet
- Work well as part of a team
- Good Memory

Personal Qualities ★★★★★

- Polite manners
- Smart appearance and good personal hygiene
- Diplomatic
- Knowledge of different types of food and drink
- Attention to detail

Qualifications

- Good high school education
- Qualifications in hospitality and food hygiene





FOOTBALLER

Guess Who Card

Skills ★★★★★

- Very fit and healthy
- Able to work well in a team
- Follows instructions
- Knowledge of rules and regulations
- Able to work and train 7 days a week, 365 days a year

Personal Qualities ★★★★★

- Talented
- Extremely dedicated
- Good vision
- Excellent physical fitness
- Mental Toughness
- Confident
- Competitive/strong will to win

Qualifications

- High school education
- Sports qualifications
- Scholarship at a club



H. VALUING EQUALITY, DIVERSITY AND INCLUSION

CAREERS EDUCATION LESSON PLAN	
Session Title:	Equal Opportunities
Target Audience:	Grade 9 students in secondary schools
Time Allocated:	55 minutes
Preparation and materials:	Prior to the session, cut out photographs of people doing non-traditional jobs for newspapers or the internet. For example: female engineer /mechanic, female football player, male nurse /care assistant, disabled athlete.
Career Skills:	Students should be able to identify their own understanding of equality and diversity and how it can affect the workplace.
Work Skills:	Team working /Working with others
Learning outcomes:	<p>By the end of the session students will:</p> <ul style="list-style-type: none"> • Be able to explain what 'Equality and Diversity' means. • List ways that people are different. • Express an awareness of personal assumptions and attitudes. • Be able to describe differing types of discrimination.

Activities			
Time	Activity	Method	Materials
10 mins	<p>Introduction: presentation: Equality and Diversity</p> <ul style="list-style-type: none"> • Definitions: equality and diversity. • Work roles -Common Assumptions. • Discrimination – positive, direct and indirect. 	Teacher/ counsellor	Power point presentation

15 mins	<p>Activity:</p> <p>Ask the group to think about people who are doing different jobs in the media/ or in their community:</p> <p>Footballer Model Athlete Nurse Doctor Engineer Beauty therapist</p> <p>Discuss whether the jobs roles are gender specific: eg if footballers are always men point out that there are very successful international women's football teams.</p> <p>Write the list on a flip chart</p>	Group discussion	<p>Pictures of people in different job roles</p> <p>Flip chart</p> <p>Pens</p>
15 mins	<p>Assignment: Break the class into small groups and ask each group</p> <ul style="list-style-type: none"> • What skills /training is needed for one of the above job roles? • Are there any barriers / restrictions for the different genders to be able to do these jobs? <p>Feedback to the whole group.</p>	Small group discussion	<p>Flip chart</p> <p>Pens</p>
10 mins	<p>Diversity Give the definition:</p> <p>"Diversity means valuing the differences between people and the ways in which those differences can contribute to a richer, more creative and more productive working environment."</p> <p>Ask the group to list ways in which people differ:</p> <p>List includes:</p> <p>Race, Culture, Religion, Gender, Sexual Orientation, Age, Marital status, Ethnicity, Disability, Ability, Family and Social Status, Health, Values, Politics</p>	Group discussion	<p>Flip chart</p> <p>Pens</p>

Examples

- An employer has a policy of not letting any staff work part-time. (People with children or family responsibilities could be disadvantaged.)
- A public building, while fitted with lifts, has a set of six steps at the front entrance. Entry for those needing to use the lift is through the back entrance near the industrial bins. (Those using a wheelchair can't get into the building from the front entrance.)
- Minimum height requirements apply for jobs in a resort, for no apparent reason. (People from an Asian background, or women, may not be able to meet the requirement.)
- Everyone entering a sporting venue has to present a driver's license as identification, because it has a photo. (Some people with a disability, or young people who can't drive, won't be able to get in.)
- All information about workplace health and safety in a factory is printed. (there may be some people who cannot read)
- A requirement for a job is that all applicants have ten years' experience in the field. (A young person could be well qualified but is ineligible for the job.)

I. LEARNING ABOUT SAFE WORKING PRACTICES AND ENVIRONMENTS

This element of Career Education can be carried out during employer visits, where students should ask questions about health and safety at work. There are a number of websites that offer free health and safety in the workplace tests that can be downloaded.

Health and Safety in the Workplace

Health and Safety in the workplace is important. Employers need to provide a safe working environment for their staff which should reach a certain standard to ensure employees are not under undue risk of harm. Some work environments, such as building sites are more hazardous than perhaps an office. However, it is the duty of the employer to conduct risk assessments to make sure employees are kept safe.

Students can find out more about health and safety in the workplace when visiting employers, taking part in work shadowing /work experience, starting on TVET training courses and preparing questions for employers who visit the school to give a talk.

CAREER EDUCATION PROGRAMME (Part 3: Decision Making)

J. MAKING THE MOST OF CAREERS INFORMATION, ADVICE AND GUIDANCE

It is important to help students make the most out of careers information, advice and guidance by ensuring they have access to verbal and written information during the career education programme, which is accurate and up-to-date. They should also be encouraged to use the internet for their own research. For those students who need additional one-to-one careers guidance, the School Guidance Counsellor should produce a Careers Action Plan that sets out the steps they need to take to manage their career planning. They should also be able to reflect upon the information they have received to ensure they are able to make well-informed and realistic decisions for themselves.

Schools should consider setting-up or developing careers libraries or resource centres so that the School Guidance Counsellors can have access to up-to-date information. The TVET training website provides information about courses for young people who are considering vocational education and schools should give students access to information about higher education and provide support to enable the students make suitable choices.



K. PREPARING FOR EMPLOYABILITY

CAREER EDUCATION LESSON PLAN	
Session Title:	Career Decision Making
Target Audience:	Grade 10-12 students.
Time Allocated:	55 minutes.
Facilities Needed:	Access to computers for research.
Preparation and materials:	Print out copies of worksheets and handouts.
Career skills:	Career Management.
Work skills:	Developing key decision making skills.
Learning outcomes:	<p>By the end of the session students will:</p> <ul style="list-style-type: none"> • Be able to describe what is meant by Career Decision making. • Explain the skills needed to make a well-informed and realistic career decision. • List their own employability skill strengths and their skill gaps.

Activities		
Time	Activity	Method
5 mins	<p>Welcome and Introduction</p> <p>Ice breaker exercise: working in pairs, the students should discuss what they want to do when they leave school.</p>	Teacher / counsellor

20 mins	<p>Choosing a Holiday</p> <p>Explain to the students that people often spend more time and energy planning a holiday than systematically thinking about and planning their career path.</p> <p>Ask the students to make a list of what they would do when they go on a holiday; eg, swimming, walking, going out for meals, being by a lake and spending time with family and friends.</p> <p>Once they have done that, ask the students to work in pairs, each one to read out their list and the partner to ask them where they could go for a holiday to enable them to take part in the activities they have chosen.</p>	<p>Teacher /counsellor</p> <p>Individual activity</p> <p>Working in pairs</p>
30 mins	<p>Skills and interests</p> <p>Explain to the students the process they have followed to identify a holiday.</p> <p>Questions: Did they have in mind a holiday destination before they chose their activities or did they think about what they wanted to do first and then consider where they could go on holiday next? For instance: if they decided they would like to go on a skiing holiday, have they been before and enjoyed it (the experience) or was it an idea about something they had not previously done and then thought about a destination?</p> <p>Equate the exercise to career planning.</p> <p>Explain about career matching.</p> <p>Self-awareness.</p> <p>Opportunity Awareness (matching).</p> <p>Decision Making.</p>	<p>Teacher/ counsellor</p> <p>Classroom discussion</p> <p>Using a flip chart, draw the career decision making process.</p>



TEACHER NOTES

Exercise 1:

WHAT SKILLS EMPLOYERS WANT?

Prior to the Session

Gather information about jobs advertised for 3 different jobs in your area (example: nurses, clerks and chefs) and list the skills required of applicants. Copy job adverts for these jobs, which identifies the employability skills and prepare them as handouts for the students.

At the session

1. Explain to students that for each job, employers look for both vocational and employability skills. For a chef, applicants would need to have qualifications in catering but it is also important to understand the environment in which they will be working to be able to decide on the suitability of a candidate. They work in a fast-paced environment with competing demands; they will also work unsociable hours and need to be good at working with others in a team.
2. Handout the exercise, “What are the skills employers want?” and ask the students to work in small groups.
3. Explain to the students that they will need to discuss the skills in relation to each of the job ideas: nurse – clerk – chef and tick those that employers will look for when recruiting to these jobs and tick those that are relevant.
4. When they have completed the matrix ask the groups to identify the three most important skills for each job.
5. When the groups have completed the exercise, ask for feedback and compare the results from each group. Explain that there are no right or wrong answers as all the employability skills are required to a lesser or greater extent. However, for example: the main personality traits for a nurse would be good communication skills and a caring disposition but it is equally important for them to be good at time management.

Exercise 2:

WHAT SKILLS DO I HAVE?

This exercise helps young people consider the skills needed to do different jobs and to enable them to identify their own skills in relation to the job that interests them.

Prior to the Session

Gather information about jobs advertised locally and consider the skills required of applicants. Choose jobs that students have expressed an interest in and jobs that are advertised for young people.

At the Session

1. Write the job title for a checkout operator in the centre of the flipchart.
2. Ask the group to work in small groups and discuss the work that a person doing this job will do and the skills needed.
3. When they have discussed it in their groups ask them to feed back to the class.
4. Create a Mind Map and list the skills in relation to the work, think about all aspects of the work and list as many skills as you can.
5. Hand out the exercise sheet and ask the students to complete their own mind map in relation to the job that interests them at the moment. They should work individually for this exercise.

Exercise 1:

WHAT SKILLS EMPLOYERS WANT?

In addition to the vocational skills needed for each of the jobs, employers look for people who will work well with others to achieve the results and work goals set. These are “employability skills.” Look at the list below in relation to the different jobs and tick those skills that you think are required. When you have completed the list, decide on the three most important skills for each job.

SKILL	DESCRIPTION	NURSE	CLERK	CHEF
COMMUNICATION Verbal	Ability to express ideas clearly when talking to others.			
COMMUNICATION Written	Ability to express self clearly in writing.			
TEAMWORKING	Works well with others in a group, sharing ideas and working with others to get things done.			
PLANNING & ORGANISING	Ability to plan activities and organise things to ensure they are done well.			
FLEXIBILITY	Adapt successfully to changing situations and able to work out the best way to do things.			
TIME MANAGEMENT	Manage time well; priorities tasks to make sure things are completed on time.			
NUMERACY	Multiply and divide accurately, calculate percentages, use statistics and a calculator.			

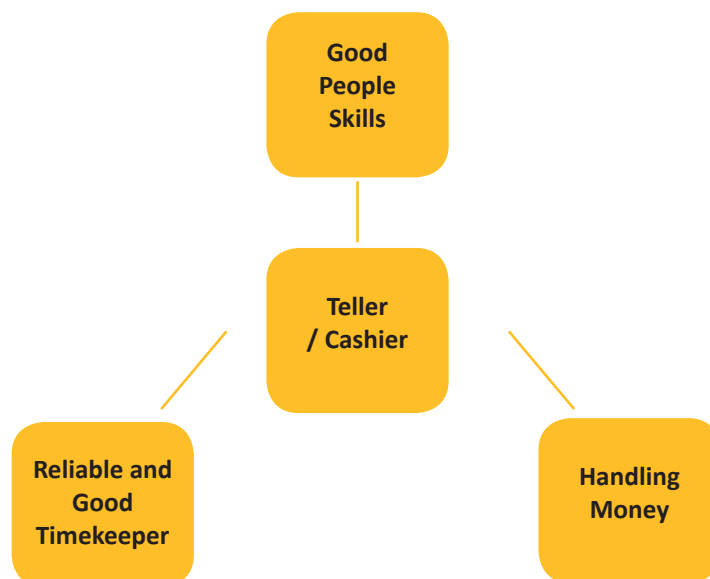


COMPUTING SKILLS	Word-process to complete reports, use databases and complete spreadsheets. Use the internet and email.			
SELF AWARENESS	Be aware of achievements, abilities and weaknesses in relation to the work.			
CONFIDENCE	Feel confident to be able to complete tasks.			
PROBLEM SOLVING	Ability to look at a situation where there is a problem and identify a way of making it better.			
LEADERSHIP	Able to take charge of a situation and show others what to do.			
NEGOTIATING & INFLUENCING	Ability to influence and convince others and be able to discuss things to reach an agreement.			
LEARNING	Be open to learning new skills.			
PRESENTATION SKILLS	Ability to present ideas to groups of people.			
GLOBAL SKILLS	Speak and understand other languages and appreciate other cultures.			
INITIATIVE	Use own initiative to identify opportunities and put forward ideas and solutions to problems.			

Exercise 2:

Skills needed to be a Salesman managing cash and accounts

Teller /Cashier



L. SHOWING INITIATIVE AND ENTERPRISE

This objective could be achieved in a variety of ways. The school could organise an enterprise day and invite local employers, training providers and other stakeholders to work with the pupils on an activity such as setting up a hypothetical business. See the range of activities in the Education and Business Partnership Section 2.4.

Tutors notes:

One Activity that can be used to stimulate discussion and to enable students to use initiative is called the Titanic Exercise. (In 1912, RMS was a British passenger liner that sank on its maiden voyage from Southampton, in the UK to New York).

This is a hypothetical exercise for the pupils to list 6 people who should be rescued by the first lifeboat.

The list of people:

Captain	Mother and child
Nurse	Unemployed person
Mechanic	Accountant
Soldier	Police officer
Employer	Writer
Artist	Carpenter
Doctor	Farmer
Computer programmer	Fire Fighter
Engineer	Footballer
Teacher	Secretary
Priest	Sales person
Journalist	Singer

Instructions to Pupils:

List 6 people who should in your opinion be rescued first. Write also the reasons why.

Person: _____

Reason: _____



Person: _____

Reason: _____

Person: _____

Reason: _____

Person: _____

Reason: _____

Person: _____

Reason: _____

Person: _____

Reason: _____

When the students have completed the exercise, split them into small groups to discuss their choices and ask the groups to agree on 6 people. Once they have done this, one member of each group should feed back to the class. It needs to be stressed that there are no right and wrong answers; just opinions that can be discussed.

M. DEVELOPING PERSONAL FINANCIAL CAPABILITIES

Students will need financial advice and information on budgeting and bank accounts. This could be provided by a local bank manager who may be willing to go into the school to brief students who are about to leave education and enter the world of work. Some banks may also have packs of information about opening bank accounts and students could be encouraged to visit their local bank to enquire about opening an account for themselves.

N. IDENTIFYING CHOICES AND OPPORTUNITIES

It is important for final year students to receive as much information about opportunities and the choices they will need to make when they leave school. Schools may organise Job Fairs for students who are in their final year. At the job fairs, local employers can visit the school to highlight the job vacancies they have to offer graduates. Some students will be going on to further or higher education and will need information about TVET training centres and universities. All of this information should be collected and shared by the careers teacher or School Guidance Counsellor who will be supporting students to make well-informed choices. The resources can be kept in the careers' library or careers resource centres. The internet is also a valuable source for information.

CAREER EDUCATION AND GUIDANCE (Part 4: Transition Planning)

O. PLANNING AND DECIDING

CAREER EDUCATION LESSON PLAN	
PLANNING AND DECIDING	
Session Title:	CV writing
Target Audience:	Grade 12 students and VET College leavers.
Time Allocated:	2 hours
Facilities Needed:	Access to computers. CV template.
Career skills:	Identifying skills and achievements.
Work skills:	Matching own skills and achievements to job roles.
Objectives:	<p>By the end of the session students will:</p> <ul style="list-style-type: none">• Have produced a personal statement that accurately describes themselves and their working strengths.• Listed their key skills in relation to the area of work that interests them.• Listed their educational achievements.• Produced an effective CV that matches the job specifications for the vocational skills needed for the area of work they want to apply for.

Activities			
Time	Activity	Method	Materials
10 mins	Welcome and Introduction Ice breaker exercise: working in pairs, ask the group to talk about their ideal job when they leave school /VET college.	Teacher / counsellor Group discussion	



20 mins	<p>Job Specifications and Opportunities</p> <p>Research the local and regional job market – access to LMI – Exercise 1(see tutor notes).</p> <p>Understand the job opportunities and types of positions available.</p> <p>Market research: websites /recruitment agencies</p> <p>Research person specifications, key and generic requirements.</p> <p>Speculative approach to private sector jobs / recruitment agencies.</p>	<p>Teacher / counsellor</p> <p>Group discussion</p>	<p>Flipchart</p> <p>Exercise 1: LMI</p>
10 mins 20 mins	<p>Overview: CV layout and content</p> <p>Explanation of each section and general layout of a CV.</p> <p>Key Skills: experience/knowledge/personal attributes and achievements – Exercise 2 (see tutor notes).</p> <p>Identification of “transferable” skills.</p>	<p>Teacher / counsellor</p> <p>Individuals to complete exercise 2</p> <p>Group discussion</p>	<p>Handout 1: What is the Skills Employers Want?</p>
1 hour	<p>CV Jigsaw /working with the CV Template</p> <p>Personal Profile:</p> <p>Explore ideas for personal profile, to provide a brief history of experience and interests, interpersonal skills and career aims.</p> <p>Key Skills:</p> <p>Highlight knowledge and experience to promote to employer.</p> <p>Education:</p> <p>Outline education, qualifications gained and predicted, and any training courses completed or working towards.</p> <p>Work experience:</p> <p>List any work experience placements completed.</p> <p>Interests and hobbies:</p> <p>List any interests and hobbies that demonstrate achievements and interpersonal skills.</p>	<p>Teacher / counsellor</p> <p>Group discussion</p> <p>Individual analysis</p>	<p>Handout 2: CV template</p> <p>Handout 3: “Creating your CV”</p>
	<p>Assignment: ask students to complete a CV template and create their own CV</p>		

Handout 1:

WHAT SKILLS EMPLOYERS WANT?

SKILL	DESCRIPTION	I am good at this	I want to improve this	I don't think I need this
COMMUNICATION Verbal	I am able to express my ideas clearly when talking to others.			
COMMUNICATION Written	I am able to express myself clearly in writing.			
TEAMWORKING	I work well with others in a group, I enjoy sharing ideas and working with others to get things done.			
PLANNING & ORGANISING	I am able to plan activities and organise myself to ensure they are done well.			
FLEXIBILITY	I can adapt successfully to changing situations and am able to work out the best way to do things.			
TIME MANAGEMENT	I manage my time well, I can priorities tasks to make sure things are completed on time.			
NUMERACY	I can multiply and divide accurately, calculate percentages, use statistics and a calculator.			
COMPUTING SKILLS	I can word-process to complete reports, use databases and complete spreadsheets. I can also use the internet and email.			
SELF AWARENESS	I am aware of my achievements, abilities and weaknesses and what I want out of life and work in the future.			



CONFIDENCE	I feel confident that I will be able to attend job interviews and present myself to future employers in a positive way.			
PROBLEM SOLVING	I am able to look at a situation where there is a problem and identify a way of making it better.			
LEADERSHIP	I am able to take charge of a situation and show others what to do.			
NEGOTIATING & INFLUENCING	I am able to influence and convince others and be able to discuss things to reach an agreement.			
LEARNING	I enjoy learning new things and am able to develop new skills easily.			
PRESENTATION SKILLS	I am able present ideas to groups of people.			
GLOBAL SKILLS	I can speak and understand other languages and appreciate other cultures.			
INITIATIVE	I use my own initiative to identify opportunities and am able to put forward my ideas and solutions to problems.			

Handout 2:

CV Template and Covering Letter

Covering Letters

The letter you send along to an employer with your CV or application form gives you the chance to highlight your strengths or mention something, which may improve your employment chances. The letter is a marketing tool which helps you “sell” yourself to an employer. A handwritten letter should be sent if the advertisement asks for it, or you can choose to type it out.

If you address the letter to the person named in the advertisement, you need to sign off with “Yours Sincerely,” but if you are addressing the letter to a personnel department or manager you need to sign off with “Yours Faithfully”.

Sample of a Covering Letter

Your address

Telephone number

Date

Addressee’s name (as it appears in the advertisement)

Address

Dear Mr/Mrs/Miss/Persons Name

Introductory paragraph: mention advertisement, job and enclosure of your CV.

Second paragraph: What you can offer that fits the job description. For example: “I am a friendly, outgoing person with excellent communication skills.’

Third paragraph: Personal circumstances (if appropriate) For example: “I can be available to attend an interview at any time, although I will be on holiday during the first week of next month”.

Yours sincerely /Yours faithfully,

Your name



EXAMPLE :

Name

Address

Telephone number

Date

Name of manager

Name and address of company

Dear Mr Rai

ACCOUNTS CLERK VACANCY

I wish to be considered for the post of Accounts Clerk as advertised in the local newspaper. I am sending my CV which highlights the skills, and qualifications I have taken.

I am keen to make a career where I will be working with figures and the high grades I have achieved in examinations for maths, IT and business studies reflect my ability to do the work of an accounts clerk.

I am sure I have the enthusiasm and abilities you are looking for and hope to hear from you soon. I can be available to attend an interview at any time.

Yours sincerely

Your name

CV TEMPLATE

Personal Details

Name

Address

Telephone

Email address

Personal Profile

Writing a short, personal profile gives you the chance to impress employers. Try to think of words that best describe you in relation to work: flexible, motivated, good team player. Be specific about your skills and interests that match the criteria for the work you want to do. This will give a brief overview of the type of person you are, your personal attributes and attitude.

- What sort of person are you?
- What are your main skills and experiences?
- What are you looking for?

Key Skills

Key skills should highlight the knowledge, achievements and experience you have that are directly related to the job you are interested in. They should be presented in the form of bullet points with a brief explanation of how it relates to the job.

Examples:

- Team working
- Using initiative
- Problem solving
- IT skills

Education

Dates attended	School	Qualifications	Subject	Grade
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Work Experience

Any part-time work or work placements you have had whilst studying

Dates:Employer:Position held:

Duties:

-
-

Hobbies and Interests

List any hobbies and interests you have: remember they can be examples of transferable skills that will impress an employer. For example, If you are a member of a football team it will highlight the fact that you are able to work with others, plan and organise.

References

References are available on request

Handout 3:

CREATING YOUR CV

What is a CV?

A CV is used to give a potential employer an insight into who you are as a person, what you are good at and why you would be the ideal candidate for the job role they are advertising. It gives you the opportunity to “sell” yourself and your skills and to make a good impression. Your CV will be competing against other applicants so it is essential for you to stand out from the crowd and prove that you have the essential criteria (as well as the desirable criteria) for the job.

When do I need a CV?

- In response to a job advertised vacancy, when an employer has asked for a CV to be included with an application.
- For sending speculatively to organisations where you would like to work.
- For personal reference, and to help you complete application forms.

How can I make my CV stand out?

When employers advertise a job, they may have 50 or more applicants to choose from and if the CVs are not clear, they may miss information that is vital to the job specification. Some tips for making sure your CV will stand out are:

- CLEAR –make sure it is clear and the information easy to find
- CONCISE – only include the relevant information
- WELL LAID OUT – so you can easily find the particular information they are looking for
- Use clear headings to separate the various sections of the CV
- Use bullet points rather than writing long paragraphs
- Keep the CV short – preferable no more than two sides of A4

What should I include?

PERSONAL DETAILS

Your name, address and telephone number are essential. You can also include your email address. These details are needed so that an employer can get in touch with you to arrange an interview. Further, information such as your date of birth, nationality and marital status are not required although these may be requested on a job application form.

PERSONAL PROFILE

Writing a personal profile is a way of “selling” yourself to an employer, it will give them an overview of the type of person you are and what you have to offer. A short statement at the start of the CV will introduce you to an employer by telling them a bit about you, your skills, experience, attributes and ambitions. Some examples are:

“An enthusiastic, self-motivated person who always strives to achieve a very high standard in whatever is undertaken. Offers the ability to motivate self and others within a team environment. Experience in customer service having recently completed a vocational course and keen to use these skills in the hospitality industry.”

When writing a personal profile make sure it reflects the kind of person you are and what it is you want from a job.

KEY SKILLS

Identify and make a list of your own key skills. If you enjoy working with others in a team, get satisfaction from helping others and are keen to work in a caring environment, you may feel drawn to jobs where you are working with the public in retail, care or social services. Alternatively, if you are persistent, with a good attention to detail and working on your own, using your initiative, you may be more suited to a job as an accounts clerk or engineering. These are the skills you want to highlight on your CV to impress an employer.

EDUCATION

Most employers will require applicants to have specific qualifications or skill levels, and these are generally listed in the job specifications. The CV should include your secondary educational achievements and any further vocational or academic qualifications. You will need to include the name of your school, the courses undertaken and your qualifications with the relevant dates when they were obtained.

WORK EXPERIENCE

Think carefully about any work experience placements you may have had, any part-time jobs or any voluntary work you have done whilst at school. This will show an employer that you have developed additional skills.

HOBBIES AND INTERESTS

By including hobbies and interests in a CV you are demonstrating that you have combined your education with outside interests. If you have been involved in fund raising activities, school plays or team sports this will give a clearer picture of the type of person you are.

REFEREES

Employers will ask for references to back up the information and evidence you provide as part of your CV. They may ask for a reference from your teachers at school, from an employer who you have worked for in a part-time job or work experience placement or from an organisation where you have done voluntary work. The names and addresses of these referees do not have to be included in the CV if you are sending it speculatively to an employer but if you are submitting it as part of a job application, they may ask you to include the names and addresses of two referees. One should be from your school and another can be from someone who knows you personally.



General Tips

1. Approach –Complete a draft CV, listing the information you think should be included under each of the sections listed above. List the qualifications you have and are working towards, the skills you are developing, any training courses you have attended. From the list, identify the most important skills and experience you have in relation to the jobs that interest you when you are completing your CV to use when applying for work.

2. Use the Space Wisely – Decide what information you feel is important to the employer in relation to the job specification and person specification that has been produced for a particular job. Do not forget your transferable skills; if you have been babysitting for a family member where you have looked after children, fed them, helped them with their reading and created games for them, this may not have been work but the skills you have developed would be useful if you are applying to work in a nursery.

3. Make a Good Impression - When employers look at CVs of applicants, first impressions count. They will read the personal profile to get a feel of the type of person you are, and the key skills should highlight the specific skills you have that will enable you to do the job. However, it is important to provide evidence of the skills you highlight, and the employer will look at the qualifications and courses you have undertaken and ask for references to back up what you say about yourself. For example, if you say in your personal statement that you have “excellent administration skills with an eye for detail,” the CV should be well written and word processed and not littered with spelling mistakes!

4. Cover letters – When you send your CV to prospective employers, you should always include a covering letter. This letter should be short and to the point and explain why you are sending your CV. If it is in response to a job advert you need to make it clear which vacancy you are applying for, and if appropriate include a reference number. It is also a good opportunity to demonstrate your skills if the letter is well written and shows your ability to use IT.

TEACHER NOTES

Exercise 1:

A LABOUR MARKET EXERCISE

This exercise helps young people understand the local labour market and whether their job ideas are realistic.

Prior to the Session

Gather information about jobs advertised in your locality, and the local employers and prepare a handout /flipchart listing the vacancies. Sources for this information may come from the local media, Employers’ websites, Recruitment Agencies.

At the Session

1. Ask the students to work in small groups to guess what they think are the top 5 job opportunities in your area and identify the major employers. Their answers can be written on a flip chart and ask each group to feed back their ideas.

2. Share the list you have prepared and see if it corresponds with the results of the discussion in the groups.

3. Ask if it raises any issues in relation to their own job choices, if the jobs they are interested in are not available locally: Are they prepared to travel to work? Do they have suitable transport? If they are interested in working for a local employer, do they have the job opportunities they are interested in?

Exercise 2:

SKILLS EMPLOYERS WANT

Introduce the skills work sheet and explain that employers generally look for generic skills whatever the job role. These are “employability skills,” that are relevant to most jobs. Ask the students to complete the exercise individually and then ask for general feedback from the group.

Possible questions to ask:

- Did they have more skills than they thought they did?
- Do they feel they need to develop any particular skill that may be important for the work they want to do?
- If so, how can they develop these skills?

CAREER EDUCATION LESSON PLAN	
Session Title:	Transition Planning: Handling applications and interviews
Target Audience:	Grade 11 students in secondary schools.
Time Allocated:	55 minutes.
Facilities Needed:	Access to computers for research. Handout: Interview Techniques.
Career Skills:	Career Education and Guidance programme: understanding the needs of employers and what they look for when interviewing candidates for jobs.
Work skills:	Students will have developed an understanding of what makes a good interview and be able to demonstrate how they can “sell themselves” at a job interview.
Learning Outcomes:	By the end of the session students will: <ul style="list-style-type: none">• Be able to list the vocational skills needed to be a sales assistant.• Be able to explain the type of personal skills needed to be a good sales assistant.• Be able to explain why the employer asks the questions chosen in the role play.



Activities

Time	Activity	Method	Materials
10 mins	<p>Welcome and Introduction</p> <p>Introduce the employer to the students and ask him/her to give a brief overview of their company.</p>	<p>Teacher / counsellor</p> <p>Employer</p>	register
15 mins	<p>Explain to the students the importance of preparation before they go for a job interview. Everyone who has been short-listed is just as capable as the others to do the job. The purpose of the interview is to check out the skills and experience they say they have on the application form as well as to identify the candidate who will be able to work well with the team. Many people fail at interviews because they have failed to “sell themselves.”</p> <p>Ask the group to consider what they need to do:</p> <ul style="list-style-type: none"> • Prior to the Interview, • During the Interview, • After the Interview. <p>Take feedback from the groups and give out the handout.</p>	<p>Teacher / counsellor</p> <p>Group discussion</p>	<p>Handout</p> <p>Flip chart</p> <p>Pens</p>
30 mins	<p>Role Play exercise</p> <p>Hand out the job opportunity sheet for “sales assistant.”</p> <p>Break the class into two groups:</p> <p>Group one to work with the employer to identify three questions to ask at the mock interview, based on the information needed for the job.</p> <p>Group two to work with the teacher to look at skills and interests of the students in relation to the job role.</p> <p>Hand out the worksheet and ask one group to identify interview questions and the second group to consider the skills, interests and evidence they can produce to prove they are a suitable candidate.</p> <p>Ask group one to nominate a student who will role play the employer and group two to nominate a candidate for the job and give them time to prepare for the interview.</p> <p>Role Play: Ask the “employer” to conduct job interviews with a representative from the other group in front of the whole class. Explain that the student who is doing the interview should be supported by his peers and given encouragement.</p> <p>Stress that this is a learning exercise and a chance for the pupils to be interviewed by an “employer”.</p> <p>Teacher observation of discussion and feedback sessions. Observe the team dynamics of the groups as they prepare for the role play and feedback the contributions made by each student- point out that team working is an important “skill” looked for by employers.</p> <p>From the observations, the teacher will be able to assess the understanding of the interview process.</p>		<p>Handouts:</p> <p>Job opportunity sheets</p>
	<p>Assignment: Ask the students to complete the blank handout in their student handbook to consider the skills and interests needed for a job of their own choice.</p>	Homework	Student handbook

Handout:

Interview Techniques

For a job as a shop assistant

Preparation

Look at the Job Description and Person Specification to find out what they are looking for in a candidate and make notes on the skills you have to do for each aspect of the job (identify the skills needed for someone working in a shop: good customer service skills, friendly, ability to handle cash sales etc). Look in local newspapers or on the Ministry of Labour website to find an advertisement for a shop assistant.

- Make sure you know where to go for the interview and how long it will take you to get there –check the bus routes.
- Decide what clothes you will wear – look smart!
- Find out as much as you can about the company – by looking on the internet, asking people who already work there, leaflets or brochures about the company (If it is a large department store or a small corner shop)

The Interview

- Arrive on time – give yourself plenty of time to get there.
- Remember, first impressions count. When you enter the room smile and make eye contact with the interviewer.
- Based on the culture of the country/region/community, conduct yourselves. (In Bhutan, you would be entering the room with your “kabney” – for men, and “rachu” – for women. Bow down appropriately).
- Shake hands – only if the interviewer offers.
- Don't be seated until you are asked.
- Sit upright but relaxed.
- Speak clearly and answer the questions concisely.
- Be prepared to “Sell Yourself” – emphasis your skills and be confident about your abilities.
- Listen carefully to the questions, if you are not sure what they mean ask for clarification.
- Be specific with the answers.
- Concentrate on your strengths when answering questions.
- Ask questions about the company – this will help you to decide if the job is right for you. You may want to make notes before the interview. Check your list and if the queries have already been addressed during the interview say you have no questions as all of the queries have been answered.
- Ask what happens next and express your interest in the job.
- **Try not to be too nervous!!!!**

Follow Up

If you are successful at interview, that's great, but if not, you need to ask the interviewer if they will give you some feedback about your interview so that you will be able to improve your performance for the next time.



Handout for Employer group

Sales Assistant		
Skills Needed (Taken from job advertisement and person specification)	Questions to ask (Identify questions that could be asked at the interview to see if the student has the skills).	Evidence of suitability for the job (What is the employer looking for?)
General Skills “Outgoing person, with excellent customer service skills who has the ability to work with the public in a busy environment”.		
Specific Job-Related Skills <ul style="list-style-type: none"> • Cash Handling • Dealing with complaints • Answering customer queries • Able to use a cash register 		
Training or Education required <ul style="list-style-type: none"> • Good general education 		
Personal Skills <ul style="list-style-type: none"> • Good communication skills • Reliable, honest, able to use initiative • Willing to work unsociable hours • Good team worker 		

Handout for Teachers groups (job applicants)

Sales Assistant		
Skills Needed (Taken from job advertisement and person specification)	My Current level of skills (The skills, qualification I have, or am working towards at the moment).	Evidence (What have I done?)
General Skills “Outgoing person, with excellent customer service skills who has the ability to work with the public in a busy environment”.		
Specific Job-Related Skills <ul style="list-style-type: none"> • Cash Handling • Dealing with complaints • Answering customer queries • Able to use a cash register 		

Training or Education required <ul style="list-style-type: none"> • Good general education 		
Personal Skills <ul style="list-style-type: none"> • Good communication skills • Reliable, honest, able to use initiative • Willing to work unsociable hours • Good team worker 		

Handout for Employer group (example)

Sales Assistant		
Skills Needed (Taken from job advertisement and person specification)	Questions to ask (Identify questions that could be asked at the interview to see if the student has the skills).	Evidence of suitability for the job (What is the employer looking for?)
General Skills "Outgoing person, with excellent customer service skills who has the ability to work with the public in a busy environment".	Suggested questions: <ol style="list-style-type: none"> 1. What is the most important skill needed to be a good shop assistant? 2. Why have you applied for this job? 3. Why do you want to work in our shop? These questions are designed to give the applicant the opportunity to talk about themselves and their skills which are relevant to the job role.	Appearance and behaviour at the interview. A polite pupil who is always willing to work as part of a team to complete projects – working to deadlines. Has taken part in school play productions. Is confident and able to take part in classroom discussions.
Specific Job-Related Skills <ul style="list-style-type: none"> • Cash Handling • Dealing with complaints • Answering customer queries • Able to use a cash register 	<ol style="list-style-type: none"> 1. Give me some examples of when you have used some of the job related skills at school or in your spare time? 2. Have you had any previous work experience, and if so tell me about it? 3. What skills do you need to have to do the specific duties of a sales assistant? 	Work experience in a local shop, serving customers, handling cash and dealing with complaints. The employer is willing to provide a reference. Has been working in a part-time job during the weekends on a market stall selling fruit and vegetables. This involved starting early in the mornings and dealing with customers.



Training or Education required <ul style="list-style-type: none"> • Good general education 	1. What are your expected exam results from school - subjects being taken include maths?	School report Qualifications (expected results)
Personal Skills <ul style="list-style-type: none"> • Good communication skills • Reliable, honest, able to use initiative • Willing to work unsociable hours • Good team worker 	1. Give me an example of when you have worked well with others in a team? 2. How would you deal with a customer who has a complaint about faulty goods?	School report References from employer

Handout for Teachers groups -job applicants (example)

Sales Assistant		
Skills Needed (Taken from job advertisement and person specification)	My Current level of skills (The skills, qualification I have, or am working towards at the moment).	Evidence (What have I done?)
General Skills "Outgoing person, with excellent customer service skills who has the ability to work with the public in a busy environment".	A polite pupil who is always willing to work as part of a team to complete projects – working to deadlines. Has taken part in school play productions. Is confident and able to take part in classroom discussions.	School reports
Specific Job-Related Skills <ul style="list-style-type: none"> • Cash Handling • Dealing with complaints • Answering customer queries • Able to use a cash register 	Example: Previously completed two weeks work experience in a local shop. Has been working in a part-time job during the weekends on a market stall selling fruit and vegetables. This involved starting early in the mornings and dealing with customers.	Work experience in a local shop. Two years' experience serving customers, handling cash and dealing with complaints. The employer is willing to provide a reference

Training or Education required <ul style="list-style-type: none"> • Good general education 	Expected exam results from school, subjects being taken include maths.	School report Qualifications (expected results)
Personal Skills <ul style="list-style-type: none"> • Good communication skills • Reliable, honest, able to use initiative • Willing to work unsociable hours • Good team worker 	Has been working part-time for two years as part of a small team. Has a good attendance record, and on occasions has been left in charge of the stall in the owner's absence. The market stall needs to be set up early in the mornings, and on occasions has made trips to the wholesalers to collect the produce before starting work.	School report References from employer

R. MANAGING CHANGE AND TRANSITION

Career plans and decisions made by students may not always go according to plan. If they are applying for a university course, they may not be successful if their qualifications do not reach the required standard. It is important therefore to ensure the students have an awareness of how to cope with life changes and transition. Conversely, students may achieve higher academic grades than expected and their choices may be greater. The School Guidance Counsellors role is to offer additional support to those students who find it difficult to develop a career plan and those who need to change their plans due to unforeseen circumstances.

Career education programmes are designed to support students during their school life to explore their career options, develop a careers action plan and formulate a stepped programme to achieve their career aims. The programme of activities and teaching methods should also facilitate the development of employability skills; team working, problem solving, communication skills, using initiative, and most importantly understanding the world of work. The better prepared they are for eventual employment, the easier the transition will be.



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SECTION 5

EVALUATING A CAREERS EDUCATION PROGRAMME



Evaluating a Career Education Programme

5.1 THE AIM OF EVALUATION AND GOOD PRACTICE

Schools that implement careers education and guidance programmes need to monitor the effectiveness to see if the pupils are more realistic about their career choices and are achieving their career aims. A careers education programme should provide students with:

- Information, advice and guidance from an identified individual, which will empower and enable them to participate effectively in learning, to fulfil their potential and to progress towards longer-term career goals;
- Access to a network of support, on a range of issues;
- Equality of opportunity;
- Monitoring of their progress, and help at times when it is needed;
- Diagnostic assessment of their learning and guidance needs;
- Impartial careers counselling and advice;
- Support for progression and transition;
- Advocacy support when required, including brokerage with education and training providers;
- A curriculum which develops self-help and employability skills.

Evaluation

Evaluation of the careers' education programme should ideally be conducted on an annual basis and should review:

- The destination statistics for school leavers to see how many of them made a successful transition from school to work /TVET training or higher education.
- An analysis of the level of support provided throughout the year to see if the input was delivered at the right time to suit the needs of the pupils.
- Identification of any gaps in the provision and recommendations for future inclusion in the programme.
- A review of the careers' information resources.

There needs to be a clear rationale for the delivery of a careers' education programme and the roles and responsibilities of the managers and teachers in the school.

- Teachers or Careers Counsellors are responsible for the delivery of careers education lessons.
- Careers Counsellors are responsible for the one-to-one careers guidance interviews for pupils referred to them by the teachers.
- The provision of careers information: the range and content relevant to the school should be monitored by the Careers Counsellor or a school librarian
- The overall management of the programme should be the responsibility of a senior manager within the school.

The school management team in a school should take overall responsibility for the review and evaluation of the careers' education programme. The results and recommendations should be shared with the Ministry of Education who work with other schools and they can be responsible for sharing good practice and address training and development needs of individual teachers /schools where the provision needs additional resources. The annual reviews once completed should enable the school management team to produce a document that sets out the plan for the following year.

As part of the review, information on the destination of former pupils and feedback from both teaching staff and counsellors will enable the management team to evaluate the effectiveness of the programme in relation to the ultimate destination of pupils. The declared aim of a careers education programme to empower pupils to make well-informed and realistic decisions about their future career aims should result in increased number of pupils making a successful change into the world of work and reduce unemployment rates of young job seekers. Therefore, schools that implement careers education and guidance programmes need to monitor the effectiveness to see if the students are more realistic and achieving their career aims.

5.2 DESIGNING AN EVALUATION PROGRAMME

Programme Structure

A career education programme sets out the range of actual learning opportunities, interventions and interactions provided by the school.

A career education programme needs to:

- Meet the needs of all pupils across all levels from grade 9 to 12
- Link with career-related events in students' lives
- Involve employers and the wider community.

An effective programme will:

- Make it clear which career management competencies and learning outcomes are priorities
- Maximise connections and coherence with other school strategies, programmes and learning
- Provide for individuals and groups of pupils with specific needs.



Programme components

The possibilities include:

- Career education delivered in curriculum areas
- Stand-alone career programmes with a dedicated period or line on the timetable
- Career information activities in and outside the school, such as careers nights, speakers
- Real experiences of work or TVET training, where available
- Individualised support (through guidance counsellors and/or external specialists, mentors)

Design process

The same principles apply to designing or reviewing career education programmes as those which apply to other teaching and learning programmes, especially those which have strong elements of cross-curricular and community engagement.

For each component in the programme:

- Define the focus or aim. How does this component contribute to programme goals? What are the links to the other parts of the programme?
- Define the learning outcomes. What do we want the students to learn?
- Develop the teaching and learning approach. What approach will best achieve the learning outcomes? Where, who and how will this be delivered?
- Develop the content outline and locate resources
- Consider ways to inquire into the success of the teaching approach. How can we check if learning is taking place?
- For the whole programme consider:
 - Ways to assess and give feedback to pupils as they progress through the programme
 - What information you will gather about individual students as part of the programme? For example, in student profiles, how you will use this information and how you will make it available to others in the school, including in what format?

Planning Evaluation

Evaluation is an important contributor to curriculum design and review. It needs to be planned and selective.

Evaluation involves:

- Identifying what the evaluation will focus on and why
- Selecting appropriate indicators of the students' outcomes you are seeking to achieve
- Using efficient, fit-for-purpose ways to measure these indicators
- Gathering and interpreting relevant evidence
- Identifying actions that need to be taken on the basis of that evidence
- Reporting and discussing findings.

Ideally, an evaluation approach for the programme should be designed at the same time as the development of the programme.

It is important to decide which major components of the programme need to be evaluated regularly and which might need to be looked at from time to time.

Each piece of evaluation undertaken should contribute to the overall understanding of the effectiveness of career education and guidance.

Most importantly, plan how the evidence collected will inform future planning and review. Evidence needs to be interpreted and interrogated. The Kirkpatrick's evaluation model is one example of how to conduct an evaluation.

Kirkpatrick's evaluation model

Level	What is measured?	Examples
1 Reaction	How participants feel about their experience	Feedback forms. Observing participant reactions to career guidance and counselling.
2 Learning	The increase in participants' knowledge and skills	Formal and informal assessments of knowledge and skills before and after the intervention.
3 Behaviour	How far learning is applied and results in personal change	Observation and interview of programme participants over time perhaps including tracking them into university/post-school life.
4 Results	How far the programme impacts on organisational or societal factors	Using local and national data sets to identify whether the programme is reaching new and non-traditional target audiences.

Source: www.lucidchart.com/kilparticksevaluationmodel

1. What are the reasons and purpose for the evaluation?

Looking at the programme the evaluator needs to consider why it has been introduced;

- What prior research took place to establish the need for the programme?
- What level of planning took place and who was involved?

2. What will the evaluation be used for?

- Strategic planning for future careers education programmes
- Staff development
- Learning from good practice to share with other schools



3. What will be the focus for the evaluation?

- Range of activities
- Identification of priority areas
- Evaluation of training needs for teachers delivering the careers education lessons

4. What data and evidence will be collected?

- Qualitative (interviews and case studies)
- Quantitative (questionnaires)

5. Who will be the Audience?

- Senior managers
- Teachers
- Other stakeholders

6. What will be the timing?

- Annually, at the end of each school year.

The approach taken in an evaluation depends on a range of factors. The nature of the evaluation subject, the purpose of the evaluation, the resources available, the timescale, the evaluator's confidence in using a range of approaches and a host of other factors are all likely to influence the approach. Evaluation is only really useful when this is done and the additional intelligence that is drawn out in the report is transformed into actions. How easy this is will depend on the engagement of project stakeholders and this is why it is valuable to engage them throughout the project and to use the reporting as an opportunity to re-engage them. Useful strategies to ensure that evaluation reports are acted on include the following:

- Ensure the report is available at a timely point in the planning cycle, such as before the start of term.
- Call a meeting specifically to address the evaluation findings, and use this meeting to develop concrete action points.
- Identify where the evaluation suggests changes need to be made, and identify who needs to take action.
- Encourage the whole project team and all stakeholders to sign up to a process of continuous improvement, one where responding to evaluation and feedback is built into programme design and delivery.
- Avoid a culture of blame. Evaluation reports should be seeking to support people to improve rather than to blame them for failures.

Collecting Evidence

Consistently collecting evidence will help build up a picture of students' outcomes that could be partly attributable to career education and guidance. It is helpful to maintain quantitative and qualitative data in a way that enables you to track and report on outcomes and trends for specific groups and component programmes.

School management systems are a key source of data, such as ethnicity, special needs, attendance and behaviour, academic progress and student destinations. How the school is analysing this data and whether this analysis can assist the evaluation process is important.

For collecting evidence for other indicators using different methods it is important to consider, that these methods range from structured instruments and processes like student assessment results, evaluation forms, surveys, discussion groups, interviews and synthesis of written records, to less structured activities like observation and discussion.

Two important sources of evidence are the pupils themselves and other teachers. Identifying ways to collect this feedback include:

- Monitoring and getting feedback on components of the programme that involve others, for example: teachers, parents, external providers, employers
- Explore students' views of career education and what they need
- Identify the impact of careers education on the destination of students when they leave full-time education

Remember that people like to know what their comments have led to. Show them their views count by telling them what changes are being looked at or planned.

5.3 FORMAT FOR AN EVALUATION OF CAREER EDUCATION

Using the chart below, review the indicators: Leadership, Student outcomes, school wide engagement, programme design, family and employer engagement, and teacher knowledge. These indicators will give an overview of the careers education programme and identify any gaps in provision.

Possible Indicators: LEADERSHIP			
INDICATOR	YES	NO	COMMENTS
The principal participates in, or leads, professional development for staff around career education and guidance			
The senior management team regularly liaise with the teacher /counsellor			
The senior management team has approved the plan for career education and allocated sufficient time and resource			
Careers staff have formal job descriptions			
The Career Education Department plans have goals for career education			

Possible Indicators: STUDENT OUTCOMES

INDICATOR	YES	NO	COMMENTS
Career education teaching and learning materials state the relevant learning outcomes from Career Education and Guidance			
Number of individual interviews with students			
Leaver destination statistics			

Possible Indicator: SCHOOL-WIDE ENGAGEMENT

INDICATOR	YES	NO	COMMENTS
Teacher involvement in student guidance for subject choice			
Processes for using students' possible intended pathways in curriculum design			
Subject Teachers' planning documents have careers content or links			
Each Departments' reports to the Senior Management Team show that career education is included in their teaching programme			
Noticeboards in staffroom, classrooms, corridors, have careers information			
Career resources are visible in the Careers resource centre or school library			
Number of students referred by teachers to the School Guidance Counsellor and reasons for these referrals			

Possible Indicators: PROGRAMME DESIGN

INDICATOR	YES	NO	COMMENTS
Documented career education programme or scheme of work			
Documented process for evaluation and review of career education and guidance			
Student self- assessments of learning in career education			
Student and staff views on career education are collected			
Register of students at risk of being unprepared for transition to work or further education and training, and those with diverse needs, and records of specific interventions for these students			
Numbers of students at careers evenings, events or sessions			
Electronic resources used in programmes			
Computer room booking sheet shows use for career education			
Career education information and tools for students on the school intranet			

Possible Indicator: FAMILY AND EMPLOYER ENGAGEMENT

INDICATOR	YES	NO	COMMENTS
Career education items in school newsletters, website, local papers			
Log of contacts with families that includes career education (all staff)			
Invitations to families and community to participate in career-related activities			
Numbers of families attending school information events, eg subject choice, report, and numbers of those who see the careers consultant at these events			
Register of local business contacts for work shadowing, work placement and training			
Numbers of students doing work shadowing, work placements and training with local industry			
Number of career-related speakers in the school (parents, ex-students, etc)			

Possible Indicator: TEACHER KNOWLEDGE

INDICATOR	YES	NO	COMMENTS
The school's teacher induction programme has a careers component			
Requests from staff for careers-related professional development			
Enquiries from teachers for information from the careers department			
There is a nominated teacher who takes responsibility for the co-ordination of careers education			
The careers co-ordinator has attended professional training courses for careers education			

5.4 MANAGEMENT AND DELIVERY

Personnel

A school-wide career education and guidance programme that provides learning opportunities to students across all years of the school needs the support and involvement of skilled, knowledgeable teachers and of a range of people and organisations from outside the school.

Questions to ask each year include:

- Is the school continually building our careers delivery across the school? Who else is enthusiastic and willing to be involved?
- Are there enough teachers to help deliver in the coming year? Do we need to develop staff for following years?
- Can we increase family and community involvement in aspects of our programme? Who has industry experience we can utilise?
- Where will we use external specialists (eg. intensive work with individual students, career workshops for parents, career education planning)?
- What is available? (In-house, external specialists, industry events, conferences, etc.)

Professional Support

To ensure a school-wide programme is consistent and coherent careers staff needs to monitor and support teachers and other contributors. They need to consider:

-
- What monitoring will be needed to ensure quality across all programmes?
 - How much and what kind of support will people need from careers staff? (eg. Preparing lesson plans and teaching resources, advising on where to find current information) and how can it be efficiently delivered. How much professional development will careers' and other staff need? How will this be funded? Who will deliver it?

Timetable

How is the careers education programme delivered in the school? Are there specific lessons for pupils in grades 9 -12? Is this provision sufficient to meet the needs of the students and the availability of teachers /school guidance counsellors?

Do the careers counsellors have sufficient time to deliver group work activities and see those students who need additional careers advice and guidance for one-to-one careers interviews?

Expenditure

Depending upon the budgets for careers education materials, the following list of resources are recommended to support a careers programme.

- Career education resources, especially those with student workbooks.
- Publications, course directories
- Internet charges, photocopying, paper for computer room, printer cartridges, laminating costs
- Course costs (on or off site), including external providers. Trips (buses).
- Professional development, teacher release, conferences and training courses for professional development.
- External specialist support for classes, groups, one-to-one guidance, presentations,
- Capital items, such as filing cabinets, CD/DVD players
- Storage materials and display stands
- Cost of mileage for meetings, including with employers, and transport for pupils.

5.5. STUDENT FEEDBACK

Gaining feedback from students themselves is also important as this will enable the teachers /school guidance counsellors to evaluate the success of their career education programme whilst at the same time identify gaps in provision. Below is an example of an evaluation questionnaire that can be used by teachers.

Evaluation of the Careers Education and Guidance Programme

There are no right or wrong answers to these questions



Section A

Where you are now

1. When making choices about your future, which of these are important to you?

(Tick all that apply)

Choosing the kind of thing I know I'll enjoy

Choosing the same sort of thing as my friends

Choosing what seems to lead in the direction I want to follow

Choosing something exciting and different from school

Choosing what I think I'll be able to manage

Choosing something that's easy to get into

2. Which is the most important to you?

(Tick one box only)

Choosing the kind of thing I know I'll enjoy

Choosing the same sort of thing as my friends

Choosing what seems to lead in the direction I want to follow

Choosing something exciting and different from school

Choosing what I think I'll be able to manage

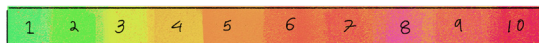
Choosing something that's easy to get into

3. What do you hope to do in the future?

Please score from 1 to 10 how you feel about statements a, b, c and d.

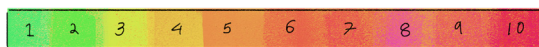
Please circle your score. This is your individual view; there are no right or wrong answers.

a) No ideas



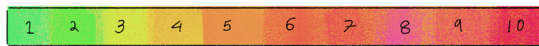
Very clear ideas

b) I want to build on my existing skills



I want to learn new skills

c) I want to be with new people in new places



I want to be with people I know in familiar places

d) I need to work my way up step by step



I need to be flexible and take any chance that come

4. When making plans for the future, which sources of information help you?

(Tick all that apply)

Friends

Family

Teachers

School Guidance Counsellor

Media (TV, magazines, internet)

Other (Please state where)



Section B

What you have learnt from the Career Education & Guidance Programme

Please score from 1 to 10 how you feel about statements 1 to 10. Please circle your score. This is your individual view; there are no right or wrong answers.

1. How confident are you that you know your own skills, interests and achievements?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

2. How clear are you about the skills you need to develop?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

3. How confident are you in setting yourself short term and long-term goals and of making a plan to achieve them?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

4. How well do you feel you know and understand the options open to you?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

5. How confident are you that you have a clear method of making decisions about your future?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

6. How confident are you of finding the information you need on work and learning?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

7. How confident are you of knowing what help is available to you and of being able to access that help?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

8. How confident are you that you have learnt the skills you need to apply for and get the opportunity you want (i.e. completing an application form and going for an interview)?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

9. How sure are you of knowing what a stereotype is and of recognising stereotypes of people at work?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

10. How clear are you about some of the ways in which working life is changing?

Not at all 1 2 3 4 5 6 7 8 9 10 Very



Section C

Your experience of the Career Education and Guidance Programme

Please score from 1 to 10 how you feel about statements 1 to 4. Please circle your score.
This is your individual view; there are no right or wrong answers.

1. How interesting was the Career Education and Guidance Programme?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

2. How enjoyable was the Career Education and Guidance Programme?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

3. How useful was the Career Education and Guidance Programme?

Not at all 1 2 3 4 5 6 7 8 9 10 Very

4. Do you feel you gained new skills from Career Education and Guidance Programme?

Not at all 1 2 3 4 5 6 7 8 9 10 Yes, lots

5. How can the Career Education and Guidance Programme be improved?



Destinations

It is also important to find out more about the destination of students when they leave school. This information can also be used as part of future career education. An example of a destination questionnaire is below. The teachers may wish to find out more /or less information.

Grade 12 Students

Now you have completed your studies and made your choice between going to university, taking a vocational course at a TVET training centre or leaving school to go into work, we would like to hear from you about your decision. We would be grateful if you can complete this questionnaire so that we can find out more about the choices made by our graduating students.

School:									
Name of student:									
Examination Results									
What grade did you achieve in your final examinations?									
Career Aim									
What is your career aim?									
Destination : What are your plans when you leave school?									
Go to University			Leave school and go on to study at a TVET training centre			Leave school and find			
What subjects will you take?			What vocational course are you interested in taking?			What type of work do you want to do?			
Have you been accepted?		Yes	No	Will you apply for work in your area when you complete the course?		Yes	No	Will you receive on the job training?	
If so, which university will you attend?			Have you been accepted on a course at the TVET centre?			Have you already found work, if so, what will you be doing?			

Thank you for completing the questionnaire

CONCLUSION

This toolkit has been designed to support teachers and School Guidance Counsellors develop, monitor and evaluate Career Education programmes in schools. It should be used in conjunction with the Careers Guidance Handbook and the “Light Up Your Career Path” volumes that include a vast range of activities and ideas for Career education. It is important to ensure that Career Education in schools is important to support students identify and develop their career aims, and to help them plan and manage their careers. The career management and employability skills they will be developing should enable them to plan for their future careers.