**2.0 SPECIFIC GUIDELINES**

**2.1 Preamble**

These guidelines provide a structured approach to guiding learners through the process of exploring, planning, and achieving their career goals. For Junior and pre-vocational schools, these guidelines focus on self and career awareness, career exploration, career preparation and placement. It is aimed at helping learners align their educational journey with potential future careers.

Intro statement

**Self-and career awareness** forms the foundation for informed decision-making regarding future career choices. Learners need to:

1. Understand their personal strengths, weaknesses, values, and interests;
2. Explore how these personal traits relate to potential careers; and
3. Build confidence in their abilities and how they can be applied to real-world contexts.

This phase provides a solid foundation for career development by helping students discover who they are and how their personal attributes align with potential future careers.

**Career exploration** fosters curiosity and motivation, helping learners see the connection between their education and the world of work. It is designed to enable learners to: -

1. broaden their understanding of the job market and various career opportunities;
2. think critically about how their interests and abilities align with different professions; and
3. make informed subject choices that support their long-term career aspirations.

Through structured exploration and exposure to various career options, learners will be better equipped to make informed decisions about their academic pathways and long-term career aspirations.

**Career preparation and placement** ensures that learners take proactive steps towards achieving their future career and educational goals. This phase empowers learners to:

1. take control of their future by making informed choices regarding their education and career paths;
2. align their subject choices, extracurricular activities, and personal development with their long-term goals;
3. set achievable goals, break them into smaller steps, and stay motivated and
4. reduce the likelihood of them feeling lost or overwhelmed when transitioning to senior schools or vocational schools.

This stage is crucial in helping students transition smoothly into senior school education or vocational training with a clear sense of direction and purpose.

**2.2 Self and Career Awareness**

Activities undertaken in this stage should provide learners with information about possible career pathways and different careers therein, and enable them to learn about their own abilities and interests. These activities Should be designedto enable learners accomplish the following:-

1. Identify their hobbies, talents, and interests and how they relate to the world of work.
2. Learn why people work and the benefits of various occupations.
3. Identify employability skills and why they are important.
4. Learn about all careers including non traditional.
5. Utilise technology in learning about self and careers
6. Learn about tools used in different careers and occupations.
7. Formulate a basic plan for education, training, and experience to lead to the desired career.

**2.2.1 Interest and Personality Assessment**

1. Learners should be helped to:
   1. Identify areas of interest and align them with potential career paths
   2. Develop a structured way to explore how personality traits influence career preferences.
   3. Identify themselves to recognize their strengths, values, and skills.
   4. Decide their subject choices and extracurricular activities.
2. Activities should be geared towards administering tools like personality tests (e.g., Holland’s Codes, Myers-Briggs Type Indicator), and aptitude assessments among others to help students reflect on their individual traits. Learners should keep a record of the results from the assessment tools
3. ir also develop interest inventory for them to learn which activities, subjects, and environments they enjoy.
4. After completing interest and personality assessments, Learners should receive personalised feedback that:
   1. Explains the results in a way that is easy to understand.
   2. Provides suggestions for career fields that match their interests and personality traits.
   3. Includes guidance on how to further explore these careers through subject choices, extracurricular activities, and hands-on experiences.
5. Assessment results should be used as a basis for one-on-one discussions with students. These sessions can help students:
   1. Understand how their interests and personalities align with various career fields.
   2. Identify skills they should develop based on their assessments.
   3. Make informed decisions regarding their subject selection and career exploration activities.
6. Learners should be guided on how to use their assessment results to explore careers that align with their profiles. Schools can provide resources such as:
   1. Websites or platforms where students can research specific careers, learn about the required qualifications, and explore future job opportunities.
   2. Connect students with professionals in fields that align with their interests and personalities.

**2.2.2. Career Awareness**

1. Learners should be helped to:
   1. Broaden the Career Horizons by exposing them to careers they may not have considered or known about, helping them discover new possibilities.
   2. Learnthe link between careers and school subjects so as to make more intentional academic choices.
   3. Break down stereotypes about gender roles or social expectations in specific careers.
   4. Think about their future and the steps they need to take to achieve their career goals.
2. To introduce learners to careers the following should be undertaken
   1. Undertake career talks by inviting professionals from different industries to speak about their careers, educational journeys, and challenges
   2. Usevideos or short documentaries that highlight diverse career paths and the daily work of professionals.
   3. Career fairs and Job shadowing to provide a real world of work exposure.
3. Create informational posters, digital presentations, or career guides that introduce students to various career sectors and professions.
4. Provide career awareness lessons that cover the day-to-day activities of professionals in different industries
5. Utilise charts or visual aids that show how specific subjects lead to different careers (e.g., biology can lead to medicine or environmental science; mathematics to engineering or accounting).
6. Hold discussions on how the subjects being taught are applied in various careers.
7. Use case studies or examples of real-life professionals who have used their subject knowledge to succeed in their careers
8. Involve school alumni who are working in different professions to speak to students about their experiences and provide advice.

**2.2.3 Skill Identification**

This is to help students recognize their natural talents and skills (both soft and technical), and relate these to potential career paths.

1. Learners should be helped to: -
   1. Learn their strengths and areas for growth.
   2. Match their skills in career fields that require similar abilities.
   3. Actively work on improving both academic and personal skills needed for success in the future.
   4. Make informed decisions regarding subject selection, extracurricular activities, and vocational training.
2. Encourage students to keep a skills journal where they note tasks they feel confident in, areas where they struggle, and any new skills they acquire.
3. Administer assessments that ask students about their confidence and competence in various skills (e.g., public speaking, writing, teamwork, etc.) for then to develop skill inventories
4. Undertake online assessment by using Digital tools that enable learners to assess their abilities in areas such as problem-solving, communication, leadership, and specific technical skills.
5. Encourage learners to actively participate in clubs and societies that are aligned to their interests and abilities.
6. Organise peer feedback sessions where learners evaluate each other’s strengths in group work or class presentations.
7. Undertake teacher evaluations that provide learners with specific feedback on their academic and interpersonal skills (e.g., creativity, analytical thinking, leadership in class).
8. Encourage learners to participate in sports, clubs, and community service activities to enable them develop leadership, teamwork, and problem-solving skills. Thereafter learners should reflect on what skills they used or developed (e.g., did they lead a project, solve a conflict, or improve their communication?).
9. Provide learners with opportunities to develop specific technical skills relevant to their career interests.
10. Guide students to learn how their skills relate to potential careers.
11. Connect learners with mentors who can offer advice on how to further develop their skills and which careers may be a good fit based on those skills.
12. Offer career counselling sessions where learners can discuss their skills and interests, and receive guidance on subject choices, extracurricular activities, and future education or training options

**2.3 Career Exploration**

Activities undertaken at this stage enable learners to investigate and develop an understanding of a variety of careers, their attributes, and the aptitudes needed in different types of occupations and careers. These activities should enable learners accomplish the following:-

1. Undertake research to align their interests, strengths, and skills to various occupations and careers using a variety of available sources.
2. Be familiar with different career sectors and the variety of professions within each
3. Explore non traditional careers
4. Engage in hands-on learning related to different careers. such as, science and engineering fairs, fashion and cultural days;
5. Participate in career specific clubs. e.g. Journalism club, 4K Club, Debating and Drama, Music
6. Set career goals and create a plan to achieve them through subject selection, skill development, and hands-on experiences.
7. Learn the importance of continuous learning and adaptability in today’s job market.

**2.3.1 Career Research**

A dynamic process called career exploration aids learners to shift from the classroom to the world of work. Learners will develop a solid foundation of information, abilities, and experiences which will enable them to make well-informed judgments on their future careers. Career research therefore provides opportunities for learners to research and create profiles of careers they are interested in, including required skills, qualifications, work conditions, and future prospects. To achieve this the following are to be undertaken:-

1. Provide learners with opportunities to research different careers and industries by:
   1. Scheduling specific times within the school time table for learners to undertake research on various careers.
   2. Directing students to use career websites and platforms to research careers, job descriptions and qualifications.
2. Organise sessions with professionals from different industries who can discuss their career journeys and industry trends.
   1. Identify and choose guest speakers based on learners' needs.
   2. Choose speakers from a variety of fields to provide learners with first hand insights into various careers and industries.
3. Organise career related field trips and industry visits for learners to observe professionals in action and connect classroom learning to real world of work applications.
4. Let learners research and create profiles of careers they are interested in, including required skills, qualifications, work conditions, and future prospects
5. Organise career related community service learning activities like tree planting and communal clean up for learners to gain both practical skills and useful insights into possible career paths.
6. Guide learners on different sources of career information such as career magazines, newspaper articles, websites, catalogues, social media platforms that aid in understanding current job market trends and anticipating future career opportunities.
7. Encourage learners to actively participate in clubs and societies as a means to explore personal passions and talents and explore potential pathways.
8. Organise career informational interviews with business representatives to acquire one on one insights and real world examples of possible careers.
9. Arrange for “job shadowing” where learners observe the day-to-day responsibilities and tasks of professionals in a work setting.
10. Organise career fairs for learners to understand how their education aligns with career opportunities and career paths useful.
11. Organise career dress up days for learners to better visualise themselves in various roles, which can inspire them to consider careers they might not have thought about before.

**2.3.2 Career Analysis and Reflection**

Career Analysis and Reflection allows learners to assess their strengths, interests, values, and potential career paths. It helps them make informed decisions about their academic and career goals. Once the learners have had an opportunity to get all the necessary career information from different activities above, they should be helped in analysis and reflecting. Here's how it can be approached: -

1. Guide learners to undertake journaling and reflective writing via daily or weekly journals and guided prompts
2. Guide learners to document their progress in their career exploration journey by creating career portfolios containing career action plans, achievement records, list of potential careers and related subjects, membership to clubs and societies, list of contacts established from career fairs or job shadow, results of interest, values or personalities career assessment tests, certificates of merit.
3. Provide one on one career counselling to offer personalised advice and support;and targeted mentorship programs in line with the learners’ interests and possible career pathways.
4. Help learners process and draw meaningful conclusions in their career exploration through reflective classroom discussions where they share experiences and review sessions following career related activities.

**2.3.3 Exposure to Non Traditional Careers**

Introducing learners to non-traditional careers is essential in broadening their perspectives and encouraging them to explore paths that might not align with traditional expectations. These careers can provide unique opportunities and foster innovation, creativity, and growth. Learners should be exposed and helped to identify non traditional careers. The following shall apply:

1. Organise visits to workplaces in non-traditional industries.
2. Provide access to online resources such as videos, articles, and virtual tours of different careers.
3. Encourage class projects or activities that require research into various career paths.
4. Offer guidance sessions or training focused on exploring a wide range of careers from emerging career fields such as green, blue, and digital economies.

**2.3.4 Provision of hands-on learning experiences**

Learners should be given opportunities for hands on learning that promote career exploration by:

1. Creating projects that mimic real-world of work tasks.
2. Providing work experience in various fields such as community service in a hospital
3. Using role-playing and simulations to explore various professions
4. Creating clubs and activities related to different careers
5. Participating in science fairs, engineering expos, and other career-related competitions
6. Visiting workplaces, labs, studios, and cultural centers

**2.3.5 Membership to Clubs and Societies**

Learners should be encouraged to create and belong to clubs and societies by:

1. Creating/ Participating clubs based on their interests
2. Defining clear goals and activities for each club
3. Encouraging learners to join clubs that align with their career aspirations
4. Holding events and activities where club members can present or showcase their projects and learnings
5. Inviting guest speakers from relevant industries to share career insights.

**2.4 Career Preparation and Placement**

Students should develop a well-rounded understanding of both personal career interests and the practical skills needed to succeed in the workplace. Career preparation and placements activities organise resources and offer assistance to learners so that they can make successful transitions from Junior school to Senior School. Career guidance activities at this stage will be implemented, to help learners choose the appropriate career path. The learner should be guided to;

1. Reinforce and continue firming up their hobbies, talents and interests
2. Search for information on the learning areas/subjects offered at JS and their related career pathways
3. Study all learning areas/subjects offered at Junior School and identify related career pathways for Senior School .
4. Learn career pathways offered at senior school
5. Explain the process or steps of placement of Junior School learners into the three pathways at Senior School.

**2.4.1 Identification of Hobbies, Talents and Interests**

Learners should be helped to identify their hobbies,talents and interests by undertaking such activities as the following:

1. Exposing them to a variety of activities and subjects to help them discover what they enjoy and excel at
2. Observing and paying attention to what activities learners are naturally drawn towards and enjoy during their free time
3. Allowing them to try different extracurricular activities, such as sports, arts, music, and academic clubs.
4. Integrating hobbies into their daily or weekly schedule to help them develop and maintain their interests.
5. Encouraging them to join groups or clubs where they can share and explore common interests with peers
6. Encouraging them to share their hobbies as the teacher shares their hobbies and interests to inspire them which can inspire them to find their own¹.
7. Using interest and skill assessments to help them identify their strengths and preferences
8. Encouraging them to keep a journal to reflect on what activities they enjoy and why
9. Providing positive reinforcement and support as they explore and develop their talents and interests

**2.4.2 Search for Career Information**

The learners should be helped to search for career relevant information using a variety of sources as shown below:

1. Using friends, family, and professional acquaintances who can provide insights and advice based on their own experiences.
2. School career offices to offer resources, counselling, and workshops to help students explore career options
3. Local and school libraries often have career guides, directories, and other resources to help with career exploration.
4. Online career platforms,websites and forums that offer career assessment tools and detailed information on different career paths.
5. Career fairs to provide direct access to potential employers and information about various industries.
6. National and local newspapers, as well as industry-specific magazines, often feature job listings and career advice.

**2.4.3 Information of Junior School Learning Areas or Subjects**

Junior School education exposes learners to a broad based curriculum for them to explore their own abilities, personality and potential as a basis for choosing subjects according to career paths of interest at the Senior School (SS). Learners should therefore undergo rigorous career guidance programmes, counselling services, peer education, mentorship, learning to live together to enable them make informed choices as they transit to Senior School. Emphasis is on Non-Formal Programmes - clubs and societies, sports and games.

**Learning areas and subjects offered at JS**

1. English
2. Kiswahili/Kenyan Sign Language (KSL)
3. Mathematics
4. Religious Education
5. Social Studies (Including Life Skills Education)
6. Integrated Science (Including Health Education)
7. Pre-technical Studies ( including Business studies & Computer science)
8. Agriculture and Nutrition (Agriculture and Home Science)
9. Creative Arts and Sports

**2.4.4 Information of Senior School Pathways**

Senior School lays the foundation for further education and training at the tertiary level and the world of work. Itmarks the end of Basic Education.

Learners exiting this level are expected to be “engaged, empowered and ethical citizens” ready to participate in the socio-economic development of the nation. At this level, learners shall take SEVEN (07) learning areas (LAs).

These shall comprise **THREE** Compulsory learning areas, **AT LEAST** **TWO** learning areas from the chosen Pathway and a maximum of **TWO** more learning areas chosen from **any of the three pathways;** depending on the learner’s career projections and with guidance by the schools.

**CORE LEARNING AREAS**

1. Functional English (FE) (for learners who do not take English Language as a learning area)

2. Functional Kiswahili (FK) *(for earners who do not take Kiswahili Language as a learning area)*

3. Physical Education (PE)

***Note:***

1. Community Service Learning (CSL) (learners to be exposed to CSL principles then projects to be mapped upon selected learning areas)

2. Information Communication & Technology (ICT) to be integrated in all learning areas to support/ enhance students’ Digital Literacy.

***Intro statement***

1. **ARTS AND SPORTS SCIENCE PATHWAY: TRACKS AND LEARNING AREAS**

|  |  |
| --- | --- |
| a) The Arts: Three (03) LAs) | Sports Three (03) LAs) |
| 1. Music and Dance 2. Theatre and Film 3. Fine Art | 1. Sports and Recreation 2. Physical Education (C |

**SOCIAL SCIENCES PATHWAY: TRACKS AND LEARNING AREAS**

|  |  |
| --- | --- |
| **a) Languages**  **Note: Learners who specialise in English or Kiswahili shall not take Functional English or Functional Kiswahili; respectively.** | **b) Humanities** |
| i) English Language  ii) Literature in English  iii) Lugha ya Kiswahili  iv) Fasihi ya Kiswahili  v) Sign Language  vi)OtherLanguage:(Arabic/French/German/Chinese,IndigenousLanguage/KenyaSign Language (KSL) | i. History and Citizenship  ii. Geography  iii.(Christian Religious Education,Islamic Religious Education or HinduReligious Education)  iv. Business Studies. |

1. **SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) PATHWAY**

|  |  |  |
| --- | --- | --- |
| **a)Pure Sciences** | **b) Technical** | **c) Applied Science** |
| i) Mathematics  ii) Physics  iii) Chemistry  iv) Biology  v) General Science  vi)General Mathematics | i. Aviation  ii. Building Construction  iii. Electricity  iv. Metal Work  v. Power Mechanics  vi. Wood work | i) Agriculture  ii)Computer Studies  iii) Home science |

**LIST OF ALL SUBJECTS AT SENIOR SCHOOL**

(For which curriculum Designs are being developed/reviewed)

|  |  |
| --- | --- |
| *1. Functional English*  *2. Functional Kiswahili*  3. Physical Education  4. Community Service Learning  5. English Language  6. Literature in English  7. Lugha ya Kiswahili  8. Fasihi ya Kiswahili  10. Kenyan Sign Language  11. Arabic,  12. French,  13. German,  14. Chinese,  15. Indigenous Language  16. History and Citizenship  17. Geography  18. Christian Religious Education  19. Islamic Religious Education  20. Hindu Religious Education  21. Business Studies  22. Music and Dance  23. Theatre and Film  24. Fine Arts | 25. Sports and Recreation  26. Ball Games  27. Athletics  28. Mathematics Advanced  29. Physics  30. Chemistry  31. Biology  32 *General Science*  33. *General Mathematics*  34. Aviation  35. Building Construction  36. Electricity  37. Metal Work  38. Power Mechanics  39. Agriculture  40. Computer Studies  41. Home Science  42. Media Technology\*  43. Marine and Fisheries  44. Technology\* |

**2.4.5**  **Process/steps of Placement of Junior School Learners into Pathways in Senior School**

The transition from **Junior School** to **Senior School** is a critical step that requires careful consideration. Senior School offers various pathways based on learners' competencies, interests, and talents. Below are key factors for learners to consider when choosing pathways for Senior School:

i.Interests and passions: choosing subjects and activities that genuinely interest and excite them.

ii.Skills and strengths: identifying their natural talents and areas where they excel.

iii.Educational Requirements and Guidelines: understanding the education and training needed for careers they’re interested in.

iv.Personal values: reflecting on what is important to them, such as helping others, creativity.

v.Family and peer influence: taking into account advice and support from family and friends, while ensuring the final decision aligns with their own goals.

vi.Extracurricular activities:participating in clubs, sports, and volunteer work to explore different fields and gain experience.

vii.Career counselling: utilising school career counselling services for personalised advice and resources.

**2.5 Administration of Career Guidance Programme**

**2.5.1 Structuring**

1. The programme shall be structured as follows
   * 1. Self and Career Awareness activities will be undertaken by learners in Grade Seven (7)
     2. Career Exploration activities will be undertaken by learners in Grade Eight (8)
     3. Career Preparation & Placement activities will be undertaken by learners in Grade Nine (9)
2. Ensure inclusion of career guidance in the school timetable. Career counselling shall be allocated time during guidance and counselling sessions

**2.5.2 Collaboration with Parents and Guardians**

1. **Establish Clear Communication Channels**
   * 1. Organise periodic parent-teacher meetings, open days, and career events to share updates on learners' career progress and educational milestones.
     2. Ensure that all communication is accessible to parents from diverse backgrounds. Emails, phone calls, newsletters, school websites can be used for updates.
     3. Encourage parents and guardians to express their concerns and thoughts about their child's career plans, creating a dialogue rather than a one-way flow of information.
2. **Create a Supportive Environment at Home**
   * 1. Encourage parents to have open conversations with their children about their interests, strengths, and aspirations.
     2. Educate parents on the importance of supporting their child's choices without exerting undue pressure based on family expectations or outdated views on certain professions.
3. **Involve Parents in the Counseling Process**
   * 1. Invite parents to career counselling sessions to gain insight into the student's strengths, preferences, and potential career paths.
     2. Encourage the creation of individualised career plans with student input, which can be shared with parents for their feedback and support.
4. **Highlight the Role of Lifelong Learning**
   * 1. Sensitize parents the importance of fostering adaptability, continuous learning, and skills development in their children, as career paths may change over time.
     2. Encourage parents to support students in participating in community service activities, volunteer opportunities, job shadowing, and co-curricular activities that expose them to various careers.
5. **Encourage Partnership with Career Advisors**
   * 1. Engage parents in familiarising themselves with available career resource centres at the school.
     2. Guide parents on when to seek advice from career counsellors and industry professionals to provide their children with accurate and relevant guidance.
6. **Recognize Diverse Cultural and Socioeconomic Backgrounds**
   * 1. Respect and incorporate diverse family values, beliefs, and expectations regarding education and career choices.
     2. Identify and address barriers parents may face, such as language, socioeconomic challenges, or limited access to information, ensuring equitable involvement in their child’s career planning.
7. **Feedback Mechanism**
   * 1. Create systems where parents can regularly provide feedback on the career guidance process, ensuring continuous improvement in communication and counselling services

**2.5.3 Career Guidance Committee**

1. Establish a Career Guidance Committee to implement and coordinate the career guidance programme. The committee shall be chaired by the deputy head teacher and heads of subjects shall be members of the committee
2. The school Career Guidance Committee shall come up with programmes to guide learners through their educational and career decisions. Duties of the committee shall include:
   * 1. Develop a Career Guidance Program
     2. Coordinate Individual and group career guidance support to learners
     3. Compile and maintain up-to-date resources on various career options, educational pathways, job market trends, and scholarship opportunities.
     4. Organise career exploration activities such as career fairs and job shadowing
     5. Establish and maintain partnerships with local businesses, community organisations and tertiary institutions to create opportunities for students, such as internships, mentorships, and scholarships.
     6. Organise parents meetings to offer career guidance.
     7. Establish a network of alumni who can serve as mentors or provide career advice to current learners.
3. The school Career Guidance Committee shall adopt a strategic approach to help learners make informed decisions about their future careers.
4. The Career Guidance Committee shall facilitate exposure of learners to hands-on experiences that will help them gain a clearer understanding of various professions and build essential skills.