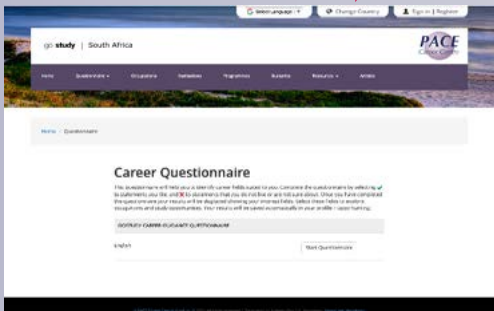


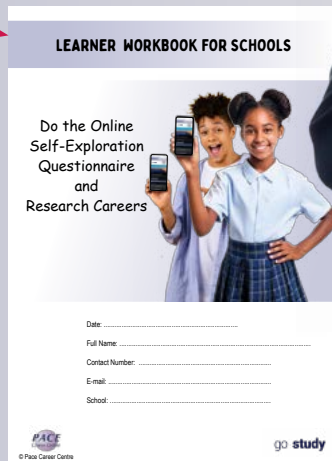
# CAREER GUIDANCE TRAINING WORKBOOK

## How to deliver Career Guidance in schools using the 3-Step Career Planning Method

### TOOLS TO USE:



Gostudy Website



Learner Workbook for schools



Full Name:	
Institution/Organisation:	
Position:	
Contact (Cell number):	
Email:	
Date	

# WELCOME TO OUR COURSE!

## i. Course Overview

This dynamic course will navigate you through delivering a comprehensive career guidance programme in schools. Starting with the unique challenges in the African context, you'll explore career development theories and apply the 3-Step Career Planning model. You'll also use the PACE Self-Exploration Questionnaire to help young people identify their strengths. By the end, you'll be equipped to develop and implement a career guidance programme that assists young people to identify and achieve their goals.

### YOUR PATHWAY TO THIS COURSE:



Complete the course & receive your certificate... Now you are ready to make a difference!

## ii. Expectations

**Do you have what it takes to be a career practitioner?**

**Our expectations of you!**

To complete this course, you will need to do the following:

- Attend the online workshop
- Complete this Activity Workbook
- Check the blocks below.



	Yes	No
I am aware of the full attendance requirement and have completed the online attendance register <a href="#">here</a> ).		

In the space below write down your expectations. What do you want to get out of this course?

**Send to: [den@pacecareers.com](mailto:den@pacecareers.com)**



### iii. Icebreaker: "Packet of Chips"



How many careers can you think of that are associated with a packet of chips? For example, a potato farmer produces a crop of potatoes which is the main raw material for the chips.



**10 minutes**

For example: potato farmer		

How many careers did you come up with? Select the amount from the appropriate column.

Less than 10	10 - 25	26 - 30	30 - 40	More than 40

Are the number of careers in the world increasing or decreasing over time? Tick the correct answer below:

Increasing

Decreasing



What is the reason for this? Write your answer below.



## SECTION 1: CAREER GUIDANCE IN CONTEXT

In this section, we look at how career guidance can help young people to make informed career decisions based on the realities of where they live. Many young people experience huge challenges in completing their education which is worsened by high unemployment rates. As a career practitioner, you have a crucial role in helping young people to navigate these challenges, offering support necessary to navigate their educational paths improve their prospects for employment and self employment.

Your guidance is essential in:

- Empowering young people to stay in school and post-school education for longer and successfully complete their education.
- Supporting decisions that match market demands including informal employment opportunities.
- Bridging the gap between education and employment and self employment with a particular focus on digital skills.



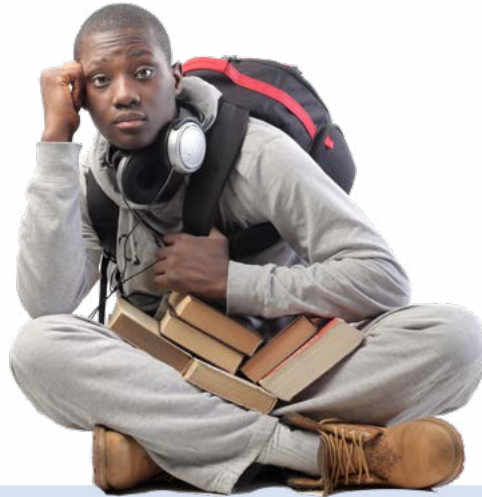
“ Career Guidance describes the services which helps people of any age to manage their careers and make educational, training and occupational choices”  
*(Investing in Career Guidance, 2021)*



## 1.1 Career choices:

### Activity 1: Discuss this scenario

Discuss the possible choices available to this young person and decide what course of action is available before making a final decision:



#### SCENARIO

*“You are a 15-year-old who is considering whether to complete secondary school or not. You have three options to consider: completing school and studying towards a degree at university, enrolling in a vocational training programme to learn a plumbing skill then to get a job, or helping the family to build their small business selling handmade crafts. Your passion lies in art and creativity, and you’ve been helping with the family business after school. You also have a keen interest in technology and have learned some basic digital skills like using social media and simple graphic design on your phone. Your financial resources are limited, and you need to make a choice that balances your interests with your economic situation. What do you decide, based on the 3 options below?”*

<b>Option 1:</b> Do a university degree in business management	
<b>Option 2:</b> Choose vocational training to get a job	
<b>Option 3:</b> Help to build the family small business	

Explain why you chose this option:



## Activity 2: Understanding key information for effective career guidance

When supporting young people in their career decisions, it's crucial to consider the individual's background and motivations. This information will enable the career practitioner to identify what interventions would be best suited for the young person. In the table below, you'll find an example of key information needed to effectively guide young people in their career choices.

**In the table below, look at the key information and description, and explain why this information is important in providing informed career guidance advice.**

Key Information	Description	Why is this important
Age of person and Educational Background	What is the young person's age, academic performance and level of qualification?	Help identify pathways based on their qualifications (e.g., vocational vs. academic options) and suggest further education or other options where applicable.
Skills and Interests	What are the young person's skills, strengths, and interests?	
Work Experience	What work or volunteer experience does the young person have?	
Personal Goals	What are the young person's career aspirations and long-term goals?	
Barriers to Employment	What challenges might the young person face in pursuing their career?	
Support Systems	Who are the young person's mentors, family, or community resources?	
Other?		



## 1.2 Education and Training:

### Activity 3: Why do learners not complete their schooling?

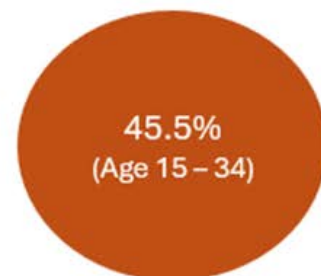
What factors do you believe play a significant role in preventing learners from completing their education? Consider barriers related to:

- Economic Challenges: Financial difficulties, lack of access to resources, and household responsibilities.
- Social Influences: Family expectations, peer pressure, and community norms.
- Emotional Factors: Low motivation, mental health issues, and self-esteem.
- Educational Environment: Inadequate academic support, teacher engagement, and access to information about career paths.

For more information on South African unemployment context watch the following documentary:

“I’ve been trying” 8 years without a job : [click here](#)

Youth unemployment  
(StatsSA 2024)



### Unemployment Rates across Different Levels of Education

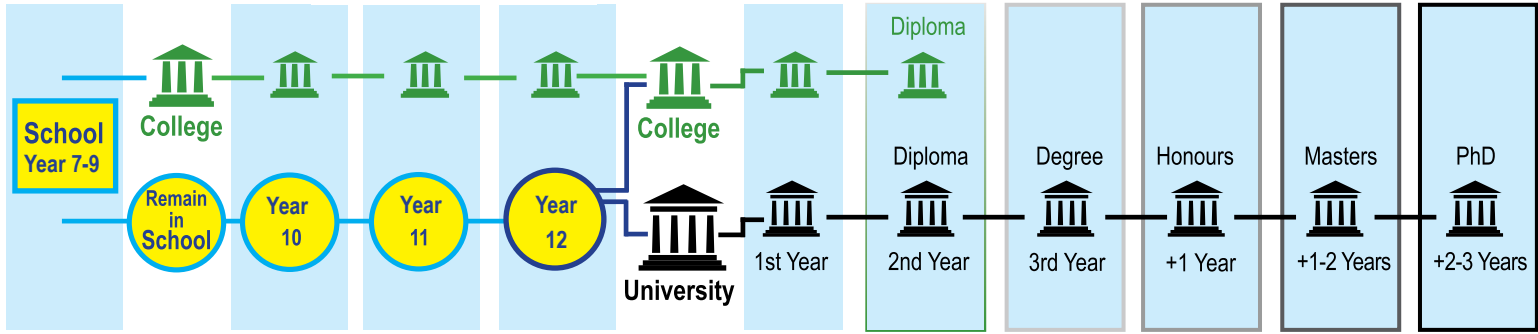
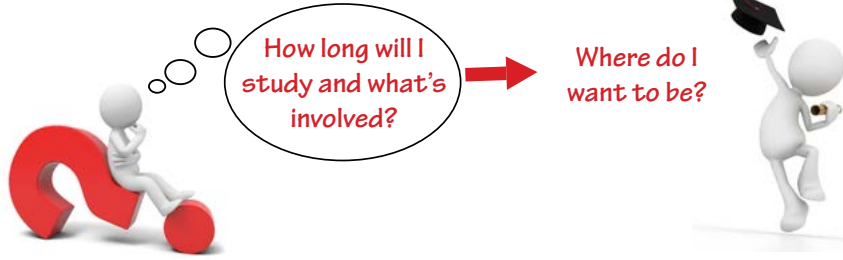
<b>Graduate Tertiary</b>	Bachelor’s degree or higher	11.8%
<b>Other Tertiary</b>	Post-school qualifications	26.5%
<b>Secondary</b>	Completed year 12	42.5%
<b>Less than Secondary</b>	Less than Secondary	48.9%

Source: Graduate Unemployment in South Africa Hannah MacGinty March 2024





# Education Pathways



## SHORT COURSES / ONLINE TRAINING

### INFORMAL ECONOMY

- No employment contract
- Irregular income
- No taxes
- No labour law protection
- No health and safety protection

### How to move from informal to formal:

- Stay in education for longer
- Develop personal skills
- Develop digital skills
- Develop entrepreneurial skills
- Be a life-long learner

### FORMAL ECONOMY

- Formal employment contract
- Regular income
- Taxes to grow the economy
- Protection by labour laws
- Health and safety laws apply



## Digital Tools

Digitalization is transforming informal businesses by making them more visible, particularly through platforms like Facebook Marketplace and WhatsApp. A survey of 1,013 micro- and small businesses from 13 countries found that over 80% use digital tools.

### Results of the survey reveal the following:

- Digital tools enhance productivity and efficiency for informal businesses
- Female entrepreneurs, are more likely to use digital tools
- Digitalization has helped 80% of businesses, with 65% finding new customers and increasing sales
- Those with weaker digital skills, are not benefiting equally

Source: <https://www.undp.org>

### Activity 3: Exploring Digital Skills Platforms for Career Growth

In the table below, identify one suitable digital skills course that can help young people enhance job prospects, grow careers, or acquire new skills relevant to the modern job market. Note: write the URL address in full in the block provided.

Skill to Be Addressed	Course	URL
Example: Digital Marketing	Digital Marketing Foundations	<a href="#">LinkedIn - Digital marketing Foundations</a>
Skill to Be Addressed	Course	URL





## Activity 4: Exploring Opportunities (Learnerships, Internships and Bursaries)



There are a number of opportunities focused specifically on helping young people who are unemployed or graduates to gain skills, practical experience or financial support. Complete the table below by conducting your own online research.

**Provide a summary of the opportunity, including:**

- Title
- Target audience (age, level of skills, experience, etc)
- Description of the opportunity (skills or qualifications gained)

Learnership Title	Target Audience	URL
Example: Retail Readiness Programme (RRP)	Target Market: Young people, who are without previous work experience. South African youth between 18 and 34 years with no previous work experience.	<a href="https://www.shopriteholdings.co.za/careers/youth-opportunities.html">https://www.shopriteholdings.co.za/careers/youth-opportunities.html</a>

Learnership Title	Target Audience	URL

Internship Title	Target Audience	URL

Bursary Title	Target Audience	URL

## Examples of Entrepreneurship / SMME Opportunities in Retail

Here are a variety of small business opportunities that entrepreneurs can explore. These examples highlight potential ventures for individuals who may not have completed school, obtained a tertiary education, or are simply looking to start their own business.



### Artisans

An artisan is someone who works with their hands to make something, or to fix tools or machinery. Artisans usually do an apprenticeship in order to qualify, or may learn artisanal techniques passed down through the family or community. Artisans provide important services like fixing equipment. For example, refrigeration mechanics fix industrial fridges essential for cold chain procedure.



### Franchises

A franchise is a type of business that is owned and operated by an individual (franchisee), but the product, service and brand is owned by the franchise owner. There are many franchises available in South Africa operated using a tried and tested business model. When you buy a franchise, you are buying the rights to market a product or service using the trademark of the franchisor.



### Informal Traders

The informal sector includes employees, employers, and self-employed people who work in the private sector, but who are not registered businesses, and who do not keep a set of accounts separate from the household budget. They are likely not to have Unemployment Insurance Fund (UIF), and the business is likely to be located on the street, in an open space or a market.



### Online Retail

Online retail is similar to physical (brick and mortar) retail, as clients buy products on the website similar to how they would walk around a store and select products off the shelf. If you want to sell online you will need a product to sell. E-commerce also involves online retail but is broader than just shopping, and includes other services such as marketing via social media.



### Service Business

A service business, unlike a product based business, provides support to clients or individuals as an aid, or in helping a client complete a task. If you want to start a service you will need expertise in a certain area, providing for example: financial services (advice on tax insurance, etc.); IT services; graphic design social media; child care, or education, etc.



### Supply Chain/Corporate Retail

The retail supply chain involves all steps involved in getting the product to the consumer, including: sourcing raw materials, manufacturing, and packaging and transportation. As a business you may be involved in supplying the retail organisation with a product or service as one part of the supply chain, for example: logistics may involve, shipping, warehousing, courier, etc.



### 1.3 Employment and Entrepreneurship:

An industry is a specific sector of the economy which produces or trades in a specific commodity, or that produces specific outputs.

**Activity 5: Tick your top 3 Industries, then identify formal and informal careers in your top 3 industries:**

Industry	Rank (1-20)	Formal careers	Informal Careers
Research			
Medical			
Hotel & Catering			
Wholesale & Retail			
Manufacturing			
Travel & Tourism			
Sport			
Services			
Construction			
Computer (IT)			
Public Service			
Correctional & Defence			
Mining			
Agriculture			
Education			
Entertainment			
Media (Art And Design)			
Financial Services & Insurance			
Banking			
Promotional			

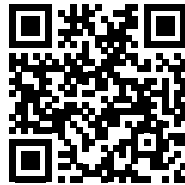


## SECTION 2: CAREER DEVELOPMENT THEORIES

In this section, we will examine the psychology behind career choices by exploring various theories and concepts. While no single theory fully explains all career choices, each offers valuable insights from different perspectives. This understanding underscores the importance of career planning in helping individuals make informed and thoughtful career decisions.



- What are the main theories that explain career choice behaviour?
- How do these theories apply to the cultural and socio-economic context in your country?
- How can we use career theories to develop effective career guidance programmes?



Watch this introductory video for Module 1






<https://youtu.be/qAkjR5mt9VI>





## 2.2 Career Theories

Career development theories help us understand the factors influencing young people’s career choices and the psychology behind these decisions. By using these theories, we can better guide individuals in selecting suitable careers.

DIFFERENT CAREER THEORIES		
Theory Name	Description	
<b>Trait-and-Factor Theory</b> <i>Frank Parsons</i>	Frank Parsons believed that people could find better jobs by matching their <b>personality</b> with the right job characteristics, using tests and job categories to guide them.	
<b>Hollands Theory (RIASEC)</b> <i>John Holland</i>	John Holland’s theory suggests that people are more satisfied and successful in jobs that match their <b>personality type</b> , which he categorizes into six groups: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.	
<b>Life Span Theory</b> <i>Donald Super</i>	Career development is a lifelong process and involves 5 stages: growth, exploration, establishment, maintenance, and decline. During adolescence, Growth and Exploration Phases, they develop their self-concept, where they begin to identify their career <b>interest’s, skills, and values</b> and try out various options.	
<b>Social Learning Theory</b> <i>Albert Bandura</i>	Albert Bandura’s concept of <b>self-efficacy</b> , suggests that career choices are shaped by <b>learning experiences, environmental influences, and chance events</b> , while an <b>individual’s belief in their own ability to succeed</b> (self-efficacy) significantly impacts how they approach career challenges and opportunities.	
<b>Social Learning Theory of Career Decision Making</b> <i>John Krumboltz</i>	Career decisions are influenced by various learning experiences, including both <b>formal education</b> and <b>informal experiences</b> . Social factors, including <b>family, peers, and role models</b> , play a significant role in shaping career choices.	
<b>Career Construct Theory</b> <i>Mark Savickas</i>	Looks at how external factors like <b>economic shifts</b> and <b>industry changes</b> affect career development. It stresses the importance of being <b>adaptable and flexible</b> and suggests that individuals should create a personal <b>career narrative</b> that helps them <b>navigate</b> and respond to these changes effectively.	
<b>Person Centred Theories</b> <i>Carl Rogers</i> <i>Maslow</i>	Focus on understanding and <b>supporting individuals</b> by emphasizing their unique experiences, feelings, and self-concept, and <b>encouraging self-exploration</b> and personal growth to guide career development and <b>decision-making</b> in a way that aligns with their true <b>self and values</b> .	
<b>Life Skills (Post-Modern Approaches)</b>	<b>Highlight the importance of teaching essential competencies</b> such as critical thinking, emotional intelligence, adaptability, and effective communication. These skills help individuals manage complex and changing career paths, <b>make informed decisions</b> , through <b>career planning</b> .	



## 2.1 Factors Impacting Career Choice

Career theories explain how people choose from the many careers that exist. There are many factors that impact the career choices of young people today. Think about young people in your communities. What are the things that influence their career decisions. Write your answers in the space below.

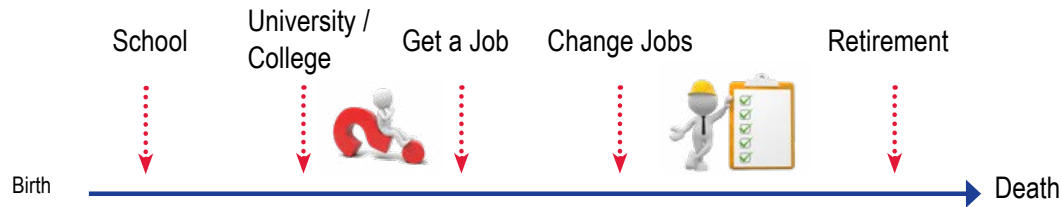
### Activity 5: Factors that influence career choices





## Life-Long Approach

There are many different theories explaining career choice behaviour, each offering unique insights into how individuals select and navigate their careers. One key perspective is the life-span approach, which recognises that career development is ongoing, rather than a single decision made early in life. The picture below highlights some of the stages where people are required to make career decisions.



© PACE Career Centre

## Life-Span Theory (Life Stages)

This approach, championed by Donald Super, highlights that individuals pass through several stages—such as growth, exploration, establishment, and maintenance—while adapting to new experiences and evolving self-concepts.

The life-span approach also emphasises life roles, acknowledging that career choices are intertwined with other roles we have in our family, education, and leisure. As individuals move through different life stages, their career paths may shift in response to changing priorities and responsibilities.

### Activity 5: What life stage are you?

In the picture below identify which stage you are at and tick the block next to this stage.

Stage	Age	Characteristics	Tick ✓
Growth (Childhood)	Birth - 14	Developing self-concept, attitudes, and understanding of the world of work through early experiences and education.	
Exploration (Adolescence)	15 – 24	Exploring different career options, gaining experience through education, part-time work, hobbies, and making initial career choices.	
Establishment (Early adulthood)	25 – 44	Entering and settling into a chosen career, gaining skills, and working towards advancement or stability in the profession.	
Maintenance (Middle adulthood)	45-64	Maintaining one's career position, making adjustments, and staying productive while keeping skills up to date. Some employees are thinking of changing jobs or even considering self-employment.	
Disengagement (Late adulthood)	65+	Reduced output, prepare for retirement or new roles.	



### Activity 6: First career decision

At what age (or year of school) does a person make their first career decision? What decision needs to be made?

Age / Grade : \_\_\_\_\_

What decision?

### Activity 7: Self-Concept

In the table below write down the difference between What is the relationship between self-image, self-concept and its relationship to self-esteem. Jot down some of these differences between self-image and self-concept.

Self-Image	Self-Concept

### Activity 8: The role of career guidance practitioner

What is the role of career guidance in helping to improve a person's self-image and in enhancing self-awareness and broader self-concept?

*Put your answers in the chat*



# SECTION 3: CAREER PLANNING (SELF EXPLORATION)

Career planning is the process of planning your career choices, establishing career objectives, deciding on education, and developmental programs to improve the skills required to achieve your career objectives. Career Development Theory emphasizes the importance of being ready to make informed career decisions. In this section we will cover the **3-step model of career planning**:

- Self-Knowledge: Understanding your own interests, values, abilities, and personality traits.
- Career Information: Having accurate knowledge about various career and study options.
- Decision-Making Skills: Evaluating options, considering consequences, and making decisions that align with your personal goals and self-concept based on the knowledge you have gained in steps 1 and 2.

1.

## Self-Exploration

Get to know yourself:

Self-assessment of:

- Character
- Values
- Skills
- Experience
- Interests
- Education
- Networks

Employability & Transferability skills



2.

## Study Options

Assess your:

- Subject Choice
- Study Choice
- APS Score
- Cost of Study
- Closing dates
- Financial Aid

## Career Exploration

Assess your:

- Job satisfaction (Career or Job?)
- Work activities preference?
- Work environment preference?
- Industry preference?

Investigate:

- Job profiles
- Job trends (labour market)

3.

## Decision Making

Plan your career (includes):

- Identifying options
- Goal setting
- Setting objectives
- Commit to a decision
- Action planning

### Find a New Job

- Prepare a CV
- Create a letter of application
- Job search & networking
- Job interview

### Self Employment

- Career profile
- Prepare a business plan
- SMME opportunities

### Financial Planning

- Prepare a monthly budget
- Create a savings goal
- Financial tips
- Salary slip explained

Achieve your Goals



## 3.1 Step 1: Self-Exploration



Self-Exploration involves knowing your who you are: your character, your values, what like and don't like, what you are good at. Knowing these things will help you to find real meaning and happiness in both your life and work.

### Activity 9: Identify your Values

Your values are things which are important to you. Values can influence your decisions in life: What you eat? What you wear? Who you hang out with? They can also influence your choice of career. Most people are happiest when they live according to their values.

#### Instructions:

Circle the values that are important to you. Then decide which of these values are your 3 core values. Fill in your core values in the space below and why you chose this. Transfer these 3 values to your Personal Profile at the end of this booklet.

Love/Friendship	Harmony	Prestige/Recognition
Money	Honesty/Sincerity	Progress/Innovation
Autonomy/Independence	Humour	Promoting Peace
Beauty	Integrity	Human Relations
Competition	Justice	Respect of self and others
Physical comfort	Freedom (to express views)	Personal achievement
Contributing to society	Leisure/Having fun	Health
Creativity	Loyalty	Personal satisfaction
Culture/Language	Modesty	Career security
Reaching my full potential	Optimism	Belonging
Education/Knowledge	Order	Social status
Cooperation	Openness	Work
The Environment	Perseverance	
Excellence	Punctuality	
Family	Power	
Religious	Variety/Change	

#### What are my 2 core values:

Value 1: \_\_\_\_\_

Why is this value important to me. How might this value impact on my career one day?

Value 2: \_\_\_\_\_

Why is this value important to me. How might this values impact on my career one day?

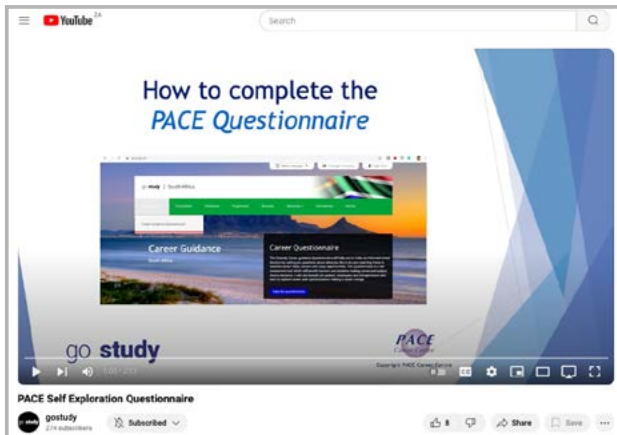
*Put your answers in the chat*



## Activity 10: Identify your interests

### Do the PACE Self-Exploration Questionnaire

The PACE Self-Exploration Questionnaire enables users to research career information and to find study opportunities related to their interests. The objective of this questionnaire is to encourage users to explore their interests and goals in relation to their future career path.



[Watch an instructional video on how to complete the Questionnaire](#)



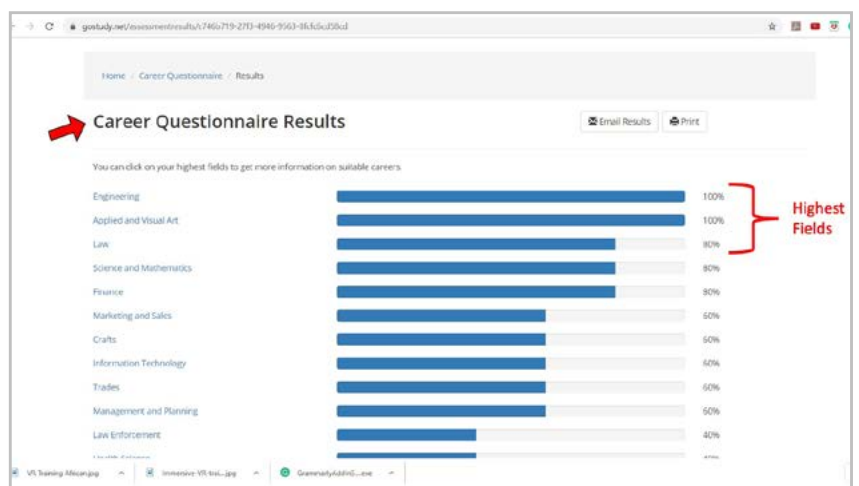
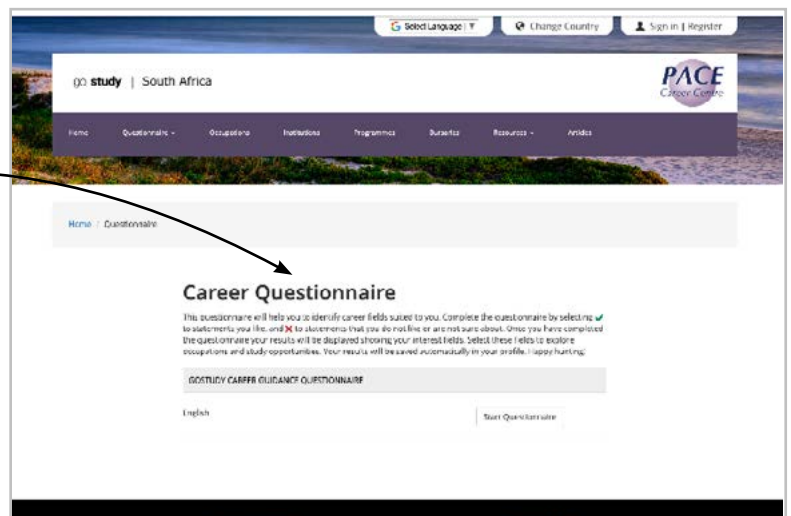
[Click here to complete the online Questionnaire](#)



**STEP 1: Click on  
QUESTIONNAIRE**

**STEP 2: Complete the  
QUESTIONNAIRE**

**STEP 3: Look at the  
RESULTS to see which  
career field had the  
highest score, in order  
to know where to start  
researching careers**



## 3.2 Step 2: Career-Exploration



### Activity 11: Career Research

Once you have completed the questionnaire identify your highest career field and complete the career research activity below with one career that you like the most and would like to research.

1. Career Name: \_\_\_\_\_

1.1. What will I do in this career?

1.2. What tools or equipment will I use? \_\_\_\_\_

1.3. Work Environment – select button for the relevant blocks.

Work outdoors

Work indoors

Work in an office

Work in a laboratory

Work in a classroom

Work in consulting rooms

1.4. What are the personality requirements?

1.5. What are the subjects I need to take at school?

Compulsory Subjects	Recommended Subjects

1.6. Where can I study this career? Tick ( ✓ ) in the relevant block(s).

University

University of Technology/Polytech

Private College

Vocational College

Agricultural College

Nursing College

1.7. Who are the possible employers for this career?

1.8. Name careers that are related or similar to this career.

1.9. What can I do to get started? (Make a list of things to do and people to contact)

## Explore Study Options - Course Ranking



For those that are considering studying after school it is important to consider what learning (study) options are available. The choice of study path may include the choice between institution types:

### Activity 12: Rank the following Groups of Subjects

One major reason students drop out is choosing the wrong subjects. Rank the following subject groups from 1 (most preferred) to 10 (least preferred), considering the whole group, not just one subject. After ranking, review which faculties match your top choices.

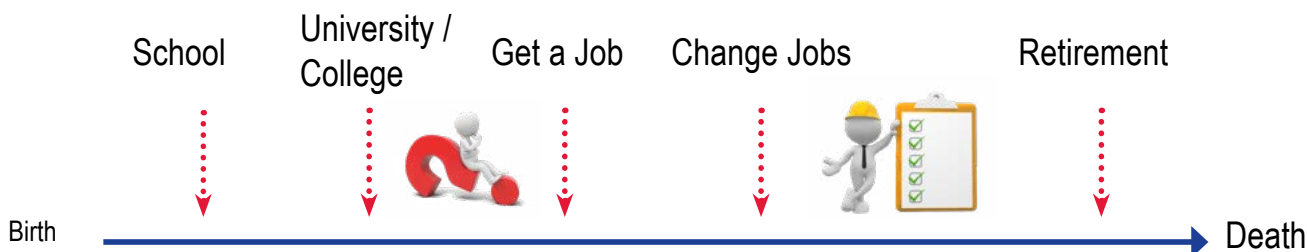
COURSE RANKING ACTIVITY - UNIVERSITY			
Subject Groups	Rank	Subject Groups	Rank
Maths Statistics Macroeconomics Accountancy Commercial Law Taxation Information Systems		Psychology Communications English Philosophy Criminology Sociology Political Science	
Maths Physics Chemistry Zoology Botany Geology Enviro-Sciences		Maths Chemistry Microbiology Biochemistry Physics Physiology Human Anatomy	
Maths Physics Engineering Design Material Sciences Computer Modelling		Consumer Behaviour Marketing Techniques Economics Information systems Industrial Psychology Business Administration Commercial Law	
Architectural Design Descriptive Geometry Applied Maths Construction Principles Building Physics Building Science Computer Modelling		Computer Programming Statistics Applied Maths Informatics Physics Database Modelling Software Engineering	
Administrative Law Jurisprudence Criminal Law Law Of Property International Law English		Painting Art History Sculpture 3-D Design Multimedia Design Print-Making Photography	

### 3.3 Step 3: Decision Making



Decision making is required at important turning points in a person's career over a lifespan, as indicated in the picture below.

**Activity 13 Identify possible decision-making points in your career.**



© PACE Career Centre

Once you have completed **Step 1**, Self -Exploration, and **Step 2**, Career Exploration, you should have a clearer idea of your goals in your career path. It is important to write down your goals and the actions required to reach them.










## Activity 14: What goal do I want to achieve?

Goals should be SMART. (Specific, Measurable, Achievable, Realistic & Time based).

- Option 1 Plan to Study
- Option 2 Plan to Get a Job or Change Jobs or Get Promoted
- Option 3 Plan to Start a Business (self-employment)

What Goal?		Age / Stage	To do	√
<b>Study</b>		Year 9 (Age 15) Choosing subjects	Support required: <ul style="list-style-type: none"> <li>- Self Subject Choices</li> <li>- Research qualifications</li> <li>- Research Career Research</li> <li>- Study applications</li> <li>- Financial aid</li> </ul>	
<b>Get a job (or job transition)</b>		I am: at school OR at college or to: apply for find a job or change jobs (could be a transfer, promotion or retrenchment)	Support required: <ul style="list-style-type: none"> <li>- Job search</li> <li>- Job applications</li> <li>- Job hunting skills (i.e., CV writing etc)</li> <li>- Job transition</li> </ul>	
<b>Start a business</b>		Support required to for those who wish to start a business	Support required: <ul style="list-style-type: none"> <li>- Self-Exploration</li> <li>- Business planning</li> </ul>	





## Activity 15 Complete the ACTION PLAN below.

Use the following questions as a guide:

1. What is your career goal?

Study

Get a Job

Change Jobs

Start a Business

Other

2. If you choose to **Study** consider the following:

- At which institution do you plan to study?
- Do you meet the entry requirements ?
- What level do you plan to complete, eg Certificate; Diploma; Degree; Honours; Masters or PhD?
- How are you going to finance your studies?

Family

Scholarship

Bursary

Study loan

Other

### EXAMPLE of an Action Plan

Goal	Action	Due Date	Completed
I want to become a Geologist	Check requirements for BSc at University C in Maths B in Physical Science	Use June Matric marks	✓
	Apply to University	30 Sept	
	Study to BSc Honours level		
	Bursary and Student Loan	Apply for study loan	

### Your Action Plan:

Goal	Action	Due Date	Completed



## SECTION 4: IMPLEMENTATION IN SCHOOLS

Congratulations! You have reached the final section of our course on how to implement career guidance in schools. In this section we will focus on how to implement a career guidance programme using the skills you learned in this course and tools provided. We will also discuss a strategy for implementation that is relevant to your education system.

- How to apply the skills you have learned in this course
- How to implement career guidance using the Learner Workbook as a Guide
- What are your next steps in rolling out career guidance in your country?



Introductory Video: Use the QR Code or click on the link below

<https://youtu.be/YZTX5O8J6eQ>



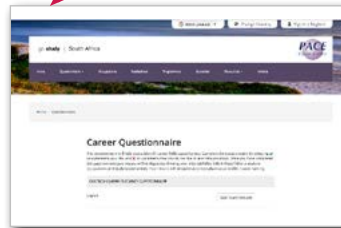


## 4.1 Implement this programme

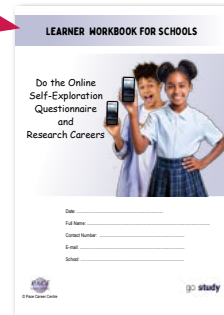
PACE provides the following tools to implement the the 3 Step Career Planning Model explained in Section 3:

- The Gostudy Website for your country
- The Learner Workbook

Gostudy Website



TOOLS TO USE:



Learner Workbook for schools



### [Download the Learner Workbook](#)

The Learner Workbook provides a step-by-step guide for pupils to complete the 3-step career planning process for making a career choice. Templates for the career research and action plan are provided in the workbook.

### Steps in Career Planning using the Learner Workbook & Gostudy Website:

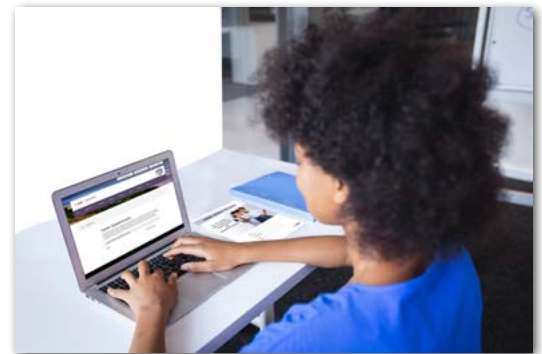
1.

#### Step 1: Self-Exploration

Get to know yourself:

- Interests
- Strengths
- Personality.

Complete the self exploration questionnaire on the Gostudy website.



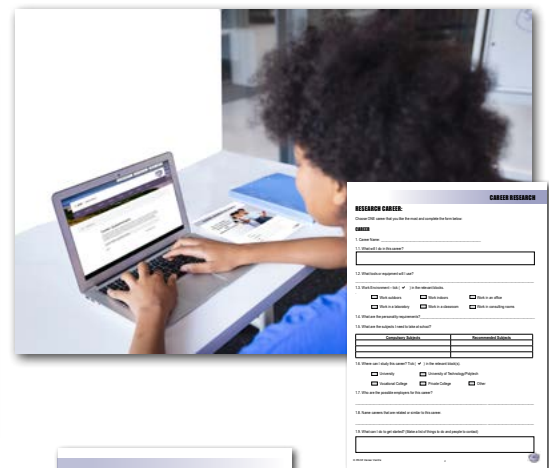
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#### Step 2: Career Exploration (Gostudy website for your country)

Research careers related to your interests, values and strengths:

- What will I do in this career
- School subjects required
- Personality
- Employment / Self-employment
- What to study

Complete the career research template (page 4 of the Learner Workbook)

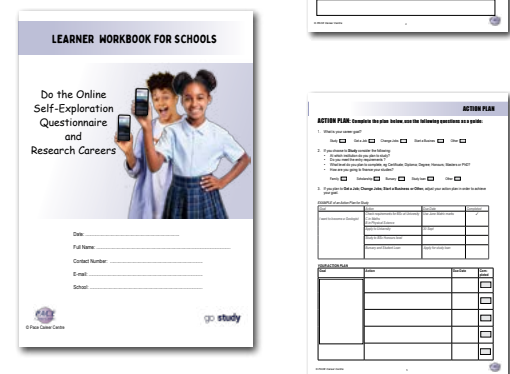


3.

#### Step 3: Decision Making

Create and Action Plan: (page 5 of Learner Workbook)

- Identify various options
- Choose between options
- Commit to a decision
- Set Goals





## 4.2 What is the next step?

### Activity 16: Discussion & Planning

Brainstorm how you can implement the career guidance programme you learned today.

#### Reflection Questions:

**Will this programme assist you in your work?**                      **Yes**                      **No**

If yes, how will it assist you?

**Who is your target market? (e.g., age, grade level, unemployed youth)**

**What delivery method will work best for your context?**

Do pupils at the schools you work with have access to resources to do career guidance online? Or is there a need to provide paper based resources?

Digital resources are needed

Paper resources are needed

A combination of digital and paper

Provide suggestions for what resources are needed below:

### Activity 17: Action Plan

When will you implement a Career Guidance Programme? Do you have a specific date in mind?

Who will be your target audience?

What tools and resources will you need to execute the programme effectively?

How will you know if your programme was a success i.e have you set clear goals with measureable outcomes, like student engagement, educational advancement and job placements?



## 4.5 Types of activities and events

There are many types of career guidance interventions and events that you can implement in schools. Read through the types of events below identify which of these would be most useful to implement in the schools as part of your mandate. Discuss the MTN Digital skills for digital jobs programme and how this programme can be implemented in schools.

### Activity 17: How can one implement career guidance in schools

Workshops and Seminars:	Plan for regular career guidance workshops, including guest speakers from various professions.	
Career Days:	Organize career days to expose students to different career paths.	
Resource Centre:	Set up a career guidance resource centre with information on various careers, educational opportunities, and job markets.	
Workshops with teachers / pupils	Run workshops in schools to show how the programme works.	
Individual Career Plans:	Develop personalised career plans for each student.	
Parental Involvement:	Encourage parent participation in career planning through workshops and meetings.	
External Partnerships:	Build relationships with local businesses, industries, and higher education institutions to support the programme.	
Community Involvement	Engage the broader community to provide students with real-world career exposure	
Digital skills for digital jobs	Implement the programme with a few students pupils at schools.	

### What other ideas can you think of to implement Career Guidance in Schools

# FEEDBACK FORM

Date: \_\_\_\_\_

Name (Optional): \_\_\_\_\_

1. Did you find the training worthwhile?                      Yes                      No

Comment:

2. Will this programme assist you to deliver career guidance?                      Yes                      No

Comment:

3. Do you have any suggestions to help us improve on the training or the programme?

Comment:

Thank you for your feedback!

**FACILITATOR'S REPORT (FOR ADMINISTRATIVE USE ONLY)**

Facilitator Name:	
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Has the learner attended the compulsory classroom sessions	Yes		No	
Has the learner has completed the activities	Yes		No	

Comments:

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**THE END!**