

# **STUDY ON CAREER GUIDANCE IN GENERAL EDUCATION IN SRI LANKA**



**NATIONAL EDUCATION COMMISSION  
NAWALA ROAD, NUGEGODA  
SRI LANKA**

**Research Series (2014) – No. 08**

# **Study on Career Guidance in General Education in Sri Lanka**

*A Research conducted for the National Education Commission*

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*World Bank*

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**NATIONAL EDUCATION COMMISSION  
NAWALA ROAD, NUGEGODA  
SRI LANKA**

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## **Preface**

The National Education Commission (NEC) commenced formulating National Education Policy for its third ten year policy reviewing cycle. As a part of the above policy formulating process NEC has commissioned ten research studies in order to identify the important policy issues in General Education System in Sri Lanka. The research teams were asked to recommend changes to the present policies where necessary and suggest new policies to the National Education Commission based on their findings.

The Standing Committee on General Education (SCGE) of NEC has identified ten different study areas in the General Education System and prepared relevant Terms of Reference (TORs) for these studies after several discussions at SCGE meetings. The research reports published in this study series were prepared over a period of around nine months by ten research teams selected for their expertise in the different aspects of General Education. The draft reports of research studies were reviewed by a panel of reviewers before finalizing the research reports.

The National Education Commission appreciates the support given by the World Bank in allocating funds from the Transforming School Education System as the foundation of a knowledge hub Project (TSEP) at Ministry of Local Government and Provincial Councils. The Commission also thanks Sri Lanka Institute of Development Administration (SLIDA) for their services provided in financial administration of the research studies.

It is hoped that the publication of these studies will contribute to the extension of the knowledge base necessary for educational change and will stimulate interest and participation in improving the quality of education in Sri Lanka. These studies can also provide points of departure for future researches.

Prof Lakshman Jayatilleke  
Chairman  
National Education Commission

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We would like to express our sincere thanks to Directors, Deputy Directors of the Ministry of Education and Provincial Directors of the Provincial Education Department of the Western Province, Zonal Directors, In Service Advisors of Zonal Departments of Education, Principals, all teachers and students in Schools who helped us by spending their valuable time during the period of data collection and giving us all the necessary help to make this endeavor a success.

I wish to thank all Heads, and other staff members of the Career Guidance Center of the Ministry of Youth Affairs and Skills Development, Vocational Training Authority and Advisor (Career Guidance), University of Colombo who helped us by spending their valuable time during the period of data collection and giving us all the necessary information to make this a success.

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## List of Abbreviations

CEG	: Career Education and Guidance
ISA	: In-Service Advisor
EU	: European Union
OECD	: Organization for Economic Cooperation and Development
MYSD	: Ministry of Youth Affairs and Skills Development
UNIVOTEC	: University of Vocational Technology
NYSC	: National Youth Services Council
NAITA	: National Apprentice and Industrial Training Authority
VTA	: Vocational Training Authority
DTET	: Department of Technical Education and Training
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## **1. INTRODUCTION**

“Career guidance refers to services and activities 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. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector”. (OECD, A Handbook for Policy Makers, 2004).

Career guidance plays a critical role in preparing students for the world of work by equipping them with the skills to remain competitive in the global economy and lead meaningful and productive lives. School career guidance programme can have a positive impact on students’ educational and career decisions and their academic performance (Lapan, Gysbers & Sun, 1997).

The focus of this study is mainly on school career guidance programmes in Sri Lanka. The study intends to suggest recommendations on school career guidance by:

- reviewing the current status of career guidance opportunities in general education,
- referring to the career guidance mechanisms in other countries and
- Studying the best practices of other countries.

### **1.1 The Objectives of this Study**

The objectives of this study are:

1. To review current status of career guidance opportunities in Sri Lanka
2. To study the career guidance mechanisms in other countries with a view to identifying best practices appropriate to Sri Lanka
3. To make policy recommendations for the development of career guidance as an integral part of general education

#### **1.1.1 The Tasks of the Study**

The tasks of the study are:

1. Reviewing the existing career guidance mechanism in the school system, focusing on career information gathering, analysis for dissemination, production of career guidance materials and implementation.
2. Reviewing the organizational arrangements for career guidance in the school system and the facilities for coordination with other relevant institutions
3. Reviewing the present role and the capacity of guidance and counseling teachers and identify further training needs for career guidance.

4. Identifying the key issues related to career guidance existing in the school system and compare the experience of other countries for developing a suitable model for Sri Lanka
5. Recommending mechanisms to gather and disseminate career guidance information in an effective and sustainable manner.
6. Recommending ways of reviewing the effectiveness periodically of career guidance and methods of continuous improvement.
7. Recommending ways of incorporating career guidance in general education in collaboration with other state and private institutions based on the above reviews and analyses.

### **1.1.2 Significance of the Study**

This special study was conducted to review the existing situation in the career guidance service in the school system in Sri Lanka. The relevant data was collected regarding all the career guidance activities including the information gathering process, dissemination and evaluation information relevant to the labour market and the current situation in the school career guidance and counseling program.

This study was also intended to examine the finest practices of other countries in the school career guidance process and through that, propose a suitable model to strengthen career guidance in Sri Lanka.

## **1.2 School Education and Career Guidance**

Career Guidance and Counseling is a very important aspect, especially under circumstances where jobs are not easily available. A large number of learners will not be able to find their occupational pathways or higher learning or training opportunities due to lack of career guidance at schools. (Education for All, UNESCO, 2010) Proper career guidance would have assisted many of these students with further education and training, selection of career paths at an early stage, and with more career options. It facilitates the acquisition of attitudes, skills and knowledge to help students better understand themselves, explore viable education and career options, make informed decisions and develop plans to achieve their career aspirations. Guidance is necessary in selection of subjects and course streams and finding appropriate job placements.

Career Guidance will allow learners to select subjects that are in line with their future plans. Moreover, career guidance could go a long way in giving the learners the confidence to decide where they want to be in future.

### **1.2.1 Why Career Guidance is needed?**

Career Guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. The Career Guidance teacher teaches students to plan and make decisions about work

and learning. Based on that knowledge, one can access information about the labour market and educational opportunities by organizing it, systematizing it and retrieving as and when required. Career guidance would help students to make transitions to the working world.

Availability of career guidance facilities can improve the efficiency of the education system enabling those who complete education to find labour markets. As a result, unemployment among the youth could be lowered since the process can match individual talents and qualifications with the skills and qualification demanded by employers.

A good career guidance programme can reduce the dropout rate of students. Having good understanding of students’ abilities, career guidance teachers can direct them to the most suitable educational ventures.

The rate of unemployment among Sri Lankan youth is high. This can be seen among the better educated rather than the uneducated youth. Three main reasons are offered to explain this situation. The first argues that the education system produces individuals without the skills that are required in the workplace. In other words, there is a mismatch between education and skills of job seekers and what the economy demands. The second is related to the numbers of new entrants and the capacities of the economy to absorb them. An economy growing at an average rate per annum is simply unable to absorb all labour supply. The third relates to the expectations of youth and the availability of jobs. Educated youth have developed inflexible expectations of the type of jobs they will take. A majority of young people who are in the private sector or self-employed are willing to accept even a lower salary if they could secure a government position.

Table 01 shows the unemployment rates among individuals who have gained different levels of education. Figures prove that individuals who have less education are more employed compared to educated individuals

**Table 1:Unemployment rate according to the level of education**

Level of Education	Unemployment rate %		
	Total	Male	Female
Total	5.2	2.7	7.0
Grade 05 or Below	*	*	*
grades 6-10	3.3	2.6	5.2
G.C.E.(O-L)	5.2	3.4	8.9
G.C.E.(A-L)	9.0	5.4	13.1

\*Reliable estimates cannot be provided due to small cell sizes

**Table 2:Percentage distribution of unemployed persons by level of education and gender in 2012**

Gender	Below G.C.E. (O-L)	G.C.E. (O-L) %	G.C.E. (A-L) & Above	Total %
Male	49.9	29.8	20.3	100.0
Female	31.2	25.2	42.6	100.0
Total	40.3	27.4	32.33	100.0

*Source: Department of Senses and Statistics: 2011*

### **1.3 Definitions of Career Guidance**

This report will use the following definitions, endorsed by professional organizations. Ibid; Hughes, K. L., and Karp, M. M. (2004).

Guidance: An umbrella term encompassing many services aimed at students' personal and career development.

Career guidance: The portion of the guidance programme focused on students' career development; this can include career counseling (below) or other career related services. Career counseling: The portion of the guidance programme in which trained professionals interacts with students to assist them with their career development.

Career Advisors: should have specialized training and be able to provide specific information to individuals such as how to put together a resume and cover letter, what to expect in a job interview, how to find a job, and how to use the resources in the career counseling center. They may conduct workshops about these topics to groups of students as well as to advise students individually. (Handbook on career counseling, 2002)

Academic counseling: This generally refers to trained professionals counseling students on their academic plans, for course-taking while in secondary school as well as for postsecondary education.

Furthermore, in the strategy and implementation plan, Preparing for success, (2007) terms defined are as follows:

Careers education: is the separate provision which enables learners to develop their knowledge, understanding, skills and experience of opportunities, to manage their career development, and make relevant

informed choices, ensuring successful transition into education, training or employment and become lifelong learners. Careers education includes taught timetabled provision which includes meaningful opportunities for progressive personal career planning; realistic and meaningful cross curricular opportunities for development of employability skills; and opportunities for planned and relevant work related learning experience.

Careers information: provides access to up-to-date impartial labour market information and information relating to educational and training opportunities, to inform career planning and management. The Second definition of this concept quoted from (ABCD) (2005) is a broad term, referring to information (including printed, electronic, personal contacts and other resources) that assists the process of career development.

Career Guidance: A Handbook for policy makers (2004) Career guidance define to services and activities 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. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counseling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services. They have been given extensive comprehensive definitions for Career Guidance.

The Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 extended United State, support for “career guidance and academic counseling,” defined as “providing access to information regarding career awareness and planning with respect to an individual’s occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and post-secondary options.” Hughes, K. L., and Karp, M. M. (2004).

Career guidance is a vitally important aspect for today’s youth, who are more than ever “motivated but directionless” (Schneider& Stevenson, 1999). Career guidance and academic counseling can provide students with the necessary tools to set career goals, provide them with an understanding of career education and skills they need to meet their goals.

### 1.3.1 Goals of Career Guidance

Career Guidance Counsellors should provide necessary competencies to the school community to identify their strengths, weaknesses and information on job markets etc. The term competency indicates each personal characteristic generally utilizable in the workplace, in school or in ordinary life, regardless of the nature of the work or level of performance achievable through its use.

According to Parsons (1909), professional goals must be identified by taking three large groups of factors into consideration.

1. A clear personal understanding of oneself, one's aptitudes, abilities, interests, ambitions, resources, limitations, and their causes
2. A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work
3. True reasoning on the relations of these two groups of facts. The idea being that there is a correlation between specific personal traits and success in particular roles and vocational fields, and that professional goal should also be chosen on the basis of such characteristics.

The International Labour Organization (ILO, 2004) introduced a few goals to career guidance services. Career information is the foundation for the provision of career guidance services.

1. To enable the individual to explore viable education and career options through the provision of accurate and comprehensive information;

School career guidance centers should provide necessary information about accessing both formal and non-formal labour markets. That information should include the economic sector and occupational trends, occupational content and competency demands, learning opportunities, formal economy jobs, self-employment opportunities and information for migrating workers. And this information should have met certain criteria. For examples; the information which career guidance teacher provides should be up to date, easily accessible and be available on a self-service basis wherever possible.

2. To nurture one's self-awareness, self-directedness and life skills to set wise goals, to continually learn, and add value to their future workplace;

Some core work skills should be provided through career guidance programs. These core work skills are needed to succeed in the workplace. The most frequently mentioned skills are learning how to learn, competence in reading, writing and computing, effective listening and oral communication skills, adaptability through creative thinking and problem-solving, personal management with strong self-esteem and initiative, interpersonal skills, the ability to work in teams or groups, basic technology skills and leadership effectiveness. (Riordan and Rosas, 2003)



3. To inculcate an appreciation for the value of all occupations and how they contribute to the well- functioning of society;
4. To equip students with skills and means to positively engage their parents and other career influencers.

Career guidance counsellors should help job seekers to prepare their curriculum vitae or develop resumes, prepare cover letters and prepare them for interviews. Students will also be informed how to register in some websites to find appropriate jobs.

#### **1.4 Chapter summery**

The aim of this chapter was to introduce the research study. This chapter presented a definition of career guidance, the significance and the need for school career guidance in Sri Lanka as well as the tasks, objectives, significance of the present study.

## **2. Sri Lanka: Situation Analysis**

This chapter examines the prevailing practices in career guidance at schools in Sri Lanka

### **2.1 Brief History of School Career Guidance in Sri Lanka**

Career guidance is widely recognized as an essential part of the learning process in the education system in Sri Lanka. Career guidance has been identified as a key focus area in Sri Lanka's efforts to address the mismatch between the needs of the labour market and the products of the educational and training system (Hughes, Balasooriya, 2003). According to the great educationist Dr. Kannangara believed that, education should train the future generation of youth that could contribute to the economic development of the country. He encouraged the promotion of this concept through the 'Handessa Scheme', where children would learn by practical experience through exploring the environment (Education for all, 2010).

The general education system started its guidance and counselling services in Sri Lanka in 1957. The circular No. 10 of 1957 issued by the Director of Education introduced counselling services and vocational guidance to the school system. But this programme was not in operation since the early 1970's.

"The earliest indication of an organized attempt to introduce guidance services in relation to the school setting in Sri Lanka was in 1957. Circular No.10 of 1957 issued by the Director of Education laid down the general pattern of the guidance programme in schools. It emphasized vocational guidance as the focal point of the school guidance programme" (Wickramarathne, 1988).

The guidance and counselling programmes in the education system were carried out by the Department of Evaluation, Guidance and Research of the Ministry of Education. This unit was formed in 1983. Guidance and counselling programmes were inaugurated by the unit with the collaboration of the National Youth Services Council In 1985. In the first attempt it was only for Colombo as a pilot programme and later they introduced counselling services to selected schools in the Bandarawela, Colombo, Galle, Kandy and Rathnapura education regions. This programme was named "Yovun Mithuro" School Counselling Programme.

Most students and parents are not aware of the job opportunities including self-employment, alternative skill development and training options, and the varied careers available in the world of work. According to Hughes and Balasooriya this is particularly the case in rural areas as guidance and counseling are at best rudimentary and generally non-existent. They emphasized that, the development of the career guidance infrastructure is more substantial on paper than in reality.

Career guidance centers in schools have been established according to the circular No.16/2006 and No. 6/2013. This programme is named 'School Guidance and Counselling Programme'. The Ministry of Education addressed some of the issues in general education through this circular. Not only personal

guidance and counselling but they have emphasized preparation of students into the future labour market and made the parents aware of it too.

The Career guidance unit is headed by a teacher in school under the direction of the Principal. These career guidance teachers are appointed from the fleet of teachers based on their abilities. Selected teachers in schools are given special training in career guidance and counseling and are assigned to duties in their schools, as part of their work on the time table.

Schools will build up databases on available vocational and technical training courses in their areas and also on possible job opportunities. Career guidance officers will use the databases to help children select appropriate courses of study, which will help them to fit in to available opportunities.

## **2.2 Career Guidance at School Level**

In the 20th century, guidance in general, and career guidance in particular, has existed in schools. In the mean time the counselors' roles have shifted and become more diverse (Parsad et al., 2003).

The report on the "National policy and action programme on post - school training and employment" Arulpragasam, (2001) highlighted "large waste of potential manpower and talent" in Sri Lanka. Therefore "The education system generates a mismatch between expectation and employment opportunities. (ILO, 1971:22). This is a significant problem which needs to be addressed by the policymakers of education and educational practitioners with their new policy decisions.

The report of the Emerging Wonder of Asia (2009) had concerns on moving education towards creating knowledge and skills for 2020. Our lives and working patterns are assured to change with both emerging technologies and changing markets for the skills and income of the people of Sri Lanka as a middle income country. Directions to the education system on reorganizing interventions of the general education system and its processes to meet national expectations had been highlighted in the report. As far as Sri Lanka is considered, the relationship between the educational system and the labour market offers either promise of human capital for an economic renaissance or a source of inefficiency and unrest (Hettige, 2000; Liyanarachchi 2003). Under these circumstances, the education system in Sri Lanka plays a vital role to develop a competent, capable workforce to the labour market to make pathways to economic growth.

The expectation of the government has focused on the quality and a student friendly education system which contributes to a knowledge economy and provides the required skills and qualities to face the emerging needs of a modern global economy (Mahinda Chinthana vision for the future, 2009) pp. 114). Therefore educational systems and strategies need to be changed with extensive modernization to create the human capital foundations of a knowledge hub. The government aims at an education system that will provide the competencies and

technological skills required for rapid economic and social development of the people in Sri Lanka.

Among the national goals of education in Sri Lanka, the fourth goal seeks to open pathways to general education in Sri Lanka, means of changing strategies to create intellectuals, entrepreneurs, leaders, and a labour force with enhanced knowledge, skills, attitude and the ability to contribute to the individual and national economic development effectively and efficiently, through innovativeness and scientific thinking (New educational policies and proposals for general education in Sri Lanka -2012).

In addition, the Education Sector Development Framework and Programme (ESDFP) will be continued in the next ten years. The ESDFP is planned to increase GCE (OL) pass rate from the present level of 56% to 65% and GCE (AL) pass rate from the present level of 60% to 75% percent by 2020 while increasing relevance of secondary education to the labour market requirements (The emerging wonder of Asia (2009).pg 114).

The analysis of the existing scenario of the examinations of the education, as Balasuriya (2003: 11) observes, the national performance at GCE (OL) and GCE (AL) examinations “reveals certain inadequacies in the system, which require fundamental rectification if the system is to be used as the first step for the training of the young generation.” As a result of this situation, a vast majority of students progressing through the educational system are ultimately unable to be accommodated and depart frustrated at being unable to achieve their educational goals and underprepared for entry into the labour market (Balasuriya, L. and Hughes, R., 2003).

The respective authorities have to create opportunities to find suitable avenues for the fruitless group of student of general education. The system needs to implement strategies to avoid ineffectiveness of young students while schooling. Career education gives extraordinary contribution to the school system to increase the number of beneficiaries after secondary education. Therefore, the education reforms need to be focused to introduce new approaches to strengthen existing interventions in career guidance and new execution with new curricula of the school. Hereafter, those approaches will be supported to create an energetic workforce for the labour market and achieve the national expectations of economic development in Sri Lanka.

While increasing academic achievement of students, commitment to school activities is also essential. Within such circumstances, schools in which career guidance and counselling facilities are provided should create a platform through existing learning environment for the young people to strengthen approaches to reach their career expectations in future.

Furthermore the report “New educational policies and proposals for general education in Sri Lanka”, (2012, pg.23) has proposed that professional counselling should be maintained to assist students of Grades 8 and 9 for identifying their inborn talents, interests and ability to guide them with accuracy on their way forward. The objective here should be to guide students to identify suitable job

opportunities, the knowledge needed, courses to be followed and the institutions that would have to be consulted. The aim of this measure is to promote a job oriented learning mentality within the child. In addition, the reports have drawn attention to preparing students for the job market or further studies through career study programmes and enable them to explore a wide range of career options. A Career study programme needs to be developed and implemented in the education system with the assistance of the private sector, professionals and industries (The emerging wonder of Asia, 2009.pg 117).The policy framework has highly stressed essential need of career study programmes with career guidance for general education.

The school students have high motivations, expecting to be highly educated and have professional careers, yet research has found that many do not develop comprehensible plans for achieving their goals. Giving young people the tools and knowledge to realistically plan for their futures is a primary goal of education.

## **2.3 Existing Career Guidance in the School System in Sri Lanka**

Young people need to make a smooth transition from primary school to the initial years of secondary education: the choices that they make at this point have major implications for later education and work options. Career guidance needs to be part of the process that helps them to make the required smooth transition.

The development of career guidance and counseling services has been a key policy objective since mid-1990's (Neary S., Wickramarachchi, D. G. S. 2011). Furthermore, the development of a career guidance and counseling service has been explained and highlighted in major reports and policy documents such as Education Sector Evaluation (2007), National Policy Framework on Higher Education and Technical and Vocational Education (2009), National Policy on Career Guidance in Schools (2010) and it is referred to as a key element of the Education for Knowledge Society Project (Package 2). All of those reports and policy documents have supported the strengthening of career guidance in schools as well as tertiary education in Sri Lanka.

The Parliamentary Advisory Committee of 2010 proposed to activate circular 2001/16 and to avoid shortcomings related to implementing guidance and counselling at schools. Furthermore it has emphasized for the first time the importance of career guidance and its related services such as information on vocational training, trends of labour market and entrepreneurship development. Implementing career guidance at schools was a positive effort.

### **2.3.1 Career Information Gathering, Analysis and Production of Materials**

Career information is the foundation for the provision of career guidance services. It includes all the information that assists students to make educational, training and occupational choices throughout their school lives.

The collection of an up-to-date career information process should be focused on the needs of students of general education. The need of a mechanism to analyze gathered information and disseminate accurate information to the students at the schools is needed to provide comprehensive career guidance.

Often career guidance staff do not have resources they need to do the job properly. Appropriate space where students can be interviewed; a library of up-to-date career information; a computer; access to a telephone; secretarial assistance are essential facilities to provide a comprehensive service of career guidance.

The vision for a National Network for Career Guidance (NNCG) is represented by the Organization of Professional Associations (OPA, 2001). The above Network was organized to function through 3 Groups categorized as :

- (1) Career guidance teachers at schools
- (2) Career centers / Units.
- (3) Training Institutions / training courses with entry requirements.

The prepared handbook lists the contact persons, phone numbers and addresses. The NYSC has its main coordinator for distribution of information (Balasuriya, L., Hughes, R 2003). This network takes into consideration the relative neglect that rural schools and families have experienced in many of the initial efforts to develop career guidance support. This emphasized the necessity of a "self-reliant, self-operational, permanent system at a national level for dissemination of information and exchange of queries, to maximize the efficiency of the available resources for career guidance" (Balasuriya, 2003: 14).

In addition the proposal for a National Policy framework on General Education in Sri Lanka, (2003) inclined towards preparation of instruments and materials for guidance and counselling such as:

- a. Personality tests
- b. Aptitude tests for career guidance
- c. Information regarding referral services for student with emotional and behavioral problems including propensity to abuse and violence
- d. Data base of vocational training opportunities and labour market information from the Tertiary and Vocational Education Commission and the Ministry of Labour respectively. The information regarding referral services for students is highly focused on personal counselling. The career guidance services are always implemented as a part of counselling and it is functioning as a slight component of the school system. The Career Guidance Consultancy report (EKSP) recommended, that it was worth considering the separation of Career Guidance from Psychosocial Counseling as this will ensure a clear distinction between related activities and allow them to develop as an individual specialism (Neary S., Wickramarachchi, D. G. S. 2011).

In addition, The Career Guidance Consultancy report on (EKSP) recommended in their proposal that the information is a rough resource and as such, a

systematic review is essential to ensure accuracy and it needs to be considered a national priority. The consultant specified for the effective career decision-making is based on being informed by up to date and accessible career information. Therefore, they have recommended:

1. The development of careers information resources needs to be approached strategically. This requires a dedicated resource with responsibility for producing new careers literature and updating existing materials on a regular basis
2. The range of information of career profile information needs to be expanded in relation to occupational areas and also the level of information. Salary information and labour market availability would be a helpful additions to the current data
3. The recommendations for the National Career Guidance Council would provide a useful home for the establishment of national career profiles, which would integrate existing materials, produced by the various ministries (Neary S., Wickramarachchi, D. G. S. 2011).

By reviewing the existing proposals projects are to be given clear direction to strengthen career Guidance at schools. This scenario given the idea to policy makers to restructure their policy proposals to strengthen career guidance in schools.

The information on career guidance may be made available to a small group of students who lack opportunities. The limited availability of technology is another constraint. Few students have access to the computers that are increasingly used to enhance availability of career information in highincome countries. For these reasons, even in countries where computers are in use, traditional printed material needs to be available in order to make relevant information accessible to technologically disadvantaged communities.

### **2.3.2 Organizational Arrangements for Career Guidance**

The proposals for a National Policy Framework on General Education (2003) emphasized that career guidance programmes had received very low priority in the general education system during the last four decades and the reform proposals in this area appear to have been a non-issue.

Hettige, S.T., Mayer, M., Salih, M. (2004) investigated the extent of usefulness of the perceptions developed by the individual in question. What has been discussed below is mainly whether the youth in question have or have not received guidance relevant to education and training choices, and who provided the guidance. With respect to the above question, more than half of the respondents had received such guidance (55 per cent) in relation to education and training while only 45 per cent had not received guidance.

With regard to different youth groups, it is clear that a significant proportion of in-school youth (70 per cent) have received guidance on types of education

compared to other groups (job seekers, 55 per cent, employed 50 per cent and self-employed 44 per cent). The results are discussed.

The same study draws attention extensively to significant issues concerning guidance and counselling at school. Since it is not possible to have a special cadre of teacher counselors, it is necessary to ensure that each school has one or two teacher counsellors by 2007. While it is a remarkable milestone in guidance and counselling at schools, the proposal highlighted career guidance also as a vital component.

Therefore, the National Education Commission proposed to develop a five year plan of action and monitor the overall implementation of the same. Therein, it had been suggested to include key measures in guidance and counselling such as training of staff, establishment of a small unit at NIE, recruit teacher counselors for each school who could provide:

- a. educational and personal guidance and
- b. vocational guidance provision at divisional Level, preparation of instruments and materials organization of annual vocational information programmes for students, Orientation programmes for the Principals, Provincial Administrators and identified Zonal Officers and awareness programmes for parents on a National Policy Framework on General Education (2003) p 190-191.

The Career Guidance Consultancy report (EKSP) has envisaged key project outcomes with a consultative approach and their recommendations within the current context of service delivery in general education. Key outcomes are:

- The inter-ministerial mechanism provides a recommended strategy and set of activities to support an inter-ministry approach to enhancing career provisions in schools
- The Advisory Committee aims to advise the Ministry of Education on Strategic, direction and national policy to enhance employability of students.
- The formation on National and Provincial Action Committees aims to support the implementation and coordination of schools and employer relations.
- The Career Guidance Operational Guide and The Career Guidance Training Resource Pack to provide the key resources for implementing the training of trainers programme for Career Guidance Teachers and the CGOG no instructs the Career Guidance Teachers to manage the Career Guidance Centres.
- Career Ladders and Attributes for Careers offer up to date career information to support young people to research into their career expectations and implement their career decisions
- Career guidance website (<http://careers.schoolnet.lk/>) developed to provide access to career information and advice for young people and their parents. In addition, it is a repository for resources and tools to support training and professional development of Career Guidance



Officers and Career Guidance Teachers (Neary S., Wickramarachchi, D. G. S. 2011).

These activities have provided a worthwhile contribution for Career guidance at schools in Sri Lanka. Key documents/resources have been produced as a result of this project. The policy makers have found best practices in the Sri Lankan context. This effort can be initiated for the next level of development with strategies to accelerate. The comprehensive outcomes of the project have given thought for further enhancing them as the services develop and grow.

### **2.3.3 Present Role and the Capacity of Guidance and Counselling Teachers**

The National Policy Framework on General Education (2003) reported that the school system and guidance and counselling teachers should meet the needs of students to cope with:

- a. Changes in school curriculum, the learning environment and evaluation procedures, learning difficulties and 'learning to learn', and demands of a holistic development process.
- b. Personal problems and emotional stress and instability resulting from factors such as dysfunctional families, parental conflict and domestic violence, child abuse and neglect, sexual harassment in the school and public places, economic and social deprivation, adolescence and the generation gap, and the trauma experienced by children in conflict affected areas.
- c. Changing demands of labor market and hopes of future unemployment.

The report suggested appointing one or two teacher counselors for each school by 2007. School guidance and counselling teachers have multiple roles/duties. They attend to classroom guidance and counselling to students, consult with parents and staff members, and work with In Service Advisors working in Teacher Centers attached to the Zonal Office and conduct individual and group sessions to students. In consideration of the existing situation at career guidance at school largely depends on the individual interest, commitment and the abilities of the Career Guidance Teacher.

According to Neary S., Wickramarachchi, D. G. S. (2011) the Career Guidance Operational Guide (2011) described that the Career Guidance Teacher needs to develop a wide range of skills and abilities in addition to those indicated in the prescribed statement of duties and job description. Furthermore, they emphasized some areas, which may be reflected upon. They are:

- Understanding of organizational role and purpose and how activities support these
- broader activities
- Ability to plan and organize
- Ability to interact with a wide range of people
- Flexibility and an ability to adapt to change

- Find, analyze and use information related to work
- Make efficient use of equipment and facilities
- Self-manage performance, be self-motivated
- Understand the needs of clients
- Display empathy and understanding
- Knowledge of local labour market
- Obtain appropriate qualifications,

The Career Guidance Teachers Training Pack was introduced by the EKSP project. It has been developed to support Career Guidance Officers (CGO) in their role of training Career Guidance Teachers (CGT) in schools to provide effective career guidance and counseling to their students. Therein, background information and supplementary materials are made available to strengthen career Guidance service at schools. This review of the existing situation prepares a platform for this research to continue and make recommendations for further development in career guidance at school.

## **2.4 Chapter summery**

This chapter discussed all the background information regarding the career guidance service in Sri Lanka. Further it discussed the school career guidance system as well

### 3. Global Dimension

This chapter examines the best practices of career guidance at schools in other countries. It extensively explains the importance of career information in detail including, information gathering, analysis and dissemination, career education and role of the career guidance teachers/ counselors of the schools.

The needs to widen career guidance intervention in educational settings are an international phenomenon (Plant 2004; Du Toit 2005; Bernes et al. 2007). The reasons for this trend are embedded in the perceived economic and social benefits of such interventions. (Plant, 2004). Many researches have revealed the lack of access to career guidance in more diverse populations (Du. Toit 2005; Bernes et al 2005). Poor academic preparation or under-preparedness (Van Schalkwyk, 2007), and lack of career guidance in high schools constitute a major problem for post-secondary institutions.

Career guidance has an important and indispensable role to play in the secondary school curriculum. Through it students are prepared to make “informed further study and career choices” in their secondary schooling and connect/integrate their career/academic aspirations with/into whole person development and life-long learning.

The Republic of Korea has amassed a wealth of experience in career guidance. The report ILO-IFP/SKILLS, (Geneva, 2002) cites career guidance reforms in the educational system Korea has taken throughout the 1990s where the Ministry of Education took a number of initiatives to improve career guidance in the Republic of Korea. In 1990 the Departments of Research in Career Guidance was established for the first time in research branches of all municipal and provincial offices of education. In 1994, the student guidance departments in schools at all levels were renamed “Career Counseling Departments”, with broadly reorganized functions. Next, the textbooks for career guidance were revised.

In 1996, the Ministry issued a directive to municipal and provincial offices of education to strengthen career guidance education. The following core items were stressed:

- promoting lifelong career guidance and career information;
- undertaking vocational aptitude testing for students at all grades in middle and high schools;
- establishing an office of career information;
- strengthening research on the teacher of career guidance; and
- managing a model school for career guidance education

Further improvements have been made in research on career guidance, training career guidance teachers, disseminating career guidance material and improving the management of “career days”.

The Government intervention and policies are crucial factors to implement comprehensive career guidance in the educational system in any country.

In the United States, school-to-work transition systems integrate career orientation and academic and occupational orientation with high- and post-secondary schooling, work-based learning and skills development. These systems are developed through partnerships between schools, employers and trade unions and are decentralized at the community level. Their three main components are:

School-based learning:

- teaching in high school that meets national standards;
- career exploration and counselling;
- initial selection of a career path by students;
- instruction that includes both academic and occupational learning;
- coordination between education and training;
- constant evaluation of students' progress, personal goals and additional learning requirements.

Work-based learning:

- on-the-job training and work experience recognized and certified;
- broad instruction in all aspects of industry;
- work place mentoring.

Connecting activities:

- activities to encourage employers and trade unions to participate in this transition system;
- matching students with work-based learning opportunities;
- assistance in integration between school- and work-based learning;
- liaison among students, parents, employment offices and employers;
- assistance to graduates in finding appropriate jobs or additional on-the-job training;
- monitoring progress of participants;

- Linking youth development activities with employers and skills development strategies for young workers, ( Corbanese, G.; Rosas, G. Forthcoming, 2009).

As far as Sri Lanka is concerned school education does not give prominence to career guidance as a separate study area for general education in Sri Lanka. The concept of career guidance always remains in integration with counseling and its processes. There are no strategies to implement career guidance as an autonomous field of study in the school system.

Extensively, many school-to-work activities do not include guidance and counseling professionals. Instead they depend on information given by the counselling teacher and with their individual relationships with other organizations. The service of career guidance at school is not functioning as a well-established mechanism. Weak implementation strategies are highlighted due to reasons of disregard. The counselling teacher involves on issues related to

student misbehavior and disciplinary matters at schools. There are no strategies and mechanisms to provide comprehensive career guidance which is providing information about further training, trends of labour markets and career opportunities.

### **3.1 Career Education**

All secondary schools are required to enable students to “understand their own career/academic aspirations and develop positive attitudes towards work and learning”, as it is one of the learning goals of the secondary curriculum framework (The report on Connexions’s guide to best practice in careers education and guidance 2006).

Schools are key deliverers of career education, information, advice and guidance for young people. Career-related learning and the development of career management skills offer a valuable context in which young people can develop the capacities of curriculum for excellence. Moreover, developing the curriculum makes clear that learning and teaching should connect the experience and expertise of different professions in order to develop a young student’s enterprise and employability skills and help them plan for the future.

But career education does not normally have a high status in schools and the relationship between career provision and individual subject departments is often weak or non-existent (Finegold, P., Stagg, P., and, Hutchinson, Jo. 2011).

This should be activated by the policy makers of the relevant authorities of education. According to the report on Connexions’s guide to best practice in careers education and guidance (2006), it has been clearly mentioned that ‘every secondary school needs a written policy for careers education and guidance to show -

- its understanding of the career development needs of its students
- how it intends to meet them
- how it intends to meet its statutory obligations’.

#### **3.1.1 Best Practices in Career Education**

When best practices in career education are considered, Nottinghamshire has been taking significant action to introduce a systematic mechanism to the school system. Section 351 of the 1996 Education Act (that extended in 2004 in Nottinghamshire), requires schools to provide a balanced and broad based curriculum, which “prepares pupils for the opportunities, responsibilities and experiences of adult life”. Careers education and guidance programmes make a major contribution to this broad aim. It is a statutory requirement for schools to offer a planned programme of career education and guidance for all students in years 7-11 (Skellern, A., Diss, D. and Macfarlane, M. (2006).

As a result of the above Act, good career education, information, advice and guidance (IAG) will become ever more crucial as the curriculum changes

proposed in Education and Skills. The development team identified the key components of a quality career education and guidance (CEG) programme, based on their quality standards and national requirements:

- A current policy statement that is regularly reviewed and updated.
- An entitlement statement outlining the CEG support available to students.
- Effective management and curriculum including leadership
- Commitment from the senior leadership team; a named coordinator who has, or is working towards accredited qualifications in CEG; and the importance and relevance of CEG communicated to all staff.
- Delivery staffs who have undertaken an effective induction, training and development programme.
- An appropriate curriculum delivery model that is effectively managed; timetabled for each year group; and adequately resourced.
- A written programme from years 7-13 with specific learning outcomes and that complies with the National Framework for CEG.
- Monitoring and assessment of the career learning and development of students.
- Access to impartial advice and guidance on the full range of post 16 and post 18 options that are based on the needs of the student.
- Access to comprehensive, accurate, impartial and up to date information, including access to a particular resource area.
- Formal evaluation of the programme, including feedback from staff and students, that promotes continuous improvement in career education and guidance (Connexions's guide to best practice in careers education and guidance, 2006).

Herein, regarding delivery models for Career Education and Guidance in schools, career programmes for young people aged 11-16 usually feature a combination of the following: [www.cnxnotts.co.uk](http://www.cnxnotts.co.uk).

- Discrete Careers Education - organized as a separate module, an integrated course or a tutorial programme. It is organized with discrete timetabled time for every year group and sufficient flexibility in the timetable to enable changes in the delivery method if appropriate for example: The Real Game; Industry Days.
- Integrated Careers Education - taught as part of other subjects, particularly English, humanities and ICT.
- Extended provision - special activities such as enterprise activities and collapsed timetable days. Post-16 provision varies, but almost all schools can offer careers education as part of an enrichment programme that takes place outside the students' main study programmes, and could be delivered in different ways: see Annex 01

These types of teaching learning approaches are really attractive learning interventions among the young students. As highly learner centered approaches,

these will activate learners' potential to find their career path and its related actions.

In addition, Careers Guidance Team, Education Bureau - Hong Kong (2011) recommended the six principles of career guidance which are relevant to local secondary school context. These are introduced for use of schools in drawing up their School Based Career Guidance: See Annex 02

The six principals emphasized career education needs to be planned implemented as highly student friendly programmes which are matching with their interests, capacities and career goals. It assists students to manage and adapt to the transitions from school to work, and in the long run prepares them for life-long learning.

### 3.2 The Models of Career Guidance

The Comprehensive Guidance Programme model was developed and has been evaluated by Norman Gysbers and his colleagues at the University of Missouri-Columbia (Gysbers, N., & Henderson, P. (1997). It has since been refined several times. The new model of guidance was as a structured programme, not an individual-level process. In the 1980s, the model was increasingly used by state departments of education and implemented in local school districts

The model, which provides the features for a comprehensive, developmental guidance programme, has been implemented in many states and districts. It consists of three elements: content, organizational framework and resources (Gysbers, N. 1997).

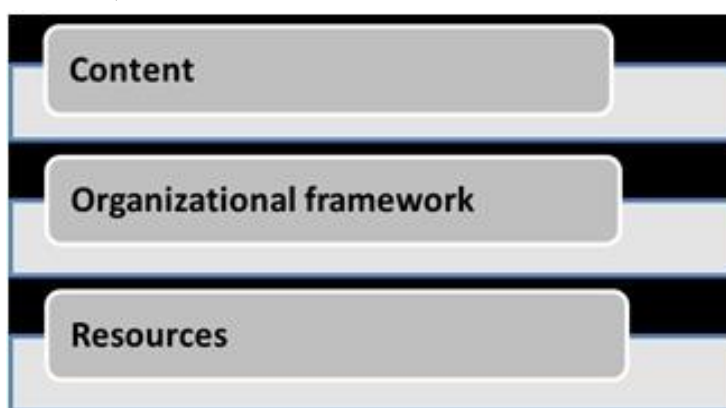


Figure 2.6: The model of comprehensive guidance programme

Source: Gysbers, N. (1997)

The content refers to the desired student knowledge and skills, or, more specifically, self-knowledge and interpersonal skills; life roles, settings and events; and life career planning (ibid.).

At the second element, the organizational framework refers to the structural components of the programme, or how the programme connects to other school programmes and what are its principles and goals. Organizational framework also encompasses the four programme components:

- Guidance curriculum,
- Individual planning,
- Responsive services and
- System support.

Finally, the human, financial and political resources necessary for the model's functioning are outlined. This module is given to researchers to develop a model for the education sector in Sri Lanka.

What does the research mention about the impact of implementing comprehensive guidance programmes? The following findings give an idea to implement comprehensive guidance programmes in schools in Sri Lanka.

Lapan, Gysbers, and Sun (1997) used data from 236 Missouri high schools to explore the relationships between counselors' ratings of the implementation of comprehensive guidance programmes in their schools and students' ratings of their own academic achievement, career development, liking for school and school climate. Controlling for school-level differences in size, socioeconomic status and percentage of minority students, the researchers found that students in schools with fully-implemented guidance programmes reported:

- having higher grades;
- being better-prepared for their futures;
- having more college and career information; and
- believing their school has a more positive climate.

In addition, Hughes, K. L., and Karp, M. M. (2004) explained with the findings of Lapan, Gysbers, and Petroski (2001) who used data from seventh-graders and teachers in 184 Missouri middle schools to examine relationships between teachers' ratings of guidance activities in their schools and students' perceptions of safety and success, and again controlled for school-level differences. Students in schools with more fully-implemented guidance programmes reported:

- feeling safer in school;
- having better relationships with their teachers;
- believing their education was more relevant;
- being more satisfied with the quality of their education;
- having fewer problems related to their school environment; and
- earning higher grades.

The comprehensive guidance programme create a positive learning environment for the students to complete their secondary education. It makes a platform to build up relationships among the partners who are involving in career guidance of the school. Close relationships between administrators of the schools, teachers and students at schools in Sri Lanka are most important factors.

Further, Lapan, Gysbers, Hughey, and Arni (1993) evaluated a guidance and language arts unit that was developed to meet comprehensive guidance programme guidelines for high school juniors in one high school. Participation was associated with several positive effects:



- an increase in scores on the Vocational Identity scale;
- girls gained a greater understanding of the relationship between gender and careers; and
- girls who met specified career development competencies through the unit earned higher English grades; this was true for both honours and non-honours level female students.

The guidance programmes of the schools facilitate the female students also to develop their specified employability skills through activities

The commitment of school community is an essential factor to implement comprehensive guidance service. The team of researchers, Nelson, Gardner, & Fox (1998) used data from 14 Utah high schools to examine relationships between the level of implementation of comprehensive guidance programmes in those schools and a number of variables reported by students.

Comparing data from high-implementation and low-implementation schools, the researchers found that the students in high-implementation schools were statistically more significant that they were more likely to be completely satisfied compared to guidance service students in low-implementation schools. With regard to comprehensive guidance programmes, much extensive intervention is needed. In addition, it would be useful to have a conceptual model explaining how the different elements of comprehensive guidance programmes might impact students' grades and other variables.

Students do seem to benefit, both vocationally and academically, from participation in career guidance related activities. In particular, they seem to increase their knowledge of careers and their ability to make career-related decisions.

### **3.3 Career Information Gathering, Analysis and Best Practices of Other Countries**

The careers information refers access to up-to-date information on labour market, educational opportunities and training opportunities, to enrich career planning and management. Information may be provided through printed and electronic media, personal contacts and other sources that assist the process of career development.

Career information is the foundation for the provision of career guidance services. It includes all the information that assists students to make informed education, training and occupational choices throughout their school lives.

The process of collecting up-dated career information should be focused to fulfill needs of students of general education. A mechanism to analyze information gathered and disseminate accurate information to the student at the school is needed to provide a comprehensive career guidance service.

Often, career guidance staffs do not have adequate resources to deliver the services properly such as an appropriate space where students can be

interviewed, a library of latest career information, a computer; access to a telephone, and secretarial assistance. These are essential facilities to provide a comprehensive and quality service of career guidance.

The report on Career Services in Australia (2002), The MCEETYA (Ministerial Council of Education, Employment, Training and Youth Affairs)- emphasized that comprehensive, current and accurate career information is vital; and that guidance and counselling should be linked to local labour market opportunities.

A range of career information products is also available throughout Australia. Job Guide is disseminated widely to all schools. Job Guide provides an in-depth look at a range of occupations, and their education and training pathways.

Career information publications should meet certain criteria. Information contained should:

- be up to date;
- be easily accessible, using community resources to distribute it when feasible;
- be available on a self-service basis wherever possible;
- be able to be reproduced inexpensively and in large quantities (written material);
- take the literacy level into account (even in advanced countries a large percentage of the population does not read easily above a grade 8 level); and
- be accompanied by training for the career guidance practitioners who will be distributing it C. Casserly. (1994) op. cit., p. 3.

Hansen, E. (2006) reported that in the case of Ghana, the specific improvements that have been prioritized are the modernization of labour market information and the establishment of career counseling and job placement centers for youth. The comments about the state of Ghana where investment would be made reflect that the lack of labour market information for career information is a particular constraint.

Three problems arise in generating the necessary labour market information for career information and guidance.

1. The resources might not be available to generate the primary data upon which career guidance information is based.
2. Information from a variety of government and private sources may not be shared among agencies.
3. The means may not be available to transform labour market information into career information and distribute it to all those who have to make work-life decisions.

This information may therefore only be available to a small, exclusive group of clients. The limited availability of technology is another constraint. In comparison, the experience of Sri Lanka is also similar.

The limited availability of technology is another constraint. Few students have access to the computers that are increasingly used to make career information widely available in high-income countries. Due to these reasons, even in countries where computers are in use, traditional printed material needs to be available in order to make technologically disadvantaged communities access relevant information.

The students' perceptions about the usefulness of different sources of career information are a very crucial factor. The different sources of information educate young people about the recent trends of labour market and the essential skills for the world of work. This awareness will help to make decisions on the working environment, career choices and career path planning of young students.

The Jamaica Labour Market Information System (LMIS) supports the operation of an efficient, wellfunctioning economy by improving the availability of labour market information and facilitating better coordination among data providers and between providers and users. The beneficiaries included parties such as policy-makers, employment and education programme planners, prospective investors, employers and jobseekers.

The Barbados Labour Market Information System is an online information system comprising of a source of labour market information offered through electronic means. It is managed by the Manpower Research and Statistical Unit of the Ministry of Labour and Social Security (ILO: Revision of the Human Resources Development Recommendation Database, ILO-IFP/SKILLS, (Geneva, 2002).and has four components.

1. Electronic labour exchange: This facility allows jobseekers to review vacancies by occupational area, by industry category or by job title and to apply online. Employers can also review jobseeker curriculum vitae (CVs) online. A job-matching component assists jobseekers to locate the occupations for which they are most qualified.
2. Industry profile: Cross-sectional profiles of various industries in Barbados, including: the types of technology used; associated occupations and required qualifications; occupationspecific wage and salary ranges; and industry prospects.
3. Job/occupational profiles: Contains selected job descriptions taken from the Dictionary of Occupational Classification for Barbados. Full job descriptions include job tasks, skills, knowledge and abilities needed and qualifications required.
4. Education and training: Provides information on local and overseas educational and training institutions, including summary overviews of courses of study and information on sources of finance for study.

Australia's national careers web site ([www.myfuture.edu.au/](http://www.myfuture.edu.au/)) contains information about courses of education and training, about labour market supply and demand at the regional level, about the contents of occupations, and on sources of funding for study. Students can explore their personal interests and preferences, and relate these to educational and occupational information. In its

first seven months the site was accessed 2.5 million times. This approach is very famous among the students and jobseekers in Australia.

Lokan, Fleming and Tuck (1993) revealed with the findings and data collected from 5000 students in Years 9, 10 and 11 in 22 New South Wales high schools. They were asked about their perceptions of the usefulness of a variety of eight sources of career information; i.e. parents and other adult relatives; siblings and friends; career advisors; teachers; other adults; printed materials; audiovisual materials; and people working in jobs of interest.

Patton and McCrindle (2001) found that Queensland Year 12 completers perceived school career advisors as the most useful information source for post-school careers among people. Only that State's Tertiary Courses publication was seen as more useful. The researchers noted that females made more positive comments on the usefulness of information sources and content, as did those eligible for a tertiary entrance score.

In addition, previous research has found that students' perceptions about the usefulness of different sources of career information differed by year level. There were also differences in usefulness according to student socioeconomic status, language, background and intentions to complete Year 12, although there was no differences between leavers and completers in the perceived usefulness of the information received from school career advisors/teachers.

Previous research has found that there is some variation in the way career advice in career guidance is delivered in schools. This delivery ranges from the information-centered approach, in which the career advisor/teacher makes information available about careers, regardless of the student's interests, to a student centered approach, in which the career advisor/teacher works individually with the student to elicit vocational interests, then tailors information and experiences to the student's needs. Whether students perceive career advice/guidance as useful does depend to some extent on how that advice /guidance is delivered.

### **3.4 Professional Roles in Career Guidance at Schools**

By roles the researchers refer to the understanding of "social roles as clusters of expectations that are attached to people's behaviour in a particular society, in regard to one of their positions" (Dahrendorf, 1958, 144; in Schimank, 2007, 47). Furthermore, while this role concept clearly expresses societal expectations which need to be met by professionals, it is still wide enough to enable (and require) each Career Guidance and Counselling professional to fill the professionals roles with life in an individual way; to actually "create" them to some extent (Schimank, 2007, 65). In the Network for Innovation in Career Guidance and Counselling in Europe (NICE), (2012) formulate their vision for the professional function of CGC professionals in the form of six professional roles that together constitute the profession of career guidance and counselling.

The image describes, for the purposes of clear illustration, five separate roles for CGC professionals; each of equal importance in practice. CGC professionals can

switch between these roles in their work, sometimes combining them, sometimes focusing on particular roles while leaving others out completely



Figure 2.8.1: Professional roles

Source: © Network for Innovation in Career Guidance and Counselling in Europe (NICE), 2012



Figure 2.8.2: Core competencies of CG professionals

Source: © Network for Innovation in Career Guidance and Counselling in Europe (NICE), 2012

**Professionalism:** Describes the core competence of CGC professionals to adopt professional values and ethical standards in all roles of their practice, to develop and to regulate relationships appropriately, to engage in continuous learning and critical thinking, and to advocate for their profession.

Career Information and Assessment: describes the core competencies of CGC professionals to support people in assessing their personal

characteristics and needs and connecting them with information on opportunities and requirements in labour markets and education systems

**Career Education:** describes the core competencies of CGC professionals to teach and train people to develop the career management competencies they need for managing education, training and career transitions.

**Social Systems Interventions and Development:** Describe the core competencies of CGC professionals to support their clients by making a difference in education and work related environments (preventatively and in crisis management) through networking, consultation and advocacy.

**Programme and Service Management:** describes the core competencies of CGC professionals to ensure and develop the quality of their organizations' services. Career Counselling: describes the core competence of CGC professionals to support their clients in understanding their situations, in working towards solutions and in making decisions through the use of ideographic and reflective methods (Schiersmann, C., Ertelt, B.J.,Katsarov, J. , Mulvey, R. H. Reid & Weber, P. 2012).

Core career guidance competencies are significantly needed for professionals in order to deliver highquality guidance services. As career counselors have taken on roles other than counselor, additional school staff is expected to participate in students' career development. It is clear from the findings on research that guidance teachers and career counselors should have a strong commitment to career guidance and counseling. This was obvious in their own views as well as those of stakeholders. It is also clear, however, that there is no shared understanding of what the career guidance and counseling role should involve. While guidance counselors see themselves as having reasonable support from some sources, the overall level of support was not seen to be adequate in relation to career guidance and counseling.

**Table 3:Best practices in career guidance of other countries.**

Key Areas	Country	Best Practices in Career Guidance
Career Guidance	Republic of Korea	<ul style="list-style-type: none"><li>• Departments of Research in Career Guidance were established as research branches of all municipal and provincial offices of education.</li><li>• The student guidance departments in schools at all levels were renamed “Career Counseling Departments”</li></ul>

		<ul style="list-style-type: none"> <li>• Establishing an office of career information.</li> <li>• Managing a model school for career guidance education</li> </ul>
	United States	<ul style="list-style-type: none"> <li>• School-to-work transition systems integrated career orientation and academic and occupational orientation with high- and post-secondary schooling, work-based learning and skills development.</li> </ul>
Career Education	Nottinghamshire, U.K.	<p>Career Education and Guidance for all students in years 7-11. The following delivery methods are introduced.</p> <ul style="list-style-type: none"> <li>• Discrete Careers Education - organized as a separate module</li> <li>• Integrated Careers Education - taught as part of other subjects, particularly English, humanities and ICT.</li> <li>• Extended provision - special activities such as enterprise activities and collapsed timetable days</li> </ul>
Information Gathering and Dissemination	Australia	<p>Job Guide is disseminated widely to all schools. Job Guide provides an in-depth look at a range of occupations, and their education and training pathways.</p>
	Canada Labour Market Information	<p>Canadian Internet resource, "Making Career Sense of Labour Market Information", which provides a useful guide on</p>

		how to use labour market information to describe the world of work in a way that promotes, improved career decision-making.
	United States Computer-based career information systems	Standards have been established in the United States for the development of Computer-based career information systems. These standards are found in the Tool Kit of Career Guidance Resources.
	Jamaica Labour Market Information System	The Jamaica Labour Market Information System (LMIS) supports the operation of an efficient, well- functioning economy by improving the availability of labour market information and facilitating better coordination among data providers and between providers and users
Professional roles in career in Career Guidance at the schools	Network for Innovation in Career Guidance and Counselling in Europe (NICE)	<p>Formulate their vision for the professional function of CGC professionals in the form of six professional roles that together constitute the profession of career guidance and counselling.</p> <ul style="list-style-type: none"> <li>• Career Information and Assessment expert</li> <li>• Career Educator</li> <li>• Social System Intervener and developer</li> <li>• Programme and service manager</li> <li>• Career counselor</li> </ul>



	Network for Innovation in Career Guidance and Counselling in Europe (NICE) the core competence of CGC professionals	Describes the core competence of CGC professionals <ul style="list-style-type: none"><li>• Career Information and Assessment</li><li>• Career Education</li><li>• Social Systems Interventions and Development</li><li>• Programme and Service Management</li><li>• Career Counselling</li></ul>
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### 3.5 Chapter summery

This chapter discussed some of the main findings of research studies in career guidance globally and best practices of other countries.. There are indications that it would benefit the work of career guidance and counseling if views of researchers, students and parents are taken into account. The chapter also explained career information in detail including, information gathering, analysis and dissemination, career education and professional roles of career guidance at schools. The compelling need for career guidance teachers and counselors to be more informed as to the benefits of the whole school guidance planning at schools became evident from this review.

4. METHODOLOGY

The design for this research study emerged out of a review of documents and materials examined in sections two and three of this report. The identified variables of the study had to be resolutely defined by the researchers to decide on the approach for the research. This approach further focused on the nature of the problem and the logical aspects requiring investigation. It also provided directions to the data gathering process.

Data was collected through questionnaires, face-to-face interviews and Focus Group discussions from varying stakeholders: Grade 11 and 12 students from 1AB, !C, Pirivena and International Schools (155), In-Service-Advisors (60), Administrative officers from the Ministry and other places (06), School Principals (10) and parents (10)

4.1 The Target Populations and Samples

In 2010, there were 9,675 state schools classified into four types (Table 1.2). Type IAB schools offer instruction for Grades 1-13 or Grades 6-13 in all curriculum streams; Type IC schools offer instruction only in arts and commerce for the same grades as above; Type 2 schools offer instruction for Grades 1-11; and Type 3 schools offer instruction for Grades 1-5 or, in a few instances, for Grades 1-9. Of these schools, 96.6 percent are coeducational. Around 70 private schools (with an enrolment of 2.7 percent of the total school population) are registered with the MOE, and an unknown number of international schools, which has mushroomed since 1980 and are registered under the Company’s Act, are outside the ministry’s purview. The total number of teachers in state schools is 215,141, of whom 70 percent are women. Each school has a School Development Society in which stakeholders from the community are represented.

Table 4: Distribution of state schools by type of schools

Type	Number	Percentage
IAB	713	7.4
IC	2,013	20.8
2	4,084	42.2
3 (primary)	2,865	29.6
Total	9,675	100.0

The target audiences were determined to be:

- Ministerial executives (specifically those involved in guidance and counselling under the division of non-formal education,

- Officers of Provincial Department of Education (specifically those involved in guidance and counselling, policy and programmes)
- Zonal staff of Department of Education (Assistant Directors/In - service Advisors involved in guidance and counselling)
- School staffs (Principals, Guidance and Counselling Teachers)
- School students (Grades 11 and 12)
- Parents of school students

Target population - 01

Population: School students (Grades 11 and 12)

Sample 01: School students (Grades 11 and 12)

**Table 5: Sample 01- In-Service Advisors (CGC) at Zonal Officers, Guidance and Counseling Teachers**

Provinces	Types of Schools	No. of schools	Grades (11 and 12)	No. of Students (Each province)	Total No. of Students
Western North Eastern	National Schools	02	10+05	15(W)+15(NE)	155
	1 AB (Sinhala Medium) Schools	02	10+05	15(W)+15(NE)	
	1 AB (Tamil Medium)Schools	01	10+05	25	
	1C Schools	02	10+05	15(W)+15(NE)	
	Pirivenas	01	10+05	20(W)	
	International schools	01	10+05	20(W)	

Target population - 02

Population: In-service Advisors (CGC) at Zonal Offices and Guidance and Counselling Teachers at schools.

Sample: In-service Advisors (CGC) at Zonal Offices, Guidance and Counselling Teachers at schools in Western, Southern, Central and North Eastern Provinces.

**Table 6:Sample 02-In: Service Advisors (CGC) at Zonal Offices, Guidance and Counseling Teachers**

Target Audience	No. of Respondents
In Service - Advisors	20
Guidance and Counselling Teachers	40
Total	60

Target audience - 03

**Table 7:Sample 03-Administrators of the Ministry of Education and Other organization (CGC Providers)**

Target Audience	No. of Respondents
Ministry of Education (Administers)	
Director CGC/Non formal Education (Ministry)	01
Additional Director (Western Province)	01
Assistant Director (Zonal Office - Colombo)	01
Other organization (CGC Providers)	
CGC advisor, University of Colombo	01
Assistant Director (CGC), Vocational Training Authority	01
Skills development officer (CGC),Ministry of youth affairs and Skills Development	
Total	06

Target population – 04

**Table 8: Sample 04 - Principals and Parents**

Target Audience	No. of Respondents
Principals	10
Parents	10

**4.2 Data Collection Instruments**

Two types of data collection instruments were developed:

**Table 9:Data collection instruments and Sample**

Data collection instruments	Sample
Questionnaire 01	School students (Grades 11 and 12)
Questionnaire 02	In-Service Advisors and Guidance and Counselling Teachers
Scheduled Interviews 01	Ministerial Officials, Officials of Provincial Department of Education, Staff of Zonal Department of Education (Assistant Director)
Scheduled Interviews 02	Other organization (CGC Providers)
Focus Group discussion	Principals and Parents of selected schools in Western Province.

All the above instruments and approaches were used in data collection. Questionnaire 01 was administered to students in grades 11 and 13 in government schools, private schools and pirivenas. 155 Students responded to the questionnaires.

Information collected from the student's questionnaire covers general information about career guidance services in schools, types of career guidance services, student participation in career guidance programmes, coordination with other organizations and importance of different services in the respective schools selected for the sample.

Key officials of relevant public sector institutions were interviewed and data was collected. Three separate interviews were conducted to gather information from ministry level officers, provincial level officers and zonal level officers of the Department of Education who engage in the career guidance service. These three interviews were conducted with a Director from the Ministry of Education (Career Guidance and Peace Education), Additional Director from the provincial level and Assistant Director (Non-formal Education) from the zonal level in General Education System. Career guidance advisor from the University of Colombo, Director (Career Guidance) from the Vocational Training Authority and one Career Guidance Officer from Ministry of Youth Affairs and Skills Development were interviewed to identify their level of contribution in the school career guidance services. These interviews were designed seeking responses to 10 open ended questions regarding career guidance services in their respective disciplines. Each interview was conducted within a period of half an hour.

A focus group discussion was held with 10 Parents and 10 Principals of selected schools in the Western and North Western Provinces covering each type of school seeking their opinions about present career guidance services. The data was analyzed by using descriptive statistical methods to summarize and explain collected data.

### **4.3 Limitations of the Study**

This study was conducted in a limited number of provinces in the country. Student data was collected from 155 students from schools in the Western Province and North Western Province. Due to time and financial factors the research was limited to selected schools in these provinces. It is recommended that this research be carried out island wide across all provinces.

The second questionnaire was distributed only among 60 Career Guidance Teachers and In-Service Advisors. If information can be gathered from all the provinces it will give a more comprehensive picture.

### **4.4 Chapter Summery**

The methodology used for sampling, development of instruments, data collection and data analysis of this study was discussed with this chapter.

5 DATA ANALYSIS

5.1 Introduction

This chapter describes the analysis of collected data which were analyzed under the topics of Career information gathering; Analysis and dissemination of career information; Implementation of CG services at the school system; Facilities for coordination with other relevant institutions; Present role of guidance and counseling teachers; Capacity of Guidance and Counseling Teachers; Key issues related to career guidance existing in the school and, Proposals to develop career guidance services.

5.2 Analysis of data

5.2.1 Existing career guidance services at schools (General information from students).

5.2.1.1 Questionnaire 02 - (Student) Question 01.

Are you aware of the school career guidance service?

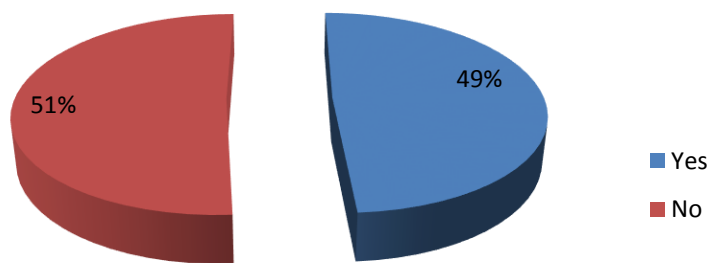


Figure 5.1: Awareness of school career guidance service

The first step of the survey was to investigate the level of awareness among the students about the career guidance services at the school. 155 Students responding to the question whether they were aware of the school career guidance services, only 49 percent had replied positively. This reveals that there is a huge gap in the awareness of such services since half of the students in the sample are not aware of the student career guidance services in their schools.

5.2.1.2 Questionnaire 02 - (Student) Question 02.

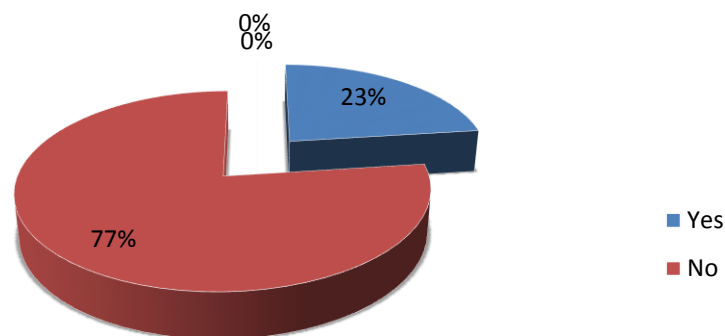


Figure 5.2: Received Information from school career guidance service

As per the reply given to the second question, only 23 percent of the students had taken information from the career guidance unit while 77 percent of the students had not done so. Only 1/4 of the students had received some information from this unit and it reveals that most of the students do not receive the following types of Information.

If the answer is "Yes" what type of information have you obtained?

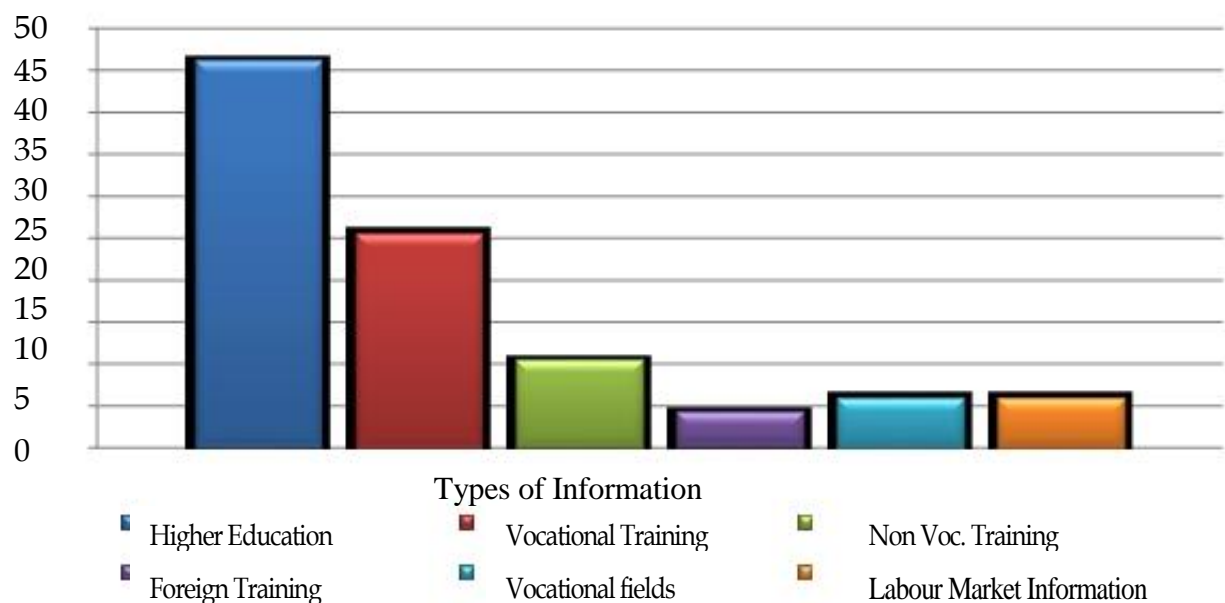


Figure 5.3: Types of service

The above figure shows the responses to the nature of the information obtained through the services according to the responses received to the student questionnaire. While the highest number includes students seeking information

on higher education opportunities, the least number of students had asked for information on foreign training opportunities.

5.2.1.3 Questionnaire 02 - (Student) Question 03

Is there a teacher to provide career guidance services in your school?

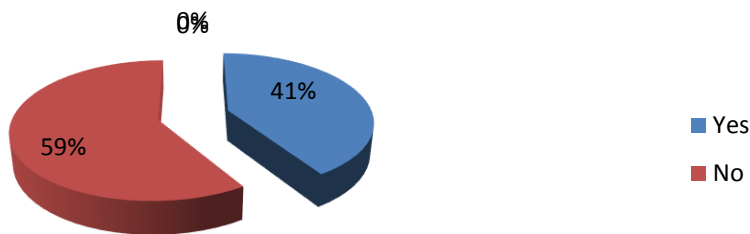


Figure 5.4: Provided service by the GC teacher

Responding to the question No.03 of student questionnaire, “Is there a teacher to provide career guidance”, 59 percent replied no.

5.2.2 Career Information Gathering

5.2.2.1 Questionnaire 01 (Teachers and In Service Advisor - ISA) - Question 01.

When providing career guidance services on which topics do you collect information?

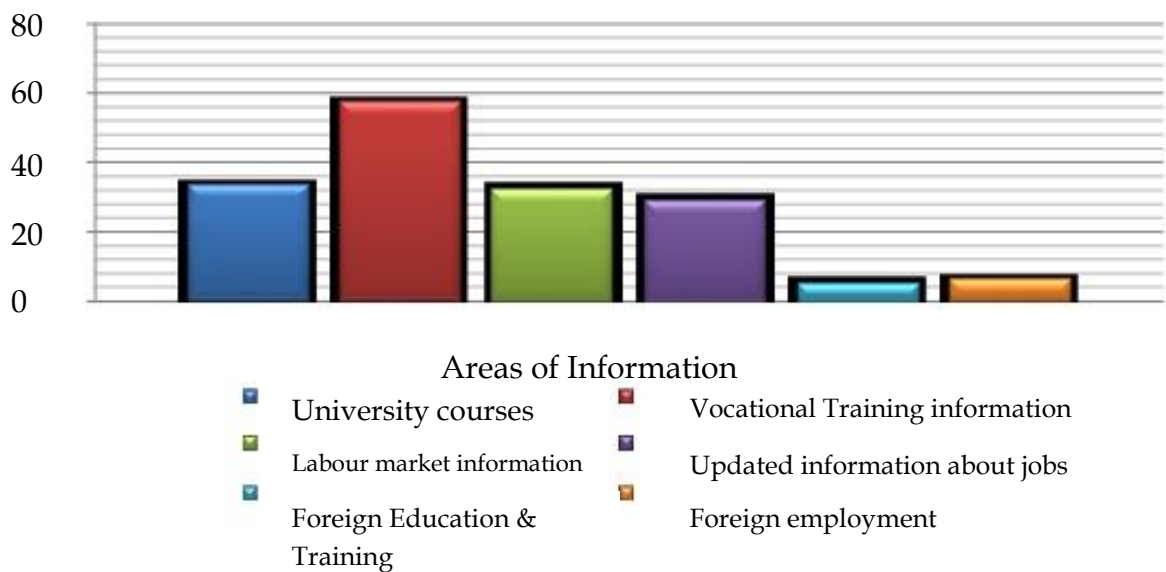


Figure 5.5: Areas of Information

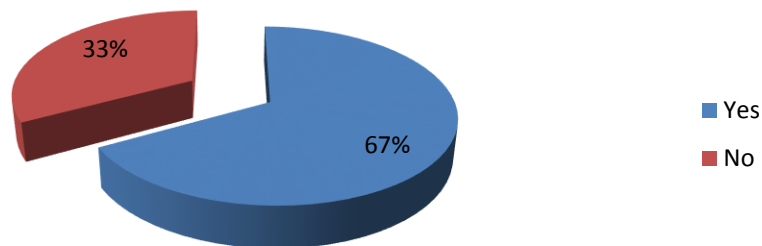
According to the teachers and ISAs, information is collected about the labour market, vocational training opportunities, updated information on jobs, foreign education and training, foreign employment and university courses etc. 58 Teachers had collected information on vocational training opportunities, 34



about university courses, 33 about labour market information and 30 about job information. Foreign employment and foreign education and training were the least.

**5.2.2.2 Questionnaire 01 (Teachers and ISA) - Question 02.**

Do you have any system to update the knowledge on career guidance service?

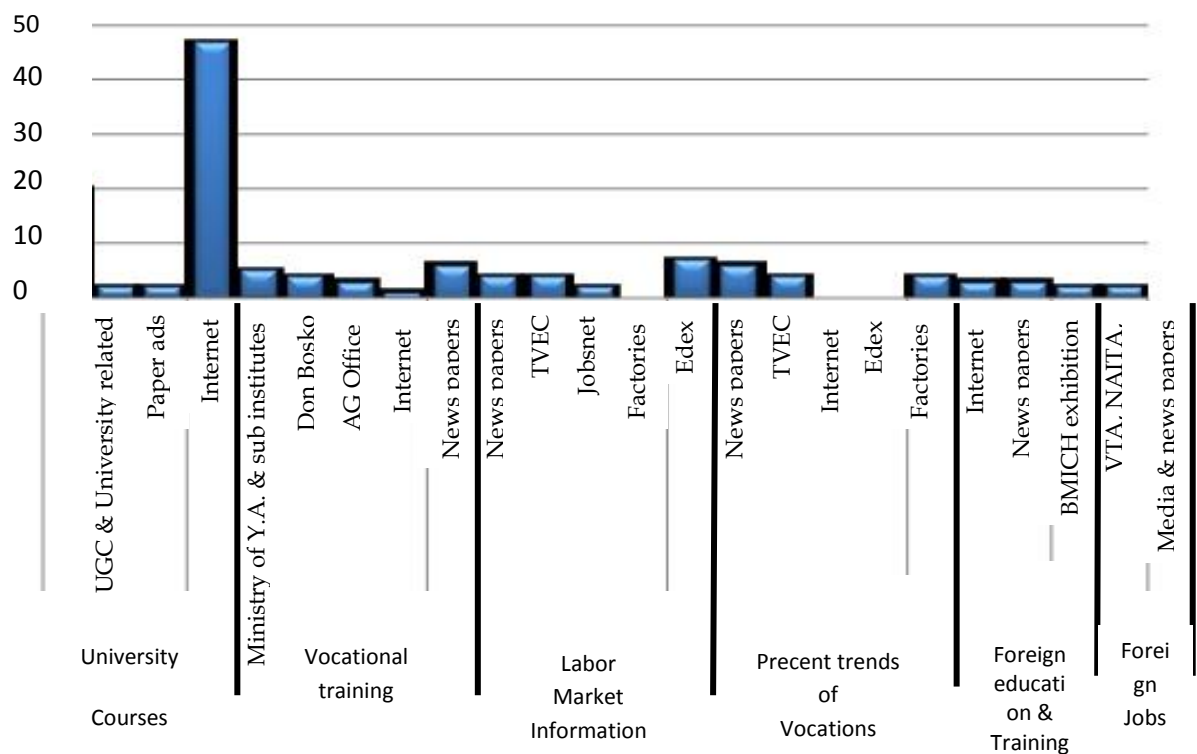


**Figure 5.6: Update the knowledge on career guidance.**

Teachers and ISA’s were asked whether they had any means to provide updated knowledge on career guidance service. From the responses obtained 67 percent replied positively and 33 percent mentioned that they had no means of updating.

**5.2.2.3 Questionnaire 01 (Teachers and ISA) - Question 03.**

Information gathering institutes and media



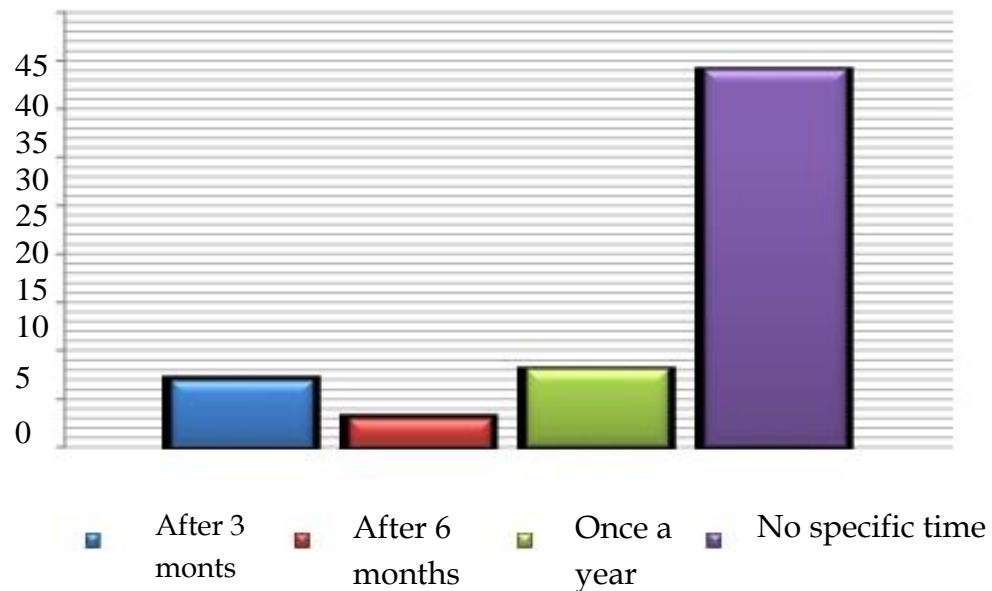
**Figure 5.7: Information Gathering Institutes and Media.**

From the findings it is evident that, most of the time career guidance teachers and ISAs gather information by themselves. Also it was stated that they do not have a proper mechanism to collect career guidance related information. Information was gathered relevant to their clients through various sources. Question number 03 was intended to know those institutes. Vocational training information was the most prominent source of information in the list. Institutes under the Ministry of Youth Affairs & Skills Development such as Vocational Training Authority (VTA), National Apprentice & Industrial Training Authority (NAITA), Department of Technical Education & Training (DTET), National Youth Services Council (NYSC) and Apprentice Training Institutes (ATI) were the highest cited institutes in the field of vocational training.

Teachers and ISAs collected information on university courses mainly through the University Grant Commission (UGC) and university related sources. Newspapers have been used for present trends, labor markets, foreign education and vocational training. Internet has been a source for all information except to labor market information and foreign jobs. It is noted that Edex has never been referred for labor market information and present trends in vocations. Also factories have never been referred for present trends in vocations.

#### 5.2.2.5 Questionnaire 01 - (Teachers and ISA) - Question 05.

What is the time interval in which you to collect information about career guidance?

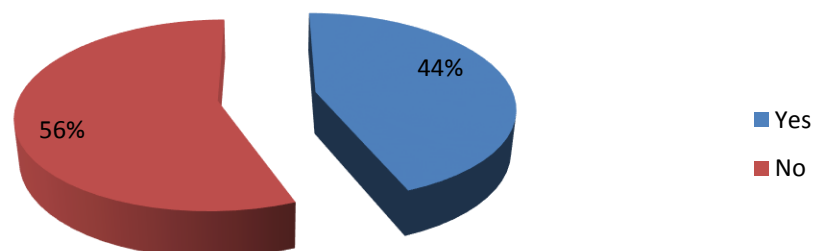


**Figure 5.8: Time interval for information collection**

This figure shows the information collecting time period on career guidance. Majority of the teachers and ISA's responded that they do not have a specific time period to collect career guidance related information

#### 5.2.2.5 Questionnaire 01 - (Teachers and ISA) Question 05.

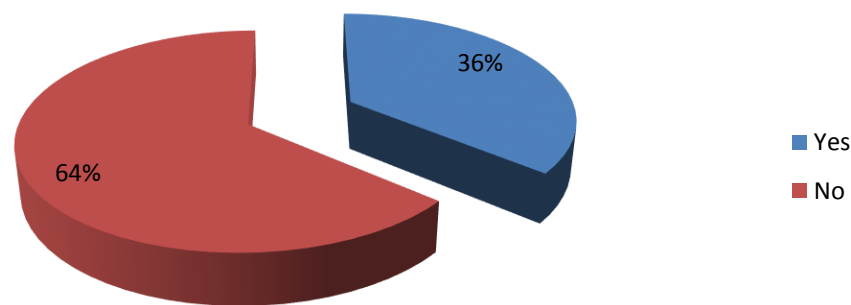
Do you have any method to verify the validity and reliability of the details collected?



**Figure 5.9: Verify the validity and reliability of information**

In the obtained sample 44 percent answered that they have some reliable method to verify the collected details. However, at the same time around 56 percent of teachers and ISAs lacked a specific method to verify the validity and reliability of the collected details

#### 5.2.2.6 Questionnaire 02 - (student) question 05.

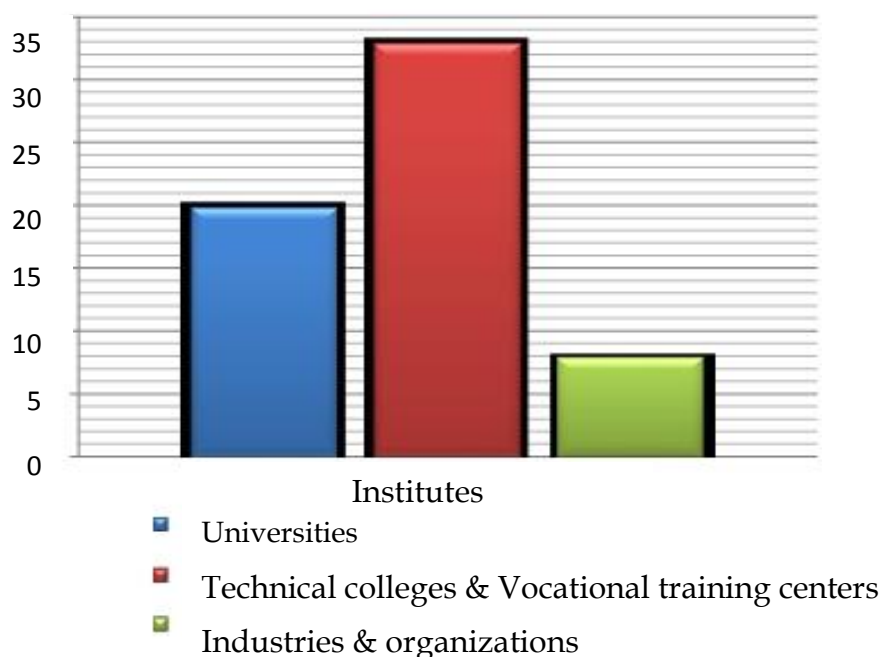


**Figure 5.10: Satisfaction with the current information**

Students were questioned on their satisfaction on the updated details provided by the career guidance unit. From the number of students questioned 64 percent of the students aired their dissatisfaction.

#### 5.2.2.7 Questionnaire 02 - (Student) question 6.1., 6.2., 6.3.

If the answer is "Yes", what are those institutes?

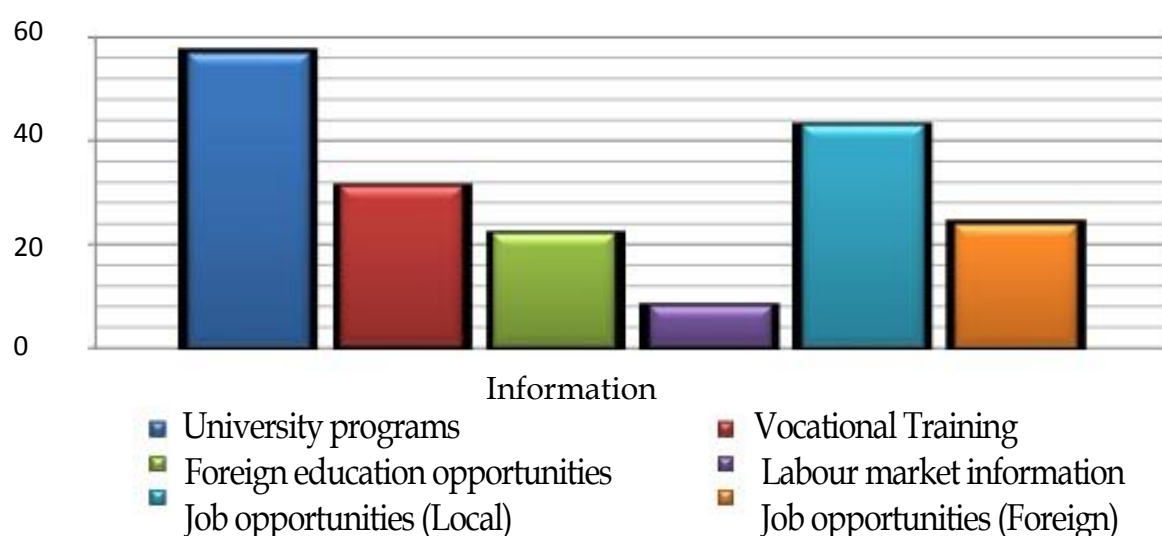


**Figure 5.11: Received Information**

The 6th Question of the student questionnaire was to find out whether they had received information about other training institutes for which 51 percent replied “Yes”. Since the total number of students who gained services from the school career guidance service was limited to 33 it was not certain of the alternative means by which how 42 presented were informed of other institutes. Figure shows the number of students who received information about other services, of whom majority (33 percent) informed of technical colleges and vocational training institutes. Information related to industrial matters was the least.

### 5.2.2.8 Questionnaire 02 - (student) question 09.

What is the most important information you need from career guidance services?



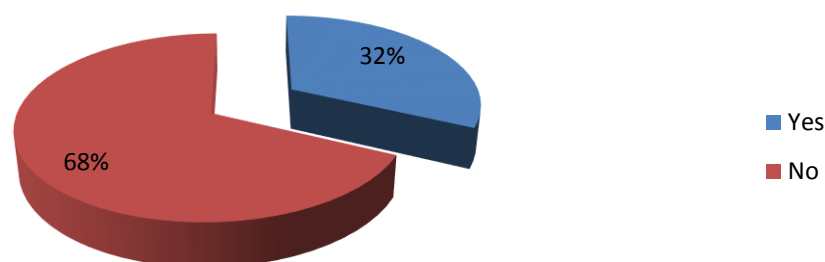
**Figure 5.12: Most important information**

This figure summarizes the reply to question 9 throwing light on the students’ demands for the most important services. From this, 57 Students were interested in university courses, 43 were interested in information about local jobs, and 31 students were looking forward to vocational training information. Only 8 students were interested in knowing the labor market information.

### 5.2.3 Analysis and Dissemination of Gathered Information.

Information gathering and dissemination is a key role in any career guidance programme. To succeed the programme, comprehensive information should be available about job opportunities, training opportunities, labour market information etc.

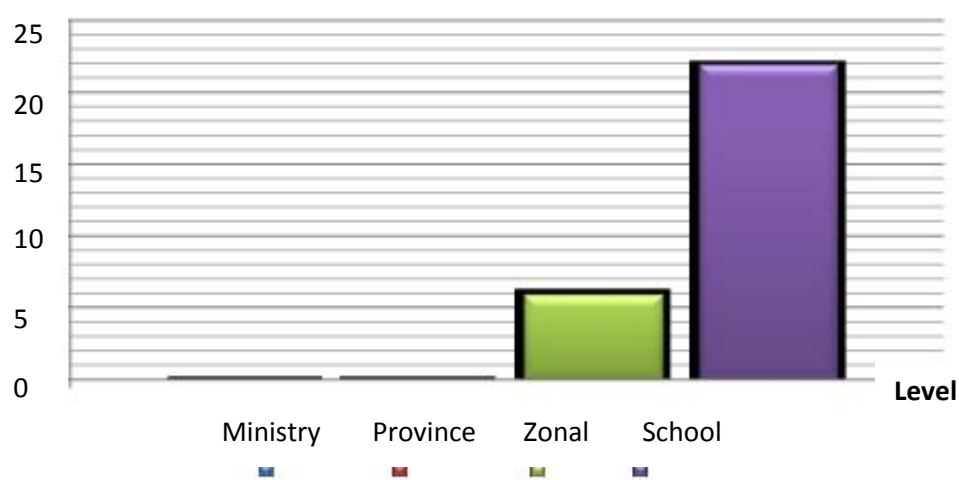
### 5.2.3.1 Questionnaire 01 - (Teachers and ISA) Question 06.



**Figure 5.13: Data analyzing method.**

From the data gathered from the teachers and In-service Advisors (ISA) it was revealed that 68 percent of the teachers who responded did not have any method to analyze collected data whereas the balance 32 percent of teachers had replied that they were able to analyze information

### 5.2.3.2 Questionnaire 01 - (Teachers and ISA) Question 07



**Figure 5.14: Level of analyzing information**

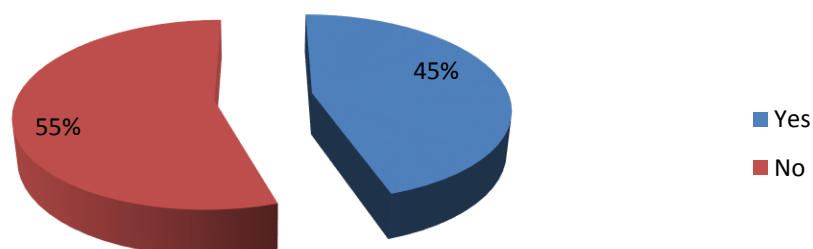
Figure shows the level of analyzing information by the teachers and ISA's. It seems that career guidance service lacks a standard method to analyze the information at ministry or provincial level. Nevertheless, teachers and ISA have their own methods to analyze collected information.

### 5.2.3.3 Questionnaire 01 - (Teachers and ISA) Question 08.

The aim of this question was to gather information with regard to data analysis on the career guidance service. The main task of the respective question was to find out who takes the responsibility in analyzing the information and in response to this question the majority did not answer. From the number of teachers who answered the question positively had stated that the data analysis was done by teachers themselves at school level. With regard to the ministry and the provincial level, it is seen that there is no person to table get the responsibility for analyzing information.

## 5.2.4 Development of Career Guidance Materials

### 5.2.5.1 Questionnaire 01 - (Teachers and ISA) Question 09.

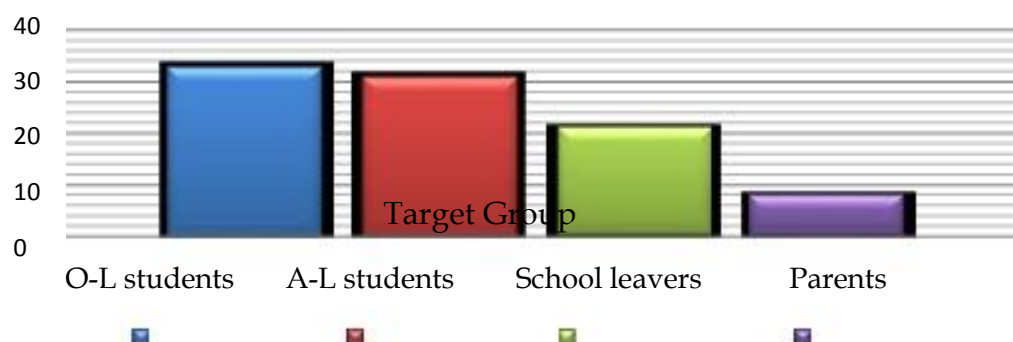


**Figure 5.15: Method to prepare material**

It is important to find out about the standard methodology used to prepare such printed material. Around 55 percent of the teachers and ISAs answered that they do not follow such standard methodology to prepare printed material.

### 5.2.5.2 Questionnaire 01 - (Teachers and ISA) Question 10.

What is the target group of your printed material information?

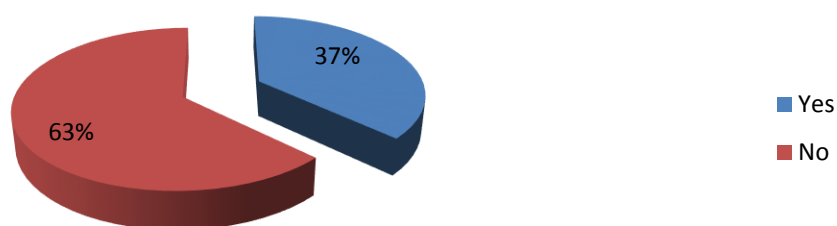


**Figure 5.16: Target group of printed information**

The teachers and ISAs were also questioned about the target group of printed material. Approximately 30 percent of the teachers and ISAs answered that the target group was O-L students. Another one third claimed their target group was A-L students. Only 21 percent had taken school leavers as the target group and only 8 percent had focused on paren

#### 5.2.5.3 Questionnaire 01 - (Teachers and ISA) Question 11.

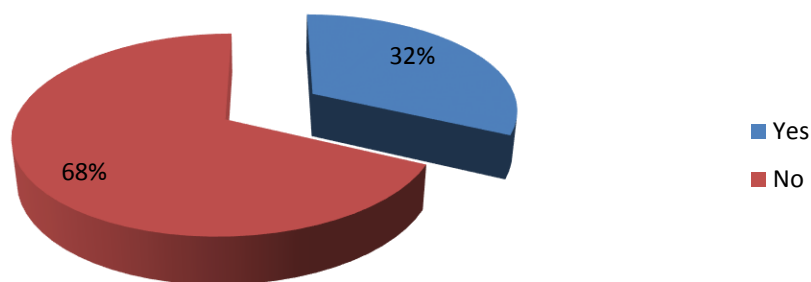
Do you follow any systematic procedure to ensure the validity and reliability of the printed information?



**Figure 5.17: Ensure validity and reliability of printed information**

In order to discover the standard procedure used by the teachers to validate the contents of the printed material, they were questioned on the systematic procedure used to validate the information. Most of the teachers and ISAs have no (63 percent) procedure to analyze data. Only 37 percent of the sample answered that they are using a validation procedure.

#### 5.2.5.5 Questionnaire 02 - (Student) Question 08.



**Figure 5.18: Satisfaction on printed materials**

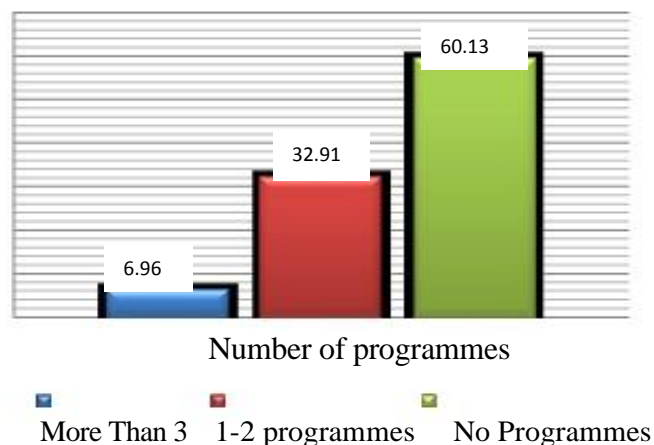
Information was gathered regarding the question on the quality of the printed material distributed. Majority, i.e. 68 percent of the sample claimed that they were not satisfied with the quality of the printed material. Only 32 percent had replied that they were satisfied.



## 5.2.5 The implementation of career guidance services in school system

### 5.2.5.1 Questionnaire 02 - (students) Question 05.

Have you participated in the programmes organized by career guidance services? If so how many?

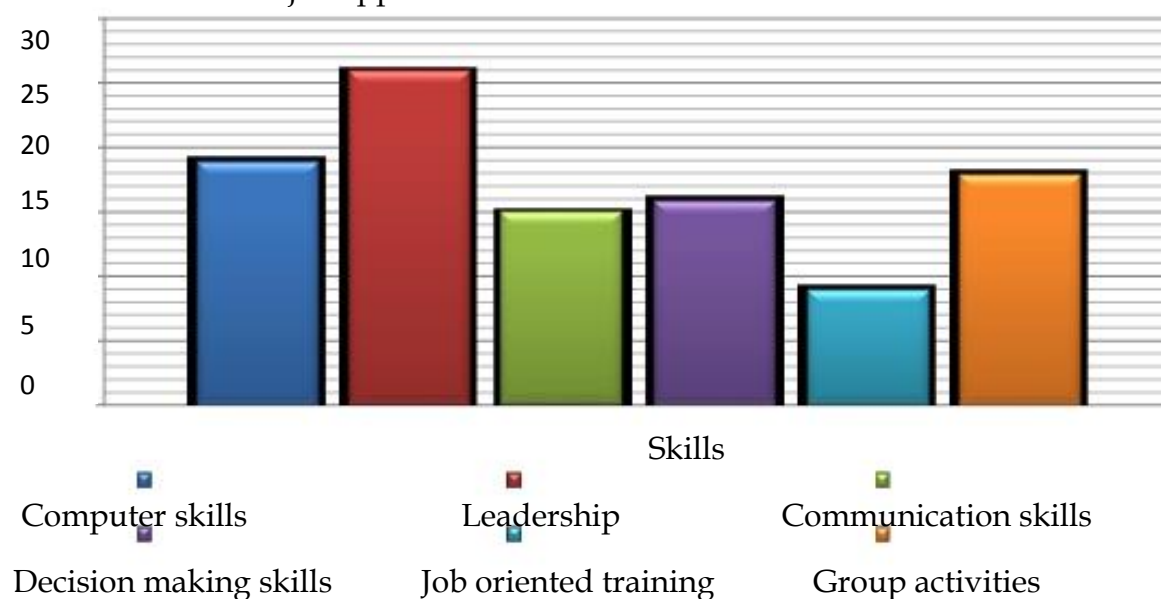


**Figure 5.19: Participation of career guidance programs**

As per the responses to the 5th question, 33 percent of the students in the sample had participated in at least 2 programmes organized by career guidance services and only 8 percent of students had participated in more than 3 programmes. Rest of the students (60 percent) had not participated in any programme. None of them had participated in more than 3 programmes. The above figure shows the level of participation.

### 5.2.5.2 Questionnaire 02 - (Students) Question 10.

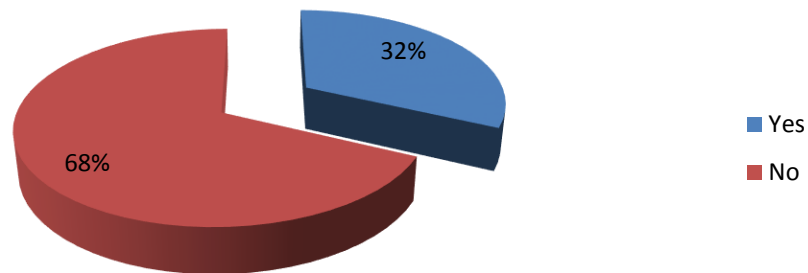
Have you received any guidance from the career guidance unit to improve the skills related to the job opportunities?



**Figure 5.20: Receiving job related skills**

As summarized in above figure, responding to the last question, 26 students agreed that the career guidance unit contributed to improve leadership skills. While other skills contributed moderately, job related training contributed the least.

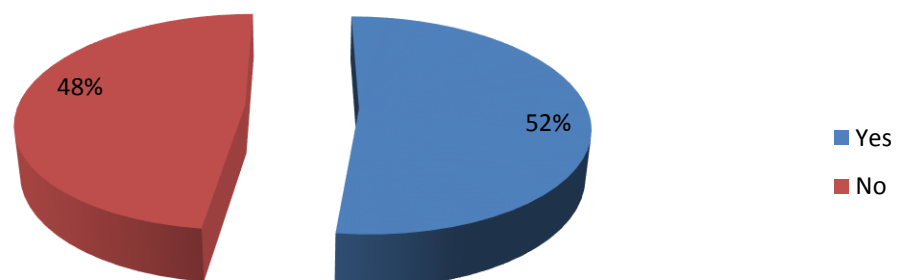
#### 5.2.5.3 Questionnaire 01 - (Teachers and ISA) Question 12.



**Figure 5.21: Facilitation for career guidance cervices**

Information was gathered about the facilities provided by the school system for the career guidance programme. Around 68 percent of the school career guidance teachers and ISAs were not satisfied with the facilities. Only 32 percent career guidance officials were satisfied with the facilities provided from the school.

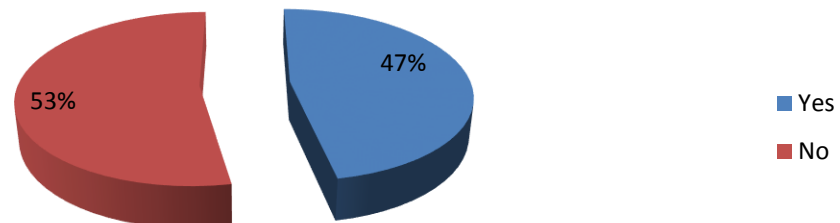
#### 5.2.5.5 Questionnaire 01 - (Teachers and ISA) Question 13.



**Figure 5.22: Support from the school management**

In the question No. 13, the teachers and ISAs were asked about the support from the school management. In the responses obtained 52 percent of them were satisfied with the managerial support and 48 percent were not.

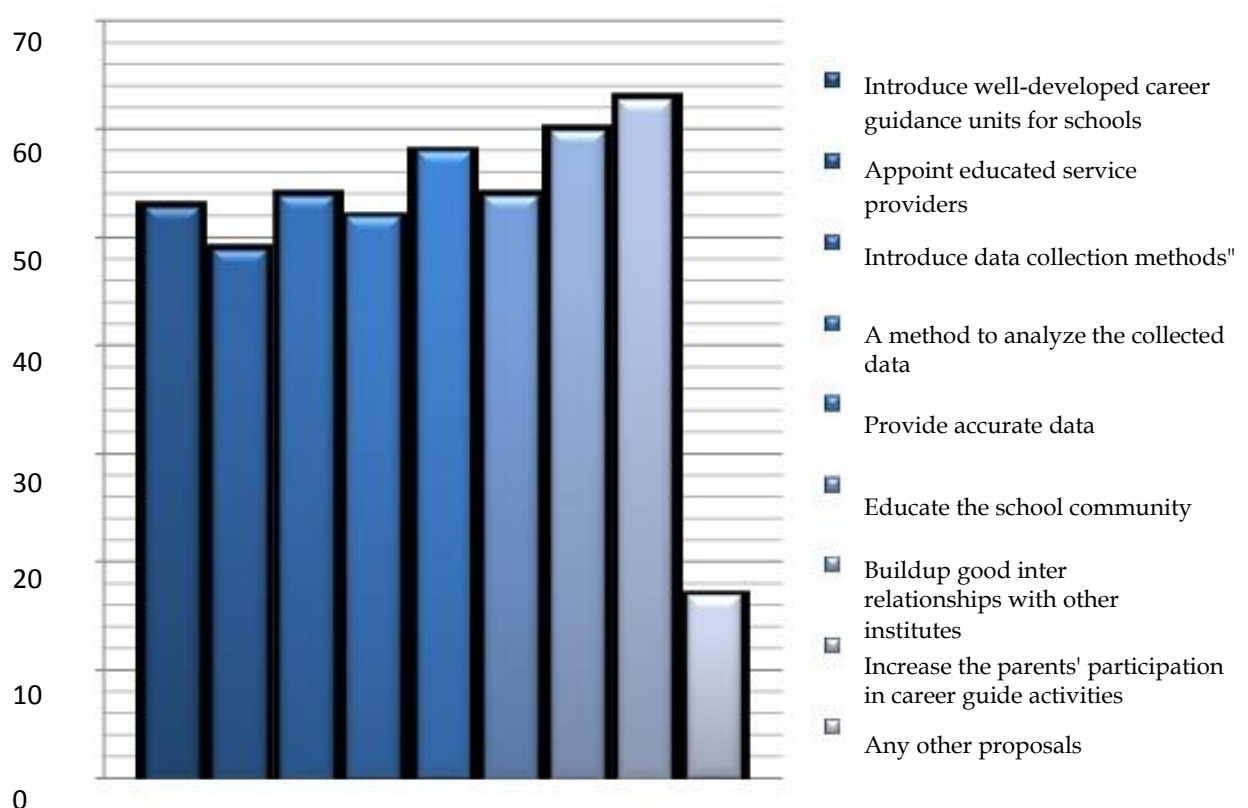
#### 5.2.5.5 Questionnaire 01 - (Teachers and ISA) Question 15.



**Figure 5.23: Support from the school community**

Figure: 5.23. The school community such as principal, other teachers, parents and well-wishers support was also questioned. The result was that 47 percent of the sample answered that they received community support.

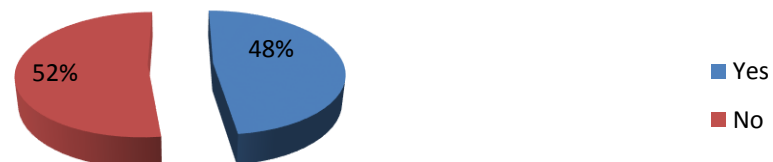
#### 5.2.5.6 Questionnaire 01 - (Teachers and ISA) Question 25.



**Figure 5.24: Proposals for further developments**

Most of the teachers and ISAs concerned about on the parents' awareness of career guidance. It should improve to strengthen the career guidance service. 60 percent of the teachers and ISAs had agreed on interrelationships with the other institutes and providing accurate data. The above figure shows some suggestions those teachers and ISAs had made. They suggested to have well established career guidance unit for all schools, and to have some data collection method and data analysis method.

#### 5.2.5.7 Questionnaire 01 - (Teachers and ISA) Question 15.



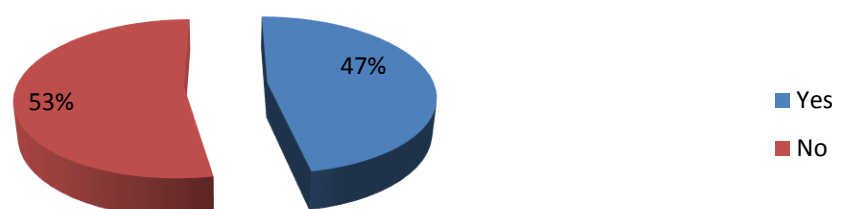
**Figure 5.25: Following a method to build up rapport**

It is important for the schools to maintain coordination with the other institutes which provide career guidance and conduct technical training programmes. 48 percent of the sample answered that they followed a methodology to build up rapport with other institutes such as Department of Technical Education and Training (DTET), National Apprentice and Industrial Training Authority (NAITA) and the Vocational Training Authority (VTA).

The respondents from other organizations stated that they can provide comprehensive knowledge on career guidance for parents and disclosed their high organizational commitment in providing human and physical resources. However, they also have sizeable limitations with inadequate budget allocations and financial.

### 5.2.6 The facilities for coordination with other relevant institutions

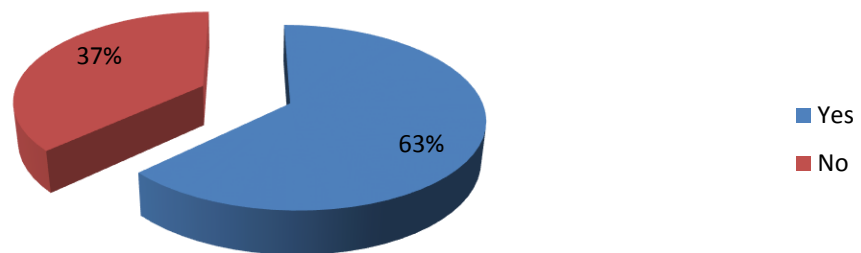
#### 5.2.6.1 Questionnaire 01 - (Teachers and ISA) Question 16.



**Figure 5.26: Relationships with the other institutes**

According to the above figure 47 percent of the sample mentioned that they already had built up a fruitful interrelationship with the other institutes. Though the assessment on the level of relationship is around 50 percent, 63 percent of the sample answered that they already had organized programmes with the help of other institutes.

#### 5.2.6.2 Questionnaire 01 - (Teachers and ISA) Question 17.

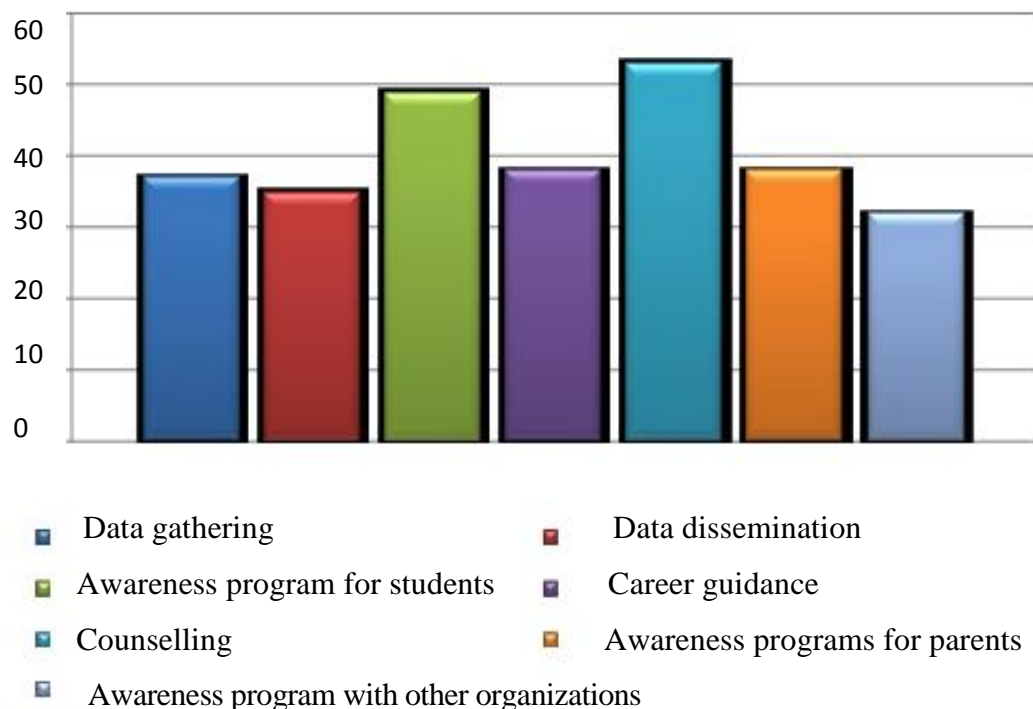


**Figure 5.27: Organizing programmes with collaboration of other institutes**

Most of the career guidance teachers and ISAs organized career guidance related programmes with the help of other institutes.

#### 5.2.6.3 Questionnaire 01 - (Teachers and ISA) Question 18.

Do you provide under mentioned services through career guidance unit?

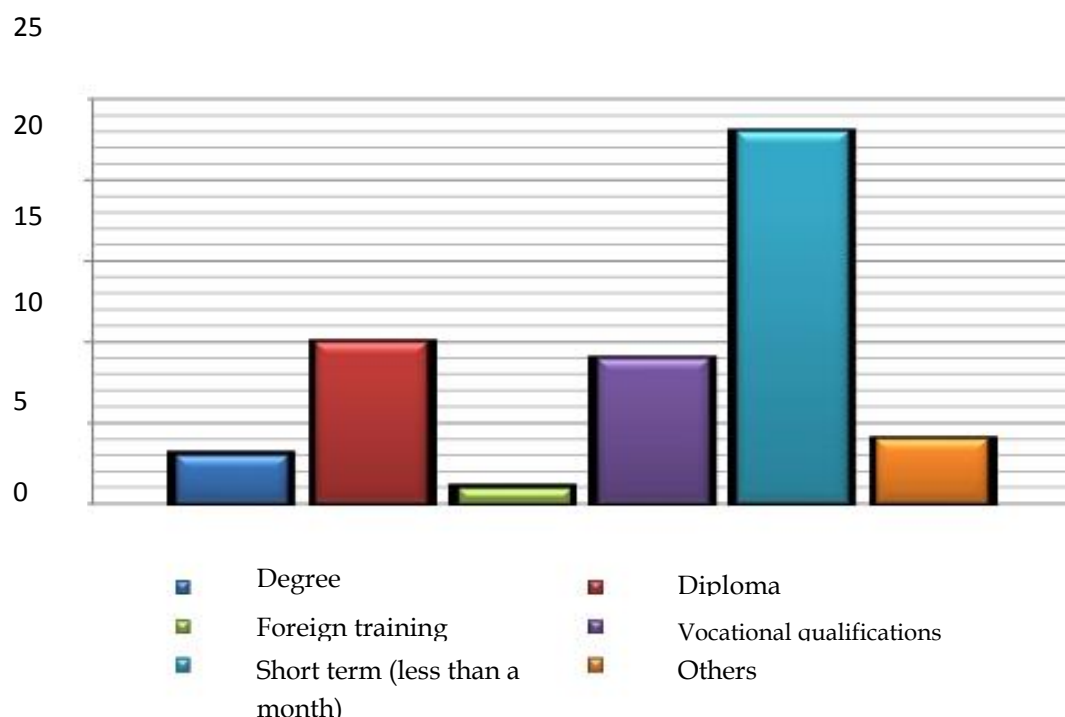


**Figure 5.28: Services of career guidance unit**

In order to discover the scope of the career guidance staff, they were questioned about the type of services provided under the career guidance programmes. About 50 percent of the samples answered that their key services were conducting awareness programmes to students and providing counselling services. About 40 percent of the sample answered that they undertook data gathering, data dissemination, career guidance and awareness programmes for teachers. Only 32 percent of the sample answered that they provided awareness programmes with other organizations.

#### 5.2.6.5 Questionnaire 01 - (Teachers and ISA) Question 19.

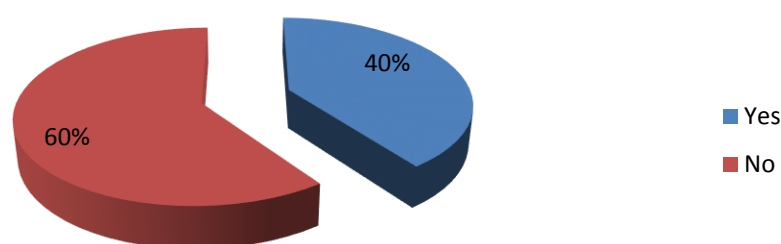
What are the qualifications that you possess regarding career guidance?



**Figure 5.29: Qualification of the staff**

Career guidance staff was questioned to ascertain the level of qualifications they had gained in career guidance. 23 Out of the sample of 60 teachers had gained a short term course of less than one month duration. Ten teachers had gained diplomas and 9 have vocational qualifications. Only three individuals of the sample were graduates in career guidance.

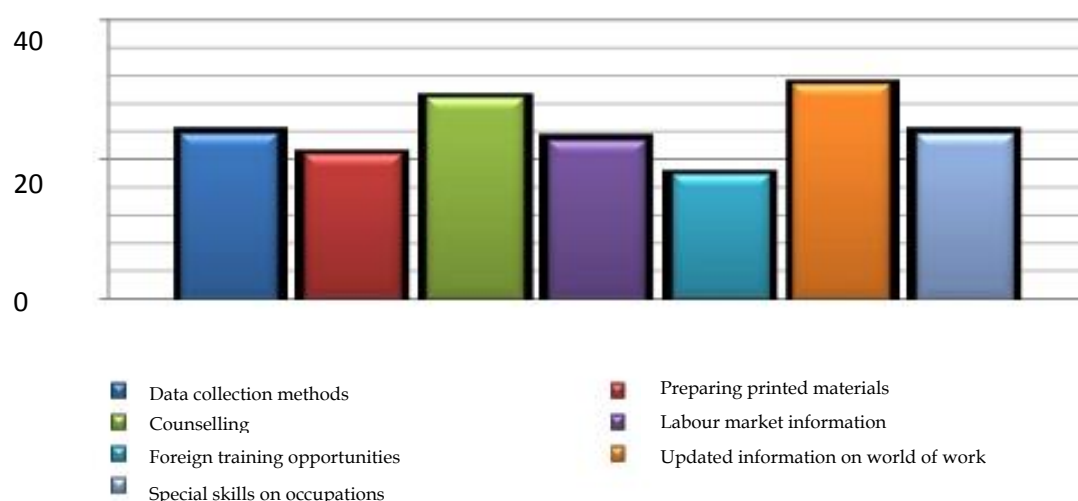
#### 5.2.6.5 Questionnaire 01 - (Teachers and ISA) Question 20.



**Figure 5.30: Satisfaction of the staff about their qualification**

The sample was also questioned whether they were satisfied with the level of qualifications they had in career guidance and only 40 percent replied positively.

#### 5.2.6.6 Questionnaire 01 - (Teachers and ISA) Question 21.

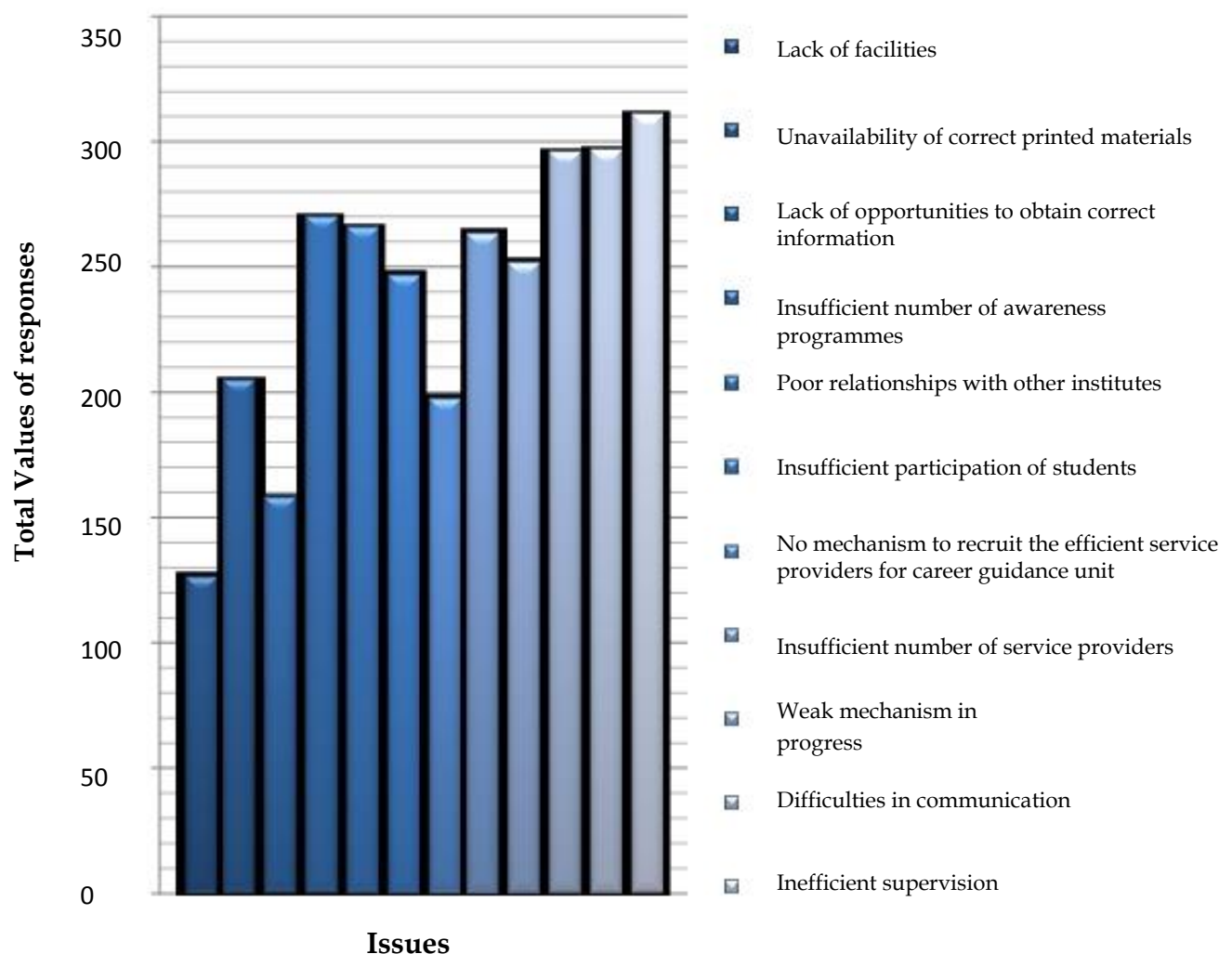


**Figure 5.31: Further training needs of the staff**

Career guidance staff was then questioned about the areas they aspired for further training. About 30 percent of the staff preferred further education in counselling and updated information on the world of work. About 24 percent preferred further education in data collection, labor market information and special skills on occupations.

## 5.2.7 Key issues related to career guidance existing in the school system.

### 5.2.7.1 Questionnaire 01 - (Teachers and ISA) Question 22.

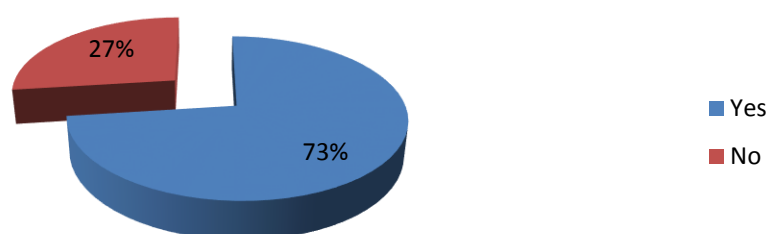


**Figure 5.32: Issues in Career Guidance service**

In order to discover the challenges faced by the staff in providing their service, they were asked to rate a list of problems on a scale of 1 (easiest task) to 13 (most difficult task). Scores assigned to each difficulty level were summed up to get a total figure that represented the entire sample. Inefficient supervision was placed second with regard to least difficulty. Difficulties in communication, insufficient number of awareness programmes were the next least challenging areas listed by the respondents in the samples. Lack of facilities and lack of opportunities to gain correct information were identified as the most challenging areas.



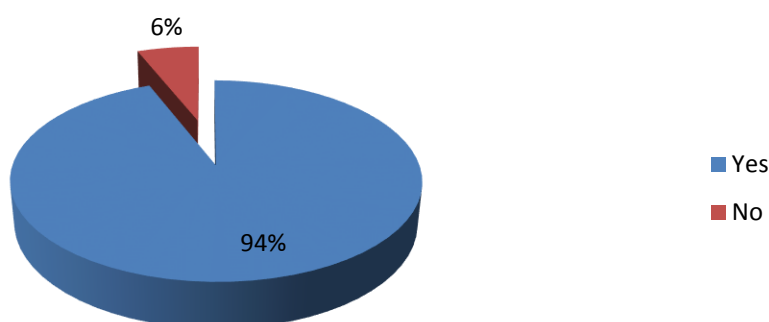
### 5.2.7.2 Questionnaire 01 - (Teachers and ISA) Question 23.



**Figure 5.33: Attitudinal problems in school community**

Answering the particular question inquiring into attitudinal problems, 73 percent of the sample had admitted that there were attitudinal problems between management and school community.

### 5.2.7.3 Questionnaire 01 - (Teachers and ISA) Question 25.



**Figure 5.34: Parents support for Career Guidance**

From the above questioned posed 94 percent of the sample believed that they need parents' support to fulfill the objectives of the career guidance programme.

## 5.3 Chapter Summary

This chapter discussed about the analysis of the data gathered from the questionnaires one and two. Questionnaire one was given to the career guidance teachers and In Service Advisors. Questionnaire two was given to the students. Data was analyzed for a few major themes. Existing Service of Career Guidance at Schools, Information gathering, Analysis and Dissemination, Development of Career Guidance Materials, implementation of career guidance services at school system, facilities for coordination and Key issues related to career guidance were the discussed topics.

## **6 DISCUSSION, SUGGESTIONS AND RECOMMENDATIONS**

This chapter is consistent with the comparisons between findings in the literature and findings of the present study. The suggestions will be conveyed based on the conclusions of each category. Finally this chapter will articulate suggestions as well as recommendations for policy decisions as well as further improvement of career guidance at schools in Sri Lanka.

### **6.1 Introduction.**

The Ministry of Education has tried establishing guidance and counseling services in Schools with the particular circular and the policy decisions of the reforms of general education. Furthermore, the ministry has strengthened school guidance and counselling services with the recruitment of trained staff as well. The guidance and counselling services are provided as a part of non-formal education with the contribution of the assigned officers who were involved in career guidance at the ministry, provincial, zonal and school levels.

The Ministry of Education has utilized foreign funds to enhance this significant service for the schools. The students as well as the school community are not well-aware about guidance and counselling services.

The findings of the previous studies provided sufficient experiences to develop this research. In addition, the best practices of the other countries were used to format the study and provide comprehensive background knowledge to make suggestions with their interpretations for the findings of the present study.

### **6.2 Review the Current Status of Career Guidance Opportunities in General Education.**

The study reviewed the existing career guidance system that comprises the following categories; i.e. Information about the existing career guidance services at schools (students' point of view), Career information gathering, Analysis and dissemination, Development of career guidance materials for the existing system.

#### **6.2.1 General Information about the Existing Career Guidance at Schools. (Students' point of view)**

The present study revealed the level of awareness among the students about the career guidance services at the school and only 49 percent had replied positively. This indicates that there is a huge gap in the awareness of such services since half of the students in the sample were not aware of the student career guidance services in their schools.

Only 23 percent of the students had taken information from the career guidance unit while 77 percent of the students had not availed themselves of it. It reveals

that most of the students do not receive different types of information such as higher education, technical training, non-vocational training, labour market information and foreign training facilities.

The existing service of guidance and counseling has not satisfied student needs related to career guidance information. Career information is the foundation for the provision of career guidance services. Information is vital for a comprehensive service in career guidance at school. Fifty nine current responses of students revealed that the teachers who are engaged in guidance and counseling activities at schools have not provided comprehensive information related to career guidance specifically at schools.

The career guidance services at schools needs to be restructured to provide services to students comprehensively. The career guidance teachers at schools should educate the school community regarding career guidance and its advantages. The teachers in charge of guidance and counselling need to focus their service towards career guidance and related activities to make sufficient awareness of the career guidance services. They have to take part in the school community and their services and to reorganize their service to provide essential information to the students with their developing capacities and positive involvements. The lack of awareness of career guidance and its importance among the student of the sample were critical findings of the study. Awareness programmes need to be organized with the participation of school communities.

### **6.2.2 Career Information Gathering.**

The process of collecting of up-dated career information should be focused to fulfill needs of students of general education. A mechanism to analyze information gathered and disseminate accurate information to the student at the school is needed to provide a comprehensive career guidance service.

The report on Career Services in Australia (2002), The MCEETYA (Ministerial Council of Education, Employment, Training and Youth Affairs)- emphasized that comprehensive, current and accurate career information is vital; and that guidance and counselling should be linked to local labour market opportunities.

Casserly, C. (1994) emphasized that career information publications should meet certain criteria. Information contained should:

- be up to date;
- be easily accessible, using community resources to distribute it when feasible;
- be available on a self-service basis wherever possible;
- be able to be reproduced inexpensively and in large quantities (written material);
- take the literacy level into account (even in advanced countries a large percentage of the population does not read easily above a grade 8 level); and

- be accompanied by training for the career guidance practitioners who will be distributing it.

The teachers of guidance and counselling and ISAs must collect information about the labour market, vocational training opportunities, updated information on foreign jobs, categorize information and make sure that they have adequate information.

For that reason that, the organizations of TVET, under the Ministry of Youth Affaires and Skills Development have a mechanism to make aware school communities regarding their training and its relevancy. In addition, they have appointed career guidance officers with comprehensive training to extend services to other organizations. The career guidance officers of TVET organized and conducted programmes with collaboration of guidance and counselling teachers at schools. But there is no proper mechanism to continue awareness programme for school students.

The present study revealed that the teachers who were involved in guidance and counselling and as in-service advisors in guidance and counselling when asked whether they had any means to provide updated knowledge on career guidance service, sixty seven percent replied “yes” and 33 percent mentioned that they had no means of updating their knowledge .

Majority of the teachers in guidance and counselling and ISAs responded that they do not have a specific time period to collect information regarding career guidance. Furthermore around 56 percent of teachers and ISAs needed specific methods to verify the validity and reliability of the collected information. Information is significant for the career guidance service. The present study revealed that there was no mechanisms to gather updated information and no mechanism to verify the validity and reliability of gathered information.

The researchers suggest establishing information centers and appointing service providers who would be responsible for providing updated information related to the career guidance at schools.

The Ministry of Education has to introduce:

- a mechanism for updated information gathering ,
- a mechanism of verification to maintain validity and reliability of gathered information and,
- a mechanism to disseminate analyzed information among the students.

The service providers need to be trained for each area of updated information gathering and verification of accuracy of gathered information before disseminating information to students.

### 6.2.3 Analysis and Dissemination.

A mechanism to analyze gathered information and disseminate accurate information to the students is needed to provide comprehensive career guidance.

The report of the Vision for a National Network for Career Guidance (NNCG), Organization of Professional Association (OPA, 2001) quoted by Balasuriya, (2003) emphasized the necessity of a “self-reliant, self-operational, permanent system at a national level for dissemination of information and exchange of queries, to maximize the efficiency of the available resources for career guidance”

The present study revealed that 68 percent of the teachers and ISAs who responded did not have any method to analyze collected data whereas the balance 32 percent of teachers had replied that they were able to analyze information.

In consideration of the responsibilities of the data analysis process and involvement therein, it seems that the career guidance service lacks standard methods to analyze the information at ministry or provincial level. But teachers and ISAs have their own methods of analyzing collected information. However, the question of the party taking the responsibility in analyzing the information remains. The teachers in career guidance and ISAs analyzed data at school level on their own, not necessarily following correct procedures.

Under this sub topic, the relevant officials of the Ministry of Education were interviewed by the research team regarding the mechanisms of information gathering, analysis and dissemination. The existing mechanism of information gathering, analysis and dissemination is a very decisive factor for career guidance services in general education as well as schools in Sri Lanka. In this regard the mechanism for gathering information for career guidance, all respondents mentioned that there was no systematic mechanism. The respondent of the Ministry of Education emphasized, that instructions have been given to the provincial and zonal level staff involved in career guidance to gather information and disseminate to the schools. But there is no evidence of systematic involvement or instructions to implement the information gathering process at of provincial or zonal departments.

This implied that there is no need for time intervals to collect information, mechanism to a measure accuracy of the gathered information and the development processes of print and electronic materials for CG services at schools.

It highly depends on the commitment of the Zonal Director, In-service Advisor and guidance and counselling teachers of the school. This was verifiable in two thirds of the responses.

### **6.2.5 Development of Career Guidance Materials.**

The Career Guidance Consultancy report (EKSP) recommended in their proposals that the information is a rough resource and as such, a systematic review is essential to ensure accuracy and it needs to be considered a national priority. Therefore, it has been recommended:

1. The development of careers information resources needs to be approached strategically. This requires a dedicated resource with responsibility for producing new careers literature and updating existing materials on a regular basis
2. The range of information of career profile information needs to be expanded in relation to occupational areas and also the level of information. Salary information and labour market availability would be helpful additions to the current data.
3. The recommendation for the National Career Guidance Council would provide a useful home for the establishment of national career profiles, which would integrate existing materials produced by the various ministries (Neary S., Wickramarachchi, D. G. S. 2011).

The present study revealed information on the existing situation of the development of career guidance materials for the service of guidance and counselling at schools. Around 55 percent of the teachers answered that they do not follow such standard methodology to prepare printed materials.

In response to the questions raised by the researchers about the target group for printed materials, approximately 30 percent of the teachers answered that the target group was O-L students. Another one third responded that their target group was A-L students. Only 21 percent had taken school leavers as the target group and only 8 percent had focused on parents. It was also revealed that there is no standard procedure to validate the contents of the printed materials.

Information was gathered regarding the question on the quality of the printed material distributed. Majority, i.e. 68 percent of the sample of students claimed that they were not satisfied with the quality of the printed material. Only 32 percent had replied that they were satisfied. It is important that concise, reader friendly and attractive printed and e-materials must be made available to the students.

### **6.3 The Organizational Arrangements of Existing CG Service in the School System.**

Hettige, S. T., Maye, M., Salih, M. (2004) investigated the extent of usefulness of the perceptions developed by the individual in question. What has been discussed below focuses mainly on learning whether the youth in question have or have not received guidance relevant to education and training choices, and about the providers of guidance. The present study revealed, as per the

responses of “Have you ever participated in a programmes organized by career guidance services? If so, how many?” Majority of the students (60 percent) had not participated in any programme.

In response to the question on students receiving guidance from the career guidance unit to improve the skills related to the job opportunities, it was revealed that the career guidance service had provided guidance to improve leadership skills the most and job related training the least.

The present study revealed that around 68 percent of the school career guidance teachers and ISAs were not satisfied with the facilities provided from the school system for the career guidance programme.

On the other hand the teachers of CG and ISAs were asked about the support from the school management. The responses revealed that 52 percent of them were satisfied with the managerial support and 48 percent were not.

Further the question was asked from the sample of teachers and ISAs about the support of the school community such as the principal, other teachers, parents, and well-wishers of the schools. The response was that 47 percent of the sample said they received school community support.

The representatives of other organizations had mentioned that they already provided information to the students if requests were made by the school. As well, respective organizations also required a systematic mechanism for dissemination of information among the school students. The majority of the respondents articulated that they had been coordinating with all hierarchical level of the Ministry of Education to conduct programs in career guidance. Two third of respondents gave the impression they were satisfied with the support of the schools when they conducted programmes for the services in career guidance of schools. But the level of success of all interventions depended on the positive attitude of the Principal of the school. The internal arrangement for career guidance is a significant factor that ensures a successful career guidance service in schools.

The sample consisting of Principals stated during their group discussions that they were keen to provide facilities such as space, human and physical resources. But they also had limitations. They are expecting support from the Ministry of Education as well as the Provincial Department of Education.

The following suggestions have been highlighted by those teachers of CG and ISAs:

- Introduce well-developed career guidance units for school systems
- Appoint educated service providers
- Introduce data collection methods
- A method to analyze the collected data
- Provide accurate data
- Educate the school community

- Build up good inter-relationships with other institutes
- Increase the parent's participation in career guidance activities

However, the awareness of the circular on guidance and counselling and Instructional Guidebook for The Principals on guidance and counselling, Guidebook for Teachers on career guidance was either simply absent or its use was very minimal. Some national schools have received support from old girls/boys associations. They had more physical resources and facilities to provide a comprehensive CG service. A limited number of national schools had strong relationships with private organizations. They were providing successful services to their students through a well-developed network. The Principals of schools receiving scant support in rural areas emphasized a well-established mechanism through the Ministry. It is an essential requirement for the students who need help.

During focus group discussions with the parents of GCE (OL) and GCE (AL) students of the selected schools there was emphasis for more awareness programmes to fulfill students' and parents' knowledge related to careers and their scope and functions.

The respondents emphasized that the career guidance service needs to be implemented as a separate main area of the school system and as should function under the particular division or department of the ministry and the department of education at provincial level.

#### **6.4 The Facilities for Coordination with Other Relevant Institutions.**

It is important for the schools to maintain coordination with the other institutes which provide career guidance and conduct technical training programmes. Forty eight percent of the sample answered that they followed a methodology to build up rapport with other institutes such as the Department of Technical Education and Training (DTET), National Apprentice and Industrial Training Authority (NAITA) and the Vocational Training Authority (VTA).

Most of the career guidance teachers organized career guidance related programmes with the help of other institutes. The responses indicated that 63 percent were networking with other organizations. It depends on the respective organizational action plans and their needs. The teachers in guidance and counselling play only the coordination role for schools.

In respect to other organizations they stated that they can give comprehensive knowledge on career guidance for parents and organizational commitment will be high in providing human and physical resources. The question on coordination with other organizations from the managerial level regarding the mechanism to organize career guidance programmes with the help of other institutes and strengthening of relationships with other organizations, respondents answered that there was no continuous commitment to build up



relationships. But they also had limitations with reduced budgetary allocations and financial limitations.

The researchers also suggest inter-ministerial and organizational mechanism to share recent information and opportunities among the career guidance units of each Ministry as well as Industry.

## **6.5 Review the Present Role and the Capacity of Career Guidance Teachers and Identify Further Training Needs for Career Guidance.**

The National Policy Framework on General Education (2003) report suggested appointing one or two teacher counselors for each school by 2007. School guidance and counselling teachers have multiple roles/duties. They attend to classroom guidance and counselling of students, consult with parents and staff members, and work with In-service Advisors working in Teacher Centres attached to the Zonal Office and conduct individual and group sessions to students.

Teacher in CG and ISAs were questioned about the type of services provided under the career guidance programmes. About 50 percent of the respondents answered that their key services were conducting awareness programmes to students and providing counselling services. About 40 percent of the sample answered that they covered data gathering, data dissemination, career guidance and awareness programmes to teachers. Only 32 percent of the sample answered that they provided awareness programmes with the help of other organizations.

As revealed in the analysis of answers of the respondents of the Ministry and Department of Education, the following services are provided by the CG unit or teacher at the schools

- Collect data/information
- Provide information and data
- Conduct awareness programmes for students, parents in collaboration with other institutes
- Conduct career guidance
- Conduct counseling

The teachers of the schools who have been appointed to handle guidance and counselling provide services to the student as mentioned above. Nevertheless they do not have a systematic action plan to disseminate information related to career guidance to maintain continuous services. Counselling and career guidance are functioning as a part of non-formal education under the Assistant Director of the Provincial Department of Education.

As far as the existing situation at career guidance at school is concerned, it largely depends on the individual interest, commitment and the abilities of the Career Guidance Teacher.

The managerial level respondents were not satisfied with the existing number of teachers in career guidance in the school system. The Ministry of Education had already issued a circular to appoint teachers for guidance and counseling. According to the respondents, there was no suitable staff with qualifications in CG. The service of a school depends highly on the teachers who have interest in career guidance. But respondents were satisfied with the existing number of ISAs of the Provincial Department of Education. In-Service Advisors have been recruited at the rate of one person for each zone of education.

The researchers suggest that systematic recruitment procedures are needed to be introduced to recruit qualified, experienced teachers in career Guidance and other staffs to the school system. A sufficient number of positions needs to be included into the permanent cadre of the Ministry of Education as well as the Provincial Department and Zonal levels.

#### **6.5.1 The Capacity of Guidance and Counseling Teachers.**

Career guidance staff was questioned to ascertain the level of qualifications they had gained in career guidance. Twenty three out of the sample of 60 teachers had gained a short term course of less than one month's in duration. Ten teachers had gained diplomas and 9 have vocational qualifications. Only three individuals of the sample were graduates in career guidance. The sample was also questioned on whether they were satisfied with the level of qualifications they had in career guidance and only 40 percent replied positively. Majority of the sample (60 percent) were not satisfied with their level of qualifications to continue the services related to career guidance.

The responses of the sample of administrators, in which they revealed about further training on career guidance, showed that it was very essential for all teachers in the school system. However, adequate training opportunities had been provided only to the teachers who are providing counselling in schools. But it is not so for career guidance or career counselling. Furthermore they stated skills that related to career guidance should be developed comprehensively

An effective career guidance service tries to build up strong networks among the CG service providers of other organization. It is a significant skill of the person who is involved in career guidance. When the respondents of other organizations who are providing career guidance to the schools are considered, they were not satisfied with the skills of networking and contact ability of the guidance teachers in the schools. The teachers or ISAs of provinces are needed to be strengthened with training. Preparation of a human resource development plan for career guidance at schools is a most vital intervention expected of the Ministry of Education.

Career guidance staff was then questioned about the areas they aspired for further training. The following areas need to be strengthened with further training.

- Data collection methods
- Preparing printed information
- Counseling
- Details about labour markets
- Strategies to search for foreign training opportunities
- Updated knowledge about job opportunities
- Skills to search for job opportunities

## **6.6 Key Issues Related to Career Guidance Existing in The School System.**

1. Lack of clear Career Guidance/Career Education policy at the Ministry level.
2. Lack of a well-functioning organizational structure at National, Provincial and Zonal levels for planning and dissemination of Career Guidance information.
3. Absence of a National level mechanism to gather, analyze and disseminate Career Guidance information to school. Zonal or school level actions for above functions may not produce comprehensive information to reach the objectives of Career Guidance.
4. Career Guidance activities at school level are not systematically organized according to a calendar. In many instances, activities are triggered by external organizations such as TVET institutes, industry, past pupils etc.
5. Lack of a clearly defined organizational structure at the school level. Direction and commitment from the principal, availability of a trained teacher, links to other relevant organizations including industry, properly prepared material etc. are essential for effective career guidance.
6. Absence of an established mechanism to train Career Guidance teachers and to update their training competencies. The Career Guidance teacher is the most important resource person who communicates with students and parents and coordinates with external agencies.
7. Insufficient engagement of parents in Career Guidance. Parents play an influential role in deciding the child's career options but many parents lack the understanding of modern day career options and employment opportunities.
8. Lack of well prepared, reader friendly career guidance material to educate students and parents. Access to materials in printed form and in the electronic form is an essential part of career guidance. Use of public media for career guidance is almost non-existent.

## 6.7 Recommendations.

1. Formulate a policy for career guidance in general education. A similar policy for Career Guidance exists in Higher Education and in Technical and Vocational Education. Matters discussed in the foregoing analysis and the issues presented here can be taken into consideration in formulating a policy.

The researchers strongly recommend to make career guidance a part of the school's regular activity with an allocation of time for each class of students as a matter of policy, thus systematic Careers Education can take place in relevant grades at the school.

2. Establish a Career Guidance Unit under a senior officer at the Ministry of Education to guide overall implementation of career guidance / career education. The unit will gather national level information, analyze and prepare material for dissemination. The unit will also establish links with relevant organizations to gather information. This will provide more relevant and reliable career guidance information when compared with the present system of information gathering and analysis at zonal and school level. Province or Zonal specific career guidance information may supplement main material at the appropriate level.
3. The role of the In-Service Advisor at the zonal level must be strengthened to guide the career guidance/education process, support the schools to establish links, develop area/community specific information and to monitor the effectiveness of career guidance at schools/ career guidance progress reports must be discussed at zonal, district and provincial levels and appropriate corrective action taken.
4. Organizational arrangement at the school level needs to be structured with the identification of role and responsibilities of Principal, Career Guidance Teacher and Other Teachers in career guidance. A performance appraisal on career guidance needs to be introduced for the promotion schemes of each category.
5. Teachers must be trained in career guidance and career guidance coordination and each school must have a sufficient number of CG trained teachers depending on the student population. Teachers must be well aware of the needs of students and must be capable of assisting individual students while providing guidance in general. Periodic updating of teachers on career guiding information and methods of guidance is an essential process to enhance the professionalism of teachers.
6. Parents are not a significant target group according to the findings of the study. However, parents play a major role in guiding children in Asian countries and hence significant effort must be made to reach this target group with relevant career guidance information. This could be done at the school level as well as by public mass media.

7. Career guidance seminars by external agencies, such as universities, TVET institutes, Past Pupils' Associations, industry etc. also play an important role to widen the knowledge of students in different career options and hence be encouraged to hold such seminars. However, efforts must be guard against narrow commercial interventions disguised in the form of career guidance.
8. The researchers propose the annexed model (Annex 01) for career education/guidance in Sri Lanka. This model is in operation in Connexions, Nottinghamshire in United Kingdom and can be suitably modified to fit Sri Lanka's needs.

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## APPENDICES

Name of the Ministry/Title of the policy	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Title of the policy -( Policy of Career Education &amp; Guidance in Schools )</li> </ul>
Introduction and intent	<ul style="list-style-type: none"> <li>Should be linked to the Ministry of Education development plan and outline of the General education value and philosophy with regard to teaching and learning and the place of CEG within it</li> <li>Outline the aims of CEG within the Ministry of Education</li> <li>Make reference to links between CEG raising achievement and promoting equality of opportunity</li> <li>Identify how the document will be used as a management tool to develop, resource and evaluate CEG</li> </ul>
Context	<ul style="list-style-type: none"> <li>Reference to current national policy documents and legislative requirements and how the school intends to meet these</li> <li>Reference to local initiatives and the ways in which these link to CEG programm</li> </ul>
Development	<ul style="list-style-type: none"> <li>Outline of students' entitlement to CEG which identifies activities and outcomes for each year or key stage and which links to the aims, objectives and outcomes of the CEG scheme of work</li> </ul>
Entitlement	<ul style="list-style-type: none"> <li>Statement describing the cycle by which there is consultation in the review and development of the policy</li> <li>Key personnel involved at each stage</li> </ul>
Implementation and delivery	<ul style="list-style-type: none"> <li>Named teacher(s), In Service Advisors(s), key personnel responsible for coordinating all aspects of CEG, with outline of roles and responsibilities</li> <li>Reference to where CEG is located in the curriculum, how and by whom it is delivered and manage</li> <li>Between the school or Ministry,Provincial Department,Zonal Department and other external partners e.g.Technical,Vocational Education and Training Sector , Private sector organizationand their role within CEG</li> <li>Reference to partnerships between CEG programme and process for recording student achievement</li> <li>Outline of links reference to the CEG scheme of work for years 7-11 or 13 or as applicable to the range of student</li> </ul>

Resourcing	<ul style="list-style-type: none"> <li>• Statement outlining the relationship between career education and information and guidance</li> <li>• Outline of the management of careers resources and information</li> <li>• Statement outlining the commitment to budget allocation, internal and external funding for CEG</li> </ul>
Staff development	<ul style="list-style-type: none"> <li>• Statement of commitment to whole school and college staff development relevant to staff involvement and understanding in relation to CEG</li> <li>• Access to relevant funding and providers</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Outline of external assessment and accreditation arrangements</li> <li>• Outline of methods used and personnel responsible for internal checking of student learning within CEG</li> </ul>
Monitoring, review and evaluation	<ul style="list-style-type: none"> <li>• Outline of framework with timescales and personnel responsible for monitoring the effectiveness and consistency of delivery</li> <li>• Gathering feedback from all involved parties</li> <li>• Informing the review cycle for policy and programme development</li> </ul>
Links with other policies	<ul style="list-style-type: none"> <li>• List of other organisational policies identifying ways which they link with CEG</li> </ul>
Approvals	<ul style="list-style-type: none"> <li>• Signature of head or principal</li> <li>• Date of approval</li> <li>• Date of next review</li> </ul>

Skellern, A. Diss, D. and Macfarlane, M. (2006) Best practice in careers education and guidance; Curriculum Development Team, Connexions, Nottinghamshire, U.K. Role of Career Guidance Teacher

Formulate the vision for the professional function of CGC professionals in the form of six professional roles that together constitute the profession of career guidance and counselling.

- Career Information and Assessment Expert
- Career Educator
- Social System Intervener and Developer
- Programme and Service Manager
- Career Guidance Teacher and Career Counselor

Describes the Core Competence of CGC Professionals

- Career Information and Assessment

To support students in assessing their personal characteristics and needs and connecting them with information on opportunities and requirements in labour markets and education systems

- Career Education

To teach and train students to develop the career management competencies they need for managing education, training and career path planning.

- Social Systems Interventions and Development

To support their clients (students) by making a difference in education and work related environments through networking, consultation and advocacy.

- Programme and Service Management

To ensure and improve the quality of career guidance service at the schools (Information gathering, Analysis and Dissemination of accurate information)

- Career Guidance and Career Counselling

To support their clients (students) in understanding their situations, in working towards solutions and in making decisions through the use of ideographic and reflective methods.

Further competency enhancement of Career Guidance Teacher.

**A RESEARCH ON CAREER GUIDANCE SERVICE IN SCHOOLS**

(The research is conducted by the University of Vocational Technology for policy planning in the National Institute of Education. The details obtained will be used only for research purposes. They are highly confidential and your contribution is highly appreciated.)

Please put (□) in the relevant box. If needed write the answer.

**QUESTIONNAIRE NUMBER 2 FOR TEACHERS ENGAGED IN CAREER GUIDANCE SERVICES.**

01) When providing the services in the career guidance unit on which topic do you collect information?

1.1 Courses in the universities

☐

1.2 Vocational training details

☐

1.3 details on labour market

☐

1.4 Current developments in professions

☐

1.5 Foreign education and training opportunities

☐

1.6 Foreign job opportunities

☐

02) Do you have any system to update the knowledge on career guidance services?

2.1 Yes

2.2 No

03) If the above answer is "Yes", From which institute do you collect information

Information On

Institute

3.1 Courses in the universities

1 .....

2 .....

3 .....

3.2 Vocational training information

1 .....

2 .....

3 .....

3.3 Information in the labour market

1 .....

2 .....

3.....

3.4 Current development on professions

1 .....

2 .....

3 .....

3.5 Overseas education and training

1 .....

2 .....

3 .....

3.6 Foreign job opportunities

1 .....

2 .....

3 .....

04) What is the time interval you need to collect information about career guidance?

5.1 Once in three months

☐

5.2 Once in six months

☐

5.3 Once in a year

☐

5.4 No specific time

☐

05) Do you have any method to verify the validity and reliability of the details collected?

5.1 Yes ☐

5.2 No ☐

06) Do you have any method to analyze the collected details?

6.1 Yes ☐

6.2 No ☐

07) If the answer is "Yes" to question No. 06, At which level do you analyze the information?

7.1 Ministry

☐

7.2 Provincial

☐

7.3 Zonal

☐

7.4 School

☐

08) Who is taking the responsibility in analyzing the information?

	Level	Responsible officer				
		Director	Deputy director	Assistant director	In Service Advisor	Teacher of career guidance
8.1	Ministry					
8.2	Provincial					
8.3	Zonal					
8.4	School					

09) Do you have any method to prepare printed information materials and leaflets?

9.1 Yes ☐ 9.2 No ☐

10) What is the target group of your printed material information?

10.1 O-L students ☐

10.2 A-L students ☐

10.3 School leavers ☐

10.4 Parents ☐

11) Do you follow any systematic procedure to ensure the validity and reliability of the printed information?

11.1 Yes ☐ 11.2 No ☐

12) Do you think that the schools are providing required facilities for career guidance services?

12.1 Yes ☐ 12.2 No ☐

13) Does the school management provide support for the career guidance unit?

13.1 Yes ☐ 13.2 No ☐

14) Do the people in the school community support your service?

15.1 Yes ☐ 15.2 No ☐

15) Do you follow a method to build up a rapport between other institutes?

15.1 Yes ☐ 15.2 No ☐

16) Do you think that you have already built up fruitful inter-relationships with other institutes?

16.1 Yes ☐ 16.2 No ☐

17) Do you organize programmes with the help of other institutes?

17.1 Yes ☐ 17.2 No ☐

18) Do you provide the under mentioned services through the career guidance unit?

18.1 Collecting data	<input type="checkbox"/>
18.2 Providing data	<input type="checkbox"/>
18.3 Awareness programmes for students	<input type="checkbox"/>
18.4 Career guidance	<input type="checkbox"/>
18.5 Counseling	<input type="checkbox"/>
18.6 Awareness programmes for parents	<input type="checkbox"/>
18.7 Awareness programmes with other institutes	<input type="checkbox"/>

19) What is the qualification that you possess regarding career guidance?

19.1 Degree	<input type="checkbox"/>
19.2 Diploma	<input type="checkbox"/>
19.3 Foreign training	<input type="checkbox"/>
19.4 Vocational qualification	<input type="checkbox"/>
19.5 Short-term training (less than one month)	<input type="checkbox"/>
19.6 Other	<input type="checkbox"/>
If you have any other qualification please write it.	<input type="checkbox"/>

20) Are you satisfied with the skills and qualification that you possess?

20.1 Yes ☐ 20.2 No ☐

21) If the answer is "No" in which section do you want to educate yourself

21.1 Data collection methods	<input type="checkbox"/>	21.2 Preparing printed information	<input type="checkbox"/>
21.3 Counseling	<input type="checkbox"/>	21.4 Details about labour market	<input type="checkbox"/>
21.5 Foreign training opportunities	<input type="checkbox"/>	21.6 Updated knowledge about job opportunities	<input type="checkbox"/>
21.7 Skills for job opportunities	<input type="checkbox"/>		<input type="checkbox"/>

22) Put the numbers according to the importance please mark No. 1 for major problem and others accordingly

22.1 Lack of facilities

22.2 Unavailability of correct printed materials

22.3 Lack of opportunities to obtain correct information

22.4 Insufficient number of awareness programmes

22.5 Poor relationships with other institutes

22.6 Insufficient participation of students

22.7 No methodology to recruit the efficient service providers for the career guidance unit

22.8 Insufficient number of service providers

22.9 Weak mechanism in progress

22.10 Difficulties in communication

22.11 Inefficient supervision

22.12 No links with industry sector

22.13 Other

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

23) Are there any attitudinal problems in management and school community?

23.1 Yes

23.2 No

<input type="checkbox"/>
--------------------------

<input type="checkbox"/>
--------------------------

24) Do you think that support given by parents is essential for career guidance services?

25.1 Yes

25.2 No

<input type="checkbox"/>
--------------------------

<input type="checkbox"/>
--------------------------

25) What are the proposals to develop career guidance services?

25.1 Introducing a well-developed career guidance units for the school system

25.2 Appointing educated service providers

25.3 Implementing data collection methods

25.4 A method to analyze the collected data

25.5 Providing accurate data

25.6 Educating the school community

25.7 Build up good inter relationships with other institutes

25.8 Increasing parents' participation in career guide activities

25.9 Any other proposals

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



### A RESEARCH ON CAREER GUIDANCE SERVICE IN SCHOOLS

(The research is conducted by the University of Vocational Technology for policy planning in the National Institute of Education. The details obtained will be used only for research purposes. They are highly confidential and your contribution is highly appreciated.)

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Please put (□) in the relevant box. If needed write the answer.

#### QUESTIONNAIRE FOR STUDENTS IN SCHOOLS - NUMBER 01

01) Are you aware of the school career guidance service?

1.1 Yes ☐      1.2 No. ☐

02) Have you ever taken information from the school career guidance unit?

2.1 Yes ☐      2.2 No ☐

If the answer is "Yes" what type of services have you obtained?

2.3 Opportunities for higher education	<input type="checkbox"/>
2.4 Opportunity for vocational training	<input type="checkbox"/>
2.5 Opportunity for non- vocational training	<input type="checkbox"/>
2.6 Opportunity for foreign training	<input type="checkbox"/>
2.7 Information on professional & Vocational fields	<input type="checkbox"/>
2.8 Information on labour markets	<input type="checkbox"/>

03) Is there a teacher to provide career guidance services in your school?

3.1 Yes ☐      3.2 No ☐

04) Are you satisfied with the current details provided by the career guidance unit?

5.1 Yes ☐      5.2 No ☐

05) Have you ever participated in the programmes organized by the career guidance unit? If so how many?

5.1 More than 3 ☐

5.2 Only 1-2 ☐

5.3 Not a single ☐

06) Did you receive information on higher education and vocational training institutes?

6.1 Yes ☐ 6.2 No ☐

6.3 If the answer is "Yes", what are those institutes?

6.3.1 University ☐  
6.3.2 Technical colleges and vocational training institutes ☐  
6.3.3 Companies and Industries ☐

07) What is the most essential service opportunities that you wish to receive from the school career guidance service? Please put the numbers according to their importance

7.1 Opportunities for higher education ☐  
7.2 Opportunities for training ☐  
7.3 Opportunities for occupations ☐  
7.4 Opportunities for foreign training ☐

08) Are you satisfied with the quality of printed materials given to you by the career guidance unit?

8.1 Yes ☐ 8.2 No ☐

09) What is the most important information you need from career guidance services?

9.1 Courses in the university ☐  
9.2 Vocational training ☐  
9.3 Foreign learning opportunities ☐  
9.4 Details of labour market ☐  
9.5 Job opportunities (Sri Lanka) ☐  
9.6 Job opportunities (overseas) ☐

10) Have you received any guidance from the career guidance unit to improve the skills related to the job opportunities?

10.1 Computer literacy ☐  
10.2 Leadership skills ☐  
10.3 Communication skills ☐  
10.4 Decision making skills ☐  
10.5 Job oriented training ☐  
10.6 Group work ☐

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