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► **A synthesis:
Operational guidelines and their application
to Ethiopia's Employment and Youth
Employability Services (YES) centres in the
Amhara Region, Ethiopia**

ILO Project on Addressing Root Causes of Migration in Ethiopia



Embassy of Italy in Addis Ababa

SINCE
Stemming **Irregular** Migration
in Northern and Central Ethiopia



Funding by
the European Union

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A synthesis: Operational guidelines and their application to Ethiopia's Employment and Youth Employability Services (YES) centres in the Amhara Region, Ethiopia

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ACRONYMS AND ABBREVIATIONS

BoLSA	Bureau of Labour and Social Affairs
CV	Curriculum Vitae
ILO	International Labour Organization
LASD	Labour and Social Affairs Department (Bahir City Administration)
LMI	Labour Market Information
MoLSA	Ministry of Labour and Social Affairs
NCO	National Classification of Occupations
NGO	Non-Governmental Organization
PES	Public Employment Service
PESC	Public Employment Services Centre
TVET	Technical and Vocational Education and Training
UN	United Nations
YES	Youth Employment Services

N.B. The Guidelines use the terms PES and PESC to refer to public employment services centres in general, including the Youth Employability Services (YES) Centre. All provide their services free of charge.

1. BACKGROUND¹

1.1. Introduction

The role of public employment services (PES) in promoting decent work and social justice has long been acknowledged, and several key international instruments include provisions for them. The ILO Unemployment Convention, 1919 (No. 2), first recognized the role of employment services and promoted their establishment in all Member States. The role of PES was fully elaborated with the adoption of the Employment Service Convention, 1948 (No. 88), ratified by Ethiopia in 1963.

Even though PES 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 (LMI); administration of unemployment insurance benefits; and effective management of a variety of labour market programmes.

Public employment services centres (PESCs) provide one-stop access to employment services, catering to both employers and jobseekers. Through job brokering, employment centres help jobseekers to enhance their employability and find jobs, and enable employers to fill vacancies by drawing on their pool of jobseekers. This is typically achieved by developing systems that provide employers and jobseekers with information about candidates and vacant jobs, respectively. In addition to job matching, PESCs provide career counselling and LMI services.

Under the aegis of the Stemming Irregular Migration in Northern & Central Ethiopia (SINCE) programme, the ILO in collaboration with the Ethiopian Ministry of Labour and Social Affairs (MoLSA) has been implementing an “Addressing the root causes of migration in Ethiopia” project, managed by the Italian Embassy in Addis Ababa and funded by the European Union Trust Fund for Africa (EUTF). SINCE was developed with the overall objective of reducing irregular migration from northern and central Ethiopia by enhancing the economic livelihoods of the most vulnerable populations, including potential migrants and returnees, with specific focus on youth and women.

An ILO socio-economic assessment (SEA), carried out in 2017, recorded the Amhara Region as having an urban unemployment rate of 18.32 per cent (10.52 per cent for men and 26.12 per cent for women)². The assessment also indicated that the regional economy has limited capacity to absorb the ever-increasing labour force, while youth unemployment is a

¹ This note was prepared by Tewabe Yilak and Eamon Davern, with inputs from Ayalu Admass and Michael Mwasikakata.

² Central Statistical Agency (CSA) of Ethiopia, Labour Force Survey, 2013.

persistent challenge. It also indicated limited access to employment services and a lack of cooperation between public employment services and employers.

Responding to this limited access to employment services for recent university and TVET (technical and vocational education and training) graduates, and as part of the SINCE programme, the ILO has supported the Amhara Bureau of Labour and Social Affairs (BOLSA) and partners in setting up a Public Employment Services Centre (PESC) and a Youth Employability Services (YES) Centre in Bahir Dar City, in the Amhara Region. The centres are piloting the basic functions of vacancy registration, jobs registration and matching. They also provide services for young jobseekers, such as equipping them with job search skills. The project is supporting the establishment of an additional centre on the premises of the Amhara Chamber of Sectorial Associations.³

The “Addressing the Root Causes of Migration in Ethiopia” project is supporting the Government in strengthening the provision of employment-related services for young people by piloting approaches that are scaleable and can be replicated across the country. PES are very weak at both national and regional levels. There is a lack of standardization and centre staff lack procedural guidance. At the city and BOLSA levels, there also needs to be a better management framework for guiding and supervising staff in providing previously dormant services.

This is the context within which the ILO has developed this operational guide for the employment services centre established at city administration level in Bahir Dar, as well as the Bahir Dar City Youth Employability Services (YES) Centre. It has been developed following a rapid assessment of PES systems and practices in developing countries, including Ethiopia, focusing particularly on the two centres. Other ILO guidance on PES has been extensively used in the development of this document.

1.2. Objectives of the Operational Guidelines

The overall objective is to improve the quality of services delivered by the PESC and the YES Centre in Bahir Dar City by developing customized Operational Guidelines to standardize service delivery protocols.

More specifically, the Operational Guidelines aim to:

- ▶ detail the procedures and service protocols for the PESC and the YES Centre;
- ▶ provide a step-by-step succession of activities, from registration to placement and post-placement services, including profiling and segmentation of jobseekers;
- ▶ help management to undertake internal monitoring and supervision that will strengthen the centres' capacities.

³ A member of the Amhara Employers Federation.

The aim is to develop a handbook customized to the context and needs of the PESC and the YES Centre in Bahir Dar City, so as to ensure standardization of service delivery and improve the quality of services provided to jobseekers and employers.

1.3. Target users of the Guidelines

The target users of these Guidelines are:

- ▶ staff of the PESC and the YES Centre run by the Bahir Dar City administration;
- ▶ other employment services centres operating in the country, which may customize and use these Guidelines.
- ▶ officials of regional and city-level BoLSAs, who may use relevant sections of the Guidelines to review organizational structure/business processes of the employment service centres they operate.

2. KEY ASSESSMENT FINDINGS, CORE SERVICES AND CLIENTS OF THE EMPLOYMENT SERVICES CENTRES

2.1. *Employment service delivery framework*

The employment service staff at both centres should apply the following mutually reinforcing principles:

- ▶ The centres' services are provided *free of charge*, irrespective of the economic situation.
- ▶ The centres' services are at the disposal of all clients (employers and jobseekers), on a *voluntary basis*.
- ▶ The centres' staff should seek to take account of the legitimate wishes of each client, providing *personal counselling and placement* on an individual basis.
- ▶ The personal details of jobseekers and special conditions of vacancies should be handled carefully and with a sense of responsibility, respecting confidentiality and privacy.
- ▶ The centres should remain *neutral* in the event of industrial disputes between employers and employees.
- ▶ Services are provided taking into account the urgency of an applicant's circumstances, with a *bias to the poor*.

2.2. *Key findings of the rapid assessment of the city-level PESC and the YES Centre in Bahir Dar*

The Bahir Dar City PESC is a government-run office organized under the manpower research and employment promotion section of the city's Labour and Social Affairs Department (LSAD). The Centre has four members of staff, two from the LSAD and two from the Technical, Vocational and Enterprise Development (TVED) Department. Some respondents judged this level of staffing to be inadequate.

The Youth Employability Services (YES) Centre was officially inaugurated on 19 June 2018 with the aim of improving PES provision, promoting decent work opportunities and equality of employment for young people, and strengthening and expanding existing government employment facilitation services. Unemployed youth, university and TVET graduates, and potential migrants are the target beneficiaries of this Centre.

The two centres provide similar employment services: registration and placement, vacancy taking, direct referral of job seekers to vacancies, job search skills training, and job application and interview preparation. Some counselling and job search assistance is also provided. The most common counselling and job-search assistance services provided are labour market information sessions, job motivation seminars, careers advice, employment counselling, vocational/legal counselling, job-search and CV-writing skills training, vocational rehabilitation (services for the disabled), individual action plans for hard-to-place individuals, and referrals to active labour market programmes. The services provided to employers include managing vacancies, searching and consulting profiles, pre-screening and screening, and sending selected applicants.

Neither centre has a handbook of operational guidelines. Service provision depends very much on staff memory and experience, and is dependent on individuals' capacities. The centres lack experienced staff. On average, members of staff have 1.7 years' experience (2 years in the case of those working at the PESC and 1.5 years for those working at the YES Centre). Seven of the ten combined staff have bachelors' degrees in various disciplines not directly related to employment counselling, including computer science, management and leadership, engineering, geography and civics. Neither centre has staff with job matching experience.

The staff of both centres, and particularly the Bahir Dar City PESC, have heavy caseloads, i.e. the ratio of registered jobseekers to employment service/counseling staff. The average caseloads at the PESC and the YES Centre respectively are 1:568 and 1:162, much higher than the 1:100 ratio recommended by the ILO. The caseloads of counselling staff are even heavier: one counsellor for 2,273 jobseekers at the Bahir Dar PESC and one counsellor for 488 jobseekers at the YES Centre. The ratio of staff to placements is 1:24 and 1:5.6, respectively.

Both centres also lack the necessary infrastructure for providing their services, in particular basic office space for conducting their core business of providing careers guidance and job counselling, and enhancing job search skills. At both centres, there is limited use of ICT to facilitate the provision of employment services and make them accessible to both employers and jobseekers. Both centres are short on vacancies, with approximately one registered vacancy per ten registered jobseekers. In the previous fiscal year, only 3.5 per cent of registered job seekers were able to find jobs through the centres.

The study found that public employment services are not, in most cases, proactive in encouraging jobseekers to register. The centres are not known to the general public, and efforts to increase their visibility were considered minimal by stakeholders. As a result, the number of registered jobseekers is believed to be much lower than the number of unemployed people. While employers are not legally obligated to notify their vacancies to PESC, the centres have done little to encourage employers to place vacancies with them.

Employers are in overall agreement that the centres lack capacity and offer poor-quality services. Employers also commented upon the poor quality of jobseekers' education, deemed inadequate in preparing them for the world of work. Jobseekers shared this view.

Education and training, work experience, communication and writing skills, and technical skills are the most important skills and abilities that the employers look for when hiring workers for their companies.

2.3. Core functions of the Bahir Dar City PESC and the YES Centre

The rapid assessment found that the two centres provide the basic services described above. They both focus on the registration of job seekers and vacancies, job matching and referral of job seekers to employers, as well as providing some form of counselling. They also plan to provide a range of other services. This being the case, the core functions of both employment centres can be broadly classified into three categories: job matching, guidance and counselling, and labour market information, as shown in Table 1 below.

► Table 1: Main duties of Employment Service Centres

Service categories	Employment services
Job matching	Registering and advising job seekers
	Liaising with employers and obtaining job vacancies
	Matching jobs with jobseekers
Guidance and counselling services	Providing career counselling to jobseekers
	Providing vocational counselling to jobseekers
	Providing employment counselling to jobseekers
Labour market information	Collecting and disseminating labour market information and statistics
	Establishing a jobseekers' and employers' database to serve as a basis for labour market analysis

Source: Manual for employment service centres for Palestinian refugees (ILO, 2013)

2.4. Target Clients of the YES and PES Centres in Bahir Dar City

The two centres are primarily concerned with labour market interventions that benefit jobseekers and employers. These interventions may be:

- **direct**, where face-to-face contacts between the employment service and jobseekers and employers result in work placements through matching, or
- **indirect**, where the centres provide information and advice to enable jobseekers to find suitable jobs by themselves, or employers to find suitable workers, without further assistance from the employment service.

Whether services are direct or indirect, the intended beneficiaries are clients of the system. There are limited differences between the two centres in terms of the clients targeted. Both target jobseekers and employers. However, where jobseekers are concerned, the YES Centre tends to focus on unemployed youth, university and TVET graduates, and potential migrants. These categories are also targeted by the Bahir Dar PESC, which however also serves a wider spectrum of jobseekers, regardless of their educational level and age. Both employment service centres serve the following clients:

- ▶ School-leavers
- ▶ University and TVET graduates
- ▶ Unemployed youth
- ▶ Employed persons seeking better jobs
- ▶ Potential migrants
- ▶ Special groups (e.g. persons with disabilities, returnees from overseas)
- ▶ Employers (large, medium, and small)

2.5. *Service delivery approach*

Neither centre makes much use of information technology to improve employment services delivery. As a result, in these Guidelines we assume use of manual clerical processes. Both centres could improve their performance and reach by using digital channels as part of a blended service-delivery approach. This would have several advantages:

- ▶ The e-services provided by the centres could include online registration, automated job-matching, guidance “chats” and webinars.
- ▶ Delivering employment services via digital channels would increase the accessibility of the service, as it would not be affected by the limitations of face-to-face delivery, such as office opening hours, and would enhance the centres’ capacity to deliver services to a larger number of clients.
- ▶ Digital tools would make the matching system between vacancies and jobseekers more transparent, and facilitate the use of data to assess the centres’ performance.

To benefit from digitization, both centres would need to:

- ▶ make up-front investments in technology to set up efficient and user-friendly online platforms;
- ▶ train staff in ICT skills and online services;
- ▶ train and support clients who do not have appropriate ICT skills; and
- ▶ have a clear multi-channel strategy based on the real needs of users.

3. ORGANIZATIONAL STRUCTURE OF EMPLOYMENT SERVICES CENTRES

3.1. *Layout of the target employment services centres*

Current status assessment findings: Both centres have inadequate office space to carry out their day-to-day activities. The Bahir Dar PESC has only one small office for its four staff, while the YES Centre has two rooms. Neither has a waiting and reception area; jobseekers and other guests are required to wait outside. Both centres were described as being located in areas that are not easy to find, though the YES Centre is located in a relatively more accessible location. In summary, neither centre has an office layout or sufficient space to enable it to discharge its responsibilities efficiently.

This being the case, and based on review of the relevant literature, we would recommend that the centres develop office layouts that include the following features:

Reception area

- ▶ Position the reception area so that clients can readily access waiting and information areas without causing congestion.
- ▶ Keep the reception area clean and tidy.

Waiting area

- ▶ The centres should each have a waiting area.
- ▶ Chairs should be provided for clients who have to wait before being seen.
- ▶ A range of useful information should be available in waiting areas, which should be bright, well-lit, clean and tidy.

Information displays

- ▶ Both centres should have areas displaying employment, training and general information that will assist jobseekers.
- ▶ The information displayed should include:
 - information on current job vacancies;
 - an enlarged example of a completed jobseeker registration form;
 - a list of documents required when registering for assistance;
 - information about skills training courses;
 - information about job-search techniques; and
 - advice about self-employment.

Meeting room

- ▶ If space permits, it is desirable to have a meeting room near the front of the office and close to the client waiting area. This room may be used:
 - for group information sessions on such useful topics as how to prepare a curriculum vitae (CV), how to prepare for a job interview, and other helpful job-search techniques;
 - for special presentations by training institutions related to the courses they offer, or by chambers of commerce and business associations promoting entrepreneurial activities;
 - for regular staff meetings.

Staff office

- ▶ Whenever possible, centre staff should have their own office space or a partitioned area away from the reception area, in order to maintain jobseekers' privacy and confidentiality.
- ▶ If space permits, a separate office should be set aside for the use of employers who might prefer to conduct interviews at a centre rather than in their place of business.

Centre manager/coordinator's office

- ▶ The coordinator/manager's office should be at the back of the premises, but accessible to other staff, and near enough to monitor the overall activities of the office.
- ▶ Confidential paperwork, including registration forms (if they are completed manually) and centre personnel files, should be stored in this area.
- ▶ Client registration files should be kept in an area that is not accessible to anyone other than centre staff.
- ▶ Other materials, such as extra brochures and miscellaneous office supplies, can also be stored in this area. This will ensure that they are readily available when needed, without taking up space in the front-end client areas.

3.2. Organizational structure of the centres

The organizational structures of both centres are similar, except that the YES Centre has relatively more staff than the Bahir Dar PESC. Structurally, they suffer from significant limitations, in particular:

- ▶ The job descriptions of the various members of staff overlap, which creates difficulties in making staff accountable.

- ▶ Both centres employ staff drawn from two different government departments (Labour and Social Affairs, and TVED). This means that there is no unity of command, as individual staff members are accountable to the respective centre coordinators and departments they come from.
- ▶ Some key responsibilities, such as guidance and counselling tasks, are not properly delegated to any of the staff members.

Given the above deficiencies, the consultant suggested the following organizational plan, recommended by the ILO, which provides for a minimum of five core staff positions to cope with the existing flow of walk-in jobseekers. The positions are as follows:

- ▶ Centre coordinator/manager
- ▶ Counselling/placement/employment officer/ Market integration and development officer
- ▶ Outreach officer/ Awareness-creation and mobilization officer
- ▶ Labour market information (LMI) officer
- ▶ Registration clerk/Initial intake officer/ Data encoder

The duties associated with these positions are described below:

Centre Coordinator

- ▶ Managing and developing the operations of the centre;
- ▶ Ensuring appropriate day-to-day supervision of centre staff;
- ▶ Developing and implementing a work plan with centre staff and reviewing progress at regular intervals;
- ▶ Promoting the role of the centre with key employers, NGOs and other national and international organizations, and developing joint strategies and coordination arrangements for major projects;
- ▶ Establishing and maintaining 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);
- ▶ Identifying potential growth areas in the formal and informal sectors, and reporting or advising on employment and training responses to meet those needs.
- ▶ Carrying out analysis and preparing regular LMI reports with an analysis of trends, expected growth areas and opportunities for the development of small businesses.
- ▶ Ensuring that the database is used effectively by staff.
- ▶ Ensuring the quality of the services provided by the centre and supporting staff in their tasks (for instance the outreach officer, if visiting high-level employers).

Counsellor/Placement Officer (Market Integration and Development Officer)

Under the current structures, the market integration and development officers seem to be primarily responsible for placement and collection, as well as for compiling LMI. The role of an employment counsellor or placement officer is to provide 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 jobseekers' qualifications. The counsellor/ placement officer's duties include:

- ▶ Interviewing jobseekers to obtain their employment history, educational background and career goals;
- ▶ Identifying jobseekers' barriers to employment and assisting them with such matters as job readiness skills, job-search strategies, writing CVs and preparing for job interviews;
- ▶ Determining the interest, aptitudes and abilities of jobseekers in order to identify possible career options;
- ▶ Assessing jobseekers' needs for assistance, such as rehabilitation or further vocational training, and referring them to the appropriate services;
- ▶ Providing careers training and education counselling;
- ▶ Collecting LMI for jobseekers regarding job openings, entry and skills requirements and other occupational information;
- ▶ Screening jobseekers' inventories and matching potential candidates with job opportunities recorded at the centre;
- ▶ Contacting potential candidates and advising them on job requirements and terms and conditions of employment;
- ▶ Contacting employers to develop placement opportunities, referring candidates and arranging for interviews with employers;
- ▶ Following up the placement process with applicants and employers;
- ▶ Maintaining confidential records of services provided and periodically reviewing jobseekers' files to ensure that applicants in need of employment counselling are being referred;
- ▶ Conducting job-search skills sessions on preparing CVs, approaching potential employers and job interview techniques;
- ▶ Delivering information sessions to schools and training institutions on the services provided by public employment services;
- ▶ Verifying the information related to the employment history, educational background and career goals of jobseekers drawn up by the registration clerk.

Outreach Officer (Awareness Creation and Mobilization Officer)

The role of an outreach officer is to source sector-specific vacancies and opportunities for jobseekers in designated geographical locations, and manage the subsequent process to ensure a wide range of different employment contacts that meet jobseekers' requirements. Duties include:

- ▶ Monitoring the local labour market and any skills gaps, so as to identify potential growth areas in the formal and informal sectors, and develop employment and training responses to meet their needs;
- ▶ Visiting employers, NGOs and other national and international organizations in the public and private sectors to explain the role of the centre and canvass for job vacancies;
- ▶ Proactively developing relationships with a wide range of employers to build a database of employers and job opportunities, focusing on key industry sectors;
- ▶ Organizing and conducting site visits with a view to sourcing job opportunities at new and existing places of employment, ensuring all visits are reviewed and followed through;
- ▶ Obtaining vacancies from employers and following up the status of these vacancies;
- ▶ Working with employers to identify training opportunities, such as apprenticeships and on-the-job training;
- ▶ Working with employers to convert job placements into permanent employment opportunities;
- ▶ Liaising with the counsellor or placement officer to provide information on job openings and training opportunities;
- ▶ Supporting employers in defining job descriptions for potential vacancies;
- ▶ Assisting with data collection on the local labour market and entering information in the database;
- ▶ Maintaining an accurate and up-to-date employer database, and file of reports to the supervisor;
- ▶ Assisting in other areas of work when required.

Intake/Registration Clerk / Data Encoder

The intake/registration clerk is generally the initial point of contact for jobseekers, employers and other guests. The following are the duties currently performed by the data encoder at the YES Centre:

- ▶ Receiving jobseekers and providing information on the centre's services;
- ▶ Receiving guests, answering queries and complaints;
- ▶ Registering jobseekers and vacancies;
- ▶ Maintaining jobseekers' records and generating regular reports;

- ▶ Communicating with jobseekers and other individuals to answer questions, disseminate information and address complaints;
- ▶ Explaining the intake or application form and helping jobseekers to complete it;
- ▶ When required, conducting a pre-interview to obtain a jobseeker's employment history, educational background and career goals, for submission to the counsellor/ placement officer;
- ▶ Registering jobseekers: filing the registration form or entering the intake form information into the database (when established);
- ▶ Arranging interviews for jobseekers with the counsellor or placement officer;
- ▶ Providing administrative support, including filing, book-keeping and preparation of workshops and other events;
- ▶ Ensuring dissemination of job vacancies and training opportunities on the noticeboard and updating information;
- ▶ Sending emails to jobseekers on available job opportunities;
- ▶ Supporting the counsellor or placement officer in conducting tracer studies with jobseekers, recording the data collected and screening potential candidates for job matching.

Labour Market Information (LMI) Officer (Market Integration and Development Officer)

The role of the LMI officer is to communicate with other public institutions to collect information concerning the labour market. Ideally, this person would support the placement officer by working at least half-time in placement activities. The responsibilities of the LMI officer are as follows:

- ▶ Supervising the collection of data on labour force supply and demand (especially demand for training and skills) and entering the data in the labour market database (when established);
- ▶ Liaising with key informants in the private and public sectors to collect information for statistical and analytical purposes;
- ▶ Preparing regular LMI reports with an analysis of trends;
- ▶ Identifying potential growth areas in the formal and informal sectors to assist training providers in their efforts to develop employment and training responses to meet needs in those areas;
- ▶ Visiting employers, NGOs and other national and international organizations in the public and private sectors to canvass for job vacancies.

4. REGISTERING AND ADVISING JOBSEEKERS

Jobseeker registration and counselling are among the main functions of both employment services centres. The procedures for registering and advising jobseekers are presented in this section of the Guidelines. Careers guidance and counselling procedures are covered in a separate section.

4.1. *Registering jobseekers*

Before any help or advice can be provided, the centres need to obtain detailed information from jobseekers about:

- ▶ their previous employment history;
- ▶ their level of educational attainment and qualifications;
- ▶ their skills and experience;
- ▶ any physical, mental, family and social constraints on the type and location of jobs they could do;
- ▶ the type of work they would prefer.

Registration platform

- ▶ The most effective way to collect information about jobseekers is by using a standardized job seeker registration form. A “generic” form that can be used for this purpose is shown in Annex 1.
- ▶ Registration can be performed manually or electronically/digitally, in the latter case with jobseekers posting their CVs via an online web portal or mobile application developed for the purpose.
- ▶ During the registration process, employment officers may also assess a jobseeker's need for specialized assistance due to psycho-social problems, physical disabilities or other difficulties or disadvantages.
- ▶ Centre staff should be careful not to guarantee or promise a jobseeker that they will find them a job, and jobseekers should also be encouraged to look for work themselves.

Eligibility

- ▶ All persons aged 15 and over who reside in the local area and present the following documentation can be registered as jobseekers with the centres:
 - identification card;
 - documents evidencing current employment status (unemployed, employed, etc.);
 - documents evidencing educational qualification and work experience;

- documents evidencing age;
- other necessary documents/evidence.
- ▶ Jobseekers who gain additional qualifications or experience after registration can have the details recorded at the centre.
- ▶ The employment service is free of charge; no fee shall be levied for the services rendered.

Registration Card

- ▶ A jobseeker who fulfils the requirements stated above is recorded chronologically in the jobseeker registration book and receives a jobseeker registration card.
- ▶ A jobseeker registration card is issued to each applicant registered at one of the centres. When the card is issued, the applicant will be instructed to:
 - keep it carefully;
 - produce it whenever they call at the centre;
 - quote the registration number and National Classification of Occupations (NCO) code number whenever they write to the centre;
 - hand it over to their employer when they are recruited as a result of being recommended by the centre; and
 - return it to the centre if they find a job on their own initiative or no longer need employment assistance.
- ▶ If an applicant reports that their registration card has been lost or damaged while their registration is still valid, a duplicate card, marked “duplicate” at the top, will be issued. The card will be issued bearing the original registration number.
- ▶ The registration card will be cancelled if a jobseeker is registered with more than one employment services centre, or if they tamper with the card. However, the jobseeker will be allowed to register anew after again fulfilling the registration requirements set out above.
- ▶ The centre should not charge any service fee.
- ▶ The jobseeker registration card should contain at least the following information:
 - The jobseeker’s full name, father’s name and also grandfather’s name, address (region, zone, woreda, kebele, house number), and kebele identification card number;
 - Date of registration;
 - NOC number;
 - The registering officer’s full name and signature.

Procedure for jobseeker registration

The registration process should start with the placement/employment officer, not with intake clerk.

At the start of each day, applicants who have gathered at one of the centres for registration should be given a brief talk by the placement/employment officer concerning the registration and renewal procedures. Employment trends and job opportunities, shortages and surpluses of manpower, training facilities, educational courses and so on should be briefly explained with a view to motivating the applicants and reorienting their approach. Where there are insufficient applicants to form a group, the information should be given individually.

A running record of registration forms completed at each centre should be kept in the "Registration Record Book", as shown in Table 2 below. The registration forms should be serially numbered, with a new series started each calendar year. The serial number in the record book should correspond with the number on the jobseeker registration form.

► Table 2: Record of registration

Registration number	Name and address	Date of birth	With or without disability	NCO ⁴ code no.	Qualifications in brief	Date of transfer to dead register with reasons	Remarks
1	2	3	4	5	6	7	8

The registration forms of applicants requiring employment assistance should be filed in cabinets according to NCO divisions, groups, families and occupations. Within each occupation, the forms should be filed according to the registration numbers of the applicants, and each drawer of the cabinet should be labelled to show the NCO code numbers of the registration forms filed therein. Within each drawer, separators showing the NCO numbers to which the cards relate may be used to facilitate location.

All types of applicants are required to renew their registration after a period of one year. They may do so (in person) on any working day over a three-month period, i.e. during the month in which renewal falls due and the following two months.

⁴ National Classification of Occupations (NCO)

4.2. *Jobseeker assistance services*

The counsellor or placement officer provides jobseekers with individual advisory services and guidance, including advice on how to prepare a CV and write a covering letter, how to conduct a job search and how to prepare for an interview.

The general purpose of the CV or résumé is to present a summary of the jobseeker's education, qualifications, skills and abilities. CVs can be structured chronologically or by function, as outlined below:

- ▶ A chronological CV begins by listing the candidate's work history, with the most recent position listed first. Employers typically prefer this type of CV because it is easy to see what positions the candidate has held, and the duration of each. This type of CV works well for jobseekers with a strong, solid work history, with no major breaks between assignments.
- ▶ A functional CV is one in which the information is organized by skill set. This type of CV is appropriate for jobseekers whose education and experience do not directly match the job requirements, or if there are noticeable gaps in a jobseeker's work experience. The focus in functional CVs is on skill sets and competencies.

Prior research about the potential employer and position being advertised is essential when writing a CV and covering letter. Studies by job search experts indicate that the average prospective employer spends no more than 45 seconds reviewing a CV before deciding whether or not to find out more about the candidate⁵. Consequently:

- ▶ To increase the chances of being chosen for further consideration, a tailored CV targeting the needs of the employer is helpful.
- ▶ The more candidates know about the business or industry advertising the vacancy, the better they can tailor the application.
- ▶ Emphasizing keywords taken from the job description and featuring them in the CV enhances the possibility that the employer will be interested in the jobseeker's profile. A CV template is presented in Annex 2.

The centres should assist jobseekers in drafting a covering letter to introduce the CV to the potential employer. Like the CV, the covering letter is a marketing tool. The document should emphasize the candidate's interest, explaining the reasons why the candidate would be a good fit for the job.

As part of the motivational component, centres should organize not only group coaching sessions and motivational seminars, but also coaching in job-search and interview skills, and business etiquette.

⁵ International Labour Organization, Regional Office for the Arab States. 2013. Manual For UNRWA Employment Service Centres: Employment service centres for Palestinian refugees under the mandate of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)

5. IDENTIFYING AND REGISTERING EMPLOYMENT OPPORTUNITIES

Both employment service centres cater for two key categories of client: jobseekers and employers. If they are to be successful in assisting jobseekers, they must interact regularly with employers within their respective areas.

Hence, both centres need to perform at least the following activities:

- ▶ Developing an employers' directory
- ▶ Reaching out to employers
- ▶ Following up employer visits
- ▶ Collecting and registering vacancy notices from employers and maintaining employer records

The activities of both centres with regard to employers are presented in this section. Other related services that the centres provide, such as matching and referrals, are presented in a separate section of these Guidelines.

5.1. Developing an employer register/ directory

Each centre needs to construct a comprehensive register of employers, in both the public and private sectors, in its own area.

Employer database/directory

- ▶ An employer directory is composed of all employer records on file at the centre. It is the main database of every enterprise or employer operating within the geographical boundaries of the centre.
- ▶ An employer directory record should be opened on first contact with an employer, and should be updated as required until such time as the business no longer exists.
- ▶ The information included in the employer directory form (see Annex 5) can be taken from other records that the centre may be holding, e.g. job vacancy notices, and additional information can be added during regular employer visits, or derived from other contacts with the establishment.
- ▶ Employer directory records should be treated as confidential and stored in a secure place at the centre.

When creating and maintaining the employer directory, the following points should be taken into consideration:

- ▶ An employer record should be created immediately following the first contact with an employer or enterprise.
- ▶ When an enterprise is closed down, or the employer ceases to operate the business, the record should be moved to a “dormant” or “inactive” file.
- ▶ Changes in the details of an existing employer, such as the contact person’s particulars, should be entered as soon as the changes are known.
- ▶ Employer directory records should be reviewed and updated on a regular basis.
- ▶ Employer visits or contact schedules should be prepared and implemented on a quarterly basis, to ensure that all active employers are contacted at least once (and preferably twice) per year.

5.2. Reaching out to employers

It is advisable that employment centre staff initiate contact with employers in order to promote the centre’s services, as well as to encourage them to list their job vacancies with the centre. In particular:

- ▶ Every staff member should develop an individual plan for employer contact based on the overall listing of employers within the local community.
- ▶ Depending on the priorities of each centre, it is a good idea to select one or two categories of employers, such as those experiencing industry growth or having high employee turnover rates, or employers in a particular geographical location, and deal with just these segmented groups.
- ▶ When preparing a plan to reach out to employers, staff should prioritize those whose potential vacancies seem best matched to the skills and aspirations of registered jobseekers. Organize in-person visits to priority employers based upon job profiles and potential volume of opportunities.
- ▶ When contacting an employer, staff should be adequately prepared.
- ▶ They should contact each employer at least one week before the proposed appointment, to arrange to speak with the person responsible for employment-related decisions.
- ▶ During an in-person visit, staff should politely request a tour of the operation to gain insight into the overall operation of the business, which could be useful in assessing what services might be of most interest to the employer.
- ▶ When an in-person visit is not possible or appropriate, the best solution is to conduct a telephone discussion with the employer. This may be very effective when the purpose of the contact is straightforward, e.g. when verifying information or addressing a specific complaint. The phone call should be brief and respectful of the employer’s time, and should provide a concise overview of the purpose of the meeting being requested.

5.3. *Following up employer contacts*

Documenting the results of each meeting with an employer is very important. The information obtained will not only contribute to the LMI database, but will also provide additional insight and make future communications more productive. Below are some of the key activities that need to be performed by both centres following each employer visit:

- ▶ Immediately after the visit, prepare an employer contact report, highlighting the key points covered during the meeting, which should be affixed to the employer's directory record. All points noted during the interview, or on leaving the employer, should be included in the report, with sufficient detail to make it comprehensible and useful to all centre staff.
- ▶ Elaborate on any issues or concerns expressed by the employer, whether matters relating specifically to the centre and the services offered or more general concerns relating to labour market issues.
- ▶ Ensure that all pertinent information on record at the centre regarding the employer is reviewed for accuracy, and updated if required.
- ▶ Any actions that have been agreed upon during the discussion must be highlighted in the record, as well as on the work agenda of centre staff, to ensure that appropriate follow-up action is taken.
- ▶ Determine an appropriate follow-up schedule, basing the dates and frequency of contact with the employer on the amount of time considered reasonable for the purposes envisaged.
- ▶ If there are no immediate actions to be implemented, centre staff should tentatively schedule a follow-up call to the employer after six months.

5.4. *Collecting and registering job vacancy notices*

A key component of placement services is acquiring job vacancy notices. The chances of successfully filling such vacancies are largely dependent on the quality of the vacancy notices themselves. Staff of both centres have a key role to play in this and are advised to follow this procedure:

- ▶ Record the name and address of the employer advertising a vacancy, and the contact person who will be handling the recruitment process. All vacancies notified to the centre by employers should be recorded on the Vacancy Order Form presented in Annex 3. Letters or other communications notifying vacancies received from employers should be filed using the Vacancy Order Form.
- ▶ Understand the requirements of the position by obtaining a complete and accurate job description that outlines the duties and responsibilities, working conditions, wages and benefits offered, and any special requirements for the position, such as licenses, use of a vehicle, or willingness to work shifts or weekends.

- ▶ Be aware of any specialized skills that are of interest to the employer, such as a preference for candidates with previous experience in related fields of work, certificates from specialized training institutions, competencies in particular computer technologies, or proven leadership qualities.
- ▶ Clarify which of the requirements are essential and which are preferred but not absolutely necessary.
- ▶ If the employer appears to be adding unrealistic requirements to the job vacancy notice, advise the employer that this may affect the chances of finding a suitable candidate.
- ▶ Ensure that you have sufficient information regarding the vacancy, to be in a position to accurately screen potential candidates.
- ▶ Enquire about the application process adopted by the employer, for instance the need to undergo a medical examination, or participate in an aptitude or skills test, as part of an additional pre-screening procedure.
- ▶ Once all of the details of the job vacancy have been clarified and recorded, centre staff should assign an occupational code to the job vacancy notice by matching an NOC category to the tasks, educational background, and work experience described by the employer.

5.5. Completing Vacancy Order Forms

- ▶ The details of vacancies should be transcribed fully and a copy of the notification received from the employer tagged and filed with all other relevant papers (serially numbered in ink, in chronological order) in the vacancy register, after endorsing the order number.
- ▶ If any of these papers is removed at any time, a slip should be inserted in its place indicating the purpose for which it has been removed and its present location.
- ▶ If vacancies relating to more than one occupation are notified by an employer in a particular letter or form, the letter/form may be filed in any of the relevant vacancy registers, with a reference to the registration/order number and NCO number of the form being inserted in the other relevant vacancy registers.
- ▶ All vacancies, irrespective of the method of notification, should be formally acknowledged within one working day, and the date of acknowledgement entered.
- ▶ If relevant information is found to be missing in the notification received from an employer, the employer may be asked to furnish it.
- ▶ All vacancies notified to the centres should be entered in the vacancy register immediately upon receipt (see the relevant form in Table 3 below).

► Table 3: Vacancy Order Form

Order card no.	NIC no.	Name and address of employer	Sector	Occupation as per NCO	No. of vacancies notified	No. of referrals made with date	No. of vacancies filled	No. of vacancies cancelled with reasons		Remarks
1	2	3	4	5	6	7	8	9	10	11

5.6. Exhibition of vacancies

- All vacancies received in respect of which referrals/submissions have not been made should be exhibited on a special “Vacancy Board”.
- For vacancies pertaining to shortage occupations, applicants should be advised to see the Placement/Employment Officer.
- Details of vacancies for which suitable applicants are not available in the Live Register may, in addition to being displayed on the centre’s premises, be advertised on secure notice boards in public places with a view to attracting suitable applicants to the centres.
- The final date for applying for particular vacancies should be clearly indicated against each.

6. JOB MATCHING/PLACEMENT SERVICES

6.1. Job matching

Matching can be described as a form of mediation and coordination between demand for and supply of skills, undertaken by professional agencies, such as employment services centres. Both of the Bahir Dar City centres work to ensure effective job matching, recruitment and placement. They work with jobseekers to register them for employment, and with employers to register vacancies.

Job matching allows center staff to match appropriate jobseekers with available vacancies, mainly by using job descriptions and CVs.

Job descriptions outline the essential functions and requirements of a position and are used both by employers and workers; and provide a detailed listing of tasks, duties and supervisions responsibilities. A job description template is presented in Annex 4.

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.

Once the centers have 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 4.

► Table 4: Matching criteria

Matching criteria	Application	Offer
Level of education		
Minimum educational 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 of availability		

The use of industry codes, such as the Ethiopian Standard Industrial Classification, and occupation codes, such as the Ethiopian Standard Classification of Occupations, is a cost-efficient way of facilitating the matching process.

Coding job applications and job offers using the Standard Industrial Classification and the Standard Classification of Occupations facilitates placement activities, because it makes occupations (as described in a job description or CV) comparable.

Industry codes define employers' activities and the sector or industry an employer is active in. When employment officers are contacting or visiting employers, they should obtain basic employer details, including the main business activities undertaken by the company. The related industry codes will then 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.

► Table 5: Main industrial codes and occupation codes for Ethiopia

Main industry codes for Ethiopia	Main occupation codes for Ethiopia
• Agriculture, forestry, and fishing • Mining and quarrying • Manufacturing • Electricity, gas and water • Construction • Wholesale and retail trade • Transport, storage and communications • Finance, insurance and business services • Community, social, and personal Services	• Managers • Professionals • Technicians and associate professionals • Clerical support workers • Service workers • Skilled agricultural, forestry and fishery workers • Craft and related trade workers • Plant and machine operators and assemblers • Workers in elementary occupations • Others

6.2. Selection and referral of applicants

Selection of applicants

Selection should be made by a placement/employment officer after he or she has personally examined the appropriate section(s) of the Live Register. For this responsibility to be discharged effectively, the Live Register should be located within sight of the officer responsible for selection, to enable him or her to supervise, examine and use it personally.

Suitable applicants should be made available to the potential employer within five days of the date of receipt of notification. If for some reason the centre is unable to find candidates within the prescribed time limit, the employer should be advised of the action taken on

its behalf at the earliest opportunity. A non-availability letter should be promptly issued, if applicants are not available or are not likely to be available in the immediate future.

Within the limitations prescribed by the employer, the basis of selection for referrals should be the merit and suitability of applicants. The scheme of selection for referral should be drawn up in consultation with the employer, if there is any doubt regarding its requirements. No distinction should be made between employed and unemployed persons when selecting applicants.

If there are more applicants on the Live Register than required for referral to the employer, and all of them are equally suitable for the vacancy, selection should be based on the seniority of registration of the applicants.

No distinction should be made between applicants whose age has been verified against documentary evidence and those whose age has not been so verified, even for vacancies in respect of which the employer has prescribed age limits.

Certificates from previous employers should be taken into consideration and preference should be given to those applicants whose record of employment is supported by satisfactory and credible evidence.

During the selection procedure, due consideration should be given to applicants in respect of whom alternative occupation has been recorded. If suitable applicants are not available in the occupational group concerned, consideration should be given to applicants who are registered for allied occupations in which suitable candidates are likely to be available.

The particulars of applicants who in the first instance satisfy the requirements of the employer should be subjected to a very close examination prior to final selection.

If applicants who fully satisfy the requirements of the employer are not available, and permission for vacancy clearing has not been given or clearing has not proved or is not likely to prove successful, applicants with lesser qualifications may be referred in consultation with the employer.

Pre-submission interviews and referral of selected applicants

Applicants who are selected for referral should as a rule, and when time permits, be called for an interview at the centre, before they are sent to the employer.

The number of applicants to whom call letters are issued will be determined after allowing sufficient margin for the expected lack of response.

Call letters should be issued sufficiently in advance to give applicants time to respond.

Applicants should be given all the necessary information about the vacancy, such as place of work, nature of duties, promotional prospects and recruitment practices.

Applicants should also be briefed about the manner in which they should conduct themselves at the interview with the employer, in order to increase their chances of selection for appointment.

Applicants who agree to be considered for the vacancy and are found suitable in all respects should be referred to the employer.

Care should be taken to ensure that the list forwarded to the employer is serially numbered and signed by the placement/employment officer on each page, to avoid any addition of names to the list.

The selection and referral of applicants should not be heavily influenced by the opinions of previous employers regarding their character and antecedents. However, if an applicant with an adverse character report is referred, and if it is felt that the employer should be made aware of this fact, the information may be communicated to them confidentially.

In preparing lists of applicants for forwarding to employers as above, care should be taken to include all relevant particulars of the applicants, with special reference to the conditions, qualifications and other considerations prescribed by the employer.

Special qualifications and associated work and life experiences of applicants, though not directly relevant, should be included if it is felt that this would enhance their chances of being selected. Particulars of applicants should be presented in such a manner that the employer can at a glance obtain a comparative picture of the different candidates, to facilitate their preliminary selection.

When an employer or their representative wants to select applicants at the centre, they should be given permission and available facilities to do so.

6.3. Following up on referrals

The centres should endeavor to obtain the result of every referral. The following procedures are recommended in this regard:

- ▶ If neither the employer nor the applicant has communicated the result within a reasonable time, the centre concerned should, if possible, contact the employer by telephone or send him a written reminder.
- ▶ If a reply is still not received, the employer should be visited or contacted by the employment officer.
- ▶ It is imperative that all action regarding referrals of applicants and follow-up of referrals is taken with all possible speed.
- ▶ When the centre is advised by an employer that an applicant has been selected for the post for which they were referred, the applicant should be formally

informed of his selection, the date when they should report to the employer and so on.

- ▶ If members of the staff are sent to employers to obtain results of referrals, they should be instructed to bring back signed statements giving the names of the applicants recruited. Purely verbal information should not be treated as proof of placing. They should be given a list of the applicants referred and a covering letter asking the employer to indicate which of the applicants have been recruited and the reasons for rejection in the case of those not accepted.
- ▶ A placement should be counted during the month in which proof of placing is received, not during the month in which the referral was made. Placements for which proof is received before the end of a month should not be carried over into the statistics relating to the following month.
- ▶ When the same applicant is placed in the same category of job with the same employer more than once in the same calendar month (as may happen in the case of casual workers), the placement should be counted only once in a month for statistical purposes, irrespective of the number of times the vacancy was notified during the month. Similarly, numbers of vacancies, like numbers of referrals made in respect of the same persons, should be counted only once for statistical purposes.
- ▶ If an employer rejects all the applicants who are referred or does not accept sufficient applicants to fill all the vacancies notified, the reason(s) for the rejections should be ascertained.
- ▶ Job order cards/records in respect of vacancies that have been filled, or in respect of which no further action has to be taken, should be transferred from the Live Order Register and filed in the Dead Order Register.
- ▶ An order card in respect of which the result of referrals is pending should under no circumstances be transferred to the Dead Order Register.
- ▶ Information regarding the “number of referrals made” and the “number of vacancies filled” should be entered in the respective columns of the Vacancy Order Register.

7. GUIDANCE AND COUNSELLING SERVICES

In addition to job matching and labour market information, an integral part of the work of both centres is to counsel and guide jobseekers in their efforts to find employment.

In order to inform this process, counsellors or placement officers at both centres first conduct brief individual capacity-assessment evaluations to profile jobseekers, identifying a jobseeker's level of knowledge, skills, abilities and training needs. This process should enable the centres to differentiate between jobseekers who need extra support and those able to search for work without further assistance.

Subject to available resources, those jobseekers in need of more in-depth support should be referred for counselling interviews and, if they have particular barriers to employment such as a disability or low skill levels, efforts should be made to ensure they receive specialized advice from appropriate organizations (see Section 9).

During the counselling process, the counsellor or placement officer should examine a number of factors to better counsel the jobseeker, including their vocational skills; work history and experience; educational background and training history; and other work-related qualifications and achievements.

Objectives of guidance and counselling

Some of the objectives of the centres' guidance and counselling services are listed below:

- ▶ To suggest measures to enhance the employability of an individual or groups of individuals;
- ▶ To offer assistance to an individual or groups of individuals in preparing to choose a career and adjust to occupational life;
- ▶ To evaluate the strengths and weaknesses of individuals and match them with job requirements;
- ▶ To generate awareness and appreciation of the realities of the employment market;
- ▶ To stimulate and promote joint efforts with other agencies working in the field of careers guidance; and
- ▶ To promote self-employment.

Guidance and counselling functions of the employment services centres

The centres' guidance and counselling functions are listed below:

- ▶ To collect and compile occupational information and to disseminate it to individuals and groups of individuals;

- ▶ To provide individual guidance (counselling services) to those who require such assistance;
- ▶ To liaise with employers and training institutions, with a view to placing suitable applicants in institutional/in-plant training arrangements, apprenticeships or advertised jobs;
- ▶ To participate in careers guidance programmes conducted by other government or voluntary agencies;
- ▶ To develop tools and techniques for improving the efficiency of the counseling and guidance programme;
- ▶ To impart the necessary skills to personnel running the programme; and
- ▶ To educate the public by taking appropriate publicity measures to raise community awareness and encourage maximum use of guidance services.

Approaches to counselling

Different counselling approaches may be applicable, depending on the specific needs of different target groups. These include careers counselling, vocational counselling and employment counselling, as outlined below:

- ▶ **Careers counselling** provides jobseekers with resources relating to current job vacancies and training opportunities. Successful careers counselling supports jobseekers in the decision-making process, enabling them to choose a career path that is suited to their interests, values, abilities and personality. The careers counsellor empowers individuals to become active managers of their own career paths (including managing career transitions and balancing various life roles).
- ▶ **Vocational counselling** is the provision of support and advice in the identification of a suitable career choice. Vocational guidance enhances personal abilities, breaking down barriers to employment and enabling individuals to realize their potential. It is usually applied to people who are just entering on a career or facing a career change.
- ▶ **Employment counselling** supports jobseekers in selecting training programmes, navigating opportunities for career change, finding employment, writing CVs and preparing for job interviews. Self-employment may be another field of interest, though this would require specific expertise on the part of the counsellor and a more tailored counselling approach.

Counselling principles

Listed below are some mutually reinforcing principles for a successful counselling process:

- ▶ Treat the jobseeker as a participant, not as a recipient; careers 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 can be achieved within the centres, 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.

Tools for Guidance

The term "tools" refers to forms, schedules, informational materials, psychological tests and other devices designed and used to facilitate the process of giving guidance.

Some of the commonly used tools are as follows:

- ▶ Interviews – These are face-to-face conversations between interviewer and interviewee, intended to achieve mutually agreed goals relating to choice of career, change of occupation or occupational adjustment. It is therefore a primary tool for obtaining, giving and interpreting pertinent information. The information may relate to factors such as the guidance-seeker's economic, social, psychological, personal, educational, health or family circumstances, or to more general factors such as the employment situation, recruitment practices and available job or training opportunities. Planning and preparation for an interview is therefore essential, in order to focus on essentials. An interview will normally comprise three stages:
 - identifying the interviewee's problem(s) and need(s),
 - obtaining, giving and interpreting pertinent information,
 - crystalizing a feasible plan of action, and
 - writing a summary/record of the interview.
- ▶ Personal Information Forms – Forms of this kind are used systematically for obtaining a guidance-seeker's biographical data. Comprehensive information about an individual is essential in planning and conducting counselling interviews. The form is designed to help the employment officer to appraise the applicant's personality from all possible angles, and discern their awareness of the problems confronting them and their ability to take realistic decisions. As such, the form is useful in structuring and preparing for an interview on the basis of information given by an applicant. A model personal information form is presented in Annex 6.
- ▶ Interest Checklists – An interest checklist can be prepared to assist employment officers in discussing applicants' vocational interests during individual guidance interviews. A checklist of this kind is not an interest test or an interest inventory based on experimental and statistical investigation. The results of the checklist merely give an indication of potential areas of interest. Interest checklists should

not be used routinely in all cases of individual guidance. In many cases, the interests of the applicant are more or less clear from the personal information form and the data obtained at interview. Checklists should be used only in cases where the employment officer feels the need to review an applicant's interests.

- ▶ **Interest Preference Schedules** – An interest preference schedule can help in determining specific job or training opportunities an individual may prefer within a broader area of interest. This tool should be used with applicants who show positive preferences for jobs or training within their broad area of interest.
- ▶ **Occupational Information** – Occupational Information is the most important tool in vocational guidance. It consists of information pertaining to one or more aspects of an occupation, whether published or not. It may take the form of factual data or a publication intended to describe, clarify or explain closely related facts about a particular occupation. Whatever the form and coverage, it is useful as a tool only if it is authentic, up-to-date and unbiased. Careers literature meeting the above criteria is published by several agencies, organizations and government departments. Some of these publications are mentioned below:
 - Annual Labour Market Information Bulletins published by MoLSA;
 - National Labour Force Surveys published by the Central Statistical Agency (CSA);
 - Urban Employment / Unemployment Surveys published by the Central Statistical Agency (CSA).
- ▶ **Psychological Tests** – A certain amount of training is required to administer and interpret the results of psychological tests, which may be used to measure one or more characteristics of an individual. Employment officers should therefore not use such tests unless they have been specifically trained in their administration and interpretation. Psychological tests are usually classified according to the purpose for which they are applied: selection, guidance and clinical analysis. They are also classified as individual or group tests, performance or paper-and-pencil tests, verbal or non-verbal tests, depending on their nature and method of administration.

Guidance procedures

Guidance programmes comprise activities conducted both on and off the premises of the employment services centres, always with the aim of providing vocational guidance to individuals or group of individuals.

Group Discussions

Immediately after the pre-registration guidance talk, discussions can be held with homogenous groups of applicants. While such discussions are primarily intended for applicants seeking registration, other interested visitors may also be allowed to participate. Applicants should be divided into groups according to their educational level. Where possible, each group should be attended to by an employment officer. Other members of

staff entrusted with this work should be properly briefed and equipped by the employment officer.

Group discussions may be held more than once in a day if the situation so requires, possibly in conjunction with registration interviews. Special sessions should be organized to extend the benefit to specific categories of applicants (people with disabilities, women, etc.). Local registrants may be notified about these special sessions, giving them the opportunity to participate.

The employment officer should ascertain the educational level of the group and initiate discussion on occupational, educational, training or apprenticeship opportunities appropriate to the group. He should give relevant information on specific opportunities, trends, shortages, surpluses and so on, and provide realistic guidance. He should encourage the group to discuss opportunities from different angles by posing stimulating questions. At the end, he should sum up the important points raised and publicize relevant services from which the participants can obtain further guidance.

Each session may last for 30 to 40 minutes, depending on time constraints and also the level of active participation on the part of participants. A group of 10 to 15 jobseekers is optimum for good dynamics and to facilitate discussion. Ordinarily, these sessions should be held in a room with adequate seating and facilities for displaying of visual aids.

Enquiries about training facilities, job opportunities and other aspects of career planning should be answered by the employment officer or other member of staff entrusted with this responsibility.

Individual guidance (counselling)

Vocational counselling is a way of helping individuals in planning their careers, choosing an occupation, course of education or training, or apprenticeship, or in making effective adjustments to ensure a productive and satisfying career. It normally consists of one or more interviews. The interview(s) should be planned on the basis of the biodata supplied by the individual as described above.

Employment officers should study the biodata and prepare themselves for conducting the interview and discussing specific opportunities or aspects arising from the issues revealed in the client's personal information form.

Subject to staffing capacity, individual guidance should be provided to clients who require personalized assistance in solving problems pertaining to their choice of career. The availability of such help should be publicized during other centre activities.

Priority should be given to applicants who have been on the Live Register for lengthy periods, with or without a successful referral history, and clients identified at their initial contact as having problems which, if not addressed, could lead to long-term inactivity.

Invitations extended to applicants should specify the date and time of the proposed interview. They should be asked to return the personal information form, duly completed, well in advance, so as to get the most from the discussions.

If persons requiring such assistance are identified during their participation in other centre activities, and are physically present, they should be supplied with personal information forms on the spot. An appointment for counselling may be arranged for another day, or the same day, to suit the mutual convenience of the employment officer and the individual client.

Privacy, adequate seating arrangements and congeniality should be ensured when conducting the interview. Through appropriate questioning, individuals should be encouraged to discuss their strengths and weaknesses, vocational plans, aspirations and possibilities, all in relation to their achievements, and social, economic and family background. Appropriate occupational information should be presented at different stages to establish a realistic approach and instill self-confidence in the client.

The step-by-step structure for a counselling sessions recommended for centre staff, as well as sample questions, are presented in Annex 7.

Careers Talks

Talks may be given to school pupils and college students in order to disseminate pertinent occupational information. Such talks should be planned in advance and publicized. Depending on local needs and the cooperation of beneficiary institutions, the plan of career talks may cover selected schools and colleges singly or in convenient groups.

Career talks may be arranged for the benefit of Grade 12 students. In the case of colleges, talks may be addressed to students of particular faculties. The subject matter may range from the how and why of career planning to disseminating information about broad or specific fields of opportunity.

Career talks may be delivered either as a series for the same group of institutions or as independent talks at different institutions, depending upon the plan prepared.

It is not essential that an employment officer should deliver all talks, which may also be given by outside speakers or the schools' or colleges' own careers counsellors. However, outside speakers should always submit an outline of the proposed talks and supply all necessary information regarding the occupations covered.

Careers exhibitions

Employment officers may organize exhibitions of careers information and literature in different schools on a rotational basis. Teachers should be encouraged to arrange visits by their students. Careers talks may also be arranged during the period of an exhibition.

Schools and colleges may be supplied with handouts, bulletins, careers literature and other informational material of benefit to the students. Employment officers should encourage the institutions to display all the information supplied in a manner that ensures it has maximum impact.

Vocational guidance bulletins

Both centres may, with the prior approval of the relevant authority, publish a periodic vocational guidance bulletin giving useful information regarding the current employment situation and details of job opportunities, for free distribution.

Industrial visits by students

Employment officers should encourage and assist educational institutions in arranging student visits to different industrial establishments. The employers concerned should be asked to arrange the itinerary of such visits and ensure that the nature and content of the various jobs is explained to the students.

Careers conferences

During annual functions and gatherings, educational institutions should be encouraged to organize careers conferences.

Employment officers should assist them in planning such conferences, identifying speakers and executing their plans. Careers exhibitions may also be arranged on such occasions.

Similarly, a well-planned series of careers talks or group discussions may be organized to follow such conferences, depending on the availability of staff and resources, and on time constraints.

8. LABOUR MARKET INFORMATION

Another core function of the employment service centres is to provide labour market information (LMI) to jobseekers and employers. LMI relates to the demand and supply of labour. It helps:

- ▶ the jobseeker to adapt their profile and job search strategy to the reality of the market;
- ▶ the employer to better target their recruitment;
- ▶ training institutions to improve the relevance of their programmes;
- ▶ policymakers to better take the needs of jobseekers and employers into consideration; and
- ▶ employment services centres to better match jobseekers with vacancies.

Role of the employment services centres in generating and providing LMI

The employment services centres are both sources and users of LMI. They generate very useful LMI through their operations, which, when combined with statistical data from other sources, provides detailed information on the overall labour market. This information enables the management and staff of the centres to more accurately recommend the most appropriate labour market programmes and interventions, thus helping to close the gap between the supply and demand sides of the labour market.

Using timely and accurate LMI, employment services centres can also develop a more strategic approach to addressing labour market needs.

The employment service centres also play an important role in providing information about the labour market to jobseekers, employers, training institutions, government departments and agencies, and other people in the community. To assist the placement of registered unemployed jobseekers, comprehensive information on vacancies can be given on the employment services centres' databases (when developed).

Annex 8 gives examples of questions relating to LMI posed by employers, jobseekers and policymakers – questions that both employment services centres should be able to answer.

Sources of LMI

There are numerous sources of LMI that employment service centres should be aware of in order to provide accurate and updated information. These sources can be classified as either internal or external.

► Internal sources of LMI

- Vacancies: Information about vacancies is not only a prerequisite for matching jobseekers with jobs, it can also provide an overview of the current situation and short-term trends in the labour market. There are two important aspects to the registration of vacancies as a source of information: the quality of the notifications received, as in the specification of skills and competencies; and the quantity of vacancies registered. Linking information on registered vacancies (and vacancies from other sources, if necessary) with information on referrals and the registered unemployed can provide input for the identification of:
 - sectors with labour and skills shortages and surpluses;
 - unsuccessful recruitment drives by employers;
 - in-demand occupations.
- Registered jobseekers: Jobseekers registered with the centres also provide useful, albeit partial, LMI. Following registration, information about formal qualifications, work experience and job preferences should be coded by centre staff in accordance with the sectoral and occupational classifications used. This allows for statistical comparisons between demand and supply by sector and occupation, and so enables centres and training providers to react promptly to any imbalances and mismatches.
- Regular labour market assessments: The centres also need to conduct regular job assessments, employer surveys and labour market assessments of their respective areas, which could be a useful source of LMI in support of their matching and other services.
- Other internal sources of information: Relevant demand-side data can also be gained from successful and unsuccessful referrals, employment rates by occupation, the duration of unfilled vacancies, placements by qualification of labour market entrants without previous work experience and those with work experience, and frequency of notification of vacancies by economic sector or region.

► External sources

- Vacancies advertised via other sources: Given their limited capacity, the employment services centres need to cross-reference data on their own registered vacancies with other sources, such as job advertisements in the print and electronic media. This enables them to generate information that truly reflects the labour market situation and to provide information-rich pictures of skills and recruitment needs that can be made available to staff and stakeholders in a structured way.
- Periodic labour market assessments: Labour market assessments conducted by relevant stakeholders, such as educational institutions, government departments and NGOs, can help to determine demand for and supply of labour.

- Government departments: Both employment service centres need to collect data from government offices dealing with labour and social affairs, education, planning, and economic and development matters. They can also access information from central statistical offices, employers' and workers' organizations, and private employment agencies.
- Publications, databases and the reports of international and local organizations
- Chambers of commerce and sectoral associations
- Private recruitment agencies
- Training organizations
- The media
- The internet

Table 6 below summarizes a number of sources of information and the types of data available from them.

► Table 6: Providers of information and examples of data	
Providers	Examples of data
Central Statistical Agency	Urban employment and unemployment surveys, labour force surveys, censuses, etc.
Labour and social affairs offices	Data on registered jobseekers, LMI, etc.
Schools and training institutions	Data on graduates and curricula
Other ministries such as Ministry of Education; Ministry of Science and Higher Education; Ministry of Women, Children and Youth Affairs; national and regional planning commissions; Civil Service and Human Resource Development Commission	Data from administrative records on graduates, workforce, employment/unemployment, etc.
Employers' organizations such as confederations/federations/associations of employers	Numbers, details of establishments
Workers' organizations such as the Confederation of Ethiopian Trade Unions (CETU) and other federations and associations	Data on the workforce, retrenchment figures, etc.
Private employment agencies	Administrative data of various kinds
Public employment services	Situation and trends in the labour market based on data gathered in the course of their operations and from labour market assessments
Other local and international organizations	Survey results, databases on employment/unemployment, etc.

Key users of LMI

A variety of people are in need of LMI, including:

- ▶ frontline staff, who are the first point of contact with jobseekers and need LMI to help them make informed choices and improving the quality of matches;
- ▶ counsellors, who can use information about in-demand skills to deliver more targeted advice and guidance;
- ▶ individual jobseekers, who can assess their own skills against those required by the labour market and take appropriate action;
- ▶ training providers, who can adjust their courses to meet demand and labour market skills requirements;
- ▶ education providers, who can direct the interest of students towards fields of study where qualifications are in demand.

Publishing/Disseminating LMI to users

The employment services centres should publish regular LMI analysis reports.

LMI needs to be collected regularly, as time series and trend forecasts depend on complete and uninterrupted reporting.

Labour market reports need to be published in a timely manner, as information becomes less useful with every day its publication is delayed.

Analyses can be performed of 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 over a period of time and so provide information about the dynamics of the labour market.

A basic user-friendly monthly report can easily be compiled to give an indication of, for example, the volume, duration and evolution of the caseload of jobseekers (by age, sex and education level), the areas where unemployment is lowest or highest, and the sectors in which it is easier or more difficult to find a job.

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 filling particular vacancies and matching specific skill sets with available jobs. In these reports, events that affect the labour market situation can also be covered, including changes in the legislative background, policy decisions or economic changes, such as new industrial settlements or mass retrenchments.

Annual reports are a useful tool for reviewing and forecasting labour market developments and presenting an analysis of different economic sectors, occupational groups and administrative areas.

9. MEETING THE NEEDS OF SPECIAL CATEGORIES OF JOBSEEKERS

One of the objectives of the centres will be to provide employment assistance to special groups. This assistance may include counselling, referral to training and links to other relevant services. The following are examples of the range of services which could be provided to such groups:

Women

Women are among the groups that require special employment assistance. In this regard, the centres can:

- ▶ promote gender equality and encourage the removal of gender stereotyping in relation to employment, occupations and training opportunities for women;
- ▶ prepare and encourage other relevant institutions to produce gender-disaggregated and other gender-relevant labour market data to highlight gender imbalances and related issues;
- ▶ give women better access to information on employment services, their legal rights and opportunities for employment and training;
- ▶ formulate specific interventions to assist disadvantaged women, such as female heads of households, psychologically traumatized young women and those from minority groups;
- ▶ identify governmental and non-governmental agencies providing courses and assistance specifically for women;
- ▶ conduct awareness-raising sessions for centre staff regarding the specific challenges faced by women, including equal employment opportunities, human rights and violence;
- ▶ ensure that centre staff are trained to identify female clients in need of psycho-social assistance and refer them to the appropriate services;
- ▶ develop and maintain a register of local service providers which offer programmes for women in the areas of small-business development, vocational skills training and education;
- ▶ ensure that there is a fair balance of female and male staff working in the centres.

Jobseekers with disabilities

Persons with disabilities, women and men, are an important target group, making up as much as 15 per cent of any population. Services at both centres should be made accessible to jobseekers with disabilities, in cooperation with specialized services usually available from public rehabilitation agencies and NGOs. The centres can:

- ▶ establish close working arrangements with rehabilitation agencies, NGOs and organizations representing persons with disabilities;
- ▶ ensure that the centres are fully accessible to people with disabilities;
- ▶ promote equal opportunities and non-discriminatory practices;
- ▶ ensure that centre staff are also trained to provide services to jobseekers with disabilities, with special attention to gender differences, and are able to work closely with rehabilitation specialists;
- ▶ facilitate cooperation between centre staff and rehabilitation agencies, NGOs and/or DPO staff when assisting persons with disabilities;
- ▶ provide vocational assessment, vocational guidance and counselling services to disabled jobseekers and refer them, when requested, to vocational skills training programmes, both public and private;
- ▶ encourage centre staff to promote equal opportunities and non-discrimination for job seekers with disabilities, by asking employers to consider giving them on-the-job training or work trials. This will give employers the opportunity to assess their abilities and capacities, and give jobseekers with disabilities valuable work experience;
- ▶ promote working conditions that are safe, accessible and healthy for people with disabilities;
- ▶ assist with the development of supported employment arrangements with employers, in cooperation with rehabilitation agencies and NGOs.

Youth and School Leavers

Young people often account for a high proportion of the unemployed and the centres should develop special programmes to assist this group. The centres can:

- ▶ provide young men and women with registration and referral services, and access to special vocational guidance and counselling;
- ▶ conduct workshops and group information sessions for youth on job choices, skills training opportunities, job-search techniques and other assistance provided by the centres, paying special attention to gender issues;
- ▶ encourage young people to stay longer in education and training;
- ▶ help young people learn about the importance of generic employability skills, including communication skills, personal management skills (e.g. a positive attitude to work) and team work;

- ▶ design and develop special programmes, including on-the-job training, to assist young women and men into employment. Where young women are found to be particularly disadvantaged, formulate women-specific interventions;
- ▶ find funding and use wage subsidies, training allowances and other incentives to encourage employers to recruit young people;
- ▶ develop special programmes for young people who have never been to school, or who left school early, to give them information on occupations, employment and training opportunities and guidance on how they may gain access to them;
- ▶ provide advice on demand and the skills required for particular occupations;
- ▶ assist in organizing careers information days at schools, job fairs and youth clubs, to ensure that school leavers are well informed about the labour market and are equipped to make informed decisions about their future careers;
- ▶ consider designating one of the employment officers as “youth and school leaver counsellor”. Special training, including on gender issues, should be provided for this person if necessary;
- ▶ collect LMI from employers about career patterns, qualifications and further training for use in the counselling process.

Older jobseekers

Older workers are also one of the groups that require special attention and support. The centres can:

- ▶ ensure that data is properly collected and disaggregated by sex and age, including the category of those over 60;
- ▶ provide vocational counselling and assess needs, assist with job applications and preparation for job interviews;
- ▶ use small-group training sessions to encourage and develop mutual support and motivation;
- ▶ recognize the knowledge and skills that older people have from previous work assignments;
- ▶ encourage a more positive attitude on the part of employers towards hiring older unemployed persons, recognizing their previous training and experience;
- ▶ provide post-placement support and counselling.

10. PERFORMANCE MANAGEMENT

The purpose of performance management is to establish benchmarks and performance indicators, clearly outlining the expectations and obligations of all parties, making it possible to measure the results obtained and identify where gaps between expectations and outcomes occur.

Performance management is also a vital aspect of managing and empowering the staff of employment centres, by identifying their strengths and weaknesses, and ensuring that they are given opportunities to continuously improve their work.

Effective management of the centres is a process of:

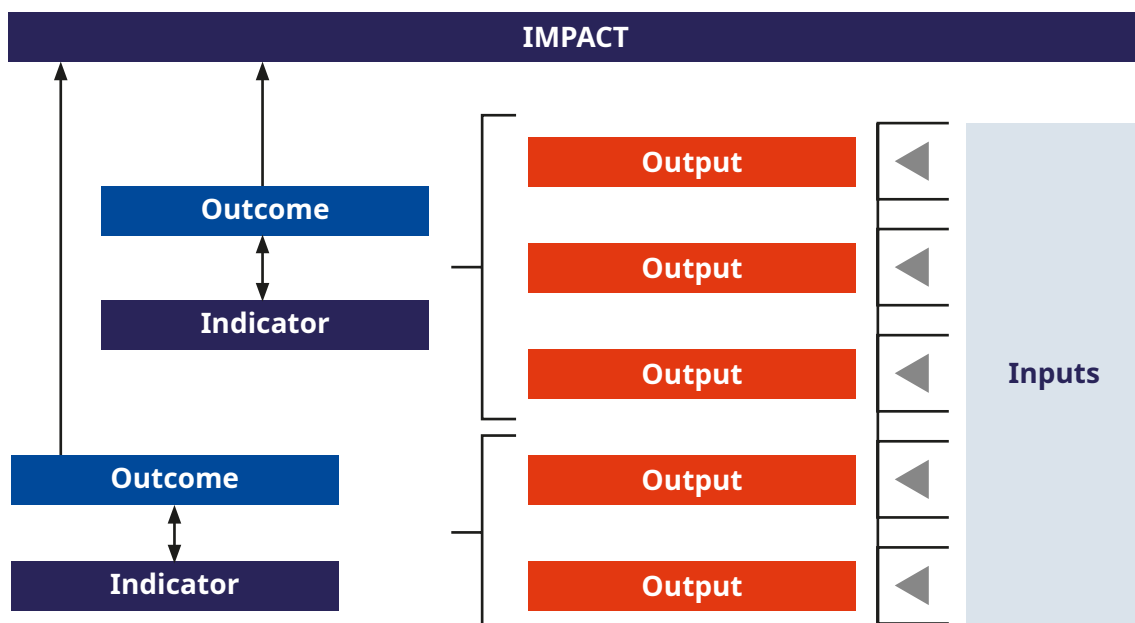
- ▶ doing various things to achieve a particular result or objective;
- ▶ organizing resources to enable objectives to be achieved;
- ▶ monitoring progress to ensure that the results achieved are as planned.

A good performance management system should be designed to address the four core questions on performance:

- ▶ Do all clients have fair and equitable access to the services?
- ▶ Are the desired outcomes being achieved?
- ▶ Are both jobseekers and employers satisfied with the services?
- ▶ Are the services delivered efficiently?

It is worth considering the **Performance Measurement Framework (PMF)** illustrated in Figure 1 below.

▶ Figure 1: Performance measurement framework



Performance management is most informative when the focus is on results. The aim will therefore be to measure what it is that leads to the end result.

When developing a results-based framework, both centres need to begin where they want to end, i.e. with the **impact** statement, defined as a long-term change that has occurred as a result of a centre's interventions. For both centres, this might be a lower rate of youth unemployment within a five-year period.

Having decided on the overall impact, it is then necessary to determine what needs to be done to achieve this goal, in both the short term (**outputs**) and the medium term (**outcomes**), and what types of resources (**inputs**) will be required.

Over a period of time, if these outcomes are met, then the desired impact – a lower youth unemployment rate – should be achieved. However, if the outcomes are not met, or if the desired impact is not being achieved, both centres will need to review their outputs, as well as the available inputs, to determine where adjustments are required in order to guarantee achievement of the outcomes or the impact being sought.

The performance management system begins with development of the performance management framework illustrated above, and concentrates on measures to determine whether the performance indicators have been achieved. The indicators are established as part of the framework and should meet the Specific, Measurable, Achievable, Relevant and Timely (SMART) criteria.

Under a results-based management approach, outcome measurements are of critical importance, as these measure the results, whereas input and output measurements are important indicators to help managers determine whether their strategies will lead to the desired results.

While it is difficult to significantly change outcomes within a specific planning cycle, managers are able to adjust the level of inputs and the planned outputs as required throughout the planning cycle, in order to guarantee that they achieve the outcomes.

When selecting measurements, it is important to ensure that there is a combination of quantitative and qualitative indicators. Outputs may need more than one input, and generally outcomes will depend on more than one output.

Once inputs, outputs, and desired outcomes have been identified, and realistic measurements or indicators have been agreed upon, the next step is to organize this into a usable format consistent with the planning and results work plans developed throughout all units.

In conclusion, it is important to keep the following principles in mind when developing a performance management framework:

- ▶ Performance measurement should be based on robust data.
- ▶ Managers, decision-makers, and staff need to believe that the data is robust.
- ▶ Decision-making requires data that is both comprehensive and timely.
- ▶ The relative cost and benefit of performance measurement, and the collection of data, needs to be carefully assessed.
- ▶ Performance measurement needs to avoid generating perverse incentives.
- ▶ It is also important to bear in mind variations at different levels of analysis; some work differently at different organizational levels.

ANNEXES

Annex 1. Jobseeker registration form

Jobseeker Registration Form

Personal profile				
Date of registration		Job seeker's serial #		
Full name				
Registration status	☐ Registered	☐ Not registered	☐ Non-ID	
For registered	Registration No.			
Gender	☐ Male	☐ Female		
Date of birth				
Contact information				
Phone	Mobile	Email		
Current Address				
Region				
Zone/ Sub-city				
City/ Woreda				
Kebele				
Driving license	☐ Yes	☐ No		
Do you have disability?	☐ Yes	☐ No	If, yes, please specify	☐ Partially handicapped ☐ Blind ☐ Deaf ☐ Other (specify)
Marital status	☐ Single	☐ Married	☐ Divorced	☐ Widowed
Do you have children?	☐ Yes	☐ No		
Choose the service or training you would like to receive from the centre	1. ☐ Job opportunity	2. ☐ Internship/ apprenticeship/ on-the-job training	3. ☐ Vocational/ computer skills/English language skills	4. ☐ Job coaching/ counselling
How did you hear about the PESC?	☐ Friends	☐ Leaflets, brochures	☐ NGOs	☐ PESC outreach
	☐ Other			

Educational profile (academic or vocational))

Year attended		Place/Country	Major title	Level of studies (degree earned)	School, university, institution
To	From				
Month	Year	Month	Year		

Highest education level

Can't read and write	☐	☐
Elementary	☐ Not completed	☐ Completed
Preparatory	☐ Not completed	☐ Completed
Secondary	☐ Not completed	☐ Completed
Vocational education (BT, TS)	☐ Not completed	☐ Completed
Short-term courses	☐ Not completed	☐ Completed
University (BA, BS, LT)	☐ Not completed	☐ Completed
Graduate studies (MS, MA, PhD)	☐ Not completed	☐ Completed

Training profile (From 01 day to 09 months)

Year attended		Area	Place/ Country	Training certificate	Training institution
To	From				
Month	Year	Month	Year		

Employment history (start with your most recent employment)

Current employment status:

☐ Employed ☐ Not employed ☐ Not looking for work ☐ Self-employed

S.N.	Current employer name and address	Job title	From _____ to _____	Salary per month	Employment type ☐ Full time ☐ Part time ☐ Seasonal ☐ Contractual ☐ Daily ☐ On request	Job description

Client seeking job opportunity

Field of interest

Sector (rank from 1 to 3, from most to least preferred)

☐ Construction/building	☐ Education	☐ IT/telecommunications	☐ Supply chain & logistics
☐ Maintenance	☐ Finance/banking	☐ Manufacturing & production	☐ Transportation
☐ Engineering	☐ Administration	☐ Media	☐ Accounting
☐ Customer service	☐ Management	☐ Sales	☐ Social services
☐ Restaurant & food services	☐ Health care	☐ Distribution	☐ Other &&&

Job conditions

Salary:	Type of job:
Amount n Birr: _____	☐ Full time
	☐ Part time
	☐ Seasonal
	☐ Contractual
	☐ Daily
	☐ On request

Willingness to work overseas: ☐ Yes ☐ No

Availability to start work: ____ / ____ / ____

Working hours: From _____ to _____

Preferred location:

Client seeking apprenticeship/internship/on-the-job training

Select from the following list	
☐ Apprenticeship	Duration of training:
☐ Internship	# months _____
☐ On-the-job training	☐ No preference
Working hours: From _____ to _____	

Client seeking vocational/computer skills/English language training

Vocational training: Please choose the field of training you are interested in (you can choose one or more options):	
Office work ☐ Business accounting ☐ Business administration ☐ Executive secretary and office management ☐ Marketing and sales management ☐ Business and office management ☐ Hotel management	Industry ☐ Machining and industrial mechanics ☐ Sheet metal and aluminium fabrication ☐ Carpentry ☐ Welding and pipe fabrication ☐ Blacksmith welding ☐ Mechatronics
Construction ☐ Civil engineering ☐ Architectural engineering ☐ Plumbing and central heating ☐ Land surveying ☐ Household & business appliances	Computing ☐ Information technology ☐ Computer communication engineering ☐ Computer information systems ☐ Computer typing and data processing
Maintenance ☐ Audiovisual ☐ Office equipment and PC maintenance ☐ Refrigeration and air-conditioning ☐ Auto mechanics ☐ Auto-electric systems ☐ Electricity ☐ Electronics ☐ Diesel and construction equipment ☐ Mechanical engineering	Personal care ☐ Hairdressing and beauty care ☐ Barbering ☐ Fashion design
Health and education ☐ Physiotherapy ☐ Nursing ☐ X-ray technology ☐ Environmental technology ☐ Dental laboratory work ☐ Social services ☐ Special education	

Vocational training description

Duration of training:	Preferred region/city/location
☐ Short term	-----
☐ Long term	
☐ No preference	☐ No preference

Computer skills/English language training

Please choose the training field you are interested in (you can choose one or more options):	☐ English language training
	☐ Computer skills training
Duration of training:	Preferred location:
☐ One month	-----
☐ Two to three months	
☐ Four months or more	☐ No preference
☐ No preference	

Client seeking job coaching/counselling

Please choose the service you would like to receive (you can choose one or more options)

- ☐ CV writing
☐ Cover letter writing
☐ Job-search techniques
☐ Motivational seminars
☐ Interview skills

Language knowledge

Languages	Rate			
	N = No knowledge; A = Average; G = Good; F = Fluent			
	Speaking	Reading	Writing	Comprehension
Amharic				
English				

Computer skills

- | | | |
|---|-------------------------------------|--|
| ☐ Browsing | ☐ MS Access | ☐ Accounting systems |
| ☐ MS Word | ☐ MS Outlook | ☐ Statistics software |
| ☐ MS Excel | ☐ Multimedia | ☐ Autocad |
| ☐ MS Power Point | | |

Comments

Interviewing officer comments:

Jobseeker referral activity

Date	Employer/ recruitment agency	Occupational title	Occupation code	Result code Result codes: P Placed in the job NE Not engaged NS Not suitable FTR Failed to report for an interview	Date

I agree to provide the information included in this registration form for the purpose of assisting me in finding suitable employment or training opportunities.

Signature of jobseeker: _____ Date: _____

Annex 2. Curriculum vitae template

[Your name]

[Street address], [City, Region]

[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 obtained, 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: Addis Ababa University, Addis Ababa, Ethiopia, 2019

BA in marketing, four year merit scholarship winner

[School name]

[City, Region]

[Date of attendance]

[Degree obtained]

[School name]

[City, Region]

[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 to 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, 2005–2019

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 and problems

Dealt with and resolved customers' complaints

Participated in trade shows and conventions

Closed \$xxxx worth of new business in xx months

[Company name]	[City, Region]	[Dates of employment]
----------------	----------------	-----------------------

[Job title]		
-------------	--	--

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

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

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

[Company name]	[City, Region]	[Dates of employment]
----------------	----------------	-----------------------

[Job title]		
-------------	--	--

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

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

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

[Company name]	[City, Region]	[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:

Amharic – Native language

English – Reading, writing, oral interaction (fluent)

xxx – Reading, writing, oral interaction (fluent)

Professional Development

[Training or workshops attended and certificates]

Example: Training on customer service system

Voluntary activities

[List voluntary activities, if any]

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

Membership

[Past and current membership of organizations. Give the name of the organization and the jobseeker's current status]

Example: Current member, Ethiopian Economics Association

References

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

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

Annex 3. Vacancy order registration form/card

Application #: _____ Date of visit: _____

Type of opportunities available

☐ Vacancy opportunity ☐ On-the-job training/internship opportunity ☐ Apprenticeship opportunity

Job title _____ Date of issue _____ Deadline _____

☐ F ☐ M Department _____

Job level:

☐ Junior

☐ Mid-career

☐ Senior

☐ Executive

Qualifications & education level:

☐ Basic/high school/undergraduate

☐ Vocational (BP/BT/TS/DIT)

☐ Academic (BA/Master/PhD)

Specialization: _____

Experience:

☐ No experience required

☐ One year and above

☐ Two years and above

☐ Four years and above

Type of contract: ☐ Daily ☐ Monthly ☐ Yearly ☐ Permanent ☐ No contract

Type of work: ☐ Full-time ☐ Part-time ☐ Casual/on call

Working days: ☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri ☐ Sat ☐ Sun

Probation period? ☐ Yes ☐ No

Do you provide transportation? ☐ Yes ☐ No

Duration: _____ Details: _____

Working hours:

From _____ to _____

Salary:

☐ Minimum wage ☐ Above ☐ Daily ☐ Weekly ☐ Monthly

Specify: _____

Holidays/leaves:

☐ Annual ☐ Sick ☐ Other

Specify: _____

Will the intern/apprentice be offered a job?

☐ Yes ☐ No Details: _____

Description of duties:

1) _____ 4) _____

2) _____ 5) _____

3) _____ 6) _____

Required skills – description:

Comments:

Annex 4. Job description template

COMPANY NAME

Job title:	Job code:
Department:	Job grade:
Reports to:	Full time/part time/seasonal:
Position purpose:	<i>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 make clear what the person in the job is responsible for accomplishing and the overall end result of the job.</i> 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 be able to do in performing their 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 demands 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

Annex 5. Employer directory/profile form

Employer code No. _____

Employer contact details: L- Local; O - Overseas

Name: _____

Address: _____

Contact persons:

Local facility

Other locations of operation

Name:

Name:

Phone no.:

Phone no.:

Fax no.:

Fax no.:

Email:

Email:

Employer activity details

Industry code: _____

Main activity of employer

Normal recruitment method(s):

Workforce details

Main occupations employed	Average wage	Qualifications required	Number of positions		Current vacancies	
			Male	Female	Yes	No

Item	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	M	F	M	F	M	F	M	F
Total workers								
Total foreign workers								
Current skill shortages?*								
Current plans to recruit or retrench workers#								

Job vacancy history									
Date	Occupation	Job vacancy ID no.	Positions		Date	Occupation	Job vacancy ID no.	Positions	
			Notified	Filled				Notified	Filled

Comment. (Use this area to record additional information about the employer. If the employer is located overseas, note also the recruitment agency the enterprise normally uses for recruiting workers.)

Instructions for completing the employer directory form

Item	Comments
Employer code	Enter allocated code number.
Employer contact details	Name, address, and contact details of the employer.
Employer activity details	Enter the industry sector code and describe the main activities of the employer. Also enter information about the main methods of staff recruitment used by the employer.
Workforce details	Enter the main types of occupations employed in the company.
Workforce statistics	Contact the employer and obtain the statistical information at the end of each quarter, i.e. in March, June, September and December.
Skills shortages	Record details of any existing or upcoming skills shortages.
Recruitment or retrenchment	Record details of any planned recruitment or retrenchment activities.
Comment section (reverse side)	Record any additional information about the employer, e.g. seasonal labour requirements, willingness to train workers, etc.

Annex 6. Personal Information Form

PERSONAL INFORMATION FORM

Please fill in this form carefully.

The information supplied in the form will enable us to help you in seeking appropriate employment.

The information will be kept confidential.

Name: _____

Address: _____

Date of Birth: _____

Married/Single: _____

I. Educational Qualifications: Please give details of your education, if any:

Educational Level	Name of college/university	Level of exam. & year	Subjects studied	% of marks obtained or CGPA	Rank obtained
1.	Postgraduate				
2.	Graduate				
3.	Intermediate/TVET/Higher Sec.				
4.	Matriculate				
5.	Middle				
6.	Postgraduate diploma				
7.	Undergraduate diploma				
8.	Certificate				
9.	Others				

II. Training: Please indicate if you have ever completed any training.

III. Work Experience: Have you been in part-time or full-time employment? (Give details, including work experience as self-employed or in family occupation.)

IV. FAMILY DETAILS

Relationship	Age	Level of education	Occupation	Average income
1.	2.	3.	4.	5.
Self				
Husband/Wife				
Father				
Mother				
Brothers:				
1.				
2.				
3.				
4.				

Sisters:

1.

2.

3.

4.

V. (A) Counsellor's Notes:

Counsellors should elicit information from the client regarding their health, temperament, preferred subject, areas of interest, leisure time activities, including extracurricular activities, and other relevant information, and should record this information below:

V. (B) Occupation preferred/considered by the client:

VI. Problems: Counsellor's assessment of problems:

VII. SUMMARY FORM

Name -----

No. -----

Address -----

1. Areas of interest and levels:

2. Vocational plans (Describe steps to be taken in sequence by client and counsellor):

Date -----

Signature of candidate

Name of the Employment/ Vocational Guidance Officer

VIII. Follow up Notes:

Annex 7. Recommended step-by-step structure for a counselling sessions, and sample questions

Step 1: Build rapport with the jobseeker

- ▶ Introduce yourself by giving your name and explaining your role
- ▶ Make the jobseeker feel at ease
- ▶ Confirm that the jobseeker has contacted the employment service centre for counselling

Step 2: Check the details 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 of the disability (not all disabilities are visible), and mobility problems
- ▶ 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 for pursuing the identified jobs or careers
- ▶ discussing the identified jobs or careers with the jobseeker and assessing their degree of interest

Step 6: If the jobseeker is interested in training:

- ▶ provide the jobseeker with information about training opportunities, including the types of training available 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 appropriate types of employers and employment, current vacancies and the probability of obtaining employment

- ▶ if required, suggest to the jobseeker that they schedule another session to receive advice on obtaining employment (for example, on drafting a CV and preparing for a job interview)

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

- ▶ If the jobseeker would like assistance in accessing 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 the 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

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 would you like 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? 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 and 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 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.

Annex 8. Labour market information questions the centres will want to ask employers and policymakers, and likely questions from jobseekers

Questions for employers	Questions from jobseekers	Questions for policymakers
• Is the industry growing or in decline? • What are the main value chains? • What trends are happening within the 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 workforce?	• What jobs are available in the categories that interest me? • 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) I would need to accept? • What should I know about companies in order to tailor my CV to their needs and prepare myself for interviews?	• What are the main current issues in the labour market, with regard to employment, unemployment and underemployment, and the composition and trends of the workforce, in both the formal and informal sectors? • What are the main segments of the population who are out of the labour force or unemployed, i.e. those who would need support to access decent work? • What is the gap between the demand for and supply of skills in Ethiopia? • What are the job-rich, expanding sectors of the economy? • What forms of discrimination are jobseekers?

