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# REGIONAL WORKSHOP ON CAREER GUIDANCE AND COUNSELLING

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*Enhancing development & growth in the sector*

NOVEMBER 16, 2022

UNESCO REGIONAL OFFICE

United Nations Avenue, UNON, Gigiri Complex, Bureau C-215  
P.O. Box 30592-00100 Nairobi, Kenya

## BACKGROUND

Never before in history has career guidance been so important. In face of labour markets disrupted by changing work organisation, digitalisation, the greening of economies and the COVID-19 pandemic, career-related decision-making has become more challenging for both young people and adults. Growing evidence shows that effective guidance can be expected to help individuals to better navigate towards and through labour markets, but too few people have access to it.

“Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it.” (OECD, 2004)

Career guidance is becoming an increasingly important set of activities in enabling efforts to support access to decent work and livelihoods. Its value to ensure labour market relevant skilling and re-skilling efforts as well as to promote professional mobility, will be a key factor during the process of economic recovery. Moreover, career guidance is increasingly important to develop effective lifelong learning policies and a hallmark of quality in establishing incentives to training.

## REGIONAL WORKSHOP ON CAREER GUIDANCE AND COUNSELLING.

Within the Inter-Agency Career Guidance Working Group (IAG CGWG)’s Global Career Month, UNESCO RO will conduct the regional workshop on “Career Guidance and Counselling” on November 24 in Nairobi to discuss development, use and promotion of career guidance and counseling in African countries.

The Career Guidance Framework will be presented at the workshop as a good practice. It was developed under BEAR II project. The Better Education for Africa’s Rise II project (BEAR II) is UNESCO’s initiative with financial support from the Republic of Korea (RoK), targeting five countries of Eastern Africa (Ethiopia, Kenya, Madagascar, Tanzania and Uganda).

A regional career guidance workshop is proposed to bring together key TVET stakeholders in the UNESCO and TVET sectors from the BEAR II countries to deliberate on operationalizing, strengthening and harmonizing career guidance. It will seek to raise awareness about the role and importance of effective career guidance across the region and its resulting effects to decent work, careers and the economy. Using the recommendations of the already developed framework, the conference will showcase high quality, as well as innovative solutions to promote career development in TVET institutions.

The stakeholders will also seek to address the aforementioned challenges and identify solutions towards the development of a career guidance guidelines for use in the entire TVET ecosystem. It is therefore important for relevant education and TVET stakeholders to meet and deliberate, understand, connect and give implementation recommendations so as to broaden the discussion by incorporating diverse perspectives, spread awareness, and focus attention on cooperation and increase commitment from all concerned.

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## OBJECTIVES OF THE CONFERENCE

The following goal and set of objectives have been determined for the regional conference on career guidance:

**GOAL:** Share Career Guidance Best Practices and the Regional career Guidance and Counselling Framework with TVET community

### The objectives of the conference are:

1. To raise awareness about the role and importance of effective career guidance to enable access to decent work, careers and support growth efforts during economic recovery, based on the example of BEAR II project; To share good practices and lessons learned on career guidance within the BEAR II countries
2. To share the Regional career Guidance and counselling Framework, and identify shared challenges to the development of career guidance systems as well local specificities linked to local contexts;
3. To discuss Career Guidance framework, recommendations and implementation plans

The conference will be guided by the following topics:

- What is Career Guidance? What is good Career Guidance; benefits and expected outcomes of professional career guidance?
- What is the role of career guidance in education, TVET and communities?
- What are the main thematic areas in the Career Guidance framework for TVET and how will they positively influence the career guidance practice sector?
- Who are the main stakeholders in this framework? What are their roles in the TVET value chain?
- How best can this framework be implemented in the region; the need for career guidance quality, standards, monitoring and evaluation.
- How will success look like?

## OUTCOME

It is envisioned that the outcome of this conference will be a Career Guidance Call for Action with recommended actions and activities to strengthen career guidance services across the TVET ecosystem and plot a way forward towards the institutionalization and professionalization of career guidance services through:

- Strategic level
- Implementation level
- Monitoring, Evaluation and quality assurance

## FORMAT

The event will be opened by keynote speeches from high-level representatives of the Korean Government, Inter Agency Working Group on CGC, UNESCO and beneficiaries' countries representatives. The following session will take the point of view of BEAR II beneficiary countries and TVET community representatives, which will present their experiences in Career Guidance and Counselling through different presentations. Different sessions will cover discussion about:

- Benefits and expected outcomes of professional career guidance;
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- Best Practices in the Career Guidance framework for TVET and how will they positively influence the career guidance practice sector;
- How best can this CGC framework be implemented in the region;
- Need for career guidance quality, standards, monitoring and evaluation.

Each thematic session will start by a panellist's presentation following by discussion and recommendations. The event will be closed by UNESCO RO representative, who will summarize the discussions and provide a view on the future possible interventions of UNESCO and international partners to support Career Guidance and Counselling in Africa.

## **AUDIENCE**

The participants will include the Korean Government, UNESCO global and local representatives, IIWG on Career Guidance and Counselling, Representatives from all the BEAR II countries (both government and the private sector), Ministries of Education, State Departments and representatives from TVET directorates, Ministries of Labour, and ICT, TVET associations and international partners. In Kenya we will invite: Kenya Universities and Colleges Central Placement Service (KUCCPS); Teacher's Service Commission (TSC), Kenya Institute of Curriculum Development (KICD); Technical & Vocational Education and Training Authority (TVETA), Kenya Association of Technical Training Institutions (KATTI), Career Guidance Institute (CGI), College of Career Guidance and Development, Kenya National Association of Private Colleges (KENAPCO), National Industrial Training Authority (NITA), Kenya Secondary School Heads Association (KSSHA), Council of Governors – Education Committee, Vision 2030 Delivery Secretariat, University Associations, Kenya Education and Management Institution (KEMI).

For those who are interested in online participation, please  
Join Zoom Meeting

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**WEDNESDAY, 16 NOVEMBER 2022**

**VENUE: SAFARI PARK HOTEL, NAIROBI**

**TOPIC: REGIONAL WORKSHOP ON CAREER GUIDANCE & COUNSELLING**

**TIME: 9:00 AM - 4:30 PM EAT**

<b>9:00 – 9:30am</b>	Opening session & Introduction	<b>Mame Mor Diarra Ndiaye, Phd</b> Senior Project Officer BEAR II UNESCO Regional Office for Eastern Africa
	Welcome Message	<b>Dr. Kipkurui Langat</b> TVETA, Director General
	Representative, BEAR II Countries	<b>Ministers</b> BEAR II Countries
	Republic of Korea	<b>H.E Yeo Sung-jun</b> Ambassador of the Republic of Korea, Nairobi
	UNESCO HQ	<b>Hervé Huot Marchand</b> Chief of Literacy, Youth and Skills Development Department
<b>9:30 – 9:45am</b>	What are the current challenges of delivering career guidance practice in TVET?	<b>Abebe Alemayehu</b> Minister of Labor & Skills Development and Career Guidance Coordinator
<b>9:45 – 10:00am</b>	Benefits and expected outcomes of professional career guidance practice in TVET.	<b>Ms Mary Ajilong</b> Commissioner, Guidance and Counselling, Uganda
<b>10:00 – 10:30am</b>	<b>Discussion and Recommendations</b>	<b>Margaret Waithaka</b> IRPA Career Guidance Consulting Expert
<b>COFFEE / TEA BREAK (10.30 -10:45 am)</b>		
<b>10.45 – 11:00am</b>	Benefits of career guidance quality, standards, monitoring and evaluation processes in TVET.	<b>Dr Kipkurui Langat</b> TVETA, Director General
<b>11:00 – 11:20am</b>	Lessons learnt from BEAR II: Best Practices in the Career Guidance framework for TVET and how will they positively influence the career guidance practice sector.	<b>Dr Mercy Maina</b> IRPA Career Guidance Consulting Expert

<b>11:20 – 12:00pm</b>	<b>Discussion and Recommendations</b>	<b>Margaret Waithaka</b> IRPA Career Guidance Consulting Expert
<b>LUNCH BREAK (12.00 – 1:30pm EAT)</b>		
<b>1:30 – 1:32pm</b>	<b>Inter-Agency Working Group on Career Guidance</b>  <b>Broadcasting of “Global Career Month 2022 Africa” Video</b>	Moderator: <b>Hironichi Katayama</b> TVET Programme Specialist, UNESCO HQ
<b>1:32 – 1:35pm</b>	<b>Opening Remarks</b> <i>The moderator will welcome everyone to the session and outline the purpose and key topics of the discussion before introducing the speakers of the panel.</i>	
<b>1:35 – 1:50 pm</b>	<p><b>First Round:</b> <i>The moderator will ask one question to each panelist and give them the floor for 5 min each to share their answer.</i></p> <p><b>Panelist 1: Mr. Pedro Moreno de Fonseca</b>, Technical Specialist, ILO Question: Can you share a bit more on the work of the IAG-TVET Working Group on Career Guidance and the framework for Global Career Month?</p> <p>What is ILO’s and / or your own perspective on the next steps required to build stronger and more efficient career guidance system</p> <p><b>Panelist 2: Mr. Christopher Beukes</b>, CEO, SACDA Question: How is SACDA currently growing and developing career development and career guidance support systems in the African context?</p> <p><b>Panelist 3: Mr. Ronald Sultana</b>, Professor and Head of the Euro-Mediterranean Centre for Educational Research, University of Malta Question: What is the link between career guidance and lifelong learning and what are some of the current challenges that need to be addressed on this topic?</p>	<p><b>Mr. Pedro Moreno de Fonseca</b>, Technical Specialist, ILO</p> <p><b>Mr. Christopher Beukes</b>, CEO, SACDA</p> <p><b>Mr. Ronald Sultana</b>, Professor and Head of the Euro-Mediterranean Centre for Educational Research, University of Malta</p>
<b>1:50 – 2:05 pm</b>	<p><b>Second Round:</b> <i>The moderator will ask a second question to each panelist and give them the floor for 5 min each to share their answer.</i></p> <p><b>Panelist 1: Mr. Pedro Moreno de Fonseca</b>, Technical Specialist, ILO Question: What are the key components of strong career guidance systems? and how can we ensure they continue to be developed over time?</p> <p><b>Panelist 2: Mr. Christopher Beukes</b>, CEO, SACDA</p>	<p><b>Mr. Pedro Moreno de Fonseca</b>, Technical Specialist, ILO</p> <p><b>Mr. Christopher Beukes</b>, CEO, SACDA</p>

	<p>Question: Could you share some of your insights on how education and training institutions can interact with industries and the private sector to ensure that young people are better prepared for their future career?</p> <p><b>Panelist 3: Mr. Ronald Sultana</b>, Professor and Head of the Euro-Mediterranean Centre for Educational Research, University of Malta</p> <p>Question: How can career guidance ensure a just and equal labour integration of those who are “newly arrived”, like refugees and immigrants? Can you share an example from your research in the MENA region? Or What adaptations will career guidance systems need to contemplate to better serve the needs of older workers?</p>	<p><b>Mr. Ronald Sultana</b>, Professor and Head of the Euro-Mediterranean Centre for Educational Research, University of Malta</p>
<p><b>2:05 – 2:27 pm</b></p>	<p><b>Q&amp;A and Discussion Round</b> <i>At this stage, the moderator will thank each panelist for their answers and open the floor to questions from the audience, ensuring that each panelist has an opportunity to speak before closing.</i></p> <p><i>(Examples of questions)</i></p> <ul style="list-style-type: none"> <li>• What are some “best practices” in career guidance that ILO / SACDA / you have been researching on and / or implementing in recent years, and what is your own personal view on those?</li> <li>• During the opening webinar on Global Career Month, a common question that arose was: How can we effectively measure the impact of career guidance systems? What is your perspective on this topic?</li> <li>• What specific considerations do we need to consider when measuring the effect and / or impact of career guidance systems? Are there any specific tools you could recommend to practitioners interested in this topic?</li> <li>• The use of AI and advanced technology as part of career guidance systems is another topic that is gaining increased attention. Would any of you like to share your perspective and / or any work that you’ve been doing on this issue?</li> <li>• What possibilities exist for using artificial intelligence in career guidance, and what do you think are some of the opportunities and risks it poses?</li> </ul>	<p>Moderator: <b>Hikomichi Katayama</b> TVET Programme Specialist, UNESCO HQ</p>

<b>2:27 – 2:30 pm</b>	<b>Closing Remarks</b> <i>To close the session, the moderator will thank each individual panellist and the audience for their questions, share 2-3 takeaways and officially close the session.</i>	
<b>2:30– 3:00pm</b>	<b>Country Engagement:</b> Proposals from the CGF and IAG Presentations	<b>Hikomichi Katayama</b> TVET Programme Specialist, UNESCO HQ
<b>3:00 – 3:30pm</b>	Presentation of CGCF Call for Action (Key highlights from all discussions and recommendations. <b>Next Steps</b> )	<b>Hervé Huot Marchand</b> Chief of Youth, Literacy and Skills Section, UNESCO Headquarters
<b>COFFEE / TEA BREAK (3:30 – 3:45pm EAT)</b>		
<b>3:45 – 4 :30pm</b>	Closing Ceremony session Inter-Agency working Group on CGC Representative	<b>: Hervé Huot Marchand</b> Chief of Literacy, Youth and Skills Development Department
		<b>Dr. Beker Shale</b> The State Minister of Labour and Skills of Ethiopia
<b>GUESTS LEAVE AT PLEASURE</b>		

### About BEAR II Project

The Better Education for Africa's Rise II project (BEAR II) is UNESCO's initiative with financial support from the Republic of Korea (RoK), targeting five countries of Eastern Africa (Ethiopia, Kenya, Madagascar, Tanzania and Uganda). The purpose of the project is to improve the relevance, quality and perception of their Technical and Vocational Education and Training (TVET) systems. These contribute to global efforts to implement the Education 2030 Agenda, the Continental Education Strategy for Africa (2016-2025), the UNESCO Strategy for TVET (2016 – 2021), and the Mahe Process TVET Initiative in Eastern Africa.

The project builds on national reforms and strategies as well as on UNESCO's existing work in the region, namely the Mahe Process, to strengthen TVET in Eastern Africa, which includes recommendations to develop quality assurance mechanisms; enhance the quality of TVET teacher training; strengthen the teaching of entrepreneurship, basic and generic skills in TVET; facilitate the transition to self-employment; as well as develop and strengthen partnerships with the private sector.

In order to achieve these objectives, a broad range of activities was undertaken under the framework of the project, corresponding to the following three expected result areas:

- a) Increasing the relevance of TVET to the needs of the economy by developing training curricula to respond to market demand of skills;
- b) Enhancing the quality of TVET delivered to trainees by building capacities of TVET trainers and institutions; and
- c) Improving the perception of TVET among young people, enterprises and society, therefore making it a more appealing education and training option.

The BEAR II project supported each beneficiary country in transforming their TVET systems in a perspective of sustainable development through specific sectoral interventions and capacity-building activities in areas such as: Agro-processing sector (Ethiopia); Environmental sector (Kenya); Textiles



industry (Madagascar); Agro-processing and post-harvest management (Uganda); Agribusiness and creative industries (Tanzania).

In the review of the diagnosis of state of career guidance in each BEAR II country, the documents they produced, additional relevant documents and key stakeholders' engagement, the following were the challenges put across.

1. Lack of Career Guidance Policy, frameworks and operational guidelines across the whole education sector and labour markets to ensure smooth transitions.
2. Lack of comprehensive and professional training for all career guidance personnel to improve the understanding of the field, services and interventions (apart from Kenya).
3. Career guidance efforts were said to be disjointed and offered in different settings. Coordination, collaboration and linkages efforts were lacking.
4. Lack of professional bodies in the respective countries for career guidance providers to advocate and promote career guidance practices and professionalism (apart from Kenya).
5. Lack of a monitoring and evaluation framework with clear criteria for measuring career services and activities, feedback mechanism and reporting procedures.
6. The level of awareness regarding career guidance and counselling was said to be very low. This is because career guidance is often confused with guidance and counselling.
7. Lack of a fully functional labour market information system to guide learners and learners on the opportunities that exist in the labour market.
8. Lack of clear indicators of gender and disability responses

To improve perception of TVET, National Career Guidance and Counselling Framework for Technical and Vocational Education and Training was proposed in the five (5) BEAR II countries to ensure coordination among relevant ministries and stakeholders.

Towards this, BEAR II project supported the following:

- Development of career guidance and counselling materials in the five countries.
- Diagnostic review of the state of career guidance in the five countries
- Development of a regional career guidance framework for TVET

The documents review and stakeholders' engagement in the five (5) BEAR II countries informed the process of final development of this Regional Career Guidance Framework for TVET. The framework is a service tool designed to be used by TVET sector and their stakeholders to encourage member states to develop career guidance policies, implementation plans, monitoring and quality assurance systems, so that career guidance may have a positive impact on individuals, community and the economy.

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