

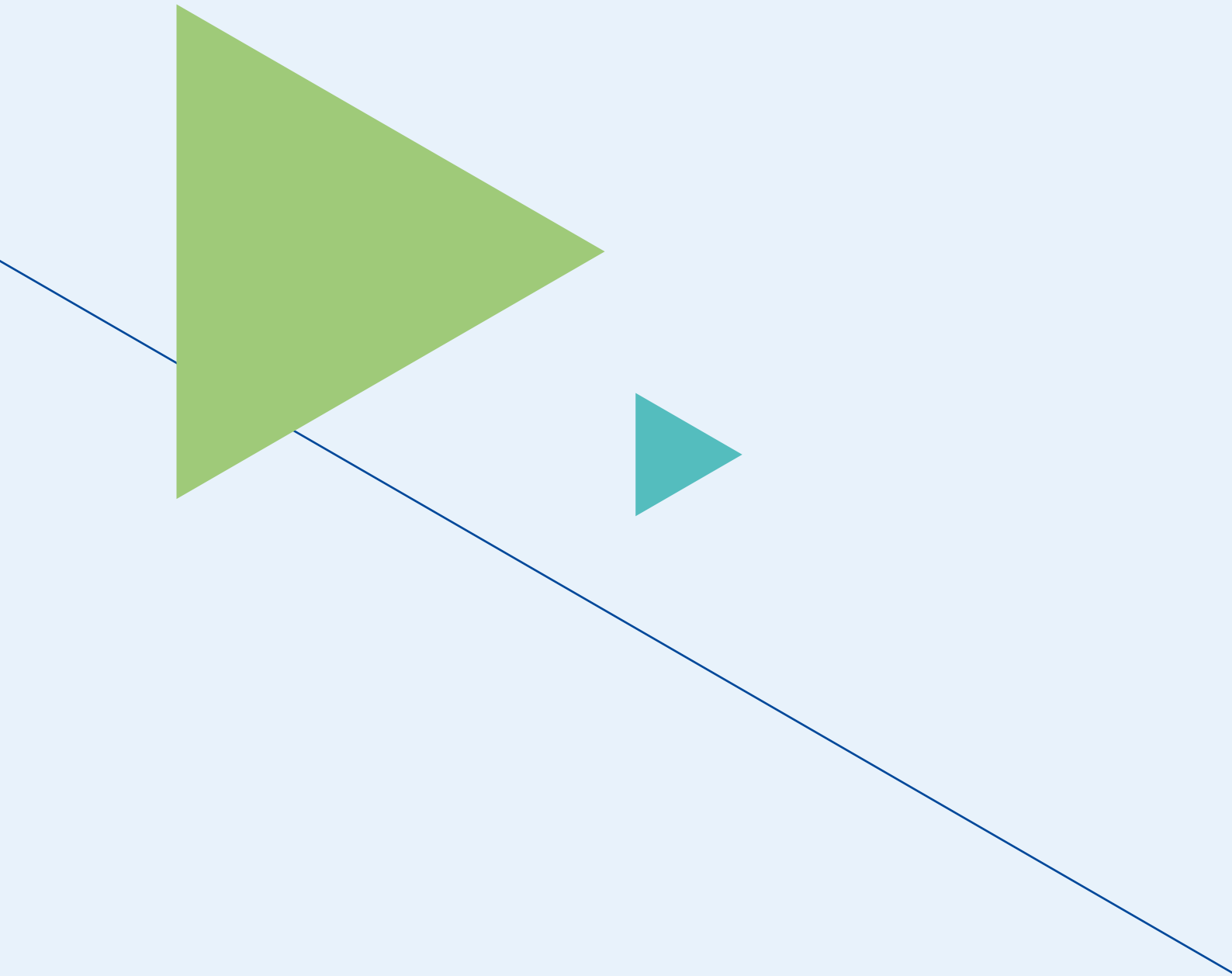


International  
Labour  
Organization

# ▶ Handbook for career development

Introduction to the ILO framework for career  
development in low- and middle-income countries





▶ **Handbook for career  
development**

Introduction to the ILO framework for career  
development in low- and middle-income countries

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## ► About the handbook

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This handbook introduces an adaptable career development framework that can be used to support the work of teachers, public employment service workers, policymakers, programme developers and careers practitioners. The handbook primarily targets those working in and supporting the education system and youth development, although it can also be applied in public and private employment services, human resource management and welfare systems. Given its stronger applicability in formal education and training environments, this handbook is especially valuable for middle income countries (MIC) with a large young population.

The handbook builds on the ILO's existing *Career guidance: A resources handbook for low- and middle-income countries* which sets out the value of career guidance and provides an overview of the ways in which countries can implement a career guidance system. This handbook moves on to set out the International Labour Organization's (ILO) career development framework. This provides detailed ideas about the content and focus of career guidance programmes and interventions as well as ideas about how it can be implemented in the wider education and employment system. This is then illustrated with examples and insights about how this can be implemented in different contexts.

This handbook is designed to be a practical guide, but for those who want further detail, it is published alongside a theoretical paper entitled *The development of the ILO's framework for career development*. The handbook is to be complemented with practical implementation tools, the first of which, *A guide to work experience*, looks at how the framework can be implemented through work experience programmes. Further tools are expected to be developed to support field interventions and projects.

The handbook was developed for the ILO by Tristram Hooley (University of Derby), Hannah Blake (University of Derby), and Pedro Moreno da Fonseca (International Labour Organization).

## ► Acknowledgements

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## ► Foreword

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Career development support is growingly acknowledged as a key component of education, impactful training programmes or investments in workers' skills. Rather than being an afterthought, activities such as career guidance and career education are becoming embedded elements in employment promotion policies, strategic training investments to promote economic sector growth and social protection measures for vulnerable youth and adults.

Career guidance is a key element in balanced lifelong learning system development, as portrayed in the ILO Strategy for Skills and Lifelong Learning 2030 and a fundamental policy to promote apprenticeship programmes in line with the Quality Apprenticeships Recommendation, 2023, (No 208). It is a set of activities that allows workers and learners to better navigate a growingly complex labour market, profoundly affected by structural technological, demographic, and environmental transformations.

Governments across the globe are currently increasing their investments in career development support, with great emphasis on youth services and programmes. While this investment is of supreme importance, it may be cursed by a piecemeal approach and relatively small-scale interventions. Many new online careers services may lack quality and not be supported by a career development approach.

Ongoing reforms call for a framework that can, on one hand, help integrate already existing programmes, tools and efforts, and on the other provide a coherent basis for coordinated services and programmes. This handbook provides an adaptable framework for the establishment of career development support. While it relies on a broad scope approach, it is particularly geared towards youth and its life contexts in low- and middle-income countries. We trust that it will provide a useful tool to help constituents enhance, integrate and develop curricular and non-curricular activities and help organise online services.

Srinivas Reddy  
Chief of Skills and Employability Branch





# 1

## Introduction

---

Career describes peoples' pathways through life, learning and work as well as the way that they understand those pathways and accord them meaning. It is not just the hierarchical progression through formal occupations, but a way of thinking about the journey that all people take through their life. Engaging with this concept has huge potential for individuals to develop their own lives and consider how they can contribute to their community and society. Yet many individuals in low- and middle-income countries might hesitate at the idea that they have a career. The concept of career may seem like a complex idea that is out of reach to most; instead, people might talk about work, employment, or pursuing opportunities in the informal economy to guarantee their livelihood.

In this handbook we use the concept of career development in a democratic way to describe the ways in which people live their lives in low- and middle-income countries. Career development describes how people manage their lives and work to create a positive existence, it also adds a focus on progression, highlighting the fact that it is possible to change your life through your own agency. Agency describes an individual's capacity to shape their own life. The handbook seeks to encourage activities which build the agency of individuals and groups, whilst also recognising that there are different possibilities to exercise agency in different countries, contexts and cultures.

A key aim of the handbook is to help people to recognise the agency that they have over their lives, as well as developing their consciousness about the ways in which this agency is bounded by the structures in

which they are careering. Career development support helps people to build networks, understand the value of their experience, identify and access learning opportunities, identify pathways to formalisation, develop their skills and engage in entrepreneurship and access help, support and advocacy when it is needed.

The idea of career development is therefore a broad one, which different people might operationalise in different ways, and which will often be dependent upon the situations that individual lives in. For some, it will be about seeking employment, negotiating access to the formal economy or seeking promotion, while for others it will be about balancing life and work, playing a role in your family or community, or starting an enterprise or social enterprise.

In low- and middle-income countries, many people's careers run through the informal economy or exist in between the formal and informal economies. For some, career development might be viewed in terms of their progress towards the formal economy, but for many others, it may be possible to develop their career either outside or alongside formal structures. Careering is always the art of the possible and we must recognise that whilst people can exert influence and change their lives, the lives of those around them, and the opportunity structures, people cannot control everything in their careers.

## ► Relevance to policy

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Career development is important to countries' economic and wider social goals. Specific evidence exists to show that it can help to reduce dropout rates, increase retention and academic success, align learning and skills development with work life, increases individual's motivation and confidence as well as contributing to economic development and productivity.

Career development plays a key role in ILO's strategies and standards on learning and employment such as the ILO's Global Strategy on Skills and Lifelong Learning 2030 (ILO, 2023), the Human Resources Development Convention, 1972 (No. 142) and Recommendation, 2004 (No. 195), the Quality Apprenticeships Recommendation, 2023 (No. 208), and the Employment Service Convention, 1948 (no. 88).

These policy documents call for the development of quality career development support that can help people seize learning and entrepreneurial opportunities, access decent work and contribute to bringing forth more peaceful and sustainable societies. When well implemented, through quality provisions, adjusted to the needs of learners and workers, career development policies and services help increase the relevance and impact of growth, employment and educational policies.

At its best, career development takes the point of view of empowering the choices and actions of the individual. As discussed in the accompanying paper, *The development of the ILO's framework for career development* (ILO, 2024), this concern for individual empowerment does not have to be individualistic and based on the transfer of responsibility for career outcomes to the individual. Rather, career is viewed as something that we do together, in families and communities as well as with support from employers, trade unions and community organisations and the state. Therefore career development is conceived as a process undertaken within an environment of shared responsibilities, where the state develops an active role in advancing social justice by promoting equal career opportunities and employers hold an important social responsibility role. It is also a process that necessarily relates to a specific cultural environment and set of opportunities offered by the context.

Individuals have a better chance of accessing rights at work, social protection, and decent working conditions if they can move into formal work. Growing the formal labour market is also good for nations as it can strengthen the capacity of the state. However, many individuals will be pursuing their careers and livelihoods either wholly or partially in the informal economy. The informal economy is where a vast share of workers learn and acquire experience, and career development services need to acknowledge and engage positively with this reality, rather than only promote access to linear, and formal, pathways, which are dependent on formal and institutional requirements. The handbook recognises this reality whilst also supporting individuals and communities to progress towards formality.

## ► Developing career guidance systems


Helping individuals to establish good careers is closely related to positive initiatives around education, employment, welfare and social justice. This relationship means that many countries have invested in establishing a career guidance system which provides people with help and support with their career. An effective career guidance system is often described as a lifelong support network which helps individuals by connecting them to information, experiences, people and opportunities at all stages of their life.

National career guidance systems remain very emergent in most low- and middle-income countries. While the ILO encourages countries to invest in career guidance as a part of wider investment in employment, education and skills systems, it is not necessary to do this prior to using the career development framework. The framework is not a standalone tool, but is rather designed to offer a framework for career guidance systems around which other tools, programmes and interventions can be organised.

The framework and handbook can be used by both careers professionals and non-specialists such as teachers, trainers, youth workers and those working in public employment services. While many countries may choose to focus career development programmes on young people, the framework is lifelong and can also be used with adults.

Ultimately, where countries are keen to develop a career guidance system, they will need to invest in training and development for the practitioners involved in delivering such services. In the meantime, it is hoped that this framework and the resources set out in the appendix will give practitioners enough information to get started. As policymakers and practitioners engage further, they may wish to connect with key organisations in the field such as the ILO, the International Association for Educational and Vocational Guidance (IAEVG), the International Centre for Career Development and Public Policy (ICDPP), regional career development associations such as the African Career Development and Guidance Association or the Asia Pacific Career Development Association and national development partnerships and projects. Further information about these organisations and other resources are set out in the appendix.

Essentially the framework offers an answer to the question 'what do I need to do to have a successful career'. It articulates what people need to learn to be successful in their career and provides insights into how these capabilities can be developed. It can be used by policy makers to shape education, skills and labour market policy and support social protection initiatives. It can also be used by programme developers and practitioners to inform programmes and curricula.

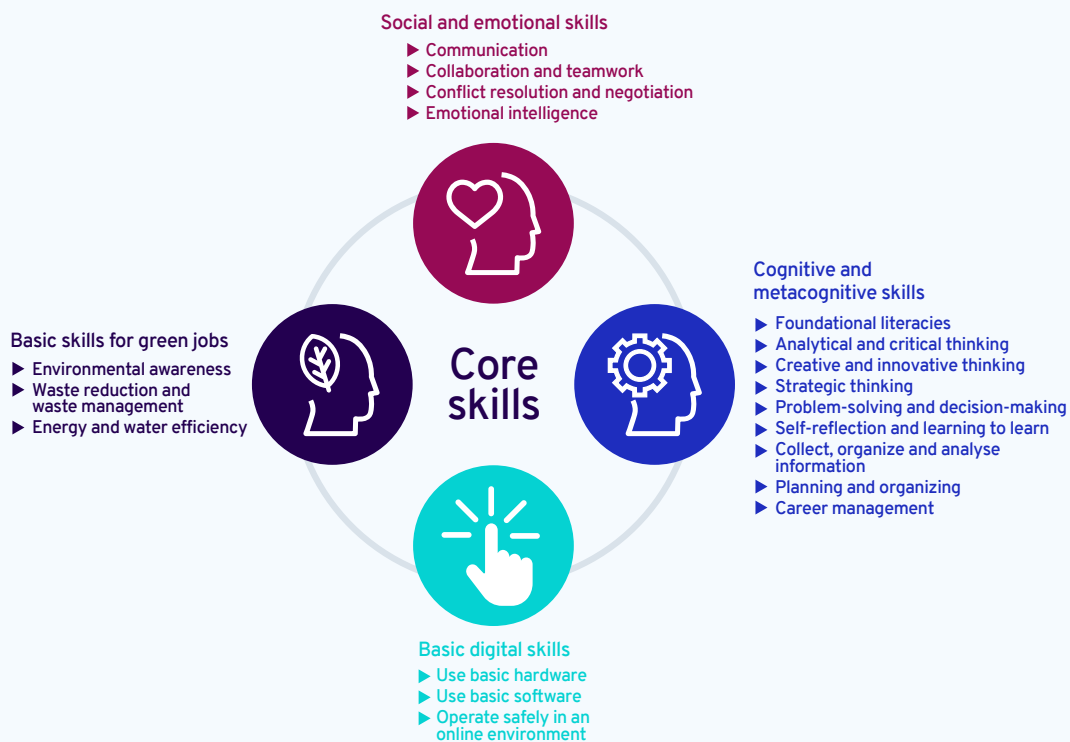
An illustration featuring three interlocking gears of different sizes in shades of blue and light blue, positioned in the upper left. To the right, a red signpost with a circular top holds three directional arrows: a red arrow pointing left, a blue arrow pointing right, and a light blue arrow pointing left. The background is a light blue gradient with a large, faint circular shape behind the text.

**What do I need to do to have a successful career?**

## ▶ Building the career development framework

The ILO has already developed a global framework for core skills which sets out a range of non-technical skills, such as social and emotional, cognitive and metacognitive, basic digital skills and basic skills for green jobs. Both core skills and technical skills are required by individuals if they are to become employable manage their careers and contribute to the life of their community.

▶ **Figure 1.** The ILO global framework for core skills



Within the ILO core skills framework, the issue of 'career management' is highlighted and defined as follows.

▶▶ *The ability to establish, plan and work towards the achievement of short- and long-term goals having both tangible and intangible success criteria. The ability to exchange information and ideas with individuals and groups that share a common interest, developing relationships for mutual benefit. The ability to use labour market information and intelligence to help identify work opportunities, understand work contexts and work conditions and apply job-search skills.*

Taking this definition as a departure point, we deepen the discussion of career management skills (CMS) to help stakeholders work with this concept. We explored various pre-existing CMS frameworks but found that all had their origins in high income countries. It was therefore determined that the ILO should develop a bespoke CMS framework for low- and middle-income countries, which can then be used as a baseline which countries can adapt and develop to suit their own needs and contexts.

The ILO Career Development Framework was developed through a literature review examining the educational and labour market issues experienced in low- and middle-income countries, existing CMS frameworks, evidence on the development of CMS in low- and middle-income countries and wider evidence on the impact of CMS. This was then supplemented with 20 interviews with careers development and skills experts with experience of working in low- and middle-income countries as well as international expert consultation. Finally, the ideas gathered through the literature review and expert interviews were synthesised and developed into the framework presented in this handbook.

A more detailed account of the development of the framework and the underpinning evidence for it exists in the theoretical paper *The development of the ILO's framework for career planning*.

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# 2

## Introducing the career development framework

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The career development (CD) framework summarises what people need to learn to have a successful career, how this learning happens and how it is changed by diverse contexts such as life, learning and employment, whether formal or informal. It is an open access tool which is available for any individual, organisation, ministry or government to use for their own purposes.

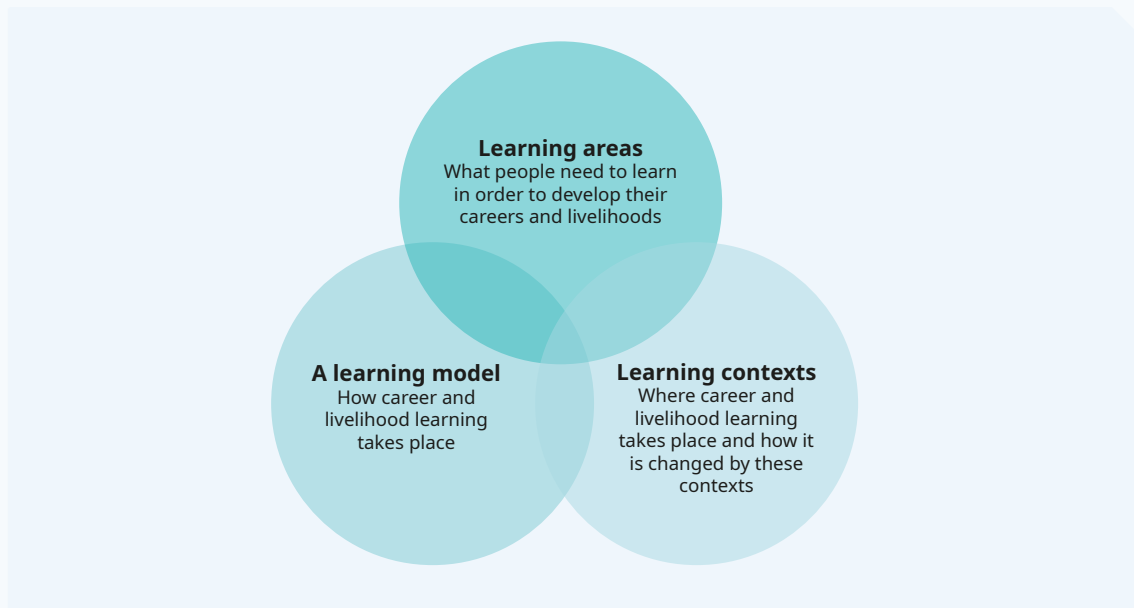
The framework is designed as a starting point for local and national approaches to career guidance and career development. It is not prescriptive, and it is recognised that **each country has its own diverse contexts and so countries should feel free to adapt it to their local circumstances** (see Chapter 6: *Localising the CD framework*). It has been developed as a lifelong framework which summarises what people need to learn to have the best chance of building a fulfilling, productive and successful career.

The CD framework provides a tool that can be used at a variety of levels. At the policy level it can be used to create consistency across different policy areas clarifying the aims of government funded or regulated

interventions. In other words, it can be used to create a shared vision for career development across a whole country. But the framework is also valuable to programme designers and managers and to those who are delivering career development support, as it provides clarity on what such support is designed to achieve.

The CD framework is comprised of three main elements.

► **Figure 2.** Elements of the career development framework



The next three chapters of the handbook will look at each of these elements in turn.



# 3

## The career learning areas

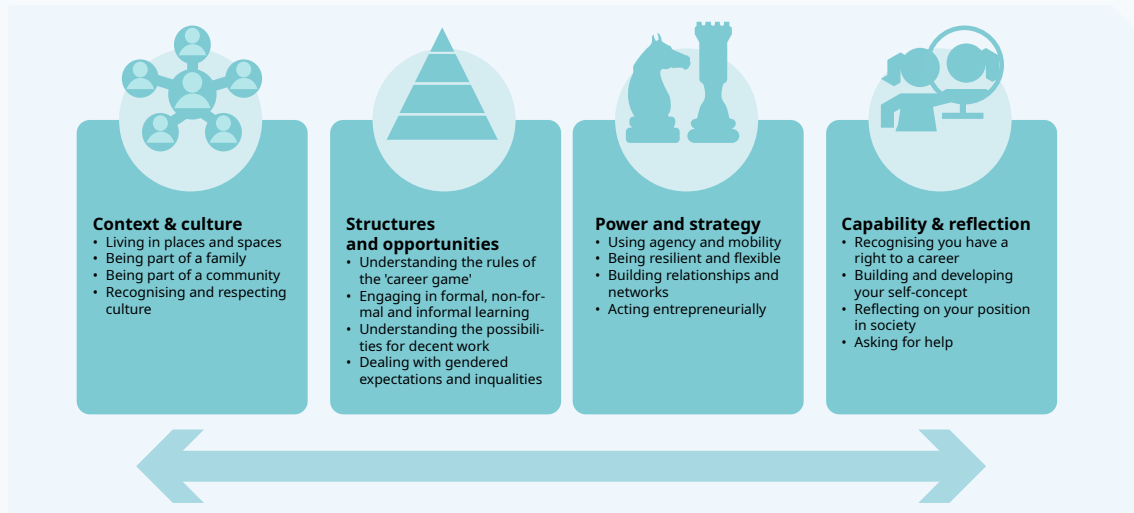
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The learning areas set out the key concepts that individuals need to engage with as they develop their careers. They answer the question, *what do people need to learn to have the best chance of building a fulfilling, productive and successful career?* The answer to this question is given as a series of areas where people can focus their learning, and how educators, youth workers, employment professionals and others can help them to learn. These areas were developed through the research project which is detailed in the paper *The development of the ILO's framework for career planning* which was published alongside the handbook.

In total there are 16 key capabilities (four in each of the four learning areas). The learning areas and capabilities are likely to be developed alongside each other rather than one by one as there is considerable interaction between them.

Figure 4 sets out the learning areas which career development in low- and middle-income countries need to focus on. This is then followed by a detailed discussion of each of the learning areas.



► **Figure 3.** CD learning areas

Further detail on these learning areas and capabilities is provided in Chapter 8, which sets out detailed learning outcomes. A range of resources are offered in the Appendix to help with the implementation of these different learning areas.

## ► Context and culture

Developing your career in low- and middle-income countries is about balancing the way in which the context and culture frame your possibilities for action with a belief that you can shape your own future. In such contexts it is rarely helpful to consider career in individualistic ways, rather it is valuable to consider how you are embedded into places, families, cultures and communities.

This learning area is made up of four capabilities. These capabilities are the key issues that people are likely to need to become familiar with, reflect on, and develop approaches to, as they develop their career.

► **Living in spaces and places.** Where people live frames the possibilities for their careers. The opportunities open to people in rural and urban places are different and individuals must understand where they live and work and consider the possibilities that this offers as well as the possibility of national and international mobility. For example, farmers and agricultural workers careers can be enhanced if they have a better understanding of local clusters of activities and how their local work fits into the global supply chain. Understanding the regulation and markets that frame their industry can empower such workers to develop what they produce, negotiate more effectively, recognise and act on opportunities that exist within the supply chain.

Key skills that exemplify this capability:

- Agency
- Awareness of regulation and markets
- Building social capital
- Labour market awareness

- ▶ **Being part of a family.** The careers of family groups are often bound up together. Family relationships bring help, support, and resources to people's careers as well as responsibilities, assumptions and expectations. Recognising that effective household management can be an enabler of career is important, as is an understanding that girls are often likely to disproportionately take on these household responsibilities. People need to consider how they will adapt and manage these different familial pressures as they develop their careers for example by sharing household chores more equally when women's labour market participation raises. Supporting households to better manage their resources and take advantage of opportunities for better work and support can help to provide the stability needed to release young people to participate in learning.

Key skills that exemplify this capability:

- ▶ Budgeting and financial management
- ▶ Building social capital
- ▶ Co-operation and team work
- ▶ Interpersonal skills and relationship management

- ▶ **Being part of a community.** People live in communities bound together by shared interest, expectations, and mutual aid. In many cases the careers of individuals develop in a way that is intertwined with the prospering of their community. However, there are also tensions between individual aspirations and the expectations and requirements of communities. As people develop their careers they need to navigate these tensions and seek good outcomes for themselves and others. For example, community development programmes often include opportunities for gainful employment and skills development which are simultaneously designed to enhance community cohesion and resilience and provide individuals with opportunities to enhance their lives.

Key skills that exemplify this capability:

- ▶ Building social capital
- ▶ Co-operation and team work
- ▶ Interpersonal skills and relationship management
- ▶ Solidarity and mutual aid

- ▶ **Recognising and respecting culture.** People's lives and personalities are embedded in the cultures in which they are raised and live. Culture, including our religious and spiritual life, shapes people's aspirations and sense of what is possible, right and wrong. Culture is not fixed and unchanging, but it does not bend, at least not quickly, in response to the whims of individuals. People need to develop an awareness of their culture and the cultures of others who they meet in their careers. This awareness can support reflection on culture and shapes the way that they and others can develop their careers.

Key skills that exemplify this capability:

- ▶ Cultural awareness
- ▶ Reflexivity
- ▶ Respect for others
- ▶ Self-awareness

## ► Structures and opportunities

---

Access to opportunities is structured by the societies in which people live. It is important for people to recognise these structures and to consider how they will navigate them to generate opportunities for themselves and others in their family and community.

Whilst individuals must recognise that different workplaces operate in different ways, particularly when considering formal/informal and urban/rural employment, the general capabilities that people need to work on in this area as they develop their careers are as follows.

- **Understanding the rules of the ‘career game’.** People can advance their career more successfully when they understand where power lies, what assumptions underpin the working world and what is expected of them. Spending time building critical consciousness and an understanding of the rules that govern successful career building is important career learning. This might mean helping people to weigh up the short and long-term possibilities that can offered by accessing learning, participating in the formal and informal economy or engaging in entrepreneurship. This can be important in, for example, exploring possibilities of transitioning from an informal apprenticeship into an independent activity as a “journeyman” craftsman with their own business.

Key skills that exemplify this capability:

- Analytical skills
- Career planning
- Critical consciousness
- Labour market awareness

- **Engaging in formal, non-formal and informal learning.** Formal education, non-formal learning (often within an organisational framework) and informal learning are all important ways to develop skills and knowledge. In low-and-middle-income countries non-formal learning through traditional apprenticeships as well as informal and incidental learning in informal workplaces play a vast role. Being aware of the value of one’s experience, available learning opportunities and to be able to strategically utilise and combine them, is key to career advancement. For example, understanding how modular skills development offers and digital credentials can be used and how previous experience can be leveraged to setup businesses or access qualifications and decent work. For those engaged in formal learning clear career goals can help avoid drop out and increase retention and academic success. Recognising that career progression is often dependent on your ability to learn and develop skills and knowledge is important, as is a recognition of the value that is accorded to literacy, numeracy, the ability to speak national and international languages and a wide range of other technical and vocational skills. Successful careers may also be supported by recognised qualifications, particularly when aligned with labour market needs.

Key skills that exemplify this capability:

- Career planning
- Language skills
- Learning awareness
- Reflexivity

- **Understanding the possibilities for decent work and entrepreneurship.** In low- and middle-income countries, careers are built in both the informal and formal economies, with some people operating between the two. Successful careers are based on a sound understanding of what the labour market needs, how to access these opportunities and which ones are more likely to lead towards gainful activities and decent, sustainable work. The recognition of decent work is important as it requires

people to understand their rights and the quality of life that it is possible for work to afford. This includes the ability to research the labour market, manage transitions, access entrepreneurial and financial support and leverage the opportunities offered by social and economic programmes offered by the state and NGOs. Effective careering also involves a good understanding of legal rights and responsibilities as well as of the functioning of the informal labour market. Increasingly this capability is also bound up with an understanding of the possibilities of digital work and the use of new technologies within the workplace.

Key skills that exemplify this capability:

- ▶ Career planning
- ▶ Critical consciousness
- ▶ Enterprise and entrepreneurship
- ▶ Labour market awareness

- ▶ **Dealing with gendered expectations and inequalities.** Gender is an incredibly important factor that structures participation in education and employment in many low- and middle-income countries making many roles and resources particularly difficult to access for women. Women are also frequently impeded to access to access quality tools, prime market spaces and digital equipment. Gender relations are embedded in culture, society and in labour market segregation and employment relations. Both women and men need to be able to understand these structures and develop strategies to navigate and challenge them where they believe it is right to do so. Such strategies may include accessing development programmes which address gender, making use of micro-financing opportunities and learning about the opportunities that do exist for women by hearing from role models and those with lived experience.

Key skills that exemplify this capability:

- ▶ Agency
- ▶ Challenging structures
- ▶ Critical consciousness
- ▶ Solidarity and mutual aid

## ▶ Power and strategy

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Careering is a process of active engagement with the world. Individuals and groups have the capacity to change their lives and influence organisations and societies, but such processes rely on the development of capacities to enact change. Of course, in low- and middle-income countries, the ability to enact change is constrained for many people by low levels of job opportunities and access to resources, frequent crises and political, economic and environmental shocks. Given this challenging environment people often also need to be resilient and flexible. This ability to combine a variety of personal and collective strategies to develop your career is central to effective career development.

The capabilities that people need to work on in this area as they develop their careers are as follows.

- ▶ **Exercising agency and mobility.** The term 'agency' refers to the recognition that individuals can influence and have control over their actions; ultimately it describes the power an individual has over their own life. All career management takes place within boundaries, structures and limits, but people have agency. Such structural constraints are often particularly evidence for women and young people. They can change things, decide how to react to them and move towards or away from them. It is

important that people recognise this agency and take advantage of it to advance their situation. For many this will require the development of their confidence as they seek to challenge and change their lives and the structures around them. This may include developing peoples' capacity to make decisions, to transition to new roles and opportunities and to act individually and collectively to change their circumstances. It may also include considering different kinds of mobility including occupational and sectoral mobility, moving between the formal and informal economy and social and geographical mobility. Critical to achieving all of this is the ability to reach out for help and support and leverage programmes that are designed to help people to break of existing opportunity structures.

Key skills that exemplify this capability:

- ▶ Agency
- ▶ Challenging structures
- ▶ Help seeking
- ▶ Mobility

- ▶ **Being resilient and flexible.** Careers are pursued within social and organisational structures which can often be unfair, inefficient, and sub-optimal. People need to be resilient in the face of these challenges and develop a capacity to be flexible and creative in response to them. Both resilience and flexibility should be understood as both psychological and social processes. So, people may be able to exhibit resilience through their own psychological capital or by relying on their family and community for help and support. Similarly, they can exhibit flexibility through creativity and entrepreneurial thinking or through the strengthening of networks of mutual aid and reciprocity. Such resilience and flexibility needs to be understood as part of a social contract between individuals, organisations and governments in which all parties recognise the value in negotiation and adaptability rather than as a way to responsabilise individuals to bear the brunt of all social and economic change.

Key skills that exemplify this capability:

- ▶ Adaptability
- ▶ Building social capital
- ▶ Enterprise and entrepreneurship
- ▶ Resilience

- ▶ **Building relationships and networks.** Who you know matters for your career in all contexts, but this is even more important in countries with large informal labour markets. Developing your career involves maintaining good relationships with your family, community, work colleagues, professional network, and other sources of reciprocal support. In some cases, family can be a good source of opportunity and employment, and you may want to work with others through organisations and social movements to achieve change and improve the context for everyone's career development. This might include using social media to expand your network, joining youth and women's associations, identifying and connecting with community leaders, understanding community initiatives and priorities. This capability may also include the ability to manage networks of kinship and patronage to support you to find and advance in work and the ability to network with others and build social capital that can support the engagement with new opportunities.

Key skills that exemplify this capability:

- ▶ Building social capital
- ▶ Co-operation and team work
- ▶ Respect for others
- ▶ Solidarity and mutual aid

- ▶ **Acting entrepreneurially.** Developing a career often requires people to be entrepreneurial and willing to create, adapt and develop opportunities to their purpose. This may include engaging with self-employment, identifying and seizing financing opportunities, starting enterprises, or building social or group enterprises as part of a community. Making effective use of entrepreneurial programmes offered by the ILO, government and other actors is likely to be key to the ability to successfully build new enterprises.

Key skills that exemplify this capability:

- ▶ Adaptability
- ▶ Awareness of regulation and markets
- ▶ Budgeting and financial management
- ▶ Enterprise and entrepreneurship

## ▶ Capability and reflection

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People's self-concept, self-belief, aspirations, agency and capabilities lie at the heart of their career journey. While the other three learning areas are focused on understanding and acting on the outside world, the final area encourages people to spend time thinking about and developing themselves.

The capabilities that people need to work on in this area as they develop their careers are as follows.

- ▶ **Recognising you have a right to a career.** Most people do not view a career as something that they have or deserve. As they develop their understanding, this recognition will empower them, increase their self-worth, and provide them with a way of understanding and interacting with the world. Role models originating from one's community can play an important part in helping establish this understanding.

Key skills that exemplify this capability:

- ▶ Building social capital
- ▶ Career imagination
- ▶ Reflexivity
- ▶ Self-efficacy

- ▶ **Building and developing your self-concept.** A clear understanding of who you are, your strengths, capabilities, wants, and needs is critical to understanding how you want to develop your career. Such a self-concept exists within a social context, with people needing to develop, combine and recombine social roles such as student, worker, provider, dependent, child, brother/sister, cousin, parent, and community member as they develop their career. Self-employment is perceived as a pathway to secure livelihoods, but may trap individuals in very low-income levels, that are also consistent with low health, housing expectations. Vulnerable youth and women in many countries may come to perceive lower access to training, tools and markets as normal. In such contexts career development interventions may need to be combined with wider interventions embedded in gender mainstreaming and community development and access to social protection.

Key skills that exemplify this capability:

- ▶ Career imagination
- ▶ Reflexivity
- ▶ Self awareness
- ▶ Self-efficacy

- ▶ **Reflecting on your position within society.** People need to understand where they are within the society in which they live and consider where they want to go. Understanding your position relative to others, systems and context provides insights that can support the development of your career. Such a recognition includes recognising social, economic, ethnic, and linguistic hierarchies and considering what can be done about them both individually and collectively. It is also about recognising the power that you have, and the power that others have, and thinking about this facilitates or obstructs you and others' abilities to develop livelihood and career.

Key skills that exemplify this capability:

- ▶ Critical consciousness
- ▶ Cultural awareness
- ▶ Labour market awareness
- ▶ Learning awareness

- ▶ **Asking for help.** Careers cannot be built alone. People need to ask others for help, to know their limits and draw on the strengths of others including experienced professionals in areas that they are interested in exploring. Where possible this is also about making use of formal and informal careers and employment services to support your career building. It may be necessary to create safe and culturally adjusted environments where vulnerable individuals may be able to find the support they need.

Key skills that exemplify this capability:

- ▶ Career guidance awareness
- ▶ Help seeking
- ▶ Reflexivity
- ▶ Solidarity and mutual aid





# 4

## The career learning spiral

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The learning areas describe what people need to learn to build a successful career. However, it is important to think about how this learning takes place. Career learning can be understood as an active process by which learners engage with their world, can be supported through learning materials, and reflect on themselves. In undertaking this process people are unlikely to engage with each area or capability in turn, but rather to be engaged in a process of developing several of them simultaneously.

Career development is a continuous process that begins early in life, gathers pace at school and work and then continues throughout life. Early on young people are forming an awareness of the importance of building a life project, but how this project is built will depend on their experience of education and work. As they are gradually able to exercise more agency it becomes increasingly possible to move from learning about career, to managing career.

Career learning cannot be confined to curriculum or formal learning experiences, although it can be stimulated and scaffolded by these. Learning about career intersects with a wide variety of learning contexts including schools, traditional learning contexts, non-formal learning activities and incidental learning at work and other contexts. In many countries many people may only have a few years of basic education and not have attended secondary education nor initial vocational training. However, career learning still goes on in families, communities and workplaces of all kinds. People learn about their

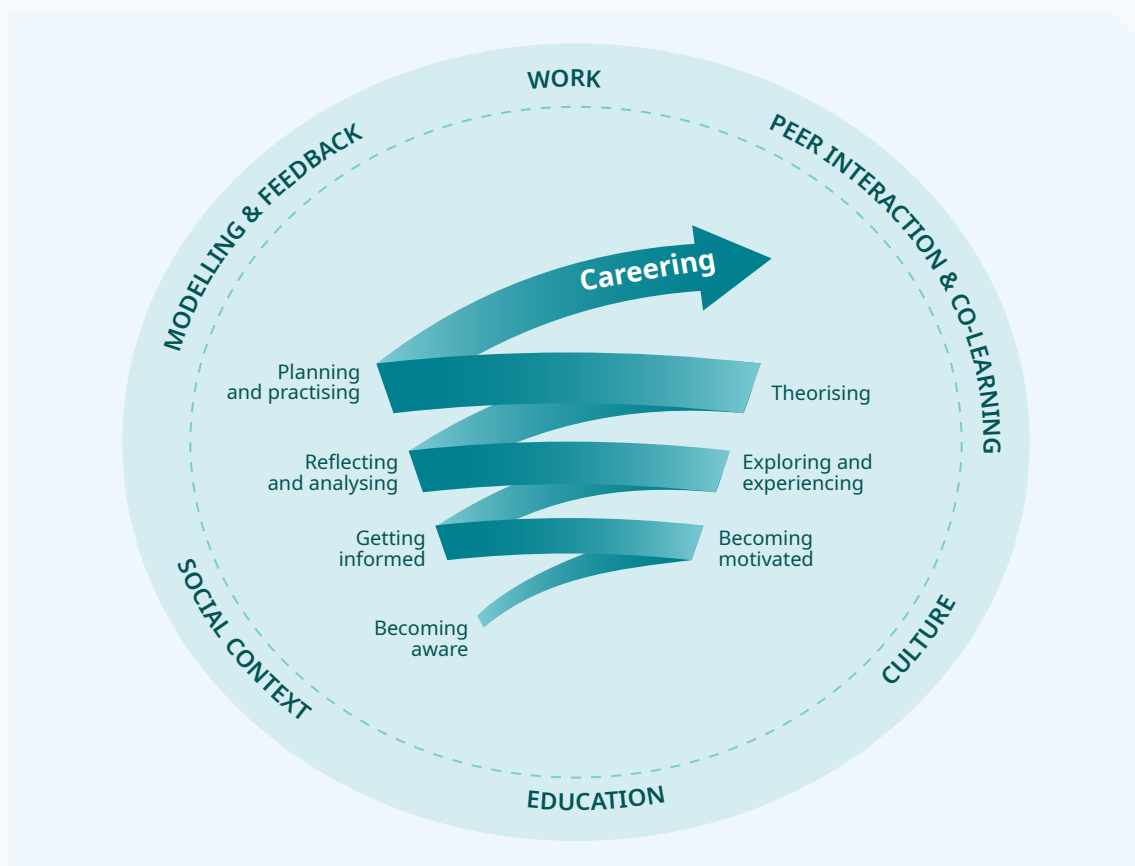


careers by encountering information, having experiences, reflecting on what has happened and trying new ideas and approaches.

The career learning spiral underpins the acquisition of the learning themes outlined in the previous section. The metaphor of the spiral recognises that learning about careers is an iterative process in which learners often return to a more basic understanding as the context changes. In this way, a learner may have developed all the knowledge and skills that they need to manage a transition from school to work, but when they begin to consider a transition from the informal economy to the formal economy, much of their competence in transition has to be relearnt. However, every time a career learner moves around the spiral they also learn new things that can be reused later in life.

The career learning spiral is therefore simultaneously cyclical and progressive and recognises that learners will frequently need to engage with concepts multiple times, but also that their competence steadily grows as they do this.

► **Figure 4.** The career learning spiral



Learning takes place in a social context. It is framed and enabled by the following elements.

- **Work** provides motivation and a key context for career learning as well as opportunities for on-the-job training, mentoring and coaching.
- **Education** including **traditional and home education** which provides values, perceptions of work and structured opportunities to learn whilst working in the family or with a master craftsman and also allows people to be socialised into their social roles (e.g. through rites of passage, theatre, dance); and **formal education** which can purposefully enable career learning through careers education as well as providing an important context for informal career learning.

- ▶ **Social context** shapes what people need to learn as well as the resources and opportunities that they have for career learning.
- ▶ **Culture** shapes individuals' underlying worldview and frames the way that they encounter new information and experiences and strongly transmitted through home education and peer interactions.
- ▶ **Modelling and feedback** describes the input that people get into their career learning from others, both in terms of observing how others manage their careers and receiving feedback on their own careers and career management. In many cases this is about actively seeking out others and drawing on their experience to develop your own capabilities.
- ▶ **Peer interaction and co-learning** describes the way that people learn alongside others, receiving ideas and input and engaging in forms of group and collective co-learning.

In this model learners are:

- ▶ **Becoming aware** of their own lives in a holistic way. They become aware that they are developing their pathway through life, learning and work, and that it is important to think ahead about career and life decisions.
- ▶ **Becoming motivated** to engage in career learning and recognise its importance for developing the kind of career pathway that they want.
- ▶ **Getting informed** about what a career is, about different career and life paths, possibilities, and opportunities.
- ▶ **Exploring** different career and life possibilities.
- ▶ **Reflecting on and analysing** what they have learned and what it means to them and to others.
- ▶ **Theorising** how what they have learned applies to their own lives and their view of society.
- ▶ **Planning and practising** the careers and lives they want and what they will need to achieve them.
- ▶ **Careering** through their lives by using what they have learned to develop and apply it in their own careers.



# 5

## The career learning contexts

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Both what people learn (the learning areas) and how they learn (the learning model) are shaped by the context within which they learn. The framework for career learning is designed to support and scaffold learning within a wide range of the contexts in which people may be pursuing their careers in low- and middle-income countries. It is important to acknowledge that economic hardship and limited opportunity may set the context for engagement with the learning areas. Given this, policymakers and practitioners are likely to have to use their judgement to adapt the learning outcomes and learning approach as they work with them in context.

This section explores how the development of the learning areas might be changed by five different contexts: schools, technical and vocational education and apprenticeships; youth, employment and enterprise programmes; the informal economy; and the formal economy. These are not necessarily the only contexts within which career learning might take place, but they are important ones to focus on. Other users of this framework are free to utilise it with other groups such as those within higher education, community learning contexts, justice and rehabilitation work or professional education. In addition, there are a growing range of possibilities to use the framework digitally. But this kind of digital

career learning is likely to interact with the contexts described below and raises the issue of infrastructure and differential access to digital tools.

Detailed articulations of each of the learning areas in relation to the different contexts introduced here are provided at the end of the handbook to support users.

## ► Schools

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Schools are important contexts for career learning. Enrolled young people are already in school following a curriculum that supports learning about life and the world around them. If a programme of career education can be introduced into the curriculum it allows young people to be purposefully presented with information and experiences to develop their career thinking.

The learning areas set out in the framework provide a detailed articulation of what a careers education should cover. They can be used to form a specific careers curriculum or to inform and enrich the wider school curriculum for example by bringing content related to scientific careers into science lessons or other subjects.

## ► Technical and vocational education (TVET) and apprenticeships

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Technical and vocational education (TVET) and apprenticeships offer a strong context for career learning as learners may already be engaged in career-relevant learning and have access to work relevant experiences and contacts in the world of work. The learning areas can be used as part of the curriculum to complement technical skills acquisition. Some of this will be about learning about the nature of the vocation that students are entering and thinking about how it connects to the wider labour market and society, but students should also be encouraged to think about their career beyond their immediate technical training.

It is also important to consider that despite imparting technical knowledge and skills, many training institutions are weakly connected to working contexts. Frequently TVET systems, particularly in post-colonial societies, were historically developed with the instrumental purpose of providing a formal qualification, without necessarily providing the necessary preparation for a successful transition into a work environment. To become attractive environments that be effective in enabling a successful school to work transition, training institutions can adopt a career education approach that complements and empowers the relevance of technical training through experiential and work-related learning.

The approach set out in the framework is designed to foster a broad careers curriculum, which moves people beyond a consideration of occupational selection to a more expansive set of ideas about what career is. In other words, it is not just about choosing a career, but also thinking about how you can manage and conduct that career in ways that fit with your ethics and help you to achieve the goals that you are aiming for. In the context of vocational learning and apprenticeships, this fits closely with wider discussions about professional practice and professional ethics as well as with a consideration of the nature of the vocational labour market.

## ► Youth, employment and enterprise programmes

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Outside of the formal education system it is still important for work and career development interventions to have clear outcomes that guide their design. For young people, especially those who have not found work, a wide range of programmes can exist to support them to move back into learning or work. These activities may include a range of informal learning, work tasters and other experiences and activities. The CD framework can help youth workers to design programmes, sequence activities and ensure that the learning outcomes are connected to the demands of the labour market. Within public and private employment services a range of activities may exist in some countries to help people to prepare themselves for work, or to make transitions from one kind of employment to another. Where such public employment services exist, the career development framework can be used as a checklist to help to assess need and focus support, or as a curriculum for training programmes for jobseekers.

The ILO, governments and a range of other actors in low- and middle-income countries also run enterprise and entrepreneurship programmes to support individuals to develop new enterprises. The framework can also be used to inform the curriculum of skill development activities that take place in these programmes.

## ► The informal economy

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The informal economy is the context for many, and in some countries, most, people's careers. The framework can support people in the informal economy to reflect on their experience and build their capability as they develop their careers either within the loose structures of the informal economy or seek to progress into the formal economy.

One of the challenges for those learning and working in the informal economy is that there are rarely structures which support this process of reflection and learning. Informal businesses do not typically have human resource professionals and line management processes are likely to be more ad hoc and less focused on the development of individuals.

Despite this, the CD framework can still offer a tool for those working in the informal economy and for those working with people who are based in the informal economy to support their career development. For example, this could include outreach programmes to informal workers to support them to explore pathways to formalisation. A key element of this is likely to be the recognition of prior learning and helping people to articulate their existing skills and knowledge in ways that will be understood within the formal labour market. Other examples include helping young people and women identify opportunities to finance their own business, have access to tools and marketplaces, as well as develop new skills in management and marketing..

The framework can also be used to help young people to recognise and articulate experiences that they have had outside of formal education and use these experiences to enhance their employability and career. For example, many young people participate in part-time work whilst they are in education, while others may be engaged in forms of community action or informal entrepreneurship. The career development framework provides a way in which youth programmes and other initiatives working with young people can recognise and value this wider experience and help young people to make the most of it.

## ▶ The formal economy

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The formal economy is defined by its structures and processes. The capabilities outlined in the CD framework can help people to understand these structures and navigate them more successfully.

Human resource professionals within the formal economy can utilise the career development framework as a way to assess the capabilities of potential workers as well as using them to shape organisational learning activities, promotion and progression frameworks and other instruments which recognise and support development. In organisations which do not have strong human resource management processes, the career development framework can be a strong starting point for fostering a culture of active career and talent management. For example, small and medium enterprises, despite having less formalised staff management, can adopt simple career development activities that can help them plan and adjust strategically to better deal with ongoing and new challenges.





# 6

## Localising the Career Development Framework

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The CD framework presented in this handbook has been carefully developed for low- and middle-income countries. It is different from any comparable framework that exists in high-income countries. However, it is important to acknowledge that low- and middle-income countries describe a vast array of different kinds of contexts, cultures, and political and economic environment. Given this it is important to think about how the framework can be localised for different contexts.

The framework is designed to be localised as it is modular and made up of a range of different elements which can be changed and developed. However, it is also coherent so before you begin the process of changing and adapting it, it is necessary to do some research and to build a clear case for what needs to be changed and why.

## ► Developing the evidence to support localisation

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A case for changing and adapting the framework should be grounded in critique and feedback of the existing framework. At its most basic level this is about showing the framework to a range of stakeholders and gathering their feedback on what they like, do not like and might want to change. Such feedback might take the form of a series of conversations, a survey or a workshop to understand if the framework can be used in all contexts, whether it can be used by both practitioners and policy makers and if it is relevant for the contexts that the users are working in. Local actors may also want to review existing literature on career and career development in their country and consider how that might shape the framework.

Most importantly any adaption of the framework should consider how it fits into relevant local structures e.g., the school curriculum or common practices in youth work, employment support or human resource management. Career development frameworks are more effective when they align well with local understandings, structures, and realities.

## ► Translating and aligning concepts

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The first level of adaption is translating the framework into local languages and carefully addressing the alignment of different linguistic concepts at this point. The strongly conceptual nature of the CD framework means that translation has to be done carefully by someone who understands the issues rather than just as a technical translation process. It is only once this translation process has been completed that it becomes possible to start deeper forms of adaption and alignment.

Making the framework available in appropriate local languages is important as it allows actors at a range of different levels to engage with it. This ultimately supports the aim of creating a coherent and integrated career development system in which everyone is seeking to bring about the same aims.

## ► Adapting the learning areas

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The learning areas are made up of 16 capabilities organised into four areas and underpinned by a series of exemplifying skills. It is very easy to add, remove and change the capabilities or skills. If the capabilities or skills or the way that they are expressed do not fit with local realities, they can be adapted. Similarly, if they have missed key concepts these can be added.

In the process of adaptation, it is important to consider the following issues.

- There should be a clear rationale for any changes.
- Implications and overlaps with other capabilities should be considered and minimised.
- Care should be taken to ensure that any new or adapted capabilities are placed in the right learning area.

Normally it should be possible to adapt the learning areas at the level of the capabilities, rather than changing whole learning areas. The areas of Context and culture; Structures and opportunities; Power



and strategy; and Capabilities and reflection, should not normally need to be changed, although it may be appropriate to rename them in ways that connect with local realities. However, as with the capabilities it is possible to change the learning areas, add new areas or remove ones which are not meaningful.

If users decide to adapt the learning areas, it is important to retain some elements which stretch people and encourage them to think about career and career development in new ways.

## ► Adapting the learning model

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It is less likely that users will want to adapt the learning model rather than the learning areas, but this is also possible. The learning model has been developed as a synthesis of a range of established learning models that are used in career development and so may prove more difficult to edit. Of course, users are free to make tweaks and changes.

A more likely approach to adapting the learning model is to borrow a learning model that is commonly used within your context. This may be something that is built into educational curricula and which can be borrowed and adapted to focus on career learning. Again, this is not always a straightforward process and is likely to require engagement from experienced educationalists to make it work in a meaningful way.

## ► Adapting the learning contexts

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Users are very likely to want to adapt the learning contexts that are set out in the handbook. This might be about providing more detail on an existing context e.g., breaking down schools into primary, lower secondary and upper secondary, or about adding new contexts e.g., migrant support programmes or learning and development within the armed forces.

The detailed learning outcomes set out at the end of the handbook provide insights about how to do this. In essence it is about taking the generic capabilities and placing them in a series of different contexts. As you do this it is important to consider the following issues.

- What are the particular challenges and opportunities of career learning in this environment?
- What pre-existing forms of career learning, or associated activities, take place in this context and how can they be aligned with the capabilities?



# 7

## Implementing the framework

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To gain any benefits from a CD framework, attention needs to be given to implementation. There are four main elements that contribute to the successful implementation of a CD framework.

- ▶ **Policy.** Government policy, funding and support is critical for the implementation of the CD framework. If government sets out the framework and uses it to organise and co-ordinate all activities that relate to career development, there is a much higher chance of the framework being adopted by relevant stakeholders.
- ▶ **Resources.** The provision of resources for programmes and practitioners makes it far easier to use. This could include a process of mapping existing resources to the framework or creating new resources designed to support implementation of everything from the whole framework to a single capability. The document *Using the career planning framework to support work experience* which is published alongside this handbook, provides an example of resources which can be used to help develop work experience programmes within different educational settings.
- ▶ **Service delivery approach.** It is important to consider how the framework should be delivered. This is usually about considering how it might fit into existing practices and how practitioners might work with it. The CD framework is designed to build on and support existing career guidance methodologies,

tools and approaches were they exist and to provide a starting point for career guidance where this is not a part of current practice. Creating a service delivery approach may include ideas like embedding the framework within a school curriculum or clarifying when public employment services should make use of the framework. The development of a service delivery approach is likely to provide guidance on things like the allocation of time, resources and staff as well as specifying organisational training and development needs.

- **Community of practice.** Finally, it is important for the implementation of the framework to be supported through a community of practice. This is about bringing together key stakeholders and users of the framework and giving them an opportunity to discuss the challenges and opportunities associated with the framework.

## ► How different users can implement the framework

The process of implementation will be different for different kinds of users. In all cases it is important to be familiar with the framework and to consider what objectives you are using it for. This section explores how different kinds of users might implement the framework

### Governments and policymakers

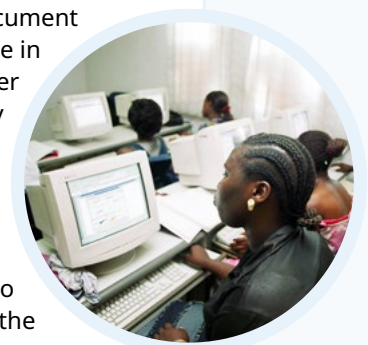
The CD framework can be used as an underpinning document to create coherence in the education and employment system. By specifying a consistent set of aims that different government policies, programmes and services are designed to bring about, the CD framework can help governments to align the activities of different delivery areas.

The CD framework can also be used by ministries in a more focused way as part of the development of a particular policy, by specifying the detailed outcomes that government funding activity is trying to achieve. Once defined these can be built into funding agreements, inspection regimes and performance criteria and other forms of delivery specification and monitored against.

In some cases the CD framework could be 'owned' and operated by a national agency with responsibility for quality or delivery in a particular area e.g. the public employment service or schools. In such cases the framework can act as a core document against which the agency delivers and all stakeholders are brought into alignment around common goals. One of the challenges of such arrangements is avoiding the siloing of the CD framework to a particular sector or context. Ideally, it serves as a cross-sectoral document which supports policy alignment across government.

**For example,** the CD framework could be used by government as a mapping document to compare the career education curriculum in schools with the services available in the public employment service. This mapping document would explore what career learning outcomes are being sought in the two sectors and identify whether any areas are being missed, ignored unnecessarily, duplicated or addressed twice in a confusing and inconsistent manner.

The framework can then be used to create a common language of outcomes which different services can utilise. This common language will help to facilitate cross-sectoral working and enhance the experience of the individual user who transitions across multiple different services during their lifetime. Ultimately the agreement of a series of high-level government objectives for career development help to ensure that all ministries and programmes are working to the same end and that individual citizens are given consistent answers to their career questions.



## Schools and teachers

The framework provides a basis for a career education curriculum as it describes the career development learning areas that such a curriculum should cover and the outcomes that should be observable at the end of the programme.

One option is for schools to develop a standalone career education subject in which the CD framework serves as a complete curriculum. Alternatively, the learning outcomes in the CD framework could be mapped onto the school's existing curriculum to enable careers content to inform the whole curriculum.



**For example**, a school principal who is keen to ensure that the pupils from his or her school go on to build successful careers might use the CD framework as part of a whole school transformation process.

In the earlier stages of such a transformation the framework might be used to inform the school's vision and communicate to teachers, parents and students what is being attempted. As the transformation develops the school may use the CD framework to map the existing curriculum, for example identifying that the *Context and culture* and *Structure and opportunities* learning areas are already addressed to some extent in the humanities and social science curricula, that the *Power and strategy* area overlaps with the school's business studies programme but that the *Capability and reflection* area is currently poorly addressed in the school's programme.

Following the mapping exercise, the principal can delegate different CD framework areas to different members of staff to move them forwards by infusing and emphasising them within their subject. The principal may also choose to appoint or identify someone to lead on careers who can develop a new subject which covers the areas that cannot easily be embedded. The principal is also responsible for providing leadership to all teachers who are involved in delivering career development learning.

## Vocational institutes and apprenticeships

Students who are engaged in vocational education or apprenticeships are already engaged in an active form of career development. Typically, this will be supported by a framework or curriculum which details the occupational knowledge and skills that they need to develop. In some cases, this will be supplemented by learning focused on developing professionals' skills, attributes and behaviours that are not directly linked to the vocational competency e.g., interpersonal skills or starting your own business. Such skills, as well as more technical vocational skills, are often closely linked to the kind of career development skills highlighted in the framework.

Where vocational institutes and apprenticeship providers are keen to move from preparing students for their first job, to preparing them for a lifetime career, the CD framework provides an ideal tool. The provider can use it to map their curriculum, by identifying the CD capabilities that are already being developed through their programme and then actively strengthening these areas with new learning activities.

**For example,** a vocational institute may notice that its graduates are failing to find their way into sustained work in the field. A review of the core vocational and technical learning reveals that it is sound, but that students often do not know how to access work and maintain their employability over the medium to long term.

The vocational institute uses the CD framework to broaden the vocational education that it offers. This means that as well as learning the technical skills needed to practice in their vocation, students also learn about the profession, the labour market in which it operates and how to make new connections and effectively manage their career. This enriches the curriculum with most new content being embedded alongside the existing vocational learning. The institute also adds a new induction week at the start of the programme which focuses on career development and a career and interview preparation week at the end of the programme just before students finish their studies. All of this draws on the learning outcomes set out in the CD framework.



## Youth and employment programmes

Youth and employment programmes can use the CD framework to help design employability and career transition programmes. The identification of clear outcomes can clarify the purpose of programmes and support programme developers to build effective programmes. It is important to remember that not all programmes necessarily need to address all the capabilities.

The framework may also be used to guide delivery activities by giving practitioners learning outcomes and focus areas that they can raise with clients when they are working with the programme. This has the effect of increasing the coherence of what is delivered and providing a consistent method of delivery.

**For example,** in a youth employment programme run by a non-governmental organisation, the CD framework could be used to provide a consistent set of outcomes for all staff within the programme to use as they work with young people.

When young people are first referred to the programme they are typically either unemployed or involved in low-level work in the informal economy. In their initial assessment an adviser uses the CD framework to assess their existing capabilities. They work through the four learning areas and see where the individual's strengths and weaknesses are. This then allows them to be referred to specific activities designed to develop their capabilities.

The learning areas are then used to structure four short courses in which participants engage with to enhance their capability to manage their career. These courses include forms of informal assessment which check that learning has been completed and then propel learners on to actively move their life forward. So for example, in the Structures and opportunities learning area, the capabilities which states, 'I am aware that all forms of learning are important to help me to re-engage with employment and make progress in my life' means that participants should spend time learning about different education and training options and then be set tasks to actively investigate these and make decisions about whether to apply for them and what to apply for.





## Informal economy

Workers in the informal economy are often quite disconnected from structures which can support them to develop their careers and livelihoods. The CD framework is available to individual workers to support them in their reflection on their careers and to informal employers who want to improve the opportunities of their workers, perhaps as part of an attempt to improve retention and productivity.

More usually the CD framework might be deployed as part of formalisation and other decent work promotion initiatives working with the informal economy. This might include the upgrading of informal apprenticeships, initiatives by trade unions to negotiate improvements in work conditions or by both small and large informal employers and employer bodies such as chambers of commerce to move towards formalisation. The condition experienced by people working in the informal economy may also be influenced by the actions of governments or non-governmental bodies pursuing formalisation policies. In such cases the CD framework provides a normative instrument which emphasises the relevance of things like formal training, continuity of employment, decent work, progression and the value of autonomy and the rights of individuals.



**For example,** a community-based NGO which is seeking to improve the living conditions of workers in a range of different forms of informal employment may adopt the framework as a basis for its campaigning and community development. Such a campaign may begin by communicating the idea of career development to local people, perhaps using a radio programme and local meetings to encourage people to understand that their current work situation is part of a career which can lead them into a variety of directions, including out of informal work. Such discussions would help people to recognise that they are a subject of rights and help them to articulate what it is that they want from their life and career. Typically this type of activities help people discover opportunities to train or develop their business, that they were previously unaware of.

Alongside this work with individuals, the NGO could also begin to talk to informal employers. The aim of such conversations would be to explore the challenges that employers have in attracting, retaining and managing workers and helping them to see that an active approach to career development might help to address these problems. In many cases such a recognition will lead organisations to a degree of formalisation e.g., through developing some kind of human resource management capability or increasing the structure around training and promotion procedures.

## Formal economy

Many companies, particularly those in the formal economy, provide planned programmes of learning and development for their employees. The frameworks for these programmes often describe the skills that individuals need to progress within the organisation. The ability of employees to develop their own careers should be recognised as an important part of what makes for a high performing employee. Organisations can use the CD framework to recognise the importance of career development as part of their approach to training and development.

Employers may also want to use the framework to support the construction of job descriptions (for example using terminology from the framework) and to inform any educational or community outreach that they do. The framework can also be used to enrich public and sectoral programmes aimed at improving human resource practices in enterprises, contributing to develop a more adaptable workforce and learning within organisations. Employers may also want to use the framework to support the construction of job descriptions (for example using terminology from the framework) and to inform any educational or community outreach that they do.

**For example**, a large national employer may seek to use the CD framework to develop a clear articulation of its own career structure. The human resource management department review the framework and use it as the basis for the creation of a framework of organisational attributes specifying what capabilities different groups of staff should have at what point in their career. This helps to clarify organisational learning and development activities and inform promotion and progression criteria. Once the organisational framework has been developed the organisation uses it to develop role profiles, which in turn inform job descriptions, and to establish a range of learning and development opportunities linked to the framework. The framework is also embedded into management performance review processes, with managers being encouraged to view such processes developmentally and to encourage employees to develop their capabilities. Perhaps most importantly this initiative is communicated to employees and used to encourage them to view the organisation as a good place to pursue their career, which has a positive impact on employee engagement and retention.



## Career guidance and development programmes

Career guidance remains emergent in many low- and medium-income countries. However, where such services exist the CD framework provides an ideal tool for them.

Career counselling and coaching professionals can use the framework to help to structure their interviews and other interventions and to identify areas for development and help clients to reflect on what they could do to move forwards. The CD framework should align well with career guidance professionals existing practices and provide them with an additional tool which can enhance their practice and connect it to wider career development work informed by the CD framework.

The CD framework can also be used to provide a structure for group-based career development interventions and for digital career learning, support tools and content.

**For example**, a small career development organisation has been established to work with private clients, typically those who are doing well within the formal economy. The organisation adopts the CD framework and uses it to help articulate its offer and to structure the activities that it runs with its clients.

It also draws on the CD framework to create a lower cost digital intervention, structured around the four career learning areas, which it can offer to schools, vocational colleges, employers and other organisations. This provides access to career learning content and e-counselling services designed to develop individual and organisational capabilities.



## Assessing and evaluating career programmes

Clarifying the learning outcomes of career development programmes helps us to be more certain about the impact of these programmes. Clarity about the outcomes of career development programmes makes it easier to see what learners have achieved through the programme and what they still may need to achieve as they develop their careers.

This can be useful in developing forms of assessment as part of the delivery of career development interventions and programmes. You can use the detailed career development learning outcomes set out at the end of this handbook to develop an assessment framework for a career education programme or intervention. You will need to decide what you want a learner to be able to demonstrate that they know or can do at the end of the programme and think about how you are going to measure this. Building assessment into your career development programme can clarify the aims of your programme, motivate your learners, help individuals to judge their progress and provide insights on how effective your programme is.

The identification of clearly acknowledged learning outcomes can also provide a basis for evaluating your career development programme. By adopting the CD framework you are clarifying what you are trying to achieve through your programme. These outcomes can then be used as the basis for an evaluation of the programme's effectiveness.



# 8

## Detailed career development outcomes

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This section sets out detailed learning outcomes for five main contexts in which individuals are likely to be developing their careers in low- and middle-income countries. Learning outcomes describe what someone should have developed in order to achieve a degree of mastery appropriate for that setting. Career development outcomes need to be understood within the context of lifelong learning and careering. Such an approach recognises that while people can become more capable in their careering, they will have to keep learning, particularly as they move into new contexts. Career learning is always a work in progress, it is never fully complete.

Career development outcomes are designed to answer the question, 'what do I need to be capable of to be successful in my career?' They articulate what people should know and be able to do in particular contexts in order to have the best chance of building a positive and successful life. These outcomes are useful to individuals because they demystify the world and provide them with clarity about areas to work on and develop. They are useful to policymakers, programme managers and practitioners because they provide insights about what services and curricula are trying to achieve. A clear idea about outcomes should help stakeholders to shape services and curricula in ways that meet peoples' needs, draw on the evidence and which support cross-sectoral alignment.



The outcomes provided below are a useful starting point which stakeholders may find useful to build on or adapt. Section 6 of this handbook discusses how the framework can be localised. As part of this process it may be useful to consider whether career learning outcomes should be articulated differently for different groups within your focus. For example, in the context of the formal economy, some organisations may wish to create somewhat different articulations of the career outcomes for entry level staff and executives. Similarly in an educational context there may be value in considering how learning outcomes can be articulated across ages and developmental stages. Practitioners will generally have the best understanding of their context and should be supported and encouraged to make such adaptations where they are useful.

## ► Context and culture

	Living in places and space	Being part of a family	Being part of a community	Recognising and respecting culture
<b>Key skills</b>	Agency Awareness of regulation and markets Building social capital Labour market awareness	Budgeting and financial management Building social capital Co-operation and team work Interpersonal skills and relationship management	Building social capital Co-operation and team work Interpersonal skills and relationship management Solidarity and mutual aid	Cultural awareness Reflexivity Respect for others Self-awareness
<b>Schools</b>	I know where I come from and how that will influence my career.	I am aware of my role within my family and the support and opportunities this offers.	I am aware of my role within my community and what support and opportunities this offers.	I understand my culture and respect the cultures of others and recognise that the way that all people live is connected to their culture.
<b>TVET and apprenticeships</b>	I understand how my vocation contributes to the local area.	I have explained my vocational pathway to my family and considered how it connects to my aspirations and their expectations.	I have considered what my vocational pathway will offer to the community and how I can practice my vocation within or beyond my community.	I recognise that my vocation will require me to interact with a wide range of different people and that they will have different cultural ideas and assumptions.
<b>Youth and employment programmes</b>	I recognise the opportunities that exist in this area and in other areas.	I recognise that challenging times in my life can have implications for my family and that they can also provide help and support.	I recognise that challenging times in my life can have implications for my community and that they can also provide help and support.	I understand the impact that my culture has had on my career and livelihood and make the most of my cultural background.
<b>The informal economy</b>	I understand how my work contributes to the local area and the opportunities that are available.	I recognise that my family can help me to access and maintain work.	I recognise that my community can help me to access and maintain work.	I understand how my work and my culture are intertwined.
<b>The formal economy</b>	I understand how my work contributes to the local area and the opportunities that are available.	I have explained the nature of my work to my family and considered how we can offer mutual support.	I understand how my work fits into my community and recognise that both are important.	I can manage tensions and alignments between my work and my culture.

## ► Structures and opportunities

	Understanding the rules of the 'career game'	Engaging in formal, non-formal and informal learning	Understanding the possibilities for decent work and entrepreneurship	Dealing with gendered expectations and inequalities
<b>Key skills</b>	Analytical skills Career planning Critical consciousness Labour market awareness;	Career planning Language skills Learning awareness Reflexivity	Career planning Critical consciousness Enterprise and entrepreneurship Labour market awareness	Agency Challenging structures Critical consciousness Solidarity and mutual aid
<b>Schools</b>	I recognise that in different contexts I will be expected to behave in different ways.	I know how to succeed in formal learning and recognise that learning will be a lifelong endeavour.	I recognise decent work and business development opportunities and have a strategy to access this kind of work.	I recognise how gender structures the labour market and am able to challenge this where necessary.
<b>TVET and apprenticeships</b>	I understand the assumptions and norms that underpin my vocation.	I am aware that vocational learning is different from the kind of learning that I did at school and that I will need to continue to learn as I practice my vocation.	I am clear about the pathway between vocational learning and decent work.	I have reflected on the gendered nature of my vocation and can challenge this when appropriate.
<b>Youth, employment and enterprise programmes</b>	I recognise that it may be necessary to behave in expected ways to make progress in my life, learning and work.	I am aware that all forms of learning are important to help me to re-engage with employment and make progress in my life.	I recognise decent work and business development opportunities and have a strategy to access this kind of work.	I recognise how gender structures the labour market and am willing to challenge this where necessary.
<b>The informal economy</b>	I understand the rules that govern the informal economy and know how to work with them and challenge them where appropriate.	I can recognise and describe the non-formal and informal learning that takes place within the informal economy and access it to help me to progress.	I can assess my current working situation and consider what would be needed to transition to more decent work and a secure livelihood.	I can assess my current working situation and consider how gender structures opportunities within it.
<b>The formal economy</b>	I understand the rules that govern the formal economy and know how to work with them and challenge them where appropriate.	I understand the interrelationship between formal learning, qualifications and the formal economy.	I can assess my current working situation and make a judgement as to whether it constitutes decent work or not.	I can assess my current working situation and consider how gender structures opportunities within it.

## ► Power and strategy

	<b>Exercising agency and mobility</b>	<b>Being resilient and flexible</b>	<b>Building relationships and networks</b>	<b>Acting entrepreneurially</b>
<b>Key skills</b>	Agency Challenging structures Help seeking Mobility	Adaptability Building social capital Enterprise and entrepreneurship Resilience	Building social capital Co-operation and team work Respect for others Solidarity and mutual aid	Adaptability Awareness of regulation and markets Budgeting and financial management Enterprise and entrepreneurship
<b>Schools</b>	I know that I can take control and make things happen in my life.	I recognise that I may have to deal with setbacks and adapt in my career.	I am developing positive relationships and a network for mutual aid in my career.	I understand the possibilities offered by self-employment and entrepreneurship and have considered the financial and personal implications of this.
<b>TVET and apprenticeships</b>	I recognise that I have made a positive career choice and that I can make proactive choices in the future about what I want to do and where I want to do it.	I am able to change my plans and deal with disappointment even if it may mean changing my vocation.	I recognise and participate in my vocation's community of practice.	I have considered the opportunities within my vocation for self-employment and entrepreneurship and compared the financial and personal implications of this with other forms of employment.
<b>Youth and employment programmes</b>	I have agency and the ability to change my life.	I can deal with setbacks and adapt to new circumstances.	I can draw on my existing networks and build new relationships to support my career and livelihood.	I have considered whether self-employment or entrepreneurship might provide me with a way to make a positive next step and am aware of the financial and personal implications of this.
<b>The informal economy</b>	I understand that I have agency and the ability to change my life.	I recognise the importance of adapting and being resilient in my work, career and livelihood.	I recognise that relationships and networks are central to being able to develop my career and livelihood.	I am able to manage self-employment and entrepreneurship within the informal economy and am aware of how I could formalise my business.
<b>The formal economy</b>	I recognise that the formal economy enables me to exercise my agency and be mobile.	I can manage processes like interviews, performance reviews and organisational change and remain positive and focused on my career.	I actively network and build relationships to develop my career and livelihood.	I have considered the possibilities offered by the formal economy for self-employment and entrepreneurship and am aware of the financial and personal implications of this.

## ► Capability and reflection

	Recognising you have a right to a career	Building and developing your self-concept	Reflecting on your position in society	Asking for help
<b>Key skills</b>	Building social capital Career imagination Reflexivity Self-efficacy	Career imagination Reflexivity Self awareness Self-efficacy	Critical consciousness Cultural awareness Labour market awareness Learning awareness	Career guidance awareness Help seeking Reflexivity Solidarity and mutual aid
<b>Schools</b>	I understand the concept of career and use it to shape my life journey.	I recognise my strengths, interests and values and am aware that I can develop them throughout my life.	I am aware of the social structures and how I fit into them and can challenge them in my career.	I am aware of the structures that exist within and beyond the school that can support me in my career development.
<b>TVET and apprenticeships</b>	I recognise that I have already embarked on a career through TVET and apprenticeships and am aware that it could lead me to a variety of places.	I have developed a vocational identity related to my area of study. But also recognise that I am more than my job.	I understand the social position of the occupation and sector that I am training in and can reflect on this and consider individual and collective responses to this position.	I know how to ask for help from the vocational institute, my mentors in my vocation and from my employer.
<b>Youth and employment programmes</b>	I understand that my career is developing, even when I experience setbacks.	I am able to use a pause in my working life to think about who I am and what I want from my career and life.	I recognise the role that unemployed workers and young people not in employment, education or training play in society. I am aware that this is a social problem rather than an individual failing and I know what to do to improve my situation	I am aware of all of the sources of help and support that exist to help me to move on in my career.
<b>The informal economy</b>	I recognise that my current work situation is part of a career which can lead me in a variety of directions, including both formal and informal work.	I have a clear sense of who I am and how I fit into my current work context.	I understand what the informal economy is, recognise its role in society and have considered the opportunities, risks, and challenges it offers.	I recognise the sources of support that exist within my work context, my community and outside of these contexts.
<b>The formal economy</b>	I recognise that the formal economy has a range of structures and opportunities for developing my career, but also that work does not represent the whole of my life.	I have a clear self-concept and am able to make a connection between this and my work.	I understand what the formal economy is, recognise its role in society and have considered the opportunities, risks, and challenges it offers.	I am aware of the formal structures that exist within my employment context, as well as sources of support that help me to look beyond this context.

# Appendix: Resources for implementation

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This appendix offers a series of resources that may be useful for users of the Career Development Framework. Many of them are taken from high income countries where career guidance is more established. Users will have to exercise care and be willing to adapt the available resources to ensure that they are useful for their context.

The authors of this handbook and the ILO do not endorse any of these resources. They are presented to provide users of the handbook with an introduction to the resource base that exists out there for career development. In the list below we have aligned resources with the capabilities in the Career Development Framework. Each resource is listed once against the main capability that it can support, but many of the resources will be useful for multiple capabilities.

**Beyond this indicative list, the ILO will make a curated repository of resources available, via its online platform.**

## General resources

<b>African Career Development and Guidance Association</b>	The African Career Development and Guidance Association exists to promote and advance career development and guidance practices throughout Africa.	<a href="https://afcadaga.com/">https://afcadaga.com/</a>
<b>Asia Pacific Career Development Association</b>	APCDA is a forum for sharing career development ideas and practices in the Asia Pacific region and engaging the world about these insights.	<a href="https://asiapacificcda.org/">https://asiapacificcda.org/</a>
<b>Career guidance: A resource handbook for low- and middle-income countries</b>	Resources produced by the ILO to support low- and middle-income countries.	<a href="https://www.ilo.org/skills/pubs/WCMS_118211/lang--en/index.htm">https://www.ilo.org/skills/pubs/WCMS_118211/lang--en/index.htm</a>
<b>Career guidance for the 21<sup>st</sup> century</b>	A free online course on career guidance.	<a href="https://careerguidancecourse.eu/">https://careerguidancecourse.eu/</a>
<b>International Association for Educational and Vocational Guidance (IAEVG)</b>	The leading international association for career guidance.	<a href="https://iaevg.com/">https://iaevg.com/</a>
<b>International Centre for Career Development and Public Policy</b>	An international organisation which facilitates and promotes international policy sharing and learning through the exchange of knowledge and information concerning career development.	<a href="https://www.iccdpp.org/">https://www.iccdpp.org/</a>
<b>Investing in career guidance</b>	Making the case for investment in career guidance.	<a href="https://www.etf.europa.eu/sites/default/files/2021-09/investing_in_career_guidance.pdf?delivery_Name=FCP_5_DM176217">https://www.etf.europa.eu/sites/default/files/2021-09/investing_in_career_guidance.pdf?delivery_Name=FCP_5_DM176217</a>
<b>NICE</b>	The Network for Innovation in Career Guidance and Counselling in Europe provides a range of resources for the training of careers practitioners.	<a href="http://www.nice-network.eu/pub/">http://www.nice-network.eu/pub/</a>
<b>The Careers &amp; Enterprise Company resource directory</b>	A UK based database of career development resources, aimed at school and vocational institutes.	<a href="https://resources.careersandenterprise.co.uk/">https://resources.careersandenterprise.co.uk/</a>
<b>SACU Student</b>	A UK focussed online tool which provides independent and impartial advice to students, parents and teachers	<a href="https://www.sacu-student.com/">https://www.sacu-student.com/</a>

## Context & culture

<b>Living in places and spaces</b>	<i>Developing national career development support systems.</i> Resources produced by the ILO to support the development of career guidance systems in low- and middle-income countries	<a href="https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_800036.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_800036.pdf</a>
	<i>Royal Geographical Society.</i> Careers education in the geography curriculum.	<a href="https://www.rgs.org/schools/teaching-resources/careers-education-in-the-geography-curriculum/">https://www.rgs.org/schools/teaching-resources/careers-education-in-the-geography-curriculum/</a>
<b>Being part of a family</b>	<i>Engaging parents.</i> Resources produced by The Careers & Enterprise Company to support schools and vocational institutes to work with families.	<a href="https://resources.careersandenterprise.co.uk/resources/engaging-parents-careers-guidance-innovations-practice">https://resources.careersandenterprise.co.uk/resources/engaging-parents-careers-guidance-innovations-practice</a>
	<i>Parentkind.</i> Parents and education.	<a href="http://www.parentkind.org.uk">www.parentkind.org.uk</a>
<b>Being part of a community</b>	<i>Career guidance in communities.</i> A model for practice developed by Rie Thomsen.	<a href="https://repository.derby.ac.uk/item/94vq0/career-guidance-in-communities-a-model-for-reflexive-practice">https://repository.derby.ac.uk/item/94vq0/career-guidance-in-communities-a-model-for-reflexive-practice</a>
<b>Recognising and respecting culture</b>	<i>Cultural awareness.</i> Introductory resources from CERIC.	<a href="https://careerwise.ceric.ca/2022/11/17/cultural-awareness-in-career-counselling/">https://careerwise.ceric.ca/2022/11/17/cultural-awareness-in-career-counselling/</a> See also <a href="https://careerwise.ceric.ca/category/diversity/">https://careerwise.ceric.ca/category/diversity/</a>

## Structures and opportunities

<b>Understanding the rules of the 'career game'</b>	<i>Barclays Life Skills.</i> UK based resources for learning about career and employability.	<a href="https://barclayslifeskills.com/help-others/support-and-blogs/">https://barclayslifeskills.com/help-others/support-and-blogs/</a>
	<i>iCould.</i> Video resources showcasing how individuals have managed their careers.	<a href="https://icould.com/">https://icould.com/</a>
<b>Engaging in formal, non-formal and informal learning</b>	<i>Career pilot.</i> UK based site linking educational and career choices.	<a href="https://www.careerpilot.org.uk/">https://www.careerpilot.org.uk/</a>
	<i>MindTools.</i> Informal learning and personal development tools.	<a href="https://www.mindtools.com/">https://www.mindtools.com/</a>
	<i>Start.</i> UK based site linking educational and career choices.	<a href="https://www.startprofile.com/">https://www.startprofile.com/</a>
<b>Understanding the possibilities for decent work</b>	<i>National Careers Service.</i> UK based public jobs and careers site.	<a href="https://nationalcareers.service.gov.uk/">https://nationalcareers.service.gov.uk/</a>
	<i>Prospects.</i> UK based jobs and careers site aimed at higher education students.	<a href="https://www.prospects.ac.uk/">https://www.prospects.ac.uk/</a>
	<i>Skills4Dev.</i> Useful list of relevant global resources from the World Bank.	<a href="https://thedocs.worldbank.org/en/doc/3530311d366747c-be5e1b1a4361f0056-0200022022/related/Skills4Dev-March-2023.pdf">https://thedocs.worldbank.org/en/doc/3530311d366747c-be5e1b1a4361f0056-0200022022/related/Skills4Dev-March-2023.pdf</a>
	<i>Unions into schools.</i> UK based resources explaining the role of trade unions.	<a href="http://unionsintoschools.org.uk/">http://unionsintoschools.org.uk/</a>
	<i>UN Sustainable Development Goals.</i> Influential framework for policy and practice.	<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>
	<i>Ponte en Carrera.</i> Peru based website with career and skills development resources.	<a href="http://www.ponteencarrera.pe/pec-portal-web/Orientacion/Vocacion">http://www.ponteencarrera.pe/pec-portal-web/Orientacion/Vocacion</a>
	<i>Teach First.</i> Post-school success toolkit 2020-2021	<a href="http://www.teachfirst.org.uk/sites/default/files/2021-02/1155_Post-SchoolSuccessToolkit2021.pdf">www.teachfirst.org.uk/sites/default/files/2021-02/1155_Post-SchoolSuccessToolkit2021.pdf</a>
	<i>World Skills UK.</i> Employers, education and governments partnership.	<a href="http://www.worldskillsuk.org/about-us/who-we-are/">www.worldskillsuk.org/about-us/who-we-are/</a>
<b>Dealing with gendered expectations and inequalities</b>	<i>WISE.</i> Resources exploring career issues for women in science and engineering.	<a href="https://www.wisecampaign.org.uk/">https://www.wisecampaign.org.uk/</a>

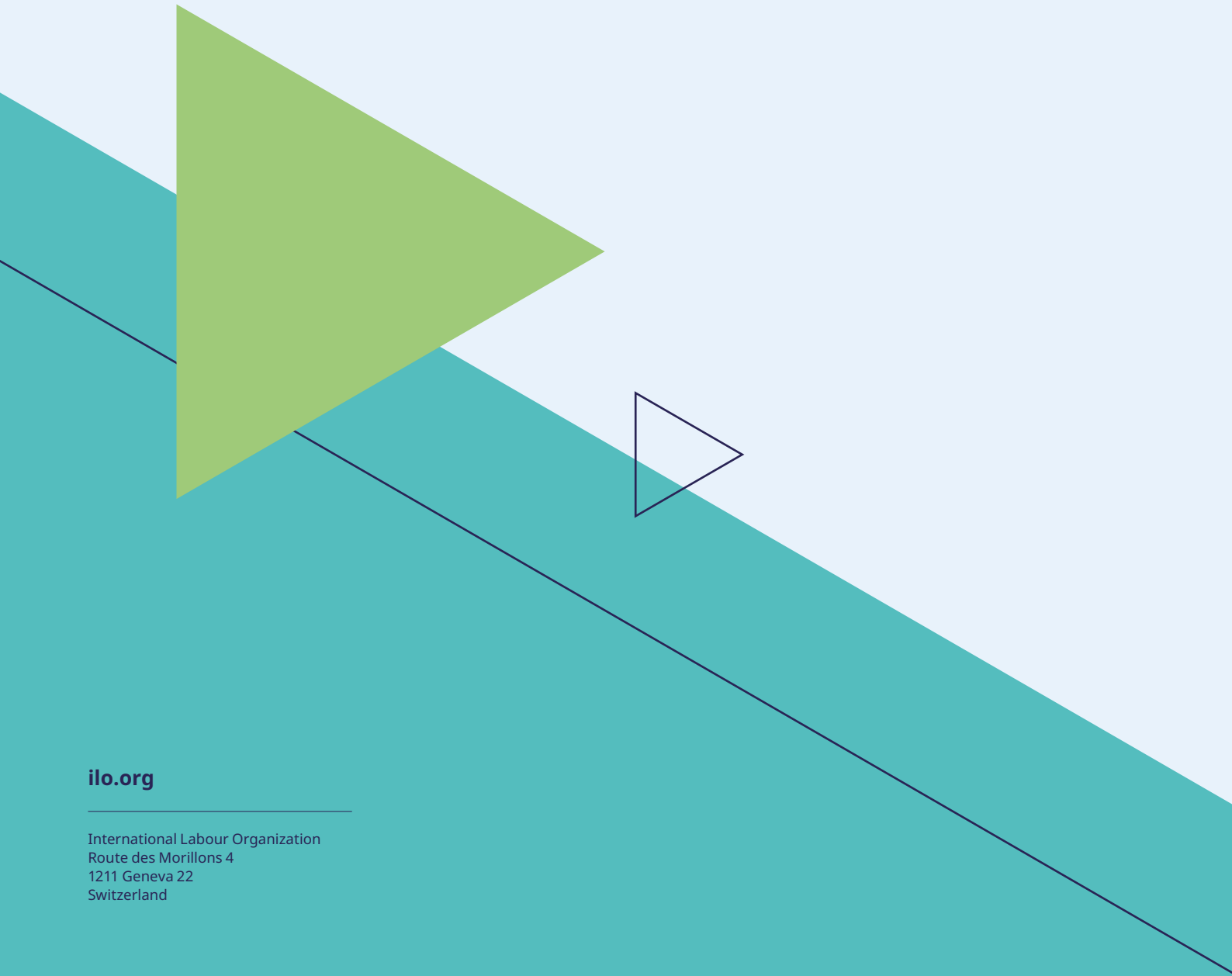


## Power & strategy

<b>Using agency and mobility</b>	<i>Red Cross teaching resources.</i> Resources addressing migration and refugees.	<a href="https://www.redcross.org.uk/get-involved/teaching-resources">https://www.redcross.org.uk/get-involved/teaching-resources</a>
	<i>Youth Social Action Toolkit.</i> Using youth social action to support careers education	<a href="http://www.youth-social-action.careersandenterprise.co.uk">www.youth-social-action.careersandenterprise.co.uk</a>
	<i>Inspiring the future.</i> UK charity linking education to employers.	<a href="http://www.inspiringthefuture.org/about/">www.inspiringthefuture.org/about/</a>
<b>Being resilient and flexible</b>	<i>Young Minds.</i> Resources to support young people's mental health and well-being.	<a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a>
<b>Building relationships and networks</b>	<i>Linkedin.</i> Online professional networking tool.	<a href="https://www.linkedin.com/">https://www.linkedin.com/</a>
<b>Acting entrepreneurially</b>	<i>JA Worldwide.</i> An international NGO focused on employability, entrepreneurial and financial education.	<a href="https://www.jaworldwide.org/">https://www.jaworldwide.org/</a>
	ILO SIYB (small business)	<a href="https://www.ilo.org/empent/areas/start-and-improve-your-business/lang--en/index.htm">https://www.ilo.org/empent/areas/start-and-improve-your-business/lang--en/index.htm</a>
	R4B learning modules, strong youth orientation	<a href="https://learninghub.ilo.org/program/Ready_for_Business_R4B">https://learninghub.ilo.org/program/Ready_for_Business_R4B</a>
	Entrepreneurship Education (KAB)	<a href="https://www.ilo.org/empent/areas/youth-entrepreneurship/lang--en/index.htm">https://www.ilo.org/empent/areas/youth-entrepreneurship/lang--en/index.htm</a>
	SPARK (disability)	<a href="https://www.ilo.org/newdelhi/whatwedo/projects/WCMS_885642/lang--en/index.htm">https://www.ilo.org/newdelhi/whatwedo/projects/WCMS_885642/lang--en/index.htm</a>
	WED (women)	<a href="https://www.ilo.org/empent/areas/womens-entrepreneurship-development-wed/lang--en/index.htm">https://www.ilo.org/empent/areas/womens-entrepreneurship-development-wed/lang--en/index.htm</a>
	EYE	<a href="https://www.ilo.org/empent/areas/youth-employment-egypt/lang--en/index.htm">Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (ilo.org)</a>

## Capability & reflection

<b>Recognising you have a right to a career</b>	<i>BBC Bitesize.</i> BBC resources explaining careers.	<a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a>
	<i>Careers New Zealand.</i> Resources for career guidance including an introduction to career theory.	<a href="https://www.careers.govt.nz/resources/">https://www.careers.govt.nz/resources/</a>
	<i>Career MARCR.</i> Resources for careers professionals including detailed resources on career theories.	<a href="https://marcr.net/marcr-for-career-professionals/">https://marcr.net/marcr-for-career-professionals/</a>
	<i>Aspire.</i> Information and advice for university, further education and career options	<a href="http://www.aspire.upreach.org.uk">www.aspire.upreach.org.uk</a>
<b>Building and developing your self-concept</b>	<i>16 personalities.</i> A free personality test that can be used to support self-reflection.	<a href="https://www.16personalities.com/">https://www.16personalities.com/</a>
	<i>High 5 test.</i> A free personality test.	<a href="https://high5test.com/">https://high5test.com/</a>
	<i>Reflectors toolkit.</i> A free resource to support reflection from the University of Edinburgh.	<a href="https://www.ed.ac.uk/reflection/reflectors-toolkit">https://www.ed.ac.uk/reflection/reflectors-toolkit</a>
	<i>Panjango.</i> Gamified online world of work	<a href="http://www.panjango.com/pages/panjango-online">www.panjango.com/pages/panjango-online</a>
<b>Reflecting on your position in society</b>	<i>Career guidance for social justice.</i> Extensive resources relating to career guidance and social justice.	<a href="https://careerguidancesocialjustice.wordpress.com/">https://careerguidancesocialjustice.wordpress.com/</a>
<b>Asking for help</b>	<i>Asking for help.</i> Guidance from MindTools.	<a href="https://www.mindtools.com/abngdss/asking-for-help">https://www.mindtools.com/abngdss/asking-for-help</a>
	<i>How do I ask for careers advice?</i> Article from the University of Phoenix.	<a href="https://www.phoenix.edu/blog/how-to-ask-for-career-advice.html">https://www.phoenix.edu/blog/how-to-ask-for-career-advice.html</a>



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