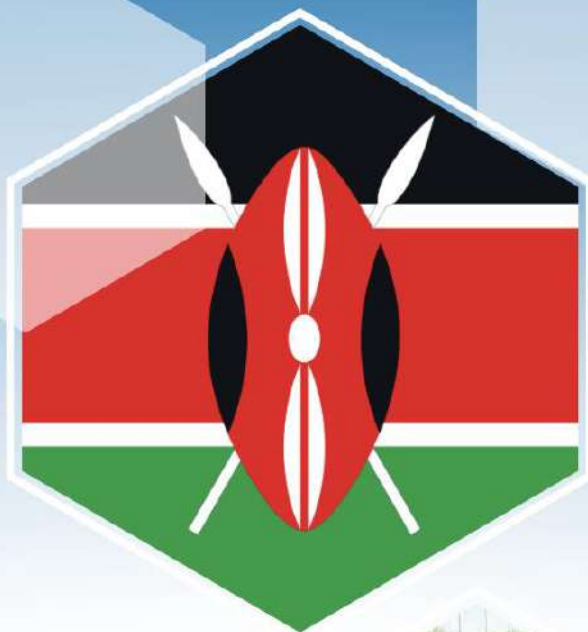
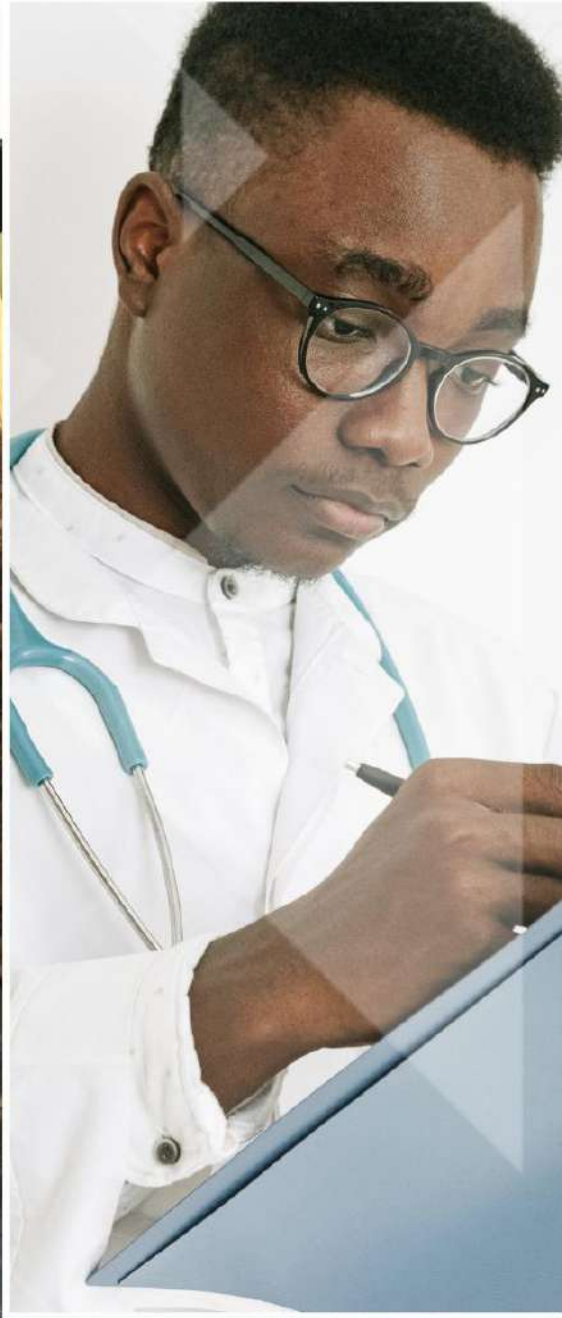
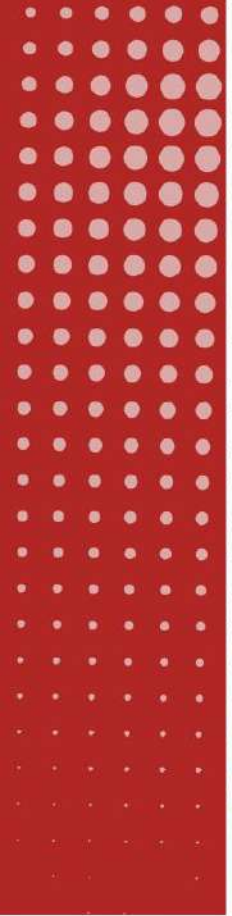




MINISTRY OF LABOUR  
AND SOCIAL PROTECTION

# NATIONAL GUIDELINES FOR CAREER GUIDANCE IN KENYA







**NATIONAL GUIDELINES  
FOR CAREER GUIDANCE  
IN KENYA**

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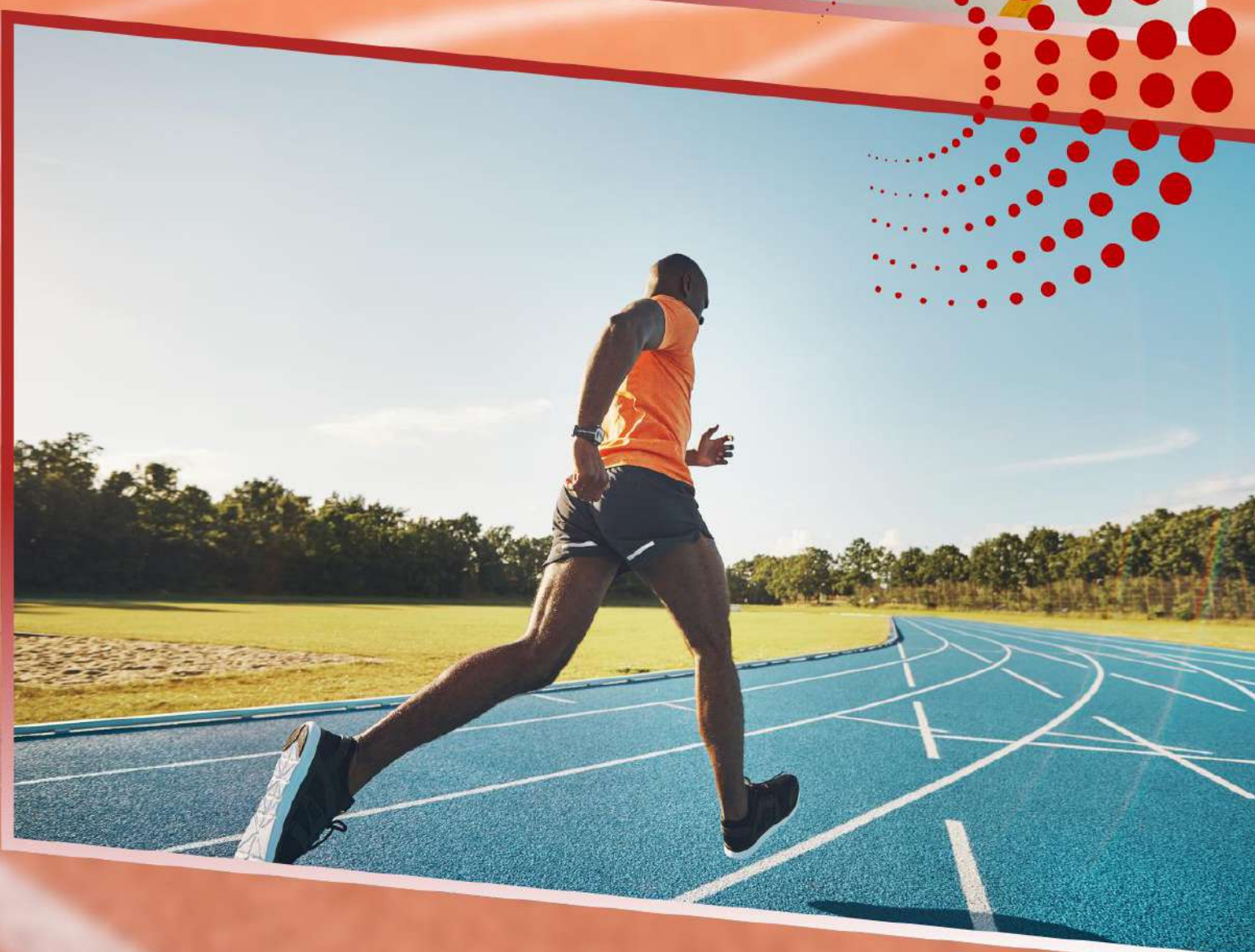
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## LIST OF ABBREVIATIONS

ALD	Assistive Listening Devices
BETA	Bottom Up Economic Transformation Agenda
CDIP	County Development Integrated Plan
CGFP	Career Guidance Focal Point
CUE	Commission for University Education
GER	Graduate Employability Rate
GTS	Graduate Tracer Study
KICD	Kenya Institute of Curriculum Development
KNQA	Kenya National Qualifications Authority
KUCCPS	Kenya Universities and Colleges Central Placement Service
IA	Implementing Agencies
ICT	Information Communication Technology
ILO	International Labour Organization
LMI	Labour Market Information
M&E	Monitoring and Evaluation
MCDA	Ministries, Counties, Departments and Agencies
MCP	Master Crafts Person
MDA	Ministries, Departments and Agencies
MOL&SP	Ministry of Labour and Social Protection
NEA	National Employment Authority
NITA	National Industrial Training Authority
OCS	Office of Career Services
PES	Public Employment Services
PrES	Private Employment Services
PWD	Persons with Disability
RPL	Recognition of Prior Learning
TVETA	Technical, Vocational, Education and Training Authority
TVET/CDACC	Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council
TVET	Technical, Vocational, Education and Training
VTC	Vocational Training Center
VTE	Vocational Technical Education
SDBE	State Department for Basic Education
SDL&SD	State Department for Labour and Skills Development
STEM	Science, Technology, Engineering and Mathematics
WBL	Work Based Learning



## FOREWORD



Lifelong learning, employability and social equity are aspirations of the Constitution of Kenya, Kenya Vision 2030, Bottom Up Transformation Agenda (BETA), Treaty for the Establishment of the East African Community, African Union Agenda 2063, 2030 Agenda for Sustainable Development, ILO recommendation R195-2004 and ILO convention C142-1975. These aspirations are embedded in the National Guidelines for Career Guidance in Kenya.

These Guidelines have been prepared against the backdrop of the National Policy Framework for Career Guidance, which was developed to provide a robust and professionalized career guidance system that enables people to manage their learning and career pathways within the context of a rapidly changing education, training and labour-market system. The Guidelines have thus evolved from this policy framework.

Currently, a myriad of Ministries, Counties, Departments and Agencies (MCDAs) as well as non-state actors are involved in implementing career guidance. As a result, there is excessive fragmentation and poor coordination of interventions among these implementing agencies. Furthermore, achieving accessible, equitable, relevant and quality career guidance remains a major challenge.

The overall goal of these guidelines is to provide a standardized, simplified and practical reference guide for implementing career guidance in Kenya. The Guidelines focus on five major themes, namely: career education, career counselling, career information, employer engagement and coordination of career guidance. The Guidelines set out clearly what should be done in relation to each thematic area.

I am confident that these Guidelines will be a useful resource for all institutions engaged in the implementation of career guidance in Kenya. To strengthen the implementation of these Guidelines, relevant circulars shall be developed and issued from time to time.

A handwritten signature in blue ink, appearing to read 'A. Mutua'.

**Hon. Dr. Alfred N. Mutua, EGH**  
**Cabinet Secretary, Ministry of Labour and Social Protection**

## ACKNOWLEDGEMENTS



**T**he State Department for Labour and Skills Development is mandated, under Executive Order No. 2 of 2023, to oversee and harmonise skills development among actors, and to establish and manage the institutional framework for linking industry to education and training. In line with this mandate, the Department has developed the National Guidelines on Career Guidance in Kenya.

The Guidelines have benefited from various stakeholders in the country. I would, therefore, like to take this opportunity to thank all the stakeholders for their invaluable contributions towards the formulation of these Guidelines.

Special gratitude goes to the ILO for supporting the development of these guidelines. Appreciation also goes to the technical team under the guidance of Dr. Wanjiru Kariuki, Secretary/Skills Development, for spearheading the development of these Guidelines.

These Guidelines shall be accessible through the website of the Ministry of Labour and Social Protection: <https://labour.go.ke/>

A handwritten signature in black ink, appearing to read 'Shadrack M. Mwadime'. The signature is written in a cursive style and is positioned above a thin horizontal line.

**Shadrack M. Mwadime, EBS**  
**Principal Secretary, State Department for Labour and Skills Development**

## EXECUTIVE SUMMARY

The State Department for Labour and Skills Development is mandated, under Executive Order No. 2 of 2023, to oversee and harmonise skills development among actors; and to establish and manage the institutional framework for linking industry to education and training.

In line with this mandate, the Department developed the National Policy Framework for Career Guidance in Kenya in 2023. In order to operationalise this Policy Framework, the National Guidelines for Career Guidance in Kenya have been developed.

The overall goal of these guidelines is to provide a standardized, simplified and practical reference guide for implementing career guidance in Kenya.

The objectives of the guidelines are to:

- a). Provide a guide for implementing career education, career counselling and career information.
- b). Provide a guide for employer engagement in relation to job search clubs, job and career fairs, and work based learning.
- c). Provide a standard approach for the establishment and operationalization of Office of Career Services.
- d). Outline the roles and responsibilities of stakeholders in relation to career guidance.
- e). Provide uniformity in monitoring and evaluating career guidance.

In these guidelines, the following standards for career guidance have been outlined:

1. Education and training institutions, and employment agencies shall enhance access, equity, relevance and quality in the provision of career education.
2. Education and training institutions, and employment agencies shall enhance access, equity, relevance and quality in the provision of career counselling.
3. Education and training institutions, and employment agencies shall enhance access, equity, relevance and quality in the provision of career information.
4. Education and training institutions, and employment agencies shall enhance employer engagement to enrich career guidance in relation to career and job fairs.
5. Education and training institutions, and employment agencies shall enhance employer engagement to enrich career guidance in relation to job search clubs.
6. Education and training institutions, and employment agencies shall enhance work based learning through employer engagement.
7. Education and training institutions, and employment agencies shall establish and operationalise Office of Career Services.
8. The Ministry of Labour and Social Protection shall establish a sector wide stakeholder committee to provide policy, technical, operational expertise and financial support required to implement career guidance effectively.
9. Education and training institutions shall undertake graduate tracer studies and compute the graduate employability rate.
10. Education and training institutions, and employment agencies shall undertake monitoring and evaluation of career guidance for continuous improvement and accountability.





# CHAPTER ONE

## OVERVIEW AND CONTEXT



### 1.1 INTRODUCTION

The Executive Order No. 2 of 2023, vests in the State Department for Labour and Skills Development, the mandate to oversee and harmonise skills development among actors; and to establish and manage the institutional framework for linking industry to education and training. In line with this mandate, the Department has developed the National Guidelines for Career Guidance in Kenya.

Career guidance is the assistance provided to individuals, of any age and at any point in their lives, to manage their careers, including making informed education, training and occupational choices. It is made up of three components, namely, career education, career counselling and career information.

### 1.2 RATIONALE

Kenya has a National Policy Framework for Career Guidance that provides for a robust and professionalized career guidance system that enables people to manage their learning and career pathways within the context of a rapidly changing education, training and labour-market system. The goal of this policy is to promote lifelong learning, sustained employability and social equity by enhancing access, equity, quality and relevance in the provision of career guidance in Kenya. However, there are no guidelines for operationalizing this policy framework. The National Guidelines for Career Guidance have been developed to address this gap.

### 1.3 PURPOSE OF THE GUIDELINES

#### 1.3.1 Goal

The overall goal of these guidelines is to provide a standardized, simplified and practical reference guide for implementing career guidance in Kenya.

#### 1.3.2 Objectives

The objectives of the guidelines are to:

- a). Provide a guide for implementing career education, career counselling and career information.
- b). Provide a guide for employer engagement in relation to job and career fairs, job search clubs and work based learning.
- c). Provide a standard approach for the establishment and operationalization of Office of Career Services.

- d). Outline the roles and responsibilities of stakeholders in relation to career guidance.
- e). Provide uniformity in monitoring and evaluating career guidance.

## **1.4 METHODOLOGY**

These guidelines draw on the National Policy Framework on Career Guidance in Kenya, research and best practices related to career guidance. The guidelines were developed through a consultative and participatory approach, involving various stakeholders from the public and private sectors.

## **1.5 SCOPE**

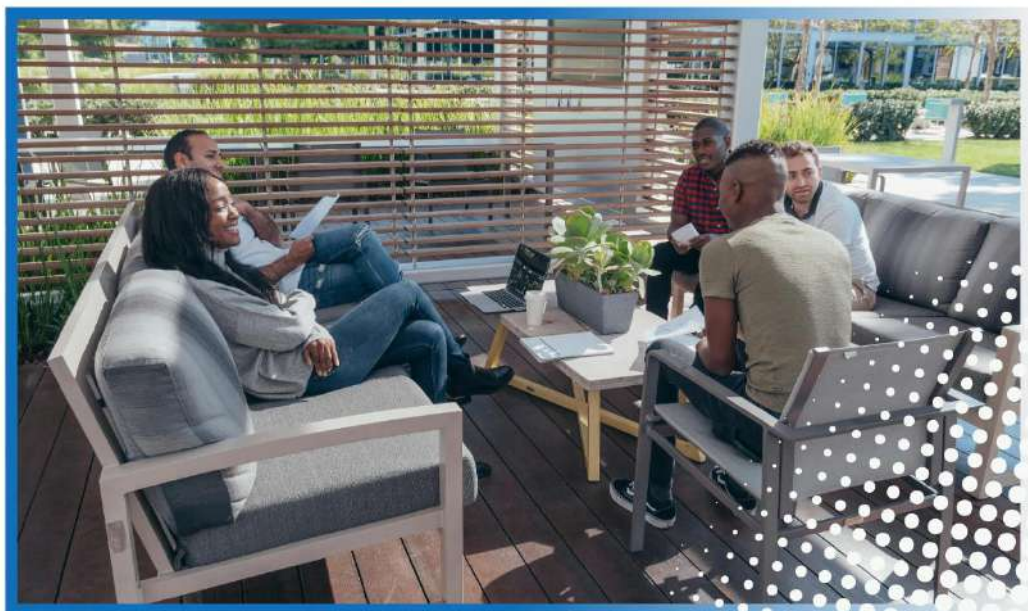
These guidelines apply to Ministries, Counties, Departments, Agencies (MCDAs), Commissions, education and training institutions, employment agencies and employers. The guidelines also apply to development partners, donors and funding agencies which can use them to support decision-making on allocation of resources for career guidance provision. In addition, the guidelines shall guide researchers and research funders as they seek to address the gaps that constrain career guidance provision.

## **1.6 REVIEW OF THE GUIDELINES**

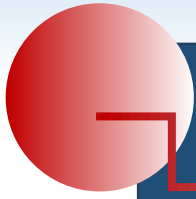
The guidelines shall be reviewed after four (4) years from the date of implementation or as circumstances shall determine.

## **1.7 STRUCTURE OF THE GUIDELINES**

The guidelines are organized around five chapters. The first chapter provides an overview of the guidelines. The second chapter presents the guidelines for implementing career education, career counselling and career information. Chapter three sets out the guidelines for employment engagement in relation to career and job fairs, job search clubs, and work based learning. The fourth chapter focuses on guidelines related to the coordination of career guidance in relation to Office of Career Services (OCS) and the stakeholder coordination framework. The final section describes the guidelines for monitoring and evaluating career guidance.







## CHAPTER TWO

# CAREER EDUCATION, COUNSELLING AND INFORMATION

### 2.1. INTRODUCTION

This chapter describes the guidelines for career education, career counselling and career information. The guidelines focus on four thematic areas, namely, access, equity, relevance and quality. In addition, the chapter outlines the roles and responsibilities of the career guidance practitioners.

### 2.2. CAREER EDUCATION

#### 2.2.1. Standard

Education and training institutions, and employment agencies shall enhance access, equity, relevance and quality in the provision of career education.

#### 2.2.2. Description

Career education includes well organized and structured learning activities aimed at creating opportunities for children, youth and adults to acquire career management skills. It is designed to enable individuals learn about the world of work and develop career management skills. It is a lifelong learning process in which career management knowledge is acquired over a lifetime. It is provided as a curricula or non-curricula subject or programme. It is provided by career educators (teachers, trainers, tutors, lecturers) and industry experts.

#### 2.2.3. Guidelines

##### I. Guidelines on enhancing access to career education

- a). Children, youth and adults shall be provided with career education.
- b). Industries should be engaged to provide work based learning opportunities.
- c). Industries, parents and the media should be engaged to support career education provision.
- d). Flexible and innovative methods should be used in the delivery of career education.

## **II. Guidelines on enhancing equity in the provision of career education**

- a). Provide career education to early school leavers (learners that do not complete secondary education) to support their re-integration into formal education;
- b). Provide career education to vulnerable groups including persons with disabilities, unemployed youth, workers in the informal sector, inactive workers such as women returning to the labour market and refugees, and the ageing workforce;
- c). Provide instructional materials and equipment for career education explicitly tailored to the special circumstances of vulnerable groups.

## **III. Guidelines on providing relevant career education**

- a). Link career education to the world of work;
- b). Career educators should be provided with career information (education, training and labour market information);
- c). Build the expertise of teachers, trainers and lecturers on career education;
- d). Involve industry experts in the delivery of career education;
- e). Eliminate negative attitudes towards TVET, STEM, entrepreneurship and agriculture through career education.

## **IV. Guidelines on providing quality career education**

- a). Enforce the national quality standards for career education;
- b). Establish an internal quality assurance system for career education;
- c). Build the capacity for internal quality assurance of career education;
- d). Integrate career education in the performance management framework.

## **2.3. CAREER COUNSELLING**

### **2.3.1. Standard**

Education and training institutions, and employment agencies shall enhance access, equity, relevance and quality in the provision of career counselling.

### **2.3.2. Description**

Career counselling helps individuals explore their interests, aspirations, aptitudes, personality, skills and competencies; and links them to career information, in order to make informed education, training and occupational choices. It is a continuous process throughout life. It is provided by professionally trained career counsellors. Delivery contexts include: education and training institutions, employment services, workplaces, private and community based centres.

### **2.3.3. Guidelines**

#### **I. Guidelines on enhancing access to career counselling**

- a). Children, youth and adults shall be provided with career counselling services;
- b). Separate career counselling from socio-psychological counselling;
- c). Ensure that career counselling is provided by professional career counsellors;
- d). Employment agencies should expand their services to include career counselling services;
- e). Create awareness of career counselling services;
- f). Utilize distance-based approaches to deliver career counselling services to increase access.

#### **II. Guidelines on enhancing equity in the provision of career counselling:**

- a). Conduct career counselling needs assessments for vulnerable groups.
- b). Provide career counselling programmes for early school leavers (learners that do not complete secondary education) to support their re-integration into formal education;
- c). Provide career counselling programmes for vulnerable groups such as persons with disabilities, unemployed youth, workers in the informal sector, inactive workers such as women returning to the labour market and refugees, older workers, mothers with young children, single parents, retrenched workers, demilitarized soldiers, ex-offenders and migrants;
- d). Provide career counselling for candidates requiring Recognition of Prior Learning (RPL).

#### **III. Guidelines on providing relevant career counselling**

- a). Provide career counselling that is adapted to user needs;
- b). Career counsellors should be provided with career information (education, training, and labour market information);
- c). Career counsellors should use customized and standardized career tests;
- d). Build the expertise of career counsellors on education, training, and employment trends, and how to apply this knowledge in career counselling;
- e). Strengthen the linkages between career counselling and industry.

#### **IV. Guidelines on providing quality career counselling**

- a). Enforce the national quality standards for career counselling;
- b). Establish an internal quality assurance framework for career counselling;
- c). Build the capacity for internal quality assurance of career counselling;
- d). Career counsellors shall be registered in the national register of career counsellors;
- e). Career counsellors shall adhere to ethical standards of career counselling;
- f). Integrate career counselling in performance management frameworks.

## **2.4. CAREER INFORMATION**

### **2.4.1. Standard**

Education and training institutions, and employment agencies shall enhance access, equity, relevance and quality in the provision of career information.

### **2.4.2. Description**

Career information consists of all the information that assists people make informed education, training and occupational choices. It includes information on learning opportunities, labour market information and skills needs anticipation. The development and dissemination of career information is undertaken by diverse specialists that fall under three main categories. These include: statisticians and analysts responsible for data collection, analyses and storage; operational officers who focus on data interpretation and development of career information; and senior officers responsible for career information dissemination and capacity building.

### **2.4.3. Guidelines**

#### **I. Guidelines on enhancing access to career information:**

- a). Provide career information, including education, training, and labour market information, for all;
- b). Provide career information on institutional websites;
- c). Disseminate career information using ICT and media (broadcast, digital and internet media);
- d). Disseminate career information through events such as career and job fairs, exhibitions, symposiums, and conferences;
- e). Establish links with institutions that provide career information.

#### **II. Guidelines on enhancing equity in the provision of career information:**

- a). Provide career information for disadvantaged groups including persons with disabilities;
- b). Provide career information in braille;
- c). Provide career information using Assistive Listening Devices (ALD);
- d). Provide paper-based career information for people that do not have access to digital technology;
- e). Ensure that institutional websites have career information that is tailored to meet the needs of persons with disabilities.

### **III. Guidelines on providing relevant career information:**

- a). Provide career information that is adapted to meet the needs of different user groups;
- b). Adapt career information (education, training and labour market information) for use in career education and career counselling;
- c). Provide simplified labour market information for the youth.

### **IV. Guidelines on providing quality career information:**

- a). Enforce the national quality standards for career information management;
- b). Establish an internal quality assurance framework for career information management;
- c). Build capacity for internal quality assurance of career information;
- d). Integrate career information dissemination in performance management frameworks.

## **2.5. CAREER GUIDANCE PRACTITIONERS**

### **2.5.1. Career Educators**

Career educators include teachers, trainers, tutors and lecturers. Industry experts such as Master Crafts Persons (MCPs), employers and professionals shall also be engaged to provide career education in their areas of expertise.

Roles and responsibilities of career educators include:

- a). Implementing the career education programme;
- b). Empower learners with knowledge, skills and attitudes on career development;
- c). Enhance the entrepreneurship abilities of learners;
- d). Foster a diverse and inclusive learning environment for career education;
- e). Provide learners with relevant career information, including education, training and labour market information;
- f). Collaborate with industry experts in the provision of career education;
- g). Participate in coordination activities that contribute to the effective implementation of career education;
- h). Adopt and build upon innovations and good practices related to career education;
- i). Adhere to quality standards for career education;
- j). Participate in monitoring and evaluation of career education;
- k). Pursue continuous professional development in relation to career education;
- l). Join career education communities of practice.

### **2.5.2. Career Counsellors**

Career counsellors are professionals that are qualified or trained to provide career counselling services, adapted to the specific requirements and needs of the client<sup>1</sup>. They assist clients in exploring their interests, skills, values, and goals to identify suitable career paths and make informed career-related decisions.

Roles and responsibilities of career counsellors include:

- a). Implementing the career counselling programme;
- b). Counsel clients, individually or in groups, on career development.
- c). Foster a diverse and inclusive environment for career counselling;
- d). Link clients to appropriate skills development enrichment programmes and activities;
- e). Refer clients to special skills development programmes, specialists, and agencies, in consultation with parents/guardians where appropriate.
- f). Provide clients with career information resources including education, training and labour market information;
- g). Collaborate with industry experts;
- h). Provide outreach to potential clients and their support networks with information about the importance of career counselling;
- i). Participate in coordination of activities that contribute to the effective implementation of the career counseling programme;
- j). Adopt and build upon innovations and good practices related to career counselling;
- k). Participate in monitoring and evaluation of career counselling;
- l). Adhere to ethics and quality standards for career counselling;
- m). Pursue continuous professional development related to career counselling;
- n). Register with a relevant professional body.

### **2.5.3. Career Information Specialists**

Career information specialists fall under three main categories, namely, statisticians and analysts, operations officers and career information officers.

Roles and responsibilities of career information specialists include:

- a). Statisticians and analysts in the labour and education sectors are responsible for data collection, analyses and storage of information on learning opportunities, labour market information and skills needs anticipation;
- b). Operations officers in the labour and education sectors should focus on transforming data into career information;
- c). Career information officers shall be responsible for gathering career information, verifying its authenticity, organizing, classifying, storing and disseminating it.

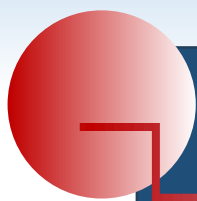
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<sup>1</sup> Clients in this context are the users of career counselling services, namely, children, youth and adults.









## CHAPTER THREE

# EMPLOYER ENGAGEMENT

### 3.1. INTRODUCTION

This chapter focuses on the guidelines related to employer engagement, which is a core element of career guidance. Employer engagement enriches career guidance and is linked to better employment outcomes. Hence, multiple opportunities should be created for learners, out-of-school youth and adults to learn from employers about careers, employment and the skills that are demanded in the contemporary labour market. Employer engagement is essential for career guidance activities, such as career and job fairs, job search clubs, and work based learning. This chapter describes the guidelines for undertaking these activities.

### 3.2. CAREER AND JOB FAIRS

#### 3.2.1. Standard

Education and training institutions, and employment agencies shall enhance employer engagement to enrich career guidance in relation to career and job fairs.

#### 3.2.2. Description

The terms ‘career fair’ and ‘job fair’ are used interchangeably, however, they are not the same. It is therefore important to distinguish the two terms.

Career fairs are formal events where professionals from specific industries converge to share information about their organizations. These events are often career informational sessions and workshops. The events are generally organized to help students and graduates explore career paths, career opportunities, work based learning opportunities and build career networks.

Job fairs, on the other hand, are large informal events organized to connect job seekers with a wide range of employers and may include informational sessions and workshops designed to help job seekers improve their job search skills. Job fairs also provide a platform for several employers to gather in one location to offer job opportunities to potential candidates. Hence job fairs help job seekers to not only gain insight into various industries, but to also have direct interactions with employers and gain access to job openings.

### **3.2.3. Guidelines**

#### **I. Guidelines for organising career fairs**

- a). Establish an organizing committee;
- b). Define the goal and objectives of the event;
- c). Identify the target group for the event;
- d). Identify the date, time and venue of the event;
- e). Develop a budget for the event;
- f). Develop a checklist of the activities that need to be undertaken;
- g). Select the professionals that shall be guest speakers at the event;
- h). Prepare the professionals prior to the event;
- i). Provide the professionals with a format or guide for their presentations;
- j). Prepare the learners prior to the event;
- k). Ensure that there is a staff member present during the event;
- l). Facilitate the interaction between the professional and the learners/participants during the event;
- m). Establish a feedback mechanism to enhance continuous improvement.

#### **II. Guidelines for organising virtual career fairs**

- a). Establish an organizing committee
- b). Choose a virtual platform;
- c). Develop a concept note;
- d). Prepare the budget for the virtual event;
- e). Design the virtual career fair;
- f). Identify and invite professionals to participate in the virtual event;
- g). Engage professionals to submit self-made videos as they talk about their professions;
- h). Promote the virtual event;
- i). Map and identify sponsors for the virtual event;
- j). Identify and invite participants to the virtual event;
- k). During the virtual event, facilitate employer-student/youth interactions;
- l). Ensure that there is a feedback mechanism in place.

#### **III. Guidelines for organizing job fairs:**

- a). Establish an organising committee;
- b). Define the goal of the event;
- c). Identify the date, time and venue of the event;
- d). Develop a budget for the event;
- e). Develop a checklist of the activities that need to be undertaken;
- f). Select the employers that shall participate in the event;
- g). Prepare the employer participants prior to the event;
- h). Engage and mobilize employers to provide job information packs;

- i). Map and identify sponsors for the event;
- j). Develop a communication plan for the event;
- k). Build a compelling promotion to drive registration for the event;
- l). Ensure that participants pre-register for the event;
- m). Plan the layout and booth arrangement for the event;
- n). Ensure that there is adequate equipment for the event;
- o). Where possible, integrate ICT in the execution of the event;
- p). During the event, facilitate employer-student/youth interactions;
- q). Ensure that there is a feedback mechanism in place.

### **3.3. JOB SEARCH CLUBS**

#### **3.3.1. Standard**

Education and training institutions, and employment agencies shall enhance employer engagement to enrich career guidance in relation to job search clubs.

#### **3.3.2. Description**

A job search club is a group of 16-20 members who are primarily young unemployed people that are facing challenges entering the labour market. The objective of the club is to enable job seekers to find a suitable job within the shortest feasible time period by creating supportive groups of individuals who share the same need while receiving intensive coaching on job search related skills. These club members meet under the supervision of a trained job search facilitator who provides them with the guidance, information and tools needed during their search for employment. In addition, the club members assist one another, providing mutual support and encouragement, to enhance their job-searching skills.

#### **3.3.3. Guidelines**

##### **I. Guidelines on establishing and operationalising job search clubs**

- a). Develop criteria for membership;
- b). Screen and register the members;
- c). Create the job search clubs;
- d). Appoint or deploy staff members as job search facilitators;
- e). Build the capacity of job search facilitators;
- f). Develop a schedule for monthly meetings;
- g). Assess the training needs of the members of the job search clubs;
- h). Develop and implement job search skills development programmes;
- i). Develop the peer-to-peer job search support system;
- j). Provide the necessary facilities, equipment and materials;
- k). Develop and maintain a database on access and job search outcomes;
- l). Integrate job search club activities in institutional work plans;

m). Set targets for the job search clubs.

## **II. Guidelines on promoting access to job search clubs**

- a). Enhance access to job search clubs;
- b). Create awareness about the benefits of job search clubs;
- c). Prohibit fee payment for members to join job search clubs;
- d). Mobilise resources for the job search clubs;
- e). Integrate ICT in job search services.

## **III. Guidelines on promoting equity in access to job search clubs**

- a). Promote minimum standards for inclusive job search clubs;
- b). Ensure that job search clubs admit members from disadvantaged groups including persons with disabilities;
- c). Provide specialized job search learning resources, assistive devices and technology for job seekers with special needs and disability;
- d). Adapt existing infrastructure to facilitate inclusive job search skills development programmes;
- e). Build the capacity of job search facilitators to respond to diversity and inclusivity in job search clubs.

## **IV. Guidelines on promoting relevant job search services in job search clubs**

- a). Provide relevant job search services that are responsive to the needs of the members of the job search clubs;
- b). Provide job search services that enhance employability;
- c). Provide job search clubs with up-to-date career information, including education, training and labour market information;
- d). Build networks between job search clubs and employers.

## **V. Guidelines on enhancing quality job search clubs**

- a). Establish an internal quality assurance framework for job search clubs;
- b). Build capacity for internal quality assurance of job search clubs;
- c). Integrate job search clubs in the performance management framework;
- d). Monitor and evaluate the activities of job search clubs;
- e). Adopt and build on best practices of job search clubs.

### **3.3.4. Job Search Facilitator**

The roles and responsibilities of the job search club facilitator include:

- a). Coordinate the screening and registration of job search club members;
- b). Coordinate the operations of the job search club;
- c). Develop and implement the work plan of the job search club;

- d). Develop and provide job assistance services;
- e). Develop and deliver the job search skills development programmes;
- f). Disseminate up-to-date career information, including education, training and labour market information;
- g). Establish networks between the job search club members and employers;
- h). Data management of the job search club;
- i). Monitoring, evaluation and reporting on the job search club;
- j). Adhere to ethics and quality standards related to job search services;
- k). Pursue continuous professional development related to job search services.

## **3.4. WORK BASED LEARNING**

### **3.4.1. Standard**

Education and training institutions, and employment agencies shall enhance work based learning through employer engagement.

### **3.4.2. Description**

Employer engagement is necessary, if the provision of work based learning is to be realized. Work based learning refers to all forms of learning that takes place in a real work environment. It provides opportunities to achieve employment-related competencies in the workplace. It includes formal and informal apprenticeships, cooperative education, internships, virtual practice training firms or simulated workplace training, work placement, alternance training, experiential learning, traineeships, learnerships, cadetships, pupillages, candidacies, in-service training, articles, work shadowing, enterprise visits, work experience, and sandwich courses. It should not only include industry placements, but also non-traditional forms of work based learning such as industry visits, job shadowing (accompanying an employee or a parent to work), and simulated work based learning.

### **3.4.3. Guidelines**

#### **Guidelines for employer engagement in relation to work based learning**

- a). Establish a work based learning committee;
- b). Establish linkages with industry for the provision of work based learning opportunities;
- c). Establish linkages with institutions that have high employer engagement such as National Industrial Training Authority (NITA) and National Employment Authority (NEA) for the provision of work based learning opportunities;
- d). Establish linkages with the National Sector Skills Committees (industry led bodies) for the provision of work based learning opportunities;
- e). Engage employers in the development of simulated work based learning;
- f). Strengthen employer engagement so as to effectively enhance the provision of

- work based learning through visits to workplaces;
- g). Extend the threshold of engagement to parents, guardians, alumni and communities to let learners visit their work places for job shadowing.

#### **3.4.4. Work based learning coordinator**

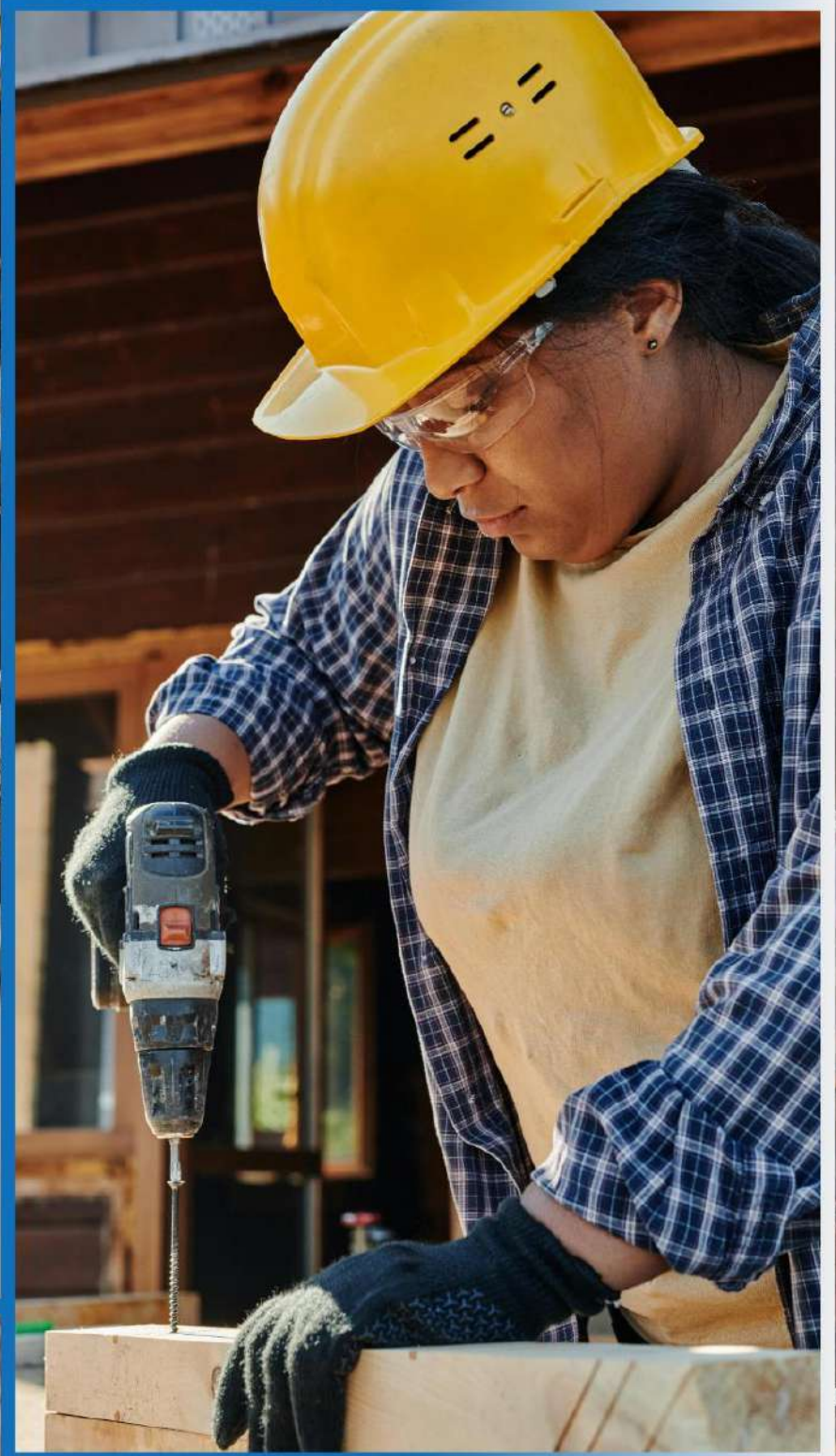
The roles and responsibilities of the work based learning coordinator<sup>2</sup> include:

- a). Develop and implement work based learning strategies;
- b). Serve as a liaison between the institution and work based learning providers;
- c). Collaborate with private and public sector employers, and relevant stakeholders, to secure work based learning opportunities;
- d). Participate in the development and implementation of Memoranda of Understanding (MOU) between the institution and work based learning providers;
- e). Visit prospective employers and select appropriate work-based training sites;
- f). Disseminate information on work based learning opportunities;
- g). Coordinate and implement work-based learning placements;
- h). Ensure that written agreements between employers and recipients of work based learning are developed;
- i). Monitor work based learning programmes to ensure that they comply to the decent work agenda.



<sup>2</sup> The role of the work based learning coordinator can be undertaken by the UCS Focal Point.









## CHAPTER FOUR

# COORDINATION OF CAREER GUIDANCE

### 4.1. INTRODUCTION

The implementation of career guidance calls for a strong coordination mechanism. This chapter describes the guidelines for establishing and operationalizing Office of Career Services (OCS) in education and training institutions, and employment agencies. The chapter also focuses on stakeholder coordination and outlines the roles and responsibilities of the relevant stakeholders in implementing career guidance.

### 4.2. OFFICE OF CAREER SERVICES

#### 4.2.1. Standard

Education and training institutions, and employment agencies shall establish and operationalize Office of Career Services.

#### 4.2.2. Description

The Office of Career Services (OCS) is a dedicated coordination mechanism for career guidance in Education and Training Institutions and Employment Agencies. The OCS, under the leadership of the OCS Focal Point, shall be responsible for coordinating the implementation of career guidance.

The major functions of the Office of Career Services include:

- a). Coordinate the implementation of career guidance;
- b). Ensure that there are adequate physical and human resources for the OCS;
- c). Enhance access, equity, relevance and quality in the provision of career guidance;
- d). Increase awareness of career guidance;
- e). Collect, store and disseminate career information;
- f). Provide technical assistance to career educators and career counsellors;
- g). Coordinate capacity building of the career guidance practitioners;
- h). Promote ICT integration in career guidance;
- i). Enhance employer engagement to enrich career guidance in relation to job search clubs, career and job fairs and work based learning;
- j). Coordinate work based learning placements;
- k). Conduct, in consultation with relevant stakeholders, research on career guidance and graduate tracer studies;

- l). Establish and regularly update a database on career guidance;
- m). Adopt best practices in career guidance;
- n). Monitor, evaluate and report on career guidance.

### **4.2.3. Guidelines**

#### **I. Guidelines for the establishment of the Office of Career Services (OCS):**

- a). Ministries, Counties, and Departments shall oversee the establishment of Office of Career Services (OCS) in education and training institutions, and employment agencies;
- b). The role of establishing the Office of Career Services (OCS) shall be performed by the heads of education and training institutions, and employment agencies.

#### **II. Guidelines for the operationalization of the Office of Career Services (OCS):**

- a). The establishment of the OCS will lead to the creation of posts for the officers that will operationalize the Office. In the short term, an officer should be deployed as a Career Guidance Focal Point (CGFP) to head the OCS, and staff deployed to work in the OCS. In the long term, an organization structure and career progression guidelines for the OCS should be developed and submitted for approval;
- b). The OCS should be allocated with physical resources including an office, furniture, stationery and ICT equipment. Utilizing existing facilities for setting up the OCS is a feasible approach that should be considered;
- c). Planning documents should be developed. These include a work plan, strategy, performance management plan and resource mobilization plan;
- d). Gap analysis reports should be developed and interventions identified to address the identified gaps;
- e). An institutional career guidance database should be established, and the data obtained disaggregated by age, sex and disability;
- f). Frameworks for internal quality assurance, and monitoring and evaluation should be developed.

### **4.2.4 Implementation framework**

#### **I. Heads of education and training institutions and employment agencies**

The roles and responsibilities for heads of education and training institutions, and employment agencies are outlined below:

##### *General roles and responsibilities*

- a). Provide innovative and creative leadership in the implementation of career guidance;
- b). Integrate career guidance in the strategic objectives of the institution;
- c). Drive efficiency and excellence in the implementation of career guidance;

- d). Ensure access, equity, relevance and quality in the provision of career guidance;
- e). Mobilize resources for the provision of career guidance;
- f). Establish linkages that enhance career guidance provision;
- g). Be responsible for ICT integration in career guidance;
- h). Be responsible for performance management of career guidance;
- i). Supervise the data management of career guidance;
- j). Provide the human and physical resources required for career guidance;
- k). Supervise monitoring and evaluation of career guidance.

*Roles and responsibilities related to the establishment and operationalization of the OCS*

- a). Spearhead the establishment of the OCS;
- b). Facilitate the operationalisation of the OCS;
- c). Oversee the operational management of the OCS;
- d). Provide adequate resources for the OCS;
- e). Provide relevant logistical support for the OCS;
- f). Develop appropriate human capacity for the OCS;
- g). Facilitate the provision of a career information infrastructure for the OCS;
- h). Ensure that job search clubs are integrated in the OCS;
- i). Facilitate linkages between the OCS and industry.

## **II. OCS Focal Points**

Roles and responsibilities of OCS Career Guidance Focal Points include:

- a). Coordinate career guidance programmes;
- b). Disseminate career information;
- c). Coordinate job assistance services;
- d). Organise career and job fairs;
- e). Establish and operationalize job search clubs;
- f). Enhance employer engagement in relation to career guidance;
- g). Coordinate work based learning;
- h). Conduct, in collaboration with the relevant departments and stakeholders, research on career guidance and graduate tracer studies;
- i). Compute the graduate employability rate;
- j). Integrate ICT in career guidance;
- k). Monitor, evaluate and report on career guidance;
- l). Build the capacity of the staff in the OCS;
- m). Promote increased awareness of career guidance;
- n). Advise the management on career guidance issues.

## **4.3. STAKEHOLDER COORDINATION**

### **4.3.1. Standard**

The Ministry of Labour and Social Protection shall establish a sector wide stakeholder committee to provide policy, technical, operational expertise and financial support required to implement career guidance effectively.

### **4.3.2. Description**

The sector wide stakeholder committee shall engage the relevant stakeholders to ensure that they collectively deliver on the national career guidance agenda. This approach advances the vision of a more coherent and harmonized career guidance programming approach through multiple stakeholders.

Although the Ministry of Labour and Social Protection shall provide the leadership of this committee, the support of the diverse parties is key to optimize the benefits of the sector wide approach. In this respect, different technical leads for various aspects of the career guidance technical themes is deemed necessary. These technical themes include: overall coordination, strengthening coordination and implementation, financial management, ICT integration, curriculum development, quality assurance, qualification framework, human resource management, performance management, capacity building, and research (see the implementation framework in appendix 2).

The members of the sector wide stakeholder committee shall ensure that pertinent career guidance activities are reflected in their work plans; resources are allocated for these activities; the activities are implemented; and the achievement of these activities are monitored, evaluated and reported.

### **4.3.3. Roles and responsibilities**

This section outlines the roles and responsibilities of the various stakeholders in career guidance.

#### **1. Ministry of Labour and Social Protection**

- a). Develop the policy, legal and institutional framework for career guidance;
- b). Establish the Career Guidance Sector Wide Stakeholder Committee;
- c). Establish the National Career Guidance Council;
- d). Develop the National Career Guidance Action Plan;
- e). Establish the National Career Guidance Management Information System;
- f). Develop a National Career Information Website;
- g). Establish a National Career Guidance Research Centre;
- h). Establish a training institution for career guidance practitioners;
- i). Develop occupational standards for career counsellors;
- j). Develop a National Strategy on Career Information;
- k). Promote the provision of career guidance that is accessible, equitable, relevant and

- quality;
- l). Promote adoption of innovations and best practices in career guidance;
- m). Ensure that Office of Career Services (OCS) are established in all employment agencies;
- n). Ensure that job search clubs are integrated in the OCS;
- o). Develop the national monitoring and evaluation framework for career guidance.

## **2. Ministry of Education**

- a). Develop and articulate the national career guidance agenda in education and training;
- b). Oversee the coordination of career guidance in education and training;
- c). Spearhead the design and implementation of career guidance in education and training;
- d). Ensure access, equity, relevance and quality in the provision of career guidance in education and training;
- e). Ensure that career education is provided as a compulsory subject;
- f). Develop and implement strategies to ensure that career guidance is implemented effectively in education and training;
- g). Provide adequate resources for the implementation of career guidance in education and training;
- h). In collaboration with relevant stakeholders, facilitate the provision of adequate human resource capacity for the implementation of career guidance;
- i). Integrate career guidance in the performance management framework;
- j). Ensure that Office of Career Services (OCS) are established in all education and training institutions;
- k). Ensure that job search clubs are integrated in the OCS;
- l). Ensure that education and training institutions conduct graduate tracer studies and compute the graduate employability rate;
- m). Supervise data management of career guidance in education and training;
- n). Promote ICT integration in career guidance in education and training;
- o). Promote employer engagement in relation to career guidance;
- p). Champion innovations and best practices in career guidance;
- q). Monitor and evaluate career guidance in education and training institutions.

## **3. National Treasury**

- a). Develop a framework for career guidance funding;
- b). Establish a mechanism for financing career guidance for disadvantaged groups, including persons with disability;
- c). Establish a unit cost for career guidance;
- d). Develop an incentive framework for private sector investment in career guidance;
- e). Develop an incentive framework for industry to provide work based learning opportunities;
- f). Develop a framework for outsourcing various career guidance services;

- g). Promote co-financing of career guidance;
- h). Establish career guidance voucher programmes;
- i). Develop public-private funding collaborations to enhance career guidance provision;
- j). Ensure transparency and accountability in the utilisation of funds for career guidance.

#### **4. Ministry of Information, Communications and The Digital Economy**

- a). Develop a strategy on ICT integration in career guidance;
- b). Establish digital career guidance helplines;
- c). Develop apps for delivery of career guidance services through mobiles phones;
- d). Develop artificial intelligence interventions for career guidance;
- e). Build the capacity of relevant staff on ICT integration in career guidance;
- f). Provide adequate ICT infrastructure (including electricity, internet and equipment) to support ICT integration in career guidance.

#### **5. Ministry of Public Service, Performance and Delivery Management**

Ensure that career guidance is integrated in the existing performance management framework.

#### **6. County Governments**

- a). Oversee the coordination of career guidance in Vocational Training Centers (VTCs);
- b). Incorporate career guidance in the County Development Integrated Plans (CDIPs);
- c). Ensure access, equity, relevance and quality in the provision of career guidance in VTCs;
- d). Ensure that career education is provided as a compulsory subject in VTCs;
- e). Provide adequate resources for the implementation of career guidance in VTCs;
- f). Ensure that career guidance is integrated in the performance management frameworks of VTCs;
- g). Ensure that Office of Career Services (OCS) are established in all VTCs;
- h). Ensure that job search clubs are integrated in the OCS;
- i). Ensure that VTCs conduct graduate tracer studies and compute the graduate employability rate;
- j). Supervise data management of career guidance in VTCs;
- k). Promote ICT integration in career guidance in VTCs;
- l). Promote employer engagement in relation to career guidance;
- m). Champion innovations and best practices in career guidance;
- n). Monitor and evaluate career guidance in VTCs.

## **7. Kenya National Qualification Authority**

The Kenya National Qualification Authority (KNQA) shall be responsible for the development of qualification frameworks for career guidance.

## **8. Kenya Universities and Colleges Central Placement Service**

The Kenya Universities and Colleges Central Placement Service (KUCCPS) shall be responsible for strengthening and implementing career guidance as well as facilitating capacity building and research related to career guidance.

## **9. Employment Agencies**

- a). Coordinate career guidance in the county employment agencies;
- b). Ensure that OCS are established in county employment agencies;
- c). Ensure that job search clubs are integrated in the OCS.;
- d). Enhance access, equity, relevance and quality in the provision of career guidance in the county employment agencies;
- a). Supervise data management of career guidance in county employment agencies;
- b). Promote ICT integration in career guidance in county employment agencies;
- c). Promote employer engagement in relation to career guidance;
- d). Monitor and evaluate career guidance in county employment agencies.

## **10. Curriculum Developers**

- a). Develop curricula on career education for basic education, TVET, university education, and pre-service teacher training;
- b). Develop curricula on career education for out-of-school youth and adults;
- c). Ensure that career education is provided as a stand-alone subject or subsumed in specific subjects or courses;
- d). Integrate career education in ‘life skills’ and ‘community and service learning’ in basic education;
- e). Integrate career education in the curricula for special needs education, adult and continuing education and non-formal education;
- f). Develop curriculum support materials for career education;
- g). Develop instructional materials and equipment for career education explicitly tailored to the special circumstances of vulnerable groups including persons with special needs and disabilities.

## **11. Quality Management Institutions**

Institutions mandated to undertake quality assurance in relation to career guidance shall:

- a). Develop and enforce national quality standards for career guidance;
- b). Develop a national quality assurance system for career guidance;
- c). Develop capacity development programmes on quality assurance of career guidance.

## **12. Career Guidance Professional Bodies**

The career guidance professional body shall:

- a). Be responsible for registration of career counsellors;
- b). Keep and maintain the register of career counsellors;
- c). Publish the names of registered and licensed career counsellors;
- d). Issue licenses to qualified career counsellors;
- e). Publish and disseminate materials relating to career counselling;
- f). Supervise the professional conduct and practice of career counsellors.

## **13. Human Resource Management Institutions**

Institutions in charge of human resource management of career guidance practitioners shall:

- a). Develop a competence framework for career guidance practitioners;
- b). Develop a framework for engaging industry experts to teach career education;
- c). Develop a human resource management plan for engaging and sharing professional career counsellors;
- d). Develop career progression guidelines for career counsellors;
- e). Develop a strategy for private sector provision of career counselling services.

## **14. Capacity Building Institutions**

Capacity building institutions shall:

- a). Build the capacity of career educators;
- b). Build the capacity of career educators who teach persons with special needs and disabilities;
- c). Induct tutors, trainers and lecturers in all teacher training institutions on career education;
- d). Ensure that teacher trainees are trained on career education;
- e). Provide career educators with work based learning opportunities;
- f). Establish capacity building programmes for career counsellors;
- g). Build the capacity of career information specialists.

## **15. Research Institutions**

Research institutions shall:

- a). Undertake research on career guidance and disseminate the research findings;
- b). Provide policy advisories on career guidance;
- c). Develop and disseminate research based resources on career guidance;
- d). Promote knowledge management of career guidance;
- e). Build the capacity of researchers on career guidance.



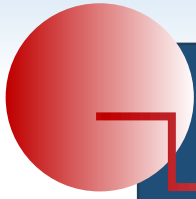
## 16. Private Sector

The private sector, including industry, social partners, Non-Governmental Organizations (NGOs), civil society, development partners and youth groups shall:

- a). Provide technical and financial support for strengthening the coordination and implementation of career guidance and other key management issues related to career guidance, namely, financial management, ICT integration, curriculum development, quality assurance, the qualification framework, human resource management, performance management, capacity building, and research;
- b). Promote linkages between industry, and education and training;
- c). Generate work based learning and employment opportunities.







## CHAPTER FIVE

# RESEARCH, MONITORING AND EVALUATION

### 5.1. INTRODUCTION

The main focus of this chapter is research, monitoring and evaluation in relation to career guidance. In particular, the chapter describes the guidelines for conducting graduate tracer studies and computing the graduate employability rate. In the final section, the chapter describes the guidelines for monitoring and evaluation, reporting and knowledge management in relation to career guidance.

### 5.2. GRADUATE TRACER STUDIES

#### 5.2.1. Standard

Education and training institutions shall undertake graduate tracer studies and compute the graduate employability rate.

#### 5.2.2. Description

- i). **Graduate Tracer Study:** The graduate tracer study is a standardized survey of graduates from education and training institutions, which takes place after a period of time, after graduation or the end of the training programme. It generates a retrospective evaluation of the connection between education and training, and the world of work. The feedback obtained from graduate tracer studies, assists in the development of curricula that is demand driven, improves the relevance of education and training programmes, and informs job search assistance services.

The design cycle of a graduate tracer study involves identifying the target population; the time after graduation when the survey should take place; the methods of data collection (online or paper questionnaire); the kind of survey (cross-sectional or panel survey); and the coverage (sample or census). The subjects of a graduate tracer study can be manifold, but key related topics are: employment status; duration of job search to secure the first employment; salary/income; position; economic sector; main work tasks/duties; working hours; job satisfaction; use of competencies and required competencies.

The results of the graduate tracer study shall be used to compute the graduate employability rate.

- ii). Graduate Employability Rate:** The Graduate Employability Rate is essential for understanding how universities and TVET institutions are nurturing employability. It involves measuring the proportion of graduates (excluding those opting to pursue full time further study or unavailable to work) in full or part time employment within 12 months of graduation. It is the percentage of graduates who are on paid (non-voluntary) work within 12 months of completing their degree or diploma programmes at universities and TVET institutions. In this case employment includes full-time employment, part-time employment and self-employment.

The Graduate Employability Rate Formula is provided below:

$$\frac{\text{Headcount of employed graduates}'}{\text{Total no. of graduates in the cohort}} \times 100$$

The Graduate Employability Rate shall be used to determine the Graduate Employability Ranking.

- iii). Graduate Employability Ranking:** The Graduate Employability Ranking provides the rankings of universities and TVET institutions in producing employable graduates. It is designed to provide stakeholders with a unique tool by which they can compare the performance of university and TVET institutions in terms of graduate employability outcomes.

### 5.2.3. Guidelines

Guidelines related to graduate tracer studies include:

- a). Ensure that graduate tracer surveys are conducted within 12 months;
- b). Ensure that the team leader managing the graduate tracer study is an expert in the subject matter under study;
- c). Ensure that a strong research team is formed to conduct the graduate tracer study – with competencies in the subject matter and research;
- d). Ensure that the target group for each tracer study includes graduates of one cohort with a similar subject area as the sample size.
- e). Create and maintain a database of the graduates and their addresses;
- f). Ensure that an alumni association is created and maintained for use in graduate tracer studies;
- g). Ensure that graduate data protection regulations are upheld;
- h). Collaborate with stakeholders, including employers, when designing and implementing the graduate tracer study;
- i). Integrate ICT in graduate tracer studies;
- j). Ensure that graduate employability data is stored and maintained;
- k). Ensure that staff are trained on how to conduct graduate tracer surveys;

- l). Ensure that the graduate tracer study is disseminated;
- m). Utilize the data to calculate the Graduate Employability Rate;
- n). Submit the Graduate Employability Rate for ranking under the Graduate Employability Ranking mechanism.

## **5.3. MONITORING AND EVALUATION**

### **5.3.1. Standard**

Education and training institutions, and employment agencies shall undertake monitoring and evaluation of career guidance for continuous improvement and accountability.

### **5.3.2. Description**

Career guidance programmes are aimed at assisting individuals, of any age and at any point in their lives, to manage their careers, including making informed education, training and occupational choices. These programmes are designed to achieve specific results. To determine whether the planned results or outcomes have been achieved, monitoring and evaluation is deemed necessary.

Monitoring is a continuous process which involves collecting and analyzing information about the career guidance programme, and comparing actual results against planned results in order to judge how well interventions within the programme are being implemented. The existence of a reliable career guidance monitoring system is essential for evaluation.

Evaluation involves the systematic assessment of all the elements of the career guidance programme (e.g. design, implementation and results achieved) to determine its overall performance and impact. While performance evaluation focuses on the quality of service delivery and the outcomes (results) achieved by the programme, impact evaluation looks for changes in outcomes that can be directly attributed to the programme being evaluated.

### **5.3.3. Guidelines**

#### **I. Guidelines for monitoring and evaluating career guidance:**

- a). **Performance management framework:** MCDAs, education and training institutions and employment agencies shall integrate career guidance in their performance management frameworks.
- b). **Mid-year performance review:** Mid-year performance reviews shall be conducted to track progress of achievement, identify and address challenges and constraints affecting performance and to ensure that education and training institutions; and employment agencies, are on course towards achieving their

annual performance targets. In this respect, education and training institutions, and employment agencies, are required to:

- i. Prepare for and participate in the mid-year performance review; and
  - ii. Ensure availability of verifiable documented evidence of performance towards achievement of the performance targets.
- c). **Evaluation:** Evaluation of career guidance implementation in education and training institutions; and employment agencies shall be conducted at the end of the financial or academic year.

## II. Guidelines for reporting career guidance:

- a). **Performance progress reports:** Annual targets set in the career guidance work plans should be broken down into quarterly or termly/semester targets. After every quarter or term/semester, education and training institutions; and employment agencies shall prepare progress reports against these targets.
- b). **Data reports:** OCS Focal Points are expected to upload data on career guidance activities, within 15 days following the end of the quarter or term/semester, on the National Career Guidance Portal (see templates in appendix 3 and appendix 4).

## III. Guidelines for knowledge management:

The monitoring and evaluation results shall be used as follows:

- a). For evidence-based decision making with a view to improving the delivery of career guidance.
- b). To inform stakeholders on the progress made in relation to the implementation of career guidance.
- c). For corrective measures related to career guidance programmes and services.



## APPENDICES

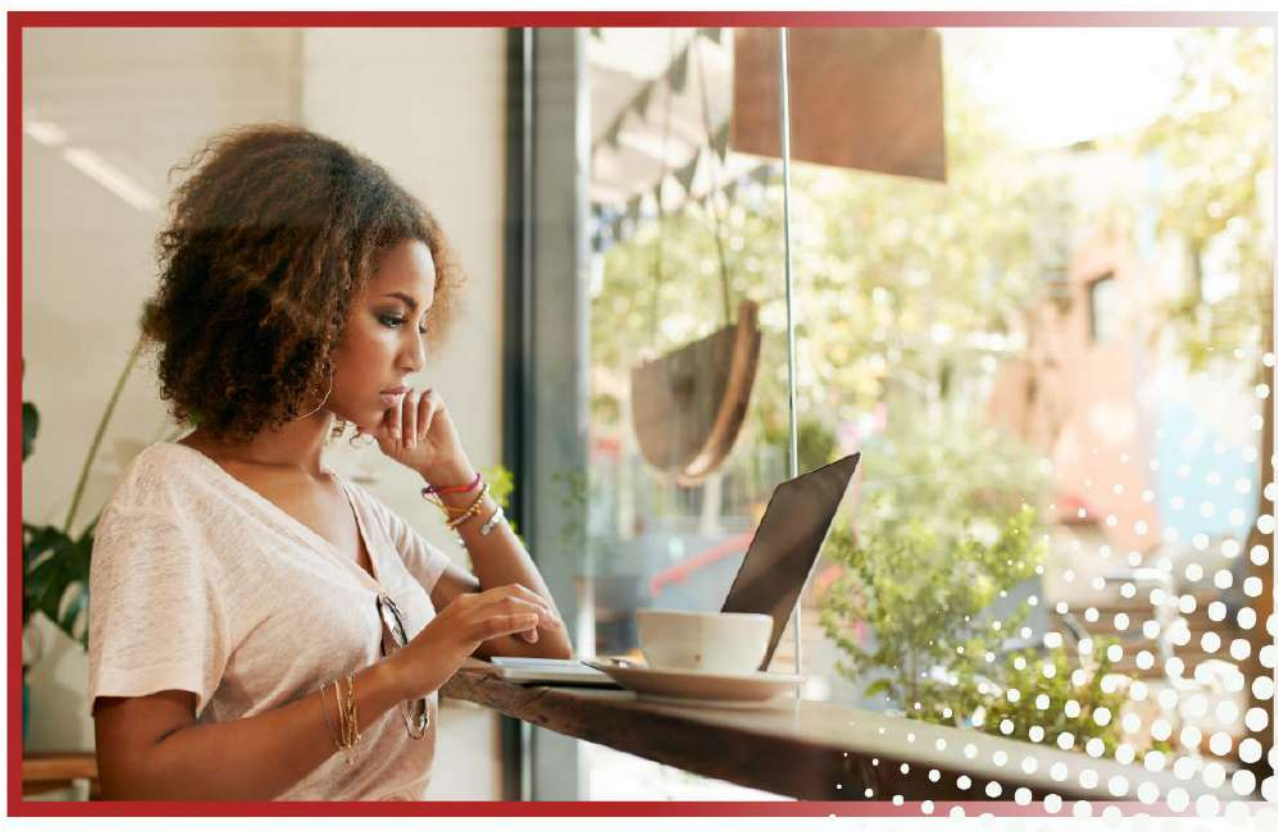
### Appendix 1: Definition of key terms

Term	Explanation
<b>Career</b>	Refers to one's progress through his/her working life, particularly in a certain profession or line of work.
<b>Career counselling</b>	Refers to the professional assistance and guidance provided to individuals to enable them explore their interests, aspirations, aptitudes, personality, skills and competencies and to link them to career information, in order to make informed education, training and occupational choices.
<b>Career education</b>	Refers to career management skills designed to enable individuals learn about the world of work. It is a lifelong learning process (for children, youth and adults) in which career management knowledge is acquired over a lifetime. It is provided as a curricula or non-curricula subject or programme.
<b>Career fair</b>	Refers to an event where professionals gather to share information about their organization. These events are often career informational sessions and workshops.
<b>Career guidance</b>	Refers to the assistance provided to individuals, of any age and at any point in their lives, to manage their careers, including making informed education, training and occupational choices.
<b>Career information</b>	Refers to all the information that assists people make informed education, training and occupational choices. It includes information on learning opportunities, labour market information and skills needs anticipation.
<b>Career path</b>	The sequence and variety of occupations which a person undertakes throughout a lifetime or the progression up an orderly hierarchy within an organization or profession.
<b>Employer</b>	Refers to any person, public body, firm, corporation or company who or which has entered into a contract of service to employ any individual and includes the agent, foreman, manager or factor of such person, public body, firm, corporation or company.
<b>Employability</b>	Refers to a set of skills and behaviour that facilitates gaining initial employment, maintain employment, and obtain new employment if required.
<b>Employment agencies</b>	Refers to agencies that provide employment services, specifically matching jobseekers with job opportunities—these services are

	provided both by the Government, through the National Employment Authority (NEA) and private employment agencies.
<b>Evaluation</b>	This is a systematic and objective assessment of a project, programme, or policy on its design, implementation and results.
<b>Focal point</b>	This is an officer tasked with the role of coordinating career guidance.
<b>Jobs</b>	Refers to a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self-employment.
<b>Job assistance services</b>	Refers to services that assist job seekers to find suitable work.
<b>Job fair</b>	Refers to an event organized to connect job seekers with employers.
<b>Job Search</b>	The act of looking for employment, due to unemployment, underemployment, discontent with a current position, or a desire for a better position.
<b>Job search clubs</b>	Groups of individuals who help each other to find employment through networking and support.
<b>Job search club facilitator</b>	This is a professional/specialist who provides job search club members with the guidance, information and tools that they need during their search for employment.
<b>Job searching tools</b>	These are the tools, resources and equipment required for the successful establishment of a job search club.
<b>Job seekers</b>	This is someone who is actively looking for a job.
<b>Monitoring</b>	This is the routine process of collecting and recording information in order to track progress towards expected results.
<b>Labour underutilization</b>	Refers to mismatches between labour supply and demand, which translate into an unmet need for employment among the population.
<b>Long-term unemployment</b>	This refers to all unemployed persons with continuous periods of unemployment extending for one year or longer (52 weeks and over).
<b>Office of Career Services</b>	Refers to departments/units that coordinate career guidance programmes within education and training institutions and employment agencies.
<b>Skills development</b>	Practical proficiencies, competencies and abilities which an individual acquires as a result of undergoing training, either formally or informally.



<b>Skills needs anticipation</b>	Any forward looking diagnostics of skill needs expected on future labour markets performed by means of any type of method, be it quantitative or qualitative, including interaction, exchange and signaling between labour market actors.
<b>Tracer study</b>	Standardized follow-up survey of education and training graduates, carried out after graduation or at the end of the learning action.
<b>Unemployment</b>	Under the strict terms, unemployment refers to people who do not have a job, have actively looked for work in the past four weeks, and are currently available for work.
<b>Work based learning</b>	This refers to all forms of learning that takes place in a real work environment. It provides opportunities to achieve employment-related competencies in the workplace.





## Appendix 2: Implementation framework

Institution	Overall	Strengthening coordination & implementation	Financial management	ICT integration	Curriculum development	Quality assurance	Qualification framework	Human resource management	Performance management	Capacity building	Research
Ministry of Labour and Social Protection	√	√	√	√	√	√	√	√	√	√	√
Ministry of Education		√	√	√	√	√	√	√	√	√	√
National Treasury			√								
Ministry of Information, Communications and The Digital Economy				√							
Ministry of Public Service, Performance and Delivery Management									√		
County Governments		√	√	√	√	√		√	√	√	√
Education and Training Institutions		√	√	√	√	√		√	√	√	√
Employment Agencies		√	√	√	√	√		√	√		√
Kenya National Qualification Authority							√				
Kenya Universities and Colleges Central Placement Service		√								√	√
Curriculum Developers					√						
Quality Management Institutions						√					
Professional bodies		√				√				√	
Human Resource Management Institutions								√			
Capacity Building Institutions										√	
Research institutions											√
Private sector including social partners		√	√	√	√	√	√	√	√	√	√

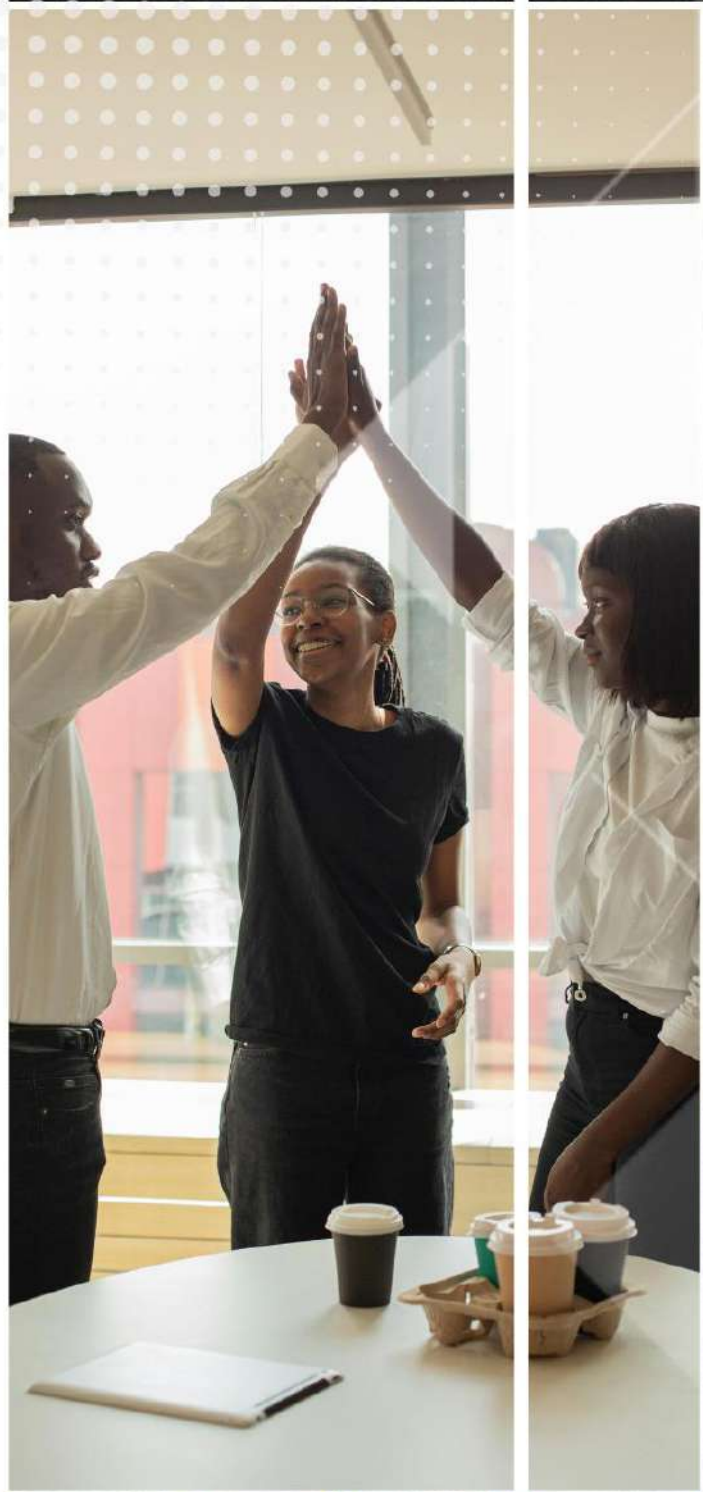




## Appendix 4: Data Reporting Template for Employment Agencies

Period Reporting for;	Name of the Employer/Organization	Categories of Employer/Organization	Location	Does your organization offer Career Guidance and Counseling Services (Staff/ Clients)	Which career services does your organization offer?	Does your organization have Career services coordinator (Focal Point)	If yes, Name of the Employment Services Career Guidance Coordinator (Focal Point)	Career Guidance Coordinator (Focal Point) Email	Career Guidance Coordinator (Focal Point) Phone Number	Has the career services coordinator been trained/ capacity built on career services?	If Yes? In which area of the following is the officer incharge trained/ capacity built on?	Counseling Personnel in the organization	No. of persons that accessed career guidance information/ Counseling Services	No. of persons with disabilities that accessed career guidance information/ Counseling Services
Q1 (FY 2023/2024)		Public	County	Yes	Job/ Career Coaching	Yes				Yes	Career Education		Male	Male
Q2 (FY 2023/2024)		Private	Subcounty	No	Interview Process Coaching	No				No	Career Counselling		Female	Female
Q3 (FY 2023/2024)					Career Assesments						Career Information			
Q4 (FY 2023/2024)					CV Writing Coaching						Other (Specify)			
					Career Mentoring									
					Career Fairs									
					Career Choices									

This template is accessible on: [Career Guidance Reporting Form for Employment Services](#)





# NATIONAL GUIDELINES FOR CAREER GUIDANCE IN KENYA

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