



International
Labour
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MANUAL FOR UNRWA EMPLOYMENT SERVICE CENTRES

**Employment service centres For Palestine refugees under
the mandate of the United Nations Relief and Works
Agency for Palestine Refugees in the Near East (UNRWA)**

**International Labour Organization
Regional Office for the Arab States
2013**

This manual is developed as a self-instructional guidebook for staff working in UNRWA employment service centres supporting Palestine refugees in UNRWA's five fields of operation. It can also be used by all staff providing education, career guidance and counselling to Palestine refugees. The manual is prepared by ILO based on learning materials used as part of the implementation of the employment service centres in Lebanon, as part of a project funded by SDC. As such, the materials have been tried within the centres' operations, and improved based on lessons learnt and international good practices. It is composed of five chapters: (1) Role of employment service centres; (2) Organizational structure of employment service centres; (3) Core functions of employment service centres; (4) Expected core competencies and work ethics; and (5) Illustrative workflows. Relevant templates are included in appendices, and there is a bibliography for further reading.

The International Labour Organization (ILO) is devoted to promoting social justice and internationally recognized human and labour rights, pursuing its founding mission that labour peace is essential to prosperity. Today, the ILO helps advance the creation of decent work and the economic and working conditions that give working people and business people a stake in lasting peace, prosperity and progress. Its tripartite structure provides a unique platform for promoting decent work for all women and men. Its main aims are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues.

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Abbreviations and acronyms

| | |
|-------|--|
| CV | curriculum vitae |
| ESC | employment service centre |
| ILO | International Labour Organization |
| ISCO | International Standard Classification of Occupations |
| ISIC | International Standard Industrial Classification of All Economic Activities |
| KILM | Key Indicator of the Labour Market |
| NGO | non-governmental organization |
| TVET | technical and vocational education and training |
| UNRWA | United Nations Relief and Works Agency for Palestine Refugees in the Near East |

Preface

The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) and the International Labour Organization (ILO) have taken practical steps towards improving the access of Palestinians to decent work in Lebanon. This effort began in 2008 through a joint programme to establish emergency employment service centres (ESCs) in north Lebanon in response to the 2007 Nahr el Bared crisis. As Palestine refugees do not have access to public employment services, this joint programme has sought to provide alternative labour market information and job matching services, specifically targeting the Palestine refugee population, which had lost much of its livelihood during the crisis. The ESCs (a) approached local employers for potential vacancies for Palestine refugees; and (b) provided jobseekers with relevant and up-to-date advice and assistance on vocational training, employment and self-employment opportunities. Based on the success of the first ESCs in the Nahr el Bared and Beddawi camps, UNRWA established three more ESCs in the cities of Saida and Tyre in south Lebanon, and in Beirut.

Based on this experience, and in an attempt to standardize the UNRWA approach to ESCs, UNRWA and the ILO are now proposing this manual for ESCs. It is developed as a self-instructional guidebook for staff working in UNRWA ESCs catering to Palestine refugees in UNRWA's five fields of operation. It can also be used by all staff providing education, career guidance and counselling to Palestine refugees. The manual is prepared by the ILO based on learning materials used as part of the implementation of the ESCs in Lebanon. As such, the materials have been tried within the centres' operations, and improved based on lessons learnt and international good practices. The manual describes in detail the core functions and activities of ESCs. Each ESC staff member should receive a copy of this guidebook, which should be used as a reference for any questions that may arise during the day-to-day operations of the centre. In short, the manual is to be used as a guide, a reference for operations, and a basis for further capacity-building programmes.

The manual is structured in five parts:

1. Role of employment service centres
2. Organizational structure of employment service centres
3. Core functions of employment service centres
4. Expected core competencies and work ethics
5. Illustrative workflows

UNRWA provides health, education, relief and protection services to 5 million registered Palestine refugees in Jordan, Lebanon, Syrian Arab Republic and the Occupied Palestinian Territory. Of those, the majority reside in Jordan (40.3 per cent), the Gaza Strip (23.5 per cent) and the West Bank (17.1 per cent). The remaining refugees live in Syrian Arab

Republic (10 per cent) and Lebanon (9.1 per cent) (UNRWA, 2011).¹ More than half of all Palestine refugees are under 25 years of age, making this refugee community a notably young one. By 2020, the number of Palestine refugees aged between 15 and 30 (defined by UNRWA as youths) is estimated to exceed 1.5 million.²

The access to the labour market, and the poverty level of Palestine refugees, differ widely across UNRWA's five field operations. The ongoing social, economic and political crisis in the Occupied Palestinian Territory in general, and the Gaza Strip in particular, has resulted in significant setbacks, with increasing poverty levels since the second intifada in 2000. Due to continued Israeli occupation and the absence of political and economic stability, more than 53.7 per cent of households currently live below the national poverty line.³ In 2010, in the Occupied Palestinian Territory alone, refugee youth unemployment increased by 8.4 per cent, with youth unemployment rates in the Gaza Strip ranking among the highest in the world.⁴

Outside Gaza and the West Bank, Palestine refugees enjoy relatively more rights in Jordan and Syrian Arab Republic than in Lebanon. Palestinians in Jordan enjoy the same rights as Jordanian citizens, and are allowed access to public services, including education and healthcare. Palestinians holding temporary Jordanian passports are treated as foreign nationals, and need official permission to work in the private sector. However, Palestinians still suffer from restricted access to the labour market, especially in terms of public sector employment. Under Syrian law, Palestinians who are recognized as refugees are treated as nationals, enjoying the right to employment in both the private and public sector, as in Jordan (Khalil, 2010).

In Lebanon, progress for greater access of Palestine refugees to decent work has been slow. They continue to be excluded from over 30 professions, including all the liberal professions; they are legally barred from owning or inheriting property; and they suffer restrictions on travel and mobility. Fear of complete assimilation or *tawteen* of Palestine refugees, leading to their permanent settlement in Lebanon, has sustained this status quo. Some progress, however, has been made in recent years in Lebanon. The 2005 Ministerial Memorandum 1/67 opened more than 70 jobs to Palestine refugees, which were previously limited to Lebanese citizens. In 2010 the Lebanese Parliament approved a legal amendment to the Lebanese

¹ These were the figures before the Syrian crisis.

² "International Youth Day: Young Palestine refugees, by numbers." UNRWA press release, 12 August 2012, <http://imra.org.il/story.php3?id=57839>.

³ *The Millennium Development Goals in the oPt – Goal 1: Eradicate extreme poverty and hunger*. United Nations Development Programme: Programme of Assistance to the Palestinian People, <http://www.undp.ps/en/mdgs/mdg1.html>.

⁴ "International Youth Day: Young Palestine refugees, by numbers." UNRWA press release, 12 August 2012, <http://imra.org.il/story.php3?id=57839>.

Labour Law,⁵ granting refugees the right to work and social security. By law, Palestinians are now entitled to claim free work permits for employment in the private sector. In addition, the law allows Palestinians to request payments for work-related accidents and for retirement benefits from the Social Security Fund they contribute to.⁶ However, to enact the implementation of this amendment, the Shura Council will still need to ratify the proposed implementation mechanism (currently still pending).

⁵ *Lebanese law and decrees*. Lebanese Republic, Presidency of the Council of Ministers, Lebanese-Palestinian Dialogue Committee, <http://www.lpdc.gov.lb/Rights/Legal-Documents/Lebanese-Law-and-DecreesRight.aspx>; English version of draft bills, translation by CEP, <http://www.cep-lb.org/pdf/DraftBills/EnglishVersionofthedraftbillsbypsp.pdf>.

⁶ “Lebanon grants Palestinian refugees right to work.” BBC News Middle East, 17 August 2010, <http://www.bbc.co.uk/news/world-middle-east-11004945>.

1. Role of employment service centres

Public employment services have been acknowledged as a useful tool to promote decent work and social justice since the creation of the International Labour Organization (ILO), and several key international instruments elaborated include provisions for public employment services. The ILO Unemployment Convention, 1919 (No. 2),⁷ recognized the role of employment services and promoted the establishment of national employment services in all member States. The role of the public employment service was fully elaborated with the adoption of the Employment Service Convention, 1948 (No. 88).⁸ Employment services are also mentioned in the ILO Declaration on Social Justice for a Fair Globalization (2008).⁹ Further, a 2009 ILO Governing Body paper on *ILO support for the role of public employment services in the labour market* defines a public employment service as “a specific government entity with a variety of functions that support the promotion of employment, depending on national employment policy and its legislated remit” (ILO, 2009b, p. 2).

Even though public employment services may be structured differently according to national priorities, all share the same basic mandate to maximize decent work, as outlined in Convention No. 88. This mandate encompasses job matching through job search assistance and placement services, collection, analysis and periodic dissemination of labour market information, administration of unemployment insurance benefits, and effective management of a variety of labour market programmes. Core functions are presented in figure 1.1. It should be noted that employment insurance does not currently exist in the five fields of UNRWA operations (Syria, Lebanon, Jordan, Gaza, West Bank).

⁷ http://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C002.

⁸ http://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C088.

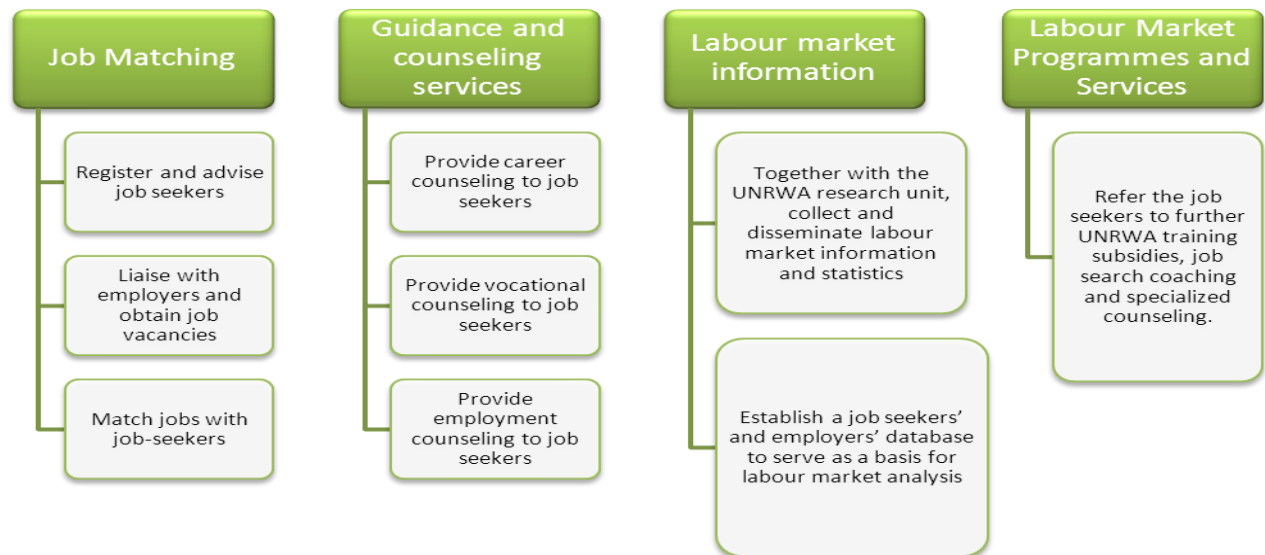
⁹ http://www.ilo.org/global/resources/WCMS_099766/lang--en/index.htm.

Figure 1.1 Core functions of public employment services



In countries where public employment services are not available to Palestine refugees, UNRWA employment service centres (ESCs) can provide one-stop access to employment services, catering to employers and jobseekers alike. Through job brokering, employment centres assist jobseekers to enhance their employability and find jobs, and employers to fill vacancies using the ESCs' available pool of jobseekers. This is typically achieved through the development of labour market information systems that provide employers and jobseekers with better information about candidates and vacant jobs, respectively. In addition to job matching, employment centres provide career counselling, labour market information, programmes and services, as outlined in figure 1.2.

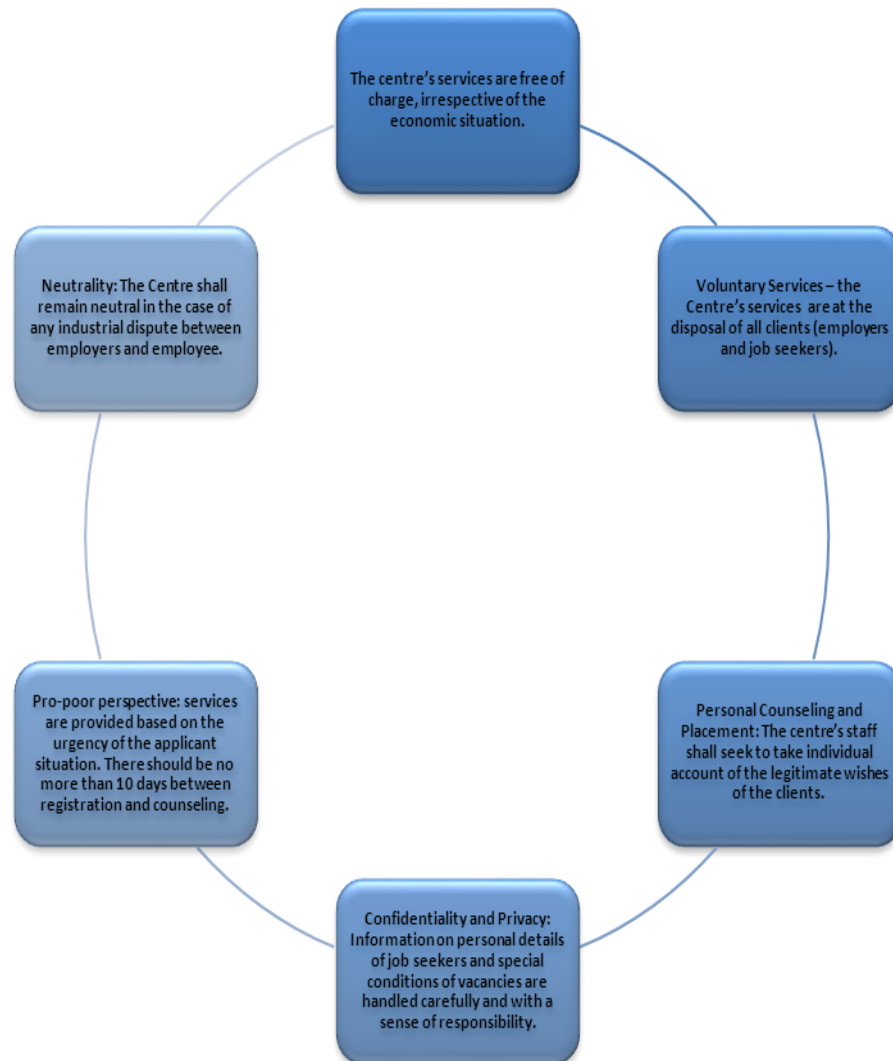
Figure 1.2 Main duties of UNRWA Employment Service Centres



Note these main duties of UNRWA Employment Service Centres differ from the core functions of Public Employment Services as (a) Guidance and counselling was established as a separate duty from job matching, (b) UNRWA does not administer unemployment insurance.

The ESCs should apply the mutually reinforcing ethic principles shown in figure 1.3.

Figure 1.3 Ethic principles of ESCs

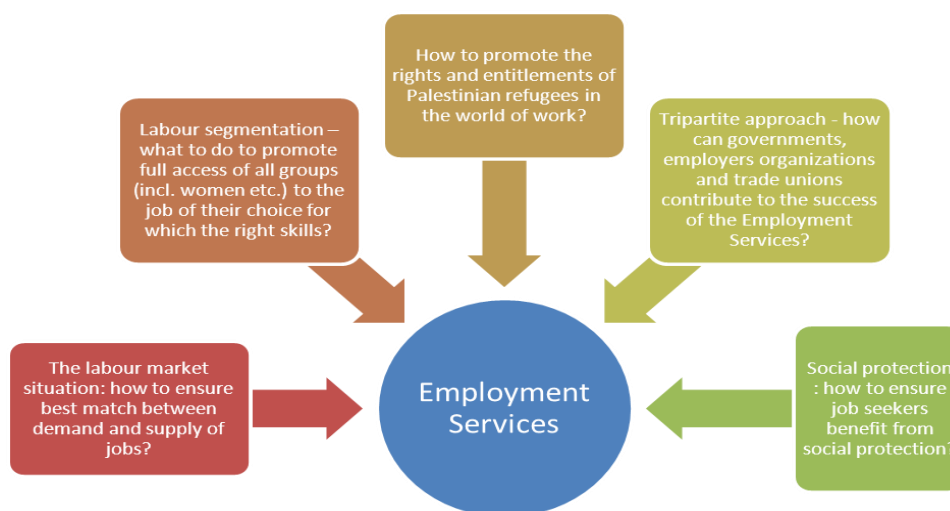


The vulnerability of the jobseekers is taken into account when deciding whom to serve first. In order to avoid abuses, the ESC supervisors check a sample of the counsellors' work, on a weekly basis, to ensure services are being provided in a fair and equitable manner. Also related to the equitability of the services, all job offers are shared with all jobseekers, because even if they do not match the job requirement, they may know some jobseekers who do, through family and community networks.

When there is a dispute with an employer, the centre may get involved to try to solve the problem, for the mutual benefit of all sides. This is more than most ESCs do.

In addition, any employment services intervention should seek to enhance employability and rights at work, and tackle the challenges mentioned in figure 1.4 (ILO, 2003).

Figure 1.4 Challenges faced by employment services



When advocating greater access of Palestine refugees to decent work, it is important to remember the provisions of the Discrimination (Employment and Occupation) Convention, 1958 (No. 111), one of the eight ILO core Conventions that apply to all ILO member States. It defines discrimination as “any distinction, exclusion or preference, made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation”.¹⁰

It is also important for ESCs to be aware of the rights and entitlements of the Palestinian jobseekers, and to promote them actively. Rights and entitlements of Palestine refugees in Lebanon, Jordan and Syrian Arab Republic are defined by (a) ILO Conventions these countries ratified;¹¹ (b) their national legislations;¹² and (c) collective agreements that may have been negotiated between employers’ and workers’ representatives at company or sectoral levels. ESCs should have an understanding of these rights, and promote them actively as part of their work.

In addition, discrimination in the labour market should be tackled in a proactive manner. Access to the decent job of their choice of some groups of Palestine refugees may be

¹⁰ http://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C111.

¹¹ For ratifications by country, see <http://www.ilo.org/dyn/normlex/en/f?p=1000:11001:0::NO::>.

¹² For national legislation and other relevant measures by country, see http://www.ilo.org/dyn/natlex/natlex_browse.byCountry?p_lang=en.

restricted because of cultural traditions. Women, for instance, are often limited to home-based activities. As part of its function to provide the best matching service possible (that is, the best-qualified person for a given job), and in order to tackle discriminatory prejudices, the ESC should:

- document, analyse and publish sex-disaggregated figures and separate analysis for persons with disabilities;
- identify women's and men's specific needs, constraints and opportunities in the labour market, including those related to their actual social roles (for example child care) and propose practical solutions to increase women's involvement in the labour force and employment rates;
- raise awareness of employers on the importance of equitable access to the labour market for all and the principle of equal pay for work of equal value;
- tackle the gender-based division of labour, and encourage jobseekers who choose to adopt non-traditional occupations (for example women who want to become mechanics);
- provide additional support to those with special needs – for instance persons with disabilities – who need the workplace to be adapted to their needs, and ensure a supportive attitude from their employers and co-workers.

ESCs should also make efforts to ensure that workers who find a job through the ESC will benefit from social protection. When job placement happens in the informal economy it is unlikely that the worker will actually benefit from social security, so the ESC should clearly prioritize companies that offer such services, advocate provision of those services, and integrate this aspect as an indicator in its impact studies. When no government social security scheme can be accessed, efforts should be made to link workers with existing private schemes and benefits for which they are eligible.

Efforts should be made also to involve trade unions and employers' organizations. It is recommended that ESCs (a) establish an advisory board with representatives from government, employers' organizations and trade unions in order to root their activities in a tripartite structure, increase the ownership these organizations have of the ESCs and facilitate future linkages; and (b) clearly define support activities they can provide to private sector companies in a sustainable manner (for example human resources technical support, drafting of job descriptions, training of Palestinians already employed, and training for increased productivity). Because of their commitment to equity, solidarity and social justice, trade unions are in a unique position to promote equal opportunities for and equal treatment of all workers. Trade unions are brought on board in order to ensure that a constructive dialogue takes place with employers related to the working conditions of the Palestinian jobseekers. This activity should be implemented as part of an involvement of UNRWA Field Offices at higher levels of decision-making.

To increase ESC outreach, collaboration is encouraged with private recruitment agencies. The increasing need to provide services to a rapidly expanding and flexible labour market has led to the rapid growth of private employment agencies. Private employment agencies

essentially provide the same employment services as public employment services but charge employers for their services. Against the backdrop of a rapidly changing and flexible labour market, these private agencies are increasingly playing an important role in the provision of employment services alongside public employment services. Recognizing that private employment agencies are able to effectively contribute to the functioning of the labour market, the ILO adopted the Private Employment Agencies Convention, 1997 (No. 181), and the accompanying Private Employment Agencies Recommendation, 1997 (No. 188). Convention No. 181 recognizes private employment agencies as legitimate players in the labour market, and encourages productive cooperation between public employment services and private employment agencies to ensure the most efficient functioning of the labour market. Part of the role of ESCs is to ensure that private employment agencies charge employers rather than Palestinian jobseekers when providing services.

In addition to public and private employment agencies, non-governmental organizations (NGOs) may also provide employment services, often targeting those who may otherwise be disadvantaged in the labour market. Those include women, young people, older workers, migrant workers, long-term unemployed and persons with disabilities, all of whom may require intensified assistance to enhance their employability. In addition to job matching services, NGO-operated employment services may also offer seminars and workshops on job search skills, and assist jobseekers in enhancing their employability through the strategic use of well-designed labour market programmes.

2. Organizational structure of employment service centres

To be able to offer the range of services described above, the employment service centre (ESC) needs a minimum of five core staff members to meet a projected flow of 10 to 15 walk-in jobseekers per day. The responsibilities of these staff are described below. It has to be noted that staff are expected to demonstrate some flexibility. Within a small team, one should be able to do the job of another, in case of a sudden influx, or urgent request during a leave period.

Counsellor/placement officer

An employment counsellor or placement officer provides assistance, counsel and information to jobseekers on all aspects of employment search and career planning. He or she also provides job placement assistance by searching the files of job orders from employers and trying to match these with the jobseekers' qualifications. Duties include:

- Interview jobseekers to obtain employment history, educational background and career goals
- Identify jobseekers' barriers to employment and assist them with such matters as job readiness skills, job search strategies, writing résumés and preparing for job interview
- Determine the interest, aptitudes and abilities of jobseekers to identify possible career options
- Assess the need for assistance, such as rehabilitation or further vocational training, and refer them to the appropriate services
- Provide established workers with information on maintaining a job or moving within an organization, dealing with job dissatisfaction or making a mid-career change
- Provide career, training and education counselling
- Collect labour market information for jobseekers regarding job openings, entry and skill requirements and other occupational information
- Screen jobseekers' inventories and match potential candidates with job opportunities recorded at the ESC
- Contact potential candidates and advise them on employment requirements and on terms and conditions of employment
- Contact employers to develop placement opportunities, refer candidates and arrange for interviews with employers
- Follow up placement process with applicants and employers
- Maintain confidential records of services provided and periodically review jobseekers' files to ensure that applicants in need of employment counselling are being referred
- Conduct job search skill sessions for jobseekers on preparing curricula vitae (CVs), approaching potential employers and job interview techniques

- Give information sessions in schools and training institutions on the services provided by public employment services
- Liaise and coordinate with other UNRWA support programmes (for example self-employment, small enterprise development, psychosocial support programmes)
- Verify the information related to the employment history, educational background and career goals of jobseekers prepared with the registration clerk
- Give information sessions in schools and training institutions on the services provided by ESCs
- Assist in other areas of work when required

Outreach officer

The outreach officer sources sector-specific vacancies and opportunities for jobseekers in designated geographical locations, and manages the subsequent process to ensure a wide range of different employment contracts that meet jobseekers' requirements. Duties include:

- Maintain up-to-date knowledge of the local labour market and skills gaps to identify potential growth areas in the formal and informal sectors, and develop employment and training responses to meet their needs
- Visit employers, NGOs and other national and international organizations in the public and private sectors to explain the role of the public employment services and actively canvass for job vacancies
- Proactively develop relationships with a wide range of employers to build an employer and opportunity base focusing on key industry sectors
- Seek out opportunities for and conduct cold site visits with a view to sourcing job opportunities at new and existing sites of employment, ensuring all visits are reviewed and followed through
- Obtain vacancies from employers and follow up with them on the status of these vacancies
- Work with employers to identify training opportunities such as apprenticeships and on-the-job training, whenever possible
- Work with employers to convert job placements into permanent employment opportunities
- After adequate training, undertake health and safety assessments of placements as necessary and ensure vacancies adhere to minimum decency standards
- Liaise with the counsellor or placement officer to provide information on job openings and training opportunities
- Support employers to define the job description for a potential vacancy
- Assist with data collection on the local labour market and enter information in the database

- Maintain an accurate and up-to-date employer database and file of reports to the supervisor
- Liaise with the counsellor or placement officer to provide information on job openings and training opportunities
- Assist in other areas of work when required

Supervisor

- Manage and develop the operations of the ESC
- Ensure appropriate day-to-day supervision of staff at the centre
- Develop and implement a workplan with the staff in the centre and review progress at regular intervals
- Together with UNRWA Field Office management, actively promote the role of the centre with key employers, NGOs, ministries and other national and international organizations, and develop joint strategies and coordination arrangements for major projects
- Establish and maintain contact with community representatives and other local agencies and organizations to develop specific responses for particular unemployed groups (for example development of small businesses and vocational skills training)
- Identify potential growth areas in the formal and informal sectors, and report or advise on employment and training responses to meet those needs
- Carry out analysis and prepare regular labour market information reports with an analysis of trends, expected growth areas and opportunities for development of small businesses
- Ensure the database is used effectively by staff
- Undertake other duties as directed by the director of the ESC
- Ensure the quality assurance of the services provided at the ESC and support the staff in their tasks (for instance the outreach officer during the officer's visits to high-level employers)

Registration clerk

- Receive jobseekers and provide information on the ESC services
- Communicate with jobseekers and other individuals to answer questions, disseminate or explain information and address complaints
- Explain the intake or application form and help jobseekers to complete it
- When needed, conduct a pre-interview to obtain employment history, educational background and career goals, to be submitted to the counsellor
- Register jobseekers and process the intake form into the database
- Maintain clients' records and produce statistical reports from the database

- Arrange interviews for jobseekers with the counsellor or placement officer
- Provide administrative support, including filing, bookkeeping and preparation of workshops and other events
- Ensure proper dissemination of job vacancies and training opportunities on the noticeboard and update information
- Send emails to jobseekers on available job opportunities
- Support the counsellor or placement officer to conduct tracer studies with jobseekers, record the data collected and screen potential candidates for job matching
- Assist in other areas of work when required

Labour market information officer

The labour market information officer is a statistician who will need to communicate with other public institutions to collect the necessary information on the labour market. Ideally this person would support the placement officer by working at least 50 per cent of the time in placement activities. The responsibilities of the labour market information officer are:

- Supervise collection of data on labour force supply and demand (especially demand for training and skills) and enter the data in the labour market database
- Liaise with key informants in the private and public sector to collect the necessary information for statistical and analytical purposes
- Prepare regular labour market information reports with an analysis of trends
- Identify potential growth areas in the formal and informal sectors to assist training providers in their efforts to develop employment and training responses to meet the needs in those areas
- Visit employers, NGOs and other national and international organizations in the public and private sector to actively canvass for job vacancies

The functions of the labour market information officer can also be undertaken by other units of UNRWA in the main Field Office working on social and economic research.

3. Core functions of employment service centres

3.1 Job matching services

Job matching allows ESCs to match appropriate jobseekers with available vacancies, mainly by using job descriptions and résumés or CVs.

Job descriptions outline the essential functions and requirements of a position and are used both by employers and workers. They provide a detailed listing of tasks, duties and supervisions responsibilities. They are based on the results of a job analysis done through interviews with people performing the job and their supervisors, including observations of the staff on the job. Employers use job descriptions for the recruitment process, for training needs assessments (comparing skills required and actual skills of the worker) and for performance appraisals. Employees use job descriptions to better understand their role and responsibilities, plan their working schedule, provide directions to colleagues and delegate tasks. The contents of a job description are shown in figure 3.1, and a job description template is found in Appendix VIII.

Figure 3.1 Contents of job description



The general purpose of the résumé or CV is to present a summary of the jobseeker's education, qualifications, skills and abilities. The résumé or CV is used as a marketing tool for recruitment, highlighting accomplishments and achievements. The document is used as a professional biography of the candidate to be communicated to potential employers. It provides the employer with a professional profile of the jobseeker, signalling whether he or she has the appropriate skills and knowledge to perform the job.

Résumés can be structured chronologically or by function. Each format has its advantages and disadvantages, and the résumé should be customized to best suit the situation, as outlined below:

- A chronological résumé begins by listing the candidate's work history, with the most recent position listed first. This is by far the most common form of résumé. Employers typically prefer this type of résumé because it is easy to see what jobs the candidate has held, and the duration of each post. This type of résumé works well for jobseekers with a strong, solid work history, with no major breaks between assignments.
- The functional résumé is a résumé in which the information is organized by skill set. This résumé is appropriate for the jobseeker whose education and experience does not directly match the job requirements, or when there are noticeable gaps in the jobseeker's work experience. This especially applies to those seeking to shift careers or re-enter the workforce after a prolonged absence. If the jobseeker has worked in different or unrelated jobs during a relatively short period of time, this format avoids the impression that the jobseeker was "job hopping".¹³ It is also a good choice if the jobseeker's prior work experience is more relevant to the targeted job than their current role. The functional résumé emphasizes the jobseeker's qualification and expertise for the job they apply for. The focus in functional résumés is put on skill sets and competencies. These may be used as headings, followed by examples of how these skills have been demonstrated. The advantage of the functional résumé is that it allows jobseekers to demonstrate precisely the skills that the employer wants, directing the employer towards the areas that the jobseeker wants them to notice. In this way, it also removes emphasis from any work history that is not related to the task at hand.

As part of their core services, ESCs provide jobseekers with advice and guidance on how to write a tailored résumé or CV and cover letter, and how to complete applications. Prior research about the employer and the available position is essential when writing a résumé or CV and cover letter. Studies by job search experts indicate that the average prospective employer spends no more than 45 seconds reviewing a résumé before deciding whether to learn more about the candidate. In order to increase the chances of being chosen for further consideration, a tailored résumé or CV targeting the needs of the employer is helpful. The more candidates know about the business or industry vacancy, the better they can tailor the application. Emphasizing keywords taken from the job description and featuring those in the résumé or CV enhances the possibility that the employer becomes interested in the jobseeker's profile. A CV template is presented in Appendix V. Table 3.1 shows the parts of a CV and summarizes some considerations the candidate should take into account when compiling the CV.

¹³ Job hopping would mean here the practice of constantly shifting between jobs.

Table 3.1 Contents of résumé or CV and guidance for jobseeker

| Contents | Characteristics | Guidance for the jobseeker |
|--------------------------|---|---|
| Personal details | Name Telephone number Address Email address Date of birth | Be concise. Condense the résumé into one page or two. Emphasize job titles in bold. Place the most important information at the top of the résumé page. Leave a blank space to separate sections on the same page. |
| Education | Beginning with the most recent qualification | Use action verbs. |
| Key skills and expertise | Overview of key areas of expertise | Avoid the use of the pronoun “I”. Include both duties and accomplishments in the professional experience part. |
| Professional experience | Beginning with the most recent employer Position Name of employer, location, date Duties, responsibilities, achievements | Quantify responsibilities and accomplishments (number of clients or staff, budget, etc.) Centre and balance the résumé on the page, leaving approximately 2.5 cm margins. Adopt a simple design for easy skimming: emphasize by boldfacing, capitalizing and italicizing. |
| Languages | Proficiency in each language | Use A4 or similar size white or off-white 80g/m ² paper. Refrain from using coloured paper. |
| Voluntary experience | If available | Leave plenty of white space on the résumé. The résumé should not look crowded. |
| Membership | In associations, other social activities | |
| Reference | Name, job title, business address, and telephone number of referees (former teachers, employers, instructors, community leaders) | |

Another factor to consider prior to sending in the application is the company’s corporate culture. Different businesses, industries and settings impact the employer’s culture in different ways. For example, a big firm, a public company, a small family-owned or family-run enterprise, and an NGO may have different systems of beliefs and cultures. Researching the corporate culture and taking account of it in the application process is important in order to better prepare the candidate for the job.

The ESCs will assist jobseekers in drafting a cover letter to introduce the résumé to the potential employer. Like the résumé, the cover letter is a marketing tool. The document should emphasize the candidate's interest, explaining the reasons why the candidate would be a good fit. The contents and layout of the cover letter are described in table 3.2 and a sample is presented in Appendix VI.

Table 3.2 Contents of cover letter and guidance for jobseeker

| Contents | Characteristics | Guidance for the jobseeker |
|--------------|--|--|
| Introduction | <p>States the reason for writing</p> <p>Names the specific position or type of work for which the jobseeker is applying</p> <p>Names the resource used in finding out about the opening or company: news media, friend or faculty, if appropriate</p> | <p>Tailor the cover letter to a specific job vacancy. Standardized letters with fill-ins are not appropriate.</p> <p>The letter should be addressed to a particular individual in the company, if possible.</p> |
| Body | <p>Explains why the candidate is interested in working for that employer, or in that field of work</p> <p>Portrays the candidate's qualifications (including academic background, work experience and personal skills)</p> <p>Describes achievements that relate to the field and why the jobseeker enjoys this line of work</p> <p>Refers the reader to the enclosed résumé, application or portfolio</p> | <p>Use simple, direct language and correct grammar.</p> <p>Use plain bond paper.</p> <p>Proofread and review the cover letter for errors prior to sending.</p> <p>Use "I" sparingly.</p> <p>Sign the cover letter.</p> |
| Closing | <p>Indicates the jobseeker's desire for an interview</p> <p>Expresses appreciation for time and consideration</p> | |

CVs are not always needed to access employment. Not every jobseeker needs a CV and for some jobs, employers might feel that the jobseeker did not understand the work involved if they did present a CV (for example, most truck drivers do not need CVs). It is suggested however that each jobseeker in that category prepare a "calling card" that lists their name, address and contact details and briefly presents their experience, skills and type of job they are interested in.

CVs and cover letters are simply tools to access the job market; more crucial is the jobseeker's interest in and commitment to a particular job. From experience, this is one of the major factors that contributes to sustainable employment. The interest of the jobseeker will be motivated by the match between their experience and required competencies, and the

quality of the work conditions that are proposed. Consequently, the responsibility of the ESC is threefold: (a) propose the best job match possible; (b) encourage employers to offer decent working conditions; and (c) motivate jobseekers to retain the job. As part of the motivational component, ESC services should include not only group coaching sessions and motivational seminars but also coaching in job search and interview skills and business etiquette.

The ESCs also help the jobseekers with advice and guidance on how to complete a job application, as and when required. Many job applications are now being done online, with instructions on how to complete each section. Many sections are compulsory and need to be completed in order to progress to the ensuing sections. Similarly, jobseekers should complete as many sections as they can in hard copy applications. Attachments should be of small size in order to facilitate transfer. Acknowledgement emails should be kept in the jobseeker's records.

Once the ESC has secured a pool of jobseekers and identified various open positions, the placement officer's work is to find the best match for both groups. As part of the job matching process, job descriptions and résumés should be screened with specific matching criteria, as outlined in table 3.3.

Table 3.3 Matching criteria

| Matching criteria | Application | Offer |
|---|-------------|-------|
| Level of education | | |
| Minimum education level | | |
| Level of experience | | |
| Level of qualification/position | | |
| Industry | | |
| Job category as per the International Standard Classification of Occupations (ISCO) | | |
| Salary | | |
| Working hours | | |
| Job location and geographical preference | | |
| Date availability | | |

The use of industry codes, such as the International Standard Industrial Classification of All Economic Activities (ISIC), and occupation codes, such as the International Standard Classification of Occupations (ISCO-08), is a cost-efficient way of facilitating the matching process. Coding job applications and job offers with ISIC and ISCO-08 facilitates placement

activities because it makes occupations (as described in a job description or résumé) comparable.

Industry codes define the activities of the employer and the sector or industry the employer is active in. When employment officers are contacting or visiting employers, they will obtain basic employer details, including the main business activities undertaken by the company. The related industry codes will be inserted in the employer record and noted on the vacancy forms for that employer.

When a jobseeker registration form is completed, a decision should be made on the type of work the jobseeker is seeking and qualified for, and the appropriate occupations and occupation codes should be entered on the registration form. If no suitable national classification system for jobs is available, the ISCO-08 and ISIC systems provide means of classifying jobs. Using these coded records, the ESC will be able to build up a profile of jobseekers based on their experience, skills and occupational preferences. This information is especially useful when employers are looking for particular types of skilled labour. A detailed description of how to use ISCO and ISIC is given in Appendix II. Box 3.1 presents the main industry and occupation codes for ISIC and ISCO.

Box 3.1 Main industry codes (ISIC) and occupation codes (ISCO)

21 main industry codes (simplified ISIC system)

- A. Agriculture, forestry and fishing
- B. Mining and quarrying
- C. Manufacturing
- D. Electricity, gas, steam and air conditioning supply
- E. Water supply; sewerage, waste management and remediation activities
- F. Construction
- G. Wholesale and retail trade; repair of motor vehicles and motorcycles
- H. Transportation and storage
- I. Accommodation and food service activities
- J. Information and communication
- K. Financial and insurance activities
- L. Real estate activities
- M. Professional, scientific and technical activities
- N. Administrative and support service activities
- O. Public administration and defence; compulsory social security
- P. Education
- Q. Human health and social work activities
- R. Arts, entertainment and recreation
- S. Other service activities
- T. Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use

U. Activities of extraterritorial organizations and bodies

More details about industry codes can be found at <http://unstats.un.org/unsd/cr/registry/regcst.asp?Cl=27>.

10 main occupation codes (ISCO-08)

1. Legislators, senior officials and managers
2. Professionals
3. Technicians and associate professionals
4. Clerks
5. Service workers and shop/market sales workers
6. Skilled agricultural and fishery workers
7. Craft and related trades workers
8. Plant and machine operators and assemblers
9. Elementary occupations
0. Armed forces

More details about ISCO-08 can be found in Appendix I and at <http://www.ilo.org/public/english/bureau/stat/isco/isco08/index.htm>.

Job matching can be conducted through either a job placement process that focuses on a specific jobseeker and the various jobs that a person can apply for, or a recruitment process that focuses on a specific vacancy or open position, and the potential applicants.

3.2 Guidance and counselling services

The job placement process applies job search strategies in three phases: profiling, empowerment and coaching.

Phase 1: Profiling. The profiling phase includes the identification of the jobseeker's qualifications, skills, abilities, strengths, specialized needs and placement obstacles. Before any help or advice can be provided, the ESC will need to obtain detailed information from the jobseeker about (a) their previous employment history; (b) educational attainment and qualifications; (c) skills and experience; (d) any physical, mental, family and social constraints on the type and location of job; and (e) the type of work they would prefer. The most effective way to collect this information is by using a standardized jobseeker registration form to record the information. By obtaining accurate and complete information during the interview, the ESC will be able to match the jobseeker with vacancies. At this stage, ESC staff should be careful not to make any promises or guarantees to jobseekers with respect to finding them a job.

Phase 2: Empowerment. Based on the profiling results, a plan is developed defining responsibilities and next steps. The involvement of the jobseeker in the preparation of this plan is crucial to its success. The plan is done with and for the jobseeker; it will empower the jobseeker to proactively address their situation and look for employment.

Phase 3: Coaching. During the coaching phase, the counsellor supports the jobseekers in achieving the steps that were defined in the plan and helps them overcome placement obstacles. The counsellor identifies suitable employment vacancies, assists in the preparation of résumés and applications, and introduces the jobseekers to employers as part of the marketing strategy. In addition, the counsellor provides the jobseeker with information on training options that could help them improve their skills to overcome placement obstacles.

As part of coaching, group activities may have an important impact for motivation, self-esteem and peer support. Jobseekers may be tired of applying without any result. They need a motivational boost, and they need to review in a participatory session how they can improve their job search techniques and improve their understanding of business etiquette. Groups are defined based on common criteria identified during the profiling process (educational background, employment status, sex, age, sectors of interest). Invitations are shared with targeted jobseekers, but participation is on a voluntary basis.

A typical meeting would last three and a half hours, including an introduction with practical examples, two hours of discussions and exercises, and one hour of feedback. These long sessions are justified by the fact that it may be difficult for the jobseeker to come repeatedly to the centre. The participation of employers or former jobseekers as guest speakers may also add to the quality of the session, and to the session's relevance. Other participatory exercises may include mock interviews and peer reviews of CVs. Sessions are concluded with a quick anonymous evaluation exercise that gives a measure of the jobseekers' satisfaction, and identifies potential improvements for future sessions. Follow-up with jobseekers is conducted on a semi-annual basis to find out whether what they learnt through the workshop was beneficial. Feedback received so far has been extremely positive. Many jobseekers confirmed that they have been able to find jobs as a result of participating in these workshops, especially the ones focusing on CV writing and interview techniques.

Box 3.2 outlines the duties of ESC staff during the job placement process.

| Box 3.2 Duties of ESC staff during the job placement process |
|--|
| <ul style="list-style-type: none">• The counsellor works with no more than 10–15 jobseekers per day to facilitate job placement.• Counsellors assist jobseekers to identify a pathway to employment, structure suitable job search activities for jobseekers and monitor jobseekers' progress.• Outreach officers actively canvass employers for employment placements and provide post-placement support to employers and to jobseekers to maintain their employment. |

In contrast to the job placement process, which is focused on the jobseeker, the recruitment process is focused on employer needs and is driven by available vacancies. Its objective is to ensure that jobseekers are best placed to meet employers' business needs. The procedure is to identify and hire the best-qualified candidate for a job vacancy in the most timely and cost-effective manner (Scheller, 2005). The process starts when the ESC and the employer formulate a job description for the vacancy in question. The job description describes the

skills and competencies that are needed to perform the job and guides the pre-selection process and referral to the employer.

Box 3.3 outlines the duties of ESC staff during the recruitment process.

Box 3.3 Duties of ESC staff during the recruitment process

- The counsellor deals with a caseload of openings to facilitate placements.
- Outreach officers assist employers to define job descriptions and structure and monitor the application process.
- The counsellor reviews the pool of candidates.
- The counsellor screens job-ready applicants according to their compatibility with the job description, conducts pre-selection procedures and refers suitable candidates to the employer.

In addition to job matching and labour market information, an integral part of the work of the ESC is to counsel and coach jobseekers in their efforts to find employment. The counsellor or placement officer provides jobseekers with specific individual advisory services and guidance, including on how to prepare a CV and write a cover letter, how to conduct a job search and how to prepare for an interview. In order to inform this process, the ESC staff member first conducts individual capacity assessment evaluations to identify the jobseeker's level of knowledge, skills, ability and training needs, as necessary. During the counselling process, the counsellor or placement officer examines a number of factors to better counsel the jobseeker, including their (a) vocational skills; (b) work history and experience; (c) education background and training history; and (d) other work-related qualifications and achievements.

Different counselling approaches are available and applicable depending on the specific needs of the target groups. These include career counselling, vocational counselling and employment counselling, as outlined below:

- **Career counselling** provides jobseekers with resources about current job vacancies and training opportunities. Successful career counselling supports individuals in the decision-making process, enabling jobseekers to choose a career path that is well suited to their own interests, values, abilities and personality. The career counsellor empowers individuals to become active managers of their own career paths (including managing career transitions and balancing various life roles) (UNESCO, 2002).
- **Vocational counselling** is the provision of support and advice in the search for a suitable career choice. "Vocation" is derived from the Latin *vocare*, meaning "to call". Vocational guidance enhances personal abilities, breaking down barriers to employment to enable individuals to realize their potential. It is usually applied to people who are at the entry level of their careers, or are in the process of a career change.
- **Employment counselling** supports jobseekers in selecting training programs, navigating opportunities for career change, finding employment, writing résumés and

preparing for job interviews. Self-employment may be another field of interest; however, this would require specific expertise and a more tailored counselling approach.

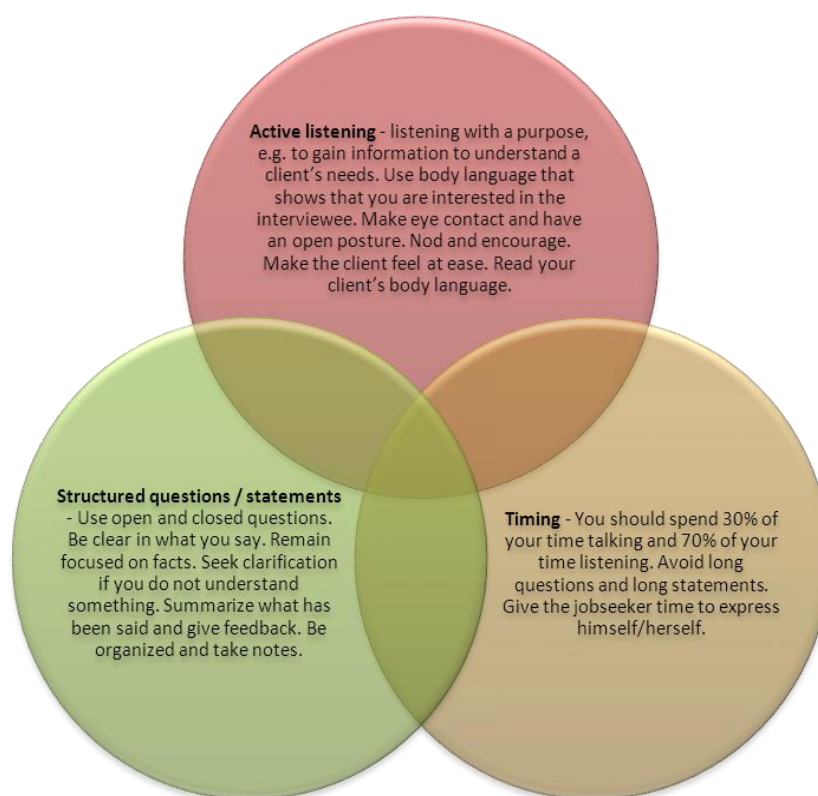
Mutually reinforcing principles for a successful counselling process are as follows:

- Treat the jobseeker as a participant and not as a recipient. Career counselling is something the counsellor does with the person, not for the person.
- Involve jobseekers in the planning process and give them relevant information that will help them make their own decisions.
- Help jobseekers to gather information, weigh alternatives and explore career options.
- Develop realistic expectations regarding what is doable within an ESC, and communicate limitations to help jobseekers explore their options and make informed career decisions.
- Research the jobseeker's motivations for choosing to make specific job-related decisions (new job, career change).
- Agree on shared goals and encourage the jobseeker to take action.

In the counselling process, it is important to keep in mind that, as shown by recent research findings, jobseekers who have a clear vision of their goals and career development plans tend to be “more effective in bringing those plans to fruition” (Christensen and Johnston, 2003). When individuals imagine their desired future stories, they facilitate their belief that their envisioned future will play out in reality. ESC counsellors should therefore encourage jobseekers to formulate and articulate their career plans and objectives for the future.

A successful counselling process applies active listening techniques, and timely and structured interventions by the counsellor, as shown in figure 3.2.

Figure 3.2 Skills for successful counselling process



The counselling process for job search is designed around several steps that guarantee a systematic approach to counselling. The counselling process begins with the counsellor getting a better understanding of the jobseeker's profile and capabilities, career interests and aspirations. Once this basic information has been recorded, the placement officer is better able to refer the jobseeker to available vacancies or training opportunities that may be of interest. Through the counselling process, the jobseeker receives guidance and advice on the feasible options, and is able to make informed decisions accordingly. The ESCs also use brochures and job profiles that are developed by the UNRWA Career Guidance Unit, helping to ensure coherence between in-school counselling and that provided by the ESCs. The following step-by-step structure for a counselling session is recommended:

Step 1: Build rapport with the jobseeker

- Introduce yourself by providing your name and explaining your role
- Make the jobseeker feel at ease
- Confirm that the jobseeker has contacted the ESC for counselling

Step 2: Check the details written on the jobseeker's registration form for correctness

- Personal details: name, age, sex, home address, telephone number, email address
- Education and vocational qualifications

- Work experience

Step 3: If the jobseeker has a disability, discuss:

- The nature (not all disabilities are visible) of the disability, and general mobility
- Needs relating to the disability (for example ramps, personal assistance)
- The jobseeker's perception of issues related to the employment of persons with disabilities

Step 4: Discuss the jobseeker's:

- Ambitions and aspirations
- Interest in particular types of work or occupations (table 3.4 gives sample questions for guidance)

Step 5: Explore the jobseeker's options by:

- Identifying jobs or careers that would suit the jobseeker
- Informing the jobseeker about requirements to pursue the identified jobs or careers
- Discussing the identified jobs or careers with the jobseeker and assessing degree of interest

Step 6: If the jobseeker is interested in training:

- Provide the jobseeker with information about training opportunities, including types of suitable training and training providers, location, course duration, cost (if any), and probability of obtaining employment upon completion
- Assess the jobseeker's availability to attend training

Step 7: If the jobseeker is interested in obtaining employment:

- Provide the jobseeker with information about employment opportunities, including types of suitable employers and employment, current vacancies and probability of obtaining employment
- If required, suggest to the jobseeker that they schedule another session to receive advice on obtaining employment (for example preparing a CV, preparing for a job interview)

Step 8: Offer assistance with training or employment, if required

- If the jobseeker would like assistance to access a training course or employment, provide the jobseeker with information about the action you will be taking to assist them
- The jobseeker may want time to go away and consider the information that you have provided before making a decision

Step 9: Ask the jobseeker if they have any questions

- Provide clear answers to the extent possible

Step 10: Conclude the meeting and decide on way forward

- To conclude, summarize the discussion and agree upon the next steps

Step 11: Update the jobseeker's record and take agreed action

- Update the jobseeker's record in the jobseeker database
- Take the appropriate action as agreed with the jobseeker

Table 3.4 Sample questions for counselling session with jobseeker

| Scope | Questions |
|---|---|
| Overall orientation based on past education | Which subjects or courses did you enjoy most during university or school? What tasks do you like to, or want to, perform? What do you enjoy doing in your free time? |
| Further details on type of work favoured by jobseeker | Is your preference for physical or manual work? Abstract, innovative and creative activities or more technical and scientific tasks? Are you interested in sciences, mathematics and problem solving or in more creative work such as painting, drawing, writing and handicrafts? Do you enjoy activities that involve teaching, analysis, reasoning and explanation? Examples include creative writing, communication, poetry, advertising, marketing or teaching. Do you enjoy physical work, which entails working with tools and equipment, manipulating materials, and understanding how things work? Examples include working with and operating heavy equipment, processing activities, engineering, manual labour, gardening and cooking. Do you prefer sameness, repetition, routine and methodical procedures in the workplace? Examples of suitable jobs for this temperament include administrative jobs, office work and finance. |
| Adaptability | How do you deal with change? |
| Teamwork/ independent work | Do you prefer to work in a team or independently? |
| Service orientation/ target group | Do you have a preference for working with any specific groups of people? Examples include children, young people or the elderly. |

When counselling a jobseeker looking for employment, the counsellor should be able to provide the jobseeker with advice and tips on where to find vacancy announcements, how to initiate contact with employers and how to conduct a job interview. Sources of information for jobs include word of mouth (for example friends, networks) and personal relations; noticeboards at public places; newspapers and Internet editions of newspapers; job fairs; unsolicited applications; yellow pages and the Internet; and job search engines (www.bayt.com ; www.gradugate.com ; <http://www.souktel.org/jobmatch.html>).

Jobseekers may want to contact an employer to ask about a vacancy, to schedule an interview or to seek more information. The employer may be contacted via email, by telephone or in person. Before contacting an employer, the counsellor should advise the jobseeker to learn as much as possible about the employer and the type of work that is done in the company; try to get the name of the person who is responsible for recruitment; make sure their documents (CV, certificates etc.) are in order; be clear as to why they are contacting the employer; and prepare what they want to say. Dos and don'ts for jobseekers when contacting employers are listed in box 3.4.

| Box 3.4 Dos and don'ts for jobseekers when contacting employers | |
|--|---|
| Dos | Don'ts |
| <ul style="list-style-type: none"> • Be honest and polite • State your purpose clearly • Be brief and businesslike • Present yourself positively | <ul style="list-style-type: none"> • Try to make the employer feel sorry for you • Speak about yourself negatively • Discuss personal problems • Say anything negative about former employers |

Contact by letter or email. When contacting an employer by letter or email, the jobseeker should mention the type of work they are seeking; how they learnt about the company; their experience and qualifications; their desire to be interviewed; and how they can be reached. They should end the letter with a note of thanks and sign their name. They should also proofread the letter to make sure there are no typographical errors or mistakes and to ensure that correct grammar and spelling are used. The letter should be no more than one page long and should be read easily. A copy of their CV should be attached.

Contact by telephone. When contacting an employer by telephone, the jobseeker should greet the person who answers the telephone; introduce themselves; briefly state the purpose of their call; and wait for a response. It is better if the call is made from a quiet location. The jobseeker should speak clearly, listen carefully and take notes. This is the example of a possible conversation: “Good morning. This is Sima Aimaq. I am calling to find out if you have an opening for a machinist.” If the job has been filled or if there are no openings, Sima should ask about a good time to call again regarding future opportunities. Also, she should ask the person who answered the telephone if she can refer her to other employers. Sima should conclude the call with a thank you.

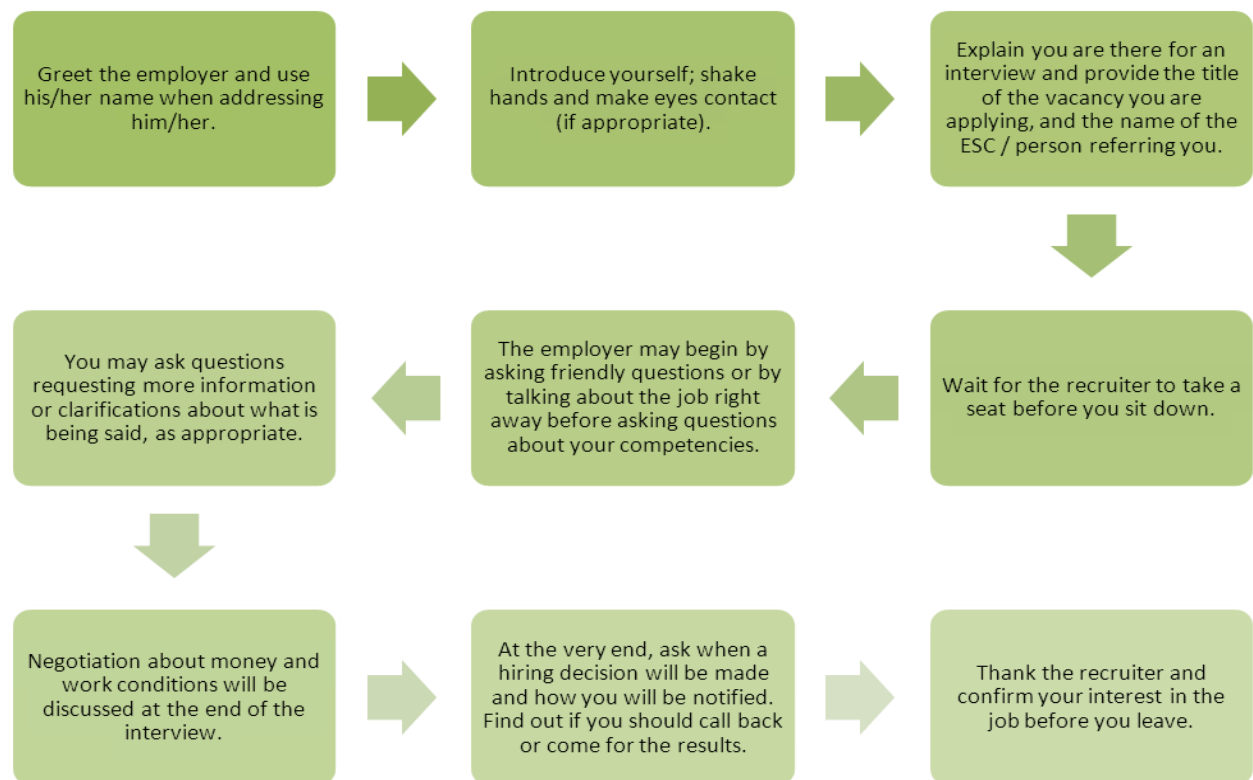
Contact in person. When contacting an employer in person without an appointment, the jobseeker must be prepared for anything – from never getting past the door, to being interviewed for a job on the spot. Below are a few tips to jobseekers to help in the process:

- Dress neatly; act confidently and politely; remain positive, even if you are turned away.
- Take a pen, blank paper and a copy of your CV with you.

- If you have a physical disability that affects your mobility, find out about the accessibility of the building, office or factory before you visit an employer in person.
- If you have a hearing impairment or need an interpreter, make arrangements to have an interpreter with you (this may include a friend or a professional interpreter). If you have the name of a contact, ask to speak to that person. If you do not have the name of a contact, ask for the personnel or human resources office or the person responsible for recruitment.
- Greet the person you are meeting and use their name (if you know it).
- Introduce yourself. Shake hands and make eye contact.
- State the purpose of your visit. If someone referred you, name the person.
- Follow the employer's lead. For example, let them ask the questions. Wait to be asked to be seated.
- If there are job openings, proceed as if you are in an interview.
- If there are no job openings, ask if you can complete an application form or leave your CV; find out if and where job openings are posted; and ask if you can check back about openings at a later date.
- Thank the person(s) with whom you have spoken.

The counsellor or placement officer will also introduce the jobseeker to the job interview process. Getting invited to a job interview is a milestone in the placement process. During an interview, the jobseeker has the chance to market themselves to the employer and to learn more about the open position and the business itself. Job interviews can be formal or casual, long or brief. Being well prepared will help the jobseeker to give a better presentation of themselves, and will impact the interview outcome. The jobseeker should dress appropriately; research existing information about the job and the employer; familiarize themselves with the location, date and time of the interview; bring a copy of their CV, a pen and paper; be ready to answer typical interview questions; and have some questions for the employer. During the job interview it is important that the jobseeker speaks positively about themselves, emphasizing abilities and skills. Even negative experiences can be an opportunity to explain how difficult situations were handled, and to show one's contribution to problem solving. If mistakes were made (criminal record, for example), or if some problems affected previous work experience (such as family or emotional difficulties or substance abuse), it is important to admit to them, explain what was learnt from it and emphasize job readiness. Figure 3.3 shows the likely sequence of an interview, and box 3.5 suggests interview questions the jobseeker should practice in advance of the interview.

Figure 3.3 Likely sequence of interview between prospective employer and jobseeker



Box 3.5 Interview questions for jobseeker to practise in advance of interview

Tell me about yourself.

What did you do in your last job?

What are your qualifications?

Why should we decide to hire you?

Why do you want this job?

Why do you want to work here?

What do you know about this company?

Describe a situation where you solved a problem, which made you very proud?

What do you expect of your supervisor?

Do you know how to (questions about specific job duties)?

How long do you expect to stay in this job?

Have you ever been fired from a job? Why?

Why have you had so many (or so few) jobs?

Do you have any health issues, disabilities or limitations?

Are you willing to work overtime?

What languages do you speak?

Why did you leave your last job?

When are you available to work?

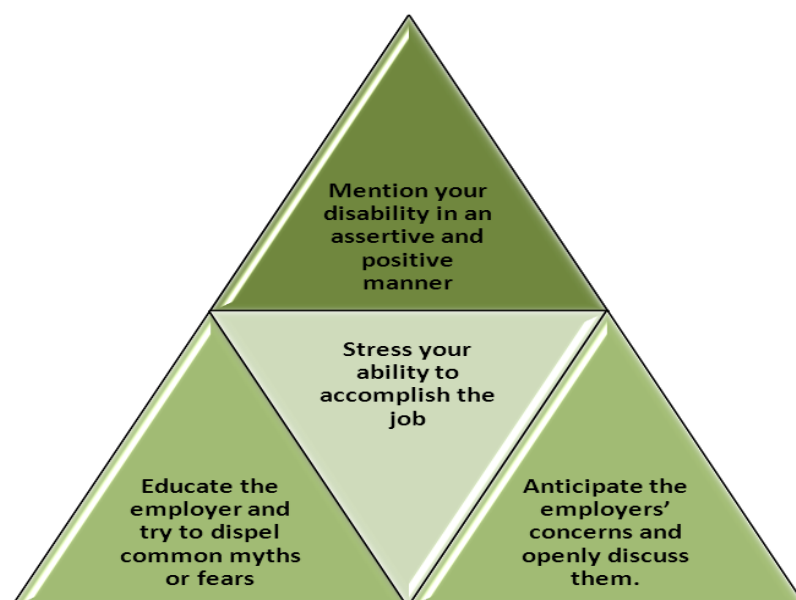
A thank you note to the employer after the interview may also be appreciated and increase recruitment chances (depending on the company's culture). The note should address the employer by their name, thank them for their time, remind them about the jobseeker's interest in job, and express hope for a positive answer.

Persons with disabilities. ESC counsellors must also be able to assist persons with disabilities in addressing the specific obstacles they face in entering the labour market by focusing on aptitudes, capacities and reasonable accommodation¹⁴ that should be made at the workplace. Work is important for people with disabilities to ensure their financial independence, professional development, self-esteem and social inclusion. Effective and responsive career counselling can significantly empower a person with disabilities in terms of their choices, social inclusion and independence. Accordingly, placement officers or counsellors should regularly update their knowledge of disability issues, and research the support services available to facilitate a disabled person's integration into active economic and social life. When a jobseeker with disabilities has not previously worked, or when a worker is returning to employment following an accident, the placement officer should focus on aptitudes, abilities and working capacity to guide the search for a suitable job. This information may be obtained through a vocational assessment, which can be conducted using simple observation, or through more sophisticated standardized or practical tests. For all these activities, the counsellors are encouraged to seek the support of disabled persons' organizations or NGOs that have developed a special expertise providing services to persons with disabilities (ILO, 2008b). The assessment results are then compared with job descriptions to identify appropriate candidates for specific vacancies.

In counselling a person with disability, it is also important for the placement officer to remind the jobseeker to openly discuss their disability, as it is important to address the discomfort employers may have in talking about a disability. If a jobseeker has a visible disability or one that will affect their job performance, the jobseeker should bring it up during the job interview. Once the candidate introduces the topic, the employer will be more likely to ask questions or to express concerns. It is important that the employer's concerns are addressed. The jobseeker should not miss a job opportunity because the employer assumed the jobseeker would not be able to accomplish the assignment due to a disability. The counsellor should assist the jobseeker in anticipating the concerns employers might have and developing a response to these concerns that focuses on what they can do and can contribute rather than on what they are limited in doing. Figure 3.4 presents job interview tips for jobseekers with disabilities.

¹⁴ The term "reasonable accommodation" of the needs of persons with disabilities comes from the United Nations Convention on the Rights of Persons with Disabilities. It refers to the efforts that should be made to adapt the physical environment, and the attitudes of groups, communities and colleagues, in order to facilitate the social integration of persons with disabilities in a particular setting.

Figure 3.4 Job interview tips for jobseekers with disabilities



Proper follow-up is essential to ensure that a worker with disabilities is successful in the job. ESC follow-up visits can assist the worker in keeping their job by identifying any existing or emerging problems and can assist the employer by reviewing reasonable accommodation that needs to be made and minimizing tensions that may have emerged. In any case, the ESC cannot and should not replace the role of the labour inspection; no report should be designed on the compliance of the employers with existing labour regulations. However, it is the responsibility of the ESC to establish a conducive relationship with the employer in order to mediate possible conflict and advocate the rights of Palestinian workers regarding wages, working time, occupational safety and health, and overall working conditions. As part of this positive relationship with the employer (who is a client of the ESC), the centre can provide win-win solutions that have the potential to improve both the company's productivity and the working conditions of Palestinians. For examples of these solutions, see ILO, 2005.

3.3 *Labour market information*

Another core function of an ESC is to provide labour market information to jobseekers and employers. This function should be carried out either under the close supervision of research units in UNRWA main Field Offices or directly by these units, in close coordination with the ESCs. Labour market information relates to the demand and supply of labour. It helps (a) the jobseeker to adapt their profile and job search strategy to the reality of the market; (b) the employer to better target their recruitment; (c) training institutions to improve the relevance of their programmes; and (d) UNRWA and policy-makers to better take the needs of Palestine refugees into consideration. Based on timely and accurate labour market information, ESCs can also develop a more strategic approach in addressing labour market needs. Box 3.6 gives examples of labour market information questions from employers, jobseekers, policy-makers and UNRWA management that ESCs should be able to answer.

Box 3.6 Labour market information questions for ESC from various sources

Questions from employers:

Is the industry growing or on the decline?

What are the main value chains?

What trends are happening within that industry that will affect its growth and structure?

What is produced? How is it produced? With what technological changes?

What are the skills characteristics of the Palestinians workforce?

Questions from jobseekers:

What are the jobs available for Palestinians that I would like to undertake?

How do my skills compare with the needs of the market and what training should I follow to bridge any gap?

What are the job characteristics (time, pay, other benefits, occupational safety and health), and am I ready to accept those conditions?

What should I know about companies to tailor my CV to their needs, and prepare myself for the interviews?

Is it legal for a Palestinian to take this particular job?

Questions from policy-makers and UNRWA management:

What are the main current issues in the labour market, with regard to employment, unemployment and underemployment of Palestinian workforce, and composition and trends of the workforce both in the formal and informal sector?

What are the main segments of the Palestinian population that are out of the labour force or unemployed, and would need support measures to access decent work?

What is the gap between the demand for and supply of skills for Palestinians?

What are the job-rich sectors that are expanding and open for Palestinians?

What are the various forms of discrimination Palestinians are facing?

There are numerous sources of labour market information that ESCs should be aware of in order to provide accurate and updated information. For the registered unemployed jobseekers and for vacancies and placements, comprehensive information is given on the ESC database. ESCs need to collect data from government ministries dealing with labour and social affairs, education, planning, and economic and development matters, and can also access information from the central statistical offices, employers' and workers' organizations, and private employment agencies. Labour market information on Palestine refugees can also be found in UNRWA publications and databases, and reports of international and local organizations. Table 3.5 summarizes the sources of information and the types of data available from those sources.

Table 3.5 Providers of information and examples of data

| Providers | Examples of data |
|---|--|
| Central statistical offices, UNRWA, other international organizations | Results of surveys, censuses etc. |
| Immigration offices | Data on migrant workers |
| Schools and training institutions | Data on graduates and curricula |
| Other ministries | Data from administrative records |
| Insurance schemes | Population figures; data on occupational safety and health |
| Employers' organisations | Numbers, details of establishments |
| Workers' organisations | Data on the workforce, retrenchment figures etc. |
| Private employment agencies | Different administrative data |
| Public employment services | Situation and trends in the labour market |

The ILO Key Indicator of the Labour Market (KILM) is an online tool for labour market information.¹⁵ The KILM is a comprehensive database providing 18 key indicators of the labour market, touching on employment and other variables relating to employment (for example status, sector, hours), education, wages and compensation costs, labour productivity and working poverty.

ESCs should publish regular labour market information and analysis reports. Labour market reports have to keep their systematic pattern, as an analysis is only possible if the basic categories and definitions remain the same. They need to be collected regularly, as time series and trend forecasts depend on complete and uninterrupted reporting. Labour market reports have to be published in a timely manner, as information becomes increasingly useless with every day its publication is delayed. Analysis can be provided for either stock figures, which reflect the status at a certain point of time (for example the total number of jobseekers and vacancies by day, month or year), or flow figures, which describe trends during a period of time to provide information about the dynamics of the labour market.

A basic user-friendly monthly report can easily be compiled that gives an indication of (for example) the volume, duration and evolution of the caseload of jobseekers (by age, sex and education level), the areas of the country where unemployment is lowest or highest, and the sectors in which it is easier or more difficult to find a job. ESC publications on labour market information should also be an opportunity to celebrate ESC success, for example by indicating the number of persons that obtained a job through the ESC in the previous month.

Further, quarterly reports can be produced to provide an analysis of the labour market situation and trends, and to analyse the operations of employment services and the problems they encounter. In these reports, events that affect the labour market situation can also be

¹⁵ <http://kilm.ilo.org/KILMnet/>.

covered, including changes in the legislative background or policy decisions, or economic changes, such as new industrial settlements or mass retrenchments. Annual reports are a tool for reviewing and forecasting labour market developments and presenting an analysis of different economic sectors, occupational groups and regions.

3.4 *Labour market programmes and services*

A very important activity is related to increasing ESC outreach. The activity aims to (a) gain the support of key religious and political Palestinian stakeholders for ESCs; and (b) use community networks to publicize the services of ESCs in hard-to-reach populations. The need for this approach is based on an ESC review of jobseekers' profiles, which found that most jobseekers were university graduates, and identified the need to deepen outreach to vulnerable groups, based on the lists of Palestinians benefiting from UNRWA rations.

A communication plan, based on research that identifies the most vulnerable populations, would provide structure to the activity. The plan could include such initiatives as town hall meetings, participation in cluster meetings with NGOs, SMS mass messages, television spots, and advertising ESC services through UNRWA social workers, schools and health services, and during ration distributions. It could also include an on-site field registration day in remote areas. The contents of the communication plan would be reviewed and upgraded every six months for each ESC. The UNRWA chief area officers – focal points for defined areas – could also play an important role in ensuring that the activities and impacts of the ESCs are being widely publicized. Outreach activities, for example through popular committees, are also important in limiting the spread of possible conflicts, including between jobseekers and employers.

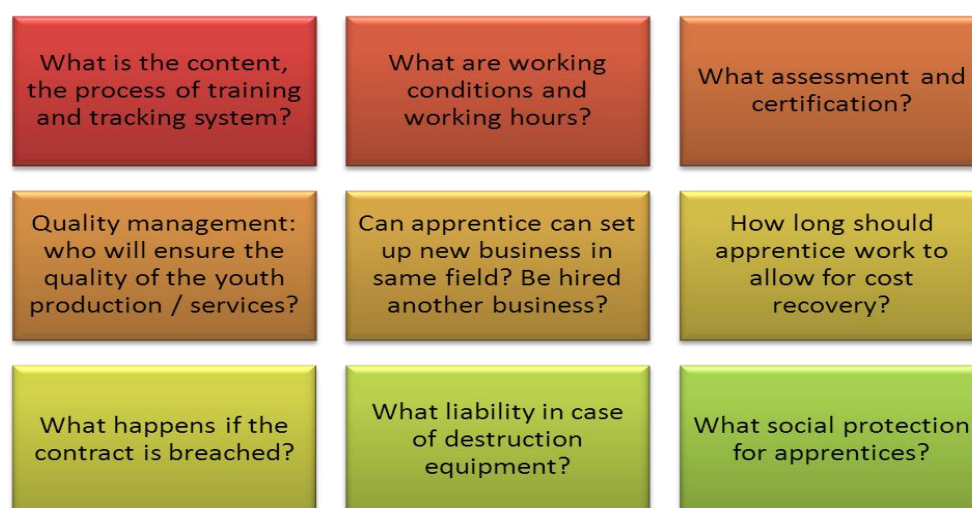
ESCs may also refer jobseekers to active labour market programmes, including apprenticeships, dual training programmes, internships and work trials. On-the-job training broadens the jobseeker's skills and increases their productivity in a specific trade. Active labour market programmes empower jobseekers to improve their prospects for a decent job, and employers benefit from applicants that better fit their needs.

- An **apprenticeship** refers to a system by which a young learner acquires competence in a trade through long-term enterprise-based learning (one to four years). The apprentice works side by side with an experienced craftsperson.
- Under a **dual training system**, enterprise-based training is complemented by courses within technical and vocational education and training (TVET) centres. For example, such apprenticeships are implemented by UNRWA Gaza for overaged students. By the end of the apprenticeship period, the graduated apprentice is able to perform all tasks relevant to the mastery of the trade.
- **Internships** are short-term on-the-job training sessions, usually between four weeks and six months. They cover a limited set of skills relevant to an occupation. They may include job-related training.
- **Work trials** provide employers with the opportunity to test whether the jobseeker is the right person to fill a job. The placement service may arrange work trials for people

who approach the service directly, or for trainees attending skills training centres. Work trials are sometimes subsidized. In the case of persons with disabilities, work trials are important for testing the capacity of jobseekers to hold down jobs in the open labour market, introducing them gradually to employers who may otherwise be reluctant to offer them a more permanent job.

Apprenticeships should be regulated by a formal training agreement with the employer that assigns roles and responsibilities to the signing partners. By signing the contract, the employer pledges to instruct the apprentice in accordance with the training plan developed in collaboration with the ESC outreach officer in the case of ESC-sponsored apprenticeships. The employer is accordingly responsible for mentoring the apprentice to the best of their ability. By signing the contract, the apprentice, on their part, commits to fulfilling all training requirements delegated to the apprentice by the employer. The apprentice commits to showing up to work and completing tasks according to the contractual conditions, and abiding by workplace rules and regulations. The apprentice's main obligation is to acquire the sustainable knowledge, skills and ability to pursue a career in the target occupation. The costs of training can be shared between the apprentice, master craftsperson or employer, and UNRWA. For apprenticeship agreements facilitated by the ESC, the ESC can fund monthly stipends for a selected number of apprentices. Elements of the contract are shown in figure 3.5.

Figure 3.5 Elements of contract between employer and apprentice



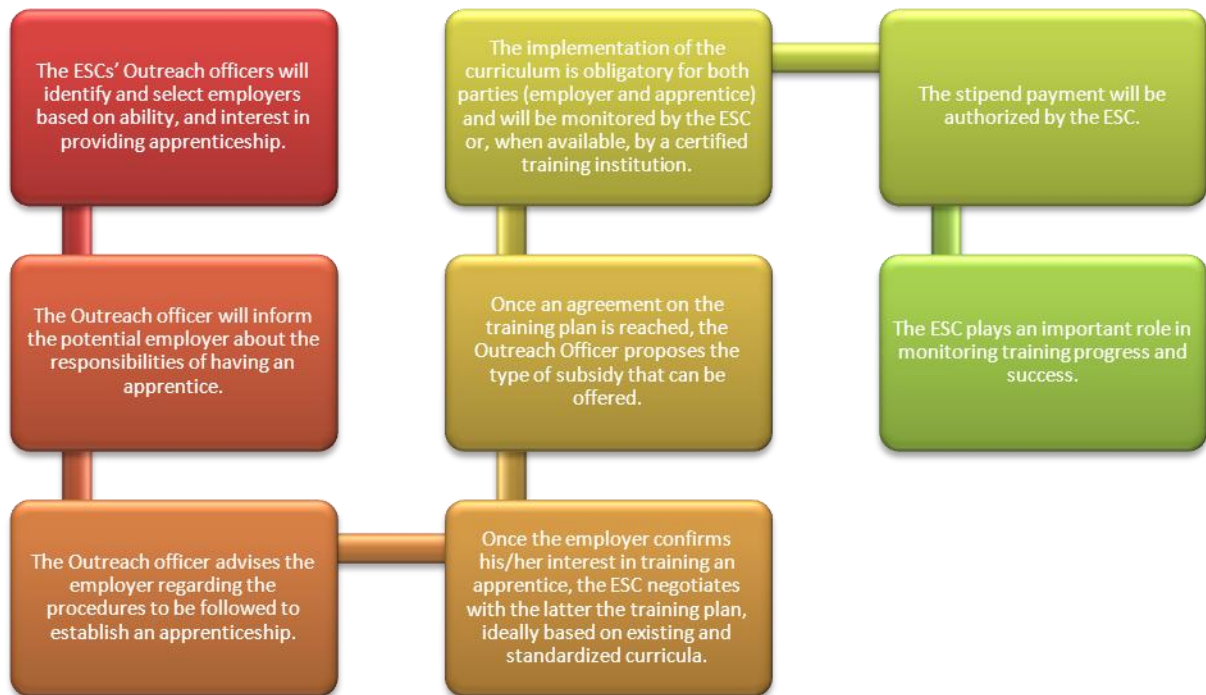
The following are eligible to participate in UNRWA ESC-sponsored apprenticeships:

- Male and female Palestine refugees between the ages of 16 and 25;
- Applicants with the ability, aptitude and education to master the basics of the occupation and complete the related instruction required in the training programme;
- Employers who are willing to train apprentices in their trade in a sustainable manner and who have a good reputation in their industry;

- Employers who are well positioned to strengthen apprentices' capabilities and employability.

Figure 3.6 shows the process by which an apprenticeship is developed through collaboration between the ESC and the employer.

Figure 3.6 Apprenticeship: Process of collaboration between ESC and employer



Due to their social and economic conditions, vulnerable Palestine refugees may not be willing or able to enter long-term training programmes. Consequently, the ESC can focus rather on short-term training, as part of a lifelong learning approach. Practically, the jobseeker would benefit from training in order to secure a first job, while further training designed with the employers would improve their productivity and level of responsibility, and contribute to enhancement of their job quality. UNRWA research has shown that while training for jobseekers may contribute to securing a first-time job, potentially raising the family out of extreme poverty, many targeted beneficiaries are in fact working poor. It is therefore of crucial importance to envisage skills development as part of a lifelong approach in order to contribute to reducing the number of families in poverty.

4. Expected core competencies and work ethics

In order to effectively provide quality employment services as outlined above, staff members should demonstrate core competencies. Good communication skills, a strong sense of responsibility, and good time management and organizational skills further enhance performance and promote teamwork, enhancing collaboration between ESC staff. Teamwork is the cooperative effort by members of a group to achieve a common goal. Even though each member in a team has a specific function, everyone works to accomplish the overall objectives. Teamwork is about contributing to the overall success of the organization. Core competencies also include patience, understanding and empathy in dealings with jobseekers, selecting only those interventions that promote the values of the centre.

In addition to individual competencies, a healthy work environment in an ESC is characterized by open and effective communication, and a strong sense of shared work ethics. A healthy work environment is a cornerstone for productivity and collaboration, generating trust and respect among ESC staff and clients. Work ethics provides a set of guiding principles governing the conduct of staff in the workplace. A code of ethics for instance can provide the foundation for a healthy and safe working environment, and promote the optimal provision of employment services to clients. Figure 4.1 presents a set of essential work ethics for ESC staff.

Figure 4.1 Essential work ethics for ESC staff



Source: Principles of conduct for staff of the International Labour Office.

In addition, teamwork is core to the proper functioning of the ESCs. When staff work well together, the ESCs benefit. When successful teamwork is fostered, the improved communication, coordination and morale result in happier and more productive staff. Box 4.1 presents a mnemonic highlighting the main aspects of teamwork as practised in ESCs.

Box 4.1 TEAMWORK spells ...

Talent

Having the **Enthusiasm** and drive to work (seeking ways to make use of one's talents through additional responsibilities)

Being **Accountable** to the team and to individual members, and keeping them informed of progress

Managing responsibilities to ensure that everyone has work to do and that everyone is always the best person for the job

Working within a team, and ensuring time is allocated for identifying alternative solutions to specific problems

Being **Open** to new ideas and suggestions, and making efforts to understand others' perspectives

Respecting other members of your team and feeling free to express one's views in a respectful way

Being **Keen** to reach objectives and supporting the integration of Palestinians in the labour market

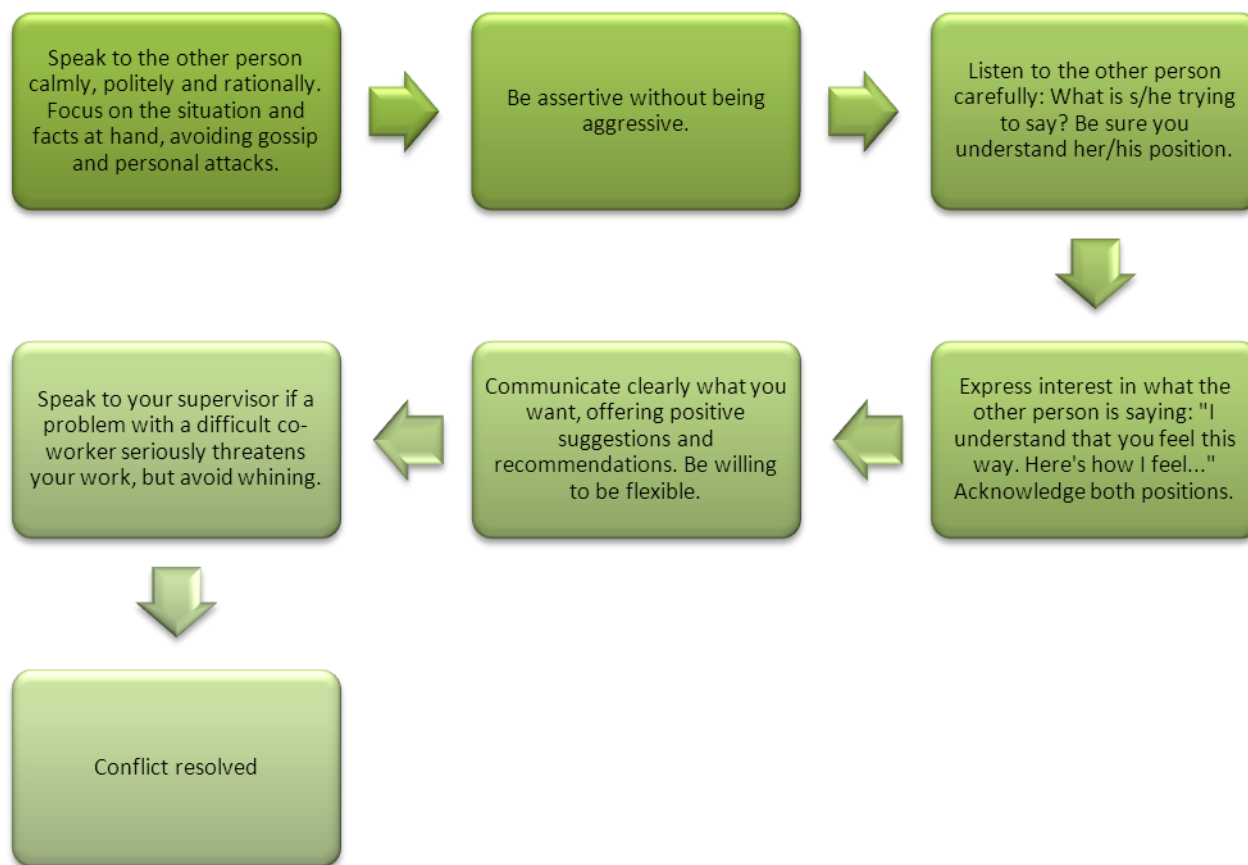
There may be a number of conflicts in an ESC, including (a) conflicts between employers and newly placed workers, for example regarding working conditions; (b) conflicts between staff and management on internal issues; (c) conflicts between staff and clients, perhaps because of dissatisfaction about services rendered; and (d) conflicts between employers, for example about "poaching" practices.

The aim of conflict resolution is to develop a solution that all involved parties can agree on, granting each party as much as possible of its initial demands. When approached in a constructive manner, conflict can support problem solving, and clarify issues and expectations. In most conflicts, neither party is right or wrong; instead, different perceptions and perspectives collide, creating misunderstandings and disputes. For this reason, clear and open communication is an integral component of successful conflict management and resolution. Involving different parties in the process of conflict resolution can impact the outcome in a positive way. The optimal outcome is for all parties to positively regard the conflict resolution process and result. Tips for conflict resolution are presented in box 4.2, and possible conflict resolution processes are shown in figure 4.2.

Box 4.2 Tips for conflict resolution

- Separate the problem from the person
- Concentrate on responding to needs, not emotional positions
- Keep a person's emotional needs in mind and recognize that they affect how that person responds
- Be aware of your own emotions and how they may affect your actions
- Acknowledge the emotions of all parties, then move to the problem
- Find as many options as possible to answer the parties' needs
- Be as objective as possible – stick to the evidence

Figure 4.2 Conflict resolution processes



Techniques to manage your work and time. The following suggests some practical rules that can be easily applied to strengthen the organizational capacity of ESC staff:

The 80:20 rule: Concentrate on results, not on being busy

80 per cent of unfocused effort generates 20 per cent of the results; 80 per cent of results are achieved with only 20 per cent of the effort. The aim is to achieve the greatest benefit possible in the limited amount of time available to you.

Activity log: Find out how you use or spend your time

As you are completing tasks, note down the activities you are undertaking and the time spent on each one. Include in this list all activities from completing work assignments to making telephone calls, checking email, browsing the Internet, snacking, and even time spent chatting with colleagues. Identify and eliminate time-wasting or low-yield activities; and identify the times of day when you are most effective.

Action plan: Organize your work

An action plan helps you monitor your progress towards achieving specific goals. List the tasks you need to do for the day, week and month to achieve your goals; set a timetable for each task; complete each task on the list, as per the suggested schedule.

To-do lists: Prioritize your tasks

When you need to do many different tasks or when you have a number of commitments, prioritize your tasks, as below; formulate a list of all the tasks that you need to do; break down larger tasks into smaller ones; for each task, determine its level of importance on a scale from 1 (important) to 5 (not important); for each task, determine its level of urgency (urgent or not urgent); immediately complete urgent tasks that are important; delegate the less urgent tasks or schedule a time during which you can complete them; rewrite the list in order of priority.

| | Important | Not important |
|------------|----------------|---|
| Urgent | Do immediately | Delegate |
| Not urgent | Schedule time | Complete once everything else is already done |

Effective scheduling: Making the best use of your time

Look at the time available to you and plan how you will use it to achieve your goals; leave enough time for the things that you absolutely must do; minimize stress; use scheduling tools, including agendas and calendars.

5. Illustrative workflows

Designing and validating workflows for expected activities and situations are good exercises for new ESCs in order to increase their readiness to face various situations. Figures 5.1, 5.2 and 5.3 present three illustrative examples of these activities and workflows. In practice, some of the tasks can be redistributed in a different way among staff, according to their workloads.

Figure 5.1 Workflow 1: Jobseeker's first visit to ESC in search of employment or training

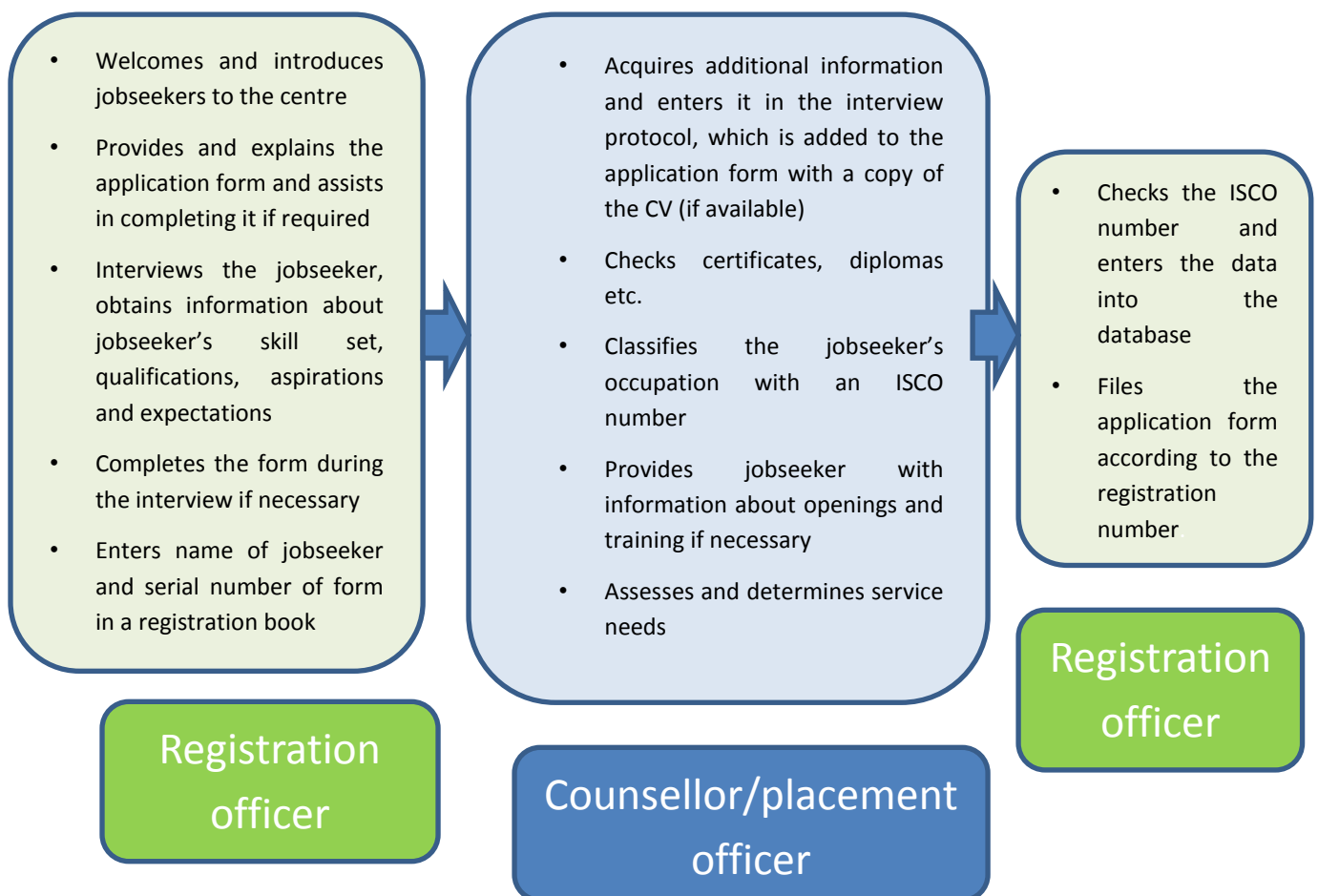


Figure 5.2 Workflow 2: Counsellor or placement officer finds suitable vacancy for jobseeker

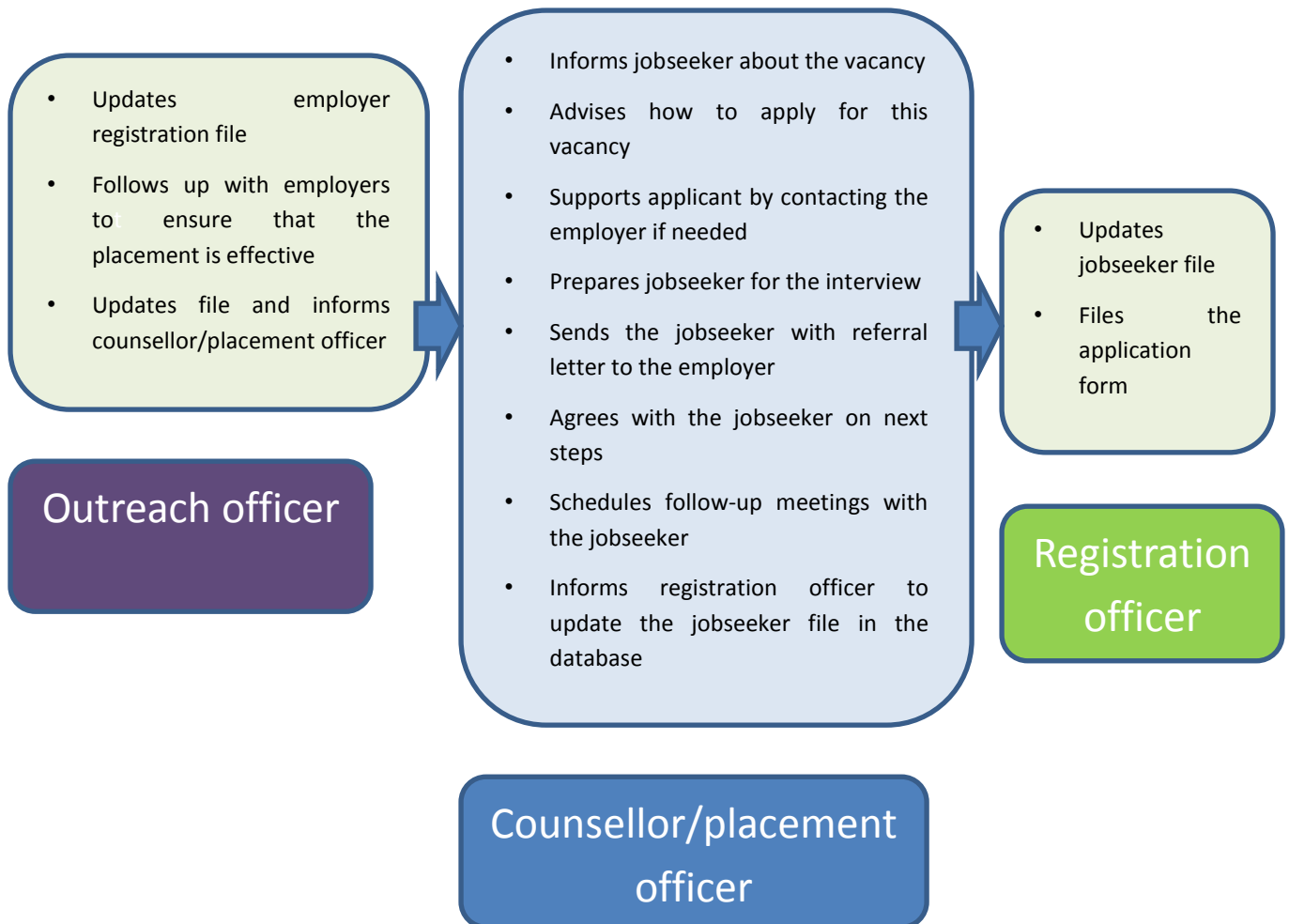
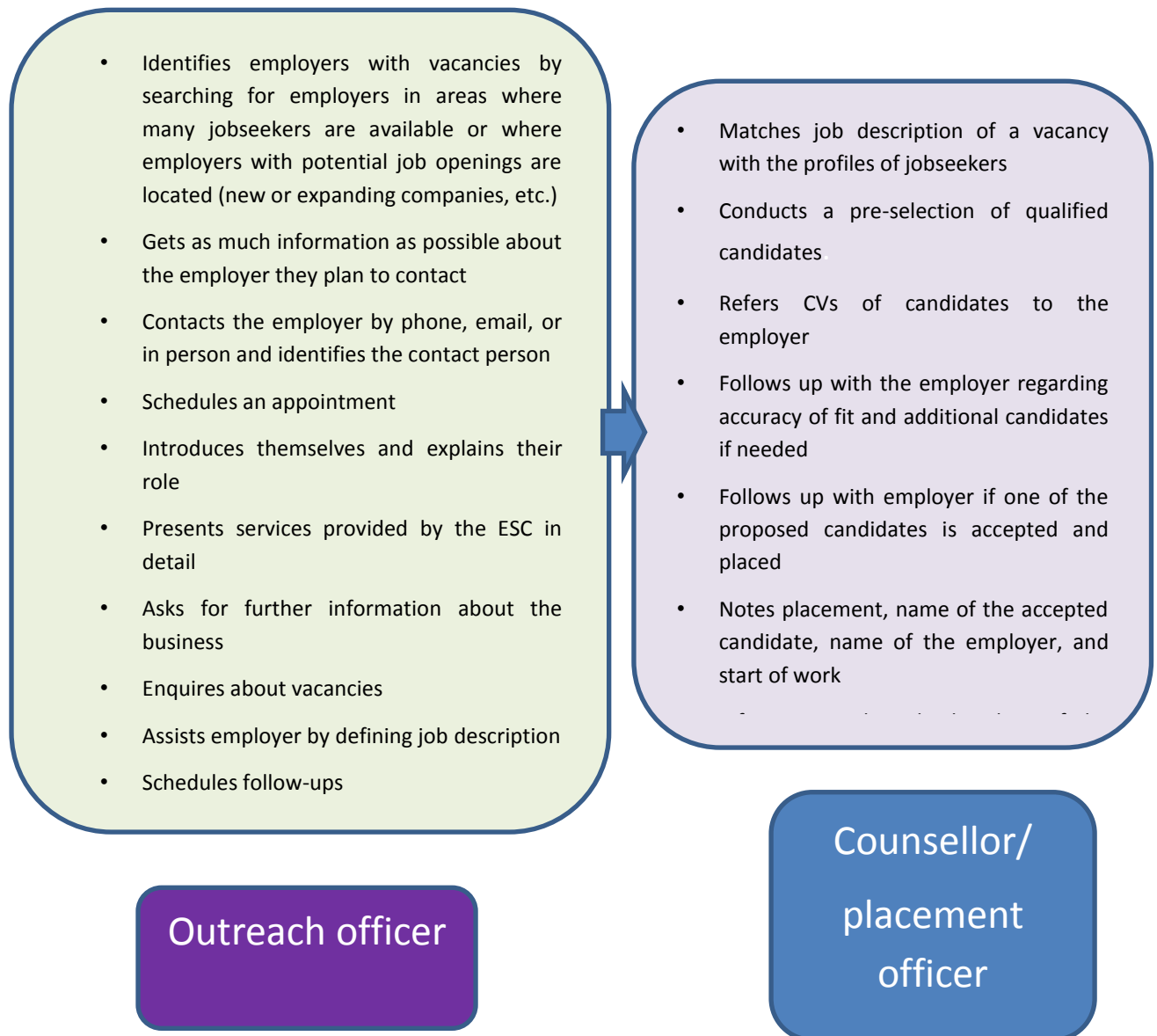


Figure 5.3 Workflow 3: Searching for new job openings



Appendix I. List of occupations: International Standard Classification of Occupations (ISCO-08)

| 1. Legislators, senior officials and managers | | |
|--|-----|--|
| <p>Legislators, senior officials and managers determine, formulate, direct or advise on policies.</p> <p>They formulate laws, public rules and regulations, represent governments or organizations, oversee the interpretation and implementation of (government) policies and legislation, or plan, direct, and coordinate activities of enterprises.</p> | 111 | Legislators and senior officials |
| | 112 | Managing directors and chief executives |
| | 121 | Business services and administration managers |
| | 122 | Sales, marketing and development managers |
| | 131 | Production managers in agriculture, forestry and fisheries |
| | 132 | Manufacturing, mining, construction, and distribution managers |
| | 133 | Information and communications technology service managers |
| | 134 | Professional services managers |
| | 141 | Hotel and restaurant managers |
| | 142 | Retail and wholesale trade managers |
| | 143 | Other services managers |

| 2. Professionals | | |
|--|-----|--|
| <p>Professionals increase the existing stock of knowledge, apply scientific concepts and theories, teach their expertise in a systematic manner, or engage in any combination of these three activities.</p> <p>Tasks performed by professionals usually include conducting analysis and research; developing concepts, theories and operational methods; advising on or applying existing knowledge; teaching and educating persons; and providing various business services.</p> | 211 | Physical and earth science professionals |
| | 212 | Mathematicians, actuaries and statisticians |
| | 213 | Life science professionals |
| | 214 | Engineering professionals (excluding electro technology) |
| | 215 | Electro technology engineers |
| | 216 | Architects, planners, surveyors and designers |
| | 221 | Medical doctors |
| | 222 | Nursing and midwifery professionals |
| | 223 | Traditional and complementary medicine professionals |
| | 224 | Paramedical practitioners |
| | 225 | Veterinarians |
| | 226 | Other health professionals |

| | | |
|--|-----|---|
| | 231 | University and higher education teachers |
| | 232 | Vocational education teachers |
| | 233 | Secondary education teachers |
| | 234 | Primary school and early childhood teachers |
| | 235 | Other teaching professionals |
| | 241 | Finance professionals |
| | 242 | Administration professionals |
| | 243 | Sales, marketing and public relations professionals |
| | 251 | Software and applications developers and analysts |
| | 252 | Database and network professionals |
| | 261 | Legal professionals |
| | 262 | Librarians, archivists and curators |
| | 263 | Social and religious professionals |
| | 264 | Authors, journalists and linguists |
| | 265 | Creative and performing artists |

3. Technicians and associate professionals

Technicians and associate professionals perform technical and related tasks connected with research, the application of scientific concepts and operational methods.

Tasks performed by technicians and associate professionals usually include undertaking and carrying out technical work connected with research and the application of concepts and operational methods in the fields of physical sciences, including engineering and technology, life sciences, social sciences and humanities. Tasks also include teaching children at primary and pre-primary levels, teaching and educating handicapped persons, initiating and carrying out various technical services related to trade, finance, administration, and social work, providing artistic and sports entertainment, and executing some religious tasks. Supervision of other workers may be included. Technicians

- | | |
|-----|--|
| 311 | Physical and engineering science technicians |
| 312 | Mining, manufacturing and construction supervisors |
| 313 | Process control technicians |
| 314 | Life science technicians and related associate professionals |
| 315 | Ship and aircraft controllers and technicians |
| 321 | Medical and pharmaceutical technicians |
| 322 | Nursing and midwifery associate professionals |
| 323 | Traditional and complementary medicine associate professionals |
| 324 | Veterinary technicians and assistants |
| 325 | Other health associate professionals |
| 331 | Financial and mathematical associate professionals |

| | | |
|---|-----|---|
| and associate professionals may receive guidance from senior government officials, managers or professionals. | 332 | Sales and purchasing agents and brokers |
| | 333 | Business services agents |
| | 334 | Administrative and specialized secretaries |
| | 335 | Regulatory government associate professionals |
| | 341 | Legal, social and religious associate professionals |
| | 342 | Sports and fitness workers |
| | 343 | Artistic, cultural and culinary associate professionals |
| | 351 | Information and communications technology operations and user support technicians |
| | 352 | Telecommunications and broadcasting technicians |

4. Clerks

| | | |
|--|-----|--|
| <p>Clerks record, organizes, store, compute and retrieve information. They perform clerical duties, particularly those related to money-handling operations, travel arrangements, requests for information and appointments.</p> <p>Tasks performed by clerks usually include stenography, typing, operating word processors and other office machines; entering data into computers; carrying out secretarial duties; recording and computing numerical data; keeping records relating to stocks, production and transport; keeping records relating to passenger and freight transport; carrying out clerical duties in libraries; filing documents; carrying out duties in connection with mail services; preparing and checking material for printing; writing on behalf of illiterate persons; performing money-handling operations; supplying information requested by clients and making appointments; and operating a telephone switchboard. Supervision of other workers may be included.</p> | 411 | General office clerks |
| | 412 | Secretaries (general) |
| | 413 | Keyboard operators |
| | 421 | Tellers, money collectors and related clerks |
| | 422 | Jobseeker information workers |
| | 431 | Numerical clerks |
| | 432 | Material-recording and transport clerks |
| | 441 | Other clerical support workers |

5. Service workers and shop/market sales workers

Service workers and sales workers provide personal and protective services related to travel, housekeeping, catering or personal care.

Tasks performed by service workers and sales workers usually include organization and provision of services, housekeeping, and the preparation and serving of food and beverages.

- 511 Travel attendants, conductors and guides
- 512 Cooks
- 513 Waiters and bartenders
- 514 Hairdressers, beauticians and related workers
- 515 Building and housekeeping supervisors
- 516 Other personal services workers
- 521 Street and market salespersons
- 522 Shop salespersons
- 523 Cashiers and ticket clerks
- 524 Other sales workers
- 531 Child care workers and teachers' aides
- 532 Personal care workers in health services
- 541 Protective services workers

6. Skilled agricultural and fishery workers

This major group includes occupations whose tasks require the knowledge and experience to produce farm, forestry and fishery products.

The main tasks consist of growing crops, breeding or hunting animals, catching or cultivating fish, conserving and exploiting forests and, especially in the case of market-oriented agricultural and fishery workers, selling products to purchasers, marketing organizations or at markets.

- 611 Market gardeners and crop growers
- 612 Animal producers
- 613 Mixed crop and animal producers
- 621 Forestry and related workers
- 622 Fishery workers, hunters and trappers
- 631 Subsistence crop farmers
- 632 Subsistence livestock farmers
- 633 Subsistence mixed crop and livestock farmers
- 634 Subsistence fishers, hunters, trappers and gatherers

7. Craft and related trades workers

Craft and related trades workers apply their knowledge and skills in the fields of mining and construction. They erect metal structures, set machine tools, or make, fit, maintain and repair machinery, equipment or tools. They can carry out printing work, as well as produce

- 711 Building frame and related trades workers
- 712 Building finishers and related trades workers
- 713 Painters, building structure cleaners and related trades workers

| | | |
|---|-----|--|
| <p>or process foodstuffs, textiles, or wooden, metal and other articles, including handicraft goods.</p> <p>Tasks performed by craft and related trades workers usually include extracting and working solid minerals; constructing, maintaining and repairing buildings and other structures; casting, welding and shaping metal; installing and erecting heavy metal structures, tackle and related equipment; making machinery, tools, equipment, and other metal articles; setting for operators, or setting and operating various machine tools; fitting, maintaining and repairing industrial machinery, including engines and vehicles, as well as electrical and electronic instruments and other equipment; making precision instruments, jewellery, household and other precious-metal articles, pottery, glass and related products; producing handicrafts; executing printing work; and producing and processing foodstuffs and various articles made of wood, textiles, leather and related materials. Supervision of other workers may be included.</p> | 721 | Sheet and structural metal workers, molders and welders, and related workers |
| | 722 | Blacksmiths, toolmakers and related trades workers |
| | 723 | Machinery mechanics and repairers |
| | 731 | Handicraft workers |
| | 732 | Printing trades workers |
| | 741 | Electrical equipment installers and repairers |
| | 742 | Electronics and telecommunications installers and repairers |
| | 751 | Food processing and related trades workers |
| | 752 | Wood treaters, cabinet-makers and related trades workers |
| | 753 | Garment and related trades workers |
| | 754 | Other craft and related workers |

8. Plant and machine operators and assemblers

| | | |
|--|-----|--|
| <p>Plant and machine operators and assemblers operate and monitor industrial and agricultural machinery and equipment on the spot or by remote control. They drive and operate trains, motor vehicles and mobile machinery and equipment, or assemble products from component parts according to strict specifications and procedures.</p> <p>Tasks performed by plant and machine operators and assemblers usually include operating and monitoring mining or other industrial machinery and equipment for processing metal, minerals, glass, ceramics, wood, paper, or chemicals; operating and monitoring water-treating or electrical-power-generating installations; operating and monitoring machinery and equipment used to</p> | 811 | Mining and mineral processing plant operators |
| | 812 | Metal processing and finishing plant operators |
| | 813 | Chemical and photographic products plant and machine operators |
| | 814 | Rubber, plastic and paper products machine operators |
| | 815 | Textile, fur and leather products machine operators |
| | 816 | Food and related products machine operators |
| | 817 | Wood processing and papermaking plant operators |
| | 818 | Other stationary plant and machine operators |
| | 821 | Assemblers |

| | | |
|--|-----|---|
| produce articles made of metal, minerals, chemicals, rubber, plastics, wood, paper, textiles, fur or leather; operating and monitoring machinery and equipment that process foodstuffs and related products; operating printing and bookbinding machines; driving and operating trains and motor vehicles; driving, operating and monitoring mobile industrial and agricultural machinery and equipment; and assembling products from component parts according to strict specifications and procedures. Supervision of other workers may be included. | 831 | Locomotive engine drivers and related workers |
| | 832 | Car, van and motorcycle drivers |
| | 833 | Heavy truck and bus drivers |
| | 834 | Mobile plant operators |
| | 835 | Ships' deck crews and related workers |

9. Elementary occupations

| | | |
|---|-----|--|
| <p>Elementary occupations consist of simple and routine tasks that mainly require the use of hand-held tools and often some physical effort.</p> <p>Tasks performed by workers in elementary occupations usually include selling goods in streets and public places, or from door to door; providing various street services; cleaning, washing, pressing; taking care of apartment houses, hotels, offices and other buildings; washing windows and other glass surfaces of buildings; delivering messages or goods; carrying luggage; door keeping and property watching; stocking vending machines or reading and emptying meters; collecting garbage; sweeping streets and similar places; performing various simple farming, fishing, hunting or trapping tasks; performing simple tasks connected with mining, construction and manufacturing, including product sorting and simple hand-assembling of components; packing by hand; freight handling; pedalling or hand-guiding vehicles to transport passengers and goods; and driving animal-drawn vehicles or machinery. Supervision of other workers may be included.</p> | 911 | Domestic, hotel and office cleaners and helpers |
| | 912 | Vehicle, window, laundry and other hand-cleaning workers |
| | 921 | Agricultural, forestry and fishery labourers |
| | 931 | Mining and construction labourers |
| | 932 | Manufacturing labourers |
| | 933 | Transport and storage labourers |
| | 941 | Food preparation assistants |
| | 951 | Street and related service workers |
| | 952 | Street vendors (excluding food) |
| | 961 | Refuse workers |
| | 962 | Other elementary workers |

| 0. Armed forces | | | | | | | | | | | | | |
|---|---|----|------------------------------------|-----|------------------------------------|----|--|-----|--|----|---------------------------------------|-----|---------------------------------------|
| <p>Members of the armed forces are those personnel who are currently serving in the armed forces, including auxiliary services, whether on a voluntary or compulsory basis, and who are not free to accept civilian employment. Included are regular members of the army, navy, air force and other military services, as well as conscripts enrolled for military training or other service for a specified period, depending on national requirements. Excluded are persons in civilian employment of government establishments concerned with defence issues; police (other than military police); customs inspectors and members of border or other armed civilian services; persons who have been temporarily withdrawn from civilian life for a short period of military training or retraining, according to national requirements; and members of military reserves not currently on active service. Reference to a skill level has not been used in defining the scope of this major group.¹⁶</p> | <table> <tr> <td>01</td><td>Commissioned armed forces officers</td></tr> <tr> <td>011</td><td>Commissioned armed forces officers</td></tr> <tr> <td>02</td><td>Non-commissioned armed forces officers</td></tr> <tr> <td>021</td><td>Non-commissioned armed forces officers</td></tr> <tr> <td>03</td><td>Armed forces occupations, other ranks</td></tr> <tr> <td>031</td><td>Armed forces occupations, other ranks</td></tr> </table> | 01 | Commissioned armed forces officers | 011 | Commissioned armed forces officers | 02 | Non-commissioned armed forces officers | 021 | Non-commissioned armed forces officers | 03 | Armed forces occupations, other ranks | 031 | Armed forces occupations, other ranks |
| 01 | Commissioned armed forces officers | | | | | | | | | | | | |
| 011 | Commissioned armed forces officers | | | | | | | | | | | | |
| 02 | Non-commissioned armed forces officers | | | | | | | | | | | | |
| 021 | Non-commissioned armed forces officers | | | | | | | | | | | | |
| 03 | Armed forces occupations, other ranks | | | | | | | | | | | | |
| 031 | Armed forces occupations, other ranks | | | | | | | | | | | | |

¹⁶ <http://www.ilo.org/public/english/bureau/stat/isco/isco88/publ4.htm>.

Appendix II. Using ISCO to classify job orders and jobseekers, and ISIC to classify industry

ISCO-08 is a four-level hierarchically structured classification that allows all jobs in the world to be classified into 436 unit groups. These 436 unit groups form the most detailed level of the classification structure and are aggregated into 130 minor groups, 43 sub-major groups and 10 major groups, based on their similarity in terms of the skill level and skill specialization required for the jobs.

Each group in the classification is designated by a title and code number and is associated with a definition that specifies the scope of the group. The definitions also summarize the main tasks and duties performed in occupations included in the group, and provide a list of the occupational groups included.

Using ISCO to classify job orders and jobseekers

Methods of classification. There are a variety of methods that can be used to classify jobseekers and job orders correctly. The correct coding depends on matching the work performed on a job, or a worker's experience, to the description of work performed in an occupational system.

Coding a job order. Coding a job order involves finding an occupational description within which the work described by the employer can fit. It is important to base the coding not just on the title but also on the main duties and education and experience requirements.

Coding a jobseeker. Coding a jobseeker is more complex than a job order. While a job order refers to one job, jobseekers have often experience in several jobs, and new entrants to the job market may have no job experience. Therefore, the code that best describes their most relevant and important job experience should be chosen.

Coding using a job title. This is a very common method whereby the job title given by the employer or jobseekers is matched to the titles in ISCO. From this a code is derived. It is important to verify the codes as job titles used in industry or by jobseekers may not be the same as those used in ISCO. Hence, it is necessary to compare the description of the work described by a jobseeker or employer with that of the lead statement and main duties in ISCO. If in doubt review the lead statement and main duties of similar occupations to decide on the best code.

Using ISIC to classify jobseekers' industry experience and company industry

The classification is used to classify statistical units, such as establishments or enterprises, according to the economic activity in which they mainly engage. At each level of ISIC, each statistical unit is assigned to one and only one ISIC code.¹⁷ In order to apply the classification to a particular statistical unit, information on the activity in which the unit engages has to be

¹⁷ <http://unstats.un.org/unsd/cr/registry/regcst.asp?Cl=27>.

obtained. This information is then used to find the category in ISIC that corresponds to this activity, based on the definitions provided in the explanatory notes.

Appendix III. Registration form

Note: Used by ESCs in Lebanon. Source: Employment Unit at UNRWA.

Personal profile معلومات شخصية

| | | | | |
|--|--|---|--|--|
| Date of registration | تاريخ التسجيل: | Jobseeker's serial # | ..... | الرقم التسلسلي |
| Full name | ..... |  |  | الاسم الثلاثي: |
| Registration status | <input type="checkbox"/> Registered مسجل | <input type="checkbox"/> Not registered غير مسجل | <input type="checkbox"/> Non-ID غير معرف | الوضع التسجيلي |
| For registered | Reg. No: رقم بطاقة الأعاشة : | | | للمسجلين |
| Gender | Male <input type="checkbox"/> ذكر | Female <input type="checkbox"/> أنثى | | الجنس: |
| Date of birth | ..... |  |  | تاريخ الولادة |
| Contact information معلومات التواصل | | | | |
| Phone | ..... |  |  | هاتف المنزل |
| Mobile | ..... |  |  | الهاتف الجوال |
| Email | ..... |  |  | البريد الإلكتروني |
| Current address العنوان الحالي | | | | |
| Area | ..... |  |  | المحافظة |
| Location | <input type="checkbox"/> Inside camp داخل المخيم | <input type="checkbox"/> Outside camp خارج المخيم | | المكان |
| Sub-area | | | | المنطقة |
| Street | | | | الشارع |
| Building | | | | المبنى |
| Driving licence? | Yes <input type="checkbox"/> نعم No <input type="checkbox"/> كلا | تملك رخصة قيادة؟ | Car available? | Yes <input type="checkbox"/> نعم No <input type="checkbox"/> كلا |
| Do you have any disability? Yes <input type="checkbox"/> نعم No <input type="checkbox"/> كلا | | هل لديك أي نوع من الاحتياجات الخاصة | | |
| If yes, please specify: اذا كانت الإجابة بـ "نعم" الرجاء التحديد: | | | | |
| Marital status: <input type="checkbox"/> Single أعزب / عزباء <input type="checkbox"/> Married متزوج (ة) <input type="checkbox"/> Divorced مطلق (ة) <input type="checkbox"/> Widow أرمل (ة) <u>الوضع الاجتماعي</u> : أرمل (ة) | | | | |
| Do you have any children: Yes <input type="checkbox"/> نعم No <input type="checkbox"/> كلا هل لديك اطفال : | | | | |

| | | | |
|--|---|---|---|
| Choose the service or training you would like to receive from the centre | | اختر الخدمة أو التدريب الذي ترغب في الحصول عليه من خلال المركز | |
| 1. <input type="checkbox"/> Job opportunity | 2. <input type="checkbox"/> Internship/ apprenticeship/ on-the-job training | 2. التدريب / التدريب العملي <input type="checkbox"/> (التمهّن) / التدريب خلال العمل | 1. فرصة عمل <input type="checkbox"/> |
| 3. <input type="checkbox"/> Vocational/computer skills/English training skills | 4. <input type="checkbox"/> Job coaching/ counselling services | 4. تدريب للعمل / خدمات استشارية <input type="checkbox"/> | 3. تدريب مهني / مهارات استخدام الكمبيوتر / دورات في اللغة الانكليزية <input type="checkbox"/> |

| | |
|---|---------------------------------|
| How did you hear about the ESC? | كيف سمعت عن مركز خدمات التوظيف؟ |
| <input type="checkbox"/> الاونروا <input type="checkbox"/> أصدقاء <input type="checkbox"/> اعلانات <input type="checkbox"/> جمعيات <input type="checkbox"/> لقاءات المكتب <input type="checkbox"/> غير ذلك ، حدّد ----- <input type="checkbox"/> UNRWA <input type="checkbox"/> Friends <input type="checkbox"/> Bands, leaflets, brochures <input type="checkbox"/> NGOs <input type="checkbox"/> ESC outreach <input type="checkbox"/> Other ----- | |

السجلّ التعليمي (الأكاديمي أو المهني) (Education profile) academic or vocational)

| Years attended سنوات الدراسة | | | | Place/country المكان/البلد | Major title الشهادات (الاختصاص) | Level of studies (degree earned) المستوى الدراسي | Schools, universities, Institutions المؤسسة العلمية، المدرسية، المعاهد، الجامعات |
|---------------------------------|-----------|----------|-----------|-------------------------------|---------------------------------------|--|--|
| To إلى | | From من | | | | | |
| Year سنة | Month شهر | Year سنة | Month شهر | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

اعلى مستوى تعليمي Highest education level

| | | | |
|--------------------------------|---|--|----------------------------------|
| Can't read and write | <input type="checkbox"/> | <input type="checkbox"/> | لا أعرف القراءة والكتابة |
| Elementary | <input type="checkbox"/> لم يكمل /Not completed | <input type="checkbox"/> أنهى /Completed | الإبتدائي |
| Preparatory | <input type="checkbox"/> لم يكمل /Not completed | <input type="checkbox"/> أنهى /Completed | المرحلة المتوسطة |
| Secondary | <input type="checkbox"/> لم يكمل /Not completed | <input type="checkbox"/> أنهى /Completed | المرحلة الثانوية |
| Vocational education (BT, TS) | <input type="checkbox"/> لم يكمل /Not completed | <input type="checkbox"/> أنهى /Completed | تعليم مهني ((BT, TS) |
| Short-term courses | <input type="checkbox"/> لم يكمل /Not completed | <input type="checkbox"/> أنهى /Completed | دورات مهنية سريعة |
| University (BA, BS, LT) | <input type="checkbox"/> لم يكمل /Not completed | <input type="checkbox"/> أنهى /Completed | جامعي (بكالوريوس، دبلوم، ليسانس) |
| Graduate studies (MS, MA, PhD) | <input type="checkbox"/> لم يكمل /Not completed | <input type="checkbox"/> أنهى /Completed | دراسات عليا (ماجستير، دكتوراه) |

السجل التدريبي (من يوم إلى تسعة أشهر) Training profile (From 01 day to 09 months)

| Duration period فترة التدريب | | | | Area المنطقة | Place/country المكان/البلد | Training certificate موضوع الدورة | Training Institute المؤسسة التدريبية |
|---------------------------------|-----------|----------|-----------|--------------|-------------------------------|--------------------------------------|---|
| To إلى | | From من | | | | | |
| Year سنة | Month شهر | Year سنة | Month شهر | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

السجل الوظيفي Employment history

Current employment status: Employed ☐ Not employed ☐ Not looking for work ☐ Self-employed ☐

الوضع الوظيفي الحالي: ☐ موظف ☐ غير موظف ☐ لا يبحث عن عمل ☐ توظيف ذاتي

| | | | | | |
|--|--|---|-----------------|--------------------------|-----------------|
| Current employment | <input type="checkbox"/> | الوظيفة الحالية | Last employment | <input type="checkbox"/> | الوظيفة السابقة |
| Employer's (company) name.....(الشركة) اسم صاحب العمل Employer's (company) phone.....(الشركة) هاتف صاحب العمل | | | | | |
| Area | | | | | المحافظة |
| Location | <input type="checkbox"/> Inside camp داخل المخيم | <input type="checkbox"/> Outside camp خارج المخيم | | | المكان |
| Sub-area | | | | | المنطقة |
| Employment type: <input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Seasonal <input type="checkbox"/> Contractual <input type="checkbox"/> Daily <input type="checkbox"/> Upon request نوع العمل: <input type="checkbox"/> دوام كامل <input type="checkbox"/> دوام جزئي <input type="checkbox"/> موسمي <input type="checkbox"/> تعاقدى <input type="checkbox"/> يومي <input type="checkbox"/> عند الطلب Job title.....المسمى الوظيفي From: / / To: / / الى / / Salary per month: L.L / \$ \$ / ل.ل..... الراتب الشهري Job description وصف المهام الوظيفية | | | | | |
| Previous employment الوظائف السابقة | | | | | |
| Employer's (company) name.....(الشركة) اسم صاحب العمل Employer's (company) phone.....(الشركة) هاتف صاحب العمل | | | | | |
| Area | | | | | المحافظة |
| Location | <input type="checkbox"/> Inside camp داخل المخيم | <input type="checkbox"/> Outside camp خارج المخيم | | | المكان |
| Sub-area | | | | | المنطقة |
| Employment type: <input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Seasonal <input type="checkbox"/> Contractual <input type="checkbox"/> Daily <input type="checkbox"/> Upon request نوع العمل: <input type="checkbox"/> دوام كامل <input type="checkbox"/> دوام جزئي <input type="checkbox"/> موسمي <input type="checkbox"/> تعاقدى <input type="checkbox"/> يومي <input type="checkbox"/> عند الطلب Job title.....المسمى الوظيفي From: / / To: / / الى / / Salary per month: L.L / \$ \$ / ل.ل..... الراتب الشهري Job description وصف المهام الوظيفية | | | | | |

1. Job opportunity seekers

| Field of interest | | | |
|--|---|--|---|
| القطاع : (قيم من 1 إلى 3 من الأكثر إلى الأقل تفضيلاً) Sector (rank from 1 to 3 from the most preferred to the least) | | | |
| <input type="checkbox"/> Construction/building <input type="checkbox"/> Maintenance <input type="checkbox"/> Engineering <input type="checkbox"/> Customer service <input type="checkbox"/> Restaurant & food services | <input type="checkbox"/> Education <input type="checkbox"/> Finance/banking <input type="checkbox"/> Administration <input type="checkbox"/> Management <input type="checkbox"/> Health care | <input type="checkbox"/> IT/telecommunication <input type="checkbox"/> Manufacturing & production <input type="checkbox"/> Media <input type="checkbox"/> Sales <input type="checkbox"/> Distribution | <input type="checkbox"/> Supply chain & logistics <input type="checkbox"/> Transportation <input type="checkbox"/> Accounting <input type="checkbox"/> Social services <input type="checkbox"/> Other |
| <input type="checkbox"/> البناء <input type="checkbox"/> الصيانة <input type="checkbox"/> الهندسة <input type="checkbox"/> الخدمات <input type="checkbox"/> المطاعم و خدمات الطعام <input type="checkbox"/> غير ذلك | <input type="checkbox"/> التعليم <input type="checkbox"/> المالية / الأعمال المصرفية <input type="checkbox"/> الإدارة المتندبة <input type="checkbox"/> الإدارة <input type="checkbox"/> الرعاية الصحية | <input type="checkbox"/> المعلوماتية / الاتصالات <input type="checkbox"/> التصنيع و الانتاج <input type="checkbox"/> الاعلام <input type="checkbox"/> المبيع <input type="checkbox"/> التوزيع | سلسلة الامداد و الخدمات <input type="checkbox"/> اللوجستية <input type="checkbox"/> النقل <input type="checkbox"/> المحاسبة <input type="checkbox"/> الخدمات الاجتماعية |
| Job conditions شروط العمل | | | |
| Salary: <input type="checkbox"/> LL <input type="checkbox"/> \$ Amount: | | الراتب : دولار <input type="checkbox"/> ليرة لبنانية <input type="checkbox"/> القيمة: | |
| Type of job: <input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Seasonal <input type="checkbox"/> Contractual <input type="checkbox"/> Daily <input type="checkbox"/> Upon request | | نوع العمل : <input type="checkbox"/> دوام كامل <input type="checkbox"/> دوام جزئي <input type="checkbox"/> موسمي <input type="checkbox"/> <input type="checkbox"/> تعاقدى <input type="checkbox"/> يومي <input type="checkbox"/> عند الطلب | |
| Willingness to work overseas Yes <input type="checkbox"/> No <input type="checkbox"/> امكانية العمل في الخارج <input type="checkbox"/> نعم <input type="checkbox"/> No <input type="checkbox"/> | | | |
| Availability to start work: / / | | تاريخ التوافر للعمل: / / | |
| Working hours: From to (24:00) | | ساعات العمل : من الى | |
| Preferred region (choose as many options): Beirut <input type="checkbox"/> Saida <input type="checkbox"/> No preference <input type="checkbox"/> Tyre <input type="checkbox"/> Tripoli <input type="checkbox"/> Other, specify... <input type="checkbox"/> | | منطقة العمل المفضلة (يمكنك انتقاء أكثر من خيار) : <input type="checkbox"/> بيروت <input type="checkbox"/> صيدا <input type="checkbox"/> لا منطقة مفضلة <input type="checkbox"/> صور <input type="checkbox"/> طرابلس <input type="checkbox"/> غير ذلك حدد ... | |

2. Apprenticeship/internship/on-the-job training seekers

2. تدريب عملي (تمهّن) / فترة تدريب / تدريب خلال العمل

| Select from the following list اختر من اللائحة التالية | |
|--|---|
| <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Internship <input type="checkbox"/> On-the-job training | <input type="checkbox"/> تدريب عملي (تمهّن) <input type="checkbox"/> فترة تدريب <input type="checkbox"/> تدريب خلال العمل |
| Duration of training: # months <input type="checkbox"/> No preference <input type="checkbox"/> | فترة التدريب المطلوبة: <input type="checkbox"/> اشهر <input type="checkbox"/> لا توقيت مفضل |
| Working hours: From to | ساعات العمل : من: الى |
| Preferred region (choose as many options): Beirut <input type="checkbox"/> Saida <input type="checkbox"/> No preference <input type="checkbox"/> Tyre <input type="checkbox"/> Tripoli <input type="checkbox"/> other (specify) <input type="checkbox"/> | منطقة العمل المفضلة: (يمكنك انتقاء أكثر من خيار) طرابلس <input type="checkbox"/> غير ذلك حدد <input type="checkbox"/> بيروت <input type="checkbox"/> صيدا <input type="checkbox"/> لا منطقة مفضلة <input type="checkbox"/> صور |

3. Vocational/computer skills/English skills training seekers

| Vocational training: Please choose the (A training field you would like to receive (can choose one or more options): | التدريب المهني : الرجاء اختيار مجال التدريب التي ترغب في الحصول عليه (يمكنك انتقاء واحد او اكثر من الخيارات الموجودة) |
|--|--|
| <p>Office work</p> <p>Business accounting <input type="checkbox"/></p> <p>Business administration <input type="checkbox"/></p> <p>Executive secretary and office management <input type="checkbox"/></p> <p>Marketing and sales management <input type="checkbox"/></p> <p>Business and office management <input type="checkbox"/></p> <p>Hotel management <input type="checkbox"/></p> | <p><input type="checkbox"/> عمل مكتبي</p> <p><input type="checkbox"/> محاسبة</p> <p><input type="checkbox"/> ادارة اعمال</p> <p><input type="checkbox"/> سكرتاريا ادارية و ادارة مكاتب</p> <p><input type="checkbox"/> تسويق و ادارة مبيعات</p> <p><input type="checkbox"/> ادارة امال و مكاتب</p> <p><input type="checkbox"/> ادارة فنادق</p> |
| <p>Construction</p> <p>Civil engineering <input type="checkbox"/></p> <p>Architectural engineering <input type="checkbox"/></p> <p>Plumbing and central heating <input type="checkbox"/></p> <p>Land surveying engineering <input type="checkbox"/></p> <p>Household & business appliances <input type="checkbox"/></p> | <p><input type="checkbox"/> بناء</p> <p><input type="checkbox"/> هندسة مدنية</p> <p><input type="checkbox"/> هندسة معمارية</p> <p><input type="checkbox"/> تمديدات صحية و تدفئة مركزية</p> <p><input type="checkbox"/> هندسة مساحة</p> <p><input type="checkbox"/> ادوات منزلية و مكتبية</p> |
| <p>Maintenance</p> <p>Audiovisual <input type="checkbox"/></p> <p>Office equipment and PC maintenance <input type="checkbox"/></p> <p>Refrigeration and air-conditioning <input type="checkbox"/></p> <p>Auto mechanics <input type="checkbox"/></p> <p>Auto-electric system <input type="checkbox"/></p> <p>Electricity <input type="checkbox"/></p> <p>Electronics <input type="checkbox"/></p> <p>Diesel and construction equipment <input type="checkbox"/></p> <p>Mechanical engineering <input type="checkbox"/></p> | <p><input type="checkbox"/> صيانة</p> <p><input type="checkbox"/> ادوات سمعية و بصرية</p> <p><input type="checkbox"/> اجهزة مكتبية و كمبيوتر</p> <p><input type="checkbox"/> تكييف و تبريد</p> <p><input type="checkbox"/> ميكانيك اليات</p> <p><input type="checkbox"/> كهرباء سيارات</p> <p><input type="checkbox"/> كهرباء</p> <p><input type="checkbox"/> الكترونيات</p> <p><input type="checkbox"/> معدات الديزل و البناء</p> <p><input type="checkbox"/> هندسة ميكانيكية</p> |
| <p>Health and education</p> <p>Physiotherapy <input type="checkbox"/></p> <p>Nursing <input type="checkbox"/></p> <p>X-ray technician <input type="checkbox"/></p> <p>Environmental technology <input type="checkbox"/></p> <p>Dentistry laboratories <input type="checkbox"/></p> <p>Social services <input type="checkbox"/></p> <p>Special education <input type="checkbox"/></p> | <p><input type="checkbox"/> صحة وتعليم</p> <p><input type="checkbox"/> علاج فيزيائي</p> <p><input type="checkbox"/> تمرير</p> <p><input type="checkbox"/> تكنولوجيا البيئة</p> <p><input type="checkbox"/> مختبرات طب اسنان</p> <p><input type="checkbox"/> خدمات اجتماعية</p> <p><input type="checkbox"/> تربية متخصصة</p> |
| <p>Personal care</p> <p><input type="checkbox"/> Hairdressing and beauty care</p> <p><input type="checkbox"/> Barber</p> <p><input type="checkbox"/> Fashion design</p> | <p><input type="checkbox"/> العناية الشخصية</p> <p><input type="checkbox"/> تصفيف شعر نسائي و عناية تجميلية</p> <p><input type="checkbox"/> حلاق رجالي</p> <p><input type="checkbox"/> تصميم ازياء</p> |
| <p>Industry</p> <p><input type="checkbox"/> Machining and industrial mechanics</p> <p><input type="checkbox"/> Sheet metal and aluminium fabrication</p> <p><input type="checkbox"/> Carpentry</p> <p><input type="checkbox"/> Welding and pipe fabrication</p> <p><input type="checkbox"/> Blacksmith welding</p> <p><input type="checkbox"/> Mechatronics</p> | <p><input type="checkbox"/> صناعة</p> <p><input type="checkbox"/> مكننة و ميكانيك صناعي</p> <p><input type="checkbox"/> تعدين و تصنيع المنيوم</p> <p><input type="checkbox"/> نجارة</p> <p><input type="checkbox"/> تلحيم و صناعة انابيب</p> <p><input type="checkbox"/> تلحيم حديد</p> <p><input type="checkbox"/> الكتروميكانيك</p> |
| <p>Computer</p> <p><input type="checkbox"/> Information technology</p> <p><input type="checkbox"/> Computer communication engineering</p> | <p><input type="checkbox"/> كمبيوتر</p> <p><input type="checkbox"/> تقنيات المعلومات</p> <p><input type="checkbox"/> هندسة كمبيوتر</p> |

| | |
|--|--|
| <input type="checkbox"/> Computer information system | <input type="checkbox"/> انظمة معلومات الكمبيوتر |
| <input type="checkbox"/> Computer typing and data processing | <input type="checkbox"/> طباعة و معالجة البيانات |

| | |
|--|---|
| Vocational training description | |
| Duration of training: | مدة التدريب |
| Short term <input type="checkbox"/> | <input type="checkbox"/> تدريب مهني معجل |
| Long term <input type="checkbox"/> | <input type="checkbox"/> تدريب طويل الأمد |
| No preference <input type="checkbox"/> | <input type="checkbox"/> لا مدة مفضلة |
| Preferred region (choose as many options): Beirut <input type="checkbox"/> Saida <input type="checkbox"/> No preference <input type="checkbox"/> <input type="checkbox"/> Tyre <input type="checkbox"/> Tripoli <input type="checkbox"/> other (specify) | منطقة التدريب المفضلة: (يمكنك انتقاء اكثر من خيار) صور <input type="checkbox"/> طرابلس <input type="checkbox"/> غير ذلك حدد <input type="checkbox"/> بيروت <input type="checkbox"/> صيدا <input type="checkbox"/> غير مفضل <input type="checkbox"/> |

| | |
|--|--|
| Computer/English skills training (B) | (ب) كومبيوتر/ دورات في اللغة الإنكليزية |
| Please choose the training field you would like to receive (can choose one or more options): English skills training <input type="checkbox"/> Computer skills training <input type="checkbox"/> | الرجاء اختيار التدريب الذي ترغب بالحصول عليه (يمكنك انتقاء اكثر من خيار) <input type="checkbox"/> دورات في اللغة الأنكليزية <input type="checkbox"/> تدريب ومهارات الكمبيوتر |
| Duration of training: | مدة التدريب: |
| One month <input type="checkbox"/> | <input type="checkbox"/> شهر |
| Two to three months <input type="checkbox"/> | <input type="checkbox"/> من شهرين الى ثلاثة اشهر |
| Four months and more <input type="checkbox"/> | <input type="checkbox"/> أربعة أشهر وأكثر |
| No preference <input type="checkbox"/> | <input type="checkbox"/> لا مدة مفضلة |
| Preferred region (choose as many options): Beirut <input type="checkbox"/> Saida <input type="checkbox"/> No preference <input type="checkbox"/> <input type="checkbox"/> Tyre <input type="checkbox"/> Tripoli <input type="checkbox"/> other (specify) | منطقة العمل المفضلة: (يمكنك انتقاء اكثر من خيار) طرابلس <input type="checkbox"/> غير ذلك حدد <input type="checkbox"/> بيروت <input type="checkbox"/> صيدا <input type="checkbox"/> لا منطقة مفضلة <input type="checkbox"/> <input type="checkbox"/> صور |

4. Job coaching/counselling services seekers

| | |
|--|--|
| Please choose the service you would like to receive (can choose one or more options) | الرجاء اختيار الخدمة التي ترغب بالحصول عليها : (يمكنك انتقاء اكثر من خيار) |
| CV writing <input type="checkbox"/> | <input type="checkbox"/> كتابة السيرة الذاتية |
| Cover letter writing <input type="checkbox"/> | <input type="checkbox"/> كتابة رسالة توضيحية |
| Job search techniques <input type="checkbox"/> | <input type="checkbox"/> تقنيات البحث عن عمل |
| Motivational seminars <input type="checkbox"/> | <input type="checkbox"/> ندوات تحفيزية |
| Interview skills <input type="checkbox"/> | <input type="checkbox"/> مهارات المقابلة |

Language knowledge معرفة لغات

| Languages لغات | | Speak تكلم | | | | Read قراء | | | | Write كتابة | | | | Comprehend فهم | | | |
|----------------|------------|------------|---|---|---|-----------|---|---|---|-------------|---|---|---|----------------|---|---|---|
| | | N | A | G | F | N | A | G | F | N | A | G | F | N | A | G | F |
| Arabic | العربية | | | | | | | | | | | | | | | | |
| English | الإنكليزية | | | | | | | | | | | | | | | | |
| French | الفرنسية | | | | | | | | | | | | | | | | |
| Other | غير ذلك | | | | | | | | | | | | | | | | |

N = No knowledge لا معرفة; A = Average لا بأس; G = Good جيد; F = Fluent بطلاقة

Computer skills مهارات استخدام جهاز الحاسوب (الكمبيوتر)

| | | |
|---|--|---|
| <input type="checkbox"/> Browsing <input type="checkbox"/> MS Word <input type="checkbox"/> MS Excel <input type="checkbox"/> MS Power Point | <input type="checkbox"/> MS Access <input type="checkbox"/> MS Outlook <input type="checkbox"/> Multimedia | <input type="checkbox"/> Accounting systems <input type="checkbox"/> Statistics software <input type="checkbox"/> Autocad |
|---|--|---|

Date of visit: / / 201

Appendix IV. Proposed assessment form for employment service centres

Name: _____

A. Assessment

| Weaknesses | | Strengths |
|------------|--|-----------|
| | Communication skills | |
| | Clear and realistic work objectives | |
| | Understanding of the labour market | |
| | Network and supportive environment | |
| | Computer literacy | |
| | Commitment | |
| | Well suited to enterprise culture | |
| | Specific relevant skills/education | |
| | Skills in line with interests | |
| | Availability of jobs related to skills/interests | |
| | Other | |

- Salary expectations: ☐ No conditions Expected range: _____
- Disability:¹⁸
- Preferred working area: _____
- Comments about work conditions (working hours and shifts, part time/full time etc.):

Language skills:

- English: ☐ Fluent ☐ Good ☐ Fair ☐ No knowledge
- Arabic: ☐ Fluent ☐ Good ☐ Fair ☐ No knowledge
- French: ☐ Fluent ☐ Good ☐ Fair ☐ No knowledge
- Other:

- ☐ Ready for work immediately ☐ Not so urgent
- ☐ Somewhat urgent ☐ Urgent ☐ Very urgent

Reason: _____

¹⁸ Long-term physical, mental, intellectual or sensory impairment, which in interaction with various barriers may hinder full and effective participation in society on an equal basis with others, such as related to cases of asthma, reduced mobility, Down syndrome.

B. Services to be provided

| Services | Group based | Individual based |
|---|-------------|------------------|
| Support for drafting CV | | |
| Support for drafting cover letter | | |
| Coaching on job search techniques | | |
| Coaching on interview techniques and business etiquette | | |
| Referral to vocational training | | |
| Referral to employers | | |
| Referral to disabled persons' organizations | | |
| Access to vacancy database | | |
| Access to other information (job profiles etc.) | | |

Others: _____

C. Follow-up plan

| Date of decision | What action | By whom | By when | Signature counsellor | Signature jobseeker | Action taken (yes/no) |
|------------------|-------------|---------|---------|----------------------|---------------------|-----------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Other notes: _____

Appendix V. Curriculum vitae template

[Your name]

[Street address], [City, State]

[Phone], [Mobile], [Email]

Objective (optional)

[Describe your career goal or ideal job]

The objective should be a sentence or two about what you want to do or your employment goals. A powerful objective has three parts: the title or function desired, skills that the jobseeker brings to the position, and the results that the employer can expect.

Example: Seeking a sales representative position requiring my proven abilities in sales and marketing to meet company sales objectives while cultivating a lasting relationship with customers and ensuring growth in revenues.

Example: To begin as a trainee in a large hotel chain and advance to the management level in the maintenance area.

Education

[List the colleges you attended, the degrees you attained, and any special awards and honours you earned. If a degree is in process or you have any special awards or accomplishments, be sure to include that information]

Example: xxxxxx University, Beirut, Lebanon, 2009

BA in marketing, four year merit scholarship winner

[School name] [City, State] [Date of attendance]

[Degree obtained]

[School name] [City, State] [Date of attendance]

[Degree obtained]

Key skills and expertise

[List key achievements, skills, traits, and experience relevant to the position for which you are applying]

Example:

- *Over 10 years' highly successful, professional experience in customer service*
- *Proven ability to excel in stressful environments and open to shift work*
- *Self-motivated, proactive and confident in making independent decisions*

- *Proficient in Microsoft Office*

Professional experience

[List your employment history from most recent position to the first position. This includes the name of the company, the city and region of its location, the year(s) of your employment, and bullet points or a paragraph about your responsibilities and achievements]

Example:

Company X, Location Y, 1998–2002

Sales representative

- *Established, developed and maintained business relationship with customers to generate new business for the company products*
- *Made telephone calls and in-person visits and presentations to customers*
- *Developed clear and effective written proposals for customers*
- *Analysed the market's potential for prospective customers*
- *Supplied management with reports on customers' needs, interests, problems*
- *Dealt with and resolved customers' complaints*
- *Participated in trade shows and conventions*
- *Closed \$xxxx worth new business in xx months*

[Company name]

[City, State]

[Dates of employment]

[Job title]

- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

[Company name]

[City, State]

[Dates of employment]

[Job title]

- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

[Company name]

[City, State]

[Dates of employment]

[Job title]

- [Job responsibility/achievement]

- [Job responsibility/achievement]
- [Job responsibility/achievement]

Languages

[List all languages you possess and proficiency in each]

Example:

Arabic – Native language

English – Reading, writing, oral interaction (fluent)

French – Reading, writing, oral interaction (fluent)

Professional development

[Training or workshops attended and certificate]

Example: Training on customer service system

Voluntary experience

[List voluntary experience, if available]

Example: Volunteer at xxxx organization providing humanitarian services to elderly people

Membership

[Past and current memberships in organizations. Designate the name of the organization and the jobseeker's current status]

Example: Current member, International Association of Tourism

References

[List at least 3 references: Name, job title, business address]

You could include references upon request and have a separate list to give to employer upon request.

Appendix VI. Cover letter sample

[Name]

[Applicant's address]

[Phone contacts, email]

[Date]

Addressed to

Job title

Company name

Department

Address

Dear Sir/Madam,

Your company recently advertised on [resource] for a sales representative. I'm currently looking for a position where I can continue to uphold strong sales and performance standards. I'm confident that I would be a perfect fit for this position as my experience and abilities match your requirements.

I have a strong desire to build a career within your industry and to significantly contribute to the continued success of your company using my innovative and results-focused approach. In today's highly competitive market, strong and aggressive sales leadership would be necessary to meet changing business development. My professional background with more than 10 years' experience and a track record of success in sales prove my ability to support your operations and business development. In addition, I have solid organizational leadership and decision-making skills and I am a solution-oriented person who thrives in a challenging environment where my performance could directly impact business growth.

I have enclosed my résumé for further review of my qualifications and achievements and hope you will give consideration to my application to this position.

I would welcome the chance for an interview where we would be able to discuss in detail the value and strength I can bring to your already successful company.

I thank you in advance for your time and consideration and look forward to hearing from you.

Sincerely,

[Name]

Appendix VII. Business profile form

[Used by ESCs in Lebanon. Source: Employment Unit at UNRWA]

Employer's ID #: Date of visit:

| | |
|------------------------------|-------|
| Employer/company: | ..... |
| Contact person: | ..... |
| Position within the company: | ..... |

| Sector | | |
|----------------------------|--|--|
| Administration, management | Customer service, restaurant, food service | Construction, building, maintenance, engineering |
| Education, sciences | Finance, banking | Health care |
| IT, telecommunication | Manufacturing, production | Media |
| Non-profit | Sales, distribution | Supply chain, logistics |
| Other, specify: | ..... |  |

| Employer's general information | | | | | |
|------------------------------------|--|--|--|--|--|
| Full address | | | | | |
| Telephone # | 1) | 2) | | | |
| Mobile # | 1) | 2) | | | |
| Fax # | 1) | 2) | | | |
| Email | 1) | 2) | | | |
| Website | | | | | |
| Location of business | <input type="checkbox"/> National | <input type="checkbox"/> Multinational | <input type="checkbox"/> International | | |
| | <input type="checkbox"/> Number of branches | | | | |
| | <input type="checkbox"/> Inside Lebanon only | | <input type="checkbox"/> South Lebanon <input type="checkbox"/> Beirut/Mt. Lebanon | | |
| | | | <input type="checkbox"/> North Lebanon <input type="checkbox"/> Beqaa' | | |
| | <input type="checkbox"/> Abroad; specify | | | | |
| Number of employees in the company | | | | | |
| When do you usually recruit? | | | | | |

Additional information:

.....

.....

.....

.....

.....

Appendix VIII. Job description template

COMPANY NAME

| | |
|-------------|-------------------------------|
| Job title: | Job code: |
| Department: | Job grade: |
| Reports to: | Full time/part time/seasonal: |

Position purpose:

Two to three sentences covering the essential purpose of the position. This statement should help employees understand the essential reason for the job and how it fits in with the mission of the company. Additionally, this section should answer what is the person in the job responsible for accomplishing and what is the overall end result of the job.

Example: Attend to visitors and deal with enquiries on the phone and face to face. Supply information regarding the organization to the general public, clients and customers

Essential job functions:

Key tasks or duties vital to the position listed in descending order, from more important to less important (12 key duties).

May include other duties for which the incumbent may be responsible.

Sentences should begin with an action verb using present tense.

Example:

- Provides customer services
- Completes monthly reports
- Maintains the general filing system and files all correspondence

Essential job requirements:

Required knowledge, skills and abilities.

Things the incumbent should know or can do to perform the duties.

Example:

- Excellent analytical and research skills
- Proficient with Microsoft Office tools
- Perfect English, preference for at least 1–2 other languages
- Must be able to function independently and to exercise discretion and judgement in sensitive matters

Job requirements – education and experience:

Education: list minimum required, also preferred.

Experience: list minimum required, also preferred.

Example: Bachelor degree in social science or related field; 2–4 years experience

Employment conditions:

Salary range:

Duty station:

Working hours:

Physical requirements:

Description of the physical demand and the work environment.

Sitting, standing, moving about company, computer use, lifting, etc....

Example:

Ability to spend long periods of time at a computer station

Ability to carry heavy equipment

Ability to travel

Appendix IX. Vacancy, on-the-job training and apprenticeship

[Used by ESCs in Lebanon. Source: Employment Unit at UNRWA.]

Application #:

Type of opportunities available

Date of visit:

| | | |
|--|---|---|
| <input type="checkbox"/> Vacancy opportunity | <input type="checkbox"/> On-the-job training/internship opportunity | <input type="checkbox"/> Apprenticeship opportunity |
|--|---|---|

| | | |
|--|--|---|
| Job title <input type="checkbox"/> F <input type="checkbox"/> M | Date of issue Department | Deadline |
| Job level: <input type="checkbox"/> Junior <input type="checkbox"/> Mid-career <input type="checkbox"/> Senior <input type="checkbox"/> Executive | Qualification & education levels: <input type="checkbox"/> Basic/high school/undergraduate <input type="checkbox"/> Vocational (BP/BT/TS/DIT) <input type="checkbox"/> Academic (BA/Master/PhD) Specialization/faculty: | Experience: <input type="checkbox"/> No experience required <input type="checkbox"/> One year and above <input type="checkbox"/> Two years and above <input type="checkbox"/> Four years and above |
| Type of contract: <input type="checkbox"/> Daily <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly <input type="checkbox"/> Permanent <input type="checkbox"/> No contract | | |
| Type of work: <input type="checkbox"/> Full-time job <input type="checkbox"/> Part-time job <input type="checkbox"/> Casual/on call | | |
| Working days: <input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun | | |
| Probation period? <input type="checkbox"/> Yes <input type="checkbox"/> No Duration: | | Do you provide transportation? <input type="checkbox"/> Yes <input type="checkbox"/> No Details: |
| Working hours: From: To: | Salary: <input type="checkbox"/> Minimum wage <input type="checkbox"/> Above <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly Specify: | |
| Holidays/leaves: | <input type="checkbox"/> Annual <input type="checkbox"/> Sick <input type="checkbox"/> Other Specify: | |
| Will the intern/apprentice be offered a job? <input type="checkbox"/> Yes <input type="checkbox"/> No Details: | | |
| Description of duties: 1) 4) 2) 5) 3) 6) | | |
| Required skills – description: | Comments: | |

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