

Proceedings Report

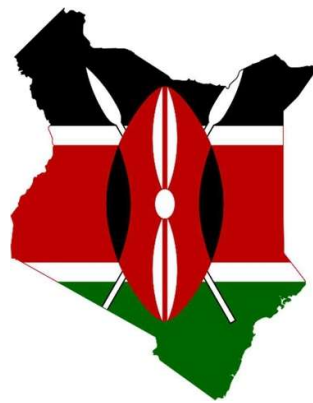


NATIONAL CONFERENCE ON CAREER GUIDANCE



Its Role and Importance for Kenya's Future

December 8-9, 2020



A JOINT INITIATIVE OF

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT (KICD)
& CAREER GUIDANCE INSTITUTE (CGI)

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I Overview

Background

Career guidance is considered an essential service and activity intended to assist individuals of any age and at any point throughout their life span to make educational, training and occupational choices as well as manage their careers. In Kenya, it was previously a function of Guidance and Counselling in the education system. Guidance and Counselling services and programmes were intended to promote personal/social, educational/academic, and career development of all students.

According to the Basic Education Curriculum Framework which is the blueprint of the curriculum reforms in Kenya, career guidance has been separated from guidance and counselling and is treated as one of the Learner Support Programmes in the Pertinent and Contemporary Issues (PCI) Section. Career guidance as an essential service will provide guidance and a variety of opportunities to enable learners identify their personality, nurture their gifts, talents, interests and potential for personal growth and participation in the world of work and the development of the nation. Provision of quality career guidance will support the achievement of the Competency Based Curriculum mission of nurturing every learner's potential and the vision to enable every Kenyan to become engaged, empowered and ethical citizen.

As a best practice, career guidance should be integrated in all public and private learning institutions; from Early Years of Education, Middle School, Junior Secondary, and Senior School to tertiary institutions, including technical and vocational institutions, colleges and universities. In-depth understanding of talents, abilities, skills and interests in an individual enables a person to navigate the world of work more effectively. Consequently, career guidance takes a life-long approach and becomes embedded across all levels of education.

Challenges encountered in the provision of Guidance Services

While career guidance has now been recognised as an integral part of the education ecosystem, it has had numerous implementation challenges over the years. Some of these challenges are:

- The concept of career guidance is often misunderstood and confused with other psycho-social counselling;
- Designated career teachers ("Career Masters/Mistresses") are generally subject teachers who are untrained in career guidance. Further, they are usually already overwhelmed with teaching workload that they lack time for career guidance activities;
- There is often insufficient training for career teachers;
- There is a dearth of career resources to support career teachers;
- The focus on academic performance relegates any discussion on careers to end-of-day or club activities when students are exhausted;
- Career guidance is often a perfunctory exercise and centres around subject selection;
- Some career guidance service providers often perpetuate myths, stigmas and misconceptions about careers that are not considered prestigious; and
- A clear policy document to steer the practice of career guidance in learning institutions in Kenya is lacking.

Despite the many career guidance initiatives across the nation, these challenges render career guidance in Kenya's schools inconsistent, disorganized, uncoordinated, unsupported and incoherent. This leaves

students ill-prepared and confused about their future, resulting in frustration, despair, pursuit of careers for the wrong reasons, unemployment, idleness, and a skills gap between the needs of industries and the level of preparation of graduates.

Proposed Way Forward

Kenya is now part of a global economy and must prepare its next generations to compete with other nations. If we are to develop learners who can participate on a global stage, they must be equipped with skills to handle the changing work environment. Our education system must therefore be part and parcel of the rapidly changing world. Currently, there is a growing global movement towards achieving and equipping the learners with the 21st century skills. It is in response to this challenge, that Kenya has developed the Competency-Based Curriculum (CBC) to incorporate this vision. The 21st century learner will need to be supported in mastering both core content and skills (CBC is used in Basic Education and CBET in tertiary. We shall therefore adopt CBC).

Career guidance is a key strand in the Learner Support Programmes which fits in this theme of career readiness skills. Career readiness skills such as innovation, creativity, communication, collaboration, flexibility, adaptability, and vocational and technical skills are important in meeting the demand for skilled labour and the country's goal of industrialization. For this reason, career guidance services need to be developed and strengthened to effectively match and nurture learners' interest, needs, talents and potential, within the context of globalization and labour market competition. In this regard, a career guidance policy and strategy are needed to improve career guidance services within the Competency-based Education paradigm.

A National Conference on Career Guidance

To help address these shortcomings and needs discussed above, the Kenya Institute for Curriculum Development (KICD) in collaboration with Career Guidance Institute (CGI), a key stakeholder and thought leader on matters training in and provision of career guidance in Kenya, organized a national dialogue to bring together key education stakeholders to deliberate on operationalizing, strengthening and harmonizing career guidance in Kenya.

The first ever National Conference on Career Guidance in Kenya was held at KICD in Nairobi, Kenya on December 8th and 9th, 2020. Approximately 80 persons attended the event in person (due to COVID-19 prevention and control measures) and approximately 300 people participated online throughout the two-day event.



II Overall Goal and Objectives of the Conference

The following goal and set of objectives were set for this very first national conference on career guidance in Kenya:

GOAL: Build the case for Career Guidance and its importance to Kenya's national development and competitiveness

Objectives:

- 1) Provide evidence-based research on the impact of career guidance on sustainable development
- 2) Examine the historical and current state of career guidance in Kenya
- 3) Identify opportunities and strategic actions for greater coordination, collaboration and integration

The conference was guided by the following topics:

- What is career guidance?
- What is good career guidance?
- What qualities are indicative of an effective career guidance provider?
- What are the benefits and expected outcomes of professional career guidance?
- How does career guidance help address the Demographic Dividend and youth unemployment?
- How does career guidance fit into the Competency Based Curriculum?
- What is the role of parents/guardians?
- What are the roles of schools, principals, and teachers?
- What is the role of career guidance in our communities?
- What is the role of institutions of higher learning (colleges/universities/TVET among others)?
- What is the role of human resource managers and places of work?
- What are we getting wrong? What are we doing right?
- What standards and training is necessary for consistency?

Intended Outcomes

The outcomes of the conference were envisioned to culminate in a strategic action plan with recommended actions and activities to strengthen career guidance services across the entire education ecosystem. This will further help to plot a way forward towards the institutionalization and professionalization of career guidance services in Kenya's schools through:

- Changes in Policy & Governance;
- Provision of Training & Resources to Career Guidance practitioners;
- Changing the mind-set of parents and society about careers;
- Defining the role of the private sector and employers; and
- Establishment of Standards & Qualifications for Career Guidance practitioners.

III Conference Proceedings

Day One - 8th December 2020

OPENING REMARKS

The Conference was graciously opened by Dr. Sara Ruto, Chairperson of the KICD Council, and Professor Charles Ochieng' Ong'ondo, Director/Chief Executive Officer of KICD.

Keynote address by the Chief Guest, Dr. Sara Ruto

In her remarks, the chairperson noted that the National Conference on Career Guidance is a great milestone which is in line with the implementation of Competency Based Curriculum. As one of the Pertinent and Contemporary Issues under the Learner Support Programmes, career guidance is an essential service intended to help the learners choose subject and careers that are in tandem with their personality, talents, abilities, interest and opportunities in the world of work. Career guidance resonates with the mission of the ongoing curriculum reforms of 'Nurturing Every Learner's Potential'.



In spite of the constant changes in education, there is a deepening mismatch between what is offered through the national educational system and the demand of the labour market. There is a shortage of a skilled workforce in some sectors, while more and more students obtain qualifications that the labour market does not require or leave the school system without any professional qualifications. Career guidance is therefore high on the agenda in the education reform. All students should receive quality career guidance services throughout their lives. Unfortunately, career guidance is offered in an unstructured manner and therefore the need to streamline this in the sector.

At this momentous period of education reforms, Kenya Institute of Curriculum Development will better be served by a singular focus on the delivery of the Competency Based Curriculum and curriculum support materials at all levels of basic, teacher training and tertiary level education. Currently, the country is on the journey of educational reforms guided by Sessional Paper No. 1 of 2019 and the Policy Framework for Reforming Education and Training for Sustainable Development in Kenya. The policy framework entrenches a new education system premised on CBC, which ensures that the skills taught in education institutions match the requirements of the industry while emphasizing national values, integration of science and innovation and adoption of ICT technologies.

The global trends in education have shifted toward enabling countries to attain the United Nations' 17 Sustainable Development Goals (SDGs) under Agenda 2030. These goals aim to improve the quality of life of the people in all their dimensions. The SDG No. 4 demands of member states to provide an inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Education is identified as the enabler of SDGs and is described as "the golden thread of the Sustainable Development Goals".

The Government of Kenya is committed to pursuing sustainable development through provision of quality education that offers values, and competencies for sustainable living and participation in society. This

intention is explicitly stated in the country's Education for Sustainable Development Policy for the education sector.

The conference will provide a clear tracking system to help in shaping a training structure that is better adapted to the labour-market requirements and should encourage students and adults to make more conscientious and effective career choices. We consider this conference to be an important milestone not only from a national view, but also from the angle of international developments in career guidance as well.

We expect the conference to help us:

- Explore known data gaps in career choice in order to build a strong knowledge and evidence base on the dimensions and magnitude of the challenge on career issues;
- Share data-driven career programs and initiatives, using learning data to identify and promote promising, evidence-based, career and equity-oriented pedagogical solutions to ensure all children leaving school have a stable career;
- Provide an active career choice forum that connects key researchers, practitioners, policymakers, and civil society actors across the globe, catalyzing learning, sharing and exchange in order to strengthen career choice; and
- Give recommendations that will support development of Guidelines on Career Guidance.

In her concluding remarks, Dr. Ruto remarked that the conference delegates will have the opportunity to deliberate on principles, practices, and research conducted on career guidance, and the recommendations from the conference will enrich conceptualization of career guidance practices in Kenya and thereby inform the development of Guidelines on Career Guidance from a Curriculum perspective in Kenya.

Remarks by Professor Charles Ochieng' Ong'ondo

In his opening remarks, the CEO of KICD observed that in the past, career guidance was previously a function of Guidance and Counselling in the education system, intended to promote personal/social, educational/academic, and career development of all students.

In the Basic Education Curriculum Framework (BECF), which is the blueprint of the curriculum reforms in Kenya, career guidance has been addressed separately from guidance and counselling and is acknowledged as one of the Learner Support Programmes under the Pertinent and Contemporary Issues. CBC provides flexible educational pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainable development.

Career guidance is considered an essential service and activity intended to assist individuals of any age and at any point throughout their lifespan to make educational, training and occupational choices as well as manage their careers. Career guidance as an essential service will provide guidance and a variety of opportunities to enable learners identify their personality, nurture their gifts, talents, interests and potential



for personal growth and participation in the world of work and the development of the nation.

Provision of quality career guidance will support the achievement of the CBC mission of nurturing every learner's potential therefore having an engaged, empowered and ethical citizen. The CBC provides flexible educational pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainable development.

As a best practice, career guidance should be integrated in every public and private learning institution; from Early Years of Education, Junior Secondary, and Senior School to tertiary institutions, including technical and vocational institutions, colleges and universities. In-depth understanding of talents, abilities, skills and interests in an individual enables a person to navigate the world of work more effectively. Consequently, career guidance will take a life-long approach and become embedded across all levels of education.

KEYNOTE ADDRESSES & PRESENTATIONS

KEYNOTE ADDRESS #1:

Building the Essential Foundations of Career Development

Dr. Trish Hatch President/CEO, and Terri Tchorzynski, Assistant Director of Professional Development, Hatching Results

Career development is the process of learning and improving personal skills to effectively perform in one's career, as well as advance into future careers. In the United States, the career journey began in 1889 when Jesse B. Davis introduced the first guidance programme of record as part of what teachers taught in English classes. Today, the U.S. has a total transformational shift to ensure equity and access to include postsecondary alignments, academic integration and business/industry partnerships.

Key Objectives of Federal Funding Structures to Enhance Career Development in USA:

- Align programs to labour market needs
- Strengthen teacher pipeline
- Promote innovative strategies
- Encourage equitable access
- Foster collaboration
- Expand guidance and counseling
- Support state and local improvement
- Build evidence

Kenya's Current Quick Wins

In the Conference brief illustrates the important steps that Kenya has taken towards national development and competitiveness. The quick wins noted are:

And to borrow from the United States, evidence-based strategies for career development that have worked and are still working are as follows:

Critical Infrastructures to Support Career Development / Practical Strategies for Implementation	
<ul style="list-style-type: none"> • Work closely with diverse stakeholders(External Organizations/Associations) • Put in place: • Multiple career services providers • Support systems for Policies, Frameworks, Metrics, Certification,Research • Support career services for higher institutions of learning -- CTEs/TVETS, • Offer practical trainings on career guidance to career services providers 	<ul style="list-style-type: none"> • Develop planning Tools that Scaffold Career Development on individual basis (portfolios) from school to college to work • Create a careers informational portal for students that clearly shows progression • Invest in career development from early years, through school and out of school • Develop employability skills that align to industry needs
<ul style="list-style-type: none"> • In schools, build an all-powerful team (vibrant career department, advisory council, community partners, etc • Scaffold career development experience to ensure Completion and encourage lifelong learning guided by qualification frameworks that equates learning • Come up with a national Career clusters that allows versatility/helps students develop programs of study 	<ul style="list-style-type: none"> • Come up with Accountability Systems to Measure Career Readiness • Career and College academies to prepare students for life after college • Ensuring Equitable & Accessible Futures for ALL! (Education, post-secondary opportunities, Scholarships/financing, Work- Based Learning, TVET programs, Basic education Career Development

If career development transformation will be achieved, the road must be cleared and smoothened. We have to move from our current situation to competitiveness from school, to transitions, to economic outcomes. While it may seem difficult, it is definitely achievable.

Kenya’s Road to Career Development Transformation

	Current	Proposed
Testing	Single Test Determines Future College/Career Options	Self-Awareness ~ Career Exploration ~ Self-Assessment ~ Goal Setting ~ Action Plan!
Student Choice	Little/None	Many Choices / Options
Stigma/Stress	High Stress/ Stigmatized if test scores low or students does not go into proper field	Less stress / More Options /Less Stigma and More Acceptance of Options
Economy Impact	Some professions do not attract “A” students	Students can choose professions that match their skills, abilities, interests Economy benefits from diverse pool of employees

PRESENTATION #1:

The Status of Career Guidance in Kenya

Margaret Waithaka – Founder & Chair, Career Guidance Institute

Career Guidance & Development as a concern in Kenya can be traced to commissions of education, education development plans and sessional papers over the years. Among their aims is the expansion of educational opportunities; the production of skilled labour; promotion of national economic development; universal primary education; and the promotion of national unity. Today career guidance is anchored in several policies within the government.

Current Challenges

Career guidance services in Kenya and in many parts of Africa have been disjointed and in many instances the information to support learners has been insufficient. Absence of this service continuously affects students' transition from basic education, to tertiary and to the world of work. Some of the implementation challenges are:

Career Information	Service Delivery	Weakly professionalised	Competencies	Training
<ul style="list-style-type: none"> Poor collection and dissemination of labour market information & insufficient career guidance resources 	<ul style="list-style-type: none"> Disjointed efforts: Some schools offer it, many do not only fill in universities & colleges applications 	<ul style="list-style-type: none"> Offered by anybody and everybody- more often mistaken with motivational speaking Service combined with other roles thus receiving lower priority and scheduled on needs basis 	<ul style="list-style-type: none"> Insufficient requisite career guidance competencies to support career needs across lifespan 	<ul style="list-style-type: none"> Insufficient training of career guidance service providers; Schools rely on motivational speakers

PRESENTATION #2:

Implications of Course Mismatch at Tertiary Level in Kenya

Dr. Teresa Okoth, Masinde Muliro University of Science & Technology

One of the main objectives of tertiary education is the acquisition of relevant practical skills for gainful employment, and to identify and provide solutions to societal problems. However, it has been observed that the current tertiary education and training system does not adequately prepare graduates to meet the needs of the labour market. At universities and colleges today, several key issues on Student Course Choices comes into play. These are:

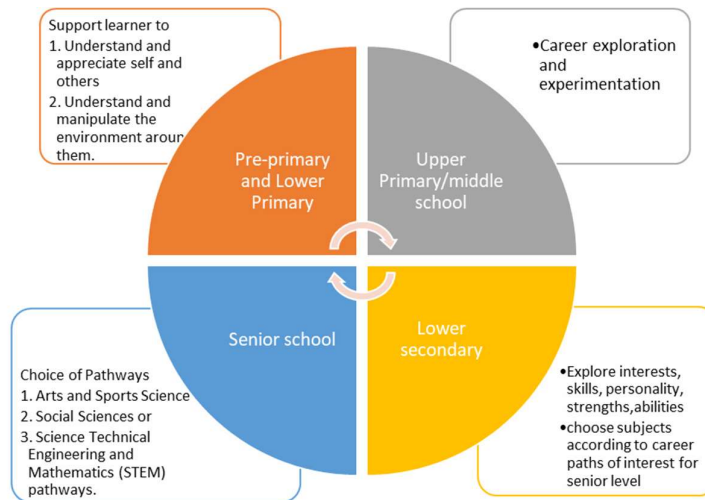
- Students are admitted to courses they did not choose
- They are unaware of career openings for the courses they are pursuing.
- Inability to pursue certain courses due to wrong subject combination
- Peer pressure in career choice
- Parental influence/role models
- Using cognitive ability as the only indicator for career choice
- Inadequate information
- Financial constraints
- University admissions process and its impact on disadvantaged students
- Gender perspectives on courses

Influencers of course choices for students	Implications of course mismatch	Way forward
<ul style="list-style-type: none">• Perceived employment rates• Number and types of jobs available• Technology• Interest in field• Academic ability• White versus blue collar jobs• Economic stability	<ul style="list-style-type: none">• Stress• Unethical behavior• Careers for convenience• Failing at course work• Unrealistic expectations• Underutilization of skills and talents• Straining with the course• Course dropout	<ul style="list-style-type: none">• Psychometric testing (aligns personality and emotional intelligence to careers besides cognitive ability)• Visit service providers who offer career planning & counselling services• Identifying learner's potential early enough (primary level -nurture potential)• Have forms of induction and interaction with experts at secondary school level• Need to relate learning to careers• Teachers' role key in identifying competencies and nurturing learners' potential• Training and Continuous Teacher Professional Development on Career guidance• Improve quality of career information

Career Guidance is one of the major milestones in the curriculum reform process and can be traced from the conceptualization of the development and implementation of CBC. This educational intervention is critical as it reduces the mismatch between personality and career choice and progression. It is a salient issue that runs across the entire curriculum reform process from the rationale for the reforms, needs assessment, vision, mission, guiding principles and the organization of CBC from pre-primary to senior school.



Career Guidance has been organized and integrated into both formal and informal dimension of the curriculum as follows:



PRESENTATION #3:

Findings from Current Research on Career Guidance in Kenya

*Prof. Rose Ruto-Korir, PhD., Associate Professor of Educational Psychology & Director –
Institute of Open and Distance Learning, Moi University*

To contextualise research findings on career guidance in Kenya and contribute to the foundation of scientific approach/evidence for policy reform, the questions that we must ask ourselves are: what sort of researches have been carried out in this sector? What empirical evidence have these findings brought out? Are the findings from the research being used to guide the career guidance sector? What should be done?



Gaps in Career Guidance Research in Kenya are predominantly:

Research is limited in such ways as;

1. Most research is broad, focusing on school systems and roles of GNC teachers, and rarely on developmental level aspects, interest, career attitudes, job shadowing etc
2. Lacks a granular, developmental approach to how individual's interests change
3. Lacks an employability skills development assessment at all levels of the academic ladder, especially as antidote to unemployment
4. Mainly focused on acquisition of degrees, ends up in book shelves of Universities, with little value of results after the degree
5. Self-funded, often, and may lack rigor due to many research constraints
6. Mainly basic rather than applied research, yet more theory may not solve any problems
7. Focused mainly on quantitative dimension which may lack depth of the story



Based on Dr. Ruto-Korir's research, her recommendations for a way forward are as follows:

<p>01</p> <p>Enhancing research-based policy Allocate resources for ongoing research Collate already existing research in systematic process of using knowledge already available and the recommendations to improve practice</p>	<p>02</p> <p>Targeted research-Developmental to support a vertical information system which then enhances learning for careers</p>	<p>03</p> <p>Take a protean approach to CG</p> <p>Talent? Knowledge? It isn't everything? Initiate talent academies, where differently abled learners take a focused non-academic approach to career development</p>	<p>04</p> <p>Enhance Partnerships – activate them</p> <ul style="list-style-type: none">• Parts of the same body-work together – in and out of school work together as a system- Schools, Gov, Parents, Researchers, Funders ets
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KEYNOTE ADDRESS #2:

“What do you want to be when you grow up?”

Damaris Agweyu, Founder & Director, Qazini

When youth in Kenya today are asked that question, they inevitably say they want to be neurosurgeons, lawyers, music producers and any prestigious career they can think of. This forms part of the “proper” responses to the question. Unfortunately, their choice of careers is almost always based on financial success and rarely would any student make choices based on values such as integrity, initiative and dependability. Career choices is actually an ongoing process based on an individual’s experiences, the changes taking place in the world of work, and one’s exposure to the world and every changing life role. We need to encourage young people to learn about themselves, be open to new opportunities, learn to master new responsibilities. Sixty-five percent of youth today will enter into jobs that have not yet been created. Many current jobs will be declared redundant. How then, do we prepare today’s youth for jobs that are not yet created?

We need to shift our focus and move away from specific jobs towards specific individuals. We should not impose choices on them because their identities are not static. We need to allow them to explore what they love, allow them to figure out what they want to learn, and allow them to identify the problems they want to solve. Instead of asking them the question, ‘what do you want to be when you grow up?’, we should reframe the question and ask: Who are you now? What problems do you want to solve?

Using examples from her book, *Different Paths, One Journey*, she asked her subjects to define their own definition of success. She realized that success is different for every single person. Youth, therefore, need to define for themselves, what success is to them.

For her, success is:

- Being kind;
- Being tolerant; and
- Leaving the world a better place than one found it.

Damaris then concluded her talk by challenging us all to help young people make conscious decisions for themselves and allow them to explore. To encourage and allow them to be curious and to question the world around them. This will help them to understand themselves and when they provide answers, let us dissect them and allow them to be.

Let us be the mentors to our children that we needed when we were growing up.

KEYNOTE ADDRESS #3:


Infusing Purpose into Practice with Career Development

Dr. Trish Hatch President/CEO, and Terri Tchorzynski, Assistant Director of Professional Development, Hatching Results

How can career guidance in Kenya help students find their purpose: insights from USA

Step 1: Developing students external and internal capacities to find their purpose

Developing External and Internal Capacity

<p>External (The “What” and “How”)</p> <ul style="list-style-type: none">• Industry Speakers• Early College Programs• College and Career Fairs• Dual Enrollment• Work Based Learning• CTE Programs• Field Trips & Job Shadows• Industry Certifications• Career Dress-Up Days• . . . and more!		<p>Internal (The “Why”)</p> <ul style="list-style-type: none">• Ability to work in a team structure (relationship skills)• Ability to make decisions and solve problems• Ability to communicate verbally with people (social awareness)• Ability to plan, organize and prioritize work <p><small>Forbes, Top Skills Employers Want in Graduates (NACE 2015 Study)</small></p>
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Step 2: Establishing capacities of the students

Data based on US students. What data does Kenya have?

We MUST ask ourselves these questions so we can do better for OUR students!

7000 students drop out of high school every day

6.5 million young adults not in school or working

Over **\$1 trillion** in higher education student loan debt

53% of recent college grads either underemployed or unemployed

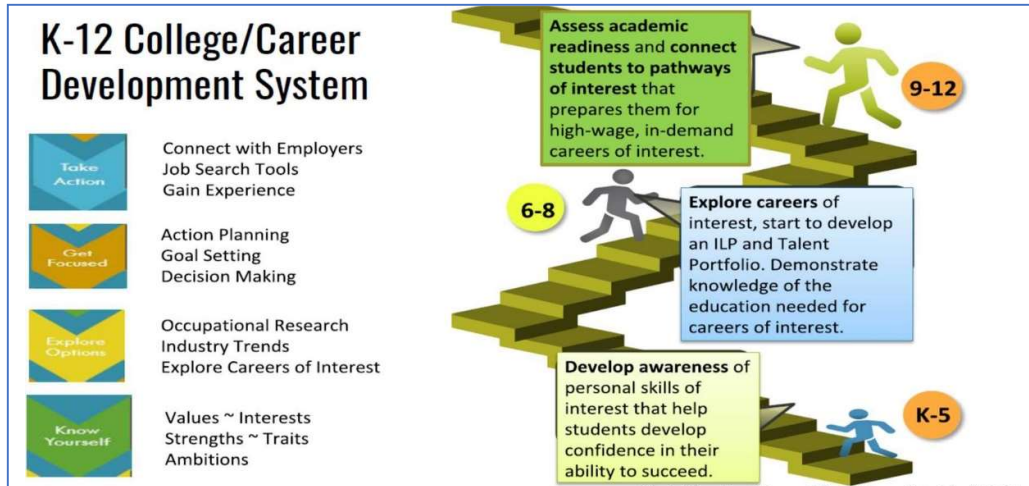
Only **50%** of all college students graduate with a post-secondary degree

58% of employers report that graduates are not adequately prepared for work

Source: Janet Bray, Former ACTE National Executive Director (4-2017)

Step 3: Developing the capacity help students do better or find their purpose

How can Kenyan CBC nurture our learners? What can we learn from the U.S. system of education?



SUGGESTED CALL TO ACTION

CALL TO ACTION!

Kenya's Road to Career Development Transformation

	Current	What if?
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Student Choice	Little/None	Many Choices / Options
Stigma/Stress	High Stress/ Stigmatized if test scores low or students does not go into proper field	Less stress / More Options /Less Stigma and More Acceptance of Options
Economy Impact	Some professions do not attract "A" students	Students can choose professions that match their skills, abilities, interests Economy benefits from diverse pool of employees

KEYNOTE ADDRESS #4:

Quality in Career Guidance- Setting the Standard

Nicki Moore, International Centre for Guidance Studies, University of Derby (UK)

The following are insights from the United Kingdom's experience in the career guidance sector in response to the question: How can Kenya establish quality Career Guidance Standards in its education ecosystem?

1. Understanding the concept of quality

Career guidance is an umbrella term which describes a range of activities which support people to make and implement career decisions: career counselling, information, education, personal guidance, etc.

Key considerations for Quality Career Guidance should be based on the following:

- How do you view quality when thinking about careers guidance?
- What are your benchmarks?
- How would you measure this?
- 2. Experiences: An overview of the requirements for schools and colleges in England
Benchmarks
- UK uses Gatsby Eight Benchmarks when providing good career guidance Accountability
- The Government suggests that schools and colleges work towards the nationally recognised 'Quality in Careers Standard'.
- Colleges are required to hold a matrix standard as part of their funding agreement.
- 3. Approaches to quality

The following are some useful approaches when thinking about and developing quality career guidance:

- Technocratic approaches
- Interpretive approaches
- Emancipatory approaches
- 4. Quality frameworks designs

The following are some of designs useful when thinking and developing quality career guidance

- Administrative centred systems
- Practitioner centred systems
- User centred systems

Suggestions for Action:

- In thinking about quality, what is your perspective?
- Do you want a top down or bottom-up approach to quality?
- How will you involve service users in the discussion about quality?
- How do you incorporate professional ethics into discussions about quality?
- How will you hold practitioners and organisations accountable for the quality of their provision?
- How will you measure impact?

KEYNOTE ADDRESS #5:

Putting CEIAG (Careers Education, Information, Advice & Guidance) into Practice and the Pedagogical Approaches

Mark de Backer, Education Development Trust (UK)

How can career guidance be delivered in schools in Kenya? Further insights from the United Kingdom.

History of Careers Guidance in England

- 1974 -1994 – Provided direct from Local Education Authorities
- 1994 – 2001 – Careers Companies set up who contract with Local Education Authorities (privatisation)
- 2001 – 2012 – Connexions Partnerships/ Local Authorities Connexions Service (Careers part of a wider youth support)
- 2012 – Schools have the statutory responsibility to secure independent careers guidance
- 2012 - National Careers Service <https://nationalcareers.service.gov.uk/>

Career Guidance in Schools

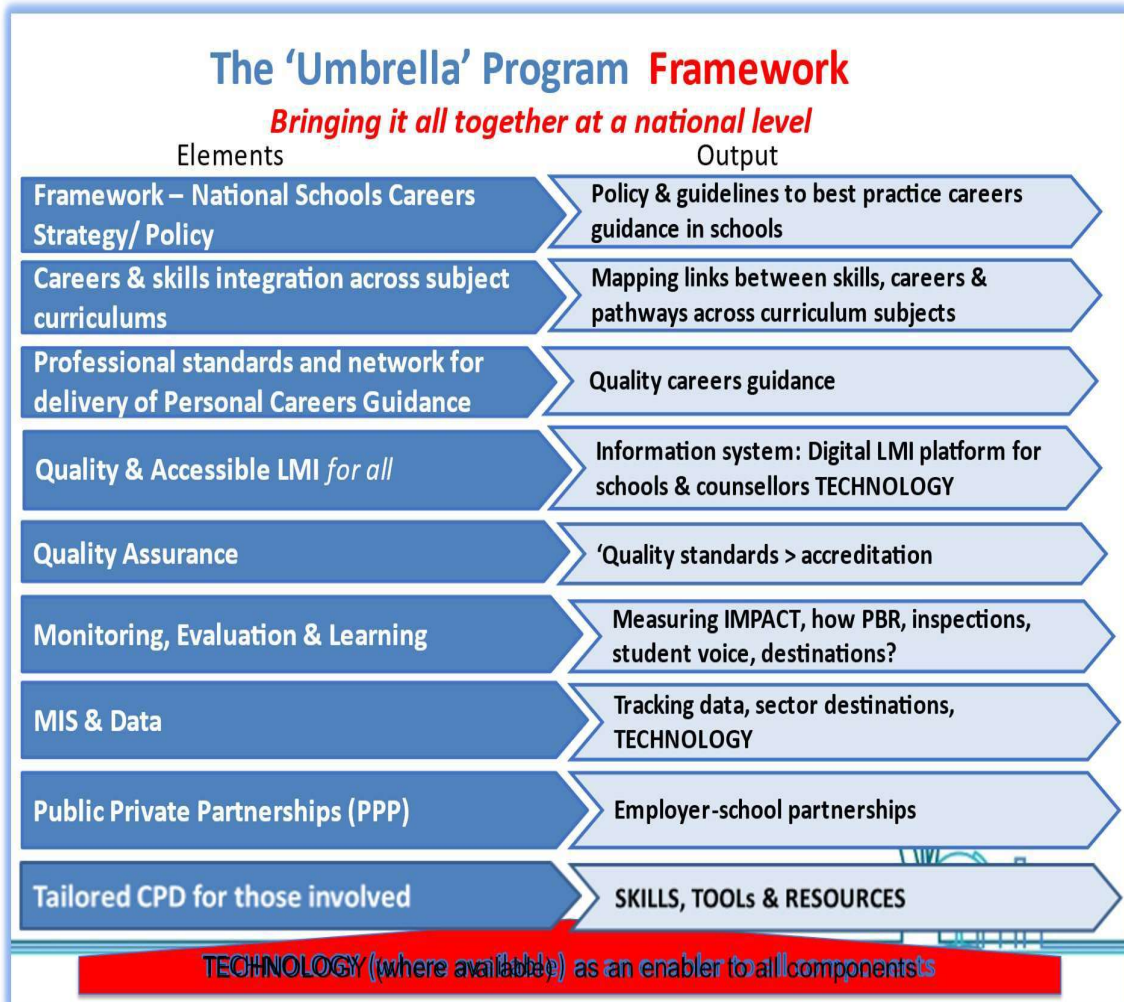
- All schools in England use Gatsby benchmarks to implement career guidance in schools. This benchmark provides the foundation for a well-informed career programme in schools from Years 7–13 (ages 11-18).
- The eight Gatsby benchmarks of Good Career Guidance: (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>)
 1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- Every school should have an embedded programme of careers education and guidance understood by parents, teachers, governors and employers.

What 'good' looks like:

- Structured programme which includes the development of a strategic plan
- Programmes should have adequate resource gaps in provision identified. Involve others, local business, other teachers and stakeholders. It needs the backing of the school's Senior Team including having someone responsible for its implementation
- Programmes should be progressive and have a logical flow, with learning outcomes and outputs
- Published and accessible
- Regular evaluation with feedback

- Schools must provide access for technical and vocational providers

Suggestions of practical elements when setting up a framework from scratch at a national and school levels:



Presentation #5:

Insights on Career Guidance from the Education Sector

Dr. David Njeng'ere, Education Advisor, Ministry of Education

Observations:

- For many years, the Kenyan education system has largely been friendly only to learners with aptitude and interest to pursue traditional careers in areas like medicine, engineering, law, education, business, IT, agriculture etc. These constitute 20 % of learners who exit from secondary education every year and join universities.
- Education seems to disempower 80% of the learners rather than empower all learners.
- Fifty (50) percent of the population leaves secondary education only with a certificate that reads D or E hence a sense being failures and ill prepared for either tertiary education and training or the world of work.
- Those who may qualify to join TVET institutions do not take up the places because basic education does not prepare them for TVET; most hear about TVET for the first-time during release of examination results.

Effects/ Implications

Education therefore is unable and unfit to:

- Achieve Sustainable Development Goal No.4, particularly the aspiration of leaving no child behind.
- Achieve Vision 2030, Kenya's blueprint for socio economic development. The vision emphasizes the need to engage all citizens in national development. When over 50% of the population leaves secondary education only with a certificate that reads D or E, then there is need to re-conceptualize and redesign education.

Way forward

The ongoing education reforms (CBC) seek to:

- Reform the Mission "Nurturing every Learner's Potential"
- Help learners to identify and nurture their potential.
- Allow all learners to study core curriculum to acquire core competencies and foundational skills of literacy, numeracy, science and life skills
- Provide every learner an opportunity in Senior Secondary school, to start specialization in a Pathway and track aligned to their aptitude and career interest.
- Document and expand careers in each pathway so that students will easily know what is available. Eventually, this will contribute to reducing unemployment and poverty. *For example, the country has identified 170 careers in the Arts and Sports Science Pathway.*

Youth and Teacher Contributions

Over the course of Day One and Day Two of the Conference, four (4) youth representative and four (4) secondary school and tertiary-level career teachers provided short testimonials about their experience with career guidance from their individual perspectives.

In summary, the youth (all of whom were post-secondary graduates) spoke of the pressures of their parents, teachers and older siblings to pursue careers that are not necessarily aligned to their personal interests, abilities, passions and aspirations. Some of the youth highlighted their experience of discovering a mismatch with their academic pursuits and the actual job market. One youth spoke about her experience of initially being guided by a professional career counselor but ignored the advice and followed her peers in the choice of courses in college. After struggling for two years, she dropped out and started all over again, this time following the advice of the career counselor. Most of the youth testified to the fact that they wished they had been properly guided in high school to avoid the pitfalls they encountered along their personal career journey.

The teachers highlighted issues around their normal teaching workload and the difficulty of having sufficient time to work with students individually. They also noted that they lacked the training and supporting materials to effectively provide salient career guidance to students. Some teachers mentioned the fact that career guidance is not time-tabled and therefore scheduled extra-curricular activities such as sports and clubs take priority. They also underscored the challenge of accessing career guidance experts to assist them, and hence they rely on so-called 'motivational speakers' who often provide poor advice to students, with an emphasis on high paying careers or successful business ventures. This helps solidify the misconception in the minds of youth that the only careers worth pursuing are the 'glamorous' or 'prestigious' ones.

Youth Representatives

1. Darlene Nyambura
2. Anthony Muchiri
3. Daniel Okuku
4. Stephen Kimani

Teacher Representatives

1. Christine Mutua, Kabete National Polytechnic
2. Eunice Wangui Ngure, Moi Forces Academy - Nairobi
3. Rebecca Olula, Ngara Girls High School
4. Kenneth Njoroge Kiambuthi, Kenyatta University, Careers Department



Working Groups

On the afternoon of Day Two, after keynote presentations, the participants at the Conference were divided into five break-out groups to discuss and address the following question from the perspectives of the different groups:

What needs to take place to have a Professionalized Cadre of Career Guidance Counsellors in Educational Institutions in Kenya?

Group 1: Policy & Governance

What are the advantages of providing salient career guidance to Kenya's youth?

- Provide better communication
- Create a defined structure to reduce confusion which often occurs amongst different team players
- Provides guidance on how career guidelines should be done
- Policy guidelines may bring all components of career guidance together

What needs to happen to have a professionalized career guidance program in Kenya Schools?

- Develop a career guidance framework
- Integrate career guidance in teacher education in college and university
- Develop membership policy
- Develop technical working groups
- Develop career guidance policy

Group 2: Training & Resources

Advantages of providing salient career guidance to Kenya's youth:

- Learners with careers matched skills and interests
- Reduced frustrations when making career choices
- Teachers will have the ability to harness and support learners fully
- Improve students' academic performance
- Learners will have the 21st century skills
- Improved transition from schools to colleges
- Improved economic growth and innovation
- Teachers and parents will have confidence when providing learners with career advice

Particular challenges to overcome:

- Little time allocated to career guidance
- Career guidance is seen as added activity and not priority
- Lack of training of teachers with that responsibility
- Inadequate resources such as materials
- Students shy away when career guidance is combined with counselling
- Peer pressure that comes with the choosing careers
- Misrepresentation of information
- Parents are not involved in the process
- Gender bias towards certain careers

What needs to be done?

- Career conversations should start in the lower levels of education
- Training opportunities for teachers
- Budget allocation
- Career resources development

Group 3: Changing the Mindset of Parents

Advantages:

- Parents have a closer relationship with their children
- Parents are the linkage between teachers and youth

- Parents can assist trainers and teachers through career guidance
- When parents are involved there is a likelihood of improved performance of students and better direction

Challenges:

- Absence of parents so conflict when students make choices parents think is not appropriate for them
- Parents fail in their responsibility to guide their children in careers

What needs be done?

- Parent trainings and sensitization on their role in career guidance of their children.
- Parents should be involved more in their children's academic life not only on performance but also careers
- Parents should take responsibility of guiding their children
- Parents should be educated on the new ways of career guidance in 21st century and explore skills needed

Group 4: Role of Private Sector/Employers

Advantages of providing salient careers:

- Getting employees with the right jobs they are skilled and good at.
- People being passionate with what they are doing or involved at a younger age to improve innovation in the industry
- Prevents wastage of time and funds due to lower turnover rate
- Reduces training and saves time in productivity
- Having a satisfied workforce who are ready and willing to work

Particular challenges to overcome:

- Young people lack practical career exposure
- Lack of data and linkage, tracking the young people individually from time of entry to exit
- Cutting down the bureaucracy between employees and students
- Motivation: balancing between passion/pay cheque
- Overcoming career mismatch and field of study mismatch

What needs to happen to have a professionalized career guidance program?

- Needs to emphasize career guidance in schools
- Increase training for career guidance practitioners
- Good data tracking systems for students' progress
- Resources to be allocated to schools and institutions for implementations
- Employers to be greater stakeholders in student's education by providing job shadow and internship opportunities through formal processes

Group 5: Standards & Qualifications for Career Guidance Counselors

Advantages of salient career guidance

- It shall take care of the diversity of the Kenyan youth and their needs shall be met
- Guidelines/ standards shall be followed by all the career guidance providers at all levels
- Allow for exposure to the variety of available careers and hence guidance
- Help identify the kind of training needed for all students at all levels
- Will have ability to match of the personality of the youth with the career they are interested in

Challenges

- Inadequate training
- Career guidance is not embedded at all levels of education
- Inadequate guidelines for the provision of career guidance needed to be aligned with the new curriculum
- an overall regulator

What needs to be done

- Recognition of their services
- In schools less workload for teacher involved in careers
- Delineation of career from counselling
- Need for a focal point to bring all stakeholders together synergy
- Clear policies and framework not only for schools but throughout life

After each group presented their findings, a Plenary Discussion was held with the goal of drafting recommendations towards a National Strategy to advance the integration of career guidance in Kenya's Education System. These are found in Chapter IV of this report.



Closing Remarks

The Conference was officially closed by Dr. David Njeng'ere of the Ministry of Education, who expressed his appreciation for the Conference and the rich discussions on the topic of career guidance and its important place in the Kenyan education system towards higher academic achievement and the successful transition of students into the world of work. Dr. Njeng'ere pledged his full support to elevate the status of career guidance within the Ministry of Education and all of its departments and bring forth the recommendations emanating from the Conference for internal deliberation and action.

IV Final Recommendations

Based on the issues raised and discussed throughout the conference, a set of recommendations clearly emerged to bring forward the provision of career guidance in Kenya (in terms of facilitators, competencies, training content and school structures, implementation, and uptake of career guidance):

1. Appoint a Multi-Agency National Career Guidance Steering Committee to look into industry issues and develop policies, standards and benchmarks on Career Guidance, with a reporting matrix;
2. Conduct a National Situational Analysis on the status of Career Guidance as a learner support programme in learning institutions in Kenya;
3. Develop National Guidelines / Framework for Career Guidance that will provide directions on career guidance services in Kenyan schools;
4. Mainstream content and skills development on career guidance in the three dimensions of the new Competency-based Curriculum (formal, non-formal and informal);
5. Provide training to Career Guidance teachers and practitioners in learning institutions (basic education, tertiary and in communities);
6. Create synergies with industries, parents and other education stakeholders in supporting career guidance and development;
7. Embed career guidance into teacher education and training programmes ;
8. Establish professional career services departments in schools to support learners in self and career awareness, exploration, decision making and transition to post-school options;
9. Make labour market information more accessible to all stakeholders (career guidance teachers, schools, and students)
10. Recognize the Career Guidance Institute as a focal point for both government and private sector engagement in career guidance development in all sectors.

V Our Sponsors & Partners

The first ever National Conference on Career Guidance would not have been possible without the contributions of time, energy, enthusiasm, intellectual capacity, and financial resources from the key partners who helped plan, organize, manage and implement it. We especially thank our organizing committee, our financial sponsors, our speakers, our moderators, the KICD technical support team who worked behind the scenes, and of course, all of the participants, both those who were able to participate in-person and those who joined us online.

THANK YOU!

Organizing Committee Members:	Moderators:
<ul style="list-style-type: none">• Grace Ngugi Maina, KICD• Michael Muriuki, KICD• Joash Manyi, KICD• Nelly Kitawa, KICD• Peris Wachuka, KICD• Margaret Waithaka, CGI• Mercy Gichohi, CGI• Ekrah Ndungu, CGI• Kevin Doyle, CGI	<ul style="list-style-type: none">• Nelly Marete, Directorate of Policy, Partnerships and East African Community Affairs, Ministry of Education• Mary Kangethe, Kenya National Commission for UNESCO (KNATCOM)

Conference Co-Conveners

Kenya Institute of Curriculum Development (KICD) was established by the Government of Kenya under Act No. 4 of 2013 to provide curricula and curriculum support materials through research and engagement to nurture every learner's potential for sustainable development.

KICD is mandated to develop research-based curricula and curriculum support materials for basic and tertiary education and training except university.

KICD Vision - Institute's Vision is, "A skilled and ethical society".

KICD Mission - The Institute's Mission is "To provide curricula and curriculum support materials through research and engagement to nurture every learner's potential for sustainable development."

Tagline: Nurturing every learner's potential.



The **Career Guidance Institute** (CGI) is a membership association of trained career guidance & development practitioners with a role to advance career guidance best practices in Kenya. As the voice of the profession, it is comprised of professionals and other practitioners working in the fields of career education; career information, career advice and guidance; career coaching, career consultancy and career management.

The Mission of CGI is to promote career planning and development by providing professional development, standards, and advocacy to practitioners and educators who inspire and empower individuals to achieve their career and life goals.



careerguidanceinstitute.org

Financial Supporters:

Young Africa Works-Kenya: Youth Employability Through TVET (Young Africa Works in Kenya-TVET) is a 5-year initiative (2020-2025) that will strengthen the quality and relevance of Technical and Vocational Education and Training (TVET) institutions and systems in Kenya. The program is based on a partnership between Colleges and Institutes Canada (CICan), the Kenyan Ministry of Education, the private sector and the Mastercard Foundation, through its Young Africa Works initiative. Its objective is to help young Kenyans, particularly women, find dignified and fulfilling work through formal training and a focus on the recognition of prior learning. This will be achieved by targeting the key economic growth sectors identified under the Big Four agenda – manufacturing, universal healthcare, food security, affordable housing – as well as the digital sector.



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Youth Employability through TVET in Kenya

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NATIONAL CONFERENCE ON CAREER GUIDANCE

*Its Role and Importance
for Kenya's Future*

December 8-9, 2020

Supported By



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INSTITUTES
CANADA

**Youth Employability
through TVET in Kenya**





GOAL

Build the case for Career Guidance and its importance to Kenya's national development and competitiveness

Objectives:

- 1) Provide evidence-based research on the impact of career guidance on sustainable development.
- 2) Examine the historical and current state of career guidance in Kenya
- 3) Identify opportunities and strategic actions for greater coordination, collaboration and integration

Themes:

- What is Career Guidance? What is good Career Guidance? What are the benefits and expected outcomes of professional career guidance?
- How does Career Guidance help address the Demographic Dividend and youth unemployment?
- How does career guidance fit into the Competency Based Curriculum (CBC)?
- What is the role of parents/guardians?
- What are the roles of schools, principals, and teachers?
- What is the role of career guidance in our communities?
- What is the role in institutions of higher learning (colleges/universities/TVETs...)
- What is the role of human resource managers and places of work?
- What are we getting wrong? What are we doing right?
- The Need for Standards, training and consistency.

Conference Programme

Day 1: Tuesday, December 8, 2020

8:30 am	Registration	KICD/CGI
9:00 am	Welcome/Opening Prayer	KICD
9:05 am	Preliminaries/COVID-19 Protocols	KICD
9:10 am	Introductions: Organizing Committee, Delegates	Co-Moderators: Darius Mogaka, Ministry of Education and Mary Kangethe, KNATCOM
9:30 am	Goals & Objectives of the Conference	KICD
9:40 am	Overview of Competency-Based Curriculum (CBC)	KICD
9:55 am	Youth Representative #1 Testimonial	Youth Representative #1
10:00 am	Official Opening Remarks & Guest of Honour Keynote Address	Prof. Charles Ochieng' Ong'ondo, Director & CEO KICD Dr. Richard Belio Kipsang, Principal Secretary, State Department for Early Learning & Basic Education, Ministry of Education Others TBD
10:45 am	Tea Break	
11:15 am	Career Teacher #1 Testimonial	Career Teacher #1
11:20 am	Keynote Address #1: Building the Essential Foundations of Career Development	Dr. Trish Hatch & Terri Tchorzynski, Hatching Results
11:45 am	Status of Career Guidance in Kenya	Margaret Waitthaka, Career Guidance Institute
12:00 pm	Findings from Current Research on Career Guidance in Kenya	Dr. Teresa Okoth, Masinde Muliru University of Science & Technology

December 8-9, 2020



12:15 pm	Plenary Questions and Observations from Delegates	Moderator
1:00 pm	Lunch	
2:00 pm	Youth Representative #2 Testimonial	Youth Representative #2
2:05 pm	The Place of Career Guidance in the new Competency-Based Curriculum	Grace Ngugi Maina, KICD
2:20 pm	Implications of Course Mismatch at Tertiary Level in Kenya	Prof. Rose Ruto Korir, Moi University
2:30 pm	Keynote Address #2: What do you want to be when you grow up?	Damaris Agweyu, Qazini
2:45 pm	Break-Out Group Sessions: <i>What are the advantages of providing salient career guidance to Kenya's youth from the perspective of your group? What are the particular challenges to overcome?</i> 1. Policy & Governance 2. Schools (Basic to Tertiary) 3. Communities & the Home 4. Workplaces/Industry 5. Career Guidance Practitioners	Introduced by Kevin Doyle, CGI
4:00 pm	Career Teacher #2 Testimonial	Career Teacher G #2
4:05 pm	Breakout Group Presentations	Moderator
4:50 pm	Day 1 Wrap-Up (Recap & Observations)	KICD
5:00 pm	Close of Day 1	Moderator

Day 2: Wednesday, December 9, 2020

8:30 am	Registration	KICD/CGI
9:00 am	Welcome/Opening Prayer	KICD
9:05 am	Preliminaries/COVID-19 Protocols	KICD
9:10 am	Youth Representative #3 Testimonial	Youth Representative #3
9:15 am	Recap/Take-aways from Day 1: Moderated Plenary Discussion on synergies/discords from Break-away Group Presentations	Ian Warrender, Colleges & Institutes Canada
9:30 am	Keynote Address #3: Infusing Purpose into Practice with Career Development	Dr. Trish Hatch & Terri Tchorzynski, Hatching Results
9:50 am	Career Teacher #3 Testimonial	Career Teacher #3
9:55 am	Keynote Address #4: Quality in Career Guidance- Setting the Standard	Nicki Moore, International Centre for Guidance Studies (UK)
10:15 am	Keynote Address #5: Putting CEIAG (Careers Education, Information, Advice & Guidance) into Practice and the Pedagogical Approaches	Mark de Backer, Education Development Trust (UK)
10:35 am	Plenary Q&A	Moderator
11:00 am	Break-Out Group Sessions: <i>What needs to take place (actions, activities and timelines) to have a Professionalized Cadre of Career Guidance Counsellors in our Educational Institutions?</i> 1. Policy & Governance 2. Training & Resources 3. Changing the mindset of parents 4. Role of private sector/employers 5. Standards & Qualifications for Career Guidance Counselors	Introduced by Kevin Doyle, CGI
12:30 pm	Youth Representative #4 Testimonial	Youth Representative #4
12:35 pm	Breakout Group Presentations	Moderator
1:30 pm	Lunch	
2:15 pm	Career Teacher #4 Testimonial	Career Teacher #4
2:20 pm	Plenary Discussion towards a National Strategy to Advance the Integration of Career Guidance in Kenya's Education System	Moderator
3:15 pm	Next Steps	Grace Ngugi Maina, KICD and Margaret Waitheka, CGI
3:30 pm	Close	KICD



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3:15 pm	Next Steps	Grace Ngugi Maina, KICD and Margaret Waithaka, CGI
3:30 pm	Close	KICD

Annex 2: Speaker Bios

Dr. David Njeng'ere is the Chief Education Advisor to the Cabinet Secretary, Ministry of Education, Kenya. He has previously been Deputy Director at both the Kenya National Examinations and the Kenya Institute of Curriculum Development. In both institutions, he was instrumental in the process of developing the competency-based curriculum and assessment frameworks for the ongoing reforms in Kenya.



He has a teaching experience of seven years in several secondary schools in Kenya. David has extensive experience in regional and international education initiatives, including being a delegate and chair of the East African Community Technical Committee on harmonization of curricula and education systems. He has been a resource person in programmes run by the International Bureau of Education, (UNESCO) on issues of curriculum design and development, including review of the Training Tools for Curriculum Development (a Curriculum Resource Pack). David was also a resource person in an international initiative on research and development of a White Paper on integration of financial literacy in curriculum.

He is a Hubert Humphrey Fellow and holds a PhD in Education, a Masters in English, a Bachelor of Education in English and Literature, and a Post Graduate Diploma in Curriculum Design and Development.



Dr. Sara Ruto is the Chairperson, Kenya Institute of Curriculum Development (KICD) Council. Her areas of specialisation are Educational Research and school reform. She is the Chief Executive Officer of the People's Action for Learning (PAL) Network a global south network of countries undertaking citizen led assessments and actions. Dr. Ruto also leads the Accelerated Learning Program that seeks to provide an evidence base to hasten learning outcomes for children left behind. She previously served as the Regional Manager of Uwezo East Africa, and was a lecturer at Kenyatta University. She sits in several advisory boards, such as UNESCO's Global Education Monitoring Report, the Knowledge Platform on Inclusive Development Policies (INCLUDE) and Brookings Millions Advisory Group.

Prof. Charles Ong'ondo is the Director/Chief Executive Officer (CEO) at the Kenya Institute of Curriculum Development (KICD). Prof. Ong'ondo is an Associate Professor in Teacher Education. He is a Commonwealth Academic Fellow and Scholar who holds a Postdoctoral Fellowship in Research Methodology (University Warwick, UK), a PhD in English Language Teacher Education (the University of Leeds, UK), an M.Phil. Degree in English Language Education (Moi University, Kenya), a B.Ed. Degree in English and Literature (Moi University), and a Diploma in Education (Siriba Teachers College – Kenya).



His academic interests are: Research Methodology (with special interest in Qualitative research); Teacher Education (with keen attention to the Practicum); English Language Pedagogy (at School, Tertiary and University levels); Training of Trainers; Curriculum/Programme/Course Design and Evaluation; Academic Writing and Organizational Communication. Before he joined KICD, Prof. Ong'ondo was a Teacher Educator in English Language Teacher Education at Moi University – Kenya. Prior to joining the University as a lecturer, Charles had had thirteen years' experience as a teacher of English Language and Literature in English at secondary school level in Kenya.

Dr. Trish Hatch is a Professor at San Diego State University (SDSU), where she served as Director of the School Counseling Program from 2004 until 2015. She is also the best-selling author of *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession* (2013); and co-author of *Evidence-Based School Counseling: Making a Difference with Data-Driven Practices* (Dimmitt, Carey & Hatch, 2007); the ASCA National Model: A Framework for School Counseling Programs (ASCA, 2003; 2005); and, most recently, *Hatching Results for Elementary School Counseling: Implementing Core Curriculum and Other Tier 1 Activities* (Hatch, Duarte & De Gregorio, 2018) and *P3H: Pilots, Passengers, Prisoners, & Hijackers: An Educator's Guide to Handling Difficult People While Moving Forward* (Hatch, 2018).



Founder and CEO of Hatching Results®, Dr. Hatch is also the Founder and Executive Director of the Center for Excellence in School Counseling and Leadership (CESCaL) in the College of Education at SDSU. In addition, Dr. Hatch is a legislative advocate and national leader. She has served on multiple state and national school counseling research summit steering committees, including one as a national expert consultant on school counseling for the Obama administration, at The White House and the US Department of Education. Dr. Hatch is also one of five original panel members for the National Panel for Evidence-Based School Counseling Practices and serves on the Advisory Council for the National Evidence-Based School Counseling Conference.



Terri Tchorzynski has served as a student advocate for over 17 years in the role of both a teacher and school counselor with a specialized focus on career development within Career and Technical Education. Under Terri's leadership her counseling department has received both state and national recognition for exemplary practices in college/career readiness by the Michigan Department of Education and was one of the first schools in her state to be honored as a Recognized ASCA Model Program (RAMP).

As a result of her counseling department paving the way for school counselors in Michigan, Terri and her team offered state-wide trainings to encourage more Michigan schools to follow the ASCA National Model and achieve the RAMP designation. Serving as a strong advocate for the development of comprehensive, data-driven programs, Terri serves on several national academic and business/industry committees to provide a school counselor perspective, as well as released several publications to highlight the benefits of student-centered counseling programs that are focused on academics, career development and social-emotional support.

In 2016, she was named the School Counselor of the Year in the State of Michigan, and in 2017 she was awarded the National School Counselor of the Year by the American School Counselor Association (ASCA).

Damaris Agweyu comes with professional experience gained over a 15-year career spanning a diverse range of industries. Her career path has seen her work for The Serena Group of Hotels where she joined the company as a Guest Services Executive. Within a period of six years, she climbed the ranks to become the Group PR and CSR manager.



Damaris has served as the Managing Director of Kenya Buzz, Kenya's leading event and lifestyle media company. She grew the company over a 5-year period after which it was acquired by the Nation Media Group in 2017. She remains a shareholder of the company. In 2018, she founded Qazini, an online platform that provides people with the inspiration, ideas and resources they need to thrive in their personal and professional lives.

Damaris is the author of *Different Paths, One Journey*, a book which was inspired by her personal encounters and

conversations with a number of top performing individuals from various professional fields within Kenya. She hopes that the book can open its readers' minds to the unlimited possibilities within their reach, and encourage them to trust and honor their unique paths in life.

Damaris describes herself as a dreamer, doer, renaissance soul and lifelong learner.

Nicki Moore is the Senior Lecturer in Career Development at the International Centre for Guidance Studies (iCeGS) at the University of Derby. Nicki is a registered career development practitioner and has experience as a practitioner and manager in a range of operational contexts. Nicki's career has largely focussed on the career decisions of children and young people and on school's programmes of career guidance. During her time in Connexions, Nicki was the regional development manager for a quality award and chaired the Careers Education Committee for the (then) Institute for Career Guidance.



Nowadays, Nicki leads iCeGS Continuing Professional Development Strategy and is the programme leader for the Masters in Careers Education and Coaching. Nicki's research interests include the transitions of young people, and the interventions which support them. She has published widely on this subject. Nicki has an extensive international portfolio including work in many European countries, Kosovo, and the Middle East.

She is a Senior Fellow of the Higher Education Academy, a NICEC Fellow, a legacy Fellow of the CDI and most recently a member of the CDI Board where she leads on the Institute's Digital Strategy.



Mark De Backer has worked in careers in the UK for over 20 years. Starting as a Careers Adviser in a mainstream secondary school before moving into a management position in West Sussex Careers Service. Between the two he worked in frontline careers advice and guidance in schools, with NEET young people (those not in education, employment or training), in Further Education colleges and with special educational needs and disabilities (SEND) students. He was part of the Connexions service between 2001-2012 which combined the delivery of careers guidance with holistic support for young people. In 2012 he moved into adult careers guidance managing delivery teams in Hampshire and Surrey, before joining Education Development Trust in 2014.

In 2016 he became Assistant Director – Careers at Education Development Trust responsible for the South of England, running two large National Careers Service contracts, providing Careers Information, Advice and Guidance to over 40,000 adults per year across the South Coast of England and managing a portfolio of school's careers guidance. He is now responsible for delivery of youth careers provision across the contracts Education Development Trust run nationally.

Additionally, he is a member of the Careers Development Institute (CDI) and he contributed to the Education Development Trust 2019 research 'Careers and Labour Market Information, and International Review of the Evidence'. With colleagues he is currently working on a project to develop a Careers pilot in Jordan for the Ministry of Education.

Grace Ngugi Maina is the Deputy Director in charge of Special Programmes at the Kenya Institute of Curriculum Development, the department that hosts Career Guidance under the Learner Support Programme. She has 21 years of experience as a curriculum specialist and is a member of KICD Management. She is a member of several professional bodies and a Council Member at KISE and a board member of Life Skills Promoters. She is an accredited Counsellor Supervisor with the Kenya Counsellors and Psychologist Association and is a member



of the Salzburg Global Seminar Social Emotional Learning Committee (Karanga) amongst other committees.

A lifelong educator, Grace is an author, counsellor, and is an educator/facilitator in Life Skills Education, Values Education, Parental Empowerment, Child Development, Care and Protection, Career Guidance, Psychometric, Social Emotional Learning, Disaster Risk Reduction Education, HIV and AIDS Prevention and Education, Social Cohesion, Alcohol and Drug Abuse Prevention and Education in Emergency among others.

She holds a degree in Education and is trained as a Counselling Psychologist at the Diploma and Master's level while currently pursuing a PhD in Educational Psychology.



Margaret Waithaka is the founder of Career Guidance Institute and is the Executive Director of Discover Your Career, a consultancy firm incepted to meet the growing need for professional career guidance services in Kenya and Africa. She has extensive knowledge and experience in communications, public relations, and career guidance & development, having consulted with corporate organisations, institutions, schools, government, and individuals.

She is a member of KICD's Pertinent and Contemporary Issues (PCI) Panel helping guide the reforms of the new competency-based curriculum (CBC) in the areas of career guidance, parental empowerment and community-based learning and is a reviewer for PCI matrices in the value-based education and designs.

She is an active member of Career Development Institute (UK) and a co-author of *Discover Your Career Workbook* in the Careerpedia series published by Storymoja, a book approved by KICD for use in secondary schools. She has a BSc in Information Sciences from Moi University and an MBA from JKUAT. She is a frequent guest columnist in various national newspapers and online platforms on issues pertaining career guidance & development.

Dr. Teresa Akinyi Okoth is a lecturer in the Department of Curriculum and Instructional Technology at Masinde Muliro University of Science and Technology where she is also the Director in charge of Career Services.

She has a Bachelors' degree from Moi University Kenya, a Masters of Education degree from the Aga Khan University, Institute for Educational Development, East Africa and a Doctor of education in Curriculum Studies from the University of South Africa based in Pretoria South Africa.



She is a curriculum development expert with expertise in curriculum design, implementation, assessment and evaluation. She is also an educator with immense potential in capacity building of teachers.

She has worked with various governmental and non-governmental organisations to build capacity of teachers at various education levels (Early years, secondary and university). Her experience as one of the experts in the development of a Curriculum Framework, Scope and Sequence Charts and Curriculum Designs for Literacy Skills in the Competency-based Curriculum.

She has participated as a Panelist in Career related matters in the mainstream media (NTV and KTN) during Career Fairs. As the Director Career services, she has received training from Kenya School of Government on Career related matters. She brings in knowledge in this field as she shares her experiences dealing students of higher education institutions on Career related matters.



Prof. Rose Ruto-Korir (Ph.D., M.Phil., B.Ed.), holds a Ph.D. from the University of Pretoria in South Africa (2010), and is currently the Director of the Institute of Open and Distance Learning, as well as an Associate Professor of Educational Psychology (Developmental Psychology) at Moi University, School of Education. In the past, she led teams in her role as the Postgraduate Coordinator in the School of Education for five years, and as the Associate Dean of the School of Education. Rose also mentor's undergraduate, Master and Doctoral students, besides being a peer reviewer for Universities in Kenya, Malawi, South Africa and Uganda.

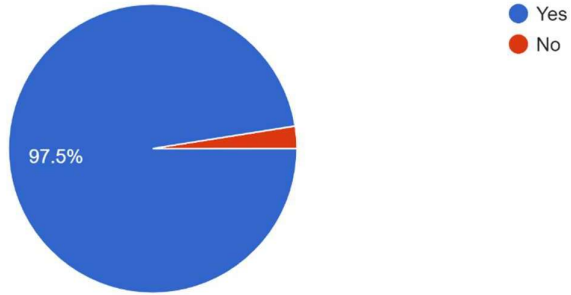
She is a distinguished scholar having researched and presented in international refereed academic conferences, and published in peer refereed journals, and books. Rose has been an adjunct Faculty in the East and Southern African German Centre of Excellence in Educational Research and Management (CERM-ESA), where taught, supervised and facilitated training during the F2F and online sessions designed for Faculty.

She has been a teacher educator for the past 26 years, with a focus on the scholarship of child development and education, youth, and adolescent development. She sits in the Board of Kenya Education Network (KENET).

Annex 3: Conference Evaluation Survey Results

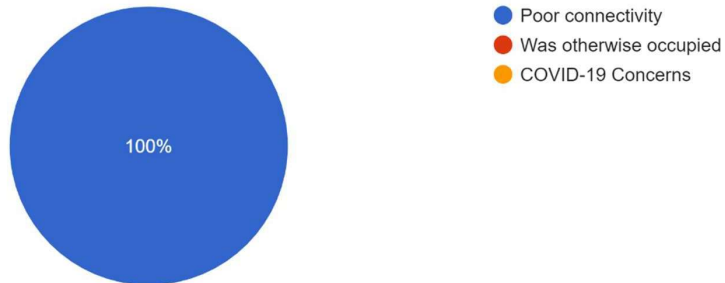
Were you able to participate in the Conference?

40 responses



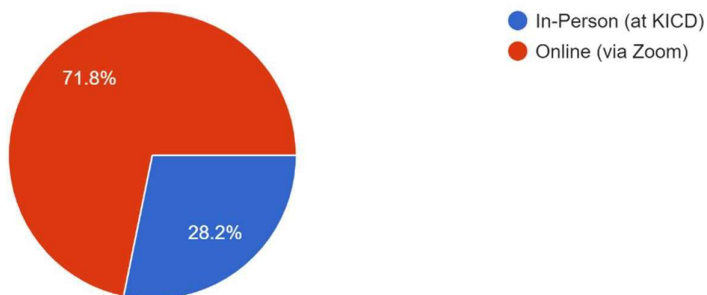
Why were you unable to participate?

1 response



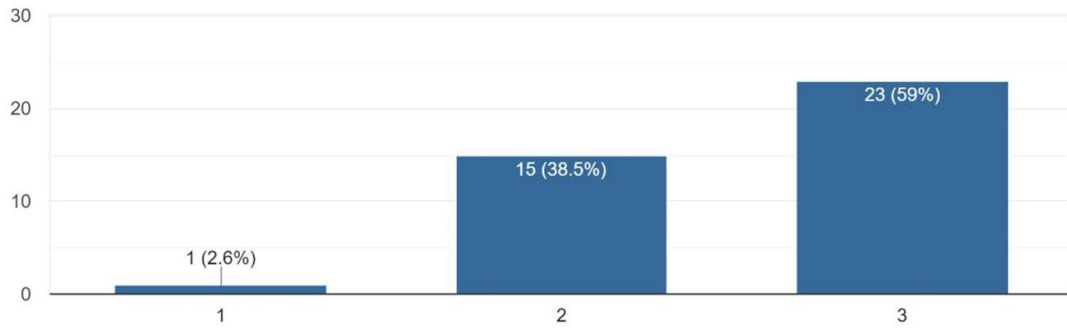
How did you participate in the Conference?

39 responses

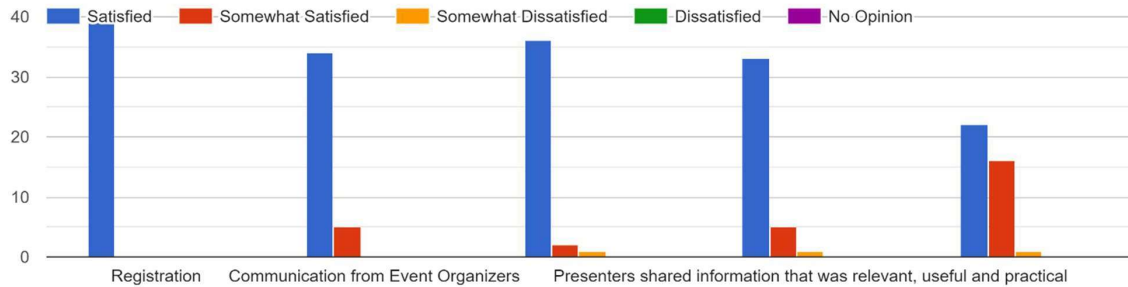


How did the Conference compare to your expectations?

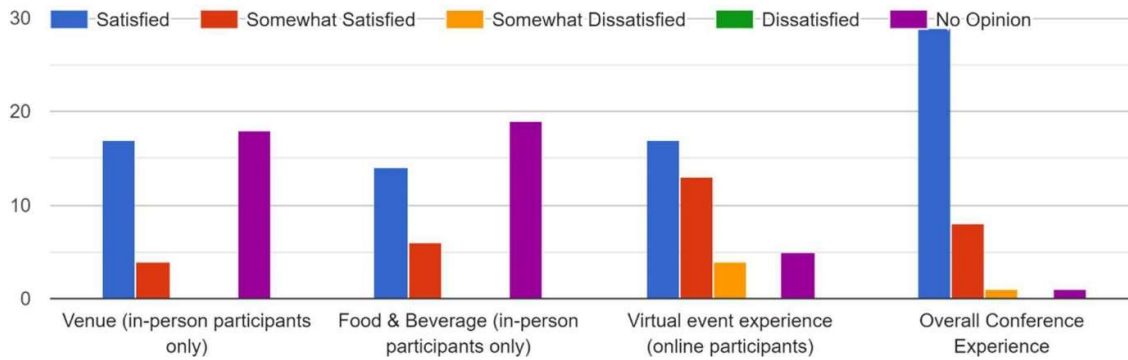
39 responses



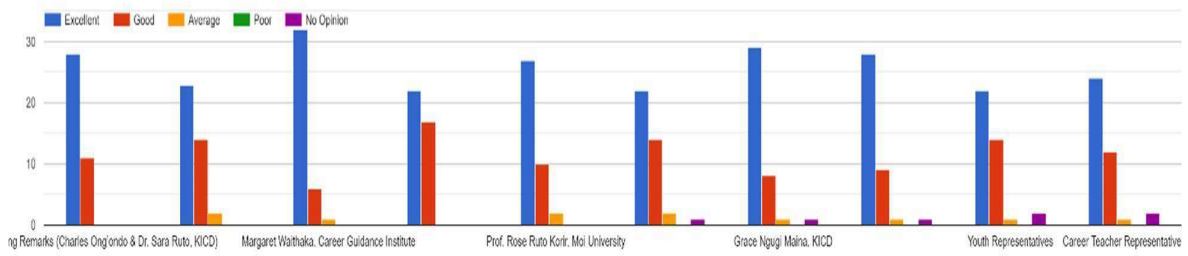
Please indicate your overall satisfaction with the following aspects of the conference:



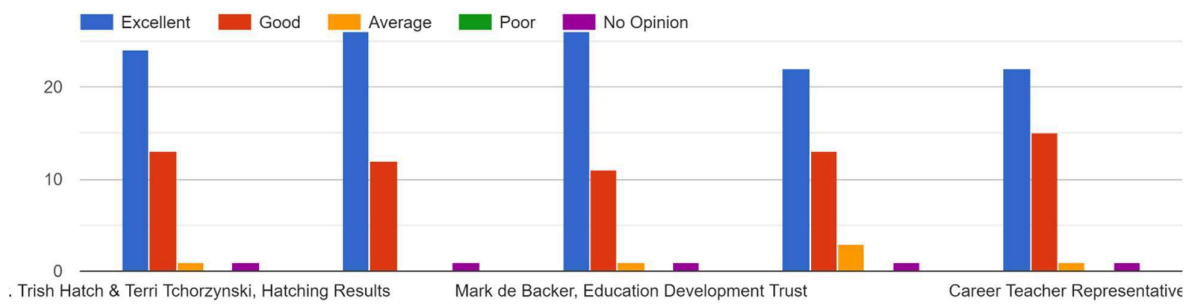
Please indicate your overall satisfaction with the following aspects of the conference:



Please rate our Day 1 speakers:

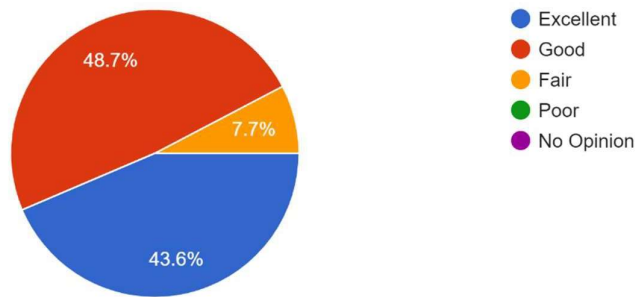


Please rate our Day 2 speakers:



Please rate the Moderators' and Event Organizers' management of the Conference:

39 responses



What was your single biggest takeaway?

1. We need to guide students in their career paths
2. Careers paths being noticed as early as primary school because by 8 years children do have an idea on what they love doing hence the need to start recognising their paths early.
3. The career Guidance policy document
4. The forum was informative and all stakeholders should ensure we have a strong career guidance at all levels
5. Career guidance introduced to schools
6. Place of guidance in teaching
7. Importance of career guidance linkage
8. I am more empowered on national development
9. Career opportunities available
10. Career skills
11. Career guidance should start as early as in kindergarten
12. I realized that career guidance was a very important component the curriculum, thank for the opportunity.
13. Personality analysis is key in career guidance
14. Importance of beginning early
15. How we can enhance career guidance at rural schools
16. approaches to career guidance
17. Parents and teachers should be able to support the children in terms of career choice. Learners should be able to make informed decisions when it comes to selecting the most suitable career. Education institutions should set up career guidance departments that would guide the learners when choosing the most suitable careers.
18. How to develop a functional career program in school
19. Am a novice in career guidance but I gained a lot of useful information
20. the need to take into consideration the child's abilities, skills, knowledge and attitude and the need for psychometric tests in career choice
21. How career guidance and counselling influence career choices
22. Networking and a much greater understanding of the Kenyan Career Guidance community.
23. Kenya is headed on the right direction as far as career guidance is concerned
24. The need for deliberate effort to mainstream Career Guidance and Cancellation in all training institutions and in the community.
25. The element of "service provision" as the leading purpose of working as stated by closing speech of Dr. David Njeng'ere
26. The Importance of having each school have a fully functional career office, with backing from relevant stakeholders.
27. The need to develop framework and standardization
28. The formation of policy for career guidance shall work well if it driven by data-based evidence
29. information on career guidance
30. Career guidance should start early in life and career guidance in schools should be mandatory.
31. Training of career guidance teachers is key to impact on students guidance. This is because when learners are well guided in their careers from early years and hence make right choices in life all through and indeed finally we have a better country with well matched skills in different areas and hence better economy
32. The need for career guidance is now a reality that needs to be seriously prioritized across all stakeholders
33. Roles of career teachers
34. career education should be more intrinsic

What, if anything, did you dislike about this event?

1. None
2. Nothing
3. The event was well organized
4. Time management especially day one perhaps due to technical hitches that led to delays and synching the live and online discussions didn't work well.
5. The delay in the teleconference connection
6. I liked the forum
7. The technical hitches on the online platform (zoom)
8. Balancing the meeting and the job for two days.
9. I have. no regrets
10. A lot of noise
11. No bundles given for virtual meetings
12. The sound transmission would occasionally fail, hence no communication.
13. I liked the whole event
14. Constant interference from background noise for those online. We need online etiquette
15. Actually, have gained enough if possible, to have more functions that will impart our skills.
16. nothing
17. everything was okay
18. Unstable connection at the KICD center, which disrupted the zoom session.
19. Nothing..It was well organised and very informative
20. I disliked nothing. It was a great event you should organize more.
21. The advertising should be done widely. I learned about it by accident
22. more time
23. It found me on traveling hence it was challenging for me though managed to follow
24. N/A
25. All was as per expectation. Thank you.
26. There was miscoordination between the virtual experience and the indoor participation
27. Network challenge
28. the technical hitches

Career Guidance is a key aspect to address youth unemployment and national development.
39 responses

