



MINISTRY OF LABOUR
AND SOCIAL PROTECTION

NATIONAL POLICY FRAMEWORK FOR CAREER GUIDANCE IN KENYA







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LIST OF ABBREVIATIONS AND ACRONYMS

ARR	Annual Review Report
CBC	Competence Based Curriculum
CSO	Civil Society Organization
CIDP	County Integrated Development Plan
DCBC	Differentiated Competency Based Curriculum
EAC	East African Community
EU	European Union
IA	Implementing Agencies
ICT	Information Communication Technology
ILO	International Labour Organization
JTC	Joint Technical Committee
KICD	Kenya Institute of Curriculum Development
KLMIS	Kenya Labour Market Information System
KNEC	Kenya National Examinations Council
KUCCPS	Kenya Universities and Colleges Central Placement Service
LMI	Labour Market Information
M&E	Monitoring and Evaluation
MCDA	Ministries, Counties, Departments and Agencies
MDA	Ministries, Departments and Agencies
MOE	Ministry of Education
NEET	Not in Employment, Education or Training
NFE	Non-Formal Education
NGO	Non-Governmental Organizations
NIMES	National Integrated Monitoring and Evaluation Systems
NPMS	National Performance Management System
OCS	Office of Career Services
OECD	Organization for Economic Cooperation and Development
PES	Public Employment Services

PWD	Persons With Disability
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goals
SDL&SD	State Department for Labour and Skills Development
SNE	Special Needs Education
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical, Vocational, Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	UNESCO and Vocational Education
VTT	Vocation and Technical Training
WBL	Work-Based Learning



FOREWORD

Kenya Vision 2030 envisions a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy. The Government recognizes that career guidance is essential for stimulating human capital and creating a competitive knowledge-based economy. However, the provision of career guidance in Kenya is weak. This has contributed to the difficulty with which young people transition from education and training to the labour market.

It is against this backdrop, that the National Policy Framework for Career Guidance in Kenya has been formulated.

The Policy seeks to provide a robust and professionalized career guidance system that enables people to manage their learning and career pathways within the context of a rapidly changing education, training and labour-market system. It demonstrates the Government's commitment to ensuring that the country attains seamless school-to-work transitions, an improved match between supply and demand for skilled labour, and reduced unemployment.

The Policy promotes the attainment of lifelong learning, employability and social equity, which are aspirations of the Constitution of Kenya, Kenya Vision 2030, Bottom-Up Transformation Agenda (BETA), Treaty for the Establishment of the East African Community, African Union Agenda 2063, 2030 Agenda for Sustainable Development, ILO recommendation R195-2004 and ILO convention C142-1975.

Broadly, the measures outlined in this policy aim at transforming career guidance in five thematic areas, namely: governance and management, career education, career counselling, career information and career guidance practitioners.

The successful implementation of the policy calls for a coherent, coordinated and multi-sectoral approach across all levels of Government, private sector and other non-state actors.

I therefore call upon all stakeholders to play their respective roles towards implementing this policy so that we can collectively transform career guidance in Kenya.

A handwritten signature in black ink, appearing to read 'Florence K. Bore'.

Hon. Florence K. Bore, EGH

Cabinet Secretary, Ministry of Labour and Social Protection



ACKNOWLEDGEMENTS

The State Department for Labour and Skills Development is mandated, under Executive Order No. 2 of 2023, to establish and manage the institutional framework for linking industry, skills development and training. In line with this mandate, the Department has developed the National Policy Framework for Career Guidance in Kenya.

The Policy was developed using the format recommended in the Handbook for Public Policy Making in Kenya. Its formulation was undertaken through a consultative and participatory approach. Public participation, which is a fundamental Constitutional principle, was therefore infused in the process of developing the policy.

I would like to take this opportunity to thank all the stakeholders for their invaluable contributions towards the formulation of this policy. These stakeholders include representatives from Ministries, Counties, Departments and Agencies (MCDAs), Constitutional Commissions, Education and Training Institutions, Research Institutions, Employment Bodies, Youth Organizations, Career Guidance Institutions, Counselling Institutions, Social Partners, Development Partners, and Civil Society Organizations (CSOs).

Special gratitude goes to the ILO for their support towards developing this policy. My gratitude also goes to Dr. Wanjiru Kariuki, Secretary/Skills Development, for providing technical guidance in the development of this policy. from the State Department for Labour and Skills Development, for providing technical guidance in the development of this policy.

A handwritten signature in black ink, appearing to read 'Shadrack M. Mwadime'.

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

EXECUTIVE SUMMARY

This National Policy Framework for Career Guidance is organized in five chapters. The first chapter provides the policy overview and context. The second chapter consists of the situational analysis of career guidance. Chapter three presents the policy statements and options. The fourth chapter provides the institutional and implementation framework, and chapter five deals with the monitoring and evaluation framework of the policy. The appendix provides a list of definition of key terms used in the policy.

The formulation of the policy was based on the following factors: achievement of national and international commitments; weak provision of career guidance; lack of a distinct career counselling professional service; changes in the national education and training system; rapid changes in the labour market system; and the difficult school-to-work transition.

The goal of this policy is to promote lifelong learning, sustained employability and social equity by enhancing access, equity, quality and relevance in the provision of career guidance in Kenya.

The objectives of the policy are to:

- a) Strengthen the governance and management of career guidance;
- b) Provide a framework for mobilizing resources for career guidance;
- c) Accelerate access to equitable, relevant and quality career education, career counselling and career information;
- d) Strengthen the capacity of career educators, career counsellors and career information specialists; and
- e) Facilitate linkages among stakeholders in the field of career guidance.

The policy priority actions include:

1. The Government shall strengthen the governance and coordination of career guidance.
2. The Government shall ensure that financial resources for career guidance are adequate and utilized efficiently and effectively.
3. The Government shall ensure that physical resources for career guidance are adequate and utilized optimally.
4. The Government shall provide adequate career guidance service providers.
5. The Government shall ensure that career education is embedded in the curricula.
6. The Government shall strengthen data management of career guidance.
7. The Government shall promote ICT integration in career guidance.
8. The Government shall enhance access, equity, relevance and quality in the provision of career education.
9. The Government shall enhance access, equity, relevance and quality in the provision of career counselling.
10. The Government shall enhance access, equity, relevance and quality in the provision of career information.
11. The Government shall strengthen the capacity of career guidance practitioners, including career educators, counsellors and information specialists, to deliver career guidance effectively.

This policy will be implemented by various actors including the Ministries, Counties, Departments and Agencies (MCDAs), constitutional commissions, private sector, social partners, development partners, civil society and youth organizations among other key actors. A monitoring and evaluation programme shall be developed; and the policy shall be reviewed within five years to assess its impact, effectiveness and relevance.

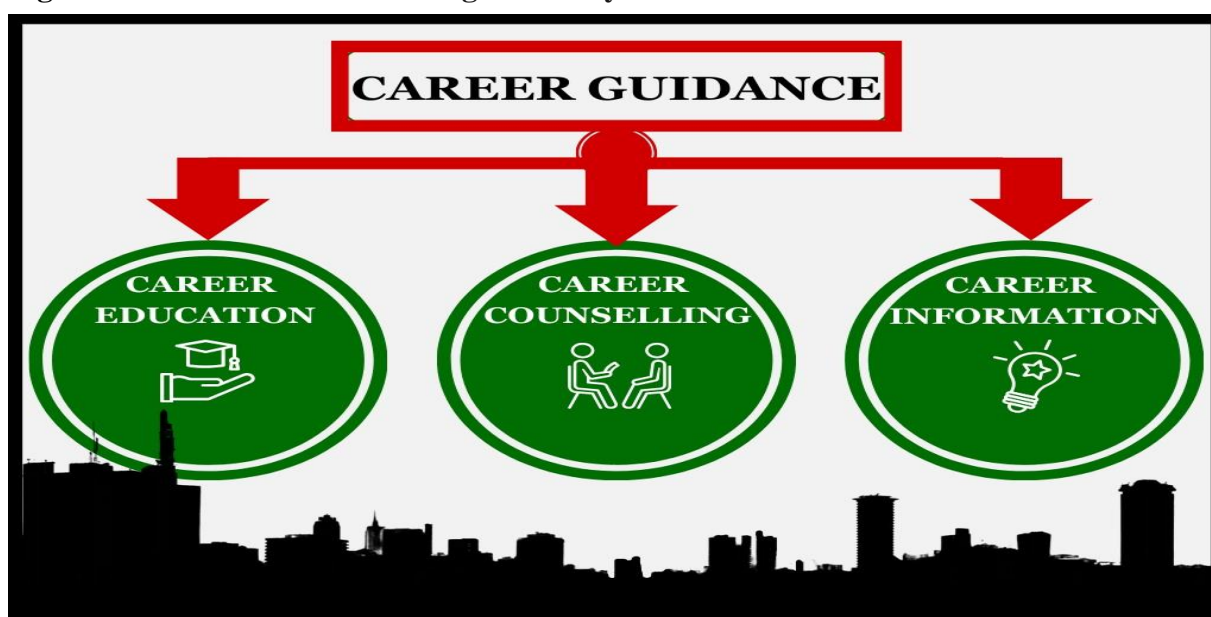


POLICY OVERVIEW AND CONTEXT

1.1 INTRODUCTION

Career guidance is the assistance provided to individuals, of any age and at any point in their lives, to manage their careers, including making informed education, training and occupational choices. The structure of the career guidance system is illustrated in the figure below.

Figure 1: Structure of the career guidance system



The three components of career guidance are career education, career counselling and career information.

- a) Career education is designed to enable individuals learn about the world of work and develop career management skills. It is a lifelong learning process (for children, youth and adults) in which career management knowledge is acquired over a lifetime. It is provided as a curricula or non-curricula subject or programme. It is provided by career educators (teachers, trainers, tutors, lecturers) and industry experts.
- b) Career counselling helps individuals explore their interests, aspirations, aptitudes, personality, skills and competencies; and links them to career information, in order to make informed education, training and occupational choices. It is a continuous process throughout life. It is provided by career counsellors.
- c) Career information consists of all the information that assists people make informed education, training and occupational choices. It includes information on learning opportunities, labour market information and skills needs anticipation. It is generally provided by statisticians, analysts and technical staff handling career information.

1.2 PROBLEM STATEMENT

The National Policy Framework for Career Guidance has been developed to provide a robust and professionalized career guidance system that enables people to manage their learning and career pathways within the context of a rapidly changing education, training and labour-market system.

The policy provides a framework for transforming career guidance in order to create an adequate human resource base, reduce the mismatch between supply and demand for labour and integrate vulnerable groups into education, training and labour services.

This will position Kenya as a competitive knowledge-based economy as envisaged in Kenya Vision 2030. In addition, the Policy contributes to the implementation of the Constitution of Kenya, where access to relevant education and employment for the youth (Articles 55 and 56) are fundamental rights.

1.3 RATIONALE

The following factors provide the basis for the formulation of the National Policy Framework for Career Guidance:

a) Achievement of national and international commitments

The National Policy Framework for Career Guidance promotes the attainment of lifelong learning, employability and social equity, which are aspirations of the Constitution of Kenya, Kenya Vision 2030, Bottom Up Transformation Agenda (BETA), Treaty for the Establishment of the East African Community, African Union Agenda 2063, 2030 Agenda for Sustainable Development, ILO recommendation R195-2004 and ILO convention C142-1975.

Lifelong learning benefits include improved efficiency of the education and training system and its interface with the labour market; employability benefits include the improved match between skills supply and demand, and managing adjustments to change; and social equity benefits include improved access to employment, education and training opportunities for disadvantaged groups (UNESCO-UNEVOC, 2013; OECD, 2004; Watts and Fretwell, 2003).

b) Weak provision of career guidance

Government intervention in career guidance in Kenya dates back to 1964, when the Kenya Education Commission recommended that learners should be provided with advice on careers and openings for employment. Career guidance was henceforth incorporated in ‘guidance and counselling’.

In 1976, the National Committee on Educational Objectives and Policies, recommended that guidance and counselling services should be made available to all students and coordinated by members of staff in schools. In 1988, the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond also recommended that schools should establish guidance and counselling programmes coordinated by teachers.

By 1998, alarmed at the weak provision and haphazard delivery of guidance and counselling, the Commission of Inquiry into the Education System in Kenya recommended that a national

professional training programme is instituted for teachers to handle guidance and counselling effectively.

Despite these recommendations, the provision of career guidance in education and training institutions remains weak.

c) Lack of a distinct career counselling professional service

Career counselling in Kenya has not been provided as a professional service with distinctive competence and resource requirements. Over the years, career counselling has been merged with psychological counselling and delivered under ‘guidance and counselling’, a timely reminder that the two disciplines should be separated, and that neither necessarily implies the other.

As a result, career counselling tends to be marginalized within the broad categorization of ‘guidance and counselling’. This is because guidance counsellors spend more time on the personal and behavioural problems of learners at the expense of learners’ educational and career choices. In addition, the training of guidance counsellors is psychology which pays limited attention to career guidance including labour market information.

In Norway, the career counselling role has been split off, partly to protect its resourcing, and partly to address its distinctive competence requirements, including knowledge of the labour market. In Poland, too, separate career counsellors were introduced into schools (Watts and Sultana, 2004; Watts and Fretwell, 2003).

d) Changes in the national education and training system

With the current education and training reforms, career guidance is in great demand. The recently implemented competence based curricula is providing students with a broad range of new educational opportunities.

The Competence Based Curriculum (CBC) has introduced new learning pathways, tracks and subjects in basic education (Basic Education Curriculum Framework, 2019). Accordingly, the Report of the Taskforce on Enhancing Access, Relevance, Transition, Equity and Quality for Effective Curriculum Reforms Implementation (2020) and the Sessional Paper on Reforming Education and Training for Sustainable Development in Kenya (2019) have recommended that career guidance should be implemented to prepare learners to make meaningful decisions regarding these learning pathways, tracks and subjects.

Similarly, the Competence Based Education and Training (CBET) curriculum provides for the development of TVET courses that are aligned to the needs of the labour market. Hence, trainees in TVET institutions require to be provided with career guidance support to make informed education and training choices (Competence Based Education and Training Policy, 2018).

e) Rapid changes in the labour market system

The role of career guidance has become critical with the rapid changes in the labour market system. These changes have been brought about by developments such as digitization,

globalization, demographic change, green transition and global disruptions such as economic crises and health pandemics such as COVID-19.

New occupations are emerging while others are changing or becoming obsolete. Workers are increasingly transiting back and forth between education and training, and work. As a result, career guidance is becoming ever more important to individuals as they navigate these changes and transitions in the labour market (Sessional Paper on Employment Policy and Strategy for Kenya, 2013; Post Covid-19 Economic Recovery Strategy, 2020).

f) Difficult school-to-work transitions

Young people are facing difficulties transitioning from school to the labour market, with personal and social costs manifested in skills mismatches and weak employment prospects (Kenya Youth Development Policy, 2019).

According to the Kenya National Bureau of Statistics (2021), the highest proportion of the unemployed was recorded among the age cohort 20–24 years and 25-29 years, registering 16.3 per cent and 9.1 per cent respectively. In regard to the long term unemployment rate (continuous periods of unemployment extending for one year or longer), youth aged 20 - 24 have the highest rate of long-term unemployment which stood at 13.5 per cent. In addition, the percentage of youth Not in Employment, Education or Training (NEET) was recorded at 16.9 per cent.

It is here that career guidance has an important role to play. As young people transit from one level of education to another, the choices they make at this point have major implications for later education and work options.

To ensure that Kenya has a well-functioning national career guidance support system, there is need therefore for a National Policy Framework for Career Guidance to be formulated.

1.4 GOAL, OBJECTIVES AND PRINCIPLES

1.4.1 Policy goal

The goal of this policy is to promote lifelong learning, sustained employability and social equity by enhancing access, equity, quality and relevance in the provision of career guidance in Kenya.

1.4.2 Policy objectives

The objectives of the policy are to:

- a) Strengthen the governance and management of career guidance;
- b) Provide a framework for mobilizing resources for career guidance;
- c) Accelerate access to equitable, relevant and quality career education, career counselling and career information;
- d) Strengthen the capacity of career educators, career counsellors and career information specialists; and
- e) Facilitate linkages among stakeholders in the field of career guidance.

1.4.3 Policy guiding principles

The following guiding principles underpin this policy: -

- a) Access
- b) Equality, equity and inclusion
- c) Relevance
- d) Quality
- e) Continuous improvement
- f) Professionalism
- g) Holistic approach
- h) Participation
- i) Empowerment
- j) Transparency and accountability

1.5 SCOPE

The National Policy Framework for Career Guidance applies to the public and private sectors including education and training institutions, employment services, workplaces and community settings.

1.6 POLICY AND LEGAL CONTEXT

Various laws and policies make reference to career guidance, and will, therefore, inform and affect the implementation of this policy.

Constitution of Kenya - The policy is anchored on the constitutional provisions related to education, employment and social equity. The Constitution affirms the right to education, in Article 43; the right to relevant education, training and employment for the youth, in Article 55; access to special opportunities in educational and economic fields, and employment for minorities and marginalized groups, in Article 56; and the right of women and men to equal opportunities in political, social, economic and cultural spheres including affirmative action to address gender inequalities, in Article 27.

Kenya Vision 2030 – outlines Kenya’s vision of creating a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy.

Bottom Up Economic Transformation Agenda 2022 – 2027 – presents the key priority areas that the Government will focus on. These include: Agriculture; Micro, Small and Medium Enterprise (MSME) economy; Housing and Settlement; Healthcare; and the Digital Superhighway and Creative Economy.

Basic Education Act (2012) – provides for guidance and counselling for all learners including learners with special needs and disabilities.

Universities Act (2012) - provides for the development of career guidance programmes for the benefit of students.

National Employment Authority Act (2016) - provides for employment counselling.

Sessional Paper No. 1 of 2019 on Reforming Education and Training for Sustainable Development in Kenya – recommends that guidance and counselling should be provided in basic, TVET and university education.

Sessional Paper No. 4 of 2013 on Employment Policy and Strategy for Kenya – indicates that career guidance and counselling is required for human resource development.

National Education Sector Strategic Plan, 2018-2022 – recommends that career guidance policies and programmes are implemented in the education sector.

Kenya Youth Development Policy (2019) – recommends that the youth should be provided with career guidance services.

Internship Policy and Guidelines for the Public Service (2016) – provides a framework for engagement and management of internship programmes in the public service.

Mentorship Policy on Early Learning and Basic Education (2016) - provides a coordination framework for effective and efficient delivery of mentorship services.

The National Guidelines for the establishment of Office of Career Services in tertiary educational institutions (2018) - requires all tertiary education and training institutions to establish Offices of Career Services which are instrumental in promoting career guidance.

County Integrated Development Plans (CIDPs) – presents an opportunity to integrate career guidance programmes in the CIDPs.

Treaty for the Establishment of the East African Community (2007) – provides a framework for partner states to closely co-operate amongst themselves in the fields of education and employment.

African Union Agenda 2063 - guarantees full access of the youth to education, training, skills and technology; fostering greater links between skills development and industry; closing the skills gap; and elimination of youth unemployment.

ILO Recommendation 195: Human Resources Development Education, Training and Lifelong Learning, 2004 – recommends that career counselling and career information including labour market information should be provided to children, adolescents and adults.

ILO Human Resources Development Convention: No. 142, 1975 - recommends that career guidance, including career information on education, training and occupational choices should be made available to all children, young persons and adults.

2030 Agenda for Sustainable Development – the policy is anchored on the Sustainable Development Goals (SDGs), including SDG 4 which provides for inclusive and equitable quality education and promotion of lifelong learning opportunities for all; and SDG 8 which provides for sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

1.7 POLICY FORMULATION PROCESS

The formulation of the National Policy Framework for Career Guidance was undertaken through a consultative and participatory approach. The process involved various stakeholders from the public sector, private sector, Non-Governmental Organizations (NGOs), civil society, social partners, development partners and youth groups.

SITUATIONAL ANALYSIS

2.1 INTRODUCTION

This chapter provides a broad sectoral overview of the critical issues that impact on Kenya's progress towards achieving a transformative career guidance system. The situational analysis focuses on key issues that are thematically sequenced. A range of key issues have been identified in each thematic area.

2.2 GOVERNANCE AND MANAGEMENT

Governance and management are concerned with the strategic direction required to lead, organize and coordinate career guidance through efficient and effective use of resources. This section presents the situational analysis of governance; financial, physical, institutional, curricula and database resources; and ICT integration in career guidance.

2.2.1. Governance

The Government has developed the National Employment Authority Act (2016) which provides for job counselling for the unemployed; the Universities Act (2012) which provides for career guidance for students; and the National Guidelines for the establishment of Office of Career Services (OCS) in Tertiary Educational Institutions (2018), which require all universities and TVET institutions to establish OCSs. This has enabled a myriad of public agencies to be involved in career guidance provision. However, there is fragmentation and poor coordination of interventions among these Implementing Agencies (IAs).

A review of good practices shows that various countries have established national career guidance coordination mechanisms (OECD, 2003; OECD, 2021; European Union, 2021).

- Britain has established a national board to coordinate the key government career guidance services.
- Australia has established the National Career Institute to ensure that people have access to authoritative and accurate career information.
- Poland has established a non-government national forum for career guidance that involves the key stakeholders.
- Norway has established a directorate for lifelong learning in the education ministry to coordinate career guidance across sectors.
- Denmark has restructured its guidance coordination arrangements within the education portfolio.

Key issues

- a) Weak coordination of career guidance.
- b) Lack of a national-county government coordination framework.

- c) Weak inter-sectoral linkages.
- d) Lack of comprehensive national guidelines for career guidance.
- e) Inadequate policy-relevant research on career guidance.
- f) Inadequate capacity of managers to implement career guidance.
- g) Weak monitoring, evaluation and reporting system.

2.2.2. Financial resources

Career guidance is financed through public, private and donor funding. However, public funding devoted to career guidance is embedded within broader budgets and no attempt has been made to disaggregate it. It is therefore not possible to determine the budgetary allocation devoted to career guidance, including the allocation for disadvantaged groups. Furthermore, the unit cost for career guidance services is yet to be determined. There is also insufficient information on the extent to which the private sector participates in funding career guidance.

A review of good practices indicates that private sector financing, outsourcing and cost sharing are used to fund career guidance programmes in various countries (Watts and Fretwell, 2003; ILO, 2021).

- In South Africa, provision for career guidance is required of companies which seek refunds on their skill development levies.
- In France, the government outsources career guidance support to private providers or civil associations, supported with strong quality assurance mechanisms.
- In Belgium, the Public Employment Service (VDAB) provides individuals with career vouchers up to 550 euros, which can be utilized to access career guidance services from certified providers. This system also requires a small contribution from the beneficiaries (40 euros) which operates as an incentive for individuals to commit to the process.

Key issues

- a) Inadequate funding for career guidance.
- b) Cost is a hindrance to access to career guidance by disadvantaged groups, including persons with disability.
- c) Lack of a unit cost for career guidance.
- d) Private sector investment in career guidance is needed.
- e) Outsourcing is necessary for provision of cost-effective career guidance services.
- f) Co-financing presents an opportunity to address budgetary constraints in career guidance.
- g) Career guidance vouchers enable end users to choose their preferred service providers, which can stimulate quality and innovative service provision.
- h) Weak public-private funding collaborations.
- i) Funds for career guidance need to be managed in an accountable and transparent manner to ensure value for money.

2.2.3. Physical resources

The National Guidelines for the establishment of Office of Career Services in Tertiary Education and Training Institutions (2018) provide the basic requirements for the physical infrastructure and equipment required to establish Office of Career Services (OCS). Despite this effort, there are gaps in the provision and optimal use of physical resources for career guidance.

An example of a good practice that addresses the challenge of inadequate physical resources is found in Chile. Under the ChileCalifica Programme, a network of school counsellors from five neighbouring schools plus local adult centres worked together to share a career information system. Following the success of this programme, several other networks were formed covering the entire country (ILO, 2006).

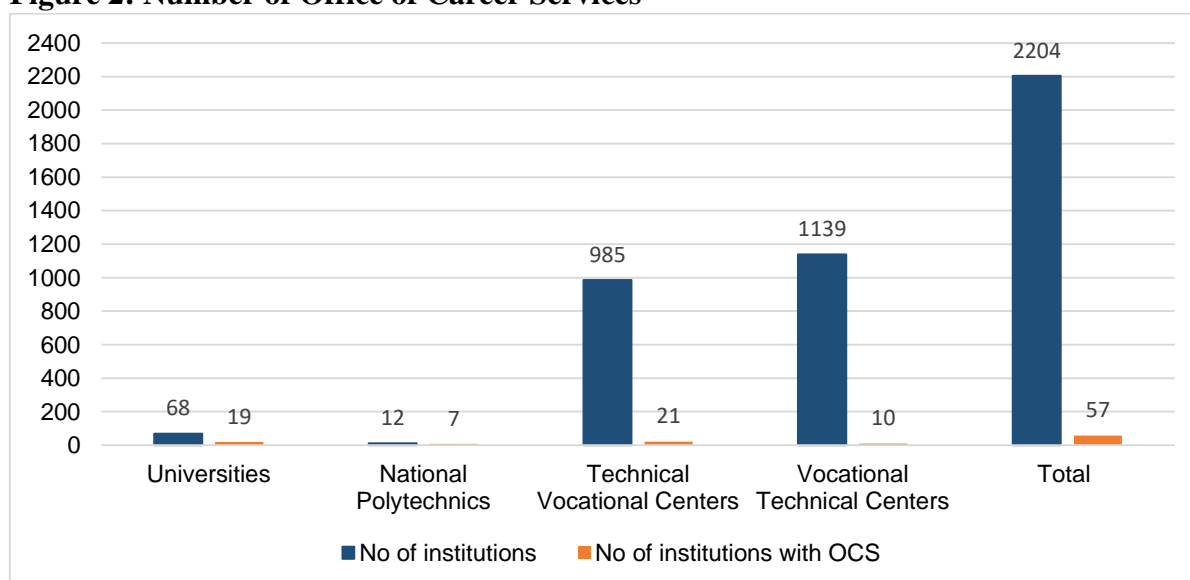
Key issues

- a) Inadequate physical resources to support career guidance.
- b) Weak sharing of existing physical resources for career guidance.
- c) Lack of comprehensive guidelines on physical resources for career guidance.
- d) Existing physical resources need to be adjusted to facilitate inclusive career guidance.

2.2.4. Service providers

Tertiary education and training institutions have established Office of Career Services (OCS) tasked with the responsibility of coordinating the provision of career guidance. Figure 2 shows that 2.6 per cent of the tertiary education and training institutions have established OCSs. The OCSs are yet to be established in basic education.

Figure 2: Number of Office of Career Services



(Ministry of Education, 2022)

Service providers of career guidance for youth and adults include public and private sector entities such as MCDAs, employment services, private enterprises, employers, development partners and community organizations. The National Employment Authority has established County Employment Offices to provide Public Employment Services (PES) including career guidance services (see table 1). However, these Employment Offices are yet to establish Office of Career Services (OCS).

Table 1: Number of Employment Offices (Public Employment Services)

Region	No. of Counties	No. of PES	Counties with PES offices
Coast	6	3	Mombasa, Kilifi, Taita Taveta
North Eastern	5	1	Garissa
Eastern	6	3	Embu, Meru, Isiolo
Central	6	5	Nyeri, Kirinyaga, Murang'a, Kiambu, Laikipia
Nairobi	3	4	Nairobi (Industrial Area, Kasarani, Embakasi), Machakos
South Rift	4	2	Nakuru, Kericho
North Rift	7	4	Uasin Gishu, Nandi, Baringo, Trans Nzoia
Nyanza	6	5	Kisumu, Migori, Siaya, Kisii, Homa Bay
Western	4	3	Kakamega, Bungoma, Busia
Total	47	30	

(National Employment Authority, 2023)

Key issues

- a) Low number of Office of Career Services in education and training institutions;
- b) Lack of Office of Career Services in basic education and employment agencies.
- c) Employment Offices (Public Employment Services) need to be established in all counties.
- d) Limited private, employer and community-based organizations offering career guidance services.
- e) Inadequate one-stop career information centres.
- f) Inadequate career guidance call centres.
- g) Inadequate self-help career guidance centres.
- h) Centres of excellence in career guidance are required.

2.2.5. Curriculum

In tertiary education and training, career education is infused in the curriculum through internships, industrial attachments and apprenticeships. In basic education, career education is infused across the curriculum by addressing work-related issues in different subjects. The disadvantage of using an infused model in the curriculum is that the provision of career education tends to be inconsistent, disconnected and often invisible to students (OECD, 2004). Yet, subjects such as “life skills” and “community and service learning” in the Competence Based Curriculum (CBC) provide an appropriate avenue for subsuming career education in basic education.

A review of literature on good practices, shows that career education should be provided as either a stand-alone programme or subsumed within specific courses. The quality of career education is easier to monitor when it is taught in the stand-alone or subsumed models.

- As a separate or stand-alone subject, career education is allocated credit hours within the weekly or semester timetable (e.g. in Canada, Finland, Spain and Korea).
- As a subsumed subject, career education is included within a more broadly-based subject, often social studies or life orientation (e.g. in Australia, Germany and South Africa) (Sultana, 2003; OECD, 2004).

In Canada, public and private agencies use the Blueprint for Life/Work Designs to help design career education programmes for youth and adults. The career education competencies in this blueprint include: (1) Personal management: Building positive self-image and interactions, and responding to change and growth in one's life; (2) Learning and work exploration: Participating in life-long learning supportive of life/work goals; locating and effective use of life/work information; understanding the relationship between work and society/economy; and (3) Life/work building: Securing, creating and maintaining work; making life/work enhancing decisions; maintaining a work-life balance; understanding the changing nature of life/work roles; understanding, engaging and managing one's own life/work building process.

In addition, several countries have made career education a mandatory requirement.

- In Canada, career education is compulsory from kindergarten to grade 12.
- In Finland, career education is compulsory in basic education in grades 7-9.
- In Spain, career education is included in compulsory secondary education and in the two years of baccalaureate upper secondary education.
- In Austria, all grade 7 and 8 students must receive 32 hours of career education each year.
- In Germany, career education is provided in the last two years of compulsory school.
- In Turkey, career education has been legislated and provided in the second semester of the last academic year of basic education (OECD, 2003; Watts and Fretwell, 2003).

Key issues

- a) Career education is not a compulsory subject in the curriculum.
- b) Career education is infused across the curriculum in different subjects; yet career education provided as a stand-alone subject or subsumed within specific courses has enhanced quality control, which the infused model lacks.
- c) 'Life skills' and 'community and service learning' subjects in the CBC provide an avenue for subsuming career education in basic education.
- d) Lack of a curriculum for career education for out-of-school youth and adults.
- e) Inadequate curriculum support materials for career education.

2.2.6. Data management

Data on access to career guidance is not readily available. The data is generated by various government agencies in a fragmented way and in small pockets for administrative use. These data systems have weak inter-linkages.

There are examples of good practices related to data management in career guidance in Poland, Philippines, Romania and Turkey (Watts and Fretwell, 2003).

- In Poland, data on the number of individuals who have used career information and guidance services in public employment offices, is analyzed by sex and by type of counselling or information activity (group or individual); similar data are available in the Philippines and Romania.
- In Turkey, data exists on the number of students making use of individual and group counselling services (divided into psychological counselling, educational guidance, and career guidance) in schools and in Guidance and Research Centres.

Key issues

- a) Lack of a national database on career guidance.
- b) Lack of a coordination mechanism for career guidance data management.
- c) Data on career guidance needs to be disaggregated by age, sex and disability.
- d) A national survey on career guidance provision is needed.
- e) Policy making needs to be informed by career guidance data.

2.2.7. ICT integration

Career guidance is provided largely through the face-to-face model. This reduces the capacity of career guidance to respond to the needs of all individuals including disadvantaged groups. It also means that career guidance services cannot be accessed out of standard office hours. ICT innovations such as the Internet, mobile phone and social media, present new opportunities for career guidance provision. However, inadequate digital skills, ICT infrastructure and equipment, and internet services hinder ICT integration in career guidance.

Good practices related to ICT integration in career guidance can be found in countries such as United Kingdom, France, the Netherlands and Canada (OECD, 2003; OECD, 2022).

- In the United Kingdom, an electronic call centre (learndirect) uses a helpline to provide both career information and advice to callers reaching millions of people.
- In France, the public employment service (*Pole Emploi*) leverages Artificial Intelligence (AI) to support people to navigate their job search through its online career guidance tool known as Bob.
- In the Netherlands, *SkillLab*, a start-up software company has developed a mobile application that uses AI to help individuals identify their skills, explore careers and apply for jobs.
- In Canada, *CareerLabsVR* is a career guidance tool which allows young people and job seekers to explore career pathways through virtual reality.

Key issues

- a) Weak ICT integration in career guidance.
- b) Inadequate career guidance helplines.
- c) Mobile phones need to be used to expand career guidance access.
- d) Artificial intelligence has not been exploited to deliver career guidance services;
- e) ICT integration in career guidance is hindered by inadequate digital skills, and ICT infrastructure and equipment, and internet services.

2.3 CAREER EDUCATION

This section provides the situational analysis of career education in terms of access, equity, relevance and quality.

2.3.1. Access

Career education includes well organized and structured learning activities aimed at creating opportunities for children, youth and adults to acquire career management skills. In Kenya, career education is used to prepare out-of-school youth and adults for new and most in-demand jobs. In education and training institutions, career education is used to expose learners to the world of work. Out of the 57 tertiary education and training institutions that have established Office of Career Services (OCS), 36 have implemented career education activities (Ministry of Education, 2022).

Despite these efforts, access to career education is weak due to factors such as: difficulty in obtaining labour market information and work based learning opportunities; weak linkages with industries; negative attitudes of parents/guardians towards career education, and negative media coverage of the career prospects related to university education (OCS Monitoring and Evaluation Report, 2021).

Key issues

- a) Weak access to career education.
- b) Low access to labour market information.
- c) Limited work-based learning opportunities.
- d) Weak education and training - industry linkages.
- e) Negative attitudes of parents/guardians towards career education.
- f) Negative media coverage of career prospects related to university education.
- g) Face-to-face delivery of career education limits access.

2.3.2. Equity

Equity denotes that personal or social circumstances such as age, gender, disability, ethnic origin, family background and geographical location, should not be obstacles to accessing career education. Moreover, career education needs to be explicitly tailored to the special circumstances of vulnerable groups. However, the integration of career education in the curriculum for Special Needs Education (SNE), Adult and Continuing Education (ACE) and

Non-Formal Education (NFE) is weak. In addition, career education for early school leavers (learners that do not complete secondary education) is required to support their reintegration into formal learning, whether school-based or work-based. There are also gaps in the provision of career education for out-of-school youth and adults. There are limited career education opportunities for unemployed youths, workers in the informal sector, inactive workers such as women returning to the labour market and refugees; and older workers.

Key issues

- a) Weak integration of career education in the curricula for Special Needs Education, Adult and Continuing Education and Non-Formal Education.
- b) Inadequate career education programmes for early school leavers (learners that do not complete secondary education) required to reintegrate them into formal education.
- c) Inadequate career education programmes for vulnerable groups such as persons with disabilities, unemployed youth, workers in the informal sector, inactive workers such as women returning to the labour market and refugees, and older workers.
- d) Career education for vulnerable groups needs to be tailored to their special circumstances.

2.3.3. Relevance

For career education to be relevant, it needs to be closely and actively linked to the world of work. The relevance of career education is essential for ensuring that it supports young people and adults to transition into the labour market. The programmes delivered must be labour market relevant. They must prepare learners for the rapid changes in the labour market. However, there is a major disconnect between career education and the labour market. The systematic inclusion of labour market information and work experiences in career education is weak. As a result, young people have little knowledge about labour market trends.

As a result, young people have developed negative attitudes towards particular education and training programmes, yet the skills linked to these programmes have high demand in the labour market. For instance, there is a tendency to view TVET as a second tier option fit for learners with weak academic abilities and aspirations. Along the same lines, female participation in higher education has been noted to be lower than that of males in STEM programmes. Furthermore, students have a negative perception towards entrepreneurship and self-employment. They also view agriculture as ‘dirty’, leading to a career or business of last resort, one of drudgery and low monetary benefits (National Education Sector Strategic Plan, 2018-2022; Kenya Youth Development Policy, 2019; Kenya Youth Agribusiness Strategy, 2018-2022).

Key issues

- a) Weak linkage between career education and the world of work.
- b) Inclusion of labour market information is needed to make career education relevant.
- c) Weak involvement of industry in the development and delivery of career education.
- d) Negative attitude towards TVET, STEM, entrepreneurship and agriculture, which are labour market priorities.

2.3.4. Quality

There are no national quality standards for career education. As a result, the degree to which career education is achieving its goals, is not monitored and assessed against set standards and benchmarks. Without national quality standards for career education, it is difficult to ensure that common quality standards and continuous improvement of service delivery are attained.

Key issues

- a) Lack of national quality standards for career education.
- b) Lack of a quality assurance mechanism for career education.
- c) Weak integration of career education in performance management frameworks.

2.4 CAREER COUNSELLING

This section provides the situational analysis of career counselling in regard to access, equity, relevance and quality.

2.4.1. Access

Career counselling is generally provided for children, youth and adults. It is delivered primarily using the face-to-face model. Delivery contexts include: education and training institutions, employment services, workplaces, private and community-based centres. However, limited access to career counselling remains a significant challenge.

The provision of career counselling in education and training has been weakened by the merging of career counselling with socio-psychological counselling under ‘guidance and counselling’. More time and attention is devoted to socio-psychological counselling due to the demanding nature of learner behavioural problems. This has led to the neglect of career counselling provision in education and training institutions.

Access to career counselling services for out-of-school youths and adults is weak and inconsistent. The challenges include the lack of an all-age strategy for career counselling; low awareness of existing career counselling services and the use of the face-to-face model of delivery which limits access.

The ILO (2019) recommends that Public Employment Services (PES) should expand their services to include career counselling so that workers can be better prepared for labour market transitions. A review of good practices indicates that career counselling is provided by career counsellors employed in schools, public employment agencies and private sector entities (OECD, 2003; Watts and Fretwell, 2003).

- In Poland, a regulation issued in 2003 introduced the position of career counsellors in schools. Every school in Poland could thus employ a school career counsellor; while several small schools could be served by one career counsellor.
- In Germany, the Federal Employment Office employs career counsellors to visit schools, run class talks, and provide small-group guidance and short personal interviews in the penultimate year of compulsory schooling.

- Finland's Employment Office employs vocational guidance practitioners to provide career counselling to clients including undecided school leavers, unemployed people, and adults who want to change careers.
- In Chile, a pilot career counselling programme that run from 1999 to 2000 included talks in schools by the PES staff on labour market trends.
- In South Africa, Chart DMB a private employment agency, provides human resource services to employers which include career counselling.

Key issues

- a) Inadequate access to career counselling services.
- b) Neglect of career counselling on account of merging it with socio-psychological counselling under 'guidance and counselling'.
- c) Lack of a framework for engaging career counsellors in education and training institutions.
- d) Lack of an all-age strategy for career counselling.
- e) Low awareness of existing career counselling services.
- f) Public Employment Services (PES) need to expand their services to include career counselling.
- g) Weak linkage between PES centres and education and training institutions.
- h) Limited private sector provision of career counselling services.
- i) Distance-based approaches to career counselling are needed to enhance access.

2.4.2. Equity

Equity is important in enabling all individuals, including the most disadvantaged, to access career counselling services. However, career counselling programmes for vulnerable groups, such as persons with disabilities, aged job seekers, women returning to work after child rearing and mothers with young children are limited. Candidates requiring Recognition of Prior Learning (RPL) lack career counselling opportunities required to guide them on identifying the competencies they have acquired informally and to explore new opportunities to which they might be transferable. Furthermore, flexible delivery approaches (such as mobile career counselling services) that have the potential to increase equitable access to career counselling services are limited.

Literature reviewed on good practices shows that countries such as Greece and Luxembourg have established career counselling programmes that target women (OECD, 2004).

- In Greece, Information and Counselling Centres for Women's Employment and Social Integration have been set up for women, who are unemployed, and those who are in vulnerable employment sectors and wish to change jobs. The centres have developed a tool, known as tychero Trifylli' (the Lucky Clover), for identifying women's needs in terms of: personal development, knowledge of the professional sector, and methods of seeking work.
- In Luxembourg, there is a local career counselling project known as the Full Employment Network (Reseau Objectif Plein Emploi), which targets women who are victims of domestic violence.

Key issues

- a) Access to career counselling is not equitably available.
- b) Career counselling is needed to reintegrate early school leavers (learners that do not complete secondary education) into formal education.
- c) Inadequate career counselling programmes for vulnerable groups such as persons with disabilities, unemployed youth, workers in the informal sector, inactive workers such as women returning to the labour market and refugees, older workers, mothers with young children, single parents, retrenched workers, demilitarized soldiers, ex-offenders and migrants.
- d) Inadequate career counselling opportunities for candidates requiring Recognition of Prior Learning.
- e) Limited women career counselling centres.
- f) Career counselling needs assessments for vulnerable groups are required.

2.4.3. Relevance

Career counselling needs to be relevant to user needs. Young people and adults have diverse needs as they are required to make career related decisions and manage transitions at different points in time:

- In basic education, the Competence Based Curriculum (CBC) requires learners to make choices from the category of optional subjects in upper primary and junior secondary education; and optional pathways in senior secondary education.
- At the entry to tertiary education and training, the Competence Based Education and Training (CBET) curriculum requires learners to make choices from the TVET courses that have been developed; or make choices on what to study at the university level of education.
- At the interface between education (secondary and tertiary levels) and the labour market, learners are managing school-to-work transitions.
- Out-of-school youth and adults are concerned with managing their labour market transitions; while older adults are managing their work-retirement transitions.

Hence career counselling is required at the entry, during and exit of various levels of education and training, and employment. In this context, career counsellors require career information (including training, labour market and skills needs information) and appropriate tools to help young people and adults in planning and advancing their careers.

However, career counsellors face challenges such as: inadequate career information; inadequate knowledge of education, training, and employment trends, and how to structure and appropriately apply this knowledge to individual cases; weak linkages with the industry; and inadequate customized and standardized career tests.

Key issues

- a) Weak alignment of career counselling to user needs.
- b) Labour market information is required to make career counselling relevant.
- c) Inadequate expert knowledge and understanding of education, training, and employment trends, and how to apply this knowledge in career counselling.
- d) Weak linkages between career counselling and industry.
- e) Inadequate customized and standardized career tests.

2.4.4. Quality

There are no national quality standards for career counselling in Kenya. Quality standards for career counselling include competence frameworks for practitioners, legally defined qualifications or licences, the national register of professionals, accreditation of service providers, programme recognition frameworks, ethical guidelines, guidelines for practice, and quality tools and methodologies.

Literature on good practices shows that various countries and entities have established national quality frameworks for career counselling (OECD, 2021).

- In England, all organizations that receive public funds have to meet national quality standards. All providers who deliver the National Careers Service must achieve the criteria set in the Matrix Standard – a quality assurance system set up specifically for career guidance providers.
- In France, quality specifications (*cahier de charges*) have been developed and career guidance practitioners who participate in the national career guidance programme (*Conseil en Evolution Professionnelle, CEP*) must conform to them. Providers must meet eligibility requirements to be certified against the quality label (*orientation pour tous*).
- In Canada, career counsellors use the Canadian Standards and Guidelines for Career Development Practitioners which outline the competencies needed to provide effective and people-centred guidance services.
- The European Commission has published the European Reference Competence Profile for employment counsellors.

Key issues

- a) Lack of national quality standards for career counselling.
- b) Lack of a quality assurance mechanism for career counselling.
- c) Lack of a national register of career counsellors.
- d) Lack of a competence framework for career counsellors.
- e) Lack of ethical standards for career counsellors.
- f) Weak integration of career counselling in performance management frameworks.

2.5 CAREER INFORMATION

This section presents the situational analysis on career information with reference to access, equity, relevance and quality.

2.5.1. Access

Career information is disseminated through print and digital media. Career booklets have been developed by the Kenya National Examinations Council (KNEC) and Kenya Universities and Colleges Central Placement Service (KUCCPS).

Furthermore, the Kenya Labour Market Information System (KLMIS) has been established to provide information on current jobs as advertised by employers, top occupations per quarter, skills supply and demand, training institutions and programmes, periodic reports on key labour market indicators and available labour market services.

Despite these efforts, access to career information, including training, labour market and skills anticipation needs is limited. Out of 57 tertiary education and training institutions that have established Office of Career Services (OCS), only 2 (3.5 per cent) institutions had access to Labour Market Information (LMI) (see table 2).

Table 2: Number of institutions with OCS that have access to LMI

	Institution	No. of institutions with OCS	No. of institutions with OCS that had access to LMI
1.	Universities	19	0
2.	National Polytechnics	7	1
3.	Technical Vocational Centres	21	0
4.	Vocational Technical Centres	10	1
	Total	57	2

(Ministry of Education, 2022)

Various countries have adopted good practices in the provision of career information (OECD, 2003; CEDEFOP et al, 2020).

- South Africa, through its Public Employment Service (*Ketha*), disseminates career information via a weekly live radio programme using all 10 official languages which reaches a largely rural population, aged 15 to 65, of 3.1 million listeners per week.
- Australia uses its national careers website (www.myfuture.edu.au/) to provide career information including labour market information. In its first seven months, the site was accessed 2.5 million times.
- Denmark uses an electronic career guidance system to provide comprehensive labour market information to learners in secondary and tertiary education; and adults.

Key issues

- a) Weak provision of career information, including training, labour market and skills anticipation needs information.
- b) Lack of a national career information website.
- c) Limited use of the media (broadcast, digital and internet media) and ICT to deliver career information.
- d) Inadequate career information in Kiswahili.
- e) Multi-sectoral linkages are required to enhance career information management.

2.5.2. Equity

Career information should be freely available and accessible for all, including minority and marginalized groups. Efforts have been made by the National Council for Persons with Disabilities, through its job placement department, to analyse and disseminate labour market information to persons with disabilities. However, many disadvantaged groups have limited access to career information.

A review of good practices shows that a number of countries have developed programmes for disseminating career information to disadvantaged groups.

- The South African Central Application Office in KwaZulu-Natal, which serves five higher educational institutions, has a telephone service backed up with letter-answering and mailing of career guidance materials targeting disadvantaged rural communities (SAQA, 2009).
- Thusong Service Centre in South Africa has established one-stop-centres to provide career services and information to poor and disadvantaged communities (SAQA, 2009).
- In Slovakia, a website (KomposyT) has been developed to provide career information specifically tailored to pupils with special educational needs, their parents and professionals working with them (CEDEFOP, 2021).
- Poland has developed a multi-dimensional career information system (Counsellor 2000). It uses Artificial Intelligence to link personal profiles (based on self-assessment) to career information (about educational and training pathways and the relevant occupations they lead to). The system has been adapted so that it can be targeted at particular groups of users, such as persons with disabilities (OECD, 2005).

Key issues

- a) Limited access to career information by disadvantaged groups.
- b) Career information needs to be provided in braille.
- c) Career information needs to be adapted for use with Assistive Listening Devices.
- d) Paper-based career information needs to be provided for people that do not have access to digital technology.
- e) One-stop career information centres are needed for disadvantaged communities.
- f) Websites with career information tailored to meet the needs of persons with disabilities are required.

2.5.3. Relevance

To ensure that career information is relevant, it needs to be adapted to the needs of different user groups including students, job-seekers, workers, parents, career educators, career counsellors and curriculum developers. However, career information has not been adequately tailored to meet the needs of different user groups.

Literature reviewed on good practices reveals that countries such as France, Hungary and Switzerland have tailored career information to cater to the needs of different target groups using digital tools (OECD, 2020).

- In France, the website “*Onisep*” provides a programme called “It will be me” (*Ce sera moi*) targeting young learners. It presents a series of inspirational videos where employees perform job tasks on camera, giving learners a glimpse of real-life working environments.
- In Hungary, the website “*Nemzeti Pályaorientációs Portál*” provides parents with career information to enable them guide their children through the career decision-making process.
- In Switzerland, the website “*Berufsberatung*” targets students in basic education and presents them with information on educational pathways for occupations in 30 industries.

Key issues

- a) Inadequate adaptation of career information to meet the needs of different user groups.
- b) Labour market information has not been adequately designed for use in career education and career counselling.
- c) Labour market information is not simplified for use by the youth.
- d) Lack of data on the needs of the diverse end users of career information.

2.5.4. Quality

Career information is produced and disseminated by several institutions and individuals. Several internet sites are also providing career information. However, there is no mechanism for determining the quality of such information before it reaches the users. No quality standards have been developed for career information. In this respect, users continue to face difficulties identifying accurate and reliable sources of career information. Yet high quality career information is integral in enabling individuals make well informed and realistic career decisions.

Key issues

- a) Lack of national quality standards for career information management.
- b) Lack of a quality assurance mechanism for career information management.
- c) Lack of a competence framework for career information specialists.
- d) Weak integration of career information management in performance management frameworks.

2.6 CAREER GUIDANCE PRACTITIONERS

This section presents the situational analysis of career guidance practitioners. These practitioners include career educators, career counsellors and career information specialists.

2.6.1. Career Educators

Career educators comprise teachers, trainers, tutors and lecturers. The major challenges facing career educators is that they do not have adequate access to career information including training, labour market and skills needs information. They also lack adequate training to teach career education which inhibits their ability to provide meaningful insights from complex labour market information. Hence, they struggle to locate the career information that students need, and to interpret it correctly.

In addition, there is no framework for engaging industry experts to teach career education in their relevant fields of expertise. These experts include Master Crafts Persons (MCPs), employers and professionals. Yet, these industry experts have the capacity to provide students with an opportunity to understand the relationship between the knowledge and skills learnt in class and the world of work. This can enrich career education programmes as students engage in experiential learning through the active work experiences of industry experts.

Key issues

- a) Weak skills capacity to teach career education.
- b) Career educators have limited access to career information including training, labour market and skills needs information.
- c) Lack of a framework for engaging industry experts to teach career education.

2.6.2. Career Counsellors

Career counsellors are highly heterogeneous in terms of their qualifications. While the qualifications framework and code of ethics for psychologists is governed by the Counsellors and Psychologists Act (2014), there is no specific framework for career counsellors. Consequently, career counselling is offered by individuals with diverse qualifications including education, theology, economics, psychology, and human resource management.

Furthermore, the roles of career counsellors and psychological counsellors are entwined as ‘guidance counsellors’, yet the two require different competences. Most of the psychological counsellors have been trained in psychology (with emphasis on psychometric testing and assessment) but little or no attention paid to career guidance competencies including labour market structures.

In addition, career counsellors are assigned other tasks which have little connection to their roles. This is an indication that the professionalization of career counsellors has not been addressed.

A number of countries have made efforts to professionalize career counselling through the establishment of qualification frameworks and professional bodies:

- In Austria, providers of free adult educational guidance programme must be certified by the IBOBB (Information, Counselling and Orientation for Education and Career) certification. Career guidance advisors also use the European Career Guidance Certificate (ECGC), which is based on the MEVOC standards (Quality Manual for Educational and Vocational Counselling) (OECD, 2021).
- Professional associations have been established for career counsellors in various countries. Examples include the: Career Development Association of the Philippines; Polish Association of School and Vocational Counsellors; National Association for School and Vocational Guidance in Romania; and South African Association of Educational and Vocational Guidance (Watts and Fretwell, 2003).

Key issues

- a) Lack of a qualifications framework for career counsellors.
- b) Roles of career counsellors and psychological counsellors are merged under ‘guidance counsellors’, yet the two professionals require different competences.
- c) Inadequate professional career counsellors.
- d) Limited capacity building programmes for career counsellors.
- e) Lack of career progression guidelines for career counsellors.
- f) Lack of a professional organization for career counsellors.

2.6.3. Career Information Specialists

The development and dissemination of career information is undertaken by diverse specialists that fall under three main categories. These are: Statisticians and analysts responsible for data collection, analyses and storage; Operational officers who focus on data interpretation and development of career information; and Senior officers responsible for career information dissemination and capacity building.

The qualifications of career information specialists depend upon the nature of their work. Currently there is no well-defined qualifications framework for career information specialists. From the literature reviewed, it was found that in Canada, a good percentage of career information specialists hold a bachelor degree in career guidance. They learn on the job, get on-site training and work primarily in employment and career development organizations (CEDEFOP, 2016).

Key issues

- a) Lack of a qualifications framework for career information specialists.
- b) Inadequate capacity building of career information specialists.
- c) Weak linkages among career information specialists, career educators and career counsellors.



POLICY PRIORITY ACTIONS

3.1 INTRODUCTION

This chapter outlines the policy priority areas of the National Policy Framework for Career Guidance. The policy commitments are informed by the situational analysis outlined in the previous chapter. Policy actions taken on each priority area are expected to guide career guidance. This chapter outlines the specific policy priority areas and the policy actions.

3.2 GOVERNANCE

Policy statement

The Government shall strengthen the governance and coordination of career guidance.

Policy actions

- a) Establish a National Career Guidance Council.
- b) Develop a National-County Coordination Framework.
- c) Develop a stakeholder engagement framework for career guidance.
- d) Develop a National Career Guidance Action Plan.
- e) Develop comprehensive National Career Guidance Guidelines.
- f) Conduct policy-relevant research on career guidance.
- g) Build the capacity of managers on career guidance management.
- h) Strengthen monitoring, evaluation and reporting systems for career guidance.

3.3 FINANCIAL RESOURCES

Policy statement

The Government shall ensure that financial resources for career guidance are adequate and utilized efficiently and effectively.

Policy actions

- a) Develop a framework for career guidance funding.
- b) Establish a mechanism for financing career guidance for disadvantaged groups, including persons with disability.
- c) Establish a unit cost for career guidance.
- d) Develop an incentive framework for private sector investment in career guidance.
- e) Develop a framework for outsourcing some career guidance services.
- f) Promote co-financing of career guidance.
- g) Promote career guidance voucher programmes.
- h) Strengthen public-private funding collaborations to enhance career guidance provision.
- i) Ensure transparency and accountability in the utilization of funds for career guidance.

3.4 PHYSICAL RESOURCES

Policy statement

The Government shall ensure that physical resources for career guidance are adequate and utilized optimally.

Policy actions

- a) Develop national guidelines on the physical resources required for career guidance.
- b) Conduct research to determine the physical resource gaps affecting effective implementation of career guidance.
- c) Facilitate the provision of adequate physical resources to support career guidance.
- d) Develop and implement a framework for sharing physical resources of career guidance amongst institutions.
- e) Adapt existing physical resources to facilitate inclusive career guidance.

3.5 SERVICE PROVIDERS

Policy statement

The Government shall provide adequate career guidance service providers.

Policy actions

- a) Establish Office of Career Services in all education and training institutions; and employment agencies.
- b) Establish Employment Offices (Public Employment Services) in all counties.
- c) Promote the provision of career guidance services by private, employer and community based organizations.
- d) Establish and roll out one-stop career information centres in the counties.
- e) Establish career guidance call centres.
- f) Establish self-help career guidance centres.
- g) Establish centres of excellence in career guidance.

3.6 CURRICULUM

Policy statement

The Government shall ensure that career education is embedded in the curricula.

Policy actions

- a) Ensure that career education is provided as a compulsory subject.
- b) Ensure that career education is provided as a stand-alone subject or subsumed in specific subjects or courses.
- c) Integrate career education in ‘life skills’ and ‘community and service learning’ in basic education.
- d) Develop a curriculum on career education for out-of-school youth and adults.
- e) Provide curriculum support materials for career education.

3.7 DATA MANAGEMENT

Policy statement

The Government shall strengthen data management of career guidance.

Policy actions

- a) Create and maintain a national database on career guidance.
- b) Establish a national coordination mechanism for data management of career guidance.
- c) Ensure that data on career guidance is disaggregated by age, sex and disability as a minimum standard.
- d) Conduct a national survey on career guidance provision.
- e) Ensure that policy making is informed by career guidance data.

3.8 ICT INTEGRATION

Policy statement

The Government shall promote ICT integration in career guidance.

Policy actions

- a) Develop a strategy on ICT integration in career guidance.
- b) Promote the establishment of career guidance helplines.
- c) Deliver career guidance services through mobile phones.
- d) Integrate Artificial Intelligence in career guidance provision.
- e) Build the capacity of staff on ICT integration in career guidance.
- f) Provide adequate ICT infrastructure (including electricity, internet and equipment) to support ICT integration in career guidance.

3.9 CAREER EDUCATION

Policy statement

The Government shall enhance access, equity, relevance and quality in the provision of career education.

Policy actions

3.9.1 Access

- a) Promote access to career education for children, youth and adults.
- b) Develop a mechanism for sharing of labour market information with career educators.
- c) Develop an incentive framework for industry to provide work-based learning opportunities.
- d) Strengthen education-industry linkages to enhance career education provision.
- e) Develop a framework for parental engagement and participation in career education.
- f) Engage the media to create awareness on the career prospects related to tertiary education and training.
- g) Promote the use of flexible and innovative methods in the delivery of career education.

3.9.2 Equity

- a) Ensure that career education is integrated in the curricula for Special Needs Education, Adult and Continuing Education and Non-Formal Education.
- b) Develop career education programmes for early school leavers (learners that do not complete secondary education) to support their re-integration into formal education.
- c) Develop affirmative action strategies to promote and implement career education programmes for vulnerable groups including persons with disabilities, unemployed youths, workers in the informal sector, inactive workers such as women returning to the labour market and refugees, and the ageing workforce.
- d) Ensure that instructional materials and equipment for career education are explicitly tailored to the special circumstances of vulnerable groups.

3.9.3 Relevance

- a) Ensure that career education is linked to the world of work.
- b) Integrate career information (training, labour market and skills needs information) in career education.
- c) Enhance industry involvement in the development and delivery of career education.
- d) Eliminate negative attitudes towards TVET, STEM, entrepreneurship and agriculture through career education.

3.9.4 Quality

- a) Develop and enforce national quality standards for career education.
- b) Develop a national quality assurance system for career education.
- c) Develop capacity development programmes on quality assurance of career education.
- d) Integrate career education in performance management frameworks.

3.10 CAREER COUNSELLING

Policy statement

The Government shall enhance access, equity, relevance and quality in the provision of career counselling.

Policy actions

3.10.1 Access

- a) Promote access to career counselling for children, youths and adults.
- b) Develop an all-age strategy for career counselling.
- c) Develop guidelines for the separation of career counselling and socio-psychological counselling which are merged under 'guidance and counselling'.
- d) Develop a framework for engaging career counsellors in education and training institutions.
- e) Develop an incentive framework for private sector provision of career counselling services.
- f) Develop a collaboration mechanism between Public Employment Services and education and training institutions to enhance the provision of career counselling.

- g) Ensure that Public Employment Services expand their services to include career counselling services.
- h) Create awareness of existing career counselling services.
- i) Promote the use of distance-based approaches in career counselling provision.

3.10.2 Equity

- a) Ensure equitable access to career counselling services.
- b) Develop career counselling programmes for early school leavers (learners that do not complete secondary education) to support their re-integration into formal education.
- c) Develop affirmative action strategies to promote and implement career counselling programmes for vulnerable groups such as persons with disabilities, unemployed youth, workers in the informal sector, inactive workers such as women returning to the labour market and refugees, older workers, mothers with young children, single parents, retrenched workers, demobilized soldiers, ex-offenders and migrants.
- d) Put in place mechanisms to facilitate career counselling for candidates requiring Recognition of Prior Learning (RPL).
- e) Establish women's career counselling centres.
- f) Conduct career counselling needs assessments for vulnerable groups.

3.10.3 Relevance

- a) Ensure that career counselling is adapted to user needs.
- b) Enhance the provision of career information (training, labour market and skills needs information) needed for career counselling.
- c) Build the expertise of career counsellors on education, training, and employment trends, and how to apply this knowledge in career counselling.
- d) Strengthen the linkages between career counselling and industry.
- e) Enhance the provision of customized and standardized career tests.

3.10.4 Quality

- a) Develop and enforce national quality standards for career counselling.
- b) Establish a national quality assurance framework for career counselling.
- c) Develop capacity development programmes on quality assurance of career counselling.
- d) Develop a competence framework for career counsellors.
- e) Ensure that a national register of career counsellors is created and maintained.
- f) Ensure that ethical standards for career counsellors are developed.
- g) Integrate career counselling in performance management frameworks.

3.11 CAREER INFORMATION

Policy statement

The Government shall enhance access, equity, relevance and quality in the provision of career information.

Policy actions

3.11.1 Access

- a) Strengthen the provision of career information, including training, labour market and skills needs information.
- b) Develop a national career information website.
- c) Promote the use of media (broadcast, digital and internet media) to deliver career information.
- d) Promote the use of ICT in disseminating career information.
- e) Provide career information in the national languages.
- f) Strengthen multi-sectoral linkages to enhance the management of career information.

3.11.2 Equity

- a) Develop affirmative action strategies to promote and enhance access to career information for disadvantaged groups including persons with disabilities.
- b) Develop career information in braille.
- c) Adapt career information for use with Assistive Listening Devices.
- d) Provide paper-based career information for people that do not have access to digital technology.
- e) Establish one-stop career information centres in disadvantaged communities.
- f) Establish websites with career information tailored to meet the needs of persons with disabilities.

3.11.3 Relevance

- a) Ensure that career information is adapted to meet the needs of different user groups.
- b) Adapt career information (training, labour market and skills needs information) for use in career education and career counselling.
- c) Simplify labour market information for use by the youth.
- d) Map and segment the diverse groups that use career information and their needs.

3.11.4 Quality

- a) Develop and enforce national quality standards for career information management.
- b) Develop a national quality assurance framework for career information management.
- c) Develop capacity development programmes on quality assurance of career information.
- d) Develop a competence framework for career information specialists.
- e) Integrate career information dissemination in performance management frameworks.

3.12 CAREER GUIDANCE PRACTITIONERS

Policy statement

The Government shall strengthen the capacity of career guidance practitioners, including career educators, counsellors and information specialists, to deliver career guidance effectively.

Policy actions

3.12.1 Career educators

- a) Build the capacity of career educators, including those teaching persons with special needs and disabilities, to improve the delivery of career education.
- b) Induct trainers in all teacher training institutions on career education.
- c) Provide career educators with work-based learning opportunities.
- d) Ensure career educators have access to career information (training, labour market and skills needs information).
- e) Develop a framework for engaging industry experts to teach career education.

3.12.2 Career counsellors

- a) Develop a qualifications framework for career counsellors.
- b) Develop occupational standards for career counsellors.
- c) Adopt measures to increase the number of professional career counsellors.
- d) Establish capacity building programmes for career counsellors.
- e) Develop career progression guidelines for career counsellors.
- f) Promote the establishment of a professional body for career counsellors.

3.12.3 Career information specialists

- a) Develop a qualifications framework for career information specialists.
- b) Build the capacity of career information specialists.
- c) Strengthen the linkages amongst career information specialists, career educators and career counsellors.



INSTITUTIONAL AND IMPLEMENTATION FRAMEWORK

4.1 INTRODUCTION

This chapter presents the institutional and implementation framework for implementing the National Policy Framework for Career Guidance. A multi-sectoral approach will be used in the implementation of this policy. Hence, various institutions have been identified to facilitate implementation of career guidance initiatives within the existing legal frameworks.

4.2 NATIONAL CAREER GUIDANCE COUNCIL

The National Career Guidance Council shall be a high level multi-stakeholder advisory body. Its mandate shall be to facilitate coordination, strengthen stakeholder participation and mobilize resources for implementation of this policy. The Council's membership shall comprise representatives from relevant Ministries, Counties, Departments and Agencies (MCDAs), and the private sector including employer, worker and PWD representatives. The Council shall set up committees and sub-committees to provide it with technical support.

4.3 NATIONAL CAREER GUIDANCE ACTION PLAN

To implement the National Policy Framework for Career Guidance, a 5-year National Career Guidance Action Plan shall be developed. This plan shall guide the annual costed work plans of the various implementing entities. It will cover the period 2024 – 2028.

4.4 IMPLEMENTATION FRAMEWORK

This policy shall be implemented by various actors including Ministries, Counties, Departments and Agencies (MCDAs), constitutional commissions, private sector, development partners and Civil Society Organizations (CSOs). The following are the key actors:

- 4.4.1 Ministry of Labour and Social Protection** - Shall provide technical support on all matters related to career guidance within this policy.
- 4.4.2 Ministry of Education** - Shall provide technical support on career guidance matters related to education and training within this policy.
- 4.4.3 Ministry of Youth Affairs, Creative Economy and Sports** - Shall provide technical support on career guidance matters related to the youth within this policy.
- 4.4.4 National Treasury and Economic Planning** - Shall make available adequate budgetary resources for implementation of this policy.
- 4.4.5 Attorney General's Office and Kenya Law Reform Commission** - Shall provide technical support on all matters related to drafting and amending legislation required to implement this policy.

- 4.4.6 Commissions: Teachers Service Commission, Public Service Commission, National Police Service Commission, Judicial Service Commission, Parliamentary Service Commission, Commission for University Education –** Shall integrate career guidance in their policies, programmes and plans of action.
- 4.4.7 Council of Governors -** Shall provide technical support for this policy in relation to career guidance in education and training institutions in the counties.
- 4.4.8 Education, training and research institutions -** Shall provide technical support on matters related to career guidance and research within this policy.
- 4.4.9 Curriculum, Assessment and Qualification Awarding Bodies -** Shall provide technical support on relevant matters related to career guidance within this policy.
- 4.4.10 Development partners -** Shall provide technical and financial support at various levels to support the implementation of this policy.
- 4.4.11 Employers/industry/private sector/social partners –** Shall provide technical and financial support for all aspects of career guidance within this policy.
- 4.4.12 Head teachers’ associations -** Shall provide technical support on relevant matters related to career guidance within this policy.
- 4.4.13 Civil society organizations -** Shall provide technical support on monitoring and evaluation of this policy.
- 4.4.14 Media -** Shall provide support to enhance awareness about this policy.
- 4.4.15 Individual citizens including the youth -** Shall participate in career guidance and provide relevant support for designing, implementing and monitoring career guidance.

4.5 RESOURCE MOBILISATION

The successful implementation of this policy will require adequate financial, human and technical resources. This will ensure effective and efficient implementation for desired policy outcomes. The primary funding mechanisms for the policy shall be:

- a) Budgetary allocation from the National Treasury.
- b) Support from the private sector, development partners, industry, civil society, philanthropic bodies, individuals and other funding agencies.
- c) Public-Private Partnerships.
- d) Fundraising activities.

MONITORING AND EVALUATION

5.1 INTRODUCTION

A Monitoring and Evaluation (M&E) framework shall be developed to ensure that this policy is implemented effectively. This framework shall be anchored on the National Integrated Monitoring and Evaluation Systems (NIMES) and aligned to the National Performance Management System (NPMS). The objective of the framework will be to collect data, monitor the programmes against key indicators, and evaluate whether the programmes have met set objectives. There will be an Annual Review Report (ARR) on implementation of the policy that will be presented to the relevant stakeholders.

5.2 MONITORING AND EVALUATION

Policy statement

The Government shall establish a national monitoring and evaluation framework to ensure that the policy interventions are monitored and evaluated.

Policy actions

- a) Develop a national monitoring, evaluation and reporting framework.
- b) Develop a risk management framework.
- c) Develop a budget for monitoring and evaluation.
- d) Build capacity to undertake monitoring and evaluation.
- e) Conduct rapid assessments, mid-term and end-term evaluations.

5.3 POLICY REVIEW

This Policy shall be reviewed within five years to assess its impact, effectiveness and relevance in dealing with national, regional and global career guidance issues.



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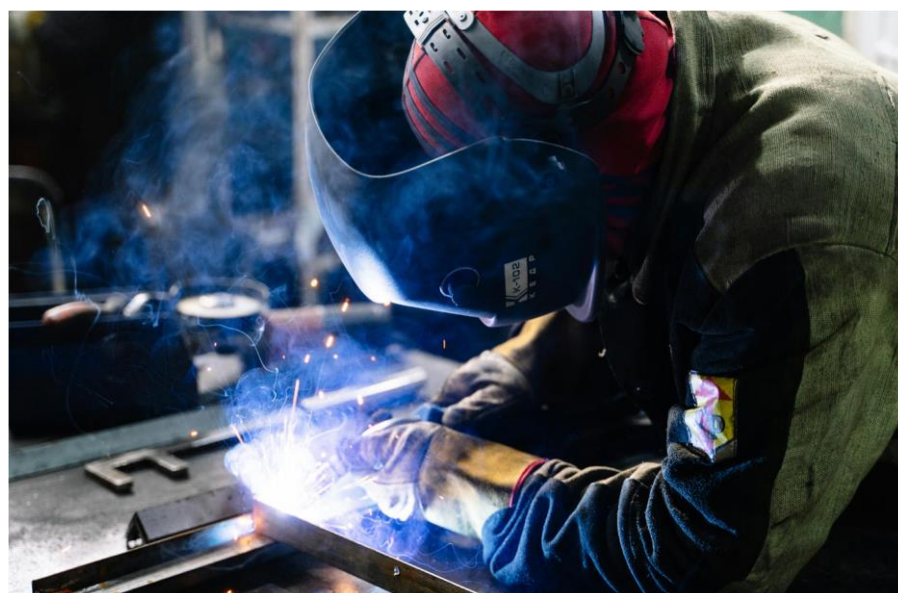
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APPENDICES

Appendix 1: Definition of key terms

Career	A pattern of work experiences comprising the entire lifespan of a person.
Career counselling	Career counselling helps people clarify their aims and aspirations, understand their own identity, make informed decisions, commit to action, and manage career transitions, both planned and unplanned.
Career education	Career education consists of learning experiences that help learners or trainees develop career management competencies that will assist them to manage their lives and contribute to society.
Career guidance	Career guidance consists of career education, career counselling and career information. It includes services, activities and information intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.
Career information	This refers to all the information that assists individuals in the process of career development. It includes information on skills, career paths, learning opportunities, occupations, labour market trends and conditions, educational programmes and opportunities, education and training institutions, government and non-government programmes and services, and job opportunities etc.
Employment	This term is used to measure the number of persons employed, and includes persons at work during a short reference period, and also persons temporarily absent from work but holding a job.
Employability	Possession of portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions.
Globalisation	The development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labour markets.
Internship	This is a programme offered by an employer that provides potential employees with work experience.
Job placement	This is arranging for or referring people to job vacancies. This is often both a government and a private marketplace activity. Some colleges and universities also offer job placement services for their students.
Labour market information	Any information concerning the size and composition of the labour market or any part of the labour market; the way it or any part of it functions, its problems, the opportunities which may be available to it, and the employment-related intentions or aspirations of those who are part of it.

Labour market information system	Systems, mechanisms or processes for gathering, organising, providing and analysing information about the state of the labour market, occupations and jobs, including key changes taking place within the employment, jobs and the occupations.
Skill	Ability to carry out a manual or mental activity, acquired through learning and practice. It is knowledge, competence and experience needed to perform a specific task or job.
Skills development	Practical proficiencies, competencies and abilities which an individual acquires as a result of undergoing training, either formally or informally.
Skills mismatch	Skill gaps and imbalances such as over-education, under-education, over-qualification, under-qualification, over-skilling, skills shortages, skills surpluses and skills obsolescence.
Skill needs anticipation	Any forward looking diagnostics of skill needs expected on future labour markets performed by means of any type of method, be it quantitative or qualitative, including interaction, exchange and signalling between labour market actors.
Technical and Vocational Education	Education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.
Unemployment	People who do not have a job, have actively been looking for work, and are currently available for work.
Work-based learning	This refers to all forms of learning that takes place in a real work environment. It provides opportunities to achieve employment-related competencies in the workplace.





Appendix 2: Policy Coordination Action Plan

Component	Activity	Indicator	Responsible	Timeline				
				2023/24	2024/25	2025/26	2026/27	2027/28
Public awareness of the National Career Guidance Policy	Undertake public education and sensitization of the Policy	Capacity Building Reports	SDL&SD JTC	√	√	√	√	√
National Career Guidance Action Plan	Develop the National Career Guidance Action Plan	National Career Guidance Action Plan	SDL&SD JTC	√	√			
	Develop the M&E framework	M&E framework	SDL&SD JTC	√	√			
	Implement and monitor the National Career Guidance Action Plan	Quarterly & annual progress and M&E reports	SDL&SD JTC	√	√	√	√	√
Review the National Career Guidance Policy and Action Plan	Review the National Career Guidance Policy	National Career Guidance Policy	SDL&SD JTC					√
	Review the National Career Guidance Action Plan	Reviewed National Career Guidance Action Plan	SDL&SD JTC					√
	Review the M&E framework	Reviewed M&E framework	SDL&SD JTC					√





**NATIONAL POLICY
FRAMEWORK FOR CAREER
GUIDANCE IN KENYA**



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