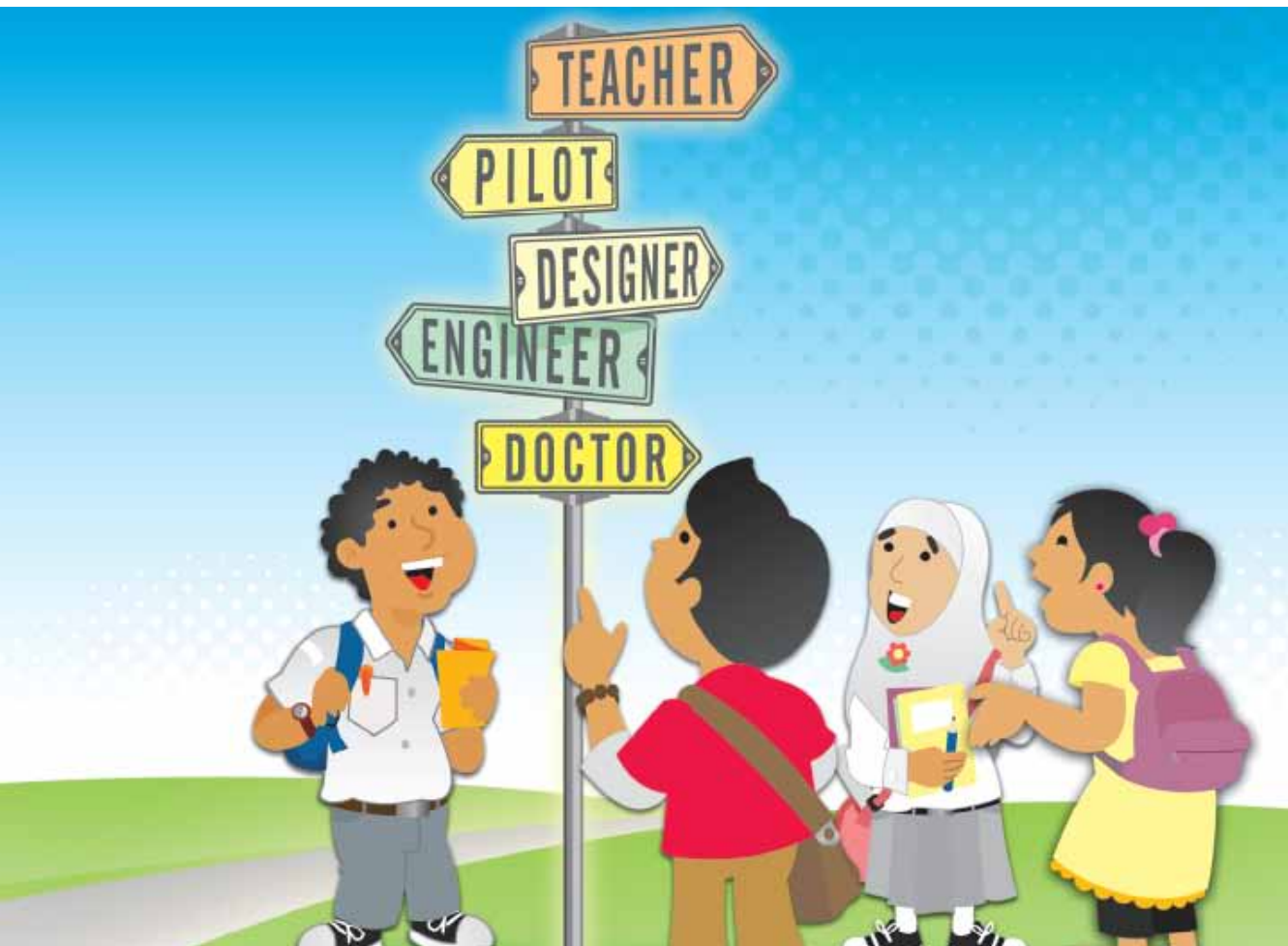




Kingdom of the Netherlands



International
Labour
Organization
Jakarta



GUIDELINES FOR SCHOOL COUNSELLORS

Supporting the Job and Education Decisions of Young Indonesians

GUIDELINES FOR SCHOOL COUNSELLORS

Supporting the Job and Education
Decisions of Young Indonesians

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Foreword

MORE THAN a quarter of young Indonesians are currently unemployed. Many more are underemployed and do not use their skills in an optimal way. At the same time, never has a new generation of young Indonesians been as qualified as the one currently entering the labour market, and educational attainments are also likely to rise in the coming years.

However, progress in the education and skills levels of youth are not sufficient enough to reduce unemployment if the education choices of students are not in line with the demands of the labour market. Providing support to youth when they have to make tough choices on what school to join, or what job to take, helps to bridge this gap. This manual is intended to help reconcile the education choices of young Indonesians with the jobs that are available on the market.

The Act of the Republic of Indonesia No. 20 of 2003 on the National Education System specifies that guidance and counselling (BK, *bimbingan dan konseling*) are an integral part of the education system. BK teachers or counsellors offer these services to assist students optimize their individual development, including support for making job-related choices.

However, most schools focus all their counselling efforts on subjects for the national exam, and it is believed that the potential of these counsellors to link the curriculum to the world of work remains largely untapped. Few counsellors have received adequate training and even fewer have access to the minimum resources required to carry out their responsibilities.

BK services in schools should be implemented based on the Self-Development Manual developed by the Centre of Curriculum and Books, as per the decree of the Minister of National Education No. 22 of 2006 on the Content Standard for Primary and Secondary Education. This manual provides guidance for the implementation of BK in schools in relation to the curriculum (KTSP, *Kurikulum Tingkat Satuan Pendidikan*).

The current ILO-ABKIN manual complements the Self Development Manual by (a) providing a user friendly reference to school counsellors in junior high schools, senior high schools and senior vocational high schools on how to help students make education decisions that make sense in the context of the labour market, and (b) proposing a minimum package of 25 learning hours of job and education counselling per school year (as a first step towards the implementation of two weekly hours prescribed in the Ministerial decree).

It is hoped that the release of the manual will coincide with a resumption of counselling activities in Indonesian schools, and contribute to the reduction of youth unemployment and underemployment.

Jakarta, July 2011



Peter van Rooij

Director for Indonesia and
Timor Leste
International Labour
Organization



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Chairman
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School Counsellors

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Introduction

ONE of the paradoxes of career guidance in Indonesia is that, although its effectiveness in terms of facilitating the school to work transition has been proved, too few students have access to meaningful and relevant job and education counselling. The results of ILO-IPEC Indonesia's Youth Labour Market and the Impact of Early School Drop Out and Child Labour survey (2006) indicated that in the eastern part of Indonesia 88 per cent of respondents never received career guidance, while among those who did, 80 per cent felt it was useful for finding jobs.

Young women and men should be able to make education and job related decisions that reflect their aspirations and competencies, as well as the demands of the labour market. Unfortunately, too often they have no one to turn to for advice. Also, counsellors do not have up-to-date and hands-on reference materials for service delivery. ILO-EAST project (Education and Skills Training for Youth Employment in Indonesia), which is funded by the Embassy of the Kingdom of the Netherlands in Jakarta, aims among others to build the capacity of school counsellors and non-formal education instructors to facilitate the entry of their students in to the labour market.

During project implementation, several issues appeared:

- a. 60 per cent of the targeted school counsellors did not have prior related education on the subject and found the initial materials difficult to use;
- b. School principals and education offices did not prioritise school counselling and were often of the opinion that this "vague activity" did not deserve its

own space (a separate room), and/or time on the school schedule.

In order to tackle these issues, ILO-EAST designed 25 lesson plans for Job and Education Counselling and defined a “minimum package of lessons” that each student should get. These lesson plans are a user-friendly tool for new school counsellors (who may be subject teachers by background) to structure group-based and one-on-one sessions with children. In line with the chapter composition of this manual, the lessons are connected to four main competencies, including:

- (a) Self-Awareness – What do I want? What am I good at?
- (b) Opportunity Awareness – What are the opportunities for me in terms of job and education?
- (c) Decision-Making – How should I make a decision? What factors should I consider (or not consider) when making a job or education-related decision?
- (d) Transition Learning – How do I implement this decision? What should be my first steps towards the job I want?

The sessions are also linked to possible education pathways:

Classes	Next education alternatives	Minimum package
Junior High School - SMP	SMA, SMK, <i>Paket B</i>	25 hours
Senior High School - SMA	Diploma, University, Work	25 hours
Vocational Senior High School - SMK	Polytechnics, Diploma, Work	25 hours

Most exercises include a direct reference to the annexed worksheets and/or other learning materials. Based on the project experiences, we recommend students benefit from a minimum of 25 school hours worth of guidance and counselling to decide between the various education and training pathways they can choose from. This minimum package should not overburden the already very full curriculum, but help facilitate the transition of young women and men to the next stage of their education and employment.

These lessons are expected to be delivered as part of a participative and learner-centred process. The role of the counsellor is not to dictate students' choices, but rather to guide them through the decision-making process, and to provide space for them to reflect critically on their potential, employment opportunities, and the education pathways they want to take. This process is expected to significantly contribute to the success of the school to work transition.

However, good advice will not be sufficient enough for most young Indonesians to make a sound decision, as they may be restricted in their choices by (a) the pre-defined ideas of their families and communities on what is an appropriate job and education choice, (b) the harsh economic realities that prevent them

from following the education of their choice, (c) the lack of access to education facilities. It is, therefore, important for the counsellor to be aware of these constraints and to acknowledge the limits of her/his involvement in the decision-making process. Also, if the counsellor identifies a basic need of a child that s/he cannot answer, s/he should refer the child to the relevant facility.

The manual consists of two inter-related parts. Part 1 focuses on Guidance for School Counsellors, including a summary of the legal and policy basis that supports their activities, some guidance on how to manage counselling sessions, and a description of the counselling process. Part 2 consists of the 25 Lesson Plans described above and the related worksheets.

This manual is primarily intended for school counsellors and instructors of non-formal education providers. The staff of the Ministry of National Education, the Ministry of Manpower and Transmigration, training institutions, and employment service centres at the national, provincial and district levels can also use this manual for career guidance activities, as it is hoped the manual will contribute to the revival of job and education counselling throughout the Indonesian education system.

It was originally drafted by P4TK of the Indonesian Ministry of National Education with support from the ILO-EAST staff Remy Rohadian and Ferdinand Leohansen Simatupang. The final draft is based on a revision by Patrick Daru, Agapitus Haridhanu and Dyah Larasati. Abdullah Pandang, Ida Farida Ariyani, Prof. Prayitno, PhD and Prof. Dr. Mungin Eddy Wibowo, M.Pd., Kons contributed valuable inputs. Nicki Ferland edited the English manual and Aulia Lukitasari provided the Indonesian translation. Proofreading was ensured by Dyah Larasati, Agapitus Haridhanu and Christian Wachsmuth.

Guidance For School Counsellors

I. Legal and Policy Basis for School-Based Counselling

THE LEGAL and policy basis for school counselling in Indonesia can be found in the following texts:

Table 1: Legal and Policy Basis for School-Based Counselling

Legal and policy instruments	Contents related to school-based counselling
Act of Republic of Indonesia No. 20 of 2003 on the National Education System	School counsellors are faculty members of education institutions that contribute to the success of students.
Decree of the Minister of National Education No. 22 of 2006 on the Content Standard for Primary and Secondary Education	Counselling services in schools focus on individual development, social development, as well as future job and education choices. Counselling services can be conducted in either indoor or outdoor activities. Indoor counselling activities ought to be scheduled for two hours per class per week.
Ministry of National Education Decree No. 27 of 2008 on Academic Qualification Standards and Counsellors' Competencies	Counsellors' duties are to support the personal development of learners in accordance with their needs, talents, interests, personalities and, in particular, to help students understand and evaluate labour market information and make job choices. Services can include information gathering; orientation; information sharing; referral, placement in a particular education programme; home visits; subject specific support; group-based and/or individual counselling; and mediation.

Ministry of National Education Regulation No. 74 of 2008 on Teachers	Chapter 54 article 6 states that the duty of school counsellors is to counsel at least one hundred and fifty (150) students per year per school. They are also entitled to an allowance. Furthermore, it clarifies that counselling services include providing guidance and supervision to at least one hundred and fifty (150) students in either individual or group-based exercises.
Joint Decree of the Ministry of National Education and the Ministry of Manpower and Transmigration No. 03/V/PB/2010 and No. 14 of 2010 on Guidelines for Teachers' Function and their Credit Number	Chapter 22 article 5 states that school counsellors performance evaluations measure the annual, semestral, monthly, weekly and daily programme planning, implementation, evaluation, analysis and follow up for one hundred and fifty to two hundred and fifty (150-250) students per year.

In addition, the 2009 Guidelines of the Ministry of National Education's Directorate General for Improving the Quality of Education and Teachers provide further details with regard to the duties of school counsellors and school inspectors. They are summed up below.

- Counsellors should be responsible for providing services to no less than 150 youths and no more than 250 each year, except for those who have other duties in school; they should provide services to only 40 students or to 80 students if they are deputy school principals. Counsellors should work with students for 24 hours per week.
- School inspectors should supervise between 40 to 60 school counsellors and undertake the following activities:
 - Formulation of annual and semestral action plans and monitoring programmes (RKBK, Rencana Kepengawasan Bimbingan dan Konseling) that detail issues to be tackled, goals, indicators of success, strategy/methodology, resources needed, assessment and monitoring instruments.
 - Implementation of monitoring and coaching activities, as part of the regular monitoring activities at the municipal level. The monitoring will focus on the capacity of the counsellor to plan, implement and assess the counselling process. This monitoring will include face to face interaction between supervisor and counsellor. Monitoring will be documented in a school report.
 - Capacity building activities to be organized at least three times per semester as part of the school counsellors' group meeting (MGP, Musyawarah Guru Pembimbing), where new methodologies can be introduced.

Prayitno (2004) also underlines that the successful implementation of counselling in schools requires the support of other parties, in particular the principals, who have the responsibility to develop counselling services, especially:

- o To coordinate teaching practices and guidance and counselling services as part of an overall framework;
- o To make available the equipment and staff needed to provide guidance and counselling efficiently and effectively.
- o To supervise school counsellors and build their capacity in terms of planning, implementing, and evaluating the counselling programme;

II. Competencies of School Counsellors

THE FOLLOWING describes the minimum standard competencies that are required of counsellors in Indonesia. While the current manual does not attempt to cover all these competencies, they constitute an important framework for the contents of the proposed work.



Table 2: Competencies of School Counsellors

Categories of competencies	Competencies (highlights)
Personal competencies	➤ Faith in God and respect for moral values, in particular individuality and freedom of choice; ➤ Demonstrated integrity; stable/reliable personality;
Pedagogical competencies	➤ Understanding of relevant education theories and mastering of related practices; ➤ Capacity to take into account the client's level of psychological development; ➤ Capacity to identify various counselling options adapted to types/levels of education;
Professional competencies	➤ Mastering personal assessments to understand the client's conditions, needs and challenges; ➤ Capacity to design and implement comprehensive counselling programmes; ➤ Capacity to evaluate processes and impact of counselling activities; ➤ Full understanding and commitment to professional ethics; ➤ Capacity to conduct research in the field of counselling;
Social Competencies	➤ Capacity to collaborate with fellow teachers/counsellors, which includes being involved in professional organizations; ➤ Implementing inter-professional collaboration (for instance, by getting inputs in to the counselling process from outside professionals).

The counsellor should also continuously develop her/his capacities. In particular, because the labour market is constantly evolving, the counsellor should strive to regularly update her/his knowledge of skills on demand in the labour market in order to present “fresh” information to students.

III. Core Ethical Principles

IN ADDITION to the competencies described above, ethical principles should be the foundation for the relationship between the student and the counsellor. As such, core ethical principles should be known and shared with the client (printed and posted on the wall of the counselling office, for instance). This manual proposes the following list of core ethical practices:

1. ***Listen and respect students, believe in their worth and dignity and guide them toward greater self-esteem and autonomy;*** the goal of the counselling session is to help the student to make her/his own choice, not to impose a choice on her/him.
2. ***Inform clients of the contents and limits of services provided;*** for instance, a school counsellor is not responsible for job placement or for intense psychological support, but can refer the student to the appropriate service, where available.
3. ***Provide unbiased, accurate, comprehensive and up-to-date information;*** it is crucial for the student to obtain clear, precise and user-friendly information on the labour market and education options s/he has.
4. ***Protect the welfare of all children and always act in the best interest of the child;*** the best interest of the child should be the leading principle when providing services to youth under 18 years of age. Whenever a decision has to be made, the counsellor should ask oneself: is this in the best interest of the student?
5. ***Actively combat discriminatory practices;*** discrimination in the world of work is based on a web of prejudices and pre-defined ideas that limit the access of youth to the skills or the job that they want. In particular, the counsellor will actively combat the gender division of labour that assigns jobs and functions to youth, not according to their wishes and skills, but to cultural prejudices (e.g. supposedly, a woman could not be a truck driver). The counsellor will also strive to ensure that the needs of students with disabilities are accommodated so that they can participate in the education process.
6. ***Keep all information provided by the client confidential;*** except (a) when expressly allowed by the client, or (b) when required by law. Confidentiality is key to protecting the interests of the client and to building up a trustful relationship conducive to good counselling services.

7. **Make every effort to avoid dual relationships and notify the supervisor in case of possible conflicts of interest;** a counsellor should be neutral and objective when talking to a youth, i.e. s/he should not entertain relationships with the youth outside the counselling sessions that may be detrimental to her/his neutrality.
8. **Do not accept personal remuneration/gifts other than salary for the service performed;** job and education counselling is not a fee-based service and should be accessible to all irrespective of their capacity to pay for it.

IV. Learning Strategy

CHAPTER 1, Article 1 of the Act No. 20 of 2003 on the National Education System states that “*Education is a conscious and planned effort to create a learning environment and process that will allow students to actively develop a strong religious spirituality, self-control, personality, intellectual capacity, moral values, and skills that are required by her/him self, her/his community, and the country*”. Education is not only the act of transferring information from teacher to student, but a transformative process whereby the student gains knowledge, capacities, and a willingness to make and carry through job and education-related decisions.

Consequently, programme management of career guidance and counselling services in SMP/SMA/SMK should be impact-based, i.e. the expected impact of the services should be decided from the planning phase and quantified indicators should be decided upon by the education team. The more stakeholders that the counsellor consults in defining these indicators, the greater the network s/he will be able to rely upon for the implementation of activities. Here are some examples of programme indicators for counsellors:

Table 3: Examples of Programme Indicators for Counsellors

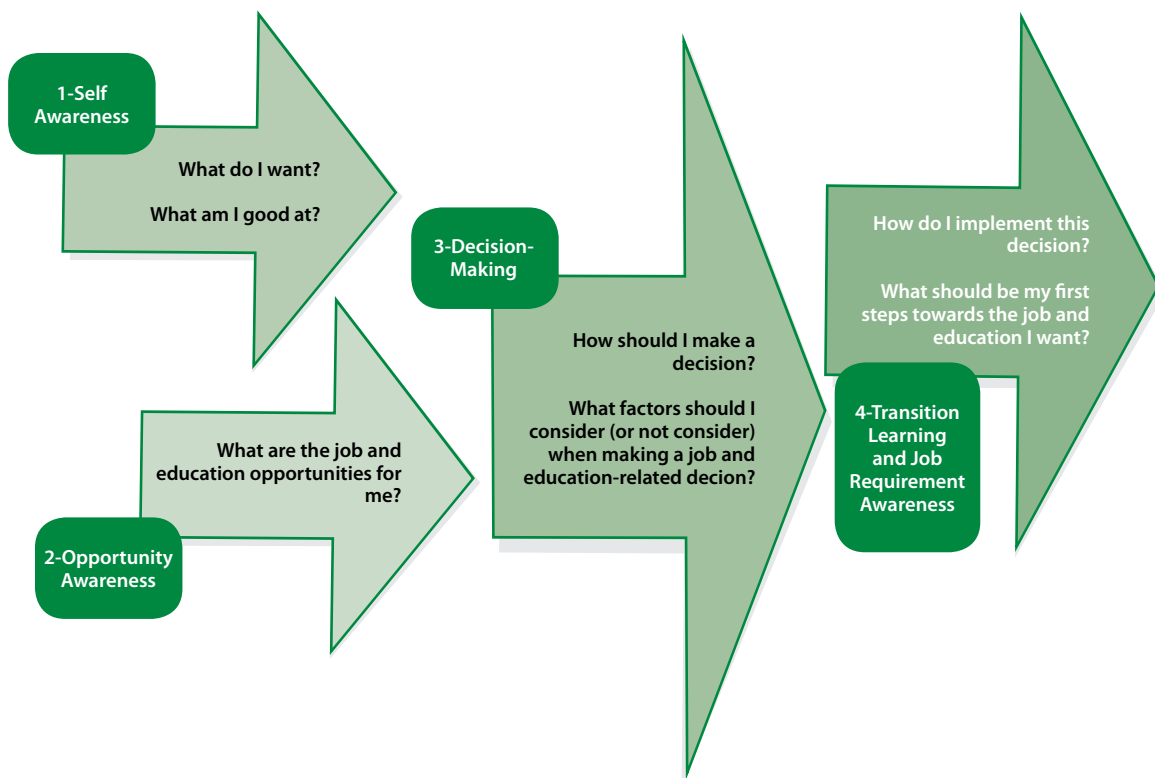
Indicators (examples)	Means of verification (examples)
An increase of 20 per cent of students joining SMK after SMP level (as opposed to SMA)	Tracer study done with former students at the start of the following year
At the end of the year, 60 per cent of the students declare having a clear idea of the job they want to choose	Independent questionnaire-based survey
At the end of the year, a user-friendly database of 80 job profiles is available at the school library	The database itself

Keeping these indicators in mind, counsellors design their programme of activities for one week, one month, one semester and one year with an agenda of daily activities and lesson plans (SATLAN or *Satuan Layanan*). The school

counsellor will report on the implementation of SATLAN through a programme implementation report (LAPELPROG, *Laporan Pelaksanaan Program*). SATLAN, support units (SATKUNG, *satuan pendukung*) and LAPELPROG will serve as a basis for evaluation and future strategic changes in programming.

Counselling should help the students make job and education decisions that best suit their preferences, their capacities, and the demands of the labour market. This decision-making process can be characterized by four main steps that are detailed below:

Figure 1. Steps in the Decision-Making Process



In reality, the four steps are interrelated and overlapping, but this classification remains useful for visualizing the full process and the counselling intervention within it.

Self Awareness

Self awareness is the process according to which the students recognize their own capacities and identify their wishes for further education and/or career. These “I can” and “I want” statements will later have to be matched with the realities of the labour market and of the education opportunities available to them. Children/youth from vulnerable families often have skills that have not been validated and are not acknowledged by the education system. This is often the case of

child labourers, in particular, who may have an important practical experience in a certain field. When supporting self awareness exercises, counsellors should strive to adopt a holistic approach: support the students' identification of ALL their skills, and not only those that they have learnt at school.

Opportunity Awareness

The introduction to the world of work can be carried out either as a standalone activity or by mainstreaming it within the curriculum by inviting relevant professionals/institutions to discuss the linkages between school subjects and the labour market with the students, in order to strengthen the relationship between the school and the private sector, for example. Exercises under this component should help open the eyes of the students to the wealth of opportunities in front of them, beyond the well entrenched prejudices against blue collar jobs and entrepreneurship, for instance.

It is crucial that the important job and education decisions made by the students are not biased by existing prejudices prevalent in their environment, and chiefly among them, the gender division of labour, according to which jobs are ascribed to men and women because of their sex rather than their capacities or preferences.¹ The counsellor should, therefore, facilitate reflection on the meaning of gender barriers before students make job and education choices.

Entrepreneurship should be presented as a valid option irrespective of the prejudices attached to it. However, not everybody can become an entrepreneur and students should carefully assess their competencies before they jump into the decision to start a business. Also, even if students do not start businesses, entrepreneurship skills are useful for future employees and should be nurtured, as they will encourage students to take a more pro-active attitude towards their future career advancement.

Youth unemployment may drive people to think about working overseas, especially considering the higher incomes offered for some jobs. Migration may be good career alternative as long as future migrants are aware of how to keep themselves safe. Initial guidance on this subject should also be provided as part of the counselling process.

Decision-Making

Making an education or a job-related choice is an important moment in the life of an individual. The role of the counsellor is to support the students in making these choices, not only by providing quality information but also by strengthening their commitment on the job and education choice they do make. Once a clear choice has been made on future career and education paths, this commitment is likely to result in higher education attainment and success.

¹In the world of work, particular jobs are usually seen as men's jobs or women's jobs; for instance, women are supposedly better housekeepers while men are supposedly better leaders, supposedly women cannot drive trucks and men cannot be hairdressers.

Transition Learning and Job Requirement Awareness

The goal of this manual is not only to facilitate the decision making process but also to follow-up with the students on the implementation of that decision. Practical recommendations to this end are provided after the lesson plans.

Career And Education Lesson Plans

Introduction to the Activity Framework for the Lesson Plans

BELOW is a table of activities that correspond to the career and education guidance and counselling lesson plans. For quick reference, each lesson plan outlines the title of the activity, its objective (for the students), the class time it takes to complete the activity, the class level that the activity is designed for, the teaching method (e.g. individual or group tasks, games and/or discussions, etc.) and the necessary learning aids/materials to conduct the activity, most of which are annexed as worksheets following the lesson plans. After these brief references, the learning stages for each activity are described, which may include a preparatory, opening, main or closing activity. These guidelines are to be used by the school counsellors to plan the guidance and counselling sessions.



Activity Framework

LEARNING OUTCOMES	ACTIVITY	TIME REQUIRED	SCHOOL LEVEL		WORKSHEETS
			SMP	SMA/SMK	
I. Self Awareness	1. Knowing about yourself	2 learning hours	Yes	Yes	1A 1B
	2. Finding things that are important to you	1 learning hour	Yes	Yes	2
	3. Considering your academic abilities	1 learning hour	Yes	Yes	3
	4. Vocational preference types (the RIASEC test)	1 learning hour	No	Yes	4
	5. Working conditions that you like	1 learning hour	No	Yes	5
	6. Family support	1 learning hour	No	Yes	6
	7. Making decisions that are free from gender prejudices	1 learning hour	Yes	Yes	7A 7B
	8. Masculine or feminine jobs?	1 learning hour	Yes	Yes	8
II. Opportunity Awareness	9. What is the labour market?	1 learning hour	Yes	Yes	9A 9B
	10. Presentation of the labour market by professionals and the local Manpower Office	1 learning hour	No	Yes	-----
	11. Visits to companies	3 learning hours	No	Yes	-----
	12. My competencies as an entrepreneur	15 minutes/ student	No	Yes	12A 12B 12C
	13. My dream job profile	1 learning hour	No	Yes	13A 13B
	14. Core work skills in the labour market	1 learning hour	Yes	Yes	14A 14B
	15. Assessing your core work skills	1 learning hour	Yes	Yes	15
	16. Recognising technical skills	1 learning hour	Yes	Yes	16
III. Decision-Making	17. Presentation by SMK and SMA teachers	1 learning hour	Yes	No	-----
	18. Understanding the equivalency education (<i>PAKET</i>) programme	1 learning hour	Yes	Yes	18
	19. Presentation by an equivalency education (<i>PAKET</i>) tutor	1 learning hour	Yes	Yes	-----
	20. Presentation from university lecturers	2 learning hours	No	Yes	-----
IV. Transition Learning and Job Requirement Awareness	21. Assessing all choices	1 learning hour	Yes	Yes	-----
	22. Recognising the skills that I have already acquired	1 learning hour	No	Yes	22
	23. Writing a curriculum vitae (CV) and an application letter	1 learning hour	No	Yes	23
	24. Getting ready for an interview	2 learning hours	No	Yes	24
	25. Remember a contract	2 learning hours	No	Yes	25

I. Self Awareness

Activity 1: Knowing about yourself

Learning Outcome	: Self Awareness
Objective	: To better understand your personality
Time	: 2 learning hours (90 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Individual tasks, games
Learning Aid/Material	: Worksheet 1A and 1B

Note: The counsellor must exercise her/his judgment in applying this activity. In cases where the risk of bullying may arise, or where a less popular young student might feel/be left out (e.g. not having a classmate that knows her/him well enough, it is best to only play the first part of the game, i.e. the student only draws her/himself and is not drawn by another classmate.

Learning Stages

Opening Activity	: The counsellor explains that getting a better understanding of oneself is the first thing that a student should do in the process of planning for her/his future career and education. Some simple tests can be used to this end. Answers are neither right nor wrong, they are all equally valid. This is just a process to understand oneself better.
Main Activity	: The counsellor distributes worksheet 1A to the students, introduces and facilitates the exercise. The counsellor then distributes worksheet 1B to students and asks them to note with an "X" the words that best describe themselves. Students then identify and prioritise at least five words that (a) describe them the best, and (b) describe them the least. Next, students get others' opinions about themselves in small group sessions. Based on their own assessment and the feedback from their friends, students should write a conclusion.
Closing Activity	: The counsellor facilitates a discussion on (a) what the students think about themselves? (b) how do they feel about others' opinions about them? (c) what are they going to do to improve themselves?

The counsellor concludes this activity by emphasising that everyone has her/his own personality that differentiates her/him from others. A better understanding of one's personality is the first step in identifying the knowledge, skills and attitudes that they should develop.

Activity 2: Finding things that are important to you

Learning Outcome	: Self Awareness
Objective	: To identify your motivations
Time	: 1 learning hour (45 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Individual task
Learning Aid/Material	: Worksheet 2

Learning Stages

Opening Activity	: The counsellor explains that understanding the core values that motivate one's actions is important for making lasting choices rooted in these values. If one's education and job choices are coherent with one's values, the student will be better motivated to act on them.
Main Activity	: The counsellor distributes worksheet 2 to students and asks them to mark an "X" next to each word that is an important part of their motivation. Students then rank these personal motivations from highest to lowest priority.
Closing Activity	: The counsellor underscores that the decisions we make that are in line with our personal motivations and core values are more likely to be implemented in the long run. The counsellor asks what students (a) think about the importance of self-motivation in relations to self-development; (b) how they feel about their current level of motivation; (c) what they will do to develop and maintain a higher level of motivation, and (d) what support they would require from the counsellor in this regard.

Activity 3: Considering your academic abilities

Learning Outcome	: Self Awareness
Objective	: To reflect on one's academic performance and favourite subjects
Time	: 1 learning hour (45 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Worksheet 3



Learning Stages

Opening Activity	: The counsellor emphasises the importance of an early recognition of strong and weak academic subjects, as well as favourite subjects and least favourite subjects.
Main Activity	: Distribute worksheet 3 to every student and ask them to assess their academic ability by looking back at their academic report. Students then complete a matrix where subjects are cross-referenced according to the students' performance and favourite subjects.

Closing Activity : The counsellor emphasises that knowing and understanding one's academic competencies and skills is an important step towards making the right education choices. It is equally important to have a clear vision of the subjects one likes. The matrix shows four situations:

- (A) A perfect situation, where the student has demonstrated a good capacity for the subject they like.
- (B) A situation where the strong capacity of the student is not matched by her/his preferences (i.e. if students get involved in these categories, the challenge will be for them to like what they do). It is up to the student to judge whether her/his dislike of the subject is likely to change, and whether s/he should make use of her/his capacities in this area.
- (C) A situation where the preferences of the student are not matched by her/his capacity. The counsellor should ask the student whether her/his preferences are definite enough to support her/his efforts to increase her/his capacity.
- (D) A situation where the student does not prefer or demonstrate a strong capacity in a subject. Students are advised to stay away from choices that reflect neither their favourite subject nor their capacities.

At the end of the activity, the school counsellor ask students (a) what they think about the importance of academic competencies; (b) how they feel about their current academic competencies; (c) what they will do to develop these competencies; and (d) what assistance they would require from the counsellor and the school in this regard.

Activity 4: Vocational preference types (the RIASEC test)²

Learning Outcome	: Self Awareness
Objective	: To understand your vocational preference types
Time	: 1 learning hour (45 minutes)
Class Level	: SMA/SMK
Teaching Method	: Individual task
Learning Aid/Material	: Worksheet 4

Learning Stages

Opening Activity : The counsellor explains that the nature of tasks, skills and knowledge used on the job must match the things that the students like to do as well as their subjects of interest. The exercise is about exploring one's vocational profile.

Main Activity : The counsellor distributes worksheet 4 to all students and asks them to answer all questions. The student marks the box "L" if s/he likes the skill area, and box "D" if s/he dislikes it. When it is done, the students add the number of marks in each section.

There are several vocational preferences:

"R" stands for Realistic - Realistic personalities like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials like wood, tools and machinery. They enjoy outside work. Often they do not like occupations that mainly involve doing paperwork or working closely with others.

"I" stands for Investigative - Investigative personalities like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

²Adapted from <http://www.hollandcodes.com/riasec-inventory.html>.

“A” stands for Artistic - Artistic personalities like work activities that deal with the artistic side of things, such as forms, designs and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

“S” stands for Social - Social personalities like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines or data. They like to teach, to give advice, to help, or otherwise to be of service to people.

“E” stands for Enterprising - Enterprising personalities like work activities having to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people, as well as making decisions. They like taking risks for profit. These personalities prefer action rather than thought.

“C” stands for Conventional - Conventional personalities like work activities that follow set procedures and routines. They prefer working with data and details rather than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These personalities like a workplace where the lines of authority are clear.

The vocational preference of each student corresponds to the highest “L” answer among the six types of vocational preference type.

Next, the counsellor distributes the list of occupations (annexed as Table 4. List of RIASEC Jobs) that best suit each type.

Closing Activity : The counsellor emphasises that people will work better in jobs that match their vocational preferences, as they are more ready to spend time preparing for or working in a job they enjoy. The counsellor concludes by asking the students (a) whether the occupations they prefer match their competencies; (b) what they intend to do to improve these competencies; and (c) what assistance they would require from the counsellor in this regard.

Activity 5: Working conditions that you like

Learning Outcome	: Self Awareness
Objective	: To identify the work conditions that you like
Time	: 1 learning hour (45 minutes)
Class Level	: SMA/SMK
Teaching Method	: Individual task
Learning Aid/Material	: Worksheet 5

Learning Stages

Opening Activity	: The counsellor explains that work conditions are also an important consideration when making a future job and education choice.
Main Activity	: The counsellor distributes worksheet 5 and asks each student to identify which work conditions s/he likes best (either option 1 or 2, but not both). Then, students prioritise five working conditions, starting with their favourite.
Closing Activity	: The counsellor emphasises that in planning her/his career, the student should identify the work conditions that s/he likes, and choose a job that corresponds to it. The school counsellor then concludes the exercise by asking the students (a) whether they have a clearer idea of the working conditions they like; (b) whether the jobs they prefer reflect these working conditions; (c) what they intend to do to get more information on the working conditions they like; and (d) what assistance they would require from the counsellor in this regard.

Activity 6: Family support

Learning Outcome	: Self Awareness
Objective	: To identify the availability of family support to help you reach your education and job goals
Time	: 1 learning hour (45 minutes)
Class Level	: SMA/SMK
Teaching Method	: Group discussion, individual task
Learning Aid/Material	: Worksheet 6, flipchart papers

Learning Stages

Opening Activity	: The counsellor explains that family and community support is an important consideration when making future career or education decisions. This support may be emotional, technical or financial.
Main Activity	: The counsellor distributes worksheet 6 to small groups. The task of the group is to analyse what kind of support group members can access from their families and communities.
Closing Activity	: The counsellor emphasises that the student needs to identify what kind of support is needed from her/his family/community to successfully achieve her/his dream job. The school counsellor concludes by asking the students (a) what they think about the importance of family support when making decisions about jobs and schools; (b) how they feel about the current family support they can hope for; (c) what they intend to do to maximize this support; and (d) what assistance they would require from the counsellor in this regard.

Activity 7: Making decisions that are free from gender prejudices

Learning Outcome	: Self Awareness
Objective	: To understand the gender division of skills
Time	: 1 learning hour (45 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Worksheet 7, flipchart papers

Learning Stages

Opening Activity : The counsellor explains that a community's culture attributes roles to women and men beyond their defined biological functions and that these roles sometimes limit individual job and education choices. This needs to be tackled because (a) it is a limitation of the individual's rights, and (b) it denies a community the best use of its members' talents.

The counsellor further explains the following: males and females can be differentiated exclusively by characteristics related to reproductive activities. Giving birth or breastfeeding are examples of reproductive activities that can only be done by a woman. In contrast, gender relates to characteristics and roles that are ascribed to individuals by a particular society/community.

In traditional communities, for instance, women are associated with household activities such as cooking, parenting, preparing food, or sweeping the house. On the other hand, men are associated with activities related to family protection and economic needs. Activities such as working to earn money or making decisions are more often associated with men.

In the world of work, individuals may feel constrained in their choices because of the gender roles/characteristics that their communities have assigned to them.

Main Activity : The counsellor divides the class into groups. Each group identifies whether the characteristics and roles mentioned in worksheet 7 are more fit for women or men; then, they explain the reasons why they think so. The answers are written down on flipchart paper and each group presents the results of their discussion.

Closing Activity : When all prejudices have been aired, the counsellor emphasises that:

1. Women have proven they can be great drivers/mechanics, and men have shown that they can be hairdressers or tailors, for example;
2. No gender group is *a priori* better suited for a job or skill than the other group;
3. Job choices should be based on individual preferences, competencies and market opportunities, not gender;
4. Some jobs need to be adapted for one gender or the other (in terms of night work, occupational safety and health protection), but this should not discourage men from taking jobs that women traditionally fill, nor should it discourage women from taking jobs that men traditionally fill.

The counsellor quotes the case of several girls that studied and were recruited as mechanics. The employer appreciated the women's competencies even more than their male counterparts, as they demonstrated better skills in dealing with clients. The students should reflect on this case and make the skills selection that they *really* want.

The school counsellor concludes by asking students (a) what they think about the division of men's and women's roles related to education and jobs; (b) whether they feel limited by these roles when they make their future choices; (c) what they intend to do about these perceived limitations; and (d) what assistance they would require from the counsellor in this regard.

Activity 8: Masculine of feminine jobs?

Learning Outcome	: Self Awareness
Objective	: To understand your gender and work-related prejudices
Time	: 1 learning hour (45 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Worksheet 8, flipchart papers

Learning Stages

Opening Activity : After discussing the prejudices that students have relating to roles, gender and type of jobs, the counsellor will carry out an activity that increases students' abilities to determine what they want to be, regardless of gender stereotypes.

Main Activity : Worksheet 8 will be distributed and students should identify which occupation is more suitable for each gender, and the reasons why it is more suitable. By answering the 23 questions and having an open discussion about the beliefs and attitudes behind their answers, they will realise that there might be different opinions and that some reasons are not as valid as others.

Closing Activity : The counsellor facilitates a discussion on the merits and challenges linked to the participation of men and women in all jobs. This exercise should empower the student to make a decision on what they really want, rather than what they feel they should do as a woman or a man.

The school counsellor concludes by asking the students (a) what they think about the importance of equal participation between men and women in the world of work; (b) whether they feel there has been progress in their communities towards this goal; (c) what they will do to promote this progress; and (d) what assistance they would require from the counsellor in this regard.

II. Opportunity Awareness

Activity 9: What is the labour market?

Learning Outcome	: Opportunity Awareness
Objective	: To understand the dynamics of the labour market
Time	: 1 learning hour (45 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Worksheet 9A & 9B, flipchart papers

Learning Stages

- Opening Activity** : The counsellor explains that job choices are obviously dependent on the availability of jobs in a given sector in a certain place. Therefore, it is important to understand what sectors are more likely to create jobs before making a decision, in order to take calculated risks.
- Main Activity** : The counsellor distributes worksheet 9A to small groups. Each group lists the main jobs in its locality, within the 6 following categories: (1) Family & Friends, (2) Employers & Businesses, (3) Government Employment Agencies, (4) Private & Other Employment Services, (5) Government Training Centres, and (6) NGO & Community Training Centres.
- Worksheet 9B is distributed to the same groups. Each group identifies the favourite jobs of its members and whether the jobs are available in their locality or not. The group then comments on the level of risks its members are taking by wanting to pursue specific job/education choices.
- Closing Activity** : At the end of the activity, the counsellor emphasises that the labour market is always evolving. These changes are influenced by various factors linked to investment and the availability of certain skills. Therefore, students should strive to gather information on the future skills most needed in the labour market.

The school counsellor concludes by asking the students (a) what they think about the importance of understanding the labour market before making an education or job choice; (b) whether they feel they have sufficient information about it; (c) what action they intend to take as a group or individual to gather more information; and (d) what assistance they would require from the counsellor in this regard.

Activity 10: Presentation of the labour market by professionals and the local Manpower Office

Learning Outcome	: Opportunity Awareness
Objective	: To improve your understanding of the local job market
Time	: 1 learning hour (45 minutes)
Class Level	: SMA/SMK
Teaching Method	: Presentations from 2-4 professionals
Learning Aid/Material	: Flipchart papers

Learning Stages

Preparatory Activities : The counsellor identifies professionals working in different economic sectors, and plans the focus of the session and its logistics with them. The focus of the discussion can be all aspects of a particular job in demand (job name, tasks, skills or competencies required, necessary education path, expected salary or compensation). The presentation from the local Manpower Office (*Dinas Tenaga Kerja, DISNAKER*) should focus on job classification and the latest trends in the local labour market.

The counsellor introduces the objectives of this activity as well as the speakers to the students. The speakers will have been chosen because of their general knowledge of the local labour market or a specific sector.

Main Activity : The counsellor asks the speakers to give presentations and to provide time for a question and answer period.

Closing Activity : At the end of the activity, the counsellor emphasises that the speakers' presentations represent practical knowledge about the labour market and that students should pay serious attention to their advice.

The school counsellor then concludes by asking the students (a) what are the skills they identify as crucial for the jobs discussed and to the labour market market, in general; (b) whether they have had sufficient direct exposure to the needs of the labour market; (c) what they intend to do to increase their understanding of the labour market; and (d) what assistance they would require from the counsellor in this regard.

Activity 11: Visits to companies

Learning Outcome	: Opportunity Awareness
Objective	: To get first hand exposure to specific jobs
Time	: 3 learning hours (135 minutes)
Class Level	: SMA/SMK
Teaching Method	: Field visits to companies
Learning Aid/Material	: --

Learning Stages

Preparatory Activity : The counsellor identifies companies who are recruiting, and organises visits to allow students the opportunity to witness the work tasks and to ask questions. Emphasis should be on tasks and skills required, occupational safety and health, work conditions and expected salaries.

The counsellor explains the purpose of the activity and provides details regarding logistical arrangements. Attention should be paid to protecting the students from potential hazards in the work area. The counsellor reminds the students to take notes, as they will have to present a small report.

Main Activity : The counsellor brings students to the companies and asks them to observe the process; each group will create a report detailing the job tasks they witnessed and the required skills.

Closing activity : Reports will be presented in a class debriefing session. Conclusions will be drawn from this experience and the class will consider how different their observations were from what they imagined.

The school counsellor concludes by asking the students (a) what understanding they have gained of the production process and of skills requirements; (b) whether they feel ready and enthusiastic to participate in the economic life of their communities and countries; (c) what they want to do to improve this readiness; and (d) what assistance they would require from the counsellor in this regard.

Activity 12: My competencies as an entrepreneur

Learning Outcome	: Opportunity Awareness
Activity Objective	: To enable you to appreciate the advantages and constraints of running an enterprise
Time	: 15 minutes/student
Class Level	: SMA/SMK
Teaching Method	: Self-test
Learning Aid/Material	: Worksheets 12A, 12B and 12C, flipchart

Learning Stages

- Preparatory Activity** : The counsellor distributes an entrepreneurship test (12A). This test will determine which entrepreneurial strengths or weaknesses the student has so that they might further develop their skills after the assignment.
- Main Activity** : The counsellor divides students into an even number of small groups and has them read worksheet 12B on "Principles of Entrepreneurship." Small groups then debate either (a) the advantages of working for oneself (in terms of personal satisfaction, independence, profit/income, job security, status and flexibility); or (b) the constraints of being self-employed (including the possible loss of invested capital, uncertain or low income, long business hours, routine chores, risks, time involvement and contact with people). Small groups then nominate a spokesperson to present the results of the discussions on a flipchart. The teacher can complement the discussion with the elements provided in worksheet 12C.
- Closing activity** : In the final discussion, the counsellor will highlight that, because of the size of the informal economy, most Indonesian youth will become an entrepreneur at some point in their life to make an income. The counsellor will also highlight that for most Indonesian youth, the informal economy is a stepping stone towards decent work. It is therefore important to prepare for this and to acquire the skills to ensure that one is successful. Numerous training programmes for business skills are available. The ILO recommends the Know About Business training that has been approved by the Ministry of

National Education and is currently being implemented in many SMAs and SMKs.

The school counsellor concludes by asking the students (a) what they think about the life of an entrepreneur; (b) whether they are interested in starting a business; (c) what they are going to do to get the skills required to become an entrepreneur; and (d) what assistance they would require from the counsellor in this regard.

Activity 13: My dream job profile

Learning Outcome	: Opportunity Awareness
Objective	: To help you to better understand your dream job
Time	: 1 learning hour (45 minutes)
Class Level	: SMA/SMK
Teaching Method	: Small survey
Learning Aid/Material	: Worksheets 13A and 13B

Learning Stages

Preparatory Activity : As homework, students were previously requested to conduct a small survey on their dream jobs by filling in worksheet 13A, based on the example given in worksheet 13B. They were asked to identify someone from their neighbourhood or community already involved in this profession and to ask this person questions on the job. They are encouraged to review jobs within the informal economy that they can find easily in their neighbourhood.

Main Activity : The counsellor then facilitates a debriefing session where students present their findings and receive comments. The counsellor guides the debate and reminds students about the reality of their dream jobs, but also tries to measure their chance of getting this job by taking into account their competencies, the labour market situation, and the support they can expect from their families. Referring back to Activity 5, the students are asked to reflect on whether their dream jobs fit with the working condition preferences that they identified.

Closing Activity : The dream job reports are then collected and edited into a job catalogue that serves as a reference for future activities in the school/district.

To conclude, the school counsellor asks the students (a) what they think they learnt about the real jobs in their neighbourhoods; (b) whether their priorities match with their dream job; (c) whether they have a better understanding of the skills required for this dream job; (d) what they are going to do to improve their skills to meet the requirements of this dream job; and (e) what assistance they would require from the counsellor in this regard.

Activity 14: Core work skills in the labour market

Learning Outcome	: Opportunity Awareness
Objective	: To help you understand the need for strong personal and social skills
Time	: 1 learning hour (45 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Group discussion, individual task
Learning Aid/Material	: Worksheet 14A and 14B, flipchart papers

Learning Stages

- Opening Activity** : The counsellor explains that some skills are necessary for all jobs (including the ability to communicate or the capacity to work in teams). Irrespective of the future career choices of the students, they must acquire these skills.
- Main Activity** : The counsellor distributes worksheet 14A to small groups. and asks the students to list skills and note the core work skills among them and to consider how these skills are important for all jobs. The results are written down on flipcharts, presented and discussed.
- Closing Activity** : The counsellor emphasises that core work skills are needed for getting a job, keeping it and building a career. These skills are not intrinsic, but can be acquired through experience and training. The counsellor can also distribute worksheet 14B for information; this details core work skills in the Philippines. The schools can provide these trainings in “local wisdom” sessions, based on manuals from the Ministry of National Education.

The school counsellor concludes by asking the students (a) whether they now have a clear understanding of these core work skills; (b) what they think of these skills; (c) whether they feel they have partially acquired these skills; (d) what they are going to do to master these skills; and (e) what assistance they would require from the counsellor in this regard.

Activity 15: Assessing your core work skills

Learning Outcome	: Opportunity Awareness
Objective	: To help you identify your core work skills and those that you need to further develop
Time	: 1 learning hour (45 minutes or 5 minutes/student)
Class Level	: SMP/SMA/SMK
Teaching Method	: Individual task
Learning Aid/Material	: Worksheet 15

Learning Stages

- Opening Activity : The counsellor explains the objective of the activity.
- Main Activity : The counsellor distributes copies of worksheet 15 to students and asks them to fill them out, either individually and/or by asking another student to provide feedback on her/his competencies. The total score is then calculated, as follows:
- Total score of 50 or more** – The student has **very good** core work skills.
- Total score of 40-49** – The student has **good** core work skills, but needs more development in some areas.
- Total score of 39 or less** – The student **needs to develop** many core work skills.
- Closing Activity : The counsellor concludes by asking the students (a) what they think about the importance of improving their core work skills; (b) how they feel after calculating their grades as per the assessment; (c) what they will do to improve these grades; and (d) what assistance they would require from the counsellor in this regard.

Activity 16: Recognising technical skills

Learning Outcome	: Opportunity Awareness
Objective	: To help you recognise the technical skills needed for your dream job
Time	: 1 learning hour (45 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Worksheet 16

Learning Stages

- Opening Activity** : The counsellor emphasises that in addition to their core work skills, students need to master specific technical skills that are specific to the job they choose. The counsellor explains the need to know what technical skills are needed for these jobs, where to get them and how long it takes to get them.
- Main Activity** : The counsellor distributes worksheet 16 to small groups for discussion. Each group is asked to present its answers and the counsellor facilitates a debate between the students.
- Closing Activity** : The counsellor helps individual students develop some examples of the education and training that will help them acquire the skills they identified as important.
- The school counsellor then concludes by asking (a) what students think about the importance of having the technical skills required by a job; (b) whether they feel they know enough about the technical skills required for their dream jobs; (c) what they intend to do to get more information; and (d) what assistance they would require from the counsellor in this regard.

III. Decision-Making

Activity 17: Presentation by SMA and SMK teachers

Learning Outcome	:	Decision-Making
Objective	:	To improve your understanding of the differences between General High School and Vocational High School.
Time	:	1 learning hour (45 minutes)
Class Level	:	SMP
Teaching Method	:	Presentation from General High School teachers and Vocational High School teachers
Learning Aid/Material	:	Flipchart papers

Learning Stages

Preparatory Activity	:	The counsellor asks one or two General High School and Vocational High School teachers to give a presentation on (a) entry requirements; (b) the contents of the education package; (c) the expected outcome, i.e. the next steps after each school; and (d) the necessary family support, both financial and otherwise.
Main Activity	:	General High School and Vocational High School teachers each make a presentation of 15 minutes, followed by a question and answer period.
Closing Activity	:	The counsellor concludes by asking (a) what the students think about the differences between SMA and SMK; (b) whether they feel they have sufficient information to make a decision; (c) if not, how they will get this information; and (d) what assistance they would require from the counsellor in this regard.

Activity 18 and 19: Understanding the equivalency education (*PAKET*) programme, and Presentation by an equivalency education (*PAKET*) tutor

Learning Outcome	: Decision-Making
Objective	: To help you understand what the <i>PAKET</i> programme is
Time	: 1 learning hour (45 minutes in total)
Class Level	: SMP/SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Worksheet 18, flipchart papers

Learning Stages

- Preparatory Activities : The counsellor identifies an equivalency education tutor and explains the focus of the session to her/him. The focus is clarifying certain misconceptions about the *PAKET* programme and explaining how the system works parallel to the regular education system; including how to access the *PAKET* programme, how to re-enter the regular system and why welcoming former *PAKET* students back in to the regular system is important.
- Opening Activity : The counsellor introduces the objectives of this activity and the presenter to the students, explaining that the equivalency education programme is one of the government programmes for students who were unable to complete their schooling at any level of education. The outcome diploma is equivalent to a regular diploma: "A" for elementary level, "B" for junior elementary level, and "C" for senior secondary level. Students with this diploma have a right to reintegrate into school at the corresponding level.
- Main Activity : The counsellor distributes worksheet 18 to each group (without the answers) and facilitates a discussion based on the answers. The counsellor introduces the *PAKET* tutor, who presents for 15 minutes, and then facilitates a question and answer period.

Closing Activity : The counsellor emphasises the importance of continuing to acquire skills and knowledge, even if circumstances require that they drop out of school. S/he also highlights the importance of welcoming back students that are reintegrating into the main schooling system, by offering helpful explanations and friendly support.

The school counsellor concludes by asking the students (a) what they think about the equivalency education programme; (b) how they feel about this programme; (c) in the event that they discontinue their schooling, what they plan to do; (d) how they will welcome their friends that reintegrate back in to the school after equivalency education; and (e) what assistance they would require from the counsellor in this regard.

Activity 20: Presentation from university lecturers

Learning Outcome	: Decision-Making
Objective	: To help you understand the expectations required of you at university and the expected outcomes of attending university
Time	: 2 learning hours (90 minutes)
Class Level	: SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Flipchart papers

Learning Stages

- Opening Activity : The counsellor explains the purpose of this activity and encourages students to actively participate in the discussion. S/he introduces the lecturer and gives her/him 45 minutes to present.
- Main Activity : The presentation focuses on (a) the difference between secondary school (*Sekolah Tinggi*), vocational college (*D1 and D2*) and university; (b) learning methodologies within these institutions; (c) the prospects after graduation for each of these options; (d) entry requirements; and (e) financial and other support needed by the students. The presentation is followed by 45 minutes of discussion.
- Closing Activity : The counsellor emphasises that (a) education pathways should be selected, taking into account the job one wants to have as well as competencies and financial capacity; (b) working first and coming back to education is always a possibility; (c) there are many options and all need to be reviewed; and (d) s/he is at the disposal of the students for one-on-one discussions on these subjects.

The school counsellor then concludes by asking the students (a) whether they think that higher education will lead to their dream career; (b) whether they feel they have enough information to make this choice; (c) if not, how they are going to gather more information; and (d) what support is needed from the counsellor in this regard.

IV. Transition Learning and Job Requirement Awareness

Activity 21: Assessing all choices

Learning Outcome	: Transition Learning and Job Requirement Awareness
Objective	: To help you understand the stages in decision-making
Time	: 1 learning hour (45 minutes)
Class Level	: SMP/SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Flipchart papers

Learning Stages

Opening Activity	: At this advanced stage of the counselling process, the students will reflect on previous sessions, and in particular: ● Her/his job preferences > do they reflect the labour market situation? Are they free from gender prejudices? ● Her/his current competencies > do they match the entry requirements for the education pathway leading to the desired jobs? ● Her/his current financial capacity to cover the costs of the education and alternatives.
Main Activity	: The students write down their responses to the three questions above and discuss them with their neighbours. The counsellor then sets up a Help Desk to answer all possible questions on a one-to-one basis. After 45 minutes, the students write down a tentative decision related to their next education alternatives on a separate sheet of paper and submit it to the counsellor.

Table 4. Next Education Alternatives for Various Classes

Classes	Next Education alternatives
Junior High School - SMP	SMA, SMK, <i>Paket B</i>
Senior High School - SMA	Diploma, University, Work
Vocational Senior High School - SMK	Polytechnics, Diploma, Work

Closing Activity : These decisions will be reviewed, discussed with other teachers, and revisited again with the student, if necessary. The counsellor can also approach the parents to confirm particular aspects of the student's response, if s/he has the student's expressed permission.

The school counsellor concludes by asking the students (a) whether they think they have identified the education pathway towards their dream job; (b) what they feel about working towards this goal; (c) what they will do to implement this decision; and (d) what support they need from the counsellor in this regard.

Activity 22: Recognising the skills that I have already acquired

Learning Outcome	: Transition Learning and Job Requirement Awareness
Objective	: To identify skills that I already have
Time	: 1 learning hour (45 minutes)
Class Level	: SMA/SMK
Teaching Method	: Individual task
Learning Aid/Material	: Worksheet 22, flipchart papers

Learning Stages

Opening Activity	: The counsellor explains that when entering the labour market, it is important to realize that the skills obtained as a student may also provide reasons for an employer to hire them.
Main Activity	: The counsellor distributes worksheet 22 to students. The counsellor explains that skills can be acquired from education, apprenticeship, on-the-job training or work in a family business, and that they can be used for both self- and salaried employment. Once these skills have been identified, they are prioritised in order of relevance to the labour market.
Closing Activity	: The counsellor outlines that these skills should appear in the students' curriculum vitae. As a conclusion, the counsellor asks the students (a) what they think about the importance of recognizing the skills they have acquired outside school; (b) whether they feel they have a sufficient understanding of their potential on the labour market; (c) if not, how they will acquire a better understanding of their potential; and (d) what support they require from the counsellor in this regard.

Activity 23: Writing a curriculum vitae (CV) and an application letter

Learning Outcome	: Transition Learning and Job Requirement Awareness
Objective	: To understand how to write a proper CV and letter of application
Time	: 1 learning hour (45 minutes)
Class Level	: SMA/SMK
Teaching Method	: Individual task
Learning Aid/Material	: Worksheet 23 (CV template and application letter), flipchart papers

Learning Stages

- Opening Activity** : The counsellor explains that in the formal economy, a CV and a properly drafted application letter are key elements for obtaining an interview.
- Main Activity** : The counsellor then distributes examples of job ads (gathered from newspapers or the internet) and asks students to write a CV and an application letter (students may work in groups). The groups' CVs and application letters are then graded. The best group's CV and application letter are compared to samples provided by the counsellor. Students consider the differences between the two, and reflect on why one is more likely to secure an interview than the other.
- Closing Activity** : The counsellor underlines the importance of sending as many CVs and application letters as possible and emphasises that students should not get discouraged if they are unsuccessful. Studies have shown that although families and personal networks play an important role in securing a job in Indonesia, those who get jobs in Indonesia have applied to more jobs than those who do not get jobs (ILO School to Work Transition Study, 2006).
- The school counsellor concludes by asking the students (a) what they think about the importance of a good application letter and curriculum vitae; (b) what they feel about their new job search skills; (c) if they think they know enough about CV writing; (d) if not, how they will get more information on this subject; and (d) how the counsellor can further help in this regard.

Activity 24: Getting ready for an interview

Learning Outcome	: Transition Learning and Job Requirement Awareness
Objective	: To practice mock job interviews and identify key aspects to keep in mind when interviewing
Time	: 2 learning hour (90 minutes)
Class Level	: SMA/SMK
Teaching Method	: Role play
Learning Aid/Material	: Worksheet 24, flipchart papers

Learning Stages

- Opening Activity : The counsellor explains that an interview is a very important step in the application process, which should be prepared for carefully. Some important tips include:
- Be punctual for the interview, and come in advance in order to compensate for any delays;
 - Match the clothing style of the company (relaxed and casual/strict and business attire, etc.);
 - Demonstrate that you have researched the company's background (through the internet or a direct visit);
 - Bring your CV, diplomas and other required documents;
 - Greet the interviewer in a polite manner; show enthusiasm, speak clearly and slowly in order to show self confidence;
 - Sit straight, maintain eye contact and give a warm smile;
 - Practice recurrent behavioural questions that are likely to come up (see worksheet 24: Sample of Recurrent Questions);
 - Understand the skills that are expected for the particular job and be ready to explain where you obtained these skills;

- Be ready for questions linked to major challenges of the job and how you would overcome them;
- Be ready to explain any potential questions on your CV and prepare for a good explanation of possible gaps or shortcomings;
- Practice the interview, but not to the point that it stresses you out.

Main Activity

: One or several panels of five students are selected to represent the HR department of hiring companies. They will prepare interview questions while the rest of the class is divided into small groups. The small groups will review the job ads, select a job applicant and prepare her/him for the interview. After 15 minutes, the interviews start. The panels will ask behavioural questions (a sample list is annexed as worksheet 24) and technical questions related to the job description. After 45 minutes the panel(s) and group(s) are requested to comment on the job applicant's performance and to identify the crucial aspects to keep in mind when interviewing. The findings, together with the bulleted points above, will be put on a poster to be hung on the classroom wall.

NB: If technology is available, the interviews will have been recorded on video and shown in a future session as a basis for constructive class debate.

Activity 25: Remember a contract

Learning Outcome	: Transition Learning and Job Requirement Awareness
Objective	: To know why a work contract is important To know what important information is contained in the work contract
Time	: 2 learning hours (90 minutes)
Class Level	: SMA/SMK
Teaching Method	: Group discussion
Learning Aid/Material	: Worksheet 25, samples of work contracts, flipchart papers

Learning Stages

Preparatory Activity : For this activity, the counsellor is encouraged to seek the assistance of the local Manpower Office (*Disnaker*) and/or of a trade union member.

Opening Activity : The counsellor gathers students into small groups. Each group is asked to come up with what they consider the five core elements of contracts, to be written on pieces of paper. After 15 minutes, each group will present its ideas to the whole group, pin/glue the papers on boards and cluster them with similar ideas. This way, groups' presentations need not repeat elements that have already been introduced. The counsellor will then complement these elements, as follows:

1. name, address and type of business;
2. name, sex, age and employee's address;
3. post title or work type;
4. place of work;
5. wages and wage payment methods (above provincial minimum wage);
6. employment conditions (i.e. the rights and obligations of the employer and employee);
7. start and duration of contract;
8. time and place at which the agreement is made; and
9. signatures of the parties involved in the agreement.

- Main Activity : The counsellor emphasises that students who plan to work should make sure that the 9 information points above are included in the work contract. The counsellor then distributes worksheet 25 on different types of labour contracts.
- The counsellor explains that a work contract is a legal document that binds the employee and the employer to its conditions. A contract explains the entitlements and obligations of each party. There are other documents that have legal power over the employer-employee relationship, including the Labour Code and possibly a Collective Agreement negotiated by the company's trade union (for issues such as probation period, dismissal and severance pay, for instance).
- The counsellor then distributes samples of work contracts to the groups of students and asks them to check whether the 9 elements listed above are included. Differences are identified and discussed.
- Closing Activity : The school counsellor concludes by asking students (a) what they think about the importance of a contract; (b) whether they feel ready to negotiate a contract; (c) what they intend to do in order to improve their readiness; and (d) what support they require from the counsellor in this regard.

Worksheets



Worksheet 1A

This is Me

In this game, a student draws her/himself. The student should title her/his illustration and identify specific characteristics in the drawing (e.g. physical characteristics, religious affiliations by symbols, interest in white collar work with a tie, whether they are living with family by drawing a picture of a family, etc.).

Next, the student draws a picture of her/his classmate, following the same instructions above.

The students then compare both pictures, writing down similarities and differences between her/his own drawing and the drawing of her/his classmate.

Finally, students identify:

- 5 similarities between both pictures; and
- 5 discrepancies between both pictures

For discussion, students are asked:

- Is it difficult or easy to draw oneself?
- What do you think about your classmate's opinion of you? Is it true or not?

Note: The counsellor must exercise her/his judgment in applying this activity. In cases where the risk of bullying may arise or where a less popular young student might feel/be left out (e.g. not having a classmate that knows her/him well enough), it is best to only play the first part of the activity, i.e. the students only draw her/himself and is not drawn by another classmate.

Worksheet 1B

Words that Describe Me the Most/Least			
1. Mark an X next to every word that describes you the best and an O next to every word that describes you the least. Then write your selected words in the table below.			
☐ Aggressive ☐ Responsible ☐ Friendly ☐ Attentive ☐ Tidy ☐ Confident ☐ Lazy ☐ Passive	☐ Creative ☐ On time ☐ Multi-talented ☐ Slow mover ☐ Shy ☐ Accurate ☐ Bright ☐ Polite	☐ Mature ☐ Careful ☐ Low motivation ☐ High Competence ☐ Silly ☐ Improper ☐ Brave ☐ Messy	☐ Natural ☐ Smart ☐ Sensitive ☐ Stylish ☐ Tired ☐ Neat ☐ Motivated ☐ Cruel
Words that describe you the most: 1. 2. 3. 4. 5.		Words that describe you the least: 1. 2. 3. 4. 5.	

Worksheet 2

Words/Phrases that Motivate Me the Most

1. Check ✓ the boxes that correspond to the words/phrases that motivate you the most.

My Personal Motivations/Values

- | | |
|--|---|
| Money ☐ | ☐ Caring family |
| Security ☐ | ☐ Independence |
| Recognition from others ☐ | ☐ Fulfilling my own goals |
| Being part of a community ☐ | ☐ Doing what I enjoy on my own |
| Stability ☐ | ☐ Excitement |
| Status in society ☐ | ☐ Helping others |
| Maintaining order and tradition ☐ | ☐ Doing new, creative things |
| Opportunity to work as soon as possible ☐ | ☐ Achieving the highest education possible |
| Just doing my job ☐ | ☐ Having decision-making power |
| A job is what pays the bill ☐ | ☐ A job is what I love doing |
| Reaching personal goals ☐ | ☐ Contributing to society |
| Providing quality service ☐ | ☐ Learning new things |

2. Write down your motivations (from the strongest to the weakest):

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Worksheet 3

My Academic Report

A. Write down all of the subjects you have taken (e.g. all subjects studied in junior high school, all subjects studied by a science major in high school, etc.). Put the subjects in order, starting from the best grade to the lowest grade. Use your academic reports for the last 2 years as references.

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____
11. _____	12. _____

My Favourite Subjects

B. Write down all subjects in order starting from your most favourite to your least favourite.

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____
11. _____	12. _____

My Academic Profile

C. Once you finish identifying your favourite subjects and your abilities based on your academic report, put all subjects in the following grid. Reflect on the findings.

SUBJECT	STRONG	WEAK
LIKE MOST	(A) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	(C) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
LIKE LEAST	(B) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	(D) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Worksheet 4

Identifying My Vocational Preference

1. Place a checkmark in box “**L**” if you **LIKE** it and in box “**D**” if you **DISLIKE** it. Then calculate the total number of L's and D's in each vocational preference type (i.e. R,I,A,S,E or C). Your vocational preference is the area with the most L's.

		L	D
R	Install electronic devices	☐	☐
	Fix cars/motorcycles	☐	☐
	Install engines	☐	☐
	Make things from wood	☐	☐
	Drive trucks or tractors	☐	☐
	Use masonry tools and machines	☐	☐
	Work in a motorcycle workshop	☐	☐
	Take vehicle technician courses	☐	☐
	Take machine scheme drawing lessons	☐	☐
	Take a carpentry course	☐	☐
	Take a mechanic course	☐	☐
	Number of ticks in R	☐	
	I	Read scientific books or magazines	☐
Work in a laboratory		☐	☐
Work on a scientific project		☐	☐
Make a rocket model		☐	☐
Work with chemistry lab tools		☐	☐
Create your own journal article		☐	☐
Finish a math or chess puzzle		☐	☐
Take a physics lesson		☐	☐
Take a chemistry lesson		☐	☐
Take a geometry lesson		☐	☐
Take a biology lesson		☐	☐
Number of ticks in I		☐	
A		Make a sketch, drawing or painting	☐
	Attend drama performances	☐	☐
	Design furniture or a building	☐	☐
	Play in a musical group, band or orchestra	☐	☐
	Play a musical instrument	☐	☐
	Attend concerts or a musical performance	☐	☐
	Read popular fiction or short stories	☐	☐
	Make a portrait or portrait painting photo	☐	☐
	Read drama books	☐	☐
	Read or write poems	☐	☐
	Take an art class	☐	☐
	Number of ticks in A	☐	

S	Write letters to friends	☐	☐	
	Attend a religious ceremony	☐	☐	
	Become a member of a social organisation	☐	☐	
	Help people who face disasters	☐	☐	
	Take care of children or babysitting	☐	☐	
	Attend a gathering with family/friends	☐	☐	
	Attend parties	☐	☐	
	Read psychological books	☐	☐	
	Attend meetings or discussions	☐	☐	
	Attend sporting events	☐	☐	
	Make new friends	☐	☐	
	Number of ticks in S		☐	
	E	Influence/persuade others	☐	☐
		Sell things	☐	☐
Discuss politics		☐	☐	
Run your own business		☐	☐	
Discuss financial and trade issues		☐	☐	
Give a speech		☐	☐	
Plan and implement group activities		☐	☐	
Supervise other people's work		☐	☐	
Meet important people		☐	☐	
Lead a group towards certain goals		☐	☐	
Participate in a political campaign		☐	☐	
Number of ticks in E		☐		
C	Clean up a bedroom	☐	☐	
	Type documents, your own letters or others' letters	☐	☐	
	Calculate numbers in business or bookkeeping	☐	☐	
	Run a business	☐	☐	
	Make detailed accounting notes	☐	☐	
	Take a typing/computer course	☐	☐	
	Take an accounting course	☐	☐	
	Take a bookkeeping course	☐	☐	
	Take a commercial math course	☐	☐	
	Organise letters, reports, notes, etc. in files	☐	☐	
	Write a business letter	☐	☐	
	Number of ticks in C		☐	

Table 5. List of RIASEC Jobs



REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTREPRENEURIAL	CONVENTIONAL
Highway Patrol Pilots	Engineering Teachers	Art, Drama and Music Teachers	Economics Teachers	Sales Managers	Accountants
Electricians	Computer Software Engineers, Systems Software	English Language and Literature Teachers	Anthropology and Archaeology Teachers	Management Analysts	Auditors
Pipe Fitters	Computer Software Engineers, Applications	Foreign Language and Literature Teachers	Political Science Teachers	Computer and Information Systems Managers	Adjustment Clerks
Pipe-laying Fitters	Agricultural Sciences Teachers	Advertising and Promotions Managers	Area, Ethnic, and Cultural Studies Teachers	Financial Managers, Branch or Department	Customer Service Representatives, Utilities
Plumbers	Physics Teachers	Graphic Designers	Psychology Teachers	Treasurers, Controllers and Chief Financial Officers	Cost Estimators
Heating and Air Conditioning Mechanics	Health Specialties Teachers	Directors	Sociology Teachers	Government Service Executives	Legal Secretaries

REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTREPRENEURIAL	CONVENTIONAL
Refrigeration Mechanics	Anaesthesiologists	Producers	History Teachers	Medical and Health Services Managers	Immigration and Customs Inspectors
Tractor-Trailer Truck Drivers	Internists, General	Talent Directors	Nursing Instructors and Teachers	Private Sector Executives	Police Identification and Records Officers
Truck Drivers, Heavy	Obstetricians and Gynaecologists	Technical Writers	Vocational Education Teachers	Marketing Managers	Bill and Account Collectors
Radiologic Technicians	Surgeons	Architects, except Landscape and Naval	Registered Nurses	Lawyers	Production, Planning and Expediting Clerks
Radiologic Technologists	Paediatricians, General	Musicians, Instrumental	Personal Financial Advisors	Sales Representatives, Agricultural	Claims Examiners, Property and Casualty Insurance
Refractory Materials Repairers, except Brick Masons	Computer Systems Analysts	Singers	Graduate Teaching Assistants	Sales Representatives, Chemical and Pharmaceutical	Human Resources Assistants, except Payroll and Timekeeping
Correctional Officers and Jailers	Psychiatrists	Caption Writers	Dental Hygienists	Sales Representatives, Electrical/Electronic	Executive Secretaries and Administrative Assistants
Municipal Fire Fighters	Family and General Practitioners	Copy Writers	Physical Therapists	Sales Representatives, Instruments	Receptionists and Information Clerks
Sheet Metal Workers	Pharmacists	Costume Attendants	Special Education Teachers, Secondary School	Sales Representatives, Mechanical Equipment and Supplies	Assessors
Municipal Fire Fighting and Prevention Supervisors	Biological Science Teachers	Creative Writers	Medical Assistants	Sales Representatives, Medical	Credit Analysts
Technical Directors/Managers	Chemistry Teachers	Poets and Lyricists	Special Education Teachers, Preschool, Kindergarten and Elementary School	Administrative Services Managers	Dispatchers, except Police, Fire and Ambulance

REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTREPRENEURIAL	CONVENTIONAL
Municipal Fire Fighting and Prevention Supervisors	Biological Science Teachers	Creative Writers	Medical Assistants	Sales Representatives, Medical	Credit Analysts
Technical Directors/Managers	Chemistry Teachers	Poets and Lyricists	Special Education Teachers, Preschool, Kindergarten and Elementary School	Administrative Services Managers	Dispatchers, except Police, Fire and Ambulance
Airline Pilots, Co-pilots, and Flight Engineers	Physician Assistants	Interior Designers	Social and Human Service Assistants	Education Administrators, Postsecondary	Counter and Rental Clerks
Brick Masons and Block Masons	Network Systems and Data Communications Analysts	Landscape Architects	Special Education Teachers, Middle School	Sales Representatives, Wholesale and Manufacturing, except Technical and Scientific Products	Interviewers, except Eligibility and Loan
Telecommunications Line Installers and Repairers	Computer Science Teacher	Art Directors	Occupational Therapists	Human Resource Managers	Budget Analysts
Boat Builders and Shipwrights	Mathematical Science Teachers	Film and Video Editors	Education Administrators, Elementary and Secondary School	Training and Development Managers	Licensing Examiners and Inspectors
Carpenter Assemblers and Repairers	Database Administrators	Commercial and Industrial Designers	Police Patrol Officers	Construction Managers	Pharmacy Technicians
Construction Carpenters	Computer Security Specialists	Librarians	Sheriffs and Deputy Sheriffs	Public Relations Specialists	Medical Secretaries
Rough Carpenters	Computer Programmers	Editors	Training and Development Specialists	Storage and Distribution Managers	Actuaries
Ship Carpenters and Joiners	Veterinarians	Interpreters and Translators	Dental Assistants	Transportation Managers	Medical Records and Health Information Technicians

REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTREPRENEURIAL	CONVENTIONAL
First-Line Supervisors and Manager/ Supervisors	Financial Analysts	Actors	Fitness Trainers and Aerobics Instructors	Personnel Recruiters	Audio and Video Equipment Technicians
Electrical Engineering Technicians	Market Research Analysts	Cartoonists	Home Health Aides	Sales Engineers	Mapping Technicians
Electronics Engineering Technicians	Medical Scientists, except Epidemiologists	Painters and Illustrators	Secondary School Teachers, except Special and Vocational Education	First-Line Supervisors and Manager/ Supervisors	Bookkeeping, Accounting and Auditing Clerks
Cement Masons and Concrete Finishers	Chiropractors	Sculptors	Social and Community Service Managers	First-Line Supervisors and Manager/ Supervisors	Insurance Underwriters
Maintenance and Repair Workers, General	Clinical Psychologists	Sketch Artists	Security Guards	Sales Agents, Financial Services	Construction and Building Inspectors
Pressure Vessel Inspectors	Educational Psychologists	Exhibit Designers	Personal and Home Care Aides	Sales Agents, Securities and Commodities	Air Traffic Controllers
Bus and Truck Mechanics and Diesel Engine Specialists	Electronics Engineers, except Computer	Set Designers	Physical Therapist Assistants	Paralegals and Legal Assistants	Hotel, Motel and Resort Desk Clerks
Brazers	Natural Sciences Managers	Curators	Counselling Psychologists	Child Support, Missing Persons and Unemployment Insurance Fraud Investigators	Office Clerks, General
Solderers RC	Optometrists	Museum Technicians and Conservators	Instructional Coordinators	Criminal Investigators and Special Agents	Cashiers
Welders-Fitters	Computer Support Specialists	Photographers, Scientific	Kindergarten Teachers, except Special Education	Police Detectives	Billing, Cost and Rate Clerks

REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTREPRENEURIAL	CONVENTIONAL
Welders and Cutters	Dentists, General	Professional Photographers	Preschool Teachers, except Special Education	First-Line Supervisors/Managers of Mechanics, Installers and Repairers	Billing, Posting and Calculating Machine Operators
Welders, Production	Oral and Maxillofacial Surgeons	Composers	Elementary School Teachers, except Special Education	Loan Officers	Statement Clerks
Roofers	Orthodontists	Fashion Designers	Employment Interviewers, Private or Public Employment Service	First-Line Supervisors/Managers of Non-Retail Sales Workers	Tax Preparers
Bulldozer and Scraper Operators	Prosthodontists	Music Arrangers and Orchestrators	Speech-Language Pathologists	Agents and Business Managers of Artists, Performers, and Athletes	Cargo and Freight Agents
Operating Engineers	Biochemists	Music Directors	Nursing Aides, Orderlies, and Attendants	First-Line Supervisors/Managers of Food Preparation and Serving Workers	Insurance Claims Clerks
Civil Engineers	Biophysicists	Camera Operators, Television, Video, and Motion Picture	Radiation Therapists	Engineering Managers	Insurance Policy Processing Clerks
Surgical Technologists	Compensation, Benefits and Job Analysis Specialists	Floral Designers	Medical and Public Health Social Workers	First-Line Supervisors/Managers of Police and Detectives	Cartographers and Photogrammetrists
Automotive Master Mechanics	Economists	Makeup Artists, Theatrical and Performance	Mental Health and Substance Abuse Social Workers	First-Line Supervisors/Managers of Production and Operating Workers	Postal Service Mail Carriers
Automotive Specialty Technicians	Respiratory Therapists	Merchandise Displayers and Window Trimmers	Emergency Medical Technicians and Paramedics	Insurance Adjusters, Examiners and Investigators	Freight Inspectors

REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTREPRENEURIAL	CONVENTIONAL
	Computer Hardware Engineers	Choreographers	Licensed Practical and Licensed Vocational Nurses	Hosts and Hostesses, Restaurant, Lounge and Coffee Shop	Marine Cargo Inspectors
	Geologists	Broadcast News Analysts	Occupational Therapist Assistants	Lawn Service Managers	Reservation and Transportation Ticket Agents
	Environmental Scientists and Specialists, including Health	Reporters and Correspondents	Child, Family, and School Social Workers	Programme Directors	Travel Clerks
	Electrical Engineers	Radio and Television Announcers	Educational, Vocational and School Counsellors	Retail Salespersons	Library Assistants, Clerical
	Medical and Clinical Laboratory Technologists	Models	Teacher Assistants	First-Line Supervisors, Administrative Support	Audio-Visual Collections Specialists
		Photographic “Retouchers” and Restorers			Court Clerks

Worksheet 5

My Working Conditions Preferences

1. Assess your working condition preferences. Choose option 1 or option 2 for each statement that you like most. You are only allowed to choose one option (i.e. 1 or 2).

Option 1

- Working indoors ☐
- Working closely with other people ☐
- Using my education, skills and talents ☐
- Working regular, fixed hours ☐
- Focusing on one or two things in my job ☐
- Doing few physical activities ☐
- Having a regular income ☐
- Leaving difficult decision-making to others ☐
- Staying in one location ☐
- Working near my family ☐

Option 2

- ☐ Working outdoors
- ☐ Working mostly on my own
- ☐ Opportunities to do new, interesting things
- ☐ Working flexible hours
- ☐ Having diverse tasks in my job
- ☐ Doing a lot of physical activities
- ☐ Having the income I want even if it is irregular
- ☐ Leading and being responsible for others
- ☐ Opportunities to move around
- ☐ Working in another city or abroad

2. Once you finish selecting your working condition preferences in the above column, put them in order from your most important to your least important.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Worksheet 6

Support from My Family and Community

In a group, answer the following questions:

1. What values have I learnt from my family/community that will help me achieve my education and job goals?
2. Would my parents support my education/job choices? If not, why? What can I do to advocate for these goals and objectives?
3. Can I get the needed financial support from my family to continue my education? If not, what are other alternatives? Taking a loan? Working part time? First working and then going back to school?

Worksheet 7

Specific Characteristics and Roles Associated with Males and Females in My Community

In a group, discuss the specific characteristics and roles that are associated with males and females in your community.

No.	CHARACTERISTICS AND ROLES	Have or done by		Guidance for the Counsellor
		Male	Female	
Characteristics				This exercise allows for all prejudices to be aired.
1	MOODY			
2	STRONG			Characteristic-related prejudices should be questioned by the counsellor in the following way: a. Is it true of all women/all men? b. If we say that some qualities are specific to men or women, don't we risk encouraging men/women to not develop certain positive qualities of the other sex? c. Is it in the interest of the community/society to limit individual development?
3	BRAVE			
4	CAREFUL			
5	CHARMING			
6	ETC.			
7				
8				
9				
10				
Role				
1	FINANCE MANAGEMENT			
2	RAISING CHILDREN			
3	PROTECTING THE FAMILY			
4	COOKING			
5	ETC.			
6				
7				
8				
9				

Worksheet 8

Who is Most Suitable for these Jobs?

1. Form small groups of both males and females. Then, fill in the following table by placing a checkmark next to who will be the most appropriate for the job listed under "Type of Occupation." With your group, identify and list the reasons behind your answer.

No.	Type of occupation	Male	Female	Reason
1	Sales, general			
2	Nurse			
3	Bus driver			
3	Carpenter			
4	Firemen			
5	Sales, beauty products			
6	Treasurer			
7	Midwives			
8	Secretary			
9	Marketing in an insurance company			
10	Security			
11	Bank teller			
12	Miner			
13	Sales, automobiles			
14	Automotive mechanic			
15	Babysitter			
16	Fashion designer			
17	Detective			
18	Counsellor			
19	Hair stylist			
20	Kindergarten teacher			
21	Heavy equipment operator			
22	Manager			
23	Therapist			

2. Would you try to get a job that you wanted, even if it was associated with the other gender? Please identify your reasons:

1.

2.

3.

4.

After this session, do you feel empowered to make a choice according to what you really want?

Worksheet 9A

Job Catalogue

1. In groups, please write down the main jobs that can be found in your region and jobs that cannot be found in your region. You can group these jobs in 6 categories, namely (1) Family & Friends, (2) Employers & Businesses, (3) Government Employment Agencies, (4) Private & Other employment Services, (5) Government Training Centres and (6) NGO & Community Training Centres.

Category	Main jobs in my locality	Minimum education requirements	Jobs not found in my locality	Minimum education requirements
Family & Friends	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Employers & Businesses	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Government Employment Agencies	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Private & Other Employment Services	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Government Training Centres	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
NGO & Community Training Centres	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2. Make a list of the 20 main jobs in your region, ranking them from the most available to the least:

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____
11. _____	12. _____
13. _____	14. _____
15. _____	16. _____
17. _____	18. _____
19. _____	20. _____

3. Make a list of at least 10 common jobs that are not available in your locality:

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____
11. _____	12. _____
13. _____	14. _____
15. _____	16. _____
17. _____	18. _____
19. _____	20. _____

4. What is your favourite job? List 3 of your favourite jobs that you want to pursue. Are they part of main jobs that are available in your locality?

- a) _____
- b) _____
- c) _____

5. Where do you want to work? Are the jobs you want available in the area where you want to work?

Guidance for Counsellors

- 1. Family & Friends:** Working with friends and family with payment; included in this category are informal jobs, such as micro trading, etc.
- 2. Employers & Businesses:** Having one's own business.
- 3. Government Employment Agencies:** All jobs under government contract.
- 4. Private & Other Employment Services:** Working in companies with a contract.
- 5. Government Training Centres:** Any jobs under government training centres.
- 6. NGO & Community Training Centres:** Any jobs under NGO or community training centres.

Once students finish with the list of main jobs in their locality and reflect on their favourite jobs, the counsellor helps students understand that if they want a job that is not available in their locality, it means that they should be ready to pursue it elsewhere and that they will probably need to move away from their hometown.

Worksheet 9B

The Most Wanted and Unwanted Jobs of Students in My School

A. In a group, survey the 10 most wanted jobs and the 10 most unwanted jobs of students in your school. Identify reasons given with the following questions:

1. What is your most wanted job?
2. Why/what is the reason?
3. What is your most unwanted job?
4. Why/what is the reason?

Try to get at least 50 responses per group.

Write down responses in the following format:

10 most wanted jobs	Reasons	10 most unwanted jobs	Reasons
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

B. Look at the most wanted and unwanted jobs listed above. What are your favourite jobs? Make a list of 5 jobs you want to pursue. Are they part of the most wanted jobs, most unwanted jobs or both? What do you need to do if your favourite jobs are part of the most wanted jobs (and, therefore, very competitive)?

Worksheet 12A

Entrepreneurship Test

1. In your opinion, is it better to become an entrepreneur or to become an employee? Briefly explain why.

.....

.....

.....

.....

.....

.....

2. Do you have an interest in working on your own/independently? If yes/no, briefly explain why.

.....

.....

.....

.....

.....

.....

3. In your opinion, what skills are needed to become an entrepreneur?

a.

b.

c.

4. Do you think you have the skills needed to become an entrepreneur? (Based on your answers above). If yes, what are they? And if no, what can you do to improve your skills?

.....

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.....

Worksheet 12B

Principles of Entrepreneurship

Read the article below and identify features or principles of entrepreneurship.

It has been said that if a woman/man builds a better mousetrap, the world will beat a path to her/his door. In an open market economy there is a golden opportunity for profit, recognition and service for anyone with the imagination, energy and drive to do a job better, or provide a better service than others.

The essence of the free enterprise system is competition. It is competition that makes a woman/man who is already doing a good job try harder, instead of resting on her/his laurels. This competition provides, in the end, a better standard of living for the consumer by offering choices. The consumer shops to get the best value and the best quality. When the purchase is made, the money paid is a vote in favour of the product or the service chosen. Those products or stores or services which do not receive sufficient support (sales) in the way of dollar-votes from customers will perish. It is the job of the businesswoman/man who wants to be successful to provide a little extra service or a better product or, in other ways, to improve her/his competitiveness. Many businesses fail each year, but many succeed. Those that succeed perform services or offer merchandise for sale in such a way as to satisfy the community in which they operate. When the business no longer satisfies a percentage of the population sufficient enough to support it, the business fails.

As the population expands, a need for more businesses develops. Existing businesses cannot or will not expand to meet the increased demand and, as new population centres grow, new locations are needed. Every year, several million babies are born and these babies are big business. When these babies grow they become the children, the students, the workers, the managers and the customers of tomorrow. Even considering deaths, the net yearly increase in population is high. A businesswoman/man does not have to be the best manager or have the biggest store to compete successfully. It is relative. If a woman/man sees a need for a new store in a growing community and begins operating before anyone else, s/he can get a head start on her/his competition. If the location is good, s/he will soon have business neighbours but even then they may not be direct competition as they may represent different products and services and actually bring in more business.

The point is that anyone with imagination and a little courage to take a chance on her/his own ability and ambition can generally be successful in business provided the individual has progressed to the point in her/his life when s/he is a good business risk. One must acquire the basic education, skills, knowledge and maturity in order to reduce the chances of business failure. Any and all businesses are a risk. The chances of failure can be greatly reduced by education, experience and the exercise of good judgement. There is an element of chance in all businesses. Some businesswomen/men are lucky, but you must not depend on luck alone!

Advantages and Constraints of Self-Employment

1. ADVANTAGES OF WORKING FOR YOURSELF

Those who choose self-employment as a career usually do so for five basic reasons: personal satisfaction, independence, profits, job security and status.

- a. **Personal satisfaction:** To some people, the chief reward of working for oneself is personal satisfaction. Personal satisfaction derives from doing what you want with your life. Being self-employed will enable you to spend each work day in a job you enjoy. For example, if you like photography, you may start your own studio. Each time a customer is pleased with a portrait, you will receive personal satisfaction. You may also receive satisfaction from aiding the community in which you live. Self-employed persons supply goods and services and create jobs for others. They also buy goods and services from other local enterprises, borrow money from local banks, and pay taxes.
- b. **Independence:** Another advantage of being a self-employed person is independence. Independence is freedom from control of others. You are able to use your knowledge, skills and abilities as you see fit. When you are self-employed you are driven by spirit of self-reliance and individual survival. Compared to those who work for others, self employed persons have more freedom. They are in charge and can make decisions without first having to get the approval of someone else.
- c. **Profit and income:** One of the major rewards expected when starting a new business is profit. Profit is the amount of income left after all expenses have been paid. Profits go to the owner of a business. Being self-employed, you would be able to control your income. Very often, increased time and effort put into the enterprise results in increased income. This is not often the case when you work for someone else. How much do you want to earn each year after your business is running smoothly? Do you want to make IDR 20 million, 50 million, 100 million or more a year? It's important to decide on an anticipated income because different types of businesses have different income potentials. A fast-food restaurant has one income potential while a small manufacturing business may have another. It's probably tempting to set your goal at a very high level – say IDR 25 million a year. Many businesses have the long-run potential of being successful; however, many businesses don't become profitable operations very quickly. One way to establish a personal income goal is to answer the question "How much do I want to be making (per year) six years from now?"

- d. **Job security:** Many enterprises are created by persons who are seeking the kind of job security that is not available elsewhere. Job security is the assurance of continued employment and income. Self-employed persons cannot be laid off, fired or forced to retire at a certain age.
- e. **Status:** Status is a term used to describe a person's social rank or position. Self-employed persons receive attention and recognition through customer contact and public exposure. As a result, they may enjoy status above that of many other types of workers. Closely related to social status is pride in ownership; most people enjoy seeing their names on buildings, vehicles, stationery and advertisements. To some degree, all people seek status. Businesses have their status too. There are high-status businesses and low-status businesses. For example, garbage collection is a low-status business. Some people are very interested in the status of their business and others are not interested at all. It may be an important consideration in selecting the type of business for you. The key is to choose a business that has a level of status that you'll feel comfortable with.
- f. **Flexibility:** Individuals who become self-employed have options to start enterprises in all categories and sizes depending on their capabilities. Self-employment also gives the individual the job of being an employer and a leader rather than an employee and a follower.

2. CONSTRAINTS OF WORKING FOR YOURSELF

In addition to knowing the advantages of self-employment, you should also be familiar with the disadvantages: possible loss of invested capital, uncertain or low income, long hours and routine chores.

- a. **Possible loss of invested capital:** One risk of being self-employed is the possibility of losing your invested capital. The term invested capital refers to the money the entrepreneur put into starting the enterprise. As a general rule, the riskier the business, the greater the profit potential. If the enterprise succeeds, profits may be high. If the business fails, invested capital may be lost; the entrepreneur stands to lose a lifetime of personal and family savings. It may take years to repay banks, suppliers and individuals who loaned the money to get the business started.
- b. **Uncertain or low income:** Another disadvantage of owning your business is the possibility of uncertain or low income. Unlike the salaries of employed workers, profits usually vary from one month to another. This is true even in well-established businesses. When income is available, there still may not be enough to meet personal and family needs. This is often the case during the first six to twelve months of operation.
- c. **Long business hours:** Entrepreneurs do not work just forty hours a week; they do not punch time clocks. Many self-employed persons work fourteen or more hours a day, six or seven days a week. The owner is often the first to

arrive at the business in the morning and the last to leave at night. Business hours are set at the convenience of customers, not the desire of the owner. For example, many market shops are open from 8:00 A.M. to 9:00 P.M. Some entrepreneurs feel they cannot leave their businesses for more than one or two days at a time.

- d. **Routine chores:** Running your own business may involve routine chores you do not like to do. You also need to be a jack of all trades. This can sometimes be a challenge if you do not join with others in a partnership, or if you cannot raise sufficient funds to allow you to employ other people.
- e. **Risks:** You stand the best chance of success if you are prepared to take calculated risks. Calculated risks allow you to estimate the chances of failure or success without taking a gamble. Very low-risk ventures have less rewards in terms of profits and may lead to limiting your ideas and their follow-up.
- f. **Time involvement:** Starting a small business takes a lot of hard work. In fact, it may consume most of your waking hours in the first few years. But in the long run, work effort and personal involvement on the part of a small business owner can vary greatly. In many established small businesses, day-to-day activities can be turned over to a manager. Decide on the personal involvement and work effort you would like to put into your business in the future (six years from now). Quite conceivably, you'll want to continue to be fully involved, or maybe you'll prefer to be only partially involved or not involved at all.
- g. **Contact with people:** How do you feel about working with people? Do you really enjoy it or do you wish you could always work alone? Or are you somewhere in between? There are really three types of contact with people in a small business: contact with customers, with employees and with suppliers. Most small business owners don't mind the contact with employees and suppliers, since the owner is usually on the most comfortable side of the relationship. The owner-customer relationship, however, differs greatly depending on the type of business you're in. For example, in selling real estate, personal aggressiveness is important. If you don't enjoy personal selling, don't choose a business where it's required. Many businesses have a much more impersonal sales approach. In most retail operations, for example, successful selling depends more on good merchandise, fair prices and advertising than it does on personal contact with the customer. An extreme example of impersonal selling is mail, internet or email order, where you never even see a customer (the customers send in orders and the owner sends out the merchandise).

Worksheet 13A

My Dream Job Profile			
You are asked to find out the related information of at least three jobs you dream about by interviewing acquaintances/neighbours who are practicing this occupation. The minimum information you need to find out is below:			
Information	Job 1: _____	Job 2: _____	Job 3: _____
Job title			
Tasks			
Physical attributes and characteristics			
Skills and competencies required			
Salary/compensation			
Career advancement and employment prospects			

Worksheet 13B

(Source: "Jobs on Board," ILO Manila and Department of Labour and Employment, Philippines, 2007)

Job Title: Retail Salesperson

Tasks:

- Moving goods to be sold from storage area to sales area and placing them on display;
- Ascertaining the nature and quality of the product desired by the customers;
- Quoting prices, credit terms and discounts;
- Picking and arranging delivery of goods if needed;
- Verifying cashier's receipt;
- Giving demonstrations of articles on sale in order to inform customers about their characteristics and mode of use as well as to stimulate buying interest.

Education and Training:

- A high school diploma or 2 years of college education;
- In-house training in customer service, security, store policies and procedures.

Skills and Competencies Required:

- Knowledge of sales techniques coupled with an extensive knowledge of the merchandise on sale;
- Ability to communicate clearly and effectively both in English and in the local dialect;
- Extraordinary talent for persuasion.

Physical Attributes and Characteristics:

- Have interest in sales work;
- Have tact and patience to deal with different customers;
- Patient and courteous;
- Neat in appearances at all times.

Salary/Compensation:

- Minimum wage in the locality;
- Commissions under a quota system;
- Incentives such as bonuses and other benefits in kind;
- Discounts on the store's merchandise.

Career Advancement:

Employees even without college degrees may advance to administrative or supervising positions as long as they display strong motivation and extraordinary capabilities at work.

Employment Prospects:

Retail salespersons may be employed in various settings ranging from small specialty shops employing a few persons to giant department stores with hundreds of employees. Others can also be employed as part-time, self-employed representatives of direct-sales companies. Many jobs can be created in retail due to businesses expanding their operations, the need for temporary workers during peak selling periods, and a growing population that normally results in an increase in retail.

Worksheet 14A

Core Work Skills			
Skill	Core Work Skill		Explanation
	Yes	No	

Worksheet 14B

Philippines Core Work Skills

In 2007, TESDA (Philippines Technical Education and Skills Development Authority) and ILO Manila identified 20 core work skills that everybody will need in order to perform satisfactorily at work and in society and are considered portable and transferable irrespective of jobs and industrial settings. These are:

1. **Receive and respond to workplace communication:** receive, respond and act on verbal and written communications.
2. **Work with others:** develop workplace relationships and contribute to workplace activities.
3. **Demonstrate work values:** demonstrating and living by desirable values and ethics in the workplace.
4. **Practise basic housekeeping procedures:** apply the basic housekeeping procedures.
5. **Participate in workplace communication:** gather and interpret information in response to workplace communication.
6. **Work in a team environment:** identify roles and responsibilities as a member of a team.
7. **Practise career professionalism:** promoting career growth and advancement.
8. **Practise occupational health and safety procedures:** comply with regulatory and organizational requirements for occupational health and safety.
9. **Lead in workplace communication:** lead in the dissemination and discussion of ideas, information and issues in the workplace.
10. **Lead small teams:** including setting and maintaining team and individual standards.
11. **Develop and practise negotiating skills:** collect information in order to negotiate to a desired outcome and participate in the negotiation.
12. **Solve problems related to work activities:** solve problems in the workplace, by applying problem-solving techniques, and determine and resolve the root cause of problems.
13. **Use mathematical concepts and techniques:** application of mathematical concepts and techniques.

14. **Use relevant technologies:** selecting, sourcing and applying appropriate and affordable technologies in the workplace.
15. **Utilize specialized communication skills:** use specialized communication skills to meet specific needs of external and internal clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.
16. **Develop teams and individuals:** determine individual and team development needs and facilitate the development of the workgroup.
17. **Apply problem-solving techniques in the workplace:** apply the process of problem-solving and other techniques beyond those associated directly with the process unit; includes the application of structured processes and improvement tools.
18. **Collect, analyse and organise information:** process, analyse, interpret and organise workplace information and other relevant data.
19. **Plan and organise work:** outcomes required in planning and organizing work; may be applied to a small independent operation or to a section of a large organization.
20. **Promote environmental protection:** adhering to environmental protection principles, strategies and guidelines.

Worksheet 15

My Core Work Skills

Assess your core work skills by responding to the following questions and circling the best answer. You can also ask friends who know you well.

1) Communication Skills	No	Sometimes	Yes
I pay attention to what others ask of me.	1	2	3
I can explain things to others or tell others how I feel.	1	2	3
I can write letters and small reports.	1	2	3
I can interview or lead a discussion with a group of people.	1	2	3
I can speak Tetum, Portuguese, English or Indonesian.	1	2	3
2) People Skills	No	Sometimes	Yes
I am sensitive to others' feelings.	1	2	3
I like working together with others.	1	2	3
I encourage and help others when they need help.	1	2	3
I praise others for their good work.	1	2	3
I sort out a problem with others in a respectful way.	1	2	3
3) Practical Skills	No	Sometimes	Yes
I can drive a vehicle (motorbike, car, truck, etc.).	1	2	3
I know how to use machines and tools.	1	2	3
I can make things or repair things.	1	2	3
I can use a computer.	1	2	3
I know how to grow plants or raise animals.	1	2	3
4) Organisation & Management Skills	No	Sometimes	Yes
I can make plans to get things done.	1	2	3
I know how to take inventory and keep records.	1	2	3
I can organise and motivate people to work.	1	2	3
I can manage money and budgets.	1	2	3
I can make decisions and take responsibility.	1	2	3
5) Problem Solving Skills	No	Sometimes	Yes
I ask others or seek information if I don't know something.	1	2	3
If something is not working, I am curious to find the problem.	1	2	3
I try to analyse the cause of the problem.	1	2	3
I look for creative solutions to the problem.	1	2	3
I can resolve disputes between people.	1	2	3

Add up all the numbers you have circled. Your total score is=_____

- **Total score 90 or higher:** Congratulations! You have **impressive** core work skills, but you can still always improve.
- **Total score 50-59:** You have **good** core work skills, but need to improve in some areas.
- **Total score 49 or lower:** You **need to improve** many of your core work skills

Worksheet 16

Skills related to My Dream Job (Technical Skills)

In a group, assess the technical skills required for your dream job through a discussion with professionals, or other sources, including well known experts' opinion that you can find in books or through the internet.

In your group, decide what kind of jobs you are going to assess. The job should be specific (e.g. fashion designer, television journalist, etc).

Next, identify (1) tasks and responsibilities for the job, and (2) skills required for the job. List them in the following table.

Skills-related to my dream job	
My dream job	
Tasks and responsibilities	
Required skills	

Reflect on how important the skills are in terms of:

- Getting a job
- Maintaining a job
- Improving your career
- Flexibility in the labour market

Worksheet 18

PAKET Programme Case Studies (Answer Key)

In a group, discuss the cases below. Mark an “X” in the appropriate box if you consider the statement to be either TRUE or FALSE.

No.	Cases	True	False	Teacher's explanation
1	Sujatmiko dropped out of school when he was in the second grade of junior high school. He can directly follow the exam for <i>PAKET C</i> .		X	To be able to follow the <i>PAKET C</i> exam, a person should have a junior high school diploma or <i>PAKET B</i> diploma.
2	Because the health conditions of his parents were getting worse, Syarif was forced to drop out of school after graduating from junior high school. His friends said that his dream to continue on to university are still open.	X		Syarif can follow the <i>PAKET C</i> programme and after passing the <i>PAKET C</i> exam, he can continue to university.
3	The <i>PAKET B</i> exam is held at the same time of the junior high school national exam.		X	All exams for the <i>PAKET</i> (A, B and C) programme are performed separately from the formal national exam (junior high school, general high school, vocational high school). Still, the diploma is equal to the formal education diploma.
4	The <i>PAKET</i> programme can be followed while working.	X		The government realises that many people in the community cannot finish or continue their education for various reasons, including financial problems. The <i>PAKET</i> programme is designed for people who have to work but want to continue their education.
5	<i>PAKET B</i> graduates can continue to general high school but cannot enter vocational high school.		X	<i>PAKET B</i> graduates can continue to general high school or vocational high school, just like the junior high school graduates.
6	<i>PAKET C</i> graduates can continue their study in social fields at the university, but not in the science field.		X	<i>PAKET C</i> graduates can continue their study in any field, just like the high school graduates, as long as it matches the major taken in the <i>PAKET</i> .
7	The <i>PAKET C</i> programme also has majors like in general high school and vocational high school.	X		The <i>PAKET C</i> programme offers choices just like in general high school and vocational high school.
8	The learning system in the <i>PAKET</i> programme is adapted to the conditions and time allocation of the participants.	X		The <i>PAKET</i> programme provides a more flexible learning period. Most <i>PAKET</i> programmes have their classes in the afternoon or evening.
9	In the <i>PAKET</i> programme, in addition to the academic subjects, the participants are also taught life skills.	X		All <i>PAKET</i> programmes also teach life skills to the students to prepare them to enter the professional world.
10	All <i>PAKET</i> programmes are free.	X		All <i>PAKET</i> programmes are free.

PAKET Programme Case Studies

In a group, discuss the cases below. Mark an "X" in the appropriate box if you consider the statement to be either TRUE or FALSE..

No.	Cases	True	False	Teacher's explanation
1	Sujatmiko dropped out of school when he was in the second grade of junior high school. He can directly follow the exam for <i>PAKET C</i> .			
2	Because the health conditions of his parents were getting worse, Syarif was forced to drop out of school after graduating from junior high school. His friends said that his dream to continue on to university are still open.			
3	The <i>PAKET B</i> exam is held at the same time of the junior high school national exam.			
4	The <i>PAKET</i> programme can be followed while working.			
5	<i>PAKET B</i> graduates can continue to general high school but cannot enter vocational high school.			
6	<i>PAKET C</i> graduates can continue their study in social fields at the university, but not in the science field.			
7	The <i>PAKET C</i> programme also has majors like in general high school and vocational high school.			
8	The learning system in the <i>PAKET</i> programme is adapted to the conditions and time allocation of the participants.			
9	In the <i>PAKET</i> programme, in addition to the academic subjects, the participants are also taught life skills.			
10	All <i>PAKET</i> programmes are free.			

Worksheet 22

My Job-Related Skills

Answer all questions below:

1. **Education & knowledge**

- a) Highest level of education _____
 b) 3 best subjects/courses in school _____

2. **Training experience**

- a) Skills/vocational training courses completed _____

 b) Other training courses completed _____

3. **Work experience** (paid, family, part-time, internship, volunteer work, etc.)

4. **Machinery, equipment or tools that I can use** (sewing or embroidery machine, plumbing tools, gardening or farming tools, mechanical tools, cooking tools, hairdressing tools, cash register, camera, computer, etc.)

5. **Skills in working with data or doing paperwork** (take inventory, classify data, calculate, type, inspect, research, use computer database, write office memos and reports, check accuracy of data, keep records, etc.)

6. **Skills in customer service or work supervision** (take customers' orders in a restaurant, retail sales, work as receptionist, supervise a work crew, run a beauty salon, etc.)

7. **Skills in making specific goods, products or services** (clothes, fresh food, dried or processed food, baking, handicrafts, wood work, batik, silkscreen products, photographs, flower arrangements, etc.)

8. **Other skills**

Considering your answers to the above questions, identify the skills you have to offer potential employers.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Worksheet 23

Curriculum Vitae (CV) Template

Guidance notes for the students are *italicized*

Ade Panjaitan

23, Jl Thamrin

Surabaya

Tel: XXXXXXXXXX

Email: apanjaitan@gmail.co

Work Experience

This section of the CV includes your work history. List the companies you have worked for (from most to least recent), dates of employment, the positions you held and a bulleted list of responsibilities and achievements. If you have completed internships, it's fine to include them in the work experience section. You can also list jobs you have done on an informal basis (i.e. helping with a family or friend's business).

Company Name

Dates Worked

Job Title

Responsibilities / Achievements

Education

In the education section of your CV, list the schools you attended, the degrees you attained, and any special awards and/or honours that you earned.

Skills

Include skills related to the position/career field that you are applying for, i.e. computer skills, language skills, etc. Include skills that you have learnt either while attending school or outside school. Emphasise the core work/life skills that you may have, such as team work, communication, etc.

References available upon request

There is no need to include references on your CV. Rather, have a separate list ready to give to potential employers if they request your references.

Worksheet 24

Sample of Recurrent Questions

(adapted from <http://www.jobinterviewquestions.org/>)

1. What five adjectives describe you best?
2. Why should I consider you for this position?
3. Why are you the best candidate for this position?
4. Tell me about the one thing in your life you're proudest of.
5. What qualities do you think are necessary to make a success of this job?
6. Describe your ideal job.
7. What kinds of work interest you the most?
8. What interests you most about this position?
9. Describe the most difficult problem you have had to solve. What was the situation and what did you do? Would you do anything different next time?
10. In general, how do you handle conflict?
11. Describe a creative solution that you have developed to solve a problem.
12. What solution are you the proudest of?
13. Describe a time when you had to use fact-finding skills.
14. What has been your most important work-related idea?
15. Who or what caused you the most trouble in implementing your ideas?
16. Tell me about a situation that got out of control. How did you handle it?
17. Describe the best/worst co-worker you've ever had.
18. Tell me about something you achieved as a group member.
19. How would you define a good working atmosphere?
20. Tell me about a time you came up with a new idea. Were you able to get it approved? If so, how did you go about it?
21. Can you think of a time an idea of yours was rejected? Tell me about it.
22. Tell me about a time an idea or task of yours was criticised.
23. How do you go about making important decisions?
24. Tell me about the last time you made a good decision and describe what it was and what the results were.
25. Tell me about an important decision or judgment call you've had to make on the job.

26. Describe the worst decision you ever made and how you corrected it.
27. What motivates you to do your best work?
28. What do you find most frustrating at work?
29. Tell me about a project that got you really excited.
30. How do you define doing a good job?
31. What makes a job enjoyable for you?
32. Under what conditions do you work best?
33. What is your greatest strength/weakness or deficiency?
34. What are your 5-year goals?
35. What does "failure" mean to you?
36. Tell me what "success" means to you.
37. Do you consider yourself successful?
38. Do you set goals for yourself and how do you do that?
39. Tell me about a work situation you had that required excellent communication skills.
40. I'm interested in hearing about the last time you took a risk. What was it and in retrospect, was it the right decision?
41. In what areas do you typically have the least amount of patience?
42. What kinds of decisions are most difficult for you?
43. What is the most difficult work situation you have ever faced?
44. What do you do when you have a great deal of work to accomplish in a short period of time?
45. What do you do when you're having trouble with a co-worker/peer?
46. What was the most important project you worked on in your last job and why did you choose this example?
47. What types of people have trouble getting along with you?
48. Do you prefer to work by yourself or with others?
49. What kind of person do you get along with the best?
50. Tell me about an occasion when, in difficult circumstances, you pulled a team together.
51. What do you find most challenging about working with co-workers?
52. Describe a group project you were recently involved in. Describe your role, the purpose of the project, and how you handled differences of opinion. What was the outcome?
53. What do you do when you know you are right and others disagree with you?
54. How do you build consensus?
55. How do you motivate people?

56. If you are hired, what will you do in your first 45 days?
57. Describe one change you made in your life that was very beneficial.
58. Describe the top of your desk.
59. Tell me about the last time you failed to complete a project on time.

Worksheet 25

Types of Labour Contracts

According to Act No. 13 of 2003 on Manpower, and the Ministry of Manpower and Transmigration Decree No. 100 of 2004, there are three types of labour contracts: Fixed Term Employment Contract (FTEC), Non-Fixed Term Employment Contract (NFTEC), and Contracts with Outsourcing Companies.

a) Fixed Term Employment Contract (FTEC)

A FTEC is signed between an employer and a “contract worker” for specific work in a fixed period of time. Fixed term contracts are in written form and must use Bahasa Indonesian and the Latin alphabet. If the fixed-term employment contract is not written in Bahasa Indonesian, the agreement automatically becomes a permanent Employment Contract. Other aspects of FTEC include:

- Agreed work requirements must not be below the regulations in effect;
- No trial period and no renewal;
- Maximum three years;
- FTEC is not to be used for fixed employments;
- Workers should be registered at the local Labour Office;
- FTEC is allowed in the following circumstances:
 - i. for new products, new activities, or supplementary products which are still in their trial period;
 - ii. for immediate or temporary fulfilment within a period of 3 (three) months;
 - iii. for seasonal work;
 - iv. for answering a special order/reaching a special target.

b) Non-Fixed Term Employment Contract (NFTEC)

Non-fixed term contracts are not limited in time. A trial employment for up to three months should be specified in the contract; if unspecified, there is no trial period. Employment regulations, including application of minimum wage, apply at the start of the contract (not at the end of the trial period). Full-time employees’ rights should be in line with labour regulations and may also include other benefits.

c) Contracts with Outsourcing Companies

Outsourcing is a process through which a main company buys the services of an outsourcing company (instead of recruiting staff) for tasks that are not part of its core activities. Through this process, the employment relationship is transferred to the outsourcing company. Companies in many economic sectors across Indonesia are using this system, including banks, paper-making industries, rubber and plastic processing companies, and food and beverage companies. The companies who use outsourcing can be the results of joint ventures with foreign investors, nationally-owned private companies, and public industries. Services include: security, packaging, maintenance, mechanic, receptionist, data entry and call centres.

These are the legal conditions under which work can be outsourced:

- The work is outside of, and does not include, the core activity of the company;
- It is carried out with or without a direct order from the offering party;
- The work supports the company as a whole;
- The work does not hinder the production process directly;
- Outsourcing companies must be a chartered corporation and own an operational permit from a labour-governing institution.

A written agreement should be produced between the two companies, which includes (a) a description of the type of work to be carried out by the workers; and (b) a clause stipulating that the employment relationship will exist between the workers and the outsourcing company. If these two elements are not included in the contract, the employment relationship will be considered to exist between the main company and the worker.

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