

## Career Guidance

Implementing Agency

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This document has been developed as part of the VET Toolbox project.

The VET Toolbox was created in 2017 and provides partner countries with know-how, tools and advice to improve the effectiveness and inclusiveness of VET reforms supported by the European Union. It focuses on supporting VET systems to:

- become more demand-driven, with more effective private sector engagement.
- become more responsive to labour market needs.
- provide increased access to (self-) employment, including for disadvantaged groups.

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The intended beneficiaries of the VET Toolbox are:

- National vocational authorities and regulatory bodies, including training funds.
- National and international enterprises involved in VET partnerships.
- Quality assurance organisations responsible for learner assessments and examinations.
- Public, private or mixed VET training institutes and VET pre-service and in-service instructor training institutes.
- National, regional and sectorial business and professional associations and civil society organisations.

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## ABBREVIATIONS

<b>CG</b>	Career Guidance
<b>CP</b>	Competencies Passport
<b>CGC</b>	Career Guidance and Counselling
<b>CoP</b>	Community of Practice
<b>EPP</b>	Employment Promotion Project
<b>NEET</b>	Not in Education, Employment or Training
<b>OS</b>	Opportunity Scouting
<b>PES</b>	Public Employment Services
<b>PO</b>	Professional Orientation
<b>PWD</b>	People with Disabilities
<b>SEE</b>	South-East Europe
<b>TSS</b>	Technical Secondary Schools
<b>VE</b>	Virtual Enterprise
<b>YEP</b>	Youth Employment Promotion



## INTRODUCTION TO THE VET TOOL CAREER GUIDANCE

The existence of this VET Tool Career Guidance goes back to an initiative by the NGO and private TVET training provider “The Fair River International Association for Development (FARIAD)” in Ghana, which requested technical expertise on – amongst other fields - career guidance. This request was met by GIZ in 2019 via a short-term consultancy mission.

The VET Tool Career Guidance was realized as part of the VET Toolbox, which is funded by the European Union/DEVCO and the German Government and implemented by a partnership of European Member State Agencies led by Enabel (Belgium) in cooperation with GIZ (Germany), AFD (France), British Council, and LuxDEV (Luxembourg).

Another reason for the existence of this tool is the GIZ Community of Practice Career Guidance (CoP CG), a network of 38 experts (as of September 2019) who are implementing a wide range of career-guidance activities through 24 projects in 16 countries. Established in December 2013, the community organises about ten online exchange meetings per year, published its first brochure in 2015, and continues to collect and discuss career guidance implementation experiences.

The GIZ CoP CG made contributions to this work from its members' collective experiences. The publication is comprehensive and cursory at the same time. It is comprehensive for the broadness of aspects it provides: Career guidance plays a role before, during and after TVET. It can be delivered by a variety of institutions (e.g. schools, employment offices and youth centres) and be combined with other tools such as internships and job fairs. This publication remains cursory in the sense that it can only touch upon the variety of approaches, instruments, objectives, and impacts in career guidance currently under implementation world-wide and because career guidance as an intervention area is complex and still provides much room for learning and further development.

The VET Tool is divided into three parts. The first is a theoretical section on what career guidance is about in general. The second, divided into two sub-parts, comprises the major component of the tool and investigates selected fields and tools for career guidance. These are presented in five chapters:

The first chapter, on Career Education (2.1.), deals with school-based career guidance services. These include the introduction of the topic into technical secondary schools in Egypt (2.1.1.); an overview of the multitude of interfaced elements in a German secondary school in rural Moehnesee (2.1.2.); and the nation-wide introduction of “Professional Orientation” in primary and secondary schools, as well as into public youth promotion in Serbia (2.1.3.). The last sub-chapter (2.1.4.) presents “Opportunity Scouting”, an innovative and comprehensive youth-employment-promotion tool that was developed in Egypt, which has been implemented in modified form in Serbia and in Kosovo with promising success.

Whereas the first chapter focuses to a great degree on educational ways to deliver career education, the second deals with individual counselling processes often applied by public employment services (2.2.). The “Competencies Passport”, deployed in Bosnia-Herzegovina, Serbia, and Kosovo, is an instrument for exploring and discovering transferable skills and competencies among adults (2.2.1.). How employment counselling in Serbia was made more “youth friendly” is the topic of 2.2.2.

Chapter 2.3. focuses on target-group-specific career guidance interventions in Liberia (women 2.3.1.) and in Togo (people with disabilities 2.3.2.).

Encounters with the world of work and internships in particular – in chapter 2.4. – are gold standards in TVET and in career guidance, while “digital solutions” in 2.5.1 (Job-Matching Platform in Jordan) and 2.5.2. (“Career Candy” game in Egypt) are examples of the use of modern technology in career guidance.

The last part of the VET Tool showcases two evaluation approaches assessing the same intervention (Career Guidance in Egypt) and advocating for systematic M&E integrated into intervention concepts. Some brief final conclusions complete the VET Tool.

We hope this publication will be inspiring for career-guidance practitioners from various institutions and countries, as well as for project managers in development cooperation.

Heike Fischer, Michaela Henn, Eva Ouma and Julia Stahl



## 1. WHAT IS CAREER GUIDANCE?

### 1.1. International Definition

The groundbreaking work of the OECD, the European Union (EU)<sup>1</sup>, the International Labour Organisation (ILO), and the World Bank brought the paradigmatic shift that profoundly changed how Career Guidance is understood and conceptualised today in both economically developed and in developing countries:

**“Career Guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. (...)”<sup>2</sup>**

#### Background

The paradigmatic shift was triggered by mega-trends like globalisation and technological developments and their impact on economies and labour markets.

In economically developed countries, constant change became a feature of labour markets. Young people could no longer choose an occupation at the end of basic education, get trained, and stay within the same field for the rest of their lives, watching their careers unfold in an ordered, predictably progressing way. A more flexible and lifelong approach to

<sup>1</sup> The European Council, the European Commission, the European Training Foundation (ETF), and the European Centre for the Development of Vocational Training (Cedefop).

<sup>2</sup> This state-of-the-art definition was introduced by the Organisation for Economic Cooperation and Development (OECD) in 2004, by the Council of the European Union resolutions (2004, 2008), and the World Bank (Watts and Fretwell, 2004).

career development was required, with careers increasingly viewed as not being “chosen” for a lifetime, but as being “constructed” through a series of decisions about learning and work.

This caused the European Union in 2004 and 2008 to complement its lifelong-learning policy with a lifelong guidance strategy and to form the European Lifelong Guidance Policy Network (ELGPN), which operated from 2007 to 2015, assisting member countries and the European Commission in developing lifelong guidance provisions in education and employment.

## **Understanding the Definition (explanations, implications)**

This definition is broad and generic: The term “**career**” refers to a person’s “lifelong progression in learning and work” (Tony Watts<sup>3</sup>), and “**guidance**” encompasses a variety of activities such as coaching, teaching, counselling, orienting and informing.

“**Career Guidance**” is an umbrella term comprising narrower concepts like “*vocational*” or “*professional orientation*” or “*employment counselling*”, which reflect the specific institutional contexts in which they are created and offered. Transitions to other services (e.g. training, placement) are fluid.

The term “**career choices**” points to a broad variety of educational, vocational, and professional decisions that are to be made in education, unemployment, or employment throughout the lifespan: *Where to continue upper-secondary education? Whether to invest in tertiary training? What additional training to take for professional advancement? Which job to take up next for strengthening one's employability? Whether to consider self-employment or entrepreneurship as an option? How to get promoted by the current employer or where to find better employment? What are the implications of going abroad for learning or working? What strategy may help escape unwelcome spells of unemployment? Which strategy to use for re-entering the labour market after a family phase?*

It is obvious that answers to the questions above are highly individual. It makes a difference whether you are 15 or 45 years old; living in a big city or in a rural community; a born resident or a migrant; an early school-leaver or university graduate; responsible for a large family or only for yourself.

Career guidance strives to “**assist individuals**” in making informed career decisions. This doesn’t mean that the social context (family, community) can be neglected; to the contrary!

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<sup>3</sup> UNESCO 2002, as quoted by ELGPN Glossary (2014) definition of “Career” (p. 11):  
<http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no.-2-ilg-glossary/>

It also does not imply that CG services have to be face-to-face, individual counselling sessions, as career guidance can effectively (if not even more effectively) be delivered to groups. It only means that career guidance must support the individual (“the client”) to define and follow-up her or his life and career goals and no-one else’s, and that she or he should be the one driving the process. The objectives, interests, and perspectives of VET schools, parents, and employers need to be considered (for the sake of the client achieving his or her goals), but they are not served by CG. This strict focus on the client’s needs makes career guidance distinct from, for example, placement services, in which an individual’s competence profile is matched with the profile of a job vacancy, hence (partly) measured against the requirements of an employer. Career guidance as understood here tends to take a holistic view, looking at an individual’s unique combination of strengths, potential, values, marketable skills, life situation, and resources; placement is more analytic, resulting in a snapshot measurement of “fit” against a given job profile in a given point in time.

The role and importance of career-management skills have become paramount. State-of-the-art Career Guidance empowers clients to make informed decisions and “**to manage their careers**”. The ELGPN glossary defines career-management skills as “*a range of competences which provide structured ways for individuals (and groups) to gather, analyse, synthesise, and organise self, educational, and occupational information, as well as the skills to make and implement decisions and transitions.*”

It is apparent that a career cannot be planned or designed from beginning to end as on a drawing board. A career is analogous to Soren Kirkegaard’s famous saying, “Life can only be understood backwards; but it must be lived forwards.” The formation process of a career reveals its pattern in retrospect, while career decisions only deal with each individual next step.

However, career-guidance services usually achieve employment effects in combination with other services<sup>4</sup>. Apart from orientation, people need to be prepared for the world of work (e.g. education, training, internships, induction) and need to find employment (e.g. through personal networks, job ads, placement, or job fairs). Together and well timed, these services help school leavers, unemployed, job changers, and vulnerable groups find suitable and prospective work: Employers benefit, too, as it becomes easier for them to find motivated and qualified staff due to more deliberate and targeted applications.

While the post-millennium concept of CG marked a paradigm shift in the industrialised West, where the EU introduced “lifelong guidance” to back up its lifelong-learning policy, it

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<sup>4</sup> See the triad of “Orientation, Preparation, Matching” used by GIZ’s global initiative “YouMatch” to outline objectives of different employment-promotion instruments (“employment services”): <https://www.youmatch.global/category/employment-services/>

travelled the world to partner countries of development cooperation. In the partner lands, it challenges traditional models of livelihood planning, arriving in contexts in which Western concepts, notions, and terminology can be alien.

Research of Ronald Sultana, Gideon Arulmani, Aboubakr Abdeen Badawi and other scientists and practitioners complemented the Western understanding of Career Guidance from a Southern perspective. Sultana provides an alternative definition to the above-cited “international” definition coined by the OECD and the European Union. He explains, *“Career Guidance entails a dialogic, mutually pedagogical relationship that serves to conscientize individuals and groups about the social forces that define the world of work and that affect the range of opportunities available to them, while at the same time equipping them with the political skills, networks, community resources, values, and dispositions to struggle for social and work arrangements that are equitable and just; where one’s development and self-fulfilment advances the development and fulfilment of others.”* (Sultana, 2017; p.11)

## 1.2. Policy Fields and Goals

As education and employment policies seek to widen choices and to create systems that can respond to varying needs across the lifespan, career guidance becomes increasingly important for public policy in at least two main domains:

- EDUCATION & TRAINING SYSTEMS - CG can increase effectiveness and efficiency of education and training. Individuals who make well-informed, deliberate decisions about learning and work are more likely to be successful learners. From an economic point of view, detours and dead-end streets in education can be reduced, and public and private investments in vocational education and training systems yield higher returns regarding their employability and employment outcomes.
- LABOUR MARKET OUTCOMES - If people find jobs and career paths in which they can utilise their potential and that are in line with their goals and values, they are more likely to be motivated and therefore more productive, enhancing national prosperity.

Of course employment is not the only - and perhaps not the first - goal of education. While policy makers today tend to promote career guidance for its potential to increase employability and employment prospects, other aspects of career guidance (activation, self-directedness, self-actualisation, appreciation of diversity, etc.) also support policy goals, such as SOCIAL EQUITY and INCLUSION or HEALTH.

Conversely, public policy is important for developing and sustaining career-guidance service for a large number of beneficiaries and to the benefit of clients, employers, the national economy, and society. As clients usually cannot pay for the service and private-sector contributions may be non-financial, public funding is required.

### 1.3. CG In (German) Development Cooperation

German development has been developing concepts and implementing CG measures from the mid-2000s onwards, with a small but steadily growing portfolio in its TVET and Labour Market department. The demand for CG was comparatively high in projects dealing with TVET and Higher Education (final educational stages) and in (youth) employment promotion projects.

In December 2013, GIZ formed a “Community of Practice Career Guidance (GIZ CoP CG)” – an online exchange of good practice, implementation approaches, and experiences for project implementers and technical departments, which is still operating to date (December 2019). Its first publication was issued in 2015<sup>5</sup>; the VET Tool publication at hand is to a great extent informed by the expertise of CoP CG member projects.

Two GIZ projects need to be mentioned here because they had profound impact on how CG interventions are conceptualised within German Development Cooperation:

- The first GIZ project to deal solely with Career Guidance was the “Professional Orientation” effort in Serbia, which initially supported the introduction of career guidance on a nation-wide scale from 2011 until 2015 in two policy sectors: in lower-secondary (“primary”) education to support transition into upper-secondary vocational or general education and in the sector of public youth promotion<sup>6</sup>. Succeeding projects also service vocational-school students (Chapter 2.1.3.).
- One component of the (ongoing) Employment Promotion Project (EPP) in Egypt began, in 2011, to support the Ministry of Education’s initiative of introducing career education into the country’s Technical Education system with a unique career- education programme for grades 10 to 12 of Technical Secondary Schools<sup>7</sup> (Chapter 2.1.1.).

5 GIZ Community of Practice Career Guidance (May 2015): “Career Guidance World-Wide”. Free download at <https://www.deutsche-digitale-bibliothek.de/item/XFG5HN4L7W76XQQ2L6HZ6UPFTLVEMVHC> (September 2019)

6 Teaching and learning materials are still available at <http://profesionalnaorientacija.org/petofazni-model/> in the Serbian, English, Hungarian and Albanian languages. However, the webpage itself is in Serbian. (September 2019).

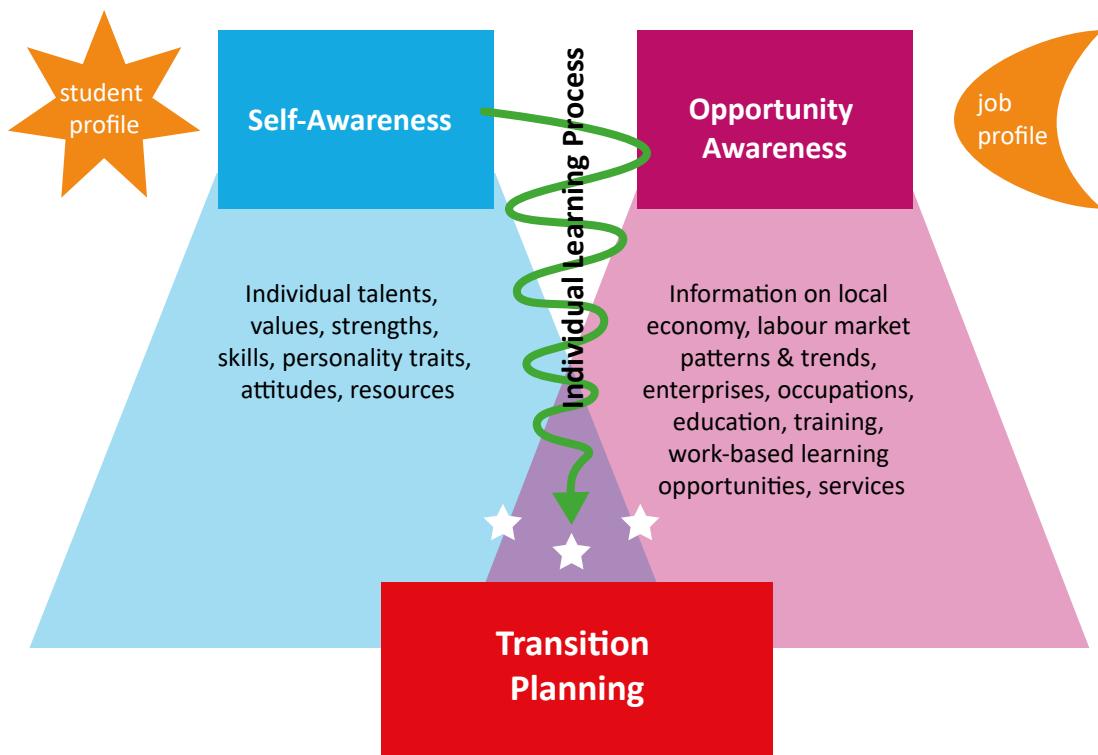
7 Shahinaz Khalil: “Career Guidance in Egypt: Partnership in International Cooperation for National Development. In: Sultana (Ed.), 2017: Career Guidance and Livelihood Planning across the Mediterranean. Challenging Transition in South Europe and the MENA Region, pp 173-186

Both projects have been built on the post-Millennium Career Guidance paradigm:

- from single interventions at key points in life to a lifelong perspective,
- from "choosing" to "constructing" a career,
- from psychometric "testing" to pedagogical "tasting" the world of work,
- from external expert support to career-management skills, and
  - from individual counselling to group and self-help approaches.

## Basic CG Concepts

While the project in Serbia is based on a model of five subsequent phases<sup>8</sup>, the one in Egypt was free to reconstruct a tailor-made Career Education programme in collaboration with Egyptian teachers using the following general foundations and principles of Career Guidance:



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**Figure: Foundation of Career Guidance**

<sup>8</sup> See GIZ brochure (2011) "Professional Orientation. Five Steps to decide on a school and occupation", for further information about the model:  
[http://www.profesionalnaorientacija.org/wp-content/uploads/2011/12/Professional\\_orientation\\_elementary\\_school\\_program.pdf](http://www.profesionalnaorientacija.org/wp-content/uploads/2011/12/Professional_orientation_elementary_school_program.pdf) (September 2019)

One fundamental pillar in Career Guidance is shedding light on an individual's talents, strengths, skills, attitudes and resources. This helps clients understand who they are, what they are good at (strengths, skills, attitudes), and what they find important in life (values). Being aware of one's personal profile provides the "lenses" through which jobseekers screen, filter and prioritise available career options.

Another fundamental pillar is called "Opportunity Awareness", which provides information on available learning and working opportunities.

Individuals constantly relate both learning fields, (Self- and Opportunity Awareness, to each other, which constitutes a longer learning and decision-making process that eventually leads into a field where they intersect. Concrete career options (symbolised as little stars in the chart above) are to be found in this intersection. They are good starting points for career development, as they both, suit the individual's profile and are realistically available on the market. Which of the two, three, or four options is going to materialise also depends on coincidence.

A third principle or pillar is "hidden" in the teaching-learning methodology. It requires and enables participants to own and steer their career-development process and imparts a whole set of "soft" skills, including communication, teamwork, critical thinking, and decision-making, among others.

There is a lot of flexibility as to what specific exercises, activities, or means can be used to raise clients' self-awareness and to "teach" them about (or rather support them to explore) local labour markets, business sectors, enterprises, occupations, or entrepreneurship. The core principle is that it is not done FOR them, but rather that it imparts the career-management skills they will need for all the career decisions to follow in constantly changing labour markets and life situations.

While the programme may be standardised, the results are - and should be - highly individual. Good career guidance will make students feel as if they are involved in a process that is about them personally.

## **1.4. Sources, Links and Literature**

- OECD and European Commission, 2004: Career Guidance. A Handbook for Policy Makers, Paris, p. 10
- The European Centre for the Development of Vocational Training (CEDEFOP) web-sites on Career Guidance: <http://www.cephop.europa.eu/en/events-and-projects/projects/lifelong-guidance>
- Career Guidance Practice of the European Training Foundation (ETF): <https://www.ETF.europa.eu/en/practice-areas/career-guidance>
- Ethical Guidelines of the International Association for Educational and Vocational Guidance (IAEVG): [https://iaevg.com/Resources#Ethical\\_S](https://iaevg.com/Resources#Ethical_S)
- Ronald G. Sultana (Ed.): Career Guidance and Livelihood Planning across the Mediterranean. Challenging Transitions in South Europe and the MENA Region. Euro-Mediterranean Centre of Educational Research; Sense Publishers, 2017, Rotterdam
- International Labour Organisation (ILO) provide data and results of School to Work-Transition surveys in more than 30 countries: [https://www.ilo.org/employment/areas/WCMS\\_234860/lang--en/index.htm](https://www.ilo.org/employment/areas/WCMS_234860/lang--en/index.htm)



## 2. SELECTED TOOLS FOR CAREER GUIDANCE

The following chapters present and describe selected tools of career guidance in different fields of activities. The section is subdivided into five parts:

- 2.1. Career Education
- 2.2. Career Guidance in Public Services
- 2.4. Career Guidance for Special Target Groups
- 2.4. Encounters with the World of Work
- 2.5. Digital Solutions for Career Guidance

Each part comprises different sub-chapters dealing with the respective tools (apart from 2.4., in which only one tool is presented). Case studies from practice illustrate the tools, report experiences and provide information on their practical application.

At the end of each chapter, contact details are provided that enable interested persons and practitioners to get in touch with the implementing projects.

## **2.1. Career Education**

### **Introduction**

Career education assists students in developing the knowledge and capabilities needed to choose a career path. High-quality career education is a crucial part of preparing students for a successful transition from school to work. Supporting learners to make informed choices about professional pathways has a tremendous impact on their lives. It affects their future orientation in education, training and employment, and also their social lives.

The first article (3.1.1.) presents a range of different career education activities in the Egyptian-German Employment Promotion Project (EPP) with focus on technical secondary institutions. The programme introduces new career education services and supports private and public actors in implementing target group-specific models. The article has also an introductory character on the topic of career education and guidance.

Chapter 3.1.2. describes the comprehensive career education approach at the Moehnesee School, a secondary school in Germany, that goes far beyond compulsory measures of secondary education and which can support every student from 5th to 10th grade individually in finding the right career.

“Professional Orientation” in Serbia, discussed in chapter 3.1.3., is a successful and widespread career-education approach with interventions simultaneously implemented in schools and in the youth sector.

Chapter 3.1.4. focuses on Opportunity Scouting as a systematic approach in which students identify and manage local job opportunities for their peers. Carried out in a Virtual Enterprise measure, the approach simulates standard operation procedures of companies, enabling the participating youth to develop many soft skills.

### **2.1.1. From School to Work – CG in Technical Secondary Education in Egypt**

#### **Highlights**

The Egyptian government, with the support of GIZ, developed a career-education programme specifically tailored to students in TVET institutions. The overall goal of the programme is

not only to provide orientation for the first critical transition to the world of work, but also to prepare for follow-on decisions and challenges regarding future career paths. The concept serves as a prototype for career guidance in TVET institutions in several GIZ projects today.

## Background

In Egypt, as in many countries, career guidance is a newly emerging field. In January 2010, a National Task Force on Career Guidance identified a significant lack of career-guidance services in Egypt's education system, which has a negative impact on youth employment. School-leavers experienced a lengthy and difficult transition period into their first job; more than 90% of young workers in Egypt are informally employed. At the same time, a huge unmet demand for human resources in the manufacturing sector hampers productivity and economic development.

The Ministry of Education, together with GIZ, identified technical education as an appropriate starting point for developing initial career guidance services in order to ease the school-to-work transition. From 2011 to 2015, together with the GIZ Employment Promotion Project, the Ministry piloted a **comprehensive Career Guidance Programme in Technical Secondary Schools (TSS)**. After proven effective, the curriculum of career education was institutionalised in technical education during a second phase from 2016 to 2019.

## Approach

Career education in Egypt's TSS empowers students to take informed decisions in managing transition from school to work or to career-related higher education or training. Students in TVET institutions may have made a first very rough decision about an approximate career direction when they started with secondary education. However, most TVET students have never experienced any specific occupational orientation that is based on individual interests and talents. Furthermore, for many of the students, TVET is still perceived only as second best; they still hope to be able to switch to higher education later on. Therefore, the Egyptian career-education programme in TVET institutions encourages students to build all following career decisions on their personal strengths and additionally raises their awareness of prosperous opportunities in non-academic working fields.

The overall goal of the comprehensive career-guidance programme, stretching over grades 10, 11, and 12, is to give individuals the framework and tools to orient themselves; to take informed decisions about their learning and working; and to prepare for and manage transition from technical education into the next stages of career development. Students

explore their individual strengths, values, and resources on the one hand, and accessible learning and working opportunities on the other. Relating self-awareness with opportunity awareness allows career developers to identify (or create) individual suitable and realistic transition options into work and further learning where their strengths overlap with accessible opportunities. Students examine and compare transition options, set priorities, investigate, plan and prepare for transition.

Moreover, students not only acquire career-management skills for the first critical transition from school to work, but also for all career decisions that inevitably follow. They learn how employers look at applicants and develop appropriate skills to search and apply for a job. Critical workplace situations are discussed to better meet the challenges of maintaining a job, and students learn about legal aspects of employment (rights and duties) and of self-employment. To gain authentic first-hand information and impressions of their areas of interest, students learn how to conduct information interviews. They choose work and learning opportunities about which they are curious and explore them in the field. Exploration results are shared in class. Therefore, and as a welcome side effect, students practise employment-relevant skills like those related to job search, decision-making, presentation, teamwork, communication, self-reliance, and others. They become empowered to identify themselves as suitable for first work experiences and to develop their careers from there.

### **The Career Guidance Programme**

This programme is comprised of a series of student-centred lessons and activities delivered by trained teachers (CG facilitators) throughout the three years of technical education. It consists of 51 sessions of 90 minutes each, totalling 76.5 hours of direct interaction between facilitators and students. Students receive 17 sessions per year at school and complete additional (individual or group) assignments in out-of-school settings.

Intended learning outcomes are of personal character and different for each student. A broad variety of methods like presentations, imagination-based approaches, group discussions, individual work, working in pairs, team work, role plays, case studies, reflected practice, lecturing, competitions, video clips, computer-aided activities, motor and mental games, and brainstorming are used to help students understand what they think, feel, and believe. There is no “right” or “wrong”; facilitators don’t judge students’ conclusions but may challenge students’ beliefs and decision-making with questions. Also, facilitators encourage exchange of thoughts on a peer-to-peer level and facilitate peer discussions.

The series of sessions and activities are built around the four main content areas of **self-awareness, opportunity awareness, decision making, and transition management**.

Students in grade 10 start with a series of lessons and activities with a focus on self-awareness: they look at their personal life goals, become aware of the skills they already have or can easily gain, deal with personal values, and create first job ideas (based on their skills and values).

In grade 11, the second year of the career guidance programme, the focus is on exploring the world of work and learning opportunities (opportunity awareness) and on the decision-making process. Students gain awareness of the fact that labour markets are changing quickly. They also learn exploration and networking techniques; investigate opportunities for work and learning in depth; learn job-search and application techniques; and work through critical incidents (realistic problematic workplace situations).

The final year is mainly dedicated to investigating and comparing transition options and pathways, as well as to individual transition planning.

### **Target Groups and Activities in Egypt**

Career Education is delivered to TSS students in Egypt throughout the three years of technical education from grade 10 until graduation in grade 12. TVET students are between 15 and 18 years of age.

During a pilot phase, the project developed and tested the comprehensive career-education programme, initially with 40 teachers from six pilot TSSs. In collaboration with the pioneering teachers, the first developed training units were modified to fit both the cultural setting and the technical-education context.

Pilot teachers undertook central sessions to experience the differences to regular teaching. They also tested the programme with students and gathered valuable implementation experiences that considerably improved and enriched the programme. Based on this experiential approach, three implementation manuals for grade 10, 11, and 12 were developed, as well as the concepts and manuals for the training of the CG facilitators and multipliers.

## **Training of Facilitators**

The roles of the CG facilitator and the “client” (i.e. the student), as well as the delivery methods, were radically new for the Egyptian classroom - and for TSS in particular. Training TVET teachers to become CG facilitators is the core factor in successfully implementing career education in TSS. The best CG facilitators were trained to serve as CG multipliers, training new CG facilitators. This training model was necessary because career-guidance programmes did not exist at Egyptian universities or teacher-training institutions. All facilitators’ training in career guidance is comprised of three steps: theory, practice, and reflection.

- I. THEORY - This consists of six full days of intense and interactive training during which teachers are exposed to some of the programme’s contents and all of its methods.
- II. PRACTICE - Teachers implement the programme with students as a practical part of their training.
- III. REFLECTION: Students’ learning outcomes are monitored and reviewed. Teachers’ implementation experiences are reflected upon during an additional three workshop days following each practice phase. Coaches visit facilitators twice during the practice phase to give individual feedback.

This combination of theory, practice and reflection is repeated for every school year. The training triad is essential for having teachers experience the new facilitation methods first hand as participants in trainings themselves, in order to see the impact of the methods on students and to integrate the experiences into their own training approach.

During the summer break, teachers undertake six days of a training workshop on the contents and methods for students of grade 10. They are then sent to implement (as the practice part of their training) and eventually meet again to jointly reflect on their implementation experiences with colleagues and trainers. The cycle is repeated for grade 11 and grade 12 contents. In parallel, GIZ supported the Ministry of Education to establish a career path for career-guidance practitioners (teachers, facilitators, multipliers, master trainers).

Several other activities support GIZ EPP’s work on career guidance:

- The online game “Candy Career” (see chapter 2.5.2. for the full approach) is based on the programme’s main pillars (self-awareness, opportunity awareness, decision-making and career planning) and is accessible for all youth, also beyond the TVET system.

- A Career Guidance Facilitator's training kit has been developed that has been accredited by the Professional Academy for teachers "PAT".
- Career information resources (21 video job profiles and occupational cards) were developed in cooperation with the ILO that lay the foundations for a future career-information system. The video job profiles were shot with the support of several companies in different sectors and are available (partly with English subtitles) at the Egypt-at-Work YouTube Channel.
- In the Opportunity Scouting Camp (see chapter 2.1.4. for the full approach) during summer break, volunteering students are "hired" by a virtual company that exists for a couple of weeks and is run by CG facilitators, often supported by mentor employers or human resource professionals.
- Fruitful cooperation with other donors (USAID, EU) resulted in successful rolling out of the CG curriculum to more schools and in the training of more CG facilitators.

## Results

- By end of the academic year 2018/2019, in cooperation with other partners of development cooperation, more than 100,000 students in 312 Technical Secondary Schools in all 27 governorates of Egypt received career-guidance services. (Out of this, GIZ's contribution has been 157 schools in 20 governorates, with around 50,000 students.)
- More than 1,300 teachers have been trained to deliver CG as career-guidance facilitators (out of them, 600 facilitators were trained though GIZ). Ninety-eight teachers have become CG multipliers.
- The Technical Education Sector of the Egyptian Ministry of Education has set up School to Work Transition (STWT) Units that operate on a national and governorate level to coordinate career guidance and other school-to-work services in Egypt's technical education system.
- The Ministry of Education has taken its responsibility to run CG services in TSSs. In September 2019, the MOE decided to include the career-education sessions in the study plan of TSSs as part of a comprehensive development measure. The sessions will start in 100 TSSs in all Governorates in the coming academic year (2019/2020) and will be expanded to more schools in the coming years.
- CG curriculum, methods and trainings are accredited for technical education. The career-education curriculum has been approved by the Centre of Curricula and Instructional Materials Development "CCIMD". Together with PAT, a draft for a job description for CG specialists was developed.
- The programme design and the outcomes are highly valued by all stakeholders (students,

CG teachers, parents, and project staff). Students and teachers particularly expressed appreciation for the experiential teaching-learning methodology.

- In comparison to a control group, more participating students have developed career goals and pursued further learning of a new skill or language. They are more self-confident, more active and optimistic, and have better job-search skills.
- An interdisciplinary post-graduate study programme (IPGSP) to qualify and certify the CG practitioners has been approved, and it will start providing diploma and master degrees in the academic year 2020/2021. The course will be run by the Helwan University in Cairo.

#### **Central success factors, key recommendations and challenges**

*Good Timing* - The optimal time for career education is when students feel the relevance of planning for their future and when the economic pressure to generate income is not yet urgent. Examination times must be avoided. Synchronising with other employment-relevant activities (e.g. internships) is important, too.

*Selection of Teachers* - The delivery methods require trustful interaction between facilitator and students, a failure-friendly learning environment, and a methodology that combines pedagogical approaches with a counsellor-like attitude of trainers. Introducing the programme requires teachers to undergo intense training, to do a lot of unpaid extra work, and challenges them to slip into the learning role and to try something new. Participating teachers should generally like students and have the ability to relate and interact on an interpersonal level. They should also like to put things into practice and to learn from practical experiences – in contrast to theoretical academic approaches.

*Continuous Adjustments* - Based on common CG principles, the re-construction of the programme with the local teachers adjusts the content to the education and labour market context, as well as to local pedagogical know-how, terminologies, and mental and cultural concepts.

*Wider Connections* - Apart from a good relationship between students and facilitators, career guidance must extend beyond the classroom, involving family members, employers, and also other education and training institutions.

*Early start* - Although the presented CG programme has widely confirmed its effectiveness, in general, it would be very desirable if CG were first provided much earlier throughout one's education, i.e. *before* students leave high school and *before* first career decisions must be taken. Embedding CG at an early point in the educational process would make this programme even more efficient.

## Contact Details

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### 2.1.2. Comprehensive Career Guidance at Germany's Moehnesee School

This chapter introduces a school that has developed its career-guidance concept and services over the years. It shows a number of various interlinked career-guidance elements and activities as provided by a secondary school in cooperation with external and internal partners to its students and parents.

#### Highlights

The German school is a secondary institution with about 420 students from grades 5 to 10. The school has developed a comprehensive career-orientation concept that goes far beyond the compulsory CG services required by the government. Career-orientation activities support students individually throughout all consecutive stages of their personal careers - the development process from grade 5 onwards until graduation in grade 10 and, in collaboration with partner institutions, beyond making a seamless transition. Service delivery is backed up and framed by institutional structures (including partnerships with other institutions), defined processes, and supportive policies.

In the following, the full concept is introduced in brief to provide an overview of the structure and its various elements. The concept spreads over the whole duration of six school years; most CG elements are interlinked with each other. Hence, students receive continuous individual support through a variety of activities, develop a profound basis for their career choice, and manage transition after graduation into apprenticeships or further education or training. The continuous development of the service is fully supported within the school

(school management, class teachers, subject teachers, career orientation coordinators), as well as by external partners (parents, public employment services, regional transition management, private sector partners) and policies (school-to-work-transition policies of the federal state of North Rhine-Westphalia, NRW).

## **Background**

The Moehnesee School has always cared a lot about the whereabouts of students *after* graduation. Hence, career guidance has been a topic ever since its foundation 50 years ago. The school's career-orientation services developed over time until their current shape as an overarching and central topic of the entire school community. The school holds, among others, three national awards for its culture of support and future-orientated mindset in the field of career orientation. It was one of the first in Germany to have specialised career-orientation teachers and a career centre, which was established in 2003.

The school's concept of a comprehensive series of CG elements at different stages of the individual career-development process encompasses many more elements than the usual range of CG activities at secondary schools in NRW, and of particular note is its inclusion of the lower secondary grades 5, 6 and 7.

## **The Moehnesee School Career-Guidance Concept at a Glance**

All career-guidance elements aim at a reflected and coordinated transition of students into apprenticeships in companies or into further vocational or general education. The graphic below and the following descriptions illustrate all CG elements the school offers. Some of these are standard compulsory elements prescribed by the federal state's policy; these are indicated with "ST" (for "standard"). Others are additional, offered by the school on a voluntary basis; these are marked with "AE" for "additional element". The different elements support various key aspects (indicated in the graphic by different colours) that stretch over the entire CG programme from the lower to the upper secondary grades.

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Involving parents AE		Career Guidance Event with Parents I-III ST					
Project Work I-VI AE							
"TREASURES" I-III AE		Portfolio Instrument ST					
"Get on Tour" AE		Potential Analysis ST	Career Counselling by Public Employment Office ST				
Girls' & Boys' Day I-III AE 1-day job shadowing beyond gender stereotypes		Career Field Exploration ST	Internship ST	Internship ST			
		Company Visits AE	Voluntary Internship AE				
			Potential long-term internships for students at risk ST				
			Company Visits AE				
Method Training I-III AE		Methods Training IV AE	Methods Training V AE	Methods Training VI AE			
Community Task I-VI AE							
Social Learning AE		1st Individual Counselling by CG teacher ST	3rd Individual Counselling by CG teacher ST	5th Individual Counselling by CG teacher ST			
Open-Door Day AE (once a year)		2nd Individual Counselling by CG teacher ST	4th Individual Counselling by CG teacher ST	5th Individual Counselling by CG teacher ST			
		Career Orientation Camp I AE	Career Orientation Camp II AE	Application Phase ST			
		Job Fairs at School AE		Visit education/training institutions w. Parents AE			
		Online-Matching-Portal AE	Students Enterprises AE	Exploring further general Education AE			
			Visiting PEO/ Career Information Centre („BiZ“) AE	Follow-Up Agreement ST			
			Students'-Parents' Evening: Education/Training Institutions AE				

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**Figure: CG elements conducted at Moehnesee School from grade 5 to grade 10**

#### CG elements in lower secondary grades 5 to 7 (all AE):

Usually in North Rhine-Westphalia, career orientation starts in grade 8. The Moehnesee School, however, provides various activities that support career orientation and preparation early on (already in grades 5 to 7). All CG elements of the lower secondary grades are additional elements and not part of the compulsory (standard) CG content prescribed by government. These additional elements are embedded into the school's syllabus. Teachers of all subjects promote the career-guidance concept and integrate its topics into their lessons.

- **INVOLVEMENT OF PARENTS** (light blue): Early and systematic involvement of parents accompanies the entire process of CG. Parents are made aware of their supporting role during career finding and are encouraged to actively cooperate in the process.

Information events are linked to the parents' meetings from 5th to 7th grades to reach as many parents as possible. Standard involvement of parents becomes compulsory from grade 8 onwards (see below).

- **PROMOTION OF INDIVIDUAL STRENGTHS** (blue):
  - “**Treasures**” (G5-7): The unique self-assessment programme (“Starke Seiten”) developed by the school helps students discover, present, and reflect on their own strengths and talents at a very early stage with the aim of fostering self-confidence and generating first career ideas. A competency profile of identified strengths is continued and expanded beyond class 7.
  - “**Get on Tour**” (“Komm auf Tour”, G7) is an additional strength-finding programme for students in grade 7 carried out in an adventure *parcour* by an external professional service provider.
- **ENCOUNTERS WITH THE WORLD OF WORK** (pink) are given high relevance in the CG concept. Students in lower grades can already participate in **Girls’ Day/ Boys’ Day**, a one-day work shadowing every year (for more information on the instrument, see chapter 2.3.1. Work encounters at the Moehnesee School are also presented in chapter 2.4.).
- **SOCIAL AND METHODOLOGICAL SKILLS** (orange): The concept emphasis is strongly on the development of generic skills, which are generally important for “employability” in any job. The following elements are components of this group of activities:
  - **Method Days** (G5-10) Students undergo two days of methods learning each year from grades 5 to 10, during which they develop know-how on various methods such as preparing for tests, methods for quickly extracting information from a text, methods of learning, etc.)
  - **Project Work** (G5-10) On three project days each year in grades 5 to 10, students can choose a topic of interest and develop their project skills while implementing the activity they’ve prepared.
  - **Community Tasks** (G5-10) Students select specific tasks for themselves that add value to the school community. This may be, for example, taking care of incoming grade-10 students during their first year at school as peer guides or supporting community projects or events such as the “green classroom”, “one day for Africa”, or activities to protect the environment. The tasks also can be services students offer to peers like organised sports activities during break times. Students show a good sense of responsibility and commitment, strengthen their talents, and contribute to the community with hands-on support.
  - **Social Learning** (G5) For two days, grade 5 students improve their inter-/personal and teambuilding skills with an external trainer.

## **Compulsory and additional CG elements in upper secondary grades 8-10 (ST/AE):**

- **INVOLVEMENT OF PARENTS** (light blue) becomes compulsory in these grades:
  - **Career and Guidance Information Event with Parents** (ST, G8-10) is a compulsory element of every year through which parents get an overview of the entire concept and detailed information on the CG activities scheduled for the respective year in collaboration with the public employment service and other external partners.
  - **Students-Parents Evening** (AE, G9) is an additional information event in grade 9 focusing on further education in collaboration with local education and training institutions (high schools, technical schools, etc.).
  - **Visit of Education and Training Institutions** (AE, G10) In grade 10, the school promotes and supports visits of students and parents to potential education and training institutions in collaboration with the "receiving" institutions ("Open Door Days").
- **PROMOTION OF INDIVIDUAL STRENGTHS** (blue):
  - **Portfolio Instrument** (ST, G 8-10) Throughout grades 8 to 10, students continuously reflect, plan, and document their career-finding process in their personal portfolio, including identified strengths and certificates (e.g. from internships, volunteer work, or trainings). The portfolio is the property of the respective student, who takes it with him or her to further stages of education and training and often also to meetings with career or employment counsellors.
  - **Potential Analysis** (ST, G8) is a compulsory one-day skills-finding assessment in grade 8, conducted by professional external partners.
  - **Career Orientation Camps I and II** (AE, G8+9) These external camps, of two days each in grades 8 and 9, are supported by the local public-employment agency. Students concentrate on specific CG issues: In grade 8 they reflect on their personal past and future and receive social-skills training. Grade 9 focuses on reflection on strengths and application training.
- **ENCOUNTERS WITH THE WORLD OF WORK** (pink, G 8-10) From grade 8 onwards, students start to explore specific career fields and focus on potential areas of future work.
  - **Online Matching Portal** (AE, G8) Grade 8 students are introduced to the online matching portal provided by the municipality that supports searching and facilitates the application processes for internships in companies.
  - **Career Field Exploration** (ST, G8) After completing the element "Potential Analysis" (see above), grade 8 students pre-select three (out of 16 existing) career fields and spend one day per field at a related company. The objective is to gradually narrow

down priority areas for further investigation of interesting occupations and to prepare for choosing a longer internship in grade 9.

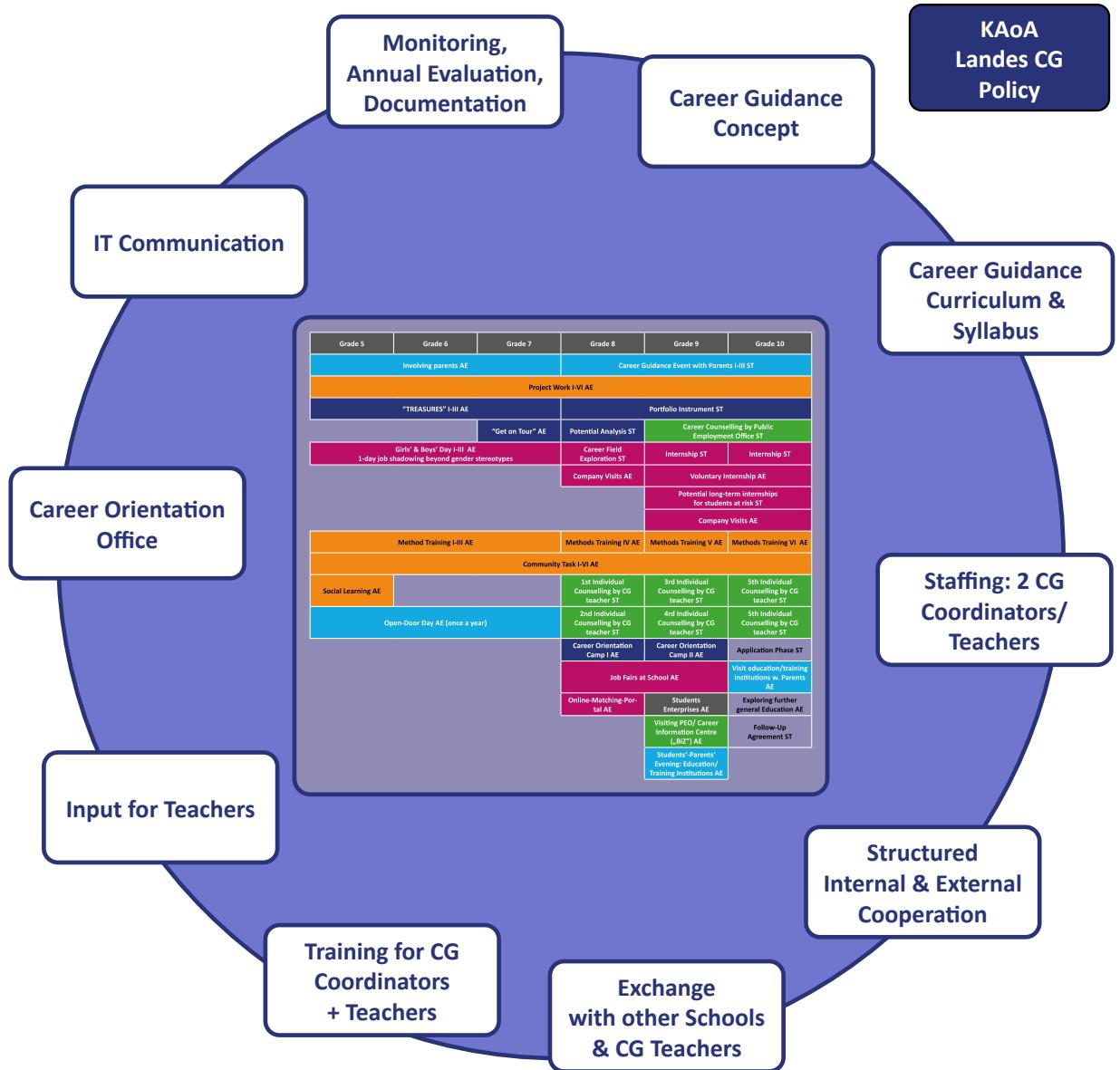
- **Company Visits** (AE, G8-10, every other year) Students are invited to explore companies in a local industrial area (“Tag der offenen Tore”/ “Day of the Open Gates”) in collaboration with the local business association.
  - **Internships** (ST, G9+10) Students spend three weeks in grade 9 and another three in grade 10 at a workplace that has been chosen based on individual career plans and priorities. Students interested in continuing education may spend one of the three weeks in a higher secondary school of their choice.
  - **Voluntary Internships** (AE, G 9+10) The school supports additional voluntary internships in grades 9 and 10.
  - **Long-Term Internships** (ST, G10) These are for students who are at risk of dropping out or failing final exams. Such internships in the last school year are typically organised on a part-time basis, with four days at school focusing on core subjects only and one day at the workplace.
  - **Job Fairs at School** (AE, G9+10) In collaboration with the local business association, the Moehnesee School organises a biannual job fair on its premises. While students are obligated to participate in the event, parents often join in on a voluntary basis. About 30 local companies that offer apprenticeship positions present their dual- training offers. They often bring along young employees and typical hands-on tasks for students to try out to “taste” the training occupation and to foster communication with employers.
- **SOCIAL AND METHODOLOGICAL SKILLS** (orange)
    - **Community Tasks** (AE, G5-10) see above
    - **Method Days** (AE, G5-10) two each year on different topics, e.g. research in grade 9 and presentation techniques in grade 10.
  - **COUNSELLING** (green):
    - **Individual Counselling by teachers** (ST, G8-10) Every student is entitled to two individual counselling appointments with the career-guidance coordinator in every grade; each appointment has a focus that reflects the students’ current status in the school-to-work transition process.
      - › 8th Grade - 1. Reflection of “Potential Analysis” and preparing of “Career Field Exploration”. 2. Reflecting individual CG progress, preparing application for internship in grade 9.
      - › 9th Grade - 1. Reflect grade 9 internships, elaborate career options. 2. Drafting “Transition Agreement” (see “Follow-Up Agreement” below), planning grade 10 internship.
      - › 10th Grade - 1. Drafting application documents. 2. Support for transition management (planning, implementing).
    - **CG Counselling by Public Employment Office** (ST, G8-10) In grades 8, 9 and 10 students

and interested parents can receive individual counselling and career information provided by the local public-employment office and conducted at the school's CG office once a week.

- **Visit of “BIZ”** (ST, G9) All grade 9 students visit the public Career Information Office BIZ (“Berufsinformationszentrum”) run by the public Employment Agency and are introduced to its various services.
- **COORDINATED SCHOOL-TO-WORK TRANSITION** (grey):
  - **Application Phase** (ST, G10) Support for enrolling in further education or training or for applying at companies for apprenticeship positions; individual counselling sessions or “application check” (feedback on application documents).
  - **Follow-Up Agreement** (ST, G9) As a result of the entire CG process, individual transition plans are elaborated for every student and Transition Agreements are formulated in a participatory approach and get signed by students, parents, the career-guidance coordinator, the employment agency, and possibly also by destination institutions (e.g. further education or apprenticeship training company).
  - **Exploring further general education** (AE, G10) One week in a higher secondary school for those who want to continue with schooling.
- **FURTHER ELEMENT** (dark grey) - Students Enterprises (AE, G9) - With the support of teachers, students may engage in one of the three “students’ enterprises” of the school, a café, a tent rental, and beekeeping.

### **Main Pillars of the Comprehensive Career Guidance Concept**

The CG concept at Moehnesee School described above is based upon certain pillars that are decisive preconditions for its implementation and which make a significant contribution to its quality.



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Figure: Main pillars of the Moehnesee School CG concept

- **The state's career-guidance policy** - As a good practice example in the landscapes of German federal education systems, the German federal state of North Rhine-Westphalia (NRW) provides defined numbers of working hours for career-orientation coordinators in every school (depending on the number of students). Career Orientation Coordinators organise and develop school-specific career-orientation concepts on a regional level (below the federal state and above the municipality) and support coordinated implementation within their schools. The NRW policy "Kein Abschluss ohne Anschluss (KAoA)" ("No graduation without continuation") combines public and private resources for region-wide, standardised, and partially flexible career-orientation services to more than 175,000 students in NRW moving to grade 8 every year.

- **CG concept** - The personnel of the school, including the management, give high priority to the career-guidance concept and constantly invest time and effort in the continuous development of effective quality services.
- **CG curriculum** - Schools integrate curricular and extra-curricular CG activities into their syllabi across subjects and in detail.
- **External and internal cooperation** - Relevant school staff members coordinate internally and with external partners such as parents, companies, and other stakeholders to organise activities like information days, meetings, job fairs, etc.
- **Exchange with other schools in the region** - Regular exchange of implementation experiences between schools fosters enhancement of the quality of CG approaches on all sides and on the level of regional coordination. Regular (four per year) and well-structured workshops and topic-specific working groups with participants from all schools in the region allow for continuous bottom-up and top-down communication between the implementation and policy levels.
- **Staffing with CG teachers** - CG teachers/coordinators help to anchor CG at schools on a long-term basis. Two career-orientation teachers with reduced regular teaching duties coordinate all related services to students and activities with internal and external partners.
- **Input for teachers** - regular information on intermediate CG outcomes at class level conferences; insights into practice through visits to internship companies; continuous support by the school's CG coordinator(s).
- **Career Orientation Office** - This facility is the central place for all activities around career guidance. (The concept has been honoured and awarded as a good-practice example.) It offers daily opening hours, supportive presence of a career-orientation teacher, a self-help library with career information (on- and offline), desks, and computers. The Office is structured into several areas such as space for individual coaching and for meeting in small working groups; computer desks for individual work; space for small training workshops; and information boards. The Office is the vibrant heart of career guidance: It is the central place for students, parents, the employment agency's career counsellor, company representatives, and all involved teachers and the career-guidance coordinator to meet on various occasions and in regard to different topics. The facility offers the possibility to exchange and get information; conduct workshops, counselling sessions, and short trainings; and to discuss, reflect, and plan ahead.
- **Monitoring and evaluation** - This entails regular school-internal reflection and planning meetings for further developing the concepts, activities, partnerships, etc.
- **Communication** - This includes notice boards, web pages, and online portals.

## **Selected results**

- A measurable result of all CG activities at the Moehnesee School is that more than 95% of the students successfully manage the school-to-work transition. Some secure a suitable apprenticeship contract with a company, while others are accepted at a vocational or general upper secondary school.
- Satisfaction rates are high among graduating students, who feel well prepared for working life. Many of the alumni stay in contact with the Moehnesee School, with some coming back to share their labour market experiences with students and teachers.
- Starting career orientation early (e.g. in the “Treasures” programme from grades 5 to 7), means that grade-8 students are well equipped for reflection methods like those based on the compulsory portfolio instrument. They generally perform well in their internship-preparation lessons and simulated job interviews, and on computer-based self-assessment tests. Cooperating partners and companies benefit from self-aware, sensitive, reflective, motivated and active applicants.

## **Contact Details**

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### **2.1.3. Professional Orientation in Schools and Youth Centres in Serbia**

#### **Highlights**

The project “Professional Orientation in Serbia” (2011 – 2015), with its systemic approach, has established a model for Professional Orientation (PO) at the primary school level<sup>9</sup> but also in combination with the youth sector. The project has some unique selling points to be highlighted:

- It is the first GIZ project so far dedicated exclusively to professional orientation.
- From the beginning, the project’s objective was to cover all of the country’s primary schools and youth offices, as opposed to only selected pilot institutions or locations. PO activities at TVET schools were added later.

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<sup>9</sup> In the Serbian school system, primary education takes eight years, from 1st to 8th grade.

- From the outset of the project, there were simultaneous interventions in education and youth promotion.

Today, Professional Orientation is a vibrant career-guidance service in Serbia, with high demand in every town.

## **Background**

During the last decade, youth unemployment in Serbia reached an alarmingly high level. At almost 50%, the unemployment rate in 2009 was one of the highest in Europe. The economy lacked a skilled workforce (and still does), and youth did not find their ways to demand-oriented training opportunities. As one responding measure in 2010, the Serbian Government introduced the Career Guidance and Counselling Strategy.

In this regard, the Serbian Government, in cooperation with the GIZ project “Professional Orientation in Serbia”, established a functional and sustainable system, alongside a countrywide professional orientation programme. The aim was to establish professional orientation in all primary schools and youth offices in Serbia. In a later phase, vocational schools were also included.

The follow-on projects Youth Employment Promotion and Reform of Vocational Education and Training (both 2015 – 2019) have built upon the achievements of the PO project and created the training programme for secondary TVET schools, as well as an adjusted programme for work with vulnerable youth from most-deprived communities.

## **Approach**

The PO project introduced a systemic approach and a series of services that support young people to make educational, training, and occupational choices, as well as assist them in managing their careers. PO was implemented countrywide through cross-stakeholder cooperation at the municipal level, including schools, youth offices, companies, local governments, and regional centres for professional development of teachers. Since then, local teams of professional orientation (TiPO) have been active in 32 towns across Serbia. They have built a functional network of all key stakeholders to support the implementation and further development of the professional-orientation programme in the most active communities.

One core element is the provision of a significant number of multipliers for the delivery of PO (around 80-90 in Serbia today). The project first trains these master trainers, who later supervise the programme's implementation in schools and local youth offices. The master trainers are organised in the multipliers' association *Centar Inventiva*, which has been very active in developing further target-group-oriented PO strategies, e.g. for refugees and Roma.

### **Target Group and Activities**

Target groups are students in the final years of primary school, aged between 12 and 15 years, and young people under 30. Later, the project added CGC activities at secondary VET schools that also target VET students in the final 3rd grade, aged 17 or 18. Because of this wide scope, the project was divided into a school component and an out-of-school component.

PO and CGC are delivered at both components, based on a five-phase dynamic professional-orientation process model. In line with CGC measures, the model provides guidance to young people to enable them to make an appropriate career choice, as well as to undertake active career planning.

### **The five phases of PO delivery are**

1. **Self-awareness** - This involves workshops, tests, introspection, and counselling to enable participants to recognise their own capacities, talents, interests, values, affinities, and abilities.
2. **Information on occupations, careers and labour market needs** - This promotes learning about various occupations and professions; the knowledge, skills, and traits needed; and what the actual demand in the labour market looks like.
3. **Education pathways** - Enables participants to acquire insights into education and training pathways; schooling processes required for preferred career options; and possibilities for further education, including faculties, and the duration of programmes.
4. **Real encounters with the world of work** - This element can comprise a whole range of activities to expose participants to potential occupational opportunities via reality testing and tasting before making a career choice. These include job shadowing, meetings with representatives of preferred occupations, company visits, occupation information fairs, Girls' and Boys' Days, etc. (For more information on these instruments, see chapter 2.3.1. on the Liberian case study.)
5. **Decision-making** -This promotes learning about specific techniques and methods for decision-making regarding school and occupation, getting to know oneself better, and

developing capabilities of adjusting occupational plans to circumstances and changing needs.

For VET students, the CGC workshops included specific aspects like

- setting the career goal and personal career plan (steps and tools)
- examining labour market opportunities (visible, hidden job market)
- preparing for competition in the labour market or applying for a job (CV, interview with the employer, visits to employment fairs, etc.)
- starting your own business, involving recognizing your entrepreneurial skills, getting acquainted with legal procedures, visiting an entrepreneur, and creating a business idea and business plan.

In the school component of the project, classes for the target group are delivered in the form of workshops that enable students to build necessary knowledge, skills, abilities and values. The out-of school component supplies information and training via the youth offices and is delivered by peer-to-peer education. (For more peer-to-peer instruments, also see chapter 3.1.4. on Opportunity Scouting).

## Results

### a) SCHOOL COMPONENT

- The programme for final-year students has been implemented in over 1,000 primary schools in Serbia (99% of all primary schools). Over 3,000 teachers in regular schools have been trained, which means that almost every primary school in Serbia has two or three teachers trained in professional orientation.
- Over 100,000 primary school students received training during the four years of the project's duration.
- The PO programme has been included in relevant school documents at the national level, like the annual school plan and school-development plan, as well as in national CG standards.
- From 2016 to 2019, 116 teachers/school staff members (37 men and 79 women) in 33 VET project schools were trained to implement career guidance and counselling.
- A total of 659 students of the 3rd grade in profiles supported by the VET project (646 boys, 13 girls) participated in the workshops, which empower them to make carefully thought out and responsible decisions about their professional future.

## b) OUT-OF-SCHOOL COMPONENT

- The programme has been implemented in all 120 Serbian local youth offices using a peer-to-peer approach. All offices received training and established Career Info Corners in their local communities.
- Over 60,000 young people participated in the PO activities or received information (until 2015). In the period from 2015-2019, the programme has been adjusted to requirements to work with youth from vulnerable groups and has proven an excellent tool for outreach to youth not in education, employment, or training (NEET), leading to their empowerment to orient themselves towards further education or training and employment.
- Almost 9690 young people gained career-management, entrepreneurship, and job-searching skills; 1181 are Roma, and 206 are returnees from asylum in EU countries.

### Central Success Factors, Key Recommendations and Challenges

Simultaneous PO activities in the education and the youth sectors created mutual synergies in the partner ministries (Education and Youth) on the national and local levels.

*Training and provision of multipliers in both components* - Mentor schools and their master trainers supervise the programme implementation at regular primary schools, and master trainers assist local youth offices.

*Nationwide networks* - There are excellent coordination mechanisms at the local level through cross-stakeholder cooperation and a countrywide network setup.

*Nationwide approach* - The nationwide approach is not very common for GIZ projects, but proved its sense of purpose here: Capacity development in both sectors was a real success. The vast network of master trainers and their association, *Centar Inventiva*, remain available for deployment at anytime.

*Sustainability* - The programme has been accredited by the Institute for Evaluation of Education for the period 2018-2021 and is functional at the national level.

*Challenges* - The series of PO services and activities is delivered by different providers (e.g. schools, employers, employment offices, training providers etc.). To be absorbed by the target groups effectively, service delivery needs to be

well timed, interfaced, and coordinated on local and central levels. **Coordination mechanisms** need to be in place that encourage providers to work within their given mandates and resources and toward the needs of the target group(s). **Multi-stakeholder dialogues** that encourage providers to cooperate towards a shared goal are challenging (and rewarding).

## Contact Details

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The project has developed user manuals in various languages (Serbian, English, Albanian, and Hungarian) that can be downloaded on the website

<http://profesionalnaorientacija.org/petofazni-model/>

<http://odskoledoposla.org/biblioteka/>.

The websites are in the Serbian language.



## Professional Orientation in Serbia

## **2.1.4. CG and Labour Market Information: Opportunity Scouting in Egypt, Kosovo and Serbia**

### **Highlights**

In Opportunity Scouting (OS), youth collect and prepare information on career information in the local community for their peers. The approach carries various benefits for the target groups:

- It is a functioning labour market information instrument for youth in the immediate transition from school to work or for those looking for a job.
- The instrument promotes various management and soft skills linked to workplace requirements among the participating youth.
- Youth get activated and motivated through their peers, which is also effective for reaching disadvantaged groups.

### **Background**

Opportunity Scouting was originally initiated by the GIZ Employment Promotion Project (EEP) in Egypt in 2013; updated versions were implemented twice, in 2015 and 2017. The concept has been adopted and further developed by GIZ's youth-employment-promotion projects in Kosovo and Serbia.

In all three countries, youth unemployment is disproportionately high, and a huge percentage of young people are stuck in transition from school to work. Youth usually remain in the transitioning process for quite some time: The average school-to-work-transition in Serbia is two years and even longer in Egypt. One of the main challenges is the lack of a youth-friendly labour market information service that facilitates matching and the communication of vacancies.

### **Approach**

OS is an instrument with which youth uncover labour market opportunities for themselves and map out companies and formal and informal education and training facilities in a given geographical area. The results of the scouting are provided to other students and job seekers. Thus, they close a gap in public labour market services and, at the same time, develop a variety of management and soft skills. The participants create (and sometimes

maintain) a database of active employers and organisations that also indicates the most highly demanded occupations and competences at the local level.

The approach can be applied as a standalone instrument, e.g. as a summer school or school project, or it can also be embedded into extended youth-employment-promotion measures. The duration of opportunity scouting is flexible, depending on the time the students can spend with the project; however, it should be limited to one working season, as job information and vacancies are of short-term character. It can be organised as a weekly project over a couple of months or as a full-time venture of a few weeks.

OS measures should end with some sort of final event at which the results are presented. Such an event is necessary to give the students' work purpose, meaning beyond a mere school exercise, and to show appreciation for their efforts and results. This can take the form of an official presentation at the school or be an elaborate job fair or an exhibition of job profiles organised by the participating youth. Handouts or booklets can be prepared or a Facebook page designed to share the collected information.

### **Target Group**

The target group of opportunity scouting as presented here is youth in the next-to-last school year at upper secondary (TVET) schools. They collect and prepare the current career information for the graduation classes in their schools that are to enter the labour market in the near future.

The measure can also be applied by organisations of youth-employment promotion in the youth sector, as practiced in the Serbian case. Here, the target groups are job seekers with or without TVET certificates. Further target groups are young beneficiaries, who receive the results of the investigations. Other indirect beneficiaries are local companies that are looking for staff.

### **Opportunity Scouting in a Virtual Enterprise (VE)**

In Egypt, Kosovo, and Serbia, OS was integrated into broad virtual-enterprise measures in which youth learn how to set up and manage a company with all its relevant components. In Egypt, the VE was organised as a full-time Opportunity Scouting Camp during summer holidays.

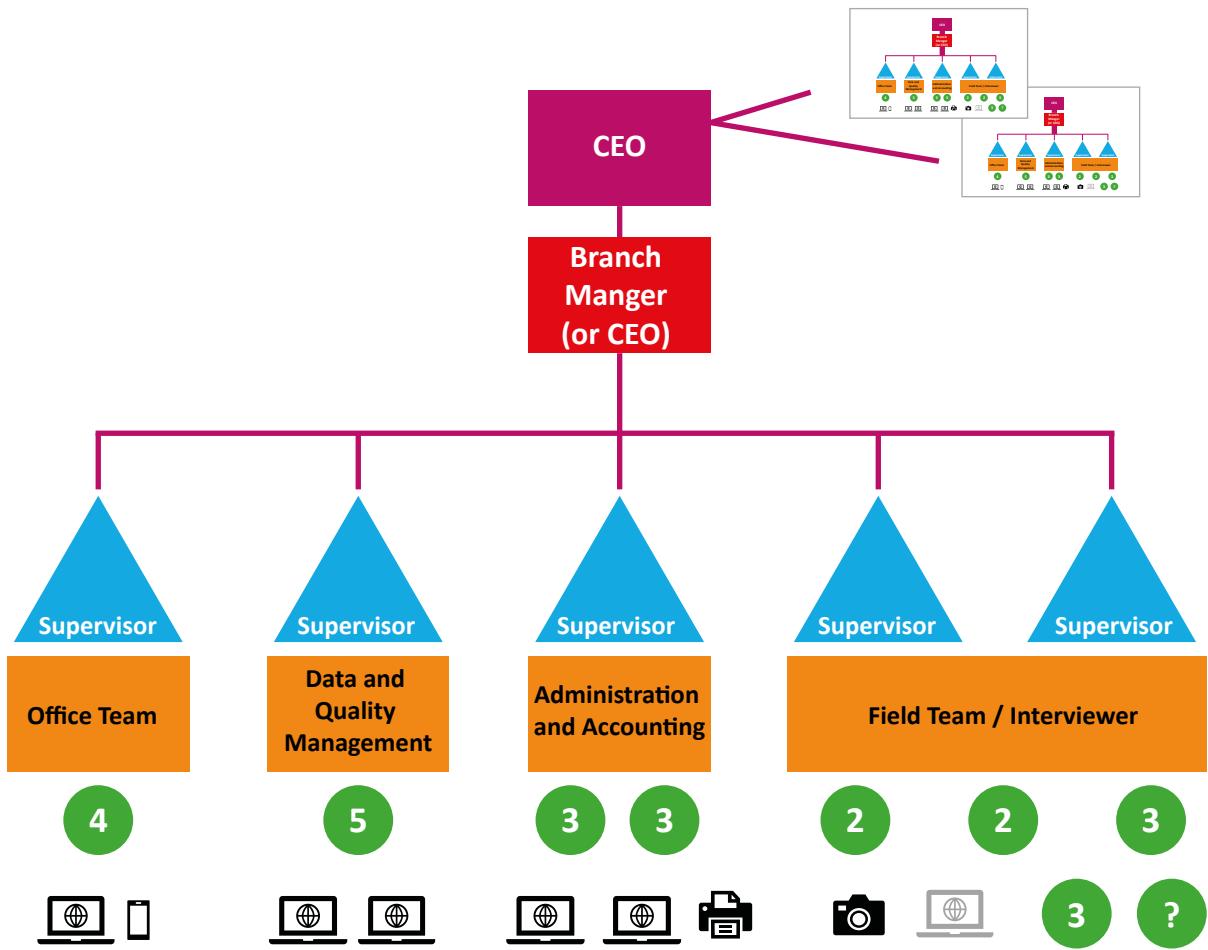
In a virtual enterprise, the company's purpose is to systematically explore a certain labour market sector for employers and job seekers. Here Opportunity Scouting simulates professional standard operation procedures and produces a service that is valuable for employers and jobseekers alike.

As in real life, the VE consists of different departments/teams and virtual job profiles (e.g. administration, office team, fieldwork team, data management, branch manager, CEO, etc.). The measure starts by announcing the VE, including career-guidance aspects and the job description of the vacancies inside the VE. Individuals interested in joining can submit their applications for the jobs in the “departments” and management levels. The following phase comprises the recruitment process of screening applications, conducting interviews and signing contracts.

After joining the VE, the students go through a week of induction training and job-preparation training, including topics like teamwork, communication, organisational structure, roles, and regulations. Depending on the jobs for which they have applied, participants are also trained in specific job-related topics like data entry or presentations skills. The student “employees” are then sent out for about two weeks of fieldwork or engage in data entry, logistics, and administrative tasks. “Office” and “fieldwork operations” are supervised by CG facilitators or trained teachers, who also assist in scheduling appointments where necessary.

The fieldworkers map the local labour market by making appointments with companies and “walking door to door”, and they interview potential employers in regard to vacancies, planned jobs, and the companies’ requirements. Forms and templates provide information to the company representatives and help the students collect all relevant information, with which they set up an employer database. All interviewees are invited to visit the job fair at the end of the project, which concludes the Opportunity Scouting experience.

Below is the organisational chart of a complex OS in Kosovo showing all relevant departments and management levels of a VE.



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**Fig.: Organisational Chart of Opportunity Scouting in Kosovo (2019)**

In this complex OS in Kosovo (figure above), seven or eight scouting companies worked simultaneously at four locations (cooperating municipalities, see explanation below) during the summer holidays of 2019. In this case, a branch manager (orange box) for each OS and one CEO (purple box at the top) who coordinates all OS is needed. Otherwise, (with simple OS) only one CEO is needed to replace the branch manager and make the management level above unnecessary.

The yellow boxes stand for "Departments" and largely correspond to the job profiles; they are headed by a manager (supervisor, blue triangles). The field/interviewer team needs two managers/supervisors due to the large number of field staff.

The green circles represent the employee teams and their size (between two and five members per team). The need for technology (computer, printer, camera, telephone, etc.) is also indicated.

## **Cooperation with municipalities and local stakeholders**

In Kosovo, a first Opportunity Scouting pilot of a VET school was run in close cooperation with the municipality of Ferizaj in the 2018 summer holidays. The government of Kosovo, in cooperation with GIZ, is now implementing the approach on a large scale (see figure above). Municipalities in Kosovo assume patronage for scouting activities of TVET institutions, and influence and amplify its effects. They announce OS to registered companies and relevant stakeholders and also provide business-contact details and letters of support for scouting students to facilitate access to interview appointments with companies. Moreover, the municipalities provide contact details of relevant institutions to introduce OS further (secondary schools, youth centres, universities/colleges, chambers, business associations, etc.). A sustainably financed career-guidance platform (“Busulla”) of the partner ministry is used for disseminating the scouting results.

## **Results**

OS is a complex yet extremely effective instrument for soft-skills development, as well as for raising youth's opportunity awareness and understanding of the labour market. Participants uncover the nature, requirements, and availability of employment opportunities across different occupations and jobs. Youth develop management skills, exploration skills, presentation skills, teamwork abilities, knowledge how to present themselves in companies, and data-management skills.

Additionally, companies increase their visibility and reputation in the broader community, get contacts to potentially qualified employees, and establish partnerships with civil society organisations.

The end products - the vacancies database or job profiles - are of high relevance for the beneficiaries, final-grade peers and job seekers. The time and effort the students invest in the OS has purpose and meaning, and attention and appreciation from peers and adults bring up a sense of self-efficacy and success among the participating youth.

The following are some results in numbers:

- In Egypt, two opportunity scouting camps were conducted in parallel in two industrial cities. Seventy 70 students took part and collected about 3000 vacancies in each location. A job fair, including real interviews organised by the HR department of the participating companies, was conducted at the end. A third OS camp was conducted in

Cairo in which 35 students participated. A booklet including information on about 200 jobs (about 2000 vacancies) and contact information of the companies was published and distributed among the schools.

- In Serbia, in the period from January 2018 until June 2019, 120 young people were engaged in the VE in two cities (Nis and Novi Sad). Forty percent of the VE employees found a job or started an internship in another company or organisation at the end of their time in the VE. More than 2000 job opportunities and education opportunities were identified and shared with unemployed peers.
- In Kosovo, in the first pilot in 2018, 34 youth identified 412 vacancies and 17 internships within 9 days of scouting.

### **Central Success Factors, Key Recommendations and Challenges**

*Timing* - Recruitment interests of companies are short term. Presentation of the results should take place soon after the fieldwork.

*Central role of the teachers and supervisors* - They play a significant role, as they first train and prepare, and then accompany the participating youth through the whole process. Preliminary training for teachers might be required if OS is to be implemented with teachers or supervisors who don't have experience with career guidance. In any case, teachers' tasks and roles should be clarified in advance. To ease access of students to enterprises and facilities, business associations and education authorities can be involved to inform companies and educational facilities respectively. Public employment services can be involved as well.

*Involving pre-final graders in the second last school year* - This group is old enough to travel independently and to conduct interviews with senior professionals. School-to-work transition is approaching; hence, the topic is interesting and relevant to them. At the same time, they are not yet under the high pressure to obtain employment (as their final-grade peers are) and have capacities for the project.

*Preparation of interviews* - Forms and templates used for the company visits should be informative (meeting the information needs of interviewing students), as well as short, simple, and common sense so that company representatives understand the request and can answer the questions without any internal research.

*Cooperation with municipalities* and other local stakeholders promises a wider outreach of the approach and can amplify local youth employment dialogues.

*Challenging* - OS can only cover a limited number of actively participating students. Efficiency therefore depends also on the number of students who benefit indirectly.

*Challenging* - In Egypt, transportation of participants turned out to be costly, as no public transportation could be used during fieldwork in industrial zones. Cars had to be rented to transport "field workers" to visit companies in these areas, which were comparatively far away from the schools, and to guarantee the students' safety.

## Contact Details

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**Participants of Opportunity Scouting in Serbia**

## **2.2. Career Guidance of Public Employment Services**

In many countries Public Employment Services (PES) are main stakeholders in career guidance and counselling, and many CG services are located in their facilities. The range of PES measures often targets unemployed adults, who are habitually seen as the standard clients of PES. The two articles in this section present cases in which PES intend to widen their perspective towards other groups of clients and establish measures in order to reach more youth and special target groups.

Chapter 2.2.1. introduces the Competencies Passport, an instrument for the recognition of informally acquired competencies that has been contextualised for use in PES in South-East Europe and that is particularly useful for the work with vulnerable groups.

The tool presented in chapter 2.2.2. attempts to enhance counselling at PES in Serbia for young people in general and especially for youth not in education, employment, or training (NEET).

### **2.2.1. Individual Counselling with the Competencies Passport in South-East Europe**

#### **Highlights**

The Competencies Passport (CP) is an instrument for the recognition of informally acquired competencies. It is a re-constructed version of the German ProfilPass that was contextualised for use in Bosnia-Herzegovina, Serbia and Kosovo.

Through individual counselling, clients work out their personal competencies and collect them in a portfolio. Frequently, people don't recognize their skills because they are too natural to them or because they have not been acquired in education or training. However, people learn and apply skills in many life situations that can be analysed for transferable skills, and being aware of the whole range of one's own skills is a sound basis for job search and application.

Providers must be trained to use the Passport with clients. Training requires future practitioners to self-experience the instrument as well as apply it.

The process helps clients build self-confidence and empowers for self-reliant further personal development – aspects especially important to challenge unemployment and poverty among vulnerable groups.

## **Background**

South-East Europe (SEE) countries have a similar tradition and face comparable challenges on the labour market, such as a very high unemployment rate. Competencies gained in the formal education system often do not satisfy the demands of employers. Especially vulnerable groups like (returning) migrants or marginalised groups such as the Roma community often lack of an adequate formal education and training background and are affected by poverty and social exclusion.

In order to tackle the situation, one approach identified is to recognize informally acquired competencies and to find a way to put them into value for a better life. With the support of the BMZ Regional Fund for South-East Europe – Modernisation of Municipal Services, the governments of Bosnia-Herzegovina, Serbia, and Kosovo introduced the Competency Passport (CP) as part of an enhancement of their municipal services. First realised and tested in Bosnia-Herzegovina in cooperation with the GIZ project “Support to adult education” in 2013, the instrument was found to be very applicable to other SEE countries. Based on the lessons learned and capacities developed, CP counselling was disseminated to Serbia in 2017 and to Kosovo in 2018.

## **Approach**

The Competencies Passport is a variation of the German ProfilPASS<sup>10</sup>, adjusted to the social and cultural contexts of the respective countries. It supports the development of a personal portfolio of informally and non-formally acquired competencies, skills and strength. Many skills acquired through informal learning are transferable to a formal work setting and can be of value on the labour market.

Trained career counsellors use biographical methods to help clients identify their capabilities. A guided auto-reflexive evaluation of personal achievements brings out skills, knowledge, and competencies often gained unintentionally during (paid or unpaid) work or free time. The Competencies Passport, along with professional counselling, helps the client to first systematically realise and then adequately present these capabilities to employers or employment-service providers. The personal portfolio can help in formulating one's own

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<sup>10</sup> Developed by the German Institute for Adult Education (Deutsches Institut fuer Erwachsenenbildung/ DIE): <https://www.die-bonn.de/institut/dienstleistungen/servicestellen/profilpass.aspx>

personal goals, talking about personal abilities, searching for an adequate work place, changing work or the working environment, and helping to prepare for application processes and job interviews.

Core of the instrument is the implementation of professional CP-counsellor training. Among the most important requirements of a counsellor are interpersonal skills and self-reflection, along with communication skills and empathy. The counsellor training developed by experts in Bosnia-Herzegovina contains four modules (50 teaching hours with interactive exercises, plus 40 hours of individual work with clients) and ends with an exam. Certified counsellors must re-certificate every two years and must prove that they have been working actively with the CP. The development of a CP-counsellor training programme must be adjusted to the cultural context and is closely connected to adjusting the competencies passport to the country context (beyond translation). The application experiences and results reflected are fed into the adjustment process.

Cooperating organisations are often municipal services like social services or Public Employment Offices (PEOs). Local NGOs function as service providers. One main activity is building the capacities of organisations that target vulnerable groups. Implementing CP counselling requires dedicated partner organisations that are familiar with the life situations and issues of the (vulnerable) target groups and who speak their language.

### **Target Groups and Activities**

While the instrument is useful for adults of any age and background, it has proved particularly successful for vulnerable groups, e.g. less-educated, marginalized groups, returning migrants, long-term unemployed, or household workers without wage employment experiences.

CP counselling follows a pre-structured process. The counselling process requires four sessions of up to two hours of individual counselling with the client, plus additional time for preparation. At the end, the client receives a "Certificate of Competencies".

The process generally consists of five major parts. According to the cultural context, different steps and contents can be adjusted or supplemented:

- a) My Life – An Overview** - Clients review their lives from today's point of view and identify important areas and places of activities. Orientation provides the list of fields of action:
  - a.** School
  - b.** Professional Education
  - c.** Work Experiences, Professional Life, Placements

- d. Home and Family
  - e. Hobbies and Interests
  - f. Trade Union Activity, Volunteer Work, Military/Civilian Service
  - g. Political/Social Commitment, Honorary Posts
  - h. Special Life Situations/Extraordinary Circumstances
- b) **My Activities – a Documentation** - This part examines selected fields in depth with a standardised procedure. Every selected field from above is examined in four standard steps:
  - a. *Identifying* relevant activities undertaken within the selected fields
  - b. *Describing* single actions within the specific activities
  - c. *Extracting* related knowledge, skills, abilities and competencies gained
  - d. *Evaluating* the skills and competencies in a self-assessment
- c) **My Competencies – a Review** - Client and counsellor recap results and create an overview of the skills and competencies identified and rated.
- d) **My Objectives and Next Steps** - This part deals with questions on how to utilise the results: What interests to pursue? Which skills to enhance? What weaknesses to counterbalance? Clients set realistic objectives and plot out steps to achieve them.
- e) **Gathering Proof** - Clients compile evidence for their achievements and skills. Certificates and verifications (e.g. the CP-Certificate of Competencies, job references, certificates of attendance, proof of volunteer work) are filed, and clients engage in preparation for self-presentation in job interviews.

## Results

“People gain self-confidence when they realise they can do much more than they believe they can”. This statement from staff members from partner organisations working with the CP in Bosnia-Herzegovina reflects on its positive effects. It has been proven that CP counselling can successfully support clients, especially from vulnerable target groups, to develop a sound basis for job search and application. It gives credibility to hidden competencies, makes them usable for career development, and promotes empowerment for self-reliant further personal development.

Through the initial project in *Bosnia-Herzegovina*, about 2,100 clients from vulnerable groups received counselling sessions with the CP between 2013 and 2017.

- 64% reported satisfying self-presentations at employers.
- 34% were invited to job interviews within three months after the counselling.
- 22% stated they were actively searching for a job.
- 12% stated to have found the exact job that matched their abilities.
- 4% changed their workplace, and 9% set up their own businesses.
- 19% did not experience changes in their lives.

Public Employment Offices in *Bosnia-Herzegovina* appreciate and accept the results of CP counselling and are interested in cooperating with NGOs here. Cooperating PEOs in *Serbia* made similar statements. According to them, CP counselling has proven to be a successful measure for improving the employability and social (re-)integration of vulnerable groups.

### **Central Success Factors, Key Recommendations, and Challenges**

*Cultural Adjustment* - The CP cannot be merely translated, but must be fitted into the cultural and social context. This requires time (about four months, according to the experiences in Bosnia-Herzegovina) and as reported by dedicated experts.

*Cultural aspects of counsellors training* - CP counselling relies on concepts that may be foreign to partner countries. Self-experiencing the CP counselling process and practicing its application with clients must be part of the training. Reflected application experiences and results are fed into the adjustment process of the development of the counsellors' training. Counselling is an individual and personal process that requires time, rapport and energy.

*Appropriate partner organisations* - Partner organisations and future service providers of CP counselling must be dedicated to the task and familiar with the life situation and issues of vulnerable target groups.

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**Material for the Competencies Passport in Bosnia-Herzegovina**

## 2.2.2. Youth-Friendly Counselling of PES in Serbia

### Highlights

The starting point of this approach is the attempt to improve provision of employment services to young people. A project in Serbia aims to develop effective and appropriate measures to enhance public employment services for young people in general, and especially for youth not in education, employment, or training (NEET).

One central intervention is specific trainings for counsellors in the Serbian National Employment Service (NES) designed in order to improve customer orientation.

### Background

In Serbia, a very large proportion of young people are unemployed. In 2018, the country's unemployment rate among 18-24 year olds was 34.6%. Key challenges have been long-term unemployment, a high inactivity rate and a large group of NEET.

One main challenge is the lack of youth-friendly labour market information and services, including matching services for youth and the low level of use of information technologies and social networks in service provision. Serbian NES is an important actor that offers services

such as career guidance, individual or group job counselling, short-term skills trainings, job fairs, employment subsidies, etc. The challenge for the public employment service is usually that – in contrast to teachers at school – their understanding of youth and their concerns is very low. In Serbia, additional challenges are the negative image, mistrust of state institutions, and lack of information among young people in regard to services that, for example, the NES provides. As many young people have been unemployed for a long time, they feel discouraged and dissatisfied with the service provided. Aware of these challenges, NES puts a lot of effort into addressing youth issues and improving all aspects of its service provision.

## **Approach**

The Serbian Ministry of Youth and Sports in conjunction with the Ministry of Labour, Employment, Veteran and Social Policy has decided to address the situation described. The interventions presented in Serbia were embedded into the GIZ project Youth Employment Promotion (YEP) and based on the experiences and achievements of previous CG projects in the country. From 2015 to 2019, YEP developed, tested, and introduced a series of active labour market measures (ALMM) in the local communities that featured a special focus on NEET youth. (For other CG approaches introduced under YEP, see chapters 3.1.3. on Professional Orientation and 3.1.4. on Opportunity Scouting).

One YEP effort, in close collaboration with NES, was the improvement of counselling services and strengthening focus on youth. In order to improve public employment services, the project identified training and capacity-development measures for the counsellors of NES. The training helps to shift the counsellors' perspective, to become aware of the characteristics of young people as a client group, and to offer more youth-friendly services.

## **Target groups and Activities**

The main target groups are unemployed youth and youth NEET countrywide. To improve employment service for them, the projects actively intervened on the intermediary level among the counsellors of the local NES branches through capacity building and training.

YEP worked with employees of NES Job Clubs and NES Centres for Career Informing and Counselling (CIPS). They were trained on youth-friendly counselling methods in order to strengthen their professional capacities. The training had two targets:

- building capacities of employment counsellors to offer client-oriented, youth-friendly counselling services

- to address both the methodological competence of counsellors and their attitude towards youth.

The trainings specifically stressed the meaning of youth-friendly counselling methods: active learning, attractive presentation, group work, facilitating learning, and use of ICT in guiding unemployed youth. Training was based on the concept of the motivational interview, which was developed to help young people who are passive and lack motivation related to their training and work.

The training was full time over a period of six days, divided into two units of three days each. A variety of topics of youth friendly counselling for the training was identified and tested:

- career-guidance concept
- youth counselling
- motivation and activation of the unemployed youth
- motivational interviews and their phases
- measures directed at activation of young people
- group communication and group dynamics, etc.

## Results

- Until September 2019, the programme had been implemented in 10 Centres for Career Counselling in two pilot regions of Serbia.
- Sixteen junior and four senior counsellors were trained.
- Three hundred and four clients (youth and NEET youth) were counselled during testing, among them 174 women.
- Two hundred and ninety eight clients participated in a satisfaction survey, among whom 287 reported that they were satisfied or very satisfied with the service.

### Success Factors, Challenges and Key Recommendations

*Stay realistic* - Changes among PES towards a greater customer orientation are very challenging by nature. Counsellors in PES have very limited capacities in terms of time, having 30 minutes per client at their disposal on average. It is often simply not possible to respond adequately to the clients' needs within the very limited time span.

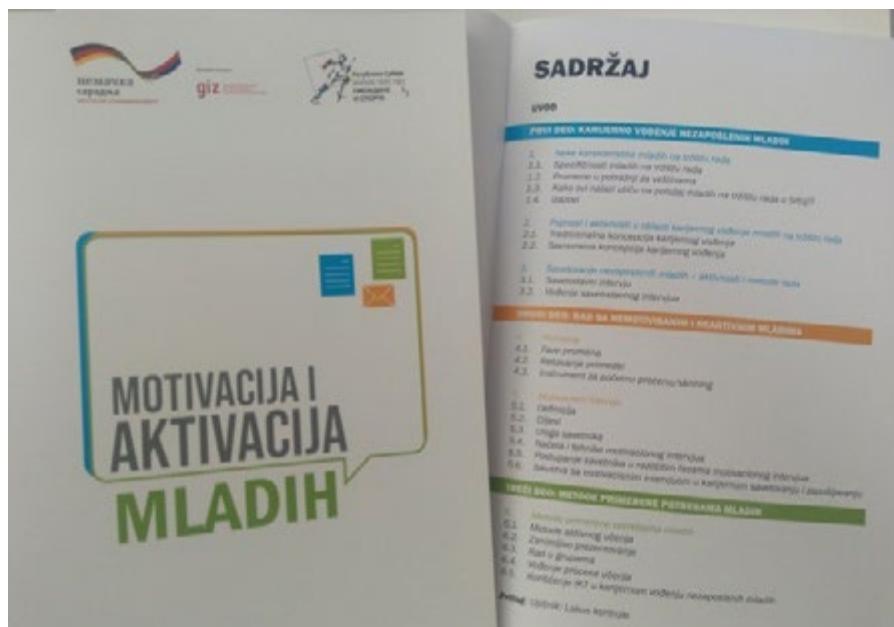
*Introduce younger counsellors* - A project evaluation showed that young counsellors were more motivated to learn, more eager to absorb new knowledge and apply

new skills, and more open to interlink with civil social organisations for their work than their older colleagues.

*Outreach* - In order to identify and reach the target groups of NEET and vulnerable groups, especially Roma, the project in Serbia specifically sought the active engagement of civil society.

*Sustainability* - In order to secure a sustainable impact and to reach public-employment services on a broader basis, a change of national policy steered by the responsible ministry is necessary. PES need to incorporate knowledge and skills obtained through the project and incorporate them in their operational procedures and internal knowledge management.

*Particularly challenging* - Turnover of personnel in public employment services can impede positive training effects.



**"Motivation and Activation of Youth" - a guide to the methods of counselling unemployed youth in Job Clubs and Career Information Centres within National Employment Services in Serbia**

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## 2.3. Career Guidance for Special Target Groups

### Introduction

Career guidance needs frequently depend on personal characteristics and specific situations. Special target groups in career guidance can be disadvantaged people, women, people with disabilities, people with a migrant background, people returning to work, or youth at risk. Young people from these special target groups often need additional support to enter training or employment, or to continue their education.

For example, young people from socially disadvantaged groups may not be reached through mainstream institutions and programmes. Youth in danger of dropping out of education, young people who leave school with little or no qualifications, as well as youth with family or social problems need special assistance for social and occupational integration.

Many people from migrant backgrounds have special guidance requirements, including the need for information on the labour market and educational system in their country of residence. It is also frequently difficult for them to have their foreign qualifications and school certificates recognised. Complicating matters, migrants may only have limited knowledge of the language of the host country; they often have low qualification levels, work in low-income sectors, and are more likely to be unemployed. Specialised services can help to better understand their cultural backgrounds and meet their information needs.

According to the United Nations Convention on the rights of persons with disabilities from 2006, guidance plays a major role in the implementation of these rights. In many cases, it is not the individuals' physical limitation, but their lack of qualification that causes difficulty in the labour market. Inclusive CG enables people with disabilities to have access to, e.g. vocational guidance, placement services, and training.

With its principle "Leave no one behind" and its 17 Sustainable Development Goals (SDGs), the Agenda 2030 targets at all the groups mentioned above and especially those who live in poverty. SDG 4 aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." SDG 8 promotes "sustained, inclusive and sustainable economic growth (...) and decent work for all." This also refers to career guidance for all, including special target groups.

A variety of CG approaches exists for this great range of people and their guidance needs. All activities have in common that they need a precise analysis of the specific target group

and their actual needs. Target group representatives and relevant organisations are most important partners, and it is essential that they be involved.

The following chapters present two selected approaches in detail. The example from Liberia (3.3.1.) focuses on the gender perspective and presents career-guidance activities that help girls and young women to enter male-dominated professions. A case from Togo (3.3.2.) demonstrates how integrative activities for inclusive CG can become mainstream.

### **2.3.1. Gender-Sensitive Career Guidance for Students and Graduates in Liberia**

#### **Highlights**

The activities in Liberia presented in this case study aim to shape young people's approach to choosing careers in the health sector with a focus on overcoming gender stereotypes in these choices.

The Liberian case specifically applies a life cycle approach that supports women at different stages of their careers. It combines career guidance for (female) high school students and for scholarship recipients at higher education institutes, and it comprises leadership training for women already employed in the health sector.

#### **Background**

With less than quarter of the workforce needed to achieve the health-related Sustainable Development Goals, Liberia is in dire need of more qualified health workers, especially in remote geographical regions. Women make up a large share of the health workforce in Liberia (45% in 2016), yet career choices largely follow traditional gender roles. Women are strongly overrepresented in the caring professions, while men tend to opt for "technical" and also higher-paying cadres, including doctors, physician assistants, and laboratory staff. Domestic obligations and social norms influence such career choices and put women at a disadvantage in both vocational education and career development in health occupations.

Since the Ebola virus outbreak of 2014 – 2016, the Liberian Government has been working to strengthen the health system in order to deliver quality health services to all Liberians and to protect them from future disease outbreaks. In 2017, the Ministry of Health, together with the Liberian-German technical-cooperation project "Employment-oriented support for

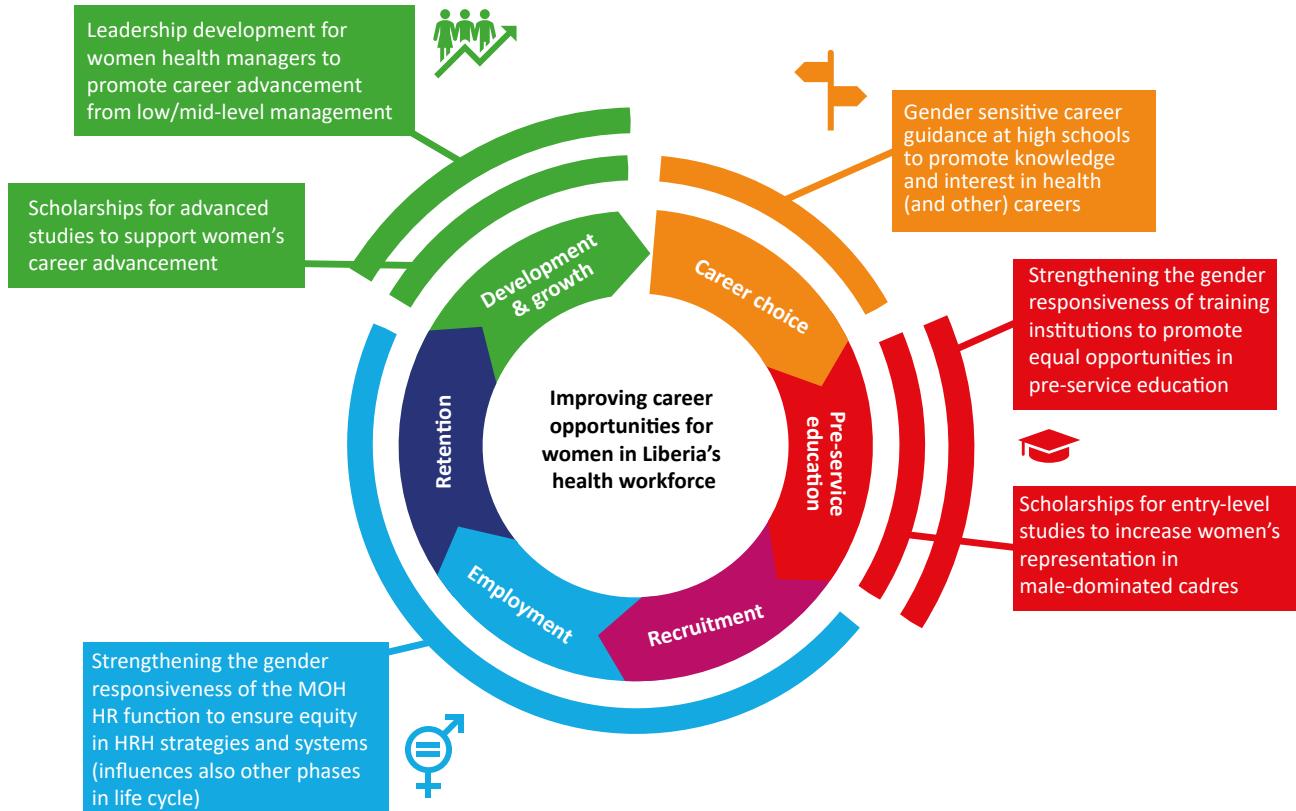
“Women in the Health sector” (EWH), and in close collaboration with the NGO medica Liberia, began to address geographical and gender-related imbalances by introducing female high school students from remote areas to careers they may never have heard of. The ongoing effort also supports furthering women in male-dominated career paths.

Liberian women often marry early and stay with their families. The idea behind training young women from remote areas like the Southeast, a historically underserved part of the country, is that after completed training, female residents may be more likely to return to their home areas and provide health services to their own communities. While the women earn a decent income, the approach also helps to deliver more quality health services to this area and reduces the high rate of health-worker attrition there.

## **Approach**

The project follows a life cycle approach and provides guidance to women in the different stages of their careers. Gender-sensitive and transformative career guidance established at cooperating high schools promotes knowledge and information about career options. Career-guidance centres coordinate information activities and community outreach to integrate parents and community representatives. The life cycle approach includes the following elements:

1. Career choice - Career-guidance activities help adolescent high school students to make an occupational choice based on their personal strengths and on labour market demands.
2. Pre-service education - Female students in training for a future career as health workers receive further guidance and scholarships for entry-level studies to manage their education and to increase women’s representation in male-dominated cadres. The training institutions in which they study are supported to create a more-gender-sensitive learning environment.
3. Recruitment, employment and retention - Women who are already employed in the health sector are assisted in developing their careers further by providing scholarships for further training and through a leadership-development programme that includes peer-to-peer-management circles and coaching.



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**Figure: The life cycle approach to support women at the different stages of their careers**

### Target Groups and Activities

The target groups of the life cycle approach are female senior high school students, students in training institutions of the health sector and graduated women who have already started their career as managers.

To reach **female high school students**, the project has established gender-sensitive and transformative career guidance at cooperating high schools to promote knowledge and interest about health (and other) careers. The activities, implemented in two counties by the NGO medica mondiale/medica Liberia consist of the following:

- *Career Information Services* - Career counsellors and teachers (established in schools and on county level) support female and male students with career counselling, including topics like self-awareness, career planning, and application support. They also coordinate all other activities.
- *Instruments of opportunity awareness*
  - *Career Day* - Professionals from different employment sectors share information

- about careers at annually held events that include both girls and boys.
- Girls’ Clubs - Activities include psychosocial, sexual, and reproductive health, and career counselling and training at schools.
  - Girls’ Day - Girls visit health facilities (and other workplaces) to discover the world of work. (For further explanation on the instrument, see the textbox below.)
  - Shadow Days - Female students “shadow” a health professional for two days.
  - *Community Outreach* - Meetings with community representatives and parents, or radio shows on alternative career opportunities at local radio stations, help create a supportive environment for (non-traditional) career choices of young people, especially for women. Sensitisation and inclusion of parents and communities are critical, as they are important influences on young people’s choices.

The approach encompasses various elements for **female trainees in secondary and higher education** on their way to becoming health workers, as well as for women who have already graduated:

- scholarships for training in male-dominated professions, such as medical laboratory technology
- scholarships for advanced studies, such as master’s degrees in public health
- career advice for scholarship recipients (networking, career guidance events, and support for finding a job after graduation)
- management circles for female managers of health facilities to discuss management challenges and careers as part of the leadership-development programme that also includes trainings and coaching

#### **Girls’ Day, Boys’ Day – Career Orientation beyond Gender Stereotypes**

Worldwide, the vocational choices made by girls and boys often take place within the framework of a traditional spectrum. For example, more than half the girls in Germany choose from only ten training options in the dual system: not a single scientific-technical field is among them. Boys manifest a markedly contrasting behaviour. Among the twenty most- popular male apprenticeship jobs, there is not a single profession from the social, educational, or health-care field.

For several years, many countries have been initiating Girls’ Days and more recently also Boys’ Days. Often organised in the form of a nationwide campaign and held on the same day, a broad range of professions and activities are presented to girls and boys of 10 years upwards. The aim of the event is to draw the girls’ and boys’ attention to professions that may be perceived as atypical for their gender. For

example, at Girls' Days, the participants experience various professions directly at the workplace in facilities that open their doors for an entire day. These include technical enterprises, enterprises with technical departments and technical-training facilities, universities, and research centres. Boys are invited to explore workplaces of, e.g. service occupations in the sector of education, social affairs, and health-care. Girls and boys learn about a multitude of previously unknown professions that they have not yet taken into consideration and directly explore their practical aspects.

Experience has shown that through Girls' and Boys' Days, participants' vocational choices are influenced in a very positive way. Concomitantly, society and industry are becoming aware of the strengths of girls in male-dominated professions and those of boys in professions perceived as typically female, thus opening up new prospects for both genders. Many young women and an increasing number of young men have found training or a course of study in their ideal profession through Girls' Day and Boys' Days.

#### **Further information**

<https://www.girls-day.de/daten-fakten/das-ist-der-girls-day/ein-zukunftstag-fuer-maedchen/english>

<https://www.boys-day.de/footer/english-information>

#### **Results (September 2019)**

- A general result is the very positive response from individuals, schools, communities and political partners. Liberian girls and their parents show incontrovertible desire to become better informed about career choices and the world of work. Participating schools are manifestly open to distributing - and collecting - information, and promoting capacity development in order to extend the opportunities their facilities present in career guidance in the health sector and beyond.
- The Liberian government has decided to introduce a national career-guidance policy for secondary school, which is currently in its final stages of adoption.
- At the county and school level, the project has established career-guidance services at 17 high schools with 4,800 students (40% girls). Fifty counsellors/teachers have been trained in career-guidance activities.
- Within one year, the share of female high school students from participating schools in two counties? (**This section is about Liberia.**) who felt well or very well informed about pre-service education opportunities and career paths in the health sector rose from 33% to 64%.

## **Central Success Factors, Key Recommendations and Challenges**

*Focus on community outreach and involve parents and community leaders extensively*

- The support of parents and communities is critical for high school students' career choices, including for girls to pursue non-traditional careers. Community leaders and parents function as important role models.

*Integrate other professional sectors* - A holistic, student-centred career-guidance approach should include other sectors of employment to account for individual talents and interests, with health as one player.

*Continue to promote women during their career* - The long-term support of the life cycle approach is very useful for women, not only to get into, but also to succeed in male-dominated professions.

*Consider the limited resources of schools and of local health workers* - Many schools do not have extra staff for career-guidance teams. Teachers have to integrate career guidance and counselling into their duties, and often have neither time nor capacity for extra activities.

*Other limitations* - Funding for career counselling across Liberia remains a severe challenge, as is the low quality of education, which limits the impact of career guidance.



**Career day in Sinoe, Liberia**

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Further information in “Broadening horizons – How a career guidance programme in Liberia is encouraging girls to consider jobs in traditionally male health professions” [http://health.bmz.de/events/ln\\_focus/broadening\\_horizons/index.html](http://health.bmz.de/events/ln_focus/broadening_horizons/index.html)

### 2.3.2. How to Make Career Guidance Inclusive – A Case Study from Togo

#### Highlights

People with disabilities tend to have difficult access to education, training and other services such as career guidance or placement. These constraints may limit qualification and employment prospects more than the physical conditions.

This article focuses on specific project activities to modernise public-employment services for people with disabilities. It also presents lessons learned on how to generally make inclusion a cross-cutting topic. Integrative elements must become mainstream, and isolated activities should be avoided. Overall, target-group representatives are most important partners and must be involved.

#### Background

The “*Leave no one behind*” principle of the Agenda 2030 means orientation towards the poorest of the poor. People with disabilities carry a comparatively high risk of poverty. Poverty and disability are mutually reinforcing, which can lead to marginalisation in all spheres and phases of life. Ninety percent of children with disabilities in developing countries do not go to school for social or infrastructural reasons. Resulting disadvantages complicate social and economic participation in later life.

Togo is struggling with extremely high youth unemployment. According to World Bank estimates, about one third of the Togolese population between the ages of 15 and 35 are unemployed or underemployed. This is even more the case for young people with disabilities (PWD), who are over-proportionately represented in the group of the almost 40% illiterate

in Togo. The lack of qualification is the greatest barrier on their way to employment and a decent life; most often, the reasons for "being left behind" are of a structural nature. Inclusive CG approaches must be early and broad in scope to break the vicious cycle of disability, poverty and marginalisation. People who have experienced exclusion need specific support and encouragement to recognize and use their rights, as well as their strengths and skills.

## **Approach**

The government of Togo, with support of the GIZ project "Vocational Training and Youth Employment" (ProFoPEJ, 2012 – 2020), strives to meet the needs of people with disabilities in the realm of adequate career guidance. ProFoPEJ pursues an inclusive approach across the entire project, which for example extends to advisory services of the Employment Agency ANPE and to further trainings for entrepreneurs. The project avoids creating parallel systems and focuses on integrating people with disabilities into existing services according to their individual needs and resources. These needs vary, for example, according to the form of disability, gender, age, educational background, and place of living. The project cooperates with local organisations dedicated to people with disabilities and benefits from their expertise.

ProFoPEJ is part of the Togolese national committee that accompanies the implementation of the UN Convention on the Rights of Persons with Disabilities. The Convention on the Rights of Persons with Disabilities has been ratified by almost every country in the world. Its article 32 makes its application in development cooperation mandatory.

"Nothing about us, without us" - People with disabilities are experts in their concerns and are directly involved in the project activities. They are beneficiaries of the project and function as multipliers, role models or, as in the case of the local partner organisations, as experienced advisors.

## **Inclusive CG of the Public Employment Agency ANPE**

The Togolese Employment Agency, ANPE, exists since 2010. It is very present in the capital Lomé, but in the regional cities, ANPE is only represented by small, poorly equipped teams of counsellors. People with little education or disabilities often do not make use of the services.

ANPE is being repositioned as a key player in career guidance, and its guidance services are being adapted to the needs of all young people in the country. Thus, ANPE and its decentralised

branches are modernising their services and focusing more on people with disabilities. ANPE is supported and advised by the Togolese Federation of Organisations for People with Disabilities, FETAPH, and its member organisations. FETAPH is an active stakeholder with a broad membership base throughout the country. It advises ProFoPEJ on the inclusive design of the activities, receiving supports in organisational development from GIZ.

When it comes to modernisation of employment services, inclusive information, counselling, and placement services take special needs into account and recognize career opportunities for PWD. In the training courses on career guidance for ANPE staff members, special attention is paid to the integration of PWD in the Togolese labour market. FETAPH designs parts of the training courses. Sensitive and reinforcing communication, combined with adapted question techniques, are central to a barrier-free services. Participants learn basic principles about types of disabilities, and common prejudices are invalidated. People with disabilities who have succeeded in finding work report on their experiences. Agency employees with disabilities serve as important bridges and role models.

In the long term, not only ANPE itself, but also FETAPH's partner structures are empowered. The involvement of local organisations for, and made up of, people with disabilities contributes to a higher acceptance of PWD and increases their participation. Counsellors with disabilities act as experts and set an example for young people with disabilities who want to orient themselves in their careers.

## Mainstreaming Inclusion

By establishing inclusion as a central cross-cutting theme of ProFoPEJ, various general principles have proven to be relevant during the project course.

- a) **Status quo analysis** - People with disabilities are often barely visible in public and, in the worst case, can even be "hidden". Without a data basis, it is difficult to develop suitable counselling and mediation services. Close cooperation with local partner organisations - such as FETAPH's member organisations - helps to gain access and a clearer picture. Two aspects have proven to be particularly helpful:
  - registering participation of people with disabilities in order to assess who benefits from a measure and how inclusive it is. On participant lists and in data collection, disabilities are consistently registered alongside gender and age. (In order to avoid discrimination, interviewers are instructed to ask, e.g. "Do you consider yourself as having a disability? Yes/No/Do not want to disclose")<sup>11</sup>.

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<sup>11</sup> The Washington Group 'Short Set of Disability Questions' can be a helpful resource to assess prevalence and degree of disabilities: <http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/>

- providing knowledge about disabilities and thinking about the topic in all activities. The more the topic of disability is on the agenda, the more present it becomes in everyday life. To this end, FETAPH regularly provides brief input, for example at steering committee meetings.

- b) Integrate inclusion structurally** - Inclusion has to be constantly considered during the entire course of the project. Appropriate mechanisms are supportive, for example
- creation of "focal points" for the topic of inclusion in internal structures and partner structures at all levels (particularly in partner ministries), which adopt the topic and review its consideration
  - integration of advocates of self-representative organisations in local steering structures
  - creation of checklists for an inclusive design of project and partner activities (e.g. criteria for barrier-free access)
  - reflection on the participation of PWD in the objectives and indicators of the project and anchoring it in the management
- c) Breaking down barriers / developing employment potential** - Experience shows that above all, the private sector must be sensitised to participation and employment opportunities. Awareness-raising measures in addition to the creation of barrier-free (model) workplaces, the involvement of role models, and the dissemination of success stories can increase the participation of people with disabilities.

#### Key Recommendations and Challenges

*Broad sensitisation* - "Leave no one behind" is not easy to implement and requires some effort in practice, as the reasons for "leaving behind" are of a structural nature. A consistent anchoring and widespread sensitisation to people with special needs proves to be promising.

*Role Models* - People with disabilities need role models in their professional orientation and career planning. Highlighting examples and training trainers and counsellors with disabilities prove to be successful here.

*Partner organisations*- Only handicapped people have experienced what it means to live with a disability. Representatives and organisations of PWD know the target group and speak their language. They should be involved by all manners.

*Being Persistent* - The success of inclusive approaches at project level depends heavily on the commitment and expertise of individuals. Mutual motivation, structural anchoring (focal points), and continuous addressing of respective issues are key elements.

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## 2.4. Internships and other organised Encounters with the World of Work

### Introduction

Internships are an all-time classic in education and training for skills development and as a bridge into employment. They are also a key element in career orientation: Post-Millennium career guidance moved away from psychological "testing" by experts and turned to approaches that allow for "tasting" the world of work instead. Choosing a career is like buying a shirt. It needs to "fit" well enough (whilst there might be some room left to "grow into" it). In addition, career information is often fragmentised, not reliable, or simply not available.

Hence, it is essential that career guidance support clients

- in their search for purposeful internship places
- to learn and apply application and communication techniques for obtaining and maintaining a job
- to reflect on the insights gained
- to draw personal conclusions from experience
- and to use it for planning the next steps in learning and work.

A great variety of formats exist that help to bring young people in touch with the world of work. These include exploration interviews, job shadowing, volunteering, and different forms of internships (short, long, based on a training contract or informal, paid or unpaid). Other modalities are information sessions organised by schools, job fairs, employment offices, or companies, or presentations given by parents, professionals, or alumni about

their respective fields of work. The methods cover a broad range of target and age groups and purposes.

## Objectives and Target Groups

Internships support career orientation and skills development, as well as matching and placement of a variety of target groups, depending on their format and purpose. Among them are

- early familiarisation with the world of work through a series of short job-shadowing events of one day or so in early stages of education (e.g. grades 5 and 6)
- exploration of pre-selected career fields and pathways in lower and upper secondary through exploration visits, job shadowing, and short internships of one or a few weeks
- updating knowledge and skills of job seekers and those who want to change jobs with longer-term internships of up to several months
- paving a way into regular formal employment for groups with a competitive disadvantage in the labour market (e.g. early school-leavers, immigrants, people with disabilities, long-term unemployed).

## Formats of Work Encounters

### a) Internships

Internships are temporary practical learning positions in a workplace outside the education or training facility and inside a real work setting. In contrast to various forms of explorations or job tasting (see below), in which students tend to have merely an observing role, formal internships have a **hands-on character**, are based on a contract or agreement, integrate interns into regular working teams, and ideally follow a training plan.

Interns acquire employment-relevant assets, like practical skills or soft skills (e.g. working in a team; communicating with customers, supervisors, or colleagues; dealing with feedback, etc.). They develop work habits and obtain attitudes and work-readiness skills (such as being punctual, delivering on time, reliability, accountability, willingness to learn and perform, etc.). It is a way for them to become familiar with all the formal and informal rules of a workplace and the culture of an enterprise that cannot be taught at school.

Employers have the chance to promote less-known or less-popular occupations and sectors; fill the gaps of retiring or staff leaving for other reasons; have a tool to search for a good

match for recruitment and training; and benefit from relatively cheap labour for simple work (against training).

Internships, whether voluntary or compulsory, must be **productive for both** the interns and employers and should not be mistaken for a chance to take advantage of cheap labour or an educational formality. Internships must have an educational value that adds to the intern's competencies. Rules and regulations are important, i.e. a written agreement should be drawn up that defines the internship's objectives, payment, supervision, etc., This can help create a win-win situation for all stakeholders. Particularly if internships are integrated into formal education or training, in order to prevent misunderstandings or misuse, their duration and purpose must be specified in a written "internship contract" that encompasses the rights and obligations of both the enterprise and the intern.

**b) Job Shadowing**

Various forms of job shadowing are variations of downsized internships. They may last a few days or weeks, during which students gain first insights into work settings and "taste" potential future work areas or specific career fields. In contrast to internships, they are less targeted and have been proven to be effective in lower and middle secondary grades. Job-tasting candidates are still in the process of general career orientation. They gain (first) work experience, reality-check career ideas, observe professionals at work, or may develop practical skills and establish contacts with professionals and potential employers.

A sound preparation and analysis on eye-level with the student is essential to support career orientation at this point.

This form of short taster-internships (a couple of days up to a few weeks) likewise needs effort from the employer's side in terms of selection and supervision of the interns. Interns should become increasingly integrated into everyday work processes and be given relevant tasks, the mastery of which is realistic within the defined time frame.

**c) Other forms of encounters with the world of work**

In addition to the instruments mentioned above, there are many other possibilities for youth to become familiarises with the realities of the world of work. Guided factory tours for school classes; presentations by working alumni, parents or external professionals about their respective fields of work and career development; visiting job fairs or conducting information interviews are further examples for work exploration. "Opportunity Scouting"

is a special variation in which students explore the “hidden” formal labour demand at the local level within the framework of a virtual company (see chapter 2.1.4.).

### **Contributions of the Different Parties Involved**

*Schools and other internship organiser* - Schools often offer and organise compulsory or voluntary internships. They provide support with application training, the preselection of candidates, and matching applicants with internship places. **Cooperation with networks of local companies** in the area of a school or another organiser of work encounters can be very helpful in finding placements in the students’ local surroundings. When several schools of a municipality cooperate with the same enterprises, coordination is important. Online platforms can be used to facilitate matching and placement. Teachers can support company-based supervisors and interns when quick and easy contact is possible. Constant feedback loops with employers also ensure that also their interests are met and increase the likelihood of intensified collaboration and contributions and are important for quality management (and prevention of misuse).

**Preparing** students for each work encounter and **evaluating** their workplace experience together with them are essential for learning. Teachers, internship supervisors, or career counsellors support students to match individual strengths with career ideas and pathways, to reflect their workplace experience, and to draw personal conclusions from it. This leads to informed and deliberate career choices and to targeted applications, which are noticed and appreciated by employers. Ideally, teachers visit students at the workplace, talk to employers during the internships, and evaluate outcomes with both.

*Providers of internships* - Companies and all other providers who take interns need to define their objectives and have a **concept**. They should provide a suitable workplace, a training plan, and a qualified instructor to supervise and support interns. Certificates add value to the intern’s resume. Companies often cooperate with educational institutions or participate in municipal or regional networks to market internship positions and to benefit from preparation, pre-selection, and matching services.

*Contributions of the interns* - In order for their time at a workplace to be useful and productive, interns should see the internship as a **valuable opportunity** for learning and networking. Undertaking an internship helps participants to develop search strategies for their career idea or to plan and explore various occupations and potential providers before they apply. During the internship, they follow the formal and informal rules of the company and attempt to support the staff.

*Contributions of policy makers* - To pave the way for successful work encounters, policy makers at different administrative levels should take responsibility for establishing and elaborating **conducive policies** and implementation frameworks. They can put regulations in place and enforce them, facilitate networking and collaboration of education-and-training institutions with employers and support internship schemes financially or technically (e.g. by supporting the creation of tools like online matching portals; facilitating teacher training; and possibly supporting the training of company-based supervisors). They foster research, disseminate good practice, and set an example by training interns themselves.

## **Selected Case Studies**

### **a) Voluntary internships for graduated youth in Serbia**

In 2018, the GIZ project Youth Employment Promotion, in cooperation with “*Serbia Organica*”, the National Association for the Development of Organic Production, organised internships for unemployed youth graduating from agricultural and technological faculties. At the outset, potential internship hosts were contacted in order to explore their interest and define the professions they needed, as well as the periods of the year interns might be needed based upon the schedule of agricultural work. Parallel to the call for employers, a public call was issued for students and graduates of the above-mentioned faculties under 35 years of age who might be interested in undertaking an internship.

#### **Aims of the internship**

In particular, the internships support the preparation of graduates for special tasks in organic farming and help match them with potential employers.

Organic production is neither adequately represented in domestic farms nor in the curricula of the Serbian faculties. In general, agricultural students lack knowledge of the topic and practice - specifically practice in organic farming. Serbia does not yet have enough suitable and accessible literature on organic plant and animal farming. Farmers often acquire new knowledge through their own experiments in the field; through exchanging experiences with colleagues from across the country or abroad; by studying their land; or by following online trends. Such knowledge is not transmitted through faculties, but only through direct work with organic producers.

Students interested in organic farming are often highly motivated and dedicated to the topic. They were found to be keen to learn from practice and to increase their employment opportunities. Many framers in organic agriculture in Serbia work under difficult conditions

because of a tremendous lack of qualified staff. Many welcomed the possibility of hosting interns and getting in contact with potential employees.

## Results

Approximately half the candidates who completed the internships on farms and in businesses received a contract afterwards. Some are now employed on an open-ended basis, some on a fixed-term contract, while some are hired temporarily by farms that need seasonal help.

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**Intern in organic farming in Serbia**

## **b) Internships at German secondary schools – Example from the Moehnesee School**

In Germany, internships play a prominent role in education, in school-to-work transition, and in the recruitment process. Close coordination amongst schools, employers, the public employment services, and institutions - like chambers, municipalities with their economic development units, public youth work, and social welfare programmes - and others support the establishment of large-scale internship schemes (e.g. covering all secondary schools and all employers in a region). Cooperation and coordination take place at all levels, from the national policy level (consensus between public and private stakeholders for joint engagement for youth employment), to the intermediate regional level, down to the level of individual institutions.

The **Moehnesee School** is a secondary school in a rural area of Germany that covers grades 5 to 10 and has about 450 students. The school has implemented a comprehensive school-to-work transition programme for all students (for the full CG approach at the school see chapter 2.1.2.). Moehnesee students complete several types of compulsory and voluntary work encounters from grade 5 to graduation in grade 10, including internships and job tasting. All instruments are extensively prepared and monitored. Teachers and parents often report that the work encounters multiply students' motivation to learn at school and at home.

Job tasting takes place in lower and middle secondary grades, already starting in grade 5. The concept of voluntary job tasting offered in grades 5 to 7 is so popular that almost all students (10 to 13 years of age) participate and visit a different workplace each year.

Internships of two to three weeks in grades 9 and 10 are precisely targeted. Due to the manifold CG instruments, students are well prepared for their time at a workplace. They are aware of their individual strengths and preferences, as well as of the specific workplace requirements.

Grade 10 students who are at risk of dropping out or who are likely to fail the final exams are offered part-time internships on a voluntary basis (three days in school, two days at a workplace). More than two thirds of the students in this type of internship acquire regular graduation certificates and apprenticeship contracts.

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## **2.5. Digital Solutions in Career Guidance**

Digital-based instruments are increasingly common in assisting various target groups in finding and pursuing their professional pathways. In particular, they have significant potential to reach youth and offer many benefits for the school-to-work transition, as well as for jobseekers and employers.

Chapter 2.5.1. presents a digital job-matching platform from Jordan. Next to the provision of information on vacancies and potential staff, the tool also helps to make the benefits of vocational training and blue-collar jobs well known among Jordanian youth.

The Candy Career Game (2.5.2.) developed in Egypt is a self-learning tool in the form of a web-based game. It introduces youth who have not been in contact with career guidance at all to the topic in an entertaining way.

### **2.5.1. Digital Solutions – Job-Matching Platform in Jordan**

#### **Highlights**

The Jordanian Construction Contractors Association's Arabic-language website BENAA, with its integrated job-matching platform, is a well-functioning digital solution that supports career orientation in the the country's construction sector.

One of the first instruments of its kind in the country to focus on blue-collar jobs, the tool has achieved great acceptance among job seekers and potential employers alike. Next to the provision of information on vacancies and potential staff, the tool has also helped make the benefits of vocational training and blue-collar jobs well known among Jordan's youth.

#### **Background**

As in most countries, Jordanian students and their parents prefer academic over vocational career paths. Professions in the blue-collar sectors are perceived as “second best”, although employment chances are much higher than in the academic sector. One central reason for the negative image has been the lack of information on prosperous careers and job opportunities in the manual-skills sector. Jordan's industry suffers from a huge lack of skilled workers. Not enough students pursue the TVET path to meet the demands of the labour market. Traditionally, Jordanian companies tend to recruit staff by relying on personal

relationships – the so-called *wasta* (connections) system – instead of deploying transparent application processes that identify skills and qualifications. Very often, vacancies are not even announced publicly.

The Jordanian partners have demonstrated great willingness to tackle the situation. Construction was chosen as the first sector to start with, and in cooperation with the GIZ project TWEED I (Promotion of Training to Improve Efficiency in the Water and Energy Sector), and later TWEED II, the Jordanian Construction Contractors Association (JCCA) implemented the country's first official matching platform for vocational jobs. The Association's members include all major and formally registered construction companies.

The JCCA also coordinates a network of various partners, and BENAA has been developed in close cooperation with actors active in the field of job matching, training, and construction. These include, besides the JCCA, The Ministry of Water (MWI); The Ministry of Labour (MoL); the Vocational Training Corporation (VTC); the National Company for Training and Employment (NET); the Jordan Engineers Association (JEA); the Centre of Accreditation and Quality Assurance (CAQA); the E-TVET Council; the Al-Balqaa Applied University; and the German-Jordanian University. BENAA was officially launched in January 2016.

## Approach

BENAA is an Arabic-language website with an integrated database. Its main goal is to increase transparency among labour supply and demand, especially in the blue-collar-job sectors construction, water, and energy, to promote job matching and career paths of vocational training in Jordan

Some eighty-five percent of Jordan's young people use the internet for research and can thus make use of online matching platforms. On the BENAA online-based platform, companies post their vacancies, and jobseekers can search for open positions and upload or create their CVs and data for companies in need of staff. Furthermore, training and education institutes have the possibility to announce their training programmes on the portal, thus providing guidance on professional pathways and informing beneficiaries about (further) training possibilities. Additionally, matching success stories are published over the portal in order to encourage young people and their families to opt for vocational training.

Overall, the website has the following four objectives:

- *inform* young people about vocational trainings, job opportunities and advanced courses offered within the construction sector, especially in water and energy

- *encourage* young students to choose a profession in the construction sector and get a training certificate. BENAA provides them with advice about the available training options and work opportunities as part of the website's role in job orientation.
- *connect* and match contractors and job seekers directly via an online job board. On this board, both contractors and job seekers can create profiles, the former can publish job offers, and the latter can apply for jobs.
- *improve the image* of blue-collar jobs and raise the awareness of these occupations by publishing job-matching success stories

### **Target Group and Activities in Jordan**

BENAA has three target groups: job seekers, potential employers, and training institutes.

- Job seekers are mainly young people up to 35 years of age looking for occupations, vocational training, or advanced training in the construction sector (TVET graduates, technicians, or blue-collar workers and engineers).
- Potential employers are contractors in the construction sector that would like to share their employment needs and hire skilled employees.
- Training institutes and providers of career development post course information on their profiles. They also publicise registration dates and requirements in regard to vocational and further training, social-skills training, technical training, and career counselling.

The JCCA and GIZ TWEED II started developing and steadily improving the website based on the needs of various target groups. Useful preparatory activities were a study tour, website assessment, exchanges with job seekers and contractors, and professional paid marketing for the website through several channels.

Major ongoing activities include the training of multipliers and job orientation through field visits to TVET institutes all over the Kingdom of Jordan. The BENAA operation committee (focal points of the partners JCCA, JEA, NET, and VTC) delivers short training sessions to trainers, graduates, contractors, and students on how to create an online profile (with all information needed to start applying for jobs via the platform); how to post jobs; and how to post courses. Additionally, they inform visitors how to contact the support team for any help or inquiry.

The project focuses strongly on raising the awareness of partners and stakeholders by conducting workshops and by involving them actively in the future planning and operation of the website. Other central activities are job fair events and social media campaigns for

better outreach and direct interaction with the BENAA target group. The site also helps with establishing and sustaining a network of employers in order to collect vacant positions and to ensure their satisfaction with BENAA itself. The achievements of the website are monitored and evaluated regularly in terms of outreach to job seekers and employers in the field of construction, as well as in terms of job matching.

### **Results (between the launch of BENAA in January 2016 and August 2019)**

- More than 2,358 job seekers are registered on BENAA. About 2,616 job offers have been announced. More than 2,330 contractors, about 1,220 engineering offices, and another 70 organisations in the construction field are registered.
- Twenty-five field visits have been conducted at VTC/NET institutes for training sessions about the registration on BENAA.
- Six hundred and forty-eight foremen and engineers have registered on BENAA as job seekers and have been shortlisted and nominated by contracting companies to be included in their hiring process. At least 21 success stories have been published. A further 20 – 40 success stories through BENAA employment competitions are expected.
- BENAA was handed over to JCCA for operation as of April 2019; it is now officially hosted by JCCA and run by the BENAA operation committee. JCCA has taken ownership of the website; updates its content with its own staff; coordinates the network of partners; and spends money on marketing. JCCA allocated a budget to operate and maintain the website in 2018 and 2019.

### **Central Success Factors, Key Recommendations and Challenges**

#### **Sustainability**

Establish institutionalised collaboration between among organisations active in the sector itself, in the field of job matching, and in training, and also create incentives for them to run the website. Formulate a business solution in which companies take on part of the costs through advertisement and application fees. Accompany the website with matching services such as employment competitions.

#### **Use of the website**

Train multipliers such as trainers in training institutes and beneficiaries in using the website and monitor their use of the knowledge they acquire. Develop videos on the website's use. Make the website mobile friendly in order to enable target groups who are computer illiterate or have no access to computers to use the website.

### **Marketing**

Focus on the marketing of the website through paid advertisements, e.g. on Facebook, from the beginning in order to increase outreach. Establish a network of partners and stakeholders benefitting from the website to market the platform.



**Beneficiaries of the job matching platform BENAA in Jordan**

### **Contact Details**

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<https://www.benaa.org.jo/>

## **2.5.2. The Candy Career Game – A Web-based Tool for Career Guidance in Egypt**

### **Highlights**

The Candy Career game is a web-based self-learning tool for youth to introduce career guidance in a fun and entertaining way. Youth between 13 and 18 years of age who have not been in contact with any CG activity learn about important steps in school-to-work transition.

### **Background**

Services in the field of career guidance and counselling - particularly career education – are emerging in Egypt. However, these services are still donor driven and project based.

With the aim of establishing a comprehensive approach and integrated services of career guidance in the future, the Egyptian Ministry of Education (MOE) decided to pilot and establish various career-guidance services for various target groups. The GIZ Employment Promotion Project (EPP), which focuses on technical education, supports the MOE in this endeavour. The Candy Career game is one of many career-guidance services of the comprehensive CG approach of the EPP in Egypt (for more CG instruments established, see chapter 2.1.1.).

Career-guidance programmes have successfully been piloted in Egypt, but need time to be upscaled in schools: more facilitators need to be trained, and schools need to include the CG programme in their curriculum. The web-based Candy Career Game was created to reach more students sooner and to enable them to learn about career guidance, even if their school does not yet offer a CG programme with facilitators.

### **Target Group**

The tool was developed for male and female youth between the ages of 13 to 18 years. Its features are responses to the characteristics of the youth of this age group, as their feedback was integrated the development process. The game specifically targets students who are new to the topic of career guidance and who have not been in contact with CG programmes before.

The game can be downloaded, and CDs of the desktop application are distributed to students through career-guidance facilitators at cooperating schools. This includes students who have not participated in any CG activity, and those who have already benefited from

(pilot) activities. Additionally, all of these schools keep a copy in their library, and students can play the game there.

For those students who have participated in the career guidance programme in class, the game is an additional option to further develop their skills and learn about career guidance from home, where they can test what they have learned in class.

## **Approach**

In choosing a web-based game, EPP has made use of the positive features and rapid developments in information and communication technologies (ICT), the wide spread use of smart phones, internet access for practically all population groups, and the “good enough” internet connection in many regions of Egypt. Candy Career is the first game of its kind in the country. The name “Candy Career” was chosen by career-guidance facilitators and their students, who gave their feedback during the development. The game (in Arabic) can be played online or offline and has been developed as a desktop application as well as a smartphone app available via the Play Store for Android version 4.1 or later. (Find link below; last accessed Nov. 2019.)

Student who play the game learn about three main areas at three levels: self-awareness, opportunity awareness, and transition making. Before entering a level in the journey, learning objectives in very simple Arabic wording are given as hints to make players aware of what they can potentially achieve.

## **The Game in Details**

To start, users have to register by providing an email address and password. Alternatively, users can register through their Facebook account. They are then asked to indicate their gender and to provide basic information about their age and type of education.

The game simulates a journey, which stands for the journey of the school-to-work transition. After registration, users choose a virtual car for the journey from three available models, which guides them through the game. Before starting with the activities in a level, users are informed about the content, the learning outcome, and the purpose of the level. The different activities in each level have to be performed consecutively. Coins are awarded for each correct answer. Only after collecting the minimum number of coins, can users proceed to the next activity, and only after absolving all activities in one level can they proceed to the next. Users have to pay the collected coins for a gate to open, permitting access to the

next level. Prior to entering the next level, users are provided with some general information about the following level. Each of the three levels depicts a different landscape, which relates to the journey users undertake.

1. **Desert / Self-Awareness** - The journey starts with the users focusing on their strengths and work values. Deserts are associated with lacking orientation.
2. **Village / Opportunity Awareness** - The users cruise to the world of work, including real video job profiles. The village stands for realising what is available step by step.
3. **City / Transition Making** - Finally, they stop at obtaining and maintaining a first job. A city is associated with job opportunities and possibilities that one can exploit with the necessary information.



Screenshot of 1st level - Desert / Self-awareness

Each level consists of different activities to elaborate the defined purpose. For illustration, **level 1** on self-awareness and its activities are described in more detail.

**Activity 1 Time Travel:** - Users are asked where they see themselves in the future and have to select four times from three to five available options. The chosen options are presented in a “photo album”, with a brief summary about the chosen life. There are no wrong answers in this activity. After answering all four questions, the activity is complete, and the user can continue with the next activity.

**Activity 2 Identifying Strength** - The goal is that students understand what strengths are and start to think about their own strengths. The strengths appear in bubbles, and users have to catch (click) as many as possible in the given time. Users can earn points by catching a strength, which is accompanied by an encouraging sound. Clicking on a word that is not a strength provokes a dismissive sound.



Screenshot of the Identifying Strength activity

**Activity 3 Job Motivation** - This activity introduces users to different motives and personal preferences for choosing a particular job. They have to assign different characteristics to particular jobs in a given amount of time. Characteristics are, for example, helping others, fixed/flexible working ours, creativity, working in a team, dealing with plants and animals, working in an office, etc.

Levels 2 and 3 are structured likewise. In **level 2, Opportunity Awareness**, students explore and learn about available opportunities and realities of the labour market. In this level, users can watch videos that explain different occupations in detail and present real-life examples of people working in these jobs. Again, different activities help users to explore opportunities and become more familiar with work realities, as well as with what is expected from them in the world of work. Activities are named 1) Soft skills for the labour market; 2) Vision towards work; 3) Comparing options; and 4) Guess who I am.

The overall goal of **level 3 Transition Making** is to gain better understanding of the importance of work values and the skills needed to get a job. Students get insights into how to behave in a job interview, how to communicate and how to deal with colleagues and supervisors in a job environment. The level contains three activities: 1) job-application puzzle; 2) job interview; and 3) balloon game on the importance of teamwork.

More details on the content of the levels and activities can be requested from EPP Egypt (see below).

After completing level 3, the closing screen congratulates users for completing the game and participating in an introduction regarding the topic of career guidance, personal strengths, and opportunities in the world of work.

## Results

- CDs of the desktop application of the Candy Career game have been distributed to all students of the respective age group through career-guidance facilitators in cooperating schools in 19 governorates. Moreover, the game has been handed over to CG projects of other donors of international cooperation in Egypt in order to reach their target groups (e.g. USAID, EU-TVET Egypt).
- A sample of 131 students from five governorates showed that 57% of the students played the game at least once. Accordingly, estimates indicate that at least 25,000 students have access to the desktop application, and 14,000 of them have played the game.
- The app was released online at the end of the academic year 2018/2019; 500 downloads were recorded by September 2019.

### Central Success Factors, Key Recommendations and Challenges

*General benefit of a game* - The game includes very common gaming features, which makes the tool user friendly and popular among youth in general.

*Outreach to target groups* - Orientation campaigns are important to promote the game, particularly for target groups outside CG activities.

*Gender* - The gender-sensitive orientation of the game merits consideration.

*Input from students* - Students and CG facilitators had the chance to give their input and feedback during the development phase.

*Combination of fun and learning* - Identification of learning outcomes of all activities make users aware of their purpose.

*Size of the app* - Although the size of the app was reduced, many people assume it involves a download of many megabytes. Clarification is important here.

## Contact Details

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Link to the Candy Career app on Play Store (only available in Arabic)

<https://play.google.com/store/apps/details?id=com.Appsinnovate.GIZCandyCareer&gl=DE>  
(last accessed Nov. 2019)



### 3. MONITORING AND EVALUATION OF CAREER GUIDANCE MEASURES – TWO EXAMPLES FROM EGYPT

#### Background

While in the past 20 years much has been done in regard to the development of career-guidance theories, instruments, practices, and professional competencies and standards, there is still much to be done and learned in the field of monitoring and evaluating (M&E) the quality of career-guidance services.

Monitoring and evaluation (M&E) are highly important in international development cooperation and modern project management in general. M&E ensures that the project's progress, and thus the achievement of outputs and outcomes, is examined on a continuous basis and in a systematic way. It provides the basis to learn from success and failure and gives orientation on how to adapt programme activities to changing conditions.

Unlike in a regular market setting, career-guidance clients are usually not the buyers of the service. "Customer" satisfaction, in this context, has to do with national or local governments and agencies that want to know exactly what value is added by such services. Information about the costs involved and the extent to which policy goals are being achieved and project indicators met are necessary for the relevant actors to be able to make and justify funding decisions. Yet "customer" satisfaction can only be achieved when the career-development interventions work for the services' end-users and providing institutions. Ideally, comprehensive and systematic M&E covers all intervention levels:

- Policymakers, donors and implementing agencies require M&E in order to provide evidence for effectiveness, efficiency, and sustainability of career guidance; to specify and control its impacts on target groups; and to inform about the extent to which services contribute to the achievement of policy goals in education, employment, and social inclusion.
- Service providers want to be sure that their services reach the target groups with the intended impact in a cost-efficient way, as well as to be successful in competing with other providers for public or private funding.
- Career-guidance practitioners want to make sure that their professional performance, approaches, methods, and materials are relevant for their clients, as well as to continuously improve outcomes of their interventions and clients' satisfaction with them.
- Clients want good-quality services that help them find prospective employment.

This article presents two examples of evaluation activities done with very different methodologies for the same project (GIZ Employment Promotion Project in Egypt): the qualitative assessment of learning outcomes (2015) and a quantitative Impact Assessment by ILO and GIZ EPP (2017), the latter measuring the effects of career-guidance services on employability and employment of clients six months after graduation. Details of both evaluation approaches are given, as well as a summary of evaluation results and some conclusions.

### **3.1. Qualitative Assessment of Learning Outcomes of the Career Education Programme in Technical Education in Egypt**

About four years into the first piloting of career education in a total of six technical-secondary schools in Egypt's 6th of October City and Sadat City, the career-guidance component of the GIZ Employment Promotion Project (EPP)<sup>12</sup> comissioned a scientist to assess the learning outcomes of the career-education programme. The enquiry examined four levels: clients (current and former students), teachers ("Career Guidance Facilitators"), parents, and the GIZ EPP project staff.

In 2015, Dr Shahinaz Khalil<sup>13</sup> used a complex transformative evaluation design to conduct a

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<sup>12</sup> See chapter 2.1.1. of this brochure for more information on the career-guidance component of the (ongoing) GIZ Employment Promotion Project in Egypt.

<sup>13</sup> Approach and first findings (as presented here) were summarised 2015 in an unpublished short report to the implementing agency by Shahinaz Khalil: "Assessment of the learning outcomes of EPP Career Guidance Program", September 2015. Data was further processed and analysed for her PhD thesis (Philipps-University in Marburg, Germany)

series of “Participatory Design Research Workshops” with students and teachers; qualitative “Group Discussions” with parents; and “semi-structured interviews” with project staff:

- a) One component involved workshops with groups of **students** of different grades (10, 11, and 12) in technical secondary schools who were taking part in the piloting of GIZ-supported career-education activities. In total, a sample of 78 students (36% female) participated in two workshops (one per region). Eighty-one percent of all students invited attended.
- b) Thirty-two **former students** who had taken part in a specific career-guidance event (“Opportunity Scouting Camp”) in May/June 2013 were invited to the workshop. Nineteen of them (60%) attended (32% female). These were more difficult to track and invite, as many were either attending university or working at the time of the survey.
- c) Twelve of thirty invited **parents** (40%) took part in framed but otherwise self-organised small rounds of discussions (three), with about four participants per discussion group.
- d) Seventeen of nineteen active **teachers** who had been trained as “**career-guidance facilitators**” and who delivered the course programme to students took part in participatory workshops.
- e) There were interviews with three GIZ **staff members** of the project’s career-guidance component. One staff member was part of the project from the beginning; the other two joined in 2014 (about a year before the interview).

**Workshops** had two main parts: After an initial introduction of the research context and process, the moderating researcher asked participants about the changes they observed in themselves (the “transformation” they experienced from before the beginning of the programme in contrast to the time of the enquiry). To “answer” this, participants chose from a set of 130 images selected by the researcher in a cultural and gender-sensitive way. This “**image-based approach**” helped participants express the changes they noticed and to give meaning to the experiences (intellectually and emotionally) within their own mental concepts, wording, and language. In the second part of the workshop, students (and later teachers with a few additional questions) were asked to interview each other about the *most important experience* they had in the programme, their *visions for the future, pathways* towards that vision as well as about the concrete *next steps*. Participants paired up to conduct “**Appreciative Interviews**” with each other for about 45 minutes, which allowed for a “maximum of voicing between peers [students] and colleagues [teachers]” and minimised

risks of cultural non-fit between interviewer / moderator and participants. Through this “narration-based approach”, students shared the “story of their learning journey” with each other and with the observing evaluator.

**Group Discussions** were pre-structured as little as possible to let participants make their knowledge about the programme and its effects explicit and to allow the researcher to learn about the culture, norms and dynamics of the groups. Each of the two discussions with parents took about two hours.

**Semi-structured interviews** with project staff were used to include their view on the perceived impact on students, teachers and parents.

Workshops, discussions, and interviews were recorded, transcribed, qualitatively analysed, clustered, and interpreted. Findings on the level of students were compared with teachers' and parents' comments and vice versa.

### Results on the level of STUDENTS

The evaluator clustered the learning outcomes (“transformation”) expressed by students into three categories: “development of self”, “development of skills and capabilities”, and the “level of being informed” by the programme.

One of the strongest elements found in students’ comments was put into the category of “**self-development**”. Gains in **self-confidence** were among the most prominent aspects of students’ transformation experiences, and these were supported by positive statements: “*I gained self-confidence*”, “*I know my strengths*”, “*I became optimistic*”, etc. Such comments were in contrast to where students saw themselves before the programme: “*I was sad*”, “*I was a failure*”, “*I was confused*”, etc.

A second strong element within the same category dealt with what the evaluator described as “**locus of control**”, or “**volition**”, which may also be referred to as self-efficacy. Students expressed feelings of encouragement to strive forward: “*I have the willpower*”, “*I must develop myself*”, “*I will continue my education*” etc. This was in contrast to their pre-programme comments: “*I had no future*”, “*I was unable to do anything*”, “*I had no goal*”.

Another dimension was named “**reflexivity stance**”, referring to the students’ new ability to see themselves and to reflect on themselves: “*I started to learn from my mistakes*”, “*I am able to see myself*”, “*I changed*”. These were opposed to their previous observations:

*"I didn't know how to communicate with people"*, etc. The ability to search for information that is relevant for them to achieve their goals (**information literacy**) was contrasted with statements like *"someone decided for me"*, *"I didn't understand what the meaning of life is"*, or *"I didn't know what I should do for my future"*.

Students' statements referring to **cooperation, communication and participation skills** were grouped into a category "**skills and capabilities**": Students contrasted their current feelings, *"I learned to cooperate"*, *"I learned to work with my colleagues"*, with ones like *"I was not able to work in a team"* before the programme. They said, *"I learned how to discuss and to listen to other people's opinions"*, *"I learned to share my opinion"*, and *"I want to participate in the society, as no one lives alone"*.

Also, students talked about the **level and the type of information** they gained from the programme, which, however, was less of a "transformation" experience and thus less remarkable to them. Information-related elements were identified, but in the students' experience, these were overshadowed by the self-development aspects and effects of the programme, which had paramount importance to them.

Parents validated this assessment by saying they see their children "happier", "motivated", "involved in different activities", and that they see them with new eyes ("re-discovering" them). Teachers saw students "change" and "gain maturity". They said that students used to "be bored", "having a routine life""", "didn't know about their future" before the programme.

In the appreciative peer-interview part of the workshops, students asked each other about a) "the most important experience" they had in the programme, b) their vision, c) pathways into the future, and d) concrete next steps to be taken:

- a) As "**most important experiences**", students often mentioned the programme's games and exercises that helped them to uncover their individual strengths.

Another important effect of the programme was **the improved relation between teachers and students, as well as amongst peers**. This change in relation was expressed with statements such as *"We cooperated with facilitators [CG teachers] and colleagues [peers]"*; *"Facilitators listened to us"*; *"The teacher is an older brother"*. The last statement struck the evaluator – who herself is Egyptian and familiar with the sometimes harsh atmosphere and teacher-student-relation in technical schools - as being almost a miracle.

- b)** Students asked each other to **envision their personal and their collective future** and what they would see as desirable work and life using the “wonder question” of Steve des Shazer’s Short Time Therapy Approach: “Imagine everything is perfect when you wake up and all your dreams have come true... , tell me what you see happening?” Responses to this part of the interview revealed individualistic visions and dreams, but also a strong connectedness to community and society: A significant number of students saw themselves helping and supporting others and “*treating people in a good way*” and “*making people happy*”. A large number of students referred to work (“*working in a team*”, “*succeeding at work*”, “*having my own business*”) and looked forward to “*a job where I can use my skills*” and “*where I am able to transfer my experiences*”. A third orientation pattern focuses on the responsibility as a citizen for the nation (“*being useful for my country*”). Some also mentioned having their own happiness in mind, saying, for example, that they envision a situation in which “I can do what I like”.
- c)** Another part of the interview dealt with **pathways** students see **leading to the desired future**. While students see themselves “*working hard*”, “*pursuing dreams*”, or “*succeeding in education*”, the answers remain on a fairly general, abstract level.
- d)** The question on “**concrete steps** that can be taken to reach a good working situation and a good life” revealed similar vague concepts, such as “*work hard*”, “*be diligent*”, “*have an objective*”, or “*learn from the experiences of older people*”. They also revealed a strong sense of responsibility that students assume for themselves.

### **Results of the level of Career Guidance Facilitators (teachers)**

Teachers also experienced transformation and commented on how they had discovered themselves and how this advanced their private and professional lives: “*I discovered my abilities*”, “*I became a person who plans for the future*”, “*the programme introduced me to things that I had and that I didn't know about*”. These stood in contrast to pre-programme sentiments: “*I was a person without an objective*”, “*my life was a mess and not planned*”, “*things are inside me, but I was not able to use them*”, etc. They also saw their relations to students change: “*I help students discover their strengths*”, “*the programme changed how I relate to my students, I now try to understand them*”. In many other aspects, too, the teachers’ transformative experiences are similar to those of students in several ways, e.g. in regard to information literacy “*The programme helped me to make use of information I have*”, and to working in teams “*We learnt to work as one team*”. These contrasted with earlier feelings: “*I used to be a person whose role stopped at helping myself*”, and, in regard to participating in community or society, “*I am a person who engages in social participation*”.

These changes in themselves that teachers reported were validated by observations of students and project staff.

With regard to their “most important experience”, teachers talked about almost all elements of the programme, including that they learned “how to overcome obstacles”. They also mentioned the methods deployed: *“use of participatory approach during the working groups”*, *“using movies”*, *“brainstorming”*, and *“discussions”*, *“that students are not graded”*, *“using different spaces for learning [not only the classroom]”*. They also commented on the ways students changed their personality and behaviour: *“they matured”*, *“they are asking questions”*, *“they have changed the way they speak and treat each other”*, *“they gained self-confidence”*. Another point was the new relations to students: *“when I saw the impact of the programme on students.”*, *“when I don’t impose my opinion on students”*, *“when I discovered the capabilities of the students”*.

Teachers also expressed their visions about the future development of the programme: *“integrate more labour market information”*, *“follow up on students after graduation”*, *“expand the programme all over Egypt”*, *“start the programme earlier”*, *“integrate the programme into curriculum”*, *“have more time for delivery”*.

When asked what to change, maintain, or strengthen, teachers referred to things like *“maintain quality of teacher training”*, *“strengthen labour market information”*, *“strengthen involvement of businesses”*, *“strengthen transition into the labour market”*, *“have us dealing with fewer students per class”*, etc.

Evaluators had a question about how to institutionalise the programme. Teachers responded saying *“have units within the different governorates in Egypt”*, *“have the programme dealt with like with any other subject provided at school and through the Ministry of Education”*, *“train more facilitators”*, etc. They felt that all stakeholders (parents, teachers, companies, policy makers, NGOs, chambers, business and sector associations, and the media) should be aware of the programme.

In regard to the steps to be taken, teachers responded *“the government should adopt the concept”*, *“good training of facilitators”*, *“constant evaluation and development”*, *“have a university specialisation”*, *“encourage enterprises to open their doors.”* In regard to the Ministry of Education, they commented *“to draft a career guidance policy”*, *“to understand the importance of the programme for the economy”*, and *“to come and listen to the students of technical education”*.

## **The parents' perspective**

Parents noticed their children changing, saying, for example, "*I rediscovered my daughter; she used to be an introvert, but, now she is able to stand and present her work to others, talking about herself. I was surprised*", "*My son obtained self-confidence*", "*My son is now able to enter any company to ask about available job opportunities*", etc. Parents noticed new skills "*how to collaborate with others*", "*how to sit an interview*", "*how to look for a job*". Parents expressed their appreciation for the programme, wanted to know more about, it and observed that their children had become happy and involved, and had benefited from and liked the programme.

In regard to the next steps their children should take, parents mentioned "*love their professions that they choose and be good at them*", "*work hard and be serious for a good life*", "*be independent and be active participants in society, as this will qualify them for their future working life, etc.* About their own role vis-à-vis their children and next steps, parents said things like "*guide them towards a better future*", "*provide the environment necessary for them to further develop their skills*", "*provide opportunity to prove themselves at home and in life and stand by them*", etc.

In the final step of qualitative data generation, the perspective and insights of project implementation were assessed with semi-structured interviews and along the lines of beginning, past, present, and future of the career-guidance programme (that in later stages of the project implementation were integrated into secondary technical schooling as a "career education" programme).

The following section discusses the second evaluation example, which contrasted sharply with the first.

### **3.2. Quantitative Impact Assessment of Career Guidance Services for Technical Secondary Schools in Egypt**

In a joint effort of GIZ and the ILO<sup>14</sup>, both of which supported the delivery of career guidance to secondary technical school students in Egypt in various ways, a quantitative impact assessment was designed in collaboration with the Technical Section of the Egyptian Ministry of Education.

The objective was to assess the impact of the services on “enhancing the **employability** of technical secondary school graduates, their **employment status**, their **perception of the labour market and career opportunities**”, as well as the level of user “**satisfaction**” six months after graduation.

A questionnaire was designed, pre-tested, and administered to beneficiaries who had graduated from a sample of 19 technical schools across Egypt, as well as to a sample of graduated non-beneficiaries from the same schools. The questionnaire had five sections:

- a)** The **personal information** items explored correlations among variables and established comparable samples of beneficiaries and non-beneficiaries.
- b)** Two sets of questions were asked on **employability**. The first was a self-assessment on different employability-enhancing skills and competencies; the second comprised questions about the activity level with which respondents improve their employability on own their initiative.
- c)** An enquiry was made that traced the **employment status** six months after graduation. It was divided into the categories “out of the labour force”, “unemployed”, and “employed”, which was sub-divided into “type”, “quality of employment”, and “job satisfaction”.
- d)** Questions were asked to capture respondents’ **perceptions of the labour market** and career opportunities and to assess whether career guidance has changed these perceptions
- e)** The last set of questions was only for beneficiaries; it examined their **level of satisfaction** with the services and what they’ve learned from them.

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<sup>14</sup> GIZ and ILO (2017): An impact assessment of Career Guidance Services for Technical School Students. Provided by the ILO and the GIZ Project for Employment Promotion. Its annex provides the questionnaire used for the survey

Fourteen of the nineteen schools received the GIZ-supported programme in four delivery modes. One group was offered the full programme of about 60 hours of extra-curricular activities over the period of three years (which is the same that was evaluated qualitatively – see chapter 3.1.). A second group took part in a 21-hour programme that was designed for servicing graduation classes. The third group was offered a very condensed three-day programme for students in the last year. A sub-group of five of the sample schools were supported by the ILO with a 16-hour programme consisting of one lesson per week for 16 consecutive weeks and delivered to students as part of the “activity” subject.

Impact differences among these four modes of delivery have not been captured in the report. Measurements focused on whether and how career-guidance services have an impact on employability and employment outcomes based upon a comparison of beneficiaries (who received different treatments) with a control group<sup>15</sup>.

Between January and March 2016, 1,343 young graduates between 17 and 22 years of age were traced. Interviewers were trained to conduct the telephone interviews in a scientific manner: They were briefed about the career guidance services and the objective of the study. They also received training on the questionnaire, general research ethics, and questioning techniques, and were provided with a technical manual.

Interviews were conducted with the 1,343 graduates, 540 (40%) of whom were in a “treatment group” (beneficiaries) and 803 (60%) who were in the control group. SPSS was used to analyse statistical data; qualitative-analysis methods were used for the open-ended questions.

## **Results per assessment objective**

### **(1) Beneficiaries’ Satisfaction with Career Guidance Services**

The treatment group (half of whom are female) completed the first section of the questionnaire on the **beneficiaries’ assessment of career guidance services**. Of these, 477 had participated in the GIZ programme (169 in the full version; 199 in the programme for graduation-year students; 109 in the condensed short version), and 63 in the ILO-offered services.

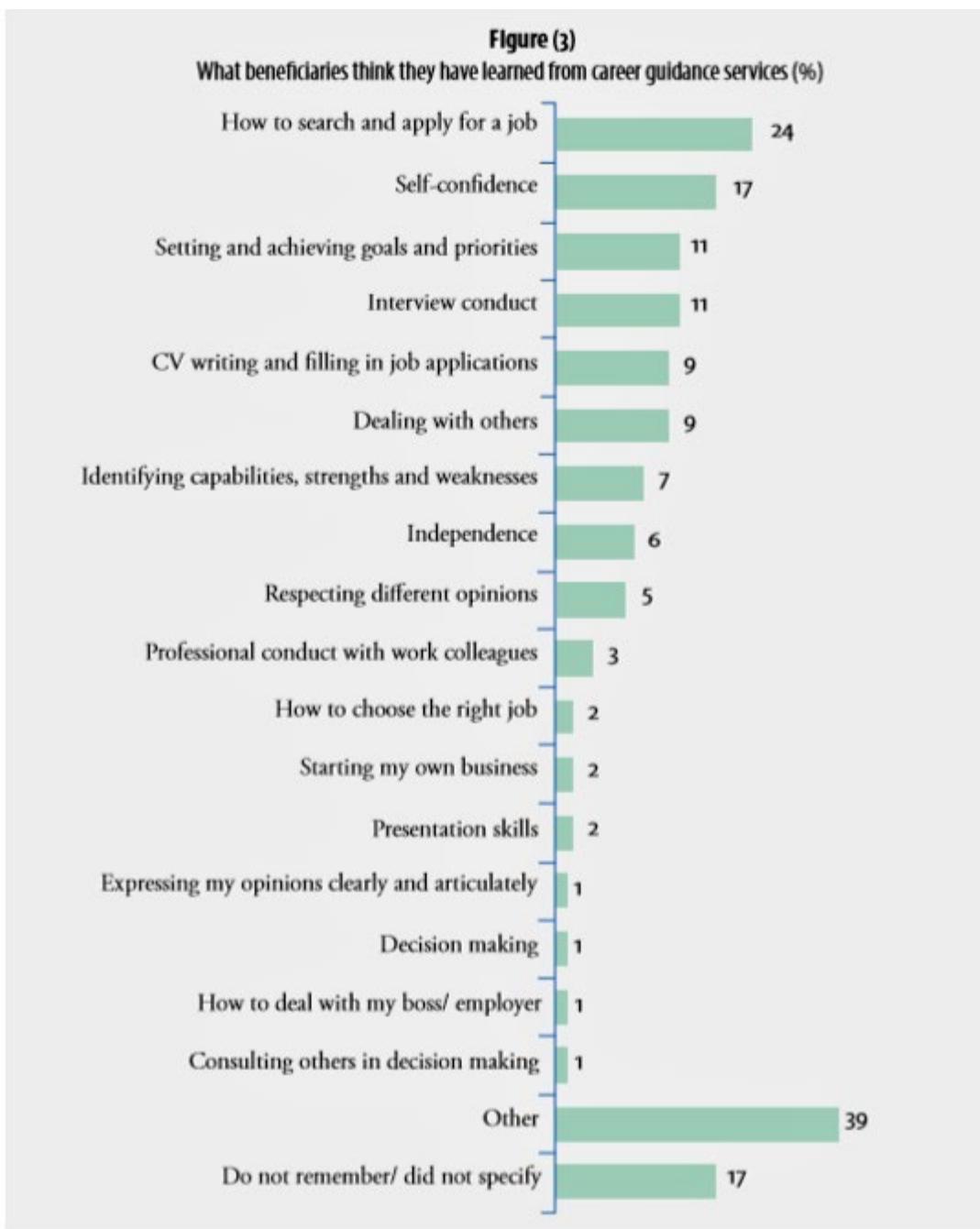
The vast majority (94%) rated the services as “beneficial” (35%) or “very beneficial” (59%),

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<sup>15</sup> In 2018, GIZ repeated the survey with only graduates who had received the full career-education programme. Differences in outcomes between this survey and the outcomes of the treatment group in the above-cited survey may be attributed to differences in treatment.

while 6% said it was “not” or “not at all” beneficial to them. An even higher share of beneficiaries (97%) affirmed their willingness to recommend career guidance to others. Interestingly, 65% of those who said it was not beneficial to them would nonetheless recommend it to others.

The following graph shows what students answered when asked an open-ended (not multiple choice) question about what they learned through career guidance.



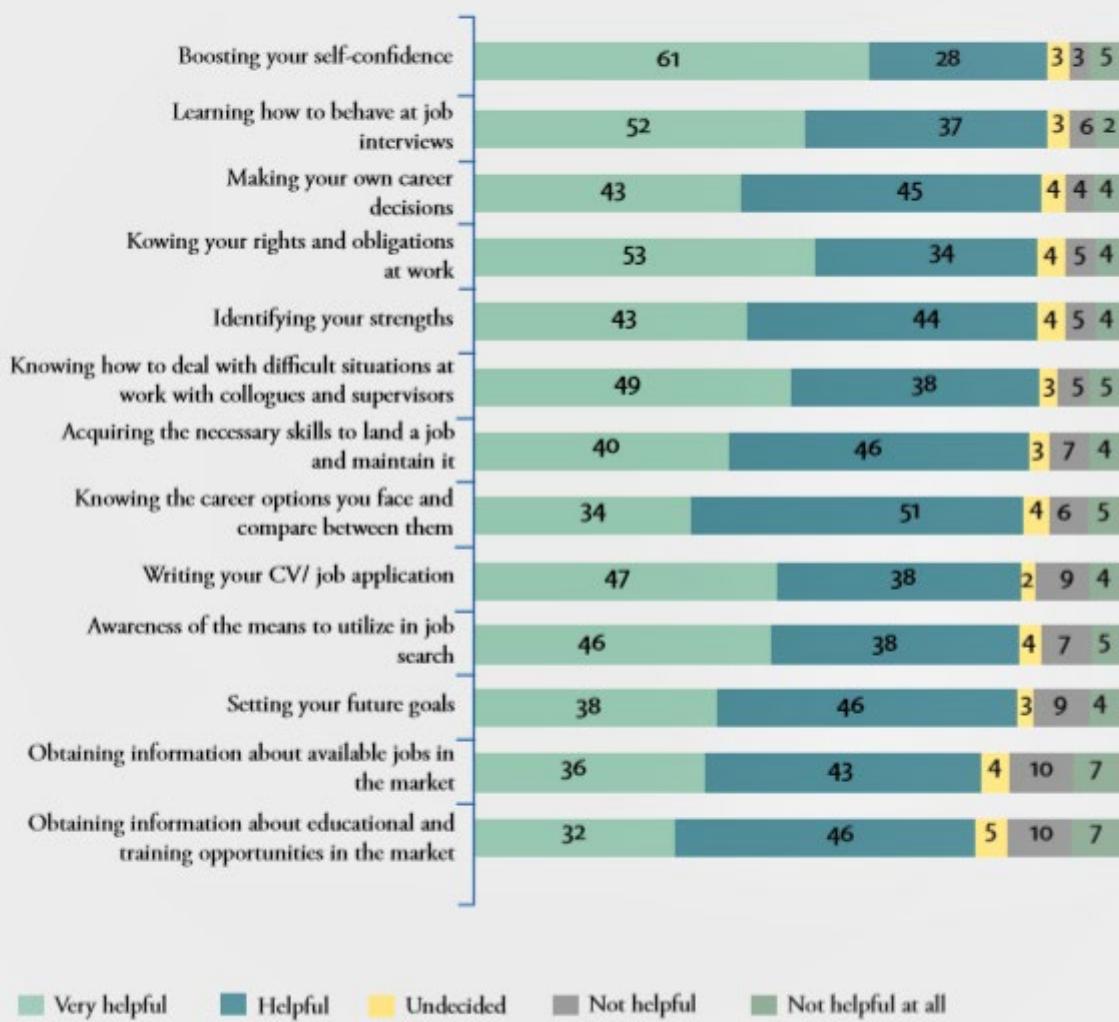
Number of respondents: 540  
Multiple responses are allowed.

**Figure - Learning Outcomes as mentioned by responding beneficiaries, source ILO/GIZ Evaluation Report (2017), p. 23**

This was followed by a question about how helpful career guidance is perceived for acquiring the (given) objectives mentioned below.

**Figure (4)**

The extent to which the services helped beneficiaries achieve their personal goals (%)



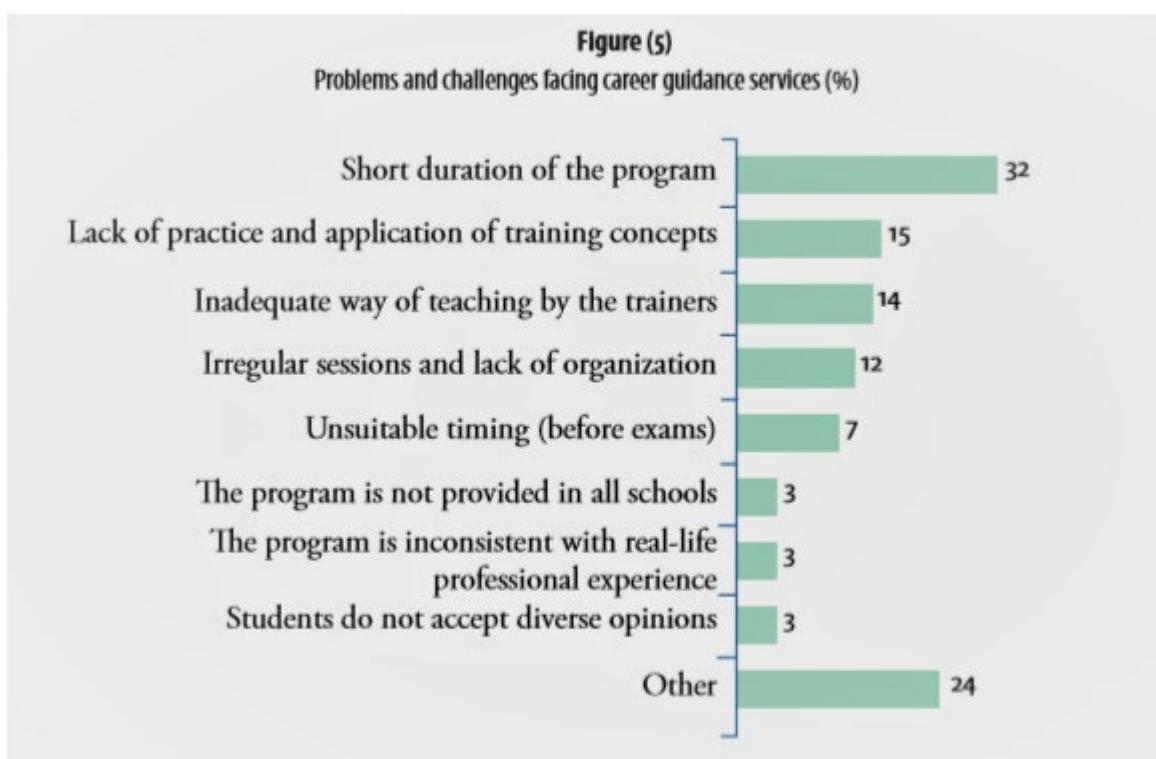
Number of respondents: 540

**Figure - Contribution to a list of learning objectives, source ILO/ GIZ Evaluation Report (2017), p. 24**

More than three-quarters of the beneficiaries rated the services “very helpful” or “helpful” in achieving the learning objectives (in the left column). A total of 89% agreed that the services helped their self-confidence and taught them how to do job interviews; 88% said that the services enhanced their ability to make career decisions; and 87% agreed that the

service increased their awareness about rights and obligations at the workplace and helped them identify their strengths. (ILO/ GIZ, 2017, p. 24f)

An open-ended question allowed beneficiaries to mention challenges and problems, and to make recommendations for improvement. Ninety-five (18%) of the beneficiaries interviewed pointed out challenges. The most frequently mentioned was that the duration of the programme was too short (mainly by GIZ condensed-class beneficiaries). This was followed by a lack of practical application, inadequate teaching of trainers, and a lack of organisation resulting in irregular sessions.



Number of respondents: 95

Multiple responses were allowed.

Percentage out of those who claimed there were problems or drawbacks.

**Figure - Problems of CG Service mentioned by beneficiaries, source ILO/GIZ Evaluation Report (2017), p.25**

## (2) Employability Outcomes

The second section of the questionnaire dealt with Employability Outcomes: 1,343 beneficiaries and non-beneficiaries were interviewed about a) their skills and competencies (self-assessment) and b) how active they are in terms of learning new skills or languages after graduation on their own initiative. The list of skills examined covered respondents'

- ability to identify their strengths and weaknesses
- respect towards other people's opinions, even if they are contrary to their own
- ability to work and cooperate within a team
- ability to identify their own interests
- level of self-confidence
- problem-solving skills
- presentation skills
- ability to take career decisions
- leadership and management skills
- ability to communicate effectively with others
- ability to provide new, creative, unconventional solutions

In addition, respondents were asked

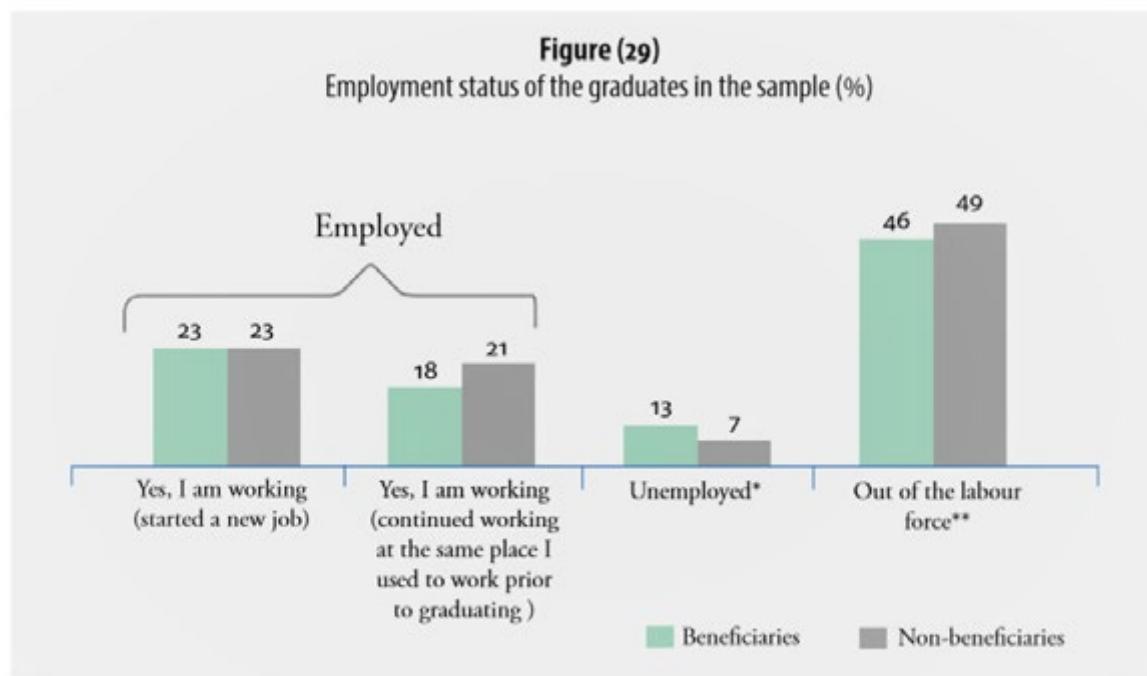
- about their career goals
- whether they had prepared a CV and update it regularly
- whether they took the initiative of learning a new skill or language on their own after graduation and whether they used any further career guidance or employment service

The results show that there was NO SIGNIFICANT DIFFERENCE between the treatment and control group.

There were, however, a few differences that have been attributed to the impact of career-guidance services: More beneficiaries (70%) provided a higher rating on the top two of the four scales on their "ability to identify their strengths and weaknesses", compared to 64% of non-beneficiaries (self-assessment). A similar pattern was observed in the categories "respecting different opinions", "ability to work in a team", and "the ability to identify own strengths and weaknesses". With respect to the question of whether they had a "career goal", 86% of beneficiaries said they had one that they wanted to achieve within the next three years in comparison to 77% of non-beneficiaries. More beneficiaries (25%) than non-beneficiaries (14%) responded positively to the question of whether they took initiative to learn a new skill or language after graduation. "New skills" mentioned by respondents were mainly computer skills, handicrafts, personal skills, and driving. Very few graduates had attended training courses six months after graduation. On a generally low level overall, twice as many beneficiaries (8%) expressed the likelihood that they would seek additional training as non-beneficiaries (4%).

### (3) Employment Outcomes

The goal of career guidance, ultimately, is employment. This section provides information on the employment status of respondents (beneficiaries and non-beneficiaries) six months after graduation:



Number of respondents: 1,343

\* Respondents who are not working but are searching for a job

\*\* Respondents who are not working and are not searching for a job

**Figure - Employment Status 6 months after graduation, source: ILO/ GIZ Evaluation Report (2017), p. 37**

Regarding employment status, results show that almost half the respondents were employed at the time of the survey, with NO SIGNIFICANT difference between treatment and control groups. The majority of employed beneficiaries (74%) were employed in the private sector, compared to 63% of non-beneficiaries. A larger share of beneficiaries was found to receive secondary work benefits (contract, medical insurance, social insurance, nursery for children). On the other hand, more non-beneficiaries were employed in companies with fixed salaries.

The figures show that 13% of beneficiaries and 7% of non-beneficiaries were found to be unemployed (i.e. not working but looking for work). A very high labour market inactivity rate, a total of 46% of beneficiaries and 49% of non-beneficiaries (about three quarters of them female) was also identified. The primary reasons given for non-participation in the labour market were (a) enrolment in university (46% of beneficiaries, 26% of non-beneficiaries); (b) objections of family or husband (25% beneficiaries, 36% non-beneficiaries); (c) unavailability

of suitable work (10% beneficiaries, 8% non-beneficiaries); marriage or pregnancy (10% beneficiaries, 9 % non-beneficiaries); and military service (1% beneficiaries, 2% non-beneficiaries).

These findings are very much in line with others on school-to-work transition and youth employment patterns in Egypt provided, for example, by the ILO, UNDP, and the World Bank.<sup>16</sup>

#### (4) Awareness of Career Opportunities in the Labour Market

The fourth section presents results of interviews regarding labour market perceptions with 775 graduates (220 GIZ career-guidance beneficiaries, 41 ILO career-guidance beneficiaries, and 514 non-beneficiaries). *None* of them were categorised as "out of the labour force" at the time.

The graduates were asked how easy or difficult they think it is to find jobs in the labour market that (1) suit their qualification, (2) are in their governorates, (3) in the private sector, or (4) in the public sector. Results indicate that slightly more beneficiaries (35%) consider it "easy" or "very easy" to find jobs compared with non-beneficiaries (28%). Fifty-four percent of beneficiaries and 50% of non-beneficiaries believed finding a job in their governorate to be easy or very easy. Seventy-three percent of beneficiaries were found to believe that it is easy or very easy to find a job in the private sector (compared to 64% non-beneficiaries). Finding a public sector job seems to be more difficult to attain: Only 16% of beneficiaries and 11% of non-beneficiaries rated it easy or very easy.

Finally, the awareness of graduates of the importance of "core employability skills" (e.g. communication skills, teamwork, leadership, self-initiative) was assessed by asking an open-ended question. The top three skills of beneficiaries were

- proper conduct (17%)
- meeting deadlines (14%)
- being disciplined (14%)

The top three employability skills non-beneficiaries mentioned were

- mastery of technical and vocational skills (18%)
- being disciplined (12%)
- - having passion for work (11%)

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<sup>16</sup> See El Zanaty and Associates (2007) - School-to-work transition: Evidence from Egypt, ILO Employment Policy Papers ([https://www.ilo.org/emppolicy/pubs/WCMS\\_113893/lang--en/index.htm](https://www.ilo.org/emppolicy/pubs/WCMS_113893/lang--en/index.htm))

### 3.3. Conclusions

Conducting two different surveys (a qualitative and a quantitative social research design) on the same object is rare. They give insights into different aspects of the career-development process, as well as into different research methodologies.

A few years ago, career guidance was a new field of intervention in Egypt, and the surveys were conducted in comparatively early stages of project implementation (after piloting and before preparing implementation on large scale). Both surveys and the comparison of results provide a valuable source of learning for implementers.

The tremendous report of "transformation experiences" by students, teachers, parents, and implementing staff in the first case contrasts sharply with the employment outcomes measured by the second case study and evaluated as "not significant" six months after graduation. However, a repetition in 2018 of the quantitative survey with beneficiaries of only the full GIZ programme shows stronger effects on all investigated aspects

What lies behind this outcome? Moreover, what are the links that eventually translate personal transformation and learning outcomes (intended and non-intended) of clients and practitioners into desired labour market outcomes? It is precisely these questions that can be answered with further investments in Monitoring and Evaluation.

Career guidance (like any guidance or counselling) is client centred. Clients' needs, however, differ from one person to the next, as they are highly individual and depend on the concrete situation and context. What's more, career guidance seeks to impart a variety of knowledge, skills, and personal attitudes and attributes that are broadly subsumed into the category of "career-management skills"<sup>17</sup>. Furthermore, the views of policy makers, funders, practitioners, and users might differ on what "success" in career guidance means, what constitutes it, and how individual clients' welfare is linked to institutional provision of quality services and to (national) policy goals in education, employment, and social inclusion.

In their article "Demonstrating the Impact of Career Guidance"<sup>18</sup>, Bryan Hiebert, Karen Schober, and Lester Oakes advocate for practitioners using M&E to "learn more about outcomes and the impact of their services, not only to improve the quality of service, but also to inform policymakers and funders who provide resources for the delivery of career

<sup>17</sup> See, for example, the Career Management Skills Framework for Scotland:  
<https://www.skillsdevelopmentscotland.co.uk/media/40428/career-management-skills-framework.pdf>  
or the ELGPN concept note on Career Management Skills: [http://www.elgpn.eu/publications/browse-by-language/english/Gravina\\_and\\_Lovsin\\_cms\\_concept\\_note\\_web.pdf/](http://www.elgpn.eu/publications/browse-by-language/english/Gravina_and_Lovsin_cms_concept_note_web.pdf/)

<sup>18</sup> In Gideon Arulmani, Anuradha J. Bakshi, Rederick T.L. Leong, A.G. Watts (Editors): *Handbook of Career Development. International Perspectives*, Springer 2014, pp 671-686

services.” They also promote making “a causal link between career services and the impacts of those services on the lives of clients or on broader societal or economic factors” (p. 673). The authors recommend, amongst other approaches, the well-tested evaluation framework of the Canadian Research Working Group on Evidenced-based Practice in Career Development (CRWG). This involves combining outcome-focused interventions (“how clients change as a result of the intervention”) with evidence-based practice (“what sorts of interventions delivered under which circumstances work best with what kind of people, striving to achieve what sorts of goals”).

The case studies of two evaluation approaches presented above represent both ends of the scale to some extent. The qualitative survey captured changes among clients, not in relation to a set framework of competencies, but in a culturally fit approach reflecting changes as perceived by clients and practitioners on themselves and on others. In contrast, the quantitative survey approach provided information on employability and employment impacts across different career-guidance interventions. Both approaches could be further detailed and sharpened and be systematically integrated into individual intervention concepts and activities.

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## 4. FINAL CONCLUSIONS

The tools presented, which were developed in partner countries, are instruments applied at very diverse levels of implementation and for very different target groups. When it comes to transferring instruments, practitioners have to carefully take a whole range of aspects into account, first and foremost being cultural differences amongst societies, social values, and career beliefs. Career-guidance concepts should be always demand oriented and tailor made according to the local situation and resources, the target group, and in combination with other instruments.

Nevertheless, one element all the tools have in common is that they point to the relevance of high-quality career guidance for supporting people at different stations in life. This can be school-to-work transition, career development, or ways out of poverty and into a decent life. As demonstrated, career guidance takes effect in general education, in vocational education and training, in youth promotion, and in the labour market.

From the perspective of this tool, career guidance ideally should be closely linked to the development of TVET and should be offered before, during, and after vocational education and training. The experiences described show that transition problems like mismatch, early termination of training or of work contracts, or educational detours can be significantly reduced in advance. Moreover, career guidance carries the potential to contribute significantly to the compensation of the mismatch of supply and demand on the labour market of many countries.

Many OECD and partner countries already recognise the relevance of career guidance. However, its importance is still sometimes demeaned by policy makers and even by TVET practitioners. The constant mobilisation of different stakeholders and networking with other career-guidance activists can raise awareness regarding the importance of career guidance. In particular, the promotion of positive results and success stories to government representatives and to the public may pave the way for implementing tools on a larger base.

In this sense, the VET Tool presented here seeks to contribute to the idea of career guidance for all. It may encourage projects and practitioners to consider career guidance as a standard service in education and training.



***Would you like to know more about this topic?***

**Please contact us!**

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