

**Preparing a Guide on Career Guidance  
for Rural Areas  
and Piloting it in Vietnam**

*Contract Numbers: 40113006/0, 40117917/0 and  
40117917/1*

**FINAL REPORT  
TO THE INTERNATIONAL LABOUR  
ORGANISATION, GENEVA**

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## Acknowledgements

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### Other Key Supporters of the Project

- *Mai Thuy Nga*, Vice Director General, General Directorate of Vocational Training (GDVT).
- *Vu Dinh Chuan*, Director of Secondary Education Department, Ministry of Education and Training (MOET).

## Background

This consultancy was commissioned by the International Labour Organisation (ILO) Geneva, to support the development of a career guidance programme suitable for rural areas in Vietnam, through ILO-Hanoi. Initially, the project was planned as a *pilot* to be executed in two phases: programme development and capacity building of Career Guidance Facilitators. However the project rapidly gained the attention of stakeholders in government and moved on to a third phase to include the training of a second batch of Career Guidance Facilitators as well as a team of Career Guidance Trainers. Hence, multiple strands developed as the project progressed and these emerging requirements were addressed through the following missions.

Date	Tasks as per Terms of Reference (ToRs)
<b>Phase 1:</b>  October 22 <sup>nd</sup> to December 20 <sup>th</sup> 2013. <i>(On site:</i> November 17 <sup>th</sup> to 27 <sup>th</sup> 2013) 	<i>Extract from Contract Number: 40113006/0</i>  <ol style="list-style-type: none"> <li>1. Collect information relevant to career guidance through existing documents and individual and group discussions with youth, their parents, relevant school and VT staff, employers, local and national authorities and other relevant stake holders</li> <li>2. Prepare a guide and related materials in English to carry out career guidance in schools and Vocational Training Centres (VTC) of Vietnamese rural areas. The main audience of this guide would be practitioners, who would then guide their young students and trainees.</li> </ol>
<b>Phase 2:</b>  January 6 <sup>th</sup> 2014 to November 30 <sup>th</sup> 2014 <i>(On site</i> January 8 <sup>th</sup> to 25 <sup>th</sup> 2014) 	<i>Extract from Contract Number: 40117917/0</i>  <ol style="list-style-type: none"> <li>1. Prepare and deliver a training programme on career guidance for rural youth for Career Guidance Facilitators</li> <li>2. Facilitate the establishment of a monitoring and evaluation system.</li> <li>3. Provide occasional follow-up support on monitoring and evaluation of other project matters to the project's CTS for 10 months after the training.</li> </ol>
<b>Phase 3:</b>  <i>On site</i> August 15 <sup>th</sup> to 28 <sup>th</sup> 2014 	<i>Extract from Contract Number: 40117917/1</i>  <ol style="list-style-type: none"> <li>1. Conduct a second Career Guidance Facilitator's course for professionals from the Ministry of Education and Training (MOET).</li> <li>2. Conduct a Career Guidance Trainers course for individuals selected from MOET and other trained Career Guidance Facilitators.</li> </ol>
On completion of the above, until November 30 <sup>th</sup> 2014	Provide ongoing support off location to ILO-Hanoi National Coordinator.

The consultant's key counterpart on the ILO-Hanoi side was the National Coordinator, Rural Youth Employment Project. All components of the project were executed with her partnership and under her supervision. In summary, four teams were created to manage and execute this pilot project.

- **Career Guidance Working Group:** High level professionals in education from relevant government departments to vet and validate material developed by the consultant.
- **Translation Team:** Experienced experts in English and Vietnamese to translate all material from English to Vietnamese.
- **Career Guidance Facilitators:** Teachers from departments of education and TVET, to conduct career guidance workshops interacting directly with students and the client group.
- **Career Guidance Trainers:** Experienced teacher educators, to train Career Guidance Facilitators.

The following report the details of this project.

## **Phase 1 (October 22nd to December 20th 2013)**

### **1. Orientation**

The project began with the consultant familiarizing project leaders in Hanoi to the principles of developing and implementing a culture resonant career guidance programme and the consultant becoming acquainted with Vietnamese cultural and economic factors that could influence the process of career development. This was accomplished through extensive email and skype based communications.

### **2. Formation of the Career Guidance Working Group**

For projects such as these, a local Career Guidance Working Group (CGWG) is a critical element. It is this group that actually assists in the development, vetting and validation of material and also undertakes to translate material into the local language. Forming this group was an important objective and the National Coordinator was oriented to the requirements necessary for forming a strong and functional working group. Appendix 1 provides an overview of the recommendations for the formation of the working group.

To the credit of ILO-Hanoi, it was possible to form an inter-ministerial CGWG composed of high ranking, well experienced professionals from the government departments of education, TVET, curriculum development and educational research who were prepared to invest their time and energy to work for the objectives of the project. The capacity building of this group for career guidance was initiated through reading material, reports and other documents, keeping in mind requirements unique to Asian, developing world cultures. It was this group that became the mainstay of the project, sustained its implementation at the grass root level and finally carried ownership of the programme from the project to government.

A team of experienced translators was also formed. Further details about the Translation Team are provided below.

### **3. Conceptual Clarifications**

#### **3.1. Cultural and Economic Relevance**

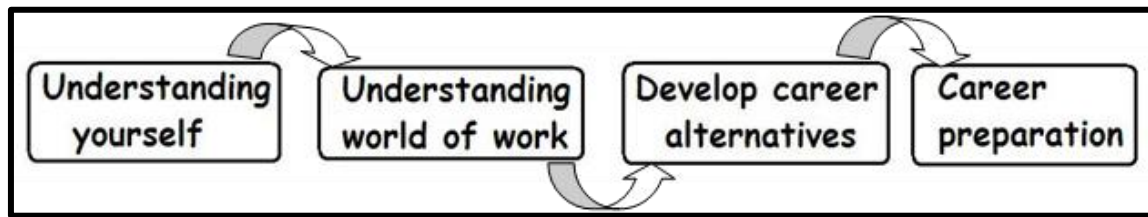
Research into the impact and outcome of developmental initiatives has shown that interventions based upon worldviews that are dissimilar to the worldview of the group the programme is intended to serve, have insignificant community participation which affects sustainability and program effectiveness in the long run. The applicability of an intervention is affected when “universal” principles are applied without adapting them to the “particular” characteristics of a specific setting. The effectiveness of an intervention could be higher when the ideas and concepts that lie behind an intervention cohere with the history, values, and beliefs of a particular community.

Grounding this project into the contextual, cultural and economic realities of Vietnam was the corner stone of project conceptualisation. The objective therefore was not to merely import a model *into* Vietnam but to develop a programme *for* Vietnam. A strong feature of developing and implementing this project was to lay foundations for career guidance services ensuring relevance in the long run to the needs not only of the individual, but also to the needs of Vietnamese society and economy.

#### **3.2. Identification of the Key Elements of Career Guidance**

An abstraction of themes from a wide variety of career guidance and professional orientation models has shown that a comprehensive programme would require the following four components: self-understanding, understanding the world of work, developing career alternatives and career preparation (e.g., Arulmani, 2014; Bakshi, 2014). A given career guidance programme may manifest this in different ways, through different activities. But broadly speaking the “key elements” of a complete programme would comprise these four components. Figure 1 provides an illustration.

Figure 1: Key elements of career guidance



This model was selected and approved by the CGWG as relevant to career guidance needs in Vietnam.

### 3.3. Testing and Assessment

Interests and aptitudes are two facets of self-awareness for career development. The use of psychological tests and psychometric devices to identify an individual's interests and aptitudes is a matter of intense controversy. Certain schools of thought rely heavily on psychometric assessment while others do not use tests at all. A vigorous debate exists in the literature about the relative merits of qualitative and quantitative approaches to assessment. For this project, a *mixed methods* approach was taken, laying strong emphasis the history of the student's accomplishments, along with a minimal amount of quantitative assessment of the individual's interests. The approach within this method is not to use normative data to *compare* one individual with another. Instead an *intra*-individual approach is taken to help the individual gain insights into the profile of his/her interests and aptitudes. Hence this approach takes advantage of *both* the qualitative and quantitative approaches.

These models and conceptual clarifications were presented to the CGWG as a framework within which to continue the discussions and the basis upon which the pilot surveys would be conducted.

## 4. Study Visit

After this basic orientation and formation of the CGWG and Translation Team, the National Coordinator attended as an observer, a week-long national career facilitator training programme conducted by the consultant and his team in Bangalore, India. The objective of this study visit was to systematically expose the National Coordinator to the principles of career guidance and to acquaint her with various techniques and teaching-learning material for a community based career guidance programme, relevant to the Asian, developing economy context. Intensive discussions were held during this period between the National Coordinator, the consultant and other experienced Indian career guidance specialists. The overall aims of the project were clarified and the needs specific to the Vietnamese context were articulated with specificity.

## 5. Pilot Visit

Based on these preparations, the consultant visited Vietnam to accomplish the following:

- Interact intensively with the CGWG to complete their orientation and training and to establish systems for the development and vetting of material.
- Interact intensively with the Translation Team to complete their orientation and training and to establish systems for the translation of material.
- To conduct field trips and pilot studies along with the CGWG in order to interact with a representative sample of the target group and significant others to gain deeper insights into career development processes at the grass root level. An important objective was to trial test samples of tools, and collect data pertaining students' orientations to work and career, family expectations, prevailing career beliefs and existing systems for career guidance.

The following steps were taken to meet these targets.

### **5.1. Training of CGWG**

Training sessions were held for the CGWG to orient them to the basic principles of career guidance. Intensive discussions were held to examine career guidance constructs in the light of Vietnamese cultural and economic realities. Tools for the forthcoming pilot survey were discussed and adapted based on these discussions.

### **5.2. Training of Translators**

Translators were oriented to translation principles such as the use of student level language, finding conceptual rather than literal language equivalents, and to blind, back-translation procedures for assessment instruments. The translation of materials to be used for the pilot survey provided a sound platform to provide this training.

### **5.3. Pilot Surveys**

#### **5.3.1. Objectives**

The purpose of the field trips was to trial test existing career guidance material and collect information for fresh items and activities. This opportunity was also used further train the CGWG and the Translation Team. Appendix 2 provides a sample of the kind of orientations provided to the CGWG for the pilot survey.

#### **5.3.2. Sample**

The survey was conducted in the Doan Hung district, Phu Tho province and Duy Xuyen district, Quang Nam province. These locations were selected since it was known that a high level of cooperation would be offered by the authorities and because of ease of access to the sample. The sample comprised:

- High school students (Grade 9).
- Students in TVET institutions.
- Youth (students, employed and unemployed).
- Teachers (school and TVET).
- Parents.
- Heads of institutions and leaders in the community.

The sample was purposively selected to ensure that the members of the required groups were all represented.

#### **5.3.3. Data collection, analysis and theme extraction**

Questionnaires and Inventories were used to collect quantitative data. Qualitative data was collected through focus group discussions and open ended questions. Qualitative and quantitative methods were used to analyse the data and salient trends and themes were extracted.

#### **5.3.4. Key findings**

The survey yielded rich insights into orientations toward work and career, rural-urban migration, parental attitudes, differences in the career beliefs of school students and older youth and insights which enriched the development of the career guidance programme. It was noted for example that school students tended to believe that the “best” careers were available only in the big cities. By contrast, the thinking of some of the youth in the survey who had *already* been to the city in search of work was different. Large numbers of this group indicated that while they may have earned more “cash” in the cities, most of this was spent in maintaining a city lifestyle which could not be sustained. A substantial number indicated that it was better to stay at home and develop their parents’ business or farms. Another notable trend amongst youth was their indication that they were not properly prepared with the skills to succeed in the city. Many of them indicated that they did not know how to

search for a job, that their language skills were poor and that they did not know how to “survive” in the city. Information such as this yielded important insights for the preparation of a relevant career guidance programme.

The survey also generated information based on which new items could be formulated for the assessment devices and for the creation of career development activities for the programme.

#### 5.3.5. Cultural and historical information

Through a separate exercise other kinds of Vietnamese material were also reviewed. This included the identification of traditional folk tales that could be interpreted into career guidance themes, anecdotes from the lives famous Vietnamese men and women, commonly used terms and phrases to describe work and snippets from Vietnamese history. This information was used to develop contextually relevant activities and were included in the Learning Cards (described later in this report) to inspire and stimulate the thinking of students and youth.

Figure 2 provides a photographic illustration of the survey in progress.

*Figure 2: Survey in Progress*



## 6. Identification of Requirements

The orientations provided in the foregoing steps, the National Coordinator's pilot visit to India and data from the survey informed the formulation of the content for the Vietnamese programme. The teaching-learning tools required for each of the components was discussed extensively with the CGWG keeping in mind the needs in Vietnam. Requirements for developing a system for Vietnam were identified. A summary is presented in Table 1.

*Table 1: Summary of specific career guidance material and personnel requirements*

Career Guidance Theme	Material Required	Action Required
Self Understanding	Culturally relevant instrument to assess Interests.	Needs to be adapted and translated for Vietnam; any fresh items identified need to be incorporated.
	Culturally relevant instrument to assess Aptitudes.	Fresh items need to be generated through pilot programmes.
	Instrument to help the individual understand personal beliefs and motivations.	Fresh items need to be generated.
Understanding the World of Work	Occupational List	The existing national classification of occupations needs to be expanded and updated keeping in mind a broader classification scheme such as the International Standard Classification of Occupations (ISCO).
	Career Dictionary	The Occupational List must be converted to a student-centred career dictionary format providing clear and simple information on career definitions, career tasks, specialisations possible within each career.
		Different kinds and levels of qualifications, eligibility and career paths have to be mapped and articulated for each career.
Developing Career Alternatives	A Vietnam-specific system to help students identify 4 to 5 suitable careers	A scientifically sound method of combining information about self (interests and aptitudes), with the world of work to identify career alternatives must be developed for Vietnam.
Career Preparation	General Information Guide	Reliable information must be made available to help students plot pathways for their career alternatives. An overall "map" of the different educational pathways available in Vietnam needs to be prepared.
	Educational Information Guide	A list of colleges/institutes/agencies that offer training to qualify for the careers in the careers dictionary needs to be compiled.
Trained Personnel	Career Guidance Facilitators (CGF)	A team of well trained individuals needs to be created who would actually interact with the client group, use the Career Guidance Kit and deliver career guidance in the school or community.

This analysis informed the clarification of the programme format and types of tools required for the development of a comprehensive career guidance programme for Vietnam. This is described in greater detail in the following sections.



## 7. Finalisation of Programme Format

Vietnam already has provision for career guidance whereby nine, 45 minute sessions are available within the annual school time table. It was decided that the new career guidance programme would fit into this existing provision. The structure of the programme is described in greater detail below.

### 7.1. Programme Structure and Content

Keeping in mind the overall career guidance model being used (see Figure 1), it was decided that the career guidance programme would address the following career development tasks:

- Promoting self-understanding and identifying personal potentials.
- Understanding the world of work.
- Developing career alternatives.
- Skills for career preparation.

The programme format finalised was one that would deliver career guidance in nine, 45 minute modules. Each module would have a theme and would be made up of one to three career development activities. Each activity would build upon the other, beginning with self-understanding and culminating with career preparation. The structure would also allow for modules to be combined and delivered in a consolidated manner.

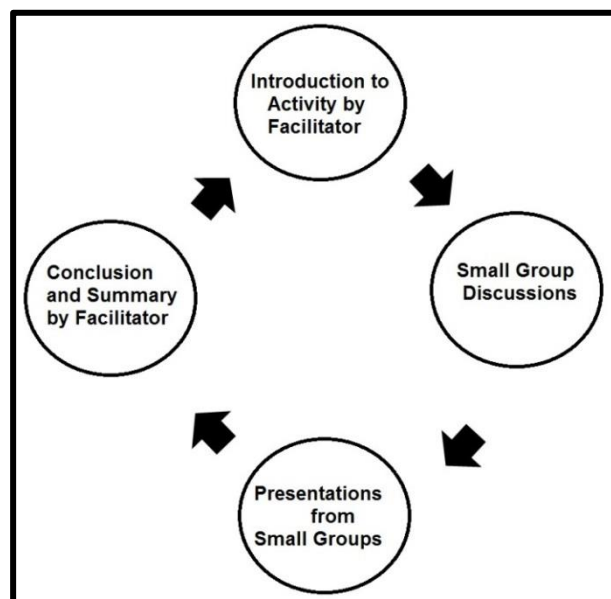
### 7.2. Method and Approach

This method, takes a *participant-led approach*. Emphasis is laid on building the participant's skills to take responsibility for career development. Therefore the role of the Career Guidance Facilitator is to guide and create an environment for career discovery.

As described below and shown in Figure 3, a workshop activity would usually have 4 main parts:

- a. An activity begins with an orientation from the facilitator to the whole group.
- b. The group then is divided into smaller groups with each group working on a specific sub theme of the activity. This group work is supported by Learning Cards and Worksheets (described in a later section below).
- c. The small group presents its discussions to the whole group, with the facilitator's support. The rest of the group learns from the discussions of each small group.
- d. The facilitator concludes the activity and moves to the next activity.

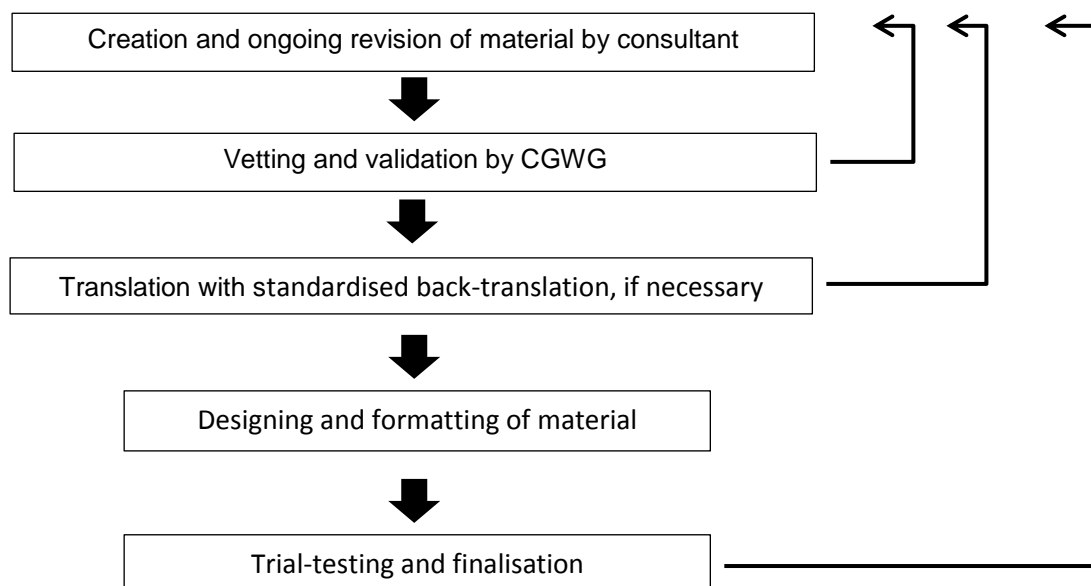
Figure 3: Method and Approach



### 7.3. Iterative Process for Development, Validation and Finalisation of Material

With these clarifications, a clearly defined iterative process was set up between the consultant, the CGWG and the Translation Team, under the supervision of the National Coordinator, for material development. This process is illustrated in Figure 4.

Figure 4: Process for Material Development and Validation



The process was strictly followed and material development and translation proceeded in parallel batches.

## 8. Workshop Tools: Career Guidance Kit

As indicated above, this career guidance programme is activity-based and participant-led. The programme design has no lectures or formal teaching units. The facilitator guides students systematically through a set of activities. Learning is accumulative. The learnings of one activity contribute to the next one and so on throughout the programme. The execution of these activities is enabled through various tools such as student worksheets, flip charts, learning cards and career dictionaries developed with specific reference to Vietnam and compiled in the form of a *Career Guidance Kit*. This Kit was supplied to all facilitators. A brief description of each unit of the Career Guidance Kit and a pictorial representation is provided below.

### 8.1. Training Manual (for the Career Guidance Facilitator)

A detailed training manual was prepared and translated into Vietnamese. This is a skills oriented manual designed for those who would be trained to deliver the programme to students as Career Guidance Facilitators. The manual provides a brief orientation to key constructs related to career guidance to provide facilitators a general background to career guidance. The rest of the manual is dedicated to the skills of career guidance. The manual is organised around the Career Guidance Kit. It provides detailed Facilitator's Notes with step-by-step guidelines for implementing each of the activities. Appendix 3 provides a sample Facilitator's Note for one of the activities. All the activities in the programme are supported by such notes. Figure 5 provides illustrative photographs of the Career Guidance Facilitator's Manual.

Figure 5: Career Guidance Kit: The Career Guidance Facilitator's Training Manual

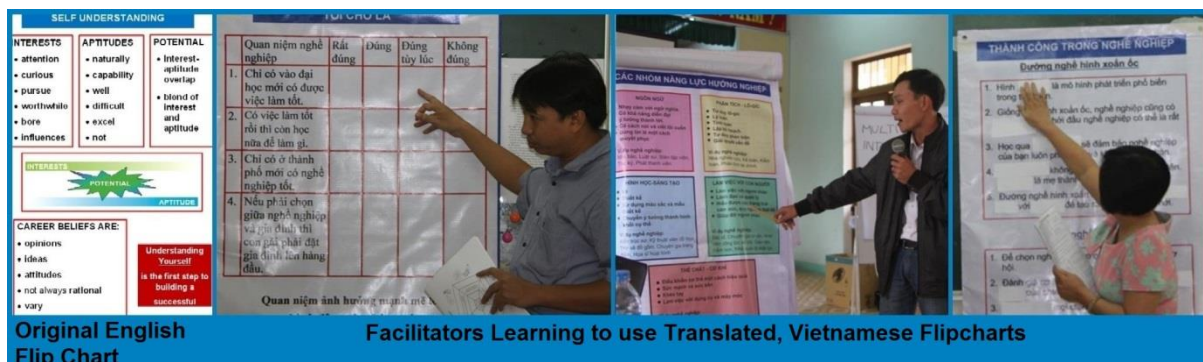


This manual was central to the training of Career Guidance Facilitators. It includes copies of all the other material (flip charts and student worksheets), so that the facilitator can have a personal copy for ready reference when conducting a workshop.

### 8.2. Flip Charts (for Career Guidance Facilitator)

A critical requirement for resources developed for community based interventions is teaching-learning material that would not need too much infrastructural support in the form of electricity or information technology. This is because such resources are often not available on a continuous basis in rural areas. The Career Guidance Kit provides large Flip Charts (A0 Size) that are highly durable. They are large enough to be used in a class room of about 30 to 40 children. Figure 6 provides illustrative photographs.

Figure 6: Career Guidance Kit: Flip Charts

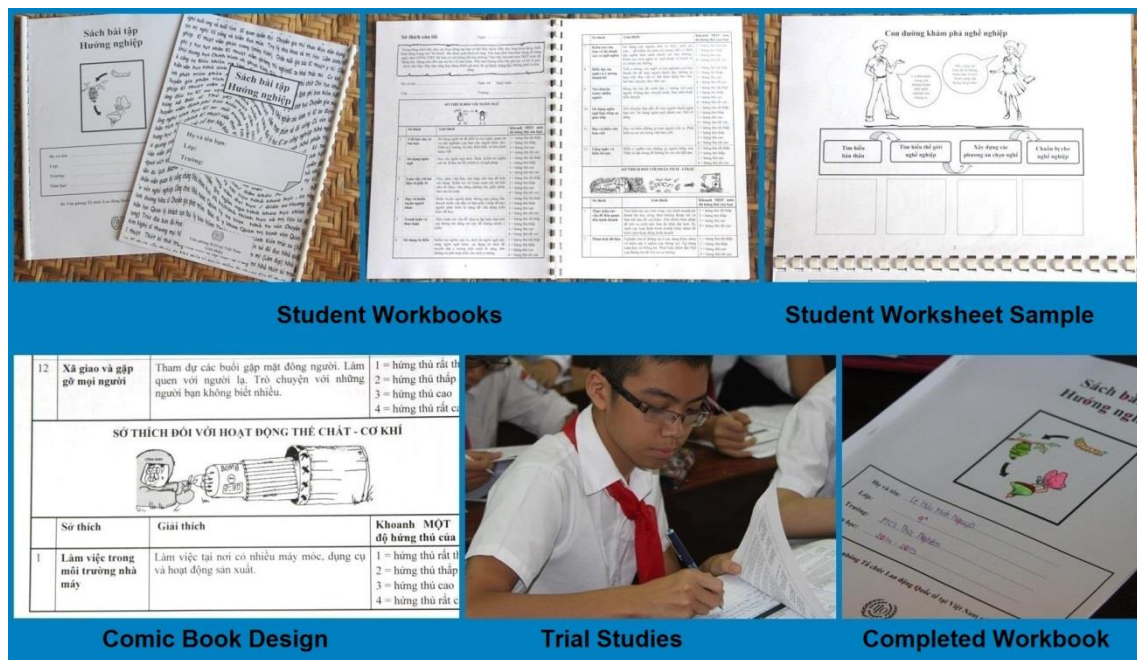


The Flip Charts are designed to support the facilitator for each of the sessions in the programme. Appendix 4 provides a sample Flip Chart.

### 8.3. Student Worksheets

Each activity is supported by specific Student Worksheets. The Kit supplies a Master Set of worksheets. The necessary worksheets are to be photocopied or printed for each workshop. Figure 7 provides illustrative photographs.

Figure 7: Career Guidance Kit: Student Worksheets



The worksheets have been designed keeping a comic book format in mind. Students enter their learnings into the worksheet. All worksheets are compiled and become a Workbook at the end of the modules. Appendix 5 provides a sample Worksheet.

#### 8.4. Learning Cards

The small group activities that occur during the workshops are supported by large (A3 size) Learning Cards. These are pre-prepared cards that match the Student Worksheets. The cards contain career development information based on which members of the small group could have its discussion and fill in their section of the worksheet. Figure 8 provides illustrative photographs of the Learning Cards.

Figure 8: Career Guidance Kit: Learning Cards





The cards also contain interesting anecdotes related to Vietnamese culture and history designed to inspire and create role models. For example some of the Learning Cards carry anecdotes about famous Vietnamese women, scientists and artists, who have made significant contributions to human society. Students discuss these stories and information on the cards to fill in their worksheets and then present their discussions to the rest of the class. The objective of this form of intervention is to promote self-mediation, self-expression and peer learning and also connect students with their own history and culture in relation to ideas about work and career. Appendix 6 provides a sample Learning Card.

### **8.5. Career Dictionary**

While many countries have a national classification of occupations, they do not have a user-friendly career dictionary. This was also the case in Vietnam. Special note may be made of the Career Dictionary developed for this project, since it is a unique element of the programme and is directly connected with an International Labour Organisation product, namely the International Standard Classification of Occupation Version 08 (ISCO-08).

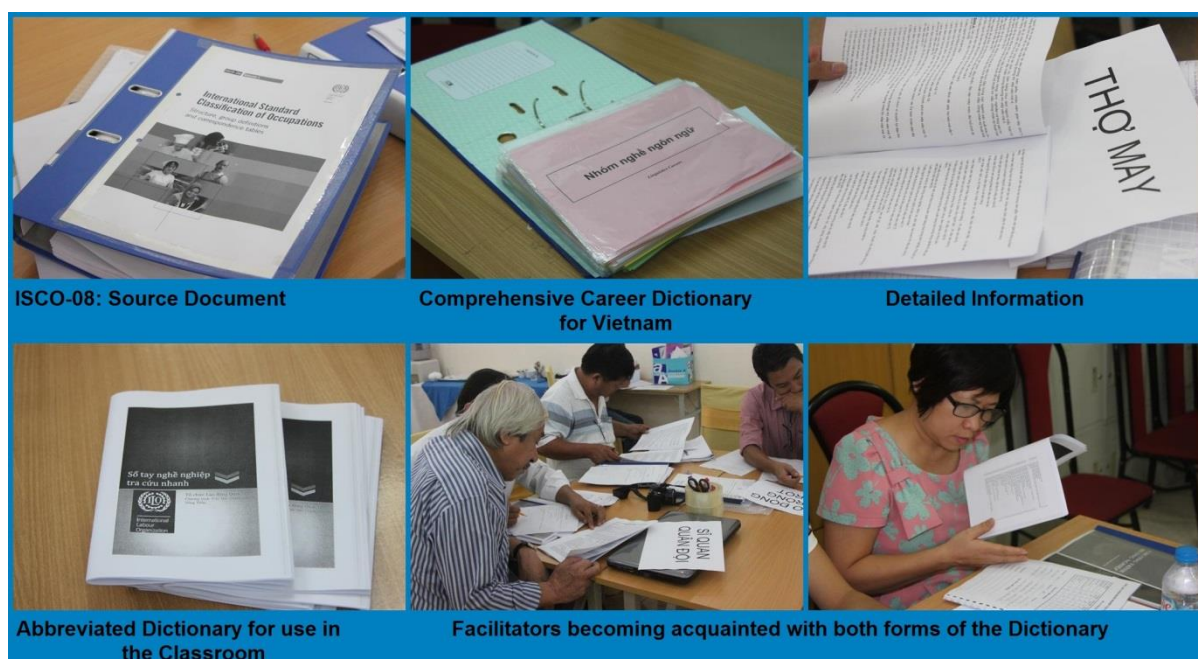
A critical element of the world of work component of any career guidance system is a well-researched, validated and contextually *stable* source of career information that is directly linked to the career development possibilities available within a country. What is meant by stable here is that career names and career definitions are “standard” definitions validated for a country. This is usually delivered in the form of a career dictionary. When such a resource is available, it becomes possible for students to have information about all possible careers open to them. It is also important that such a source of information classifies the identified careers into families based on a valid theoretical reference point. In the absence of such a resource, access to career information can be left to the vagaries of experience and random sources of information.

The steps followed to develop this document for Vietnam are as follows:

- The ISCO-08 was identified as a “source document” since it lists all human occupations.
- Existing Vietnamese occupational classifications were also identified.
- All occupations in the ISCO-08 were screened by the consultant and CGWG to list careers that are viable in Vietnam.
- In this way a “standardised” occupational list, compliant with ISCO-08 codes was developed, comprising 181 occupations, viable in Vietnam.
- Career names were standardised based on the ISCO-08, to ensure uniformity in the usage of career names across the country.
- Similarly, career definitions, descriptions of the task related to a career and specialisations within a career were developed, based on the ISCO-08.
- Each career was aligned to the Vietnamese educational system and the educational pathways for each of the 181 careers were mapped.
- These occupations were then systematically classified into five families based on the Multiple Potentials Framework (Arulmani, 2014). This is a framework adapted from Gardner’s (1983) Theory of Multiple Intelligences and has been successfully used for creating career dictionaries in other Asian countries (e.g. India, Maldives). Further details about the Multiple Potentials Framework are provided in Appendix 7.
- This information was converted into a student level career dictionary format, translated into Vietnamese and incorporated into the Career Guidance Kit.

The Vietnamese Career Dictionary is available in two formats: comprehensive and abbreviated. The comprehensive version provides detailed explanations of each career. See Appendix 8 for an extract from the comprehensive dictionary. The abbreviated version has been prepared for use in the classroom during the workshops to provide students with a quick and simple overview of a wide range of careers and to facilitate their selection of career alternatives. Students can then refer to the comprehensive dictionary for specific information on the careers they have chosen. Figure 9 provides illustrative photographs.

Figure 9: Career Guidance Kit: Career Dictionary



The process of developing the Career Guidance Kit was iterative, cycling through development by the consultant, feedback from the CGWG, pilot trials of the material and revisions by the consultant.

## 9. Conclusion of Phase 1

The primary objective for this phase of the programme was to develop a comprehensive, culturally congruent career guidance programme for Vietnam. At the conclusion of this phase, a complete set of 14 vetted and validated career development activities were developed, with all the necessary supporting tools. The programme format had been formalised to be delivered in nine, 45 minutes sessions, within the school time table. Appendix 9 provides an overview of the activities along with the associated materials, themes and the time requirement.

The tools were finalised by late December 2014. Production and printing were then undertaken to prepare the first set of kits based upon which the first batch of facilitators would be trained. With this, the tasks related to Phase 1 were completed.

## Phase 2 (January 6<sup>th</sup> to November 30<sup>th</sup> 2014)

The tasks outlined for of this phase were to:

- Prepare and deliver a training programme on career guidance for rural youth for Career Guidance Facilitators based on the material that was developed in Phase 1.
- Facilitate the establishment of a monitoring and evaluation system.

These tasks were accomplished on site in Vietnam from January 8th to 25th 2014. An overview of this phase is provided in the sections below.

## 10. Training of Career Guidance Facilitators

### 10.1. Selection of Trainees

All through this project ILO-Hanoi attempted to ensure that all teams were well represented by officials *both* from Education and well as TVET. With this basic aim in view, one of the parameters set for selection of trainees was that individuals would be selected from both these departments. The

consultant prepared a format for the selection of trainees along with an application form which was also used to clearly inform applicants of their roles and responsibilities. The format and application form are provided in Appendix 10.

The basic eligibility criteria to qualify to apply for the training were as follows:

- interest in career guidance.
- willingness to undergo the training and conduct the programme as per specifications.
- minimum 20 years of age.
- at least 3 years of service remaining.
- experience of working with students and/or youth for at least 3 years, *not* including teaching experience.
- excellent communication skills in Vietnamese.

A total of 29 individuals were selected. In addition, other high ranking officials from the departments of education and TVET also attended as observers.

### **10.2. The Career Guidance Facilitators' Training Programme: A Summary**

The training was conducted in Bac Quang Nam Vocational Training School, Dien Ban district, Quang Nam province. It was conducted in English with complete, consecutive interpretation into Vietnamese. All training material was provided in Vietnamese.

The course aimed to achieve four key outcomes and was designed to ensure that successful trainees would acquire skills to:

- Deliver workshops using the Career Guidance Kit to students in Grade 9 and/or 12 and to TVET students.
- Adapt the Career Guidance Kit to address the career development needs of older youth.
- Disseminate careers information in a student/youth friendly manner.
- Organise programmes to inform young people about the contemporary world of work.

The training was designed to be delivered in a workshop format over a period of six days. The first five days were devoted to the actual training. About 20% of the inputs were focused on conceptual foundations and the rest of the time was dedicated to helping the trainees gain the skills for career guidance with specific reference to the Career Guidance Kit described above.

The course was organised around the four key elements of career guidance described earlier and focused on the theory and skills underlying:

- Promotion of *self-understanding* to help students discover personal potentials.
- Basic concepts related to the labour market and understanding the *world of work*.
- Helping students develop *career alternatives* based on their self-understanding and their knowledge about the world of work.
- Helping students optimise their career alternatives through systematic *career preparation*.

Particular and strong emphasis was laid on ensuring that all trainees gained the necessary skills to administer, score and interpret the assessment devices accurately and meaningfully.

An important aim of the course was for trainees to become fluent in the use of the Career Guidance Kit. Therefore the training focused on multiple opportunities for trainees to practice using the kit, in small groups as well as before their peers. Trainees were provided ongoing feedback about their strengths and limitations. Since most of them were experienced teachers, they were already skilled at teaching and communication. The focus was on helping them gain mastery over the Career Guidance Kit to conduct workshops. Appendix 11 provides the Time Table followed for the training. Figure 10 provides illustrative photographs.

Figure 10: Training of Career Guidance Facilitators



It is well known that facilitators' own views about career development strongly affect their career guidance delivery. With a view to addressing trainees' attitudes to career development, the course created space for noting others' view points, for peer learning and for introspection. Data collected from the survey conducted during Phase 1 was extensively used during the course to inform trainees about trends in their client group's orientations.



### 10.3. Practice Sessions with Students

The sixth and final day of the training was an important one. On this day, trainees were required to use the materials on which they had been trained, develop a two hour practice intervention and deliver this intervention to 9<sup>th</sup> grade students. This session was conducted in the Le Ngoc Gia Junior Secondary School, Dien Ban district, Quang Nam province. Figure 11 provides illustrative photographs.

Figure 11: Practice Session with Students



#### **10.4. Feedback and Debrief**

Trainees were systematically observed during the Practice Workshop by the consultant and the National Coordinator using a formal observation template. Their grasp of the content of the programme and their skills for delivering career guidance were rated. At the end of the practice session, trainees were given concrete feedback, in writing, highlighting their strengths and also making recommendations for improvement. A sample of the observation format is provided in Appendix 12.

#### **10.5. Outcomes of the Training Programme**

The design of the course included a pre and post assessment of participants' career guidance knowledge. Participants comprised a total of 34 individuals. Of these, 5 were not included in the analysis since they were observers and 3 trainees did not complete the questionnaire at T3. Therefore the assessment was conducted on a total number of 26 individuals.

##### **10.5.1. Tool Used**

The Career Guidance Training Outcomes Questionnaire (CGTOQ) has been developed specifically for the purpose of assessing the outcomes of short term career guidance training courses (Arulmani, 2011). Please see Appendix 13 for further details about this test.

The CGTOQ was translated into Vietnamese and back translated into English. The author of the test examined the back translation and highlighted mistranslations. These changes were incorporated through an iterative process and the Vietnamese version of the CGTOQ was finalised.

##### **10.5.2. Method**

The CGTOQ was administered to all trainees at the beginning of the training course (T1), before they received any training inputs. The questionnaire was administered once again, at the end of the course (T2) after all the training inputs, including the Practice Session had been completed.

##### **10.5.3. Findings**

Appendix 14 provides the details of the scores obtained by each trainee before and after the training programme. Overall, an increase of approximately 2 points is seen in the mean CGTOQ scores between T1 and T2. In the absence of a control group, this increase cannot be attributed entirely to the training programme. However, since this was a residential course and trainees were involved in the training full time, there is a strong likelihood that it was the pilot career guidance course that improved trainees' knowledge of career guidance. It is also noted, that by and large, the highest gains are recorded by those who had the lowest scores at T1. At the individual level, the quantum of increase in scores ranges from "no increase" to a "substantial increase" of 5 points in some cases.

The trends seen on the CGTOQ with this group are in keeping with trends seen with other groups on which the CGTOQ has been used. Overall, an increase in scores has been seen, with some individuals gaining more than others.

With this, the training component of the consultancy came to an end.

### **11. Establishing a Monitoring and Evaluation System**

A critical requirement from this project for ILO-Hanoi was to demonstrate the *impact* of the programme and thereby show evidence of its relevance to Vietnam. Establishing a monitoring and evaluation system was also a requirement of the project. Against this background it was decided that a full experimental study would be undertaken with two objectives. One objective would be to demonstrate the impact the programme. The second would be to use this research exercise to develop and build capacity for a comprehensive monitoring and evaluation system. The following steps were taken to achieve this outcome.

### **11.1. Central Construct for Demonstration of Impact**

“Career” is a Western construct that emerged within a context of materialistic individualism wherein the individual is required to make independent choices based upon a rational evaluation of existing career development possibilities. In such contexts, the individual is prepared by his/her culture from the early years to make choices. However, many Asian contexts, including Vietnam, are collectivist in orientation. Important decisions are often made by “others” in the individual’s life such as parents and elders. Social forces such as prestige play a powerful role in decision making. Economic forces such as the emergence and availability of career opportunities also have a strong influence on career choices. The literature has indicated that in such contexts, individuals may not be sufficiently prepared to make career decisions.

The initial survey in the Phú Thọ and Quảng Nam provinces of Vietnam indicated that high school students may not be adequately prepared with the skills necessary to make effective career decisions. Of interest to this monitoring and evaluation exercise, therefore, is the construct of Career Preparation Status.

Career Preparation Status, refers to the individual’s *readiness* to make career decisions (Arulmani, 2012) and the degree of *decidedness* about one’s career plan (Kleiman & Gati, 2004). It has consistently been noted that the state of readiness to make career decisions is an important predictor of the success of career guidance interventions (Arulmani & Nag-Arulmani, 2006). Gaining insights into the patterns of readiness for making important career decisions amongst high school students would be helpful to understand the impact of the pilot Career Guidance Programme. It was hypothesised that an improvement in the career preparation status of those who attended the career guidance programme described above, would be an indicator of impact of the programme. Hence career preparation status was identified as a key indicator for assessment of impact as well as for ongoing monitoring and evaluation.

### **11.2. Career Preparation Status Questionnaire**

The Career Preparation Status Questionnaire (CPSQ) (Arulmani, 2012) measures the student’s level of readiness to make career decisions. The CPSQ gathers information related to five categories: general orientation, self-understanding, understanding the world of work, career alternatives, and career preparation. This questionnaire takes a mixed methods approach to data collection and uses different kinds of question formats. Some questions are quantitatively oriented and have “right” and “wrong” answers. Other questions require the respondent to write a short response to a question and are qualitatively oriented. A detailed scoring manual provides the CPSQ’s scoring key. Appendix 15 provides further information about the CPSQ.

The original version of the CPSQ was examined for its relevance to students in Vietnam through an initial survey and by asking the CGWG from their opinions. The necessary changes were made and the CPSQ was translated into Vietnamese using a standardised back translation procedure. Appendix 15 provides further information about the translation and adaptation of the CPSQ. This version was trial tested on a sample of students and accepted as a relevant tool to assess students’ career preparation status in Vietnam.

The final CPSQ for Vietnam (CPSQ - V) comprises a total of 18 items. The minimum obtainable score is 0 and maximum is 44.

With a view to also collecting information about other variables related to career development, a survey-type questionnaire was created to cover the following themes: socioeconomic status, gender, age, ethnicity and parental occupation.

### **11.3. Research Design and Methodology**

A quasi-experimental design using a pre intervention (T1) and post intervention (T2) assessment format was adopted. The best performing career guidance facilitators trained through the programme described above were selected to deliver an adapted version of the career guidance programme. The main adaptation to the programme was that it was delivered as two half day sessions spread over two

weeks, rather than in nine, 45 minute modules. The facilitators were trained in the method of data collection which required them to administer the CPSQ before they began the intervention (T1) and after the intervention was completed (T2). Appendix 16 provides a summary of the guidelines given to this team for implementation of data collection.

Since grades 9 and 12 are important milestones in the individual's career development, the sample comprised students in these grades. It was possible to obtain permission to conduct the study in the 12 schools in the Quang Nam, Thua Thien Hue and Phu Tho provinces. All students in these schools were included in the study. Schools were randomly assigned to the control and experimental conditions. The control group did not receive the intervention during the period of the study.

Data was collected from a total of 1852 students. However, 379 protocols could not be used since they were incomplete or students did not attend the T2 data collection exercise. The control group suffered severe attrition with large numbers of students not returning for the T2 phase of data collection and large numbers of them not completing the questionnaire at T1. The final tally of usable protocols was 1473 for the experimental group and 134 for the control group.

A team of experienced researchers from the Vietnam Institute of Educational Sciences were trained in the scoring scheme of the CPSQ and were tasked with scoring and data entry.

#### **11.4. Data Analysis**

This research was interested in the magnitude of change before and after the intervention on career preparation status. Hence Difference Score (also known as the Gain Score) was selected as the appropriate measure. In the case of CPSQ, the maximum possible gain score is 44. This is an unlikely score to obtain since it implies that the student scored 0 (the minimum possible score) at T1 and 44 (the maximum possible score) at T2. However, this figure provides an indication of the maximum possible impact the intervention can have.

#### **11.5. Findings**

The sample's responses to the CPSQ and the socio-demographic indicators have provided rich data for further understanding the orientations to work and career in Vietnam. At the time of writing this report a detailed analysis of the data has not been completed. However initial analysis indicates that the by and large, while there is a large range, the programme has resulted in significant gains in career preparation status. Gain scores range from a maximum of 36 points to a minimum of 1 point, with the mean gain score lying at around 7 points.

Given the size of the control group at the end of the study, the original plan of comparing control and experimental groups was not statistically viable. However a cohort was created within the experimental group to match the control group. Comparisons between these two groups revealed that the mean gain score recorded by the control group was 1 while the experimental group recorded a gain score of 6.4.

These trends indicate that the programme has had positive outcomes on the sample's career preparation status.

#### **11.6. Monitoring and Evaluation Systems**

The exercise of conducting the impact analysis created the following outcomes that contribute to the establishing of monitoring and evaluation systems:

- A reliable construct, namely *career preparation status*, has been identified, that could be used for scrutinising the outcomes of any further monitoring and evaluation exercises.
- A reliable tool, namely *Career Preparation Status Questionnaire (CPSQ)*, has been adapted for use in Vietnam to conduct any further monitoring and evaluation exercises.
- Capacity has been built within Vietnam for monitoring and evaluation, covering skills for data collection, data analysis and interpretation.

With this, it can be assumed that a culturally relevant system for monitoring and evaluation of this career guidance programme has been established in Vietnam.

## **12. Conclusion of Phase 2**

The objectives for this phase were to build capacity for the delivery of career guidance services and establish a monitoring and evaluation system. At the conclusion of this phase, a team of Career Guidance Facilitators had been trained to deliver career guidance using the Career Guidance Kit. Systems for monitoring and evaluation were established by conducting a fairly large scale impact study of the pilot roll out of the programme. Key constructs that could be used for ongoing monitoring and evaluation had been identified, along with the standardisation of assessment tools as well as the building of capacity to conduct monitoring and evaluation exercises.

## **Phase 3 (August 15th to 28th 2014)**

The remaining period of the contract was designated to provide occasional offsite follow-up for 10 months after the training. However the pilot version of the programme described above proved to be highly effective and this led a request from the Ministry of Education and Training (MOET) to upscale the project. The government's intention was to upscale the project to about 110 schools in a wider range of provinces. The requirement therefore was to identify and build the capacity of a team to become Career Guidance *Trainers* (CGT). Hence the existing contract was extended to include a further onsite visit and the consultant was tasked with the responsibility of creating a team of Career Guidance Trainers. The steps taken to meet this requirement are described below.

## **13. Selection of Candidates for Career Guidance Trainers' (CGT) Training**

The following eligibility criteria were suggested by the consultant for a person to be selected for the CGT course.

- Successfully completed all components of the Career Guidance *Facilitators'* training provided earlier.
- Scored at least 8 marks (out of the possible maximum obtainable score of 13) at T2 on the Career Guidance Training Outcomes Questionnaire.
- Excellent communication skills in Vietnamese.
- Some knowledge of the Vietnamese school and higher education system.
- Teaching experience of minimum 2 years.
- Strong interest in career guidance.
- Commitment to conduct training sessions.
- Earlier experience as a trainer (desirable).
- Knowledge of Psychology (desirable).

While these eligibility criteria were accepted by and large, the government wanted its experienced teacher trainers to also be trained in the career guidance methodology. Since these individuals were not trained in the principles of career guidance, a second Career Guidance Facilitator's course was planned and delivered.

## **14. Second Career Guidance Facilitator's Course**

The second Career Guidance Facilitator's Course was attended by senior teacher educators with experience in curriculum development and execution of training programme. Hence the original course was abbreviated and delivered in four days, including the Practice Session with students. A total of 9 individuals received the CGF training in this batch. Appendix 17 provides the time table for this training course.

## 15. Career Guidance Trainer's Course

### 15.1. Objectives

All individuals selected for this course fulfilled the eligibility criteria listed above. Some of them were from the first batch of the Career Guidance Facilitators. These individuals were relatively younger than those selected from the second batch of Career Guidance Facilitators. Their experience as trainers was somewhat limited. With this in mind, two objectives were set for the Career Guidance Trainers' Course:

- *Training Skills.* In order to sharpen the group's skills to become trainers, focus was brought to bear on the following specific skills:
  - Communication Skills: Verbal and Non Verbal.
  - Understanding and managing Group Dynamics.
  - Use of training tools: Flip Charts, Black Board, Power Point.
  - Techniques of training.
  - Methods of debriefing and giving feedback to trainees.
- *Knowledge of Career Guidance.* Trainers require a broader perspective of the principles of career guidance and the capacity to view the Career Guidance Kit from a training perspective. Hence the following specific themes were targeted:
  - Basic orientation to key constructs in career psychology, labour market, methods of career guidance, occupational classification (ISCO), psychological testing and international perspectives of career guidance.
  - Gaining mastery over the Career Guidance Kit, such that each trainer would be able to train facilitators to deliver career guidance using this kit. The bulk of the time was spent on this aspect of the training.

A Career Guidance Trainers Manual was developed and translated into Vietnamese keeping these objectives in mind.

### 15.2. Programme Design and Tasks of CGTs

The CGT course was designed to equip candidates with knowledge, skills and tools to train others to become Career Guidance Facilitators. The primary task of the CGT would be to conduct Career Guidance Facilitator's training workshops with the aim of ensuring that their trainees develop the skills to implement the career guidance programme, using the Career Guidance Kit. Further details of the specific skills to be transferred by the CGT to the CGF are described in Appendix 18. The CGT is also expected to directly deliver career guidance services as facilitators, if necessary.

The course blended theory with practice with a strong emphasis on transferring skills for training to others who would function as Career Guidance Facilitators. It was delivered over four full days. The time table and specific details of the content of the course are available in Appendix 19. A total of 16 individuals successfully completed the Career Guidance Trainers Course.

## 16. Conclusion of Phase 3

The primary objective for this phase of the programme was to build the capacity of Career Guidance Trainers who would train Career Guidance Facilitators. At the conclusion of this phase, 16 persons had been trained to train others to implement career guidance using the Career Guidance Kit.

## Completion of Tasks

### 17. Summary

This contract was executed in three phases. Given below is a summary of activities conducted to achieve the tasks associated with each phase.

Date	Tasks as per Terms of Reference (ToRs)	Completion of Tasks
<b>Phase 1:</b>  October 22 <sup>nd</sup> to December 20 <sup>th</sup> 2013. <i>(On site:</i> November 17 <sup>th</sup> to 27 <sup>th</sup> 2013)	<i>Extract from Contract Number: 40113006/0</i>  1. Collect information relevant to career guidance...	<ul style="list-style-type: none"> <li>• A thorough desk review on themes related to career guidance in Vietnam was conducted by the consultant.</li> <li>• Intensive interactions were held with the project leader (the National Coordinator), which included her visit to India and interactions with career guidance specialists in India.</li> <li>• A Vietnamese Career Guidance Working Group (CGWG) composed of high ranking officials with relevant experience was created. The group was provided the necessary orientation and training by the consultant.</li> <li>• The conceptual framework for the project was clarified.</li> <li>• The consultant visited Vietnam to complete training of the CGWG and the Translation Team and to conduct a systematic survey of the target group. The survey also trial tested samples of tools, methods and techniques.</li> </ul> <p>These exercises created a sound platform upon which relevant tools could be developed.</p>
	2. Prepare a guide and related materials in English to carry out career in schools and Vocational Training Centres (VTC) of Vietnamese rural areas.	<p>The specific requirements for career guidance material and personnel were identified through the exercises described above. A Career Guidance Kit was created comprising the following units:</p> <ul style="list-style-type: none"> <li>• Training Manual Career Guidance Facilitator.</li> <li>• Training Manual for Career Guidance Trainer.</li> <li>• Flip Charts.</li> <li>• Student Worksheets.</li> <li>• Learning Cards</li> <li>• Career Dictionary.</li> </ul> <p>The Kit was comprehensively trial tested and vetted by the CGWG.</p>



Date	Tasks as per Terms of Reference (ToRs)	Completion of Tasks
<b>Phase 2:</b>  January 6 <sup>th</sup> 2014 to November 30 <sup>th</sup> 2014 (On site January 8 <sup>th</sup> to 25 <sup>th</sup> 2014)	<i>Extract from Contract Number: 40117917/0</i>  1. Prepare and deliver a training programme on career guidance for rural youth for Career Guidance Facilitators	The following steps were taken to achieve this task: <ul style="list-style-type: none"> <li>• A six day training programme was created and delivered in the workshop format.</li> <li>• About 20% of the inputs were focused on conceptual foundations and the rest of the time was dedicated to helping the trainees gain the skills for career guidance with specific reference to the Career Guidance Kit described above.</li> <li>• The training included a practice session with students.</li> <li>• Trainees were given continuous, formative and summative feedback over the course of the training.</li> <li>• Assessment of outcomes of the training indicated a significant increase in trainees' knowledge and skills of career guidance.</li> <li>• A total of 29 individuals were trained.</li> </ul>
	2. Facilitate the establishment of a monitoring and evaluation system.	Evidence to demonstrate the effectiveness of the career guidance programme was a requirement for ILO-Hanoi. The establishment of a monitoring and evaluation system was blended with the requirement for assessment of impact. The following steps were taken: <ul style="list-style-type: none"> <li>• A quasi-experimental design using a pre intervention (T1) and post intervention (T2) assessment format was adopted.</li> <li>• Assessment of impact across 1473 students in grades 9 and 12 indicated that students gained substantially in their preparedness for career planning and development.</li> </ul> This study provided the platform for the development of a comprehensive monitoring and evaluation system that comprised the following: <ul style="list-style-type: none"> <li>• A reliable construct (career preparation status) has been identified, that could be used for scrutinising the outcomes of any further monitoring and evaluation exercises.</li> <li>• A reliable tool (CPSQ) has been adapted for use in Vietnam to conduct any further monitoring and evaluation exercises.</li> <li>• Capacity has been built within Vietnam for monitoring and evaluation, covering skills for data collection, data analysis and interpretation.</li> </ul>



Date	Tasks as per Terms of Reference (ToRs)	Completion of Tasks
<b>Phase 3:</b>  <i>On site</i> August 15 <sup>th</sup> to 28 <sup>th</sup> 2014	<i>Extract from Contract Number: 40117917/1</i>  1. Conduct a Career Guidance Facilitator's course for professionals from the Ministry of Education and Training (MOET).  2. Conduct a Career Guidance Trainers course for individuals selected from MOET and other trained Career Guidance Facilitators.	The success of the pilot programme won the attention of the Ministry of Education and Training and ILO-Hanoi was requested to first train a second batch of facilitators and then build a team of Career Guidance Trainers. These tasks were achieved as follows: <ul style="list-style-type: none"> <li>A second Career Guidance Facilitators course was conducted. Since this group comprised experienced teacher educators the original course was abbreviated to 4 days, including the Practice Workshop with students. All other components of the course remained the same as the course delivered for the first batch of Career Guidance Facilitators. A total of 9 persons were trained.</li> <li>A Career Guidance Trainers course was designed. The course was aimed at widening the group's knowledge of career guidance and sharpening their skills as trainers, with particular emphasis on training others to use the career Guidance Kit. The training was delivered over four full days. A total of 16 persons successfully completed the course.</li> </ul>
On completion of the above, until November 30 <sup>th</sup> 2014	Provide ongoing support off location to ILO-Hanoi National Coordinator.	Ongoing support has been provided offsite, over this period primarily through email.

## 18. Status at the Conclusion of the Contract Period

At the conclusion of the contract period, all tasks listed in the contract have been accomplished and capacity for comprehensive career guidance in Vietnam has been established by developing a Career Guidance Kit, supported by Training Manuals, a team of Career Guidance Facilitators and Career Guidance Trainers.

At the time of writing this report, the Career Guidance Trainers team had completed training close to 300 Career Guidance Facilitators (school teachers and TVET trainers). This implies that approximately 13,000 youth will be reached through 120 rural schools and centres. From the government side, the intention is to test the relevance and effectiveness of the tools across a larger sample. If the tool continues to show relevance and effectiveness across a wider range of regions it will be considered as the primary tool for career guidance activities by schools and teachers throughout the country. In the long run, the tool will also be used as reference material for the revision of the text book for career guidance at the national level.

## **A Parallel Assignment: Overview of Student Streaming, Technical and Vocational Educational and Training (TVET) and Career Guidance**

At the conclusion of this report I draw attention to a parallel, separate development, not related to the contract discussed above. ILO Hanoi is supporting the National Assembly of Vietnam in the revision of their Technical Vocational Education and Training (TVET) Law. I was invited to take up a short assignment to develop a comprehensive review document on the linkages between technical vocational education and training (TVET), career guidance and student streaming for presentation to the concerned subcommittee of the National Assembly of Vietnam. This included a presentation at a national workshop in Hanoi and the submission of a comprehensive review document.

In addition to raising awareness amongst high ranking decision makers, this assignment served to lay preliminary foundations for policy creation to mainstream career guidance services in Vietnam.

### **Recommendations**

The recommendations that follow focus on consolidation of what exists and suggestions for future development of career guidance services in Vietnam.

#### **Recommendation 1: Strengthen and Sustain the Career Guidance Facilitators and Trainers and Consolidate Gains.**

- 1.1. Formalise a National Association. Ideally, this association would be an independent legal entity managed by an elected board, with rules for membership, membership fees, guidelines for ethical and best practice and such features that would bind the group together.
- 1.2. Create a website for the Association.
- 1.3. Issue a Certificate of Membership from the National Association. All members could receive a Certificate of Membership, which they can print and use in their CV's and/or display in their career guidance centres.
- 1.4. Create a platform for ongoing communication. Ideally this could be an internet based service that facilitates through the Association website, communication between members, posting of new information, provision for question and answer, dialogues and such features that would keep the group communicating with each other. Use Social Media. Consider a Facebook page for practitioners and/or a Twitter system.
- 1.5. Offer professional up-gradation services through national conferences, workshops and training programmes. This could be through a physical organisation of such events or through the internet in the form of webinars.
- 1.6. Create a practitioners' magazine through which practical articles, reports from different parts of Vietnam, case studies and similar practitioner-level material could be carried. This could be circulated electronically as an e-magazine.
- 1.7. Acknowledge Accomplishments. Institute prizes, honourable mentions, commendations for best practice, innovations, diligence, impact on national mainstream and so on. The prize could be given at the national conference or publically across the internet. Sponsors could be identified for these prizes and the prize could even be a fully sponsored trip to the national conference.
- 1.8. Raise the profile of the programme amongst the general public by disseminating information about the programme through the popular media such as newspapers, magazines, radio and television. Actively solicit and create a presence in the media.

- 1.9. Produce scientific papers from the data generated through the monitoring and evaluation component and submit for publication in peer reviewed journals.
- 1.10. Similar to resources for facilitators, create an internet based resource for recipients (students and youth). Place career information which they have already been exposed to during the programme (e.g., educational pathways), and new career development resources on the internet for easy access.
- 11.11. The programme at present does not have a unique name. The identity of the programme would be strengthened if it is given a contemporary, youth-friendly name.

### **Recommendation 2: Strengthen Opportunities for Work Experience**

- 2.1. Widen employer involvement in the programme.
- 2.2. Formalise systems for apprenticeships, work-experience, internships, work shadowing, career fairs and activities that will bring the student closer to the world of work.
- 2.3. Create viable opportunities for part-time work for students, during their studies as a part of curricular requirements.
- 2.4. Create formal systems for partnership between VET institutions and industry both for students as well as VET teachers.
- 2.5. Formalise industry-exposure as a requirement for the professional development VET teachers.
- 2.6. Formalise systems for work-place learning during VET.
- 2.7. Begin a process to institutionalise work experience opportunities both at the level of policy as well as employer engagement.

### **Recommendation 3: Include the Family**

- 3.1. Conduct programmes to improve parents' knowledge about career development.
- 3.2. Actively solicit information from the parent, through the student on their opinions about their child's career development.
- 3.3. Create in-home activities that facilitate genuine interactions initiated by the student, between the student and his/her parents about career development and parents' wishes and opinions.

### **Recommendation 4: Expand the Programme to Reach Other Age Groups**

- 4.1. The present programme best addresses the needs of students in Grade 9. Identify the career development needs of students in Grade 12 and expand the existing programme needs.
- 4.2. Expand the career preparation aspect of the programme to address the needs of youth, such as skills for job search, job application and navigation of the labour market.
- 4.3. In the case of rural youth, take a two pronged approach: Firstly, use career guidance to help them become acquainted with all the careers that are possible in rural areas. Secondly, prepare those rural youth who want to move to the city, such that they arrive in the city pre-prepared with career development skills.

## **5. Institute Career Guidance as Profession for the Country**

- 5.1. Formally recognise career guidance as a profession in the country.

- 5.2. Professionalise the service. Provide adequate resources for the training of guidance professionals and for the delivery of career guidance services. This could be at various levels: skills oriented certificate or diploma courses or more comprehensive courses leading to university degrees.
- 5.2. Provide adequate resources for the on-going training of guidance professionals and for the delivery of career guidance services.
- 5.3. Ensure that the service is available to all young people and all workers at different stages of their career development.
- 5.4. Ensure that the system is well informed by labour market information.
- 5.5. Build a comprehensive network by creating partnerships with employers.

## Conclusion

ILO-Hanoi has been highly strategic in implementing this project. All the important stakeholders have been kept informed and drawn into the programme, such that at the end of the contract period, the programme is well on its way to being integrated into the system.

The results of the monitoring exercise show positive gains all through the project period. In some studies these gains are remarkable. While these gains are not to be belittled it is also clear that the gains can become significantly greater. Ideas to consolidate the programme have been presented in the Recommendations section above.

A career is not merely a job. It is a person's vehicle for manifesting his/her potentials not only for personal prosperity but also for the progress of society. Moving to this broader perspective, I conclude with the following points.

A wide range of social, political, economic and cultural factors influence career decision-making. In the absence of career guidance, career choices could be linked with occupations that are sometimes merely artefacts of economic cycles. In such situations the young person could fall a victim to short-term human resource requirements emerging from the labour market. While labour market trends are a powerful influence on career development, effective career guidance is not chained to economic cycles. An individual has the highest chances of finding success through a career for which he or she has the strongest personal interest and aptitude. At the same time, it is highly possible that economic exigencies may be such that the luxury of choice may not be an option for some young people. Helping the individual at the practical dimensions of finding a job and earning a livelihood are also essential features of an effective career guidance system.

Vietnam occupies an important position in economic landscape of South East Asia. New possibilities for career development are constantly emerging. Career guidance in this context has certain special dimensions, and an attempt has been made to develop a career guidance programme that fits into these requirements. The initial brief for this project was to prepare a guide and related materials to carry out career in schools and Vocational Training Centres in Vietnam. However these requirements expanded and we have been able to develop tools that are well-grounded in the cultural and economic realities of Vietnam in the form of a Vietnamese Career Guidance Kit. We have also been able to build capacity in the form of Career Guidance Facilitators for the delivery of career guidance using this Kit as well as for the ongoing training of Facilitators through a team of Career Guidance Trainers. Interest in career guidance in Vietnam is rapidly growing. Particularly strong evidence that illustrates this interest is the invitation to make a presentation on career guidance to Vietnam's National Assembly. Vietnam is therefore uniquely positioned to optimise career guidance services for the effective deployment of its labour force. A key factor to be kept in mind as career guidance services are up-scaled to spread around the country, is that *quality benchmarks are never compromised*. If quality is to be maintained, the capacity building of the career guidance work force must be viewed not as a one-time effort but as an ongoing process, that is in tune with the country's changing economic and employment trends.

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## Appendices

**Note:**

All material shown in the following appendices are the English Originals.

This material was then translated into Vietnamese and formatted for printing.

The English versions are shown here for ease of reading.

## Appendix 1

### **Recommendations for Formation of Working Group Based on Initial Discussions**

It has been recommended that a Working Group would be formed to assist in preparing teaching-learning material for a guide on Career Guidance for Rural Areas in Vietnam. The requirements of the working group are as follows:

- Approximate number required: about 4 to 5 persons.
- Background:
  - Individuals are who are used to working with the target group of the project.
  - Individuals with sufficient fluency in English and Vietnamese to translate the material.
  - Individuals who can access career guidance information such as: Educational Pathways toward all (or as many as possible) careers in Vietnam.
  - Individuals who can access information about colleges/institutes where such courses are offered.
  - Individuals who have the capacity to integrate information and plot it into simple easy to understand language.

#### **Requirements of the Working Group:**

##### **1. Working Group: Overall Functions:**

- a. Validate **content** for the development of teaching-learning material for the career guidance programme. The material would be provided by Gideon.
- b. Support **translation** of already existing material from English to Vietnamese.

##### **2. Working Group: Specific Requirements:**

- a. Assist in the translation of the Career Dictionary. This would amount approximately to about 200 careers. That is about 200 pages, of roughly 150 words per page. The material will be supplied by Gideon.
- b. Assist in the translation of Student Worksheets. This would amount to approximately 30 worksheets of roughly 50 to 70 words per page. The material will be supplied by Gideon.
- c. Assist in the collation of data to create Career/Occupational Pathways for each career in the Career Dictionary. The material would be provided by Gideon.
- d. Assist in the collation of General Information related to career development: Example: a list of eligibility criteria for specific courses; types of qualifications (certificate, diploma, degree), entrance examinations etc. Templates and samples will be provided by Gideon.
- e. Assist in the collation of Information about Schemes and Resources related to career development: Example: Information about different schemes, scholarships and other benefits offered by the government and other agencies for different categories of students. Templates and samples will be provided by Gideon.

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**Field Trips for Pilot Survey: Orientation to Career Guidance Working Group****Main Objectives:**

1. Check the frequency of occurrence of items in the Multiple Interests Inventory.
2. Collect information for fresh items.
3. Collect information for building Strengths and Accomplishments Questionnaire.
4. Collect information for developing other activities.

**Sources of Data:**

A data collection format has been created with two sections: Section 1: Interest Profile and Section: 2: Other Questions. This has been developed in two versions for the following groups:

1. Students.
2. Teachers + Parents.

The two versions are slightly different from each other. Please study the versions carefully.

**Method of Data Collection:**

1. Make a short introduction covering the following points:
  - Who are we?
  - What is career guidance: a scientific way of helping students find the best pathways for the development of their lives.
  - Why we are here: To collect information and data that we can use to create a method of career guidance that is suited and relevant to Vietnamese students.
  - Please cooperate to provide as accurate information as possible, so that we can create a good system. If there any doubts please ask us for clarification.
2. Instructions to be given:
  - Use the instructions given on the sheet. Read and explain clearly.
  - First complete the Interest section, then move to the Other Questions.
  - If any respondents are unable to write, ask them to indicate. Talk to them and write down their responses.
3. Making clarifications:
  - This is not a test, but a data collection exercise. So please explain and provide support as much as possible.
  - Move around the class room to ensure that the information is being filled up correctly.
  - The exercise is not timed. But people should not take too long to answer.
4. Collection of data sheets:
  - When collecting the data sheets, please check for any unanswered items and encourage participants to complete. If they are unable to complete, ask why (e.g., don't know, don't understand, not relevant etc) and make a note of the item that was difficult to understand.
  - Data sheets are to be numbered sequentially. No numbers are to be repeated.
5. Data Extraction:
  - See attached excel sheet.
  - The data extraction schedule will be worked out once the survey has been completed.

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**Sample Facilitator's Note: Extract from Facilitator's Training Manual****Student Workshop 3: Activity 5****Title:** *Self Understanding***Open the session with a brief review of the earlier session.**

**Content:** This activity is designed to help the student understand the meaning of interests and aptitudes the links between interest, aptitude and potential. At the next level, the activity sharpens the student's awareness of career beliefs and how attitudes and opinions affect the flowering of personal potentials

**Learning**

**Objective:** At the end of this activity the student should be able to describe the:

- key characteristics of interests.
- key characteristics of aptitudes.
- what interest-aptitude overlap means.
- key characteristics of 'potential'.
- key characteristics of career beliefs.
- impact of career beliefs on the manifestation of potentials.

**Target Group:** Whole group (30 students or 1 section).

**Duration:** 15 minutes

**Material:** Please ensure that the following material is ready before the activity begins

1. Work Sheet: Self Understanding (2 pages).
2. Flip Chart: Self Understanding.

**Method:** Distribute Work Sheet. Use the worksheet and Flip Chart to explain interests, aptitudes, interest-aptitude overlap, potential and career beliefs. Students are to fill in the blanks as the discussion progresses.

**Answer Keys:****Interests are:**

- activities that draw a person's attention
- things that a person is curious about
- matters a person wants to pursue further
- activities that a person considers worthwhile
- activities that do not bore a person.
- affected by influences

**Career Beliefs are:**

- opinions about a career
- ideas about a career
- attitudes toward a career
- not always rational
- vary from one group to another
- strong influences on our career development

**Aptitudes are:**

- activities that you are naturally good at
- activities for which you have a high capability
- activities that you can do well
- activities that you do not find difficult
- activities at which you usually excel
- not affected by influences

**Potential is:**

- a combination of interest and aptitude
- a blend of interest and aptitude

**Conclusion:** Ask to students the fill in the Think Point space. Ask a few students to share their views and close the activity.

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## SELF UNDERSTANDING

### INTERESTS

- attention
- curious
- pursue
- worthwhile
- bore
- influences

### APTITUDES

- naturally
- capability
- well
- difficult
- excel
- not

### POTENTIAL

- Interest-aptitude overlap
- blend of interest and aptitude



### CAREER BELIEFS ARE:

- opinions
- ideas
- attitudes
- not always rational
- vary
- strong influences

**Understanding  
Yourself**

**is the first step to  
building a  
successful**

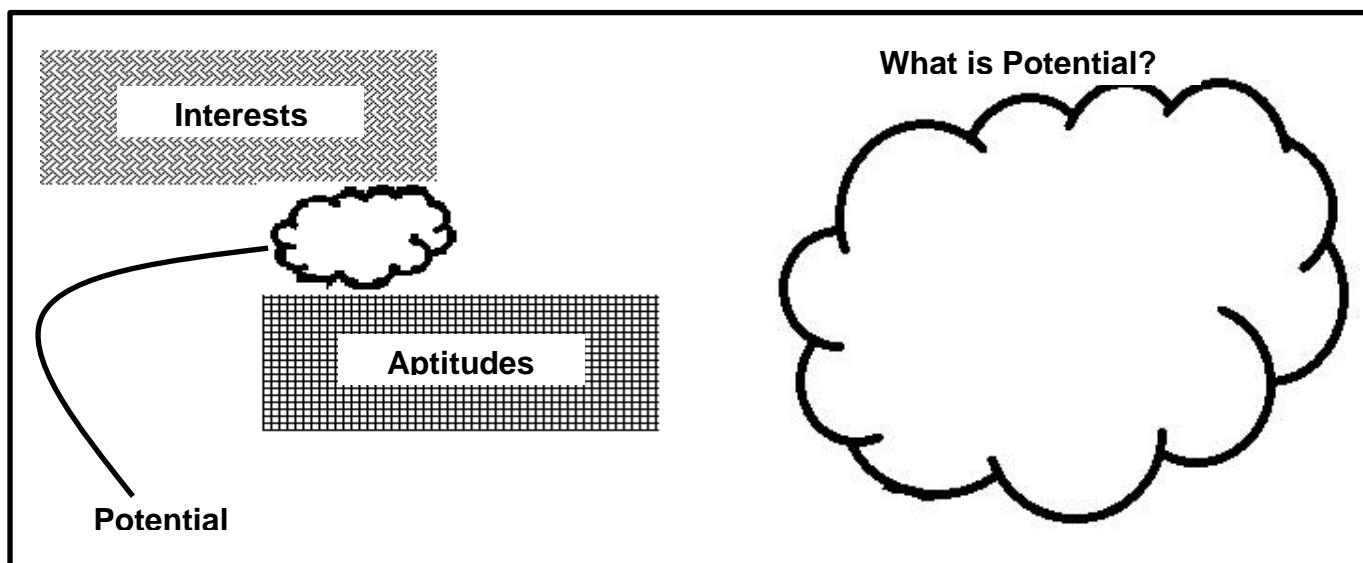
## SELF UNDERSTANDING

**Interests are:**

- activities that draw a person's \_\_\_\_\_
- things that a person is \_\_\_\_\_ about
- matters a person wants to \_\_\_\_\_ further
- activities that a person considers \_\_\_\_\_
- activities that do not \_\_\_\_\_ a person
- affected by \_\_\_\_\_

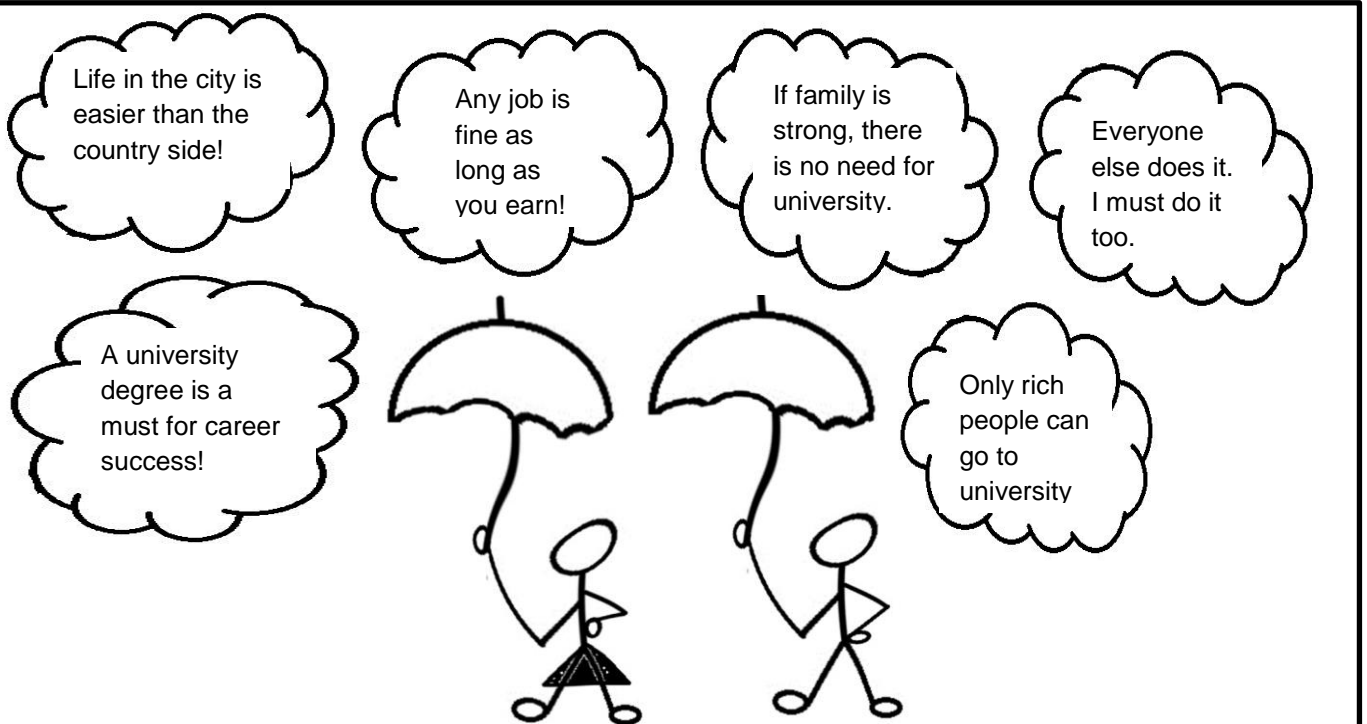
**Aptitudes are:**

- activities that you are \_\_\_\_\_ good at
- activities for which you have a high \_\_\_\_\_
- activities that you can do \_\_\_\_\_
- activities that you do not find \_\_\_\_\_
- activities at which you usually \_\_\_\_\_
- \_\_\_\_\_ affected by influences

**Interests — Aptitude — Potential**

## SELF UNDERSTANDING

### Career Beliefs



#### Career Beliefs are:

- \_\_\_\_\_ about a career.
- \_\_\_\_\_ about a career
- \_\_\_\_\_ toward a career
- not always \_\_\_\_\_
- \_\_\_\_\_ from one group to another
- strong \_\_\_\_\_ on our career development

### THINK POINT



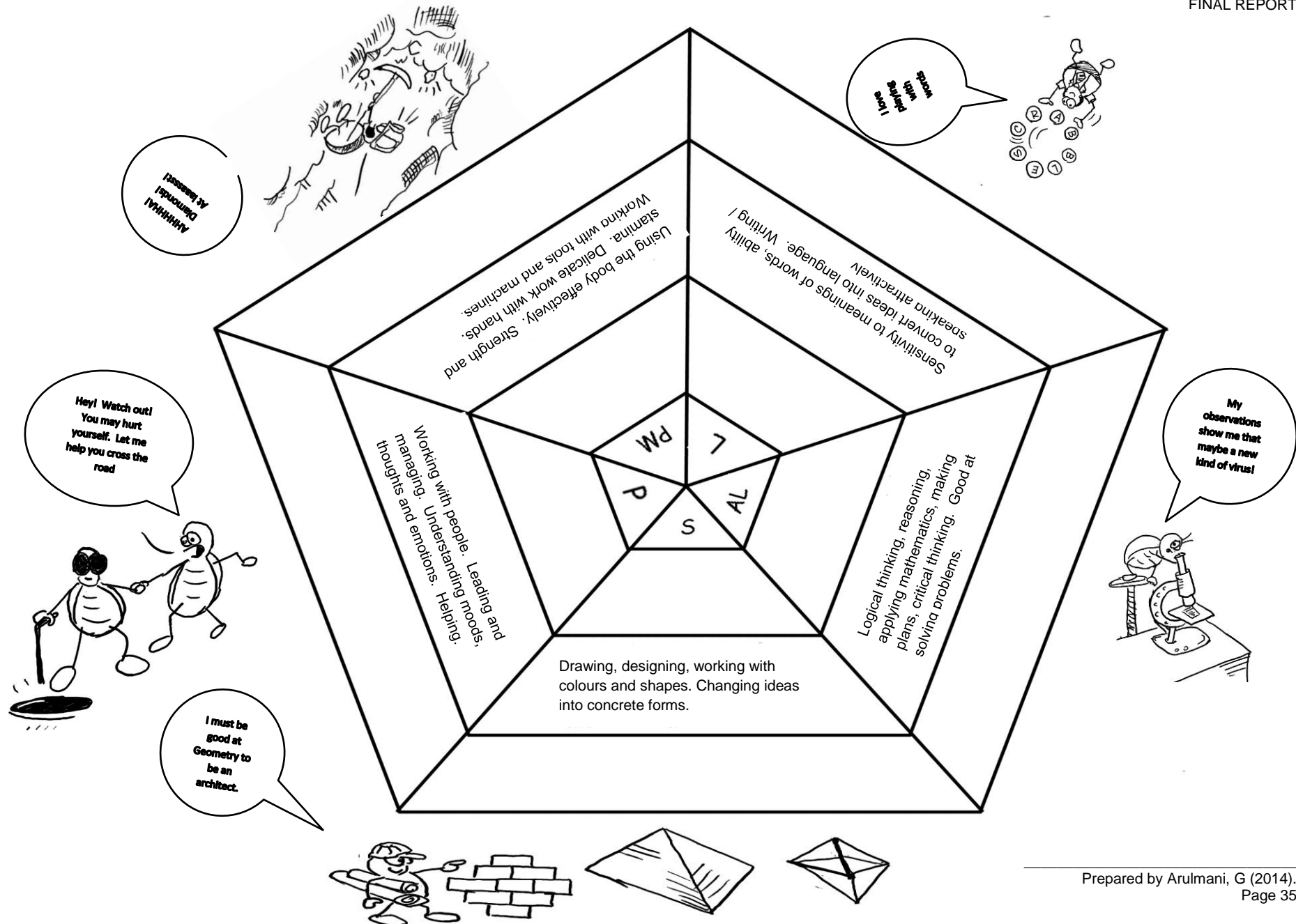
#### Understanding Yourself

**is the first step to  
building a  
successful career.**

When they were interviewed, some Vietnamese Grade 12 students in a rural area of Vietnam said that they were sure that the best careers were in city. They were all planning to leave their village and go to the city.

Some older youth from the same area were also interviewed. These people had gone to the city and had worked in the city for 2 to 3 years. Many of them said that they did not like the city at all! And they came back to their home.

## MULTIPLE POTENTIALS



# The Analytical-Logical Potential

Reasoning  
skills

Ability to  
apply logic to  
solve problems

Analyse  
data to  
look for  
patterns  
and trends



Understand  
cause-  
effect  
relationships

Make predictions based on data

Combine  
information to  
find new solutions

Enjoy calculations,  
analysis and planning

True

Pink roses do not have any thorns. All red roses have thorns. About 50% to 60% of yellow roses have thorns. Therefore a blind person would be able to find pink roses by feeling the stem of the plant.

or False?

## The Analytical-Logical Potential

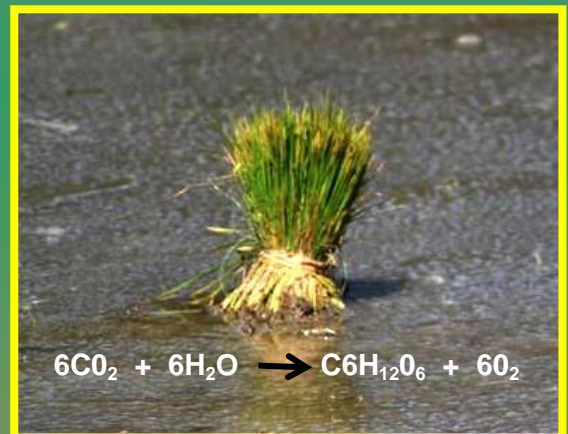
This is a very old building in Hoi An. Who can tell us how old the building is, what happened inside this building and why it was built?



Are these just pieces of rock? Or is there something special about them? Do they hold special information about the Vietnamese people?



How do leaves bring the earth and the sun together to make food? What is that formula in the picture?



If you tried to answers to these questions, you exercised your Analytical-Logical potential.

Historians use their analytical-logical skills to date buildings and tell us about their purpose and function.

The stone in the picture is not just another rock. It is a tool used nearly 20,000 years ago by ancient Vietnamese people! An archeologist uses logical skills to draw conclusions based on bits of data like this.

Perhaps your career lies in the world of logic, analysis and reasoning.

*Think about it!*





## Multiple Potentials: A Frame of Reference for Career Counselling

Extract from:

**Arulmani, G., & Nag-Arulmani, S. (2004). Career counselling: A handbook. New Delhi, India: Tata McGraw-Hill.**

Contemporary theories of human intelligence indicate that the human potential has numerous facets and that it is multidimensional (Gardner, 1983). This description of the human potential provides a useful framework within which to help a young person understand and identify personal interests and aptitudes. Gardner in his later work has gone on to expand on his initial theory. Our experience in using the theory has indicated that 5 of the potentials described by Gardner are most relevant for guidance and counselling. Presented below is a brief description.

### The Linguistic Potential

This potential area reflects fluency in the use of language. It is the ability to manipulate words and expressions. A person with a high linguistic ability is sensitive to the meanings of words, and to the skill of using words effectively to communicate. Linguistic ability may be manifested in the spoken form. The public speaker who is able to hold an audience in rapt attention or the counsellor who is able to accurately reflect the client's sentiments and emotions are examples of the linguistic ability at the spoken level. The linguistic potential may also manifest itself in the written form. Powerful essays that changed the history of nations, poetry that captures the sound of raindrops, or the presentation of a news item in the daily newspaper are examples of the linguistic potential in the written form. Examples of careers linked to this potential would include, Journalism, Law, Copywriting.

### The Analytical-Logical Potential

The person's ability to think logically, analyse, understand cause-effect relationships and solve problems is reflected by the analytical-logical potential. The ability to understand the underlying dynamics of a problem, the links between components and identify solutions is related to the human ability to analyse and apply logic. Similarly the ability to extract information from a mass of data, make sense of this information, identify trends and patterns and make predictions, all rest on the analytical-logical potential. An important point to be noted is that this potential is often associated with science and mathematics. This is an erroneous linkage. A large range of human endeavour requires logical ability. The archaeologist who is able to tell us about the dressing habits of a civilisation based on her extrapolations from a comb discovered on site uses logical skills as much as another person involved in abstract mathematics. Examples of careers linked to this potential would include, all forms of Research, Accounting, Financial Planning.

### The Spatial Potential

This potential relates to the sensitivity to space and the ability to manipulate space at the two dimensional level or at the three dimensional level. Activities linked to design draw heavily from the spatial potential. The architect who can 'place' a building on a vacant plot of land in his mind's eye or the sculptor who 'releases' an image from a block of stone use their spatial talents and abilities. The sensitivity to colour is another manifestation of the spatial potential. The interior designer who transforms the ambience of a drab room by merely changing the colour of the curtains uses her spatial ability. Creativity is concept that is often confused with the spatial potential. Creativity is a fundamental human quality that is required by almost all aptitudes and potentials. We are often confronted by non-creative artists and designers, who can only copy the works of others. Alternatively a creative writer or a creative logician brings originality to their respective aptitudes. It is important that creativity is understood as a core human trait and not as an aptitude. The spatial potential reflects abilities to deal with space. Examples of careers linked to this potential would include, Architecture, Graphic Art and all forms of careers in Design.

### The Personal Potential

The knowledge of self and the sensitivity to others reflect the personal potential. People exhibiting this potential would have a high degree of control and awareness over their own feelings and values. A person with a high personal potential is sensitive to the moods and emotions of others. These are people who can understand others and are attuned to the forces that influence and mould human behaviour. A common misunderstanding is that people who are 'extraverted' have high personal skills. The ability to make others laugh or be the soul of a party reflects the personal intelligence as

much as the capacity to quietly understand others, their moods, thoughts and behaviour. Most importantly, the person with a high personal potential would be able to logically arrive at the reasons behind a unit of behaviour and would be able to influence and mould human behaviour. Careers linked to this potential would include, Psychology, Social Work, Medicine.

### **The Physical-Mechanical Potential**

Some of us are especially fluent in the use of our bodies. The physical-mechanical potential is linked to the mastery over the motions and expression of the body. It is the fluency of movement. The dancer who is able to 'show' us the agony of a tree being felled, the actor who transforms a corner of the stage into the heaving deck of a ship simply by the way he moves his body use their bodies to communicate feelings, moods, emotions and messages. Careers that require stamina and strength also require the physical-mechanical potential. Sports persons, protection service specialists would require the physical-mechanical potential. This potential is also linked to the person's mechanical ability. These are people who demonstrate an innate sensitivity to the laws of mechanics and are good at the use of tools. Typically engineers, technicians and others involved with machines and equipment demonstrate a well-developed physical mechanical ability. Examples of careers linked to this potential would include, Engineering, Protection Services, Technical Careers.

These potentials characterise *all* human beings. All of us for example demonstrate the ability to use words and speak a language. All human beings have the ability to apply logic and spatial skills. The personal, physical and mechanical skills similarly characterise the behaviour of all human beings. The point to be noted is that some of these potentials develop to higher levels than other potentials within the profile of a given individual. It is this *profile* that a career counselling programme is interested in. Observations and suitable testing techniques enable us to identify areas in which an individual demonstrates a higher potential. These 'highs' and 'lows' provide a framework within which career counselling can progress.



## Appendix 8

### Sample Page from Career Dictionary

Career Name: Accountant

Career Definition	Primary Potential	Secondary Potential	Eligibility	Career Path	Specialisations
<p>Accountants keep track of the finances of an organization. They plan, organize and administer accounting systems for individuals and establishments. Obtaining qualifications and practicing a specialization in accountancy is controlled by a specific Association. There are different kinds of accountants depending on their tasks.</p> <p><b>Tasks include:</b></p> <p>Accountants undertake various specialisations. Tasks would be related to the specialisation.</p> <ol style="list-style-type: none"> <li>maintaining accounts; also known as book keeping records;</li> <li>preparing and certifying financial statements for presentation to management, shareholders and statutory or other bodies; this is also called auditing;</li> <li>preparing tax returns, advising on taxation problems and contesting disputed claims before tax officials;</li> <li>preparing budgets;</li> <li>preparing profit forecasts;</li> <li>conducting financial investigations in such matters as suspected fraud, insolvency and bankruptcy;</li> <li>conducting investigations and advising management on financial aspects of productivity, stockholdings, sales and new products;</li> <li>working out the cost of a product; devising and controlling a system to determine unit cost of products and services.</li> </ol> <p>(Source: Adapted from ISCO 08)</p>	Analytical-Logical Potential	Personal Potential	Higher Secondary	<p><b>Option 1:</b></p> <ol style="list-style-type: none"> <li>Complete Higher Secondary or Graduation in any stream.</li> <li>Decide on specialization (see next column).</li> <li>Register with the concerned Association (e.g. Institute of Cost and Work Accountants)</li> <li>Complete the Foundation Course pass the examinations and meet the other requirements set by the Association.</li> <li>Gain membership into the Association in order to practice.</li> </ol> <p><b>Option 2:</b></p> <ol style="list-style-type: none"> <li>Complete graduation in accountancy (E.g. B.Com).</li> <li>Decide on specialization (see next column).</li> <li>Register with the concerned association (e.g. Institute of Cost and Work Accountants, Institute of Chartered Accountants of India).</li> <li>Appear for and pass the examinations and meet the other requirements set by the association.</li> <li>Obtain the qualification, gain membership into the Association and practice the profession.</li> </ol> <p><b>Option 3:</b></p> <p>Complete graduation in accountancy (E.g. B.Com) and practice accountancy.</p>	<ul style="list-style-type: none"> <li>Accountant.</li> <li>Chartered Accountant.</li> <li>Cost and Work Accountant.</li> <li>Management Accountant.</li> </ul> <p><b>Examples of where you could work:</b></p> <ul style="list-style-type: none"> <li>Public accounting firms.</li> <li>Government organizations.</li> <li>Corporation.</li> <li>Private firms; Practice on your own.</li> </ul>

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## Appendix 9

### Career Guidance Programme for High School Students - Vietnam

#### MASTER TIME TABLE

Workshop	Activity	Activity Title	Material	Duration
1	1	Job and Career	1. Worksheet: Work... Job... Career. 2. Flip Chart: Work... Job... Career.	20 minutes
	2	The Career Discovery Path.	1. Work Sheet: The Career Discovery Path worksheet. 2. Flip Chart: Completed Career Discovery Path	20 minutes.
2	3	Self Understanding	1. Work Sheet: Self Understanding (2 pages) 2. Flip Chart: Self Understanding	15 minutes
	4	I Believe	1. Work Sheet: I believe. 2. Flip Chart: I believe. 3. Blu Tac: 4 pieces.	20 minutes
3	5	Multiple Potentials	1. Work Sheet: Multiple Potentials. 2. Flip Chart: Multiple Potentials. 3. Learning Cards: <ul style="list-style-type: none"> <li>• Linguistic potential</li> <li>• Analytical-Logical potential</li> <li>• Spatial potential</li> <li>• Personal potential</li> <li>• Physical-mechanical potential.</li> </ul> 4. A sheet of newspaper for each group. 5. A broom stick or tooth pick for each group.	30 minutes
4	6	My Interest Profile	1. Work Sheet: My Interest Profile (8 pages).	45 minutes
	7	Parent Worksheet	1. Your Child's Potential: What is your opinion	To be completed by parent at home
5	8	Strengths and Accomplishments Questionnaire	1. Work Sheet: Strengths and Accomplishments (5 pages). 2. Flip Chart: Strengths and Accomplishments Questionnaire	45 minutes
Facilitator Activity		Preparing the Potential Profile	1. My Interest Profile. 2. Strengths and Accomplishments Questionnaire. 3. Parent Worksheet: Your Child's Potential: What is your opinion? 4. Worksheet: My Career Alternatives.	To be completed by Career Guidance Facilitator for all students.
6	9	Life Lines	1. Student Worksheet 2. Black Board	10 minutes
	10	Which Stream Should I Choose?	1. Worksheet: Which Stream Should I Choose? (2 pages) 2. Flip Chart: Which Stream Should I Choose? 3. Career Information Cards (1 for each student)	30 minutes

Workshop	Activity	Activity Title	Material	Duration
7	11	Career Alternatives	1. Worksheet: My Career Alternatives – with each student's potential profile filled in by the facilitator. 2. Career Dictionary.	40 minutes
8	12	My Career Plan	1. Worksheet: My Career Alternatives. 2. Worksheet: My Career Plan (one worksheet for each career alternative, for each student). 3. Career Dictionary 4. Flip Chart: Which Stream Should I Choose?	40 minutes
9	13	Career Success	1. Worksheet: Career Success (2 sheets) 2. Flip Chart: Career Success (2 charts) 3. Learning Cards: <ul style="list-style-type: none"> <li>The Career Spiral</li> <li>The Career Tick Mark</li> <li>Give in Order to Receive</li> </ul>	40 minutes
	14	Career Preparation Status	1. Worksheet: Are you ready?	20 minutes
		Conclusion of the Programme	1. Stapler. 2. Workbook Cover	All the worksheets to be stapled along with work book cover.
Other Activities(over and above the 9 modules)		Parent Role in Career Development	1. Flip Chart: Career Discovery Path 2. Flip Chart: Career Success 3. Flip Chart: Self Understanding 4. Flip Chart: Multiple Potentials 5. Parent Worksheet: Your Child's Potential: What is your opinion?	90 minutes
		The Careers Fair	1. Speaker Invitation: Sample 2. Speaker Profile Form 3. Speaker's Presentation Outline: 4. Careers Fair: Student Worksheet	Half a Day or One Day

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## Pilot Career Guidance Programme: Application Form

Welcome to the Pilot Career Guidance Programme (PCGP) for Vietnam! This programme is designed to equip you with skills and tools to help Vietnamese students, youth and their families make effective career decisions.

- **Trainers:** International Consultant deputed by the International Labour Organisation.
  - **Dates:**
  - **Location:**
  - **Course Content:** The course blends theory from Career Psychology with Career Counselling skills. Examples of themes that will be addressed are:
    - promoting self-understanding to discover personal potentials;
    - understanding the world of work;
    - developing career alternatives;
    - skills for career preparation.
  - **Language** The entire training will be translated into Vietnamese from English
  - **The Career Guidance Kit:** The training will be around a comprehensive Kit which has been developed specifically for this project. The Kit includes:
    - Career counselling Manual;
    - Photocopiable Student Worksheets;
    - Learning Cards;
    - Careers Dictionaries;
    - Flip Charts
- ... and more .
- All successful trainees will receive a complete Career Guidance Kit*
- **Course delivery:** This is a skills based course and will be delivered through a combination of didactic interactions and a wide range of skills training activities including:
    - Lectures.
    - Demonstrations and Role Plays.
    - Skills Practice and Material Preparation.
    - Practical: Practice workshop with students.
    - Assignments and Tests.
  - **Outcomes of training:** Successful candidates will acquire skills and material to:
    - Deliver workshops on specific career development themes.
    - Disseminate careers information in a youth friendly manner.
    - Organise programmes to bring young people closer to the world of work.
  - **Requirements of Trainees:** **All trainees will be required to:**
    - Conduct the programme in their institutions for a pre-identified number of students.
    - Conduct a monitoring and evaluation exercise before the intervention, immediately after the intervention and a few months after the intervention.
  - **Eligibility:**
    - Interest in Career Guidance
    - Willingness to conduct the programme as per specifications.
    - Minimum 20 years of age.
    - At least 3 years of service remaining .
    - Experience of working with students and/or youth for at least 3 years, *not* including teaching.
    - Excellent communication skills in Vietnamese.
    - Knowledge of English: Not necessary but would be helpful.

**PLEASE RETAIN THIS PAGE FOR YOUR REFERENCE.**

### ***Application Form***

#### **Contact Information:**

Name:

Age:

Male/Female:

Qualifications:

Postal Address:

Email:

Phone number(s):

#### **Tell us about yourself:**

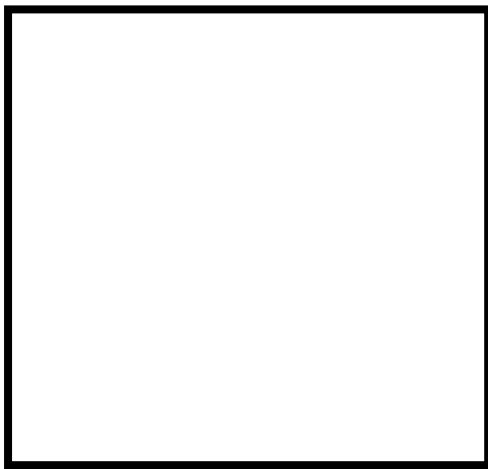
1. Your Occupation:
2. If you are working, please fill in the following details:
  - Organization:
  - Designation:
  - Roles:
  - How many years of work experience do you have?
3. Why do you want to join this programme?
4. Do you have any formal training in counselling skills? Give details:
5. Give details of your involvement in any student development / counselling / activities.
6. How will you use what you learn from this programme to conduct careers workshops?



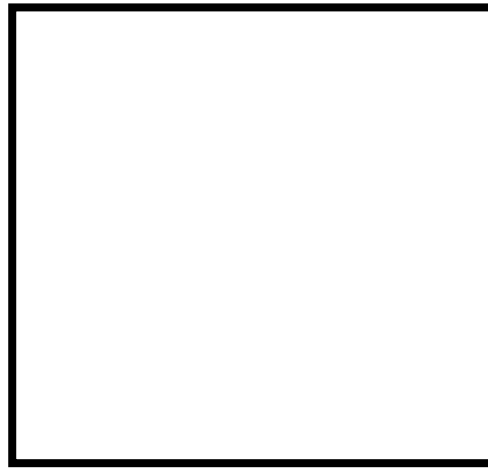
7. How many young people are you likely to reach per year through your workshops?
8. What are the special career counselling requirements of students you are likely to meet?

**A "Get in Touch" Exercise (Mandatory to be filled)**

Draw (no writing!) something that describes  
you today!



Draw something that will describe you  
after the training programme!



If I am selected for this training programme I am willing complete the training cycle of 7 days and after the training I am willing to conduct career counselling workshops within my institution. I understand that this may have to be a voluntary service.

Name:

Signature:

Seal and signature of your Superior:

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## Pilot Career Guidance Facilitator Programme TIMETABLE

Day / Date	Time	Theme
Day 1	8.00 to 8.45	Inauguration, Introduction and Overview
	8.45 to 10.00	Session 1: <ul style="list-style-type: none"> <li>Career Guidance Training Outcomes Questionnaire (1)</li> <li>Pilot Career Guidance Programme (PCGP)</li> <li>Key Elements of a Career Guidance System (Lecture)</li> </ul>
	10.00 to 10.15	Tea Break
	10.15 to 12.00	Session 2: <ul style="list-style-type: none"> <li>Key Elements of a Career Guidance System (Lecture)</li> </ul>
	12.00 to 1.30	Lunch Break
	1.30 to 3.00	Session 3: <ul style="list-style-type: none"> <li>Key Elements of a Career Guidance System (Lecture)</li> <li>Pre-workshop Preparation</li> <li>Career Preparation Status Questionnaire (Demonstration)</li> <li>Getting Started (Demonstration)</li> </ul>
	3.00 to 3.15	Tea Break
	3.15 to 5.00	Session 4: <ul style="list-style-type: none"> <li>Career Discovery Path (Demonstration)</li> <li>Career Discovery Path (Practice)</li> <li>Career Success (Demonstration)</li> </ul>
Day / Date	Time	Theme
Day 2	8 to 10.00	Session 5: <ul style="list-style-type: none"> <li>Career Success (Practice)</li> <li>Self Understanding (Demonstration)</li> </ul>
	10.00 to 10.15	Tea Break
	10.15 to 12.00	Session 6: <ul style="list-style-type: none"> <li>Rural-Urban Migration (Lecture)</li> <li>Multiple Potentials Framework (Demonstration)</li> <li>Multiple Potentials Framework (Practice)</li> </ul>
	12.00 to 1.30	Lunch Break

Day / Date	Time	Theme
Day 2 (cont'd)	1.30 to 3.00	Session 7: <ul style="list-style-type: none"> <li>• Orientation to Psychological Testing (Lecture)</li> <li>• My Interest Profile (Demonstration)</li> </ul>
	3.00 to 3.15	Tea Break
	3.15 to 5.00	Session 8: <ul style="list-style-type: none"> <li>• My Interest Profile (Practice)</li> <li>• Planning Parent Workshop (Demonstration)</li> <li>• Strengths and Accomplishments Questionnaire (SAQ) (Demonstration)</li> </ul>
Day 3	8 to 10.00	Session 9: <ul style="list-style-type: none"> <li>• Strengths and Accomplishments Questionnaire (SAQ) (Practice)</li> <li>• Potential Profile Scoring</li> </ul>
	10.00 to 10.15	Tea Break
	10.15 to 12.00	Session 10: <ul style="list-style-type: none"> <li>• Introduction to World of Work (Labour Market) (Lecture)</li> <li>• Work... Job... Career (Demonstration)</li> <li>• Work... Job... Career (Practice)</li> </ul>
	12.00 to 1.30	Lunch Break
	1.30 to 3.00	Session 11: <ul style="list-style-type: none"> <li>• Career Beliefs (Lecture)</li> <li>• I Believe (Demonstration)</li> <li>•</li> </ul>
	3.00 to 3.15	Tea Break
	3.15 to 5.00	Session 12: <ul style="list-style-type: none"> <li>• I Believe (Practice)</li> <li>• Educational Milestones (Demonstration)</li> </ul>
Day 4	8 to 10.00	Session 13: <ul style="list-style-type: none"> <li>• Educational Milestones (Practice)</li> <li>• Career Alternatives (Lecture)</li> <li>• My Career Alternatives (Demonstration)</li> </ul>
	10.00 to 10.15	Tea Break

Day / Date	Time	Theme
<b>Day 4 (cont'd)</b>	10.15 to 12.00	Session 14: <ul style="list-style-type: none"> <li>• My Career Alternatives (Practice)</li> <li>• The Careers Fair</li> <li>• Career Preparation (Lecture)</li> </ul>
	12.00 to 1.30	Lunch Break
	1.30 to 2.00	Career Connections Board Presentation 5 and 6
	2.00 to 3.00	Session 15: <ul style="list-style-type: none"> <li>• Consolidated Career Path (Demonstration)</li> <li>• Consolidated Career Path (Practice)</li> </ul>
	3.00 to 3.15	Tea Break
	3.15 to 5.00	Session 16: <ul style="list-style-type: none"> <li>• Career Path Planning</li> </ul>
<b>Day 5</b>	8 to 10.00	Session 17: <ul style="list-style-type: none"> <li>• Career Path Planning</li> </ul>
	10.00 to 10.15	Tea Break
	10.15 to 12.00	Session 18: <ul style="list-style-type: none"> <li>• Review and summary of all sessions</li> </ul>
	12.00 to 1.30	Lunch Break
	1.30 to 3.00	<ul style="list-style-type: none"> <li>• Student Workshop Planning</li> <li>• Preparation for Practice Session</li> </ul>
	1.45 to 3.00	Session 19: <ul style="list-style-type: none"> <li>• Preparation for Practice Session</li> </ul>
	3.00 to 3.15	Tea Break
	3.15 to 5.00	Session 20: <ul style="list-style-type: none"> <li>• Brief presentation of Practice Session to the group</li> </ul>
<b>Day 6</b>	8.00 to 12.00	Practice Session with Grade 9 students
	1.30 to 5.00	Debrief, Feedback, Plans for the Future and Conclusion

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## Appendix 12

### Pilot Career Guidance Programme Practice Session Observations

Name of Trainee:

Poor = 0; Average = 1; Above Average = 2; Excellent = 3

	Observation Point	Rating
1	Grasp of Content	Poor/Average/Above Average/Excellent
2	Organisation of teaching-learning materials	Poor/Average/Above Average/Excellent
3	Rapport with the group	Poor/Average/Above Average/Excellent
4	Quality of Communication	Poor/Average/Above Average/Excellent
5	Engagement of students	Poor/Average/Above Average/Excellent
6	Class management	Poor/Average/Above Average/Excellent
7	Appropriate use of tools	Poor/Average/Above Average/Excellent
8	Coverage of all teaching points	Poor/Average/Above Average/Excellent
9	Accuracy in coverage of teaching points	Poor/Average/Above Average/Excellent
10	Dealing with students' questions	Poor/Average/Above Average/Excellent
11	Time management	Poor/Average/Above Average/Excellent
12	Independence from Facilitator's Notes.	Excessive/frequent/minimal/able to function without notes
	<b>Total Score</b>	

**Interpretation of score:** 0 to 6 = Poor; 7 to 12 = Average; 13 to 25 = Above Average; 25 to 36 = Excellent

General Comments of Assessor:

Name of Assessor:

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## Appendix 13

### **Career Guidance Training Outcomes Questionnaire (CGTOQ)** ***Psychometric Properties***

The Career Guidance Training Outcomes Questionnaire (CGTOQ) has been developed specifically for the purpose of assessing the outcomes of short term career guidance training courses (Arulmani, 2011). The CGTOQ has been standardized for the Indian context on a sample of 306 individuals over a period of 2 years, who went through a career guidance training programme with the author of the test. It is made up of 12 items presented in the multiple choice format. All but 1 of the 12 questions are keyed to have 1 correct answer. One question has 2 correct answers. The maximum obtainable score on this questionnaire is 13.

A 2-month test-retest reliability of the CGTOQ on an Indian sample of 203 Indian counsellors who had never received training in career guidance, was moderate to high with reliability coefficients ranging from .64 to .84.

The face and content validity of the CGTOQ for Vietnam was established by asking 2 Vietnamese persons who were experienced in training and higher secondary education to examine the content of each of the items. Minor changes were suggested which were incorporated.

The CGTOQ was translated into Vietnamese and back translated into English. The author of the test examined the back translation and highlighted mis-translations. These changes were incorporated through an iterative process and the Vietnamese version of the CGTOQ was finalised.

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## Appendix 14

### Trainees' Scores on the Career Guidance Training Outcomes Questionnaire before and after the 6 day career guidance training course and the Gain Score at T2

S.No	T1	T2	Gain Score at T2
1	7	12	5
2	3	5	2
3	7	10	3
4	3	7	4
5	6	8	2
6	5	5	0
7	4	9	5
8	7	8	1
9	7	8	1
10	7	8	1
11	8	8	0
12	5	9	4
13	5	6	1
14	7	9	2
15	6	9	3
16	5	8	3
17	6	6	0
18	5	9	4
19	2	5	3
20	8	10	2
21	7	7	0
22	8	8	0
23	5	7	2
24	5	9	4
25	7	7	0
26	5	8	3
Mean Score	5.77	7.88	2.11
Standard Deviation	1.59	1.43	1.52

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## Appendix 15

### **Career Preparation Status Questionnaire: Psychometric properties and adaptation for Vietnam**

The Career Preparation Status Questionnaire (CPSQ) (Arulmani, 2012) measures the student's level of readiness to make career decisions. In order to match the 4 interlocking career development needs that this approach addresses, the CPSQ gathers information related to five categories: general orientation, self-understanding, understanding the world of work, career alternatives, and career preparation.

#### *Psychometric properties of the CPSQ*

The CPSQ was standardised on an Indian sample of 6,530 males and females from 13 different rural and urban regions of India and comprises a total of 31 questions. This questionnaire takes a mixed methods approach to data collection and uses different kinds of question formats. Some questions are quantitatively oriented and have "right" and "wrong" answers. Other questions require the respondent to write a short response to the question and are qualitatively oriented. A detailed scoring manual provides the key to scoring the CPSQ. As per this manual, narrative responses are to be scored based on their appropriateness to the question. If the student has not used the "expected words" to frame a response but has given an answer that reflects the expected answer, then marks are to be awarded on a scale of 0 to 3. The minimum obtainable score is 0 and maximum is 86.

A positive, statistically significant correlation of .84 between external criterion estimates and respondents' CPSQ scores has been reported. A three month test-retest reliability showed a reliability coefficient of .92.

#### *Adaptation of the CPSQ for Vietnam: CPSQ - V*

The original version of the CPSQ was examined for its relevance to students in Vietnam through an initial survey and by asking experienced Vietnamese educational specialists (the working group of the project) for their opinions. The following points were noted:

- The existing version was too long.
- Some of the items were not easy to understand by Vietnamese students.
- Some of the existing items were not relevant to the Vietnamese context.
- Instructions for answering some of the questions were not easy to understand.
- Some of the existing response formats in the CPSQ were not familiar to Vietnamese students.

These observations were addressed in the following ways:

- The length of the questionnaire was reduced.
- Irrelevant items were deleted.
- New, more relevant items were introduced.
- Items, response and instruction formats were simplified.

The new, simplified and abbreviated version was translated into Vietnamese. The Vietnamese version was back translated to English by a translator who was blind to the English original. This process continued iteratively for several rounds until a satisfactory translation was obtained.

The final CPSQ for Vietnam (CPSQ - V) comprises a total of 18 items. The minimum obtainable score is 0 and maximum is 44.

This version was again examined by the working group and accepted as a relevant tool to assess students' career preparation status in Vietnam.

This version was administered to a randomly selected sample of 34 students at the end of an intervention that delivered some of the activities on self-understanding and world of work. Student responses indicated that their scores on the section of the career guidance programme for which they

received an intervention were higher than their scores for sections of the career guidance programme for which they *did not* receive an intervention. For example, students who received an intervention for self-understanding showed higher scores for the self-understanding section of the CPSQ-V than for world of work. Those who received an intervention for the world of work showed higher scores for the world of work section of the CPSQ-V than for self-understanding. The entire sample did not receive any intervention for career alternatives and career preparation. As expected, the sample recorded low scores for the career alternatives and career preparation sections of the CPSQ-V.

After these comprehensive adaption and validation exercises the CPSQ-V was accepted as the primary tool to examine the impact of the career guidance programme.

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## Appendix 16

### Guidelines to Career Guidance Facilitators for Administering the Career Preparation Status Questionnaire (CPSQ)

#### Introduction

As you already know, we are going to assess the impact of the pilot career guidance programme. The tool you are going to make this assessment is called the Career Preparation Status Questionnaire (CPSQ). There will be two groups from whom data will be collected. The Experimental Group is the group that will receive the intervention. The Control Group is the group that will not receive the intervention.

#### CPSQ for students who will receive the Career Guidance Programme (Experimental Group)

Please keep the following points in mind when you administer the questionnaire to the Experimental Group:

1. The questionnaire is to be administered TWO times: once before the career guidance programme and once after the career guidance programme.
2. For the first time, please remember that the students must answer the questionnaire BEFORE they receive ANY career guidance inputs from you. Your first day should start with the following introduction:

*“Hello students. I am xxxxx. I have been trained to be a career guidance facilitator. And I am here to conduct some very interesting career guidance activities for you. But before we start, I would like to know a little bit more about you. I have some questions I would like you to answer. Please enter your answers in this questionnaire.”*

3. Distribute the CPSQ and follow the instructions given in the Facilitator’s Notes
4. Begin the career guidance activities after all students have completed the questionnaire and returned it to you.
5. You are requested to give the CPSQ to the students once more, after all 13 activities have been completed. This will be the last activity on the second day of the workshop.

Ensure that students have completed all the questions for both administrations of the questionnaire. Ensure that the student’s name has been clearly written and it is the same as the name written on the first questionnaire. Pack both sets of the questionnaires and send it to the address given to you to Hanoi.

#### CPSQ for students who are NOT receiving the Career Guidance Programme (Control Group)

Data has to be collected from students who have not received the intervention. This is called the Control Group. Data from the Control Group will help us compare the outcomes of the programme with those who have completed the programme. Please note the following points for giving the CPSQ to the Control Group.

1. The questionnaire is to be administered TWO times: once *before* the career guidance programme is given to the Experimental Group and once *after* the career guidance programme is given to the Experimental Group.
2. Please remember that the students in the Control Group must not receive ANY career guidance inputs from you. Start with the following introduction:

*"Hello students. I am xxxxx. I have been trained to be a career guidance facilitator. And I am here to ask you some questions about career guidance. Your responses will help us develop a good career guidance programme for Vietnam. I will give you these questions two times. Once today and one more, a few days later. Please enter your answers in this questionnaire."*

3. Distribute the CPSQ and follow the instructions given in the Facilitator's Notes.
4. You are requested to give the CPSQ to the Control Group once more, after all activities have been completed for the Experimental Group. Introduce as follows:

*"Hello students. I met you a few days ago and asked you to answer some questions about career guidance. I would like to ask some questions again. Your responses will help us develop a good career guidance programme for Vietnam. Please enter your answers in this questionnaire."*

5. Distribute the CPSQ questionnaire and follow the instructions given in the Facilitator's Notes.
6. After all the students have answered the questionnaire, distribute the Short Career Dictionary to them. Introduce as follows:

*"Since you have helped me so much, I have a free gift for you. It is a career dictionary. It has the names and definitions of more than 200 careers in Vietnam. It will help you with your career choices."*

Ensure that students have completed all the questions for both administrations of the questionnaire. Ensure that the student's name has been clearly written and it is the same as the name written on the first questionnaire. Pack both sets of the questionnaires and send it to the address given to you to Hanoi.

## Conclusion

Please remember:

1. The model described above is ONLY for the March intervention. Please continue with the 9 day x 45 minutes model after the March.
2. ENSURE that the Experimental Group does not receive ANY career guidance information from you before you give the CPSQ for the first time. Ensure that the Experimental Group has received ALL the activities before you give the CPSQ for the second time.
3. ENSURE that the Control Group does not receive ANY career guidance information from you, either during the first time or the second time.

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**Career Guidance Programme for High School Students**  
**Second Career Guidance Facilitator's Workshop:**  
**TIMETABLE**

Day / Date	Time	Theme
Day 1	7.00-7.30	Registration
	7.30 to 8.00	Inauguration, Introduction
	8:00 to 9.00	Session 1: Overview • Career Guidance Programme for High School Students (CGPHS)
	9.00 to 9.45	ACTIVITY 1 • Job or Career? (Demonstration) • Job or Career (Practice)
	9.30 to 9.45	Tea Break
	9.45 to 11.15	Session 2: ACTIVITY 2 • Career Discovery Path (Demonstration) • Career Discovery Path (Practice) ACTIVITY 3 • Self Understanding (Demonstration) • Self Understanding (Practice)
	11.15 to 1.30	Lunch Break
	1.30 to 3.00	Session 3: ACTIVITY 4 • I Believe (Demonstration) • I Believe (Practice) ACTIVITY 5: • Multiple Potentials Framework (Demonstration) • Multiple Potentials Framework (Practice)
	3.00 to 3.15	Tea Break
	3.15 to 4.45	Session 4: ACTIVITY 6: • My Interest Profile (Demonstration) • My Interest Profile (Practice) ACTIVITY 7: • Your Child's Potential: What's Your Opinion
Day / Date	Time	Theme
Day 2	8 to 9.30	Session 5: ACTIVITY 8: • Strengths and Accomplishments Questionnaire (SAQ) (Demonstration) • Strengths and Accomplishments Questionnaire (SAQ) (Practice)
	9.30 to 9.45	Tea Break
	9.45 to 11.15	Session 6: FACILITATOR ACTIVITY: • Potential Profile Scoring ACTIVITY 9: • Life Lines
	11.15 to 1.30	Lunch Break
	1.30 to 3.00	Session 7: ACTIVITY 10: • Which Stream Should I Choose? (Demonstration) • Which Stream Should I Choose? (Practice) ACTIVITY 11: • My Career Alternatives (Demonstration) • My Career Alternatives (Practice)
	3.00 to 3.15	Tea Break

Day / Date	Time	Theme
Day 2 (Continued)	3.15 to 4.45	<u>Session 8:</u>  ACTIVITY 12: <ul style="list-style-type: none"> <li>Career Path Planning (Demonstration)</li> <li>Career Path Planning (Practice)</li> </ul>
	8 to 9.30	<u>Session 9:</u>  ACTIVITY 13: <ul style="list-style-type: none"> <li>Career Success (Demonstration)</li> <li>Career Success (Practice)</li> </ul>
Day 3	9.30 to 9.45	Tea Break
	9.45 to 11.15	<u>Session 10:</u>  ACTIVITY 14: <ul style="list-style-type: none"> <li>Are You Ready? (CPSQ) (Demonstration)</li> <li>CPSQ scoring</li> <li>Orientation to Practice Workshop</li> </ul>
	11.15 to 1.30	Lunch Break
	1.30 to 3.00	<u>Session 12:</u>  <ul style="list-style-type: none"> <li>Preparation for Practice Workshop</li> </ul>
	3.00 to 3.15	Tea Break
	3.15 to 4.45	<u>Session 13:</u>  <ul style="list-style-type: none"> <li>Preparation for Practice Workshop</li> <li>Brief presentation of Practice Session</li> <li>Practice Workshop</li> </ul>
	8 to 11.45	
	11.45 to 1.30	Lunch Break
Day 4	1.30 to 2.00	<u>Session 14:</u>  <ul style="list-style-type: none"> <li>Review and summary of all sessions</li> </ul>
	2.00 to 3.00	<u>Session 15:</u>  <ul style="list-style-type: none"> <li>Debrief and Conclusion</li> <li>Career Guidance Training Outcomes Questionnaire (T2)</li> </ul>

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## Appendix 18

### Skills Transfer Targets for Career Guidance Trainers (Extract from Career

#### Your Targets as a Career Guidance Trainer

At the end of your training your trainees must show a high level of competence to use the career guidance kit and using this kit they must be able to:

- teach students the difference between Job and Career.
- teach students the 4 parts of the career discovery path.
- teach students the meaning of potential.
- help students understand how career beliefs can affect their career choices.
- help students understand that they all have multiple talents and potentials.
- administer the questionnaire “My Interest Profile” following all the standardised procedures.
- help students identify their accomplishments using the “Strengths and Accomplishments Questionnaire”
- develop an accurate potential profile of each student using the data obtained through the interest profile, strength and accomplishments questionnaire and the parent feedback.
- help students understand that decisions taken in the present have a strong impact on the future.
- help students understand the educational pathways available in Vietnam.
- help students use their potential profile to identify 3 to 4 career alternatives.
- help students learn how to plot career development pathways for each of their career alternatives.
- help students understand the key principles of career success.
- accurately administer the Career Preparation Status Questionnaire.

Each of the learning outcomes listed above are linked to one of the activities in which you have been trained as a career guidance facilitator.

In addition to this primary task you must also be prepared to work with students directly as a career guidance facilitator. Please refer to your Career Guidance Facilitator’s Manual for the details of:

- Programme Structure and Content of the student workshops
- The Method and Approach of the student workshops
- Workshop Tools in your Career Guidance Kit:
  - Student Worksheets.
  - Learning Cards.
  - Career Dictionaries.
  - Flip Charts.

Please remember each of these materials has been developed and standardised for use in Vietnam. You are required to execute the activities exactly as described in the Career Guidance Facilitator’s Manual.

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**Career Guidance Programme for High School Students (CGPHS)**  
**Career Guidance Trainer's Workshop**  
**TIMETABLE**

Day	Time	Format	Theme
DAY 1	8.00 to 8.30	Whole Group	Inauguration
	8.30 to 9.00	Whole Group	Introduction to Career Guidance Training: Roles and Duties
	9.00 to 9.30	Whole Group	LECTURE: Role and Relevance of Career Guidance
	<b>9.30 to 9.45</b>	<b>Tea Break</b>	
	9.45 to 10.15	Whole Group	GROUP ACTIVITY: Key Elements of a Career Guidance System
	10.15 to 11.45	Whole Group	LECTURE + PRACTICE Communication Skills for Trainers
	<b>11.45 to 1.30</b>	<b>Lunch Break</b>	
	1.30 to 2.00	Group 1:	ACTIVITY 1: Job or Career?
		Group 2:	ACTIVITY 2: Career Discovery Path
		Group 3:	ACTIVITY 3: Self Understanding
	2.00 to 3.00	Group Presentations (20 minutes per group)	Group 1, Group 2 and Group 3
	<b>3.00 to 3.15</b>	<b>Tea Break</b>	
	3.15 to 3.45	Whole Group	LECTURE Social Cognitions and Career Choices
	3.45 to 4.15	Whole Group	ACTIVITY 4: I Believe
	4.15 to 4.45	Whole Group	LECTURE Overview of various career guidance models: International trends
DAY 2	8.00 to 8.45	Whole Group	LECTURE Psychological Testing and Assessment: Holland's Typological Theory and Gardner's Theory of Multiple Intelligences
	8.45 to 9.30	Whole Group	ACTIVITY 5: Multiple Potentials Framework
	<b>9.30 to 9.45</b>	<b>Tea Break</b>	
	9.45 to 10.30	Whole Group	ACTIVITY 6: My Interest Profile
	10.30 to 10.45	Whole Group	ACTIVITY 7: Your Child's Potential
	10.45 to 11.45	Whole Group	ACTIVITY 8: Strengths and Accomplishments Questionnaire
	<b>11.45 to 1.30</b>	<b>Lunch Break</b>	
	1.30 to 2.30		FACILITATOR ACTIVITY Potential Profile Scoring
	2.30 to 3.00	Whole Group	LECTURE ISCO-08 and Vietnam's Classification of Occupations
	<b>3.00 to 3.15</b>	<b>Tea Break</b>	
	3.15 to 4.00	Whole Group	GROUP ACTIVITY: Understanding the Word of Work
	4.00 to 4.45	Whole Group	LECTURE Vietnam's National Education System and Streaming

Day	Time	Format	Theme
DAY 3	8.00 to 9.00	Group 1:	ACTIVITY 9: Life Lines
		Group 2:	ACTIVITY 10: Which Stream Should I Choose?
		Group 3:	ACTIVITY 11: My Career Alternatives
	9.00 to 9.30	Group Presentations (20 minutes per group)	Group 1
	<b>9.30 to 9.45</b>	<b>Tea Break</b>	
	9.45 to 10.30	Group Presentations (20 minutes per group)	Group 2 and Group 3
	10.30 to 11.00	Group 1:	Activity 12: My Career Plan
		Group 2:	Activity 13: Career Success (Part 1)
		Group 3:	Activity 13: Career Success (Part 2)
	11.00 to 11.30	Group Presentations (20 minutes per group)	Group 1
	<b>11.45 to 1.30</b>	<b>Lunch Break</b>	
	1.30 to 2.15	Group Presentations (20 minutes per group)	Group 2 and Group 3
	2.15 to 2.30	Whole Group	Preparation for Individual Presentations
	2.30 to 3.00	Individual Presentation 1	Job or Career
	<b>3.00 to 3.15</b>	<b>Tea Break</b>	
	3.15 to 4.15	Individual Presentation 2	Career Discovery Path
	4.15 to 4.15	Individual Presentation 3	Self Understanding
DAY 4	8.00 to 8.30	Individual Presentation 4	I Believe
	8.30 to 9.00	Individual Presentation 5	Multiple Potentials
	<b>9.30 to 9.45</b>	<b>Tea Break</b>	
	9.30 to 10.00	Individual Presentation 6	My Interest Profile
	10.00 to 10.30	Individual Presentation 7	Strengths and Accomplishments Questionnaire
	10.30 to 11.00	Individual Presentation 8	Potential Profile Scoring
	11.00 to 11.30	Individual Presentation 9	Life Lines
	<b>11.45 to 1.30</b>	<b>Lunch Break</b>	
	1.30 to 2.00	Individual Presentation 10	Which Stream Should I Choose? (Part 1)
	2.00 to 2.30	Individual Presentation 11	Which Stream Should I Choose? (Part 2)
	2.30 to 3.00	Individual Presentation 12	My Career Alternatives
	<b>3.00 to 3.15</b>	<b>Tea Break</b>	
	3.15 to 3.45	Individual Presentation 13	My Career Plan
	3.45 to 4.15	Individual Presentation 14	Career Success (Part 1)
	4.15 to 4.45	Individual Presentation 15	Career Success (Part 2)
	4.45 to 5.15	Closing Session	Certificates and Closing Remarks

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