



CAREER COUNSELING TRAINING MANUAL

Developed by:
KAMPUCHEAN ACTION FOR PRIMARY EDUCATION



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Table of Contents

1. INTRODUCTION

1.1 Overview

1.2 Objectives and Purpose of This Manual

2. EXPLANATION ABOUT HOW TO USE THIS MANUAL

3. SESSION PLANS FOR THE TRAINER

Lesson 3.1: Purposes and Objectives of the Career Counseling Service

Lesson 3.2: General Operating Structure

Lesson 3.3: Service Content

Lesson 3.4: Advertising Networking and Outreach

Lesson 3.5: Counseling Techniques

Lesson 3.6: Tracking, Database and Keeping Case Files

4. HANDOUTS AND PARTICIPANT COURSE MATERIALS

Handout 3.1.1.: Case Study Analysis - Problems with Career Counseling Services Provided in Schools under IBEC

Handout 3.1.2: Summary of Career Counseling Center Services

Handout 3.1.3.: Matching Youth Needs to Counseling Center Services

Handout 3.2.1: Summary of Operating Structure for Youth Counseling Center with Exercise Sheet

Handout 3.2.2: Office Map

Handout 3.3.1: Job Descriptions for Career Counselor with breakdown by Service Area

Handout 3.3.2: Summary Table of job description and specific tasks

Handout 3.3.3: Participants list and Case Form

Handout 3.4.1: EYE Youth Networking

Handout 3.4.2: Service Map of Career Counseling Service Providers in Kampong Cham Town and Environs

Handout 3.4.3: Case study

Handout 3.4.4: Content of brochures – Exercise sheet

Handout 3.5.1: Skills needed for counseling – Exercise sheet

Handout 3.5.2: Ethical and unethical behaviors

Handout 3.5.3: Youth profile description for role-play

1. INTRODUCTION

1.1 Overview

General: This manual is intended for CAREER COUNSELORS in lower secondary schools to provide support services to students that will prepare them both to find suitable employment and to stay employed. The planned support provided by counselors will help students to prioritize what types of career they would like to have in the future. Thinking about careers at an early age helps students to acquire the necessary skills and experience they need in order to have a satisfying career and fulfill their potential, rather than just finding themselves in a job for which they have little motivation and little chance of promotion.

Target Groups: This manual has been developed for many different kinds of youth including those who are still in school as well as those who are about to leave or have already left (out-of-school youth). It is recommended, however, that counselors focus on students in the higher grades given that these are the students who are most likely to leave school and soon enter the workforce. However, the services provided can be of use and interest to all students in the school as well as youth who have already left school. We hope young people can become more forward thinking in their aspirations for their future career and become more aware of the types of work, which would suit them.

Additional Resource Books: This training is in addition to the *World of Work* life skills manual, which will further help students to understand and gain the soft skills required for the workplace and how to apply for a job. The *Career Advice Manual* originally developed for school-based counselors also has useful activities about how to train a Student Council about career planning. Career Counselors may also find this manual useful, especially with regards to capacity-building activities in schools. Finally, It should also be noted that the recently approved life skills manual entitled, *Me and My Future* also has much information on future planning that could be useful with students in the lower grades to prepare them for the more advanced career planning services discussed in the current manual.

1.2 Objectives and Purpose of This Manual

Purpose of This Document: The present manual has been developed as a Training of Trainers (ToT) document to assist in the preparation of recruited career counselors in delivering desired career counseling services as well as managing the counseling facilities established by KAPE for its target schools.

Relevant Services: This content provided in this manual will help career counselors to assist students in accessing various services relating to career counseling. These services include:

- One-on-one counseling (especially for students and youth who are determined

to be at particularly high risk).

- Access to brochures and written materials
- Using technology as a career-planning tool including access to tablets and desk-top workstations in the *Media Center* of the Demonstration School as well as the *Youth Counseling Center* in the KAPE Main Office.
- Providing referrals to students about registration in workforce databases, post-secondary school study opportunities (both vocational and tertiary), self-employment, getting loans from MFIs, and apprenticeships.
- Access to capacity-building workshops that will be organized from time to time on career related topics such as: (i) understanding the difference between soft and hard skills; (ii) finding a job; (iii) writing a CV and doing an interview; (iv) choosing a career path.

Rationale for Training External Career Counselors: The establishment of external Career Counselors is intended to address a deficiency that occurred in many schools where there were not enough school personnel to adequately carry out the tasks of a career counselor. The identification and training of external Career Counselors who can fully focus on career planning activities directed at students and out-of-school youth is an intervention that KAPE has committed to establishing for youth in its target schools and which the agency will try very hard to continue to resource in the long-term. The current manual seeks to give a thorough orientation to recruited Career Counselors about how to effectively provide career-counseling support in collaboration with target schools.

2. EXPLANATION ABOUT HOW TO USE THIS MANUAL

This manual uses the following standard symbols used in the Life skills manuals, developed as part of the Improved Basic Education in Cambodia (IBEC) project.



Timing Required for the Lesson



Pre-Training Preparation: Contains information on how to set up your training area for learning activities. It also gives suggestions on how to organize materials needed for the activity.



Materials Needed: This provides an overview of necessary materials. Most of the time these will be very basic things, like pens or paper. Other material in the training sessions will be provided through handouts that are attached in this manual. Sometimes they need to be duplicated by the trainer.



Learning Outcomes: Gives a statement of what should have been achieved and assessed at the end of the session.

Steps and Process Icons

Section 3 of this manual provides a series of training sessions on how to train the recruited Career Counselors. The symbols below are used to help guide the actual training session. These symbols will tell the facilitator quickly what sorts of activities need to be planned for in this part of the training session. This section of the manual includes possible activities, stimulating questions, examples to clarify exercises and optional extra tasks. Although it is advisable to read through the whole lesson clearly from the beginning, especially when it's used for the first time, the trainer can easily see what he or she has to do because of the icons used.



Action to be Taken: This symbol indicates that the facilitator must take a concrete action such as passing out a Handout, re-arranging desks, organize groups, etc.



Questioning Behavior: This indicates that the facilitator needs to ask a key question to the participants as a prelude to an activity or discussion.



Discussion: This symbol indicates that the facilitator must lead a discussion or allow participants to discuss something in their groups.



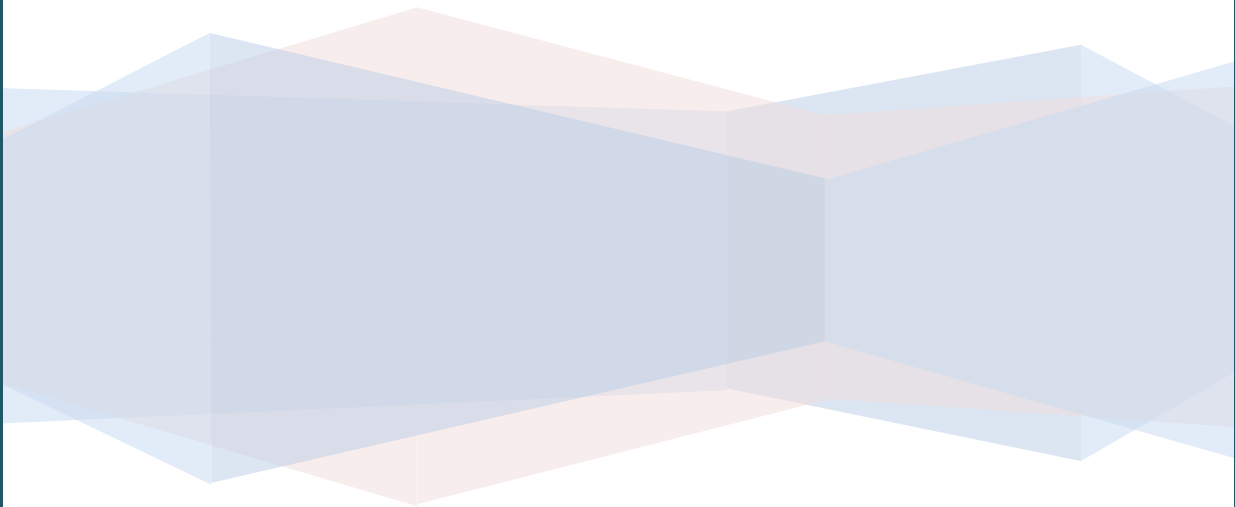
Writing Tasks: This symbol indicates that the participants need to write something on poster paper, complete an exercise, or other written task.



Explanation: This symbol indicates the facilitator must explain something to participants.

3. CAREER COUNSELING SESSION PLANS

Course Outline and Materials



Lesson 3.1- Purpose and Objectives of the Career Counseling Service



Lesson Time: 90 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.1.1:** Case Study Analysis - Problems with Career Counseling Services Provided in Schools under IBEC
- Make copies of **Handout 3.1.2:** Summary of Career Counseling Center Services
- Make copies of **Handout 3.1.3:** Matching exercise (Needs & Services)



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.1.1:** Case Study Analysis - Problems with Career Counseling Services Provided in Schools under IBEC
- **Handout 3.1.2:** Summary of Career Counseling Center Services
- **Handout 3.1.3:** Matching exercise (Needs and Services)



Learning Outcomes:

- Participants can explain why the current counseling structure service has been created based on a case study and discussion.
- Participants can indicate the services that the Career Counseling Service will provide.
- Participants can briefly summarize the content of each of the Career Counseling Services discussed during the lesson.
- Participants can match specific youth needs with services that the counseling center will provide.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Why Schools Need A Career Counseling Service



Pass out the Case Study Analysis to participants (Handout 3.1.1) and explain that this document gives an analysis of why counseling services in the past have not been so effective.



Ask participants to read the case study. Give them about 10 minutes for them to do so.





When participants have finished reading the case study analysis, lead a discussion with participants that identifies what the problems that the current Career Counseling Service seeks to address and how it will do so.







Make a copy of the table in Handout 3.1.1 on the whiteboard and complete the table as your discussion progresses. Some examples have been provided below to help you properly guide the discussion and the completion of the table.

Perceived Problem	The Manner in Which EYE Counseling Service Will Address the Problems
<ul style="list-style-type: none"> No school personnel to provide adequate career counseling support to youth School managers are too busy to spend any time on counseling so activities were not done well. Many at-risk youth were not identified No individualized counseling for any students or youth No information on micro-finance loans No information on where to study further No services for out-of-school youth Focus on Grade 8 students only 	<ul style="list-style-type: none"> Use of external counselors but linked with the school External counselors can focus exclusively on career counseling services Counselors will have a computerized database to identify and track youth who are most at risk A special office with privacy will be set in place to meet with individual youth as needed. Outreach to MFIs to meet with students and youth at school Outreach to Vocational Training institutions to meet with students and youth Outreach to out-of-school youth thru database and tracking services Focus on all students, especially Grade 9

Services that Will Be Provided by the Career Counseling Center

-   Pass out Handout 3.1.2 to all participants. Give a short explanation about the described services, allowing participants to ask for clarifications as you go. Make sure that participants understand that services provided at the Youth Center are interdependent and not isolated to the other services.

Using Services Provided by the Career Counseling Service to Meet Youth Needs

-  Following the explanation about the services that the center will provide in Handout 3.1.2, explain to participants that they are going to try to apply what they just learned to see if they can match services with youth needs that they encounter. There may be some needs that cannot be met by the center, which should be referred to another more experienced service provider (e.g., domestic abuse, etc.).
 -  Next, pass out Handout 3.1.3 with a Needs-to-Service matching exercise.
 -  Read the directions to the participants and have them begin discussing the task together. This exercise may be done individually, as a large group, or in small groups.
 -  After participants have completed their worksheets, discuss as a large group to determine that there is a good consensus about matching needs to available services.
- At the end of the lesson, show again the learning outcomes of this lesson and check with participants their knowledge acquired.

Lesson 3.2: General Operating Structure



Lesson Time: 60 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.2.1: Summary of Operating Structure for Youth Counseling Center with Exercise Sheet**
- Draw a Map of the Youth Counseling Center on the whiteboard and paper strips marking different functional areas as indicated in the Session Plan.



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.2.1: Summary of Operating Structure for Youth Counseling Center with Exercise Sheet**
- Office Map



Learning Outcomes:

- Participants can state basic operating guidelines about the career counseling service including hours of operation, the function of different location offices (e.g., KAPE Office and Demonstration School), target groups, the division of labor among staff, and the relationship with surrounding schools and institutions.
- Participants can identify the functions of different locations organized in each office location using an office map.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Setting up of basic operating guidelines



Tell the participants to brainstorm about operating guidelines of Youth Center and Media Center individually. Participants have to reflect about hours of operation, the function of Youth Center and Media Centre, target groups, the division of labor among staff, and the relationship with surrounding schools and institutions.



Give participants 5 to 7 minutes to write down their ideas on the table (Handout 3.2.1.)

Each participant has to share their ideas. Facilitator writes ideas on the whiteboard. Then participants sort out all ideas to make a definitive operating structure for Youth center.

A table with Basic operating structure

Basic Operating Guidelines	Details
<i>Hours of operation</i>	<ul style="list-style-type: none"> • 8am – 12pm • pm – 5pm • Monday to Friday
<i>Function of different location offices</i>	<p>KAPE Office – Youth Center:</p> <ul style="list-style-type: none"> • One-on-one counseling (walk-in or with appointment) • Referrals & follow-up • Tracking & Case files • Capacity building workshops & presentations <p>Demonstration School-Media Center:</p> <ul style="list-style-type: none"> • Self-study about career options with IMacs & Tablets, Smart phone... • Get information from bulletin board, brochures, and research by Internet...

<p style="text-align: center;"><i>Target groups</i></p>	<ul style="list-style-type: none"> • Both Youth Center & Media Center are available for different kinds of target groups. Students in school and youth who are about to leave school or have already left (out-of-school youth). Counselors will focus on students in the higher grades in order to help them to think about the future (job and study opportunities). Those are most likely to leave school and soon enter the workforce.
<p style="text-align: center;"><i>Division of labor among staff</i></p>	<ul style="list-style-type: none"> • 1 counselor stays in the Youth Center from Monday to Friday. • 1 counselor stays in the Media Center from Monday to Friday to help youths to searching, finding information online. The counselor in the Media Center will take care of updating data from attending list and Case Form.
<p style="text-align: center;"><i>Relationship with surrounding schools & institutions</i></p>	<ul style="list-style-type: none"> • Counselors might visit schools to give youth information about the Youth Center. They also visit schools to update information about high risk students. Counselors often need to contact institutions to update information about companies, MFIs, universities and vocational training centers by getting new brochures and application forms.

Identify locations on office maps



By looking at the whiteboard, participants have to identify together which place is the most appropriate place for each service provided at the Youth Center. They have about 10 minutes to discuss. Once they all agree on the locations, participants come to the whiteboard and by using paper strips, they share their ideas by showing the area and explaining their choices. The following areas must be identified: one-on-one counseling, referrals, self-study, workshop and presentation.



Explain to participants by showing Youth Center office map and then giving explanation for each location to participants (Office map in Handout 3.2.2)

At the end of the lesson, show again the learning outcomes of this lesson and check with participants their knowledge acquired.

Lesson 3.3: Service Content



Lesson Time: 90 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.3.1:** Job Descriptions for Career Counselor with breakdown by Service Area
- Make copies of **Handout 3.3.2:** Summary Table Job description and Task
- Make copies of **Handout 3.3.3:** Participants List and Case form



Resources/Materials:

- **Handout 3.3.1:** Job Descriptions for Career Counselor with breakdown by Service Area
- **Handout 3.3.2:** Summary Table Job description and Task
- **Handout 3.3.3:** Participants List and Case form



Learning Outcomes:

- Participants can briefly explain the content of each of the services that will be provided by the Career Counseling Center.
- Participants can describe key tasks that they must perform for each of the services being provided by the Career Counseling Center.
- Participants can demonstrate how youth should complete case forms through selected exercises and/or role plays. They can also indicate why they are important, and how they can be used to help the Center operate efficiently.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Job description of each of the services provided



Pass out Handout 3.3.1 to all participants. Give a short explanation on the job description for each service and allow participants to ask for clarifications as you go.

Key Tasks related to each of the services provided



Based on Handout 3.3.1, ask participants to think about specific key tasks for each of the services that will be provided by the Youth Center. Participants brainstorm individually or in small groups. They write down their ideas in the last column of the table in Handout 3.3.1.



When participants have finished, lead a discussion about the specific tasks participants have identified. Write all ideas on the whiteboard as the discussion progresses. Complete participants' ideas if some tasks have been forgotten.



Pass out handout 3.3.2. This table summarizes job descriptions and key tasks that counselors must perform for each of the services being provided by the Career Counseling Center. Compare the key tasks identified with the earlier discussion that occurred to complete Handout 3.3.1.

Role-play: Help youth to complete Participant Lists and Case Forms



Pass out Handout 3.3.3 to all participants. Give a short explanation on how to complete the participants list and Case Form. Make sure that all participants understand each section and question on the Case Form. Ask participants to explain some sections to make sure they know how to deal perfectly with Case Form. Let participants ask questions if needed. Once the use of both forms is clear, ask participants to practice with a role-play. Examples of specific situations are available at the end of Handout 3.3.3.



Note: *It is important for the participants list to be consistently completed and signed by each youth every time they come to the Center (even if youth just want to have a look at books or search information on computer). The Case Form must be completed by participants who get one-on-one counseling, referrals or who attend group capacity-building workshops/presentations in addition to the participants list. Once a youth has filled in his/her Case Form, it is important to update the same form (see lesson 6 for more details).*

At the end of the lesson, show again the learning outcomes of this lesson and check with participants their knowledge acquired.

Lesson 3.4: Advertising, Networking, and Outreach



Lesson Time: 90 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.4.1:** EYE youth networking
- Make copies of **Handout 3.4.2:** Job Service Map of Career Counseling service providers in Kampong Cham
- Make copies of **Handout 3.4.3:** Case study



Resources/Materials:

- **Handout 3.4.1:** EYE youth networking
- **Handout 3.4.2:** Job Service Map of Career Counseling service providers in Kampong Cham
- **Handout 3.4.3:** Case study



Learning Outcomes:

- Participants can use EYE network to advertise information about the Career Counseling Center as discussed during the lesson.
- Participants can use the Service Map of Career Counseling Service providers to advice and refer youth to the appropriate service providers according to his/her needs.
- Participants can explain the content of brochures and other written materials from service providers such as NEA documents, Career Advice Manual, World of Work and Me and My Future and what contexts these would be relevant in.

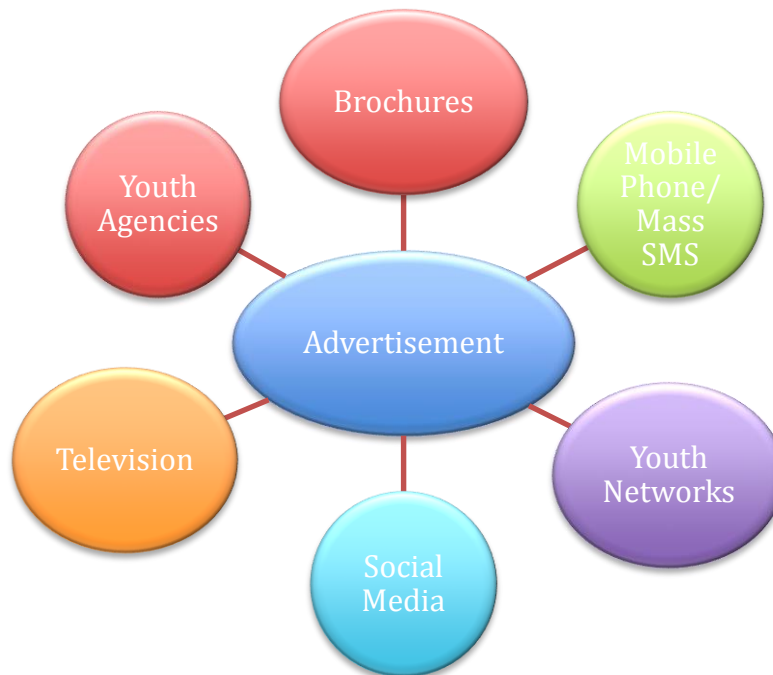
Training Steps

Outcomes of the Lesson

- Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Advertising in Cambodia


- Ask participants to describe the types of advertisements normally used in Cambodia. All ideas should be displayed on the whiteboard. When participants don't have any ideas left, give more details about advertisements (its role and purpose) and add to participants' ideas if needed. Make a diagram similar to that shown below to record the discussion.




- Possible Answer:** By brochures and flyers, newsletter, bulletin board, poster paper, magazines, newspapers and other written material, Radio, TV, Network, Facebook, Internet, mobile phone, video...


- The purpose of advertising is to convince customers that a company's **services** or **products** are the best, enhance the image of the company, point out and create a need for products or services, announce new products and programs and to hold existing customers.

How to announce information about services provided in the Youth Center?


 Participants think individually or discuss in pair during 10min. Lead a discussion to share participants' ideas.

 Show and explain to participants, the EYE network (Handout 3.4.1.). Participants should be able to use this network to advertise the Youth Center 'services. Other ways of advertisement can be used such as brochure, posters, flyer and sign. A newsletter can be created and spread to EYE network. The bulletin board will be used as an important source of information for youths and students as the monthly schedule of workshop will be displayed. Radio could also be used as many people listen to the radio, it might enable to reach out-of-school youths easily. EYE traditional way of advertisement will also be used such as Facebook, MASS SMS and phone calls. Counselor could also visit school to make more students know about the new Career Counseling Center.


What Services Providers do you know in Kampong Cham? And what kind of services do they provide to youth?

 Discuss the question above together and list the services providers participants know. If some services providers seem very interesting and not in EYE networking, write down the name of the service providers. This can be a good way to extend EYE networking as well. This should last only a few minutes.

 After the short introduction discussion, distribute the Service Map of Career Counseling service providers in Kampong Cham (Handout 3.4.2.). Read the document together and let participants to ask questions as you go on.

 Once the content of Service providers is clear for participants, pass out the Case Study in Handout 3.4.3. In small groups, ask participants to decide which service provider counselor should send youth (from case study) to. Then discuss in a big group, each group should explain its decision to youths to the specific service provider.

Content of brochures and other written materials from service providers from network

 Pass out the Handout 3.4.4 and give participants as many brochures and fliers as you can. Ask participants to fill in the table. Participants need to find the brochure matching the content description. Once they have matched the content to the right brochure, participants need to describe in what context these brochures would be relevant in.

The table below gives an example to help you lead a discussion with participants after the exercise is done individually or in small groups.

Brochure's content	Relevant context to use the brochure
<p>Labor Bulletin of NEA</p> <ul style="list-style-type: none"> ○ New information about career ○ Short course skills ○ Trainings or workshops ○ Guide book of career counseling ○ Workplace skill ○ Job announcement ○ Labor market information <p>Note: <i>It's updated every two months</i></p>	<ul style="list-style-type: none"> ○ If youths want to get short course skill ○ If youths want to join a training or workshop ○ To advice youth how to set a goal for future or work plan for future job ○ To give advice to youth about jobs they could choose for their future career according to their interest and skills ○ Disseminate information to youth on how to find jobs or internships ○ Help youth out of school to find jobs
<p>Leaflet of NEA</p> <ul style="list-style-type: none"> ○ Announcement about their services ○ Website, Facebook, Email, Phone number, their locations, the dates and the time their announce on TV 	<ul style="list-style-type: none"> ○ Easy to send youths to get services needed ○ Help youth to search from NEA leaflet information to find jobs, know about scholarship opportunities, job announcements by TV, employment opportunities...
<p>Job Dictionary from Sipar</p> <ul style="list-style-type: none"> ○ job category with specific jobs 	<ul style="list-style-type: none"> ○ Counselor helps youths to find specific job according to their job field interest. For example: in the health section of the book , youth can find jobs such as nurse, doctor, dentist, pharmacist...and know more about each of those jobs.
<p>World of Work</p> <ul style="list-style-type: none"> ○ Introducing Soft-Skills ○ A new type of workplace ○ Motivation for working ○ A highly motivated worker ○ Preparing for tomorrow's work ○ Effective behavior at work ○ A good team member ○ How to handle conflict in the workplace ○ How to write CV's and cover letters ○ A successful job interview 	<ul style="list-style-type: none"> ○ To prepare Capacity Building workshops ○ Relevant topics such as Motivation, Work plan, Good behaviors at school and at work, good team works, how to write CV and how to prepare an interview

<p style="text-align: center;">Me & My Future</p> <ul style="list-style-type: none"> ○ Goals setting ○ Goals and your future ○ Occupation Interests and Investigation ○ Interviews ○ Planning for your future ○ Decision Making ○ The Wise Decision Making 	<ul style="list-style-type: none"> ○ For One-on-One counseling and Capacity building workshops ○ Help youths to set up goals for their future, and plan their future. ○ Use Occupation mapping and make decision make to help youths.
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At the end of the lesson, show again the learning outcomes of this lesson and check with participants their knowledge acquired.

Lesson 3.5: Counseling Techniques



Lesson Time: 120 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.5.1: Skills Needed for Counseling - Exercise Sheet**.
- Make copies of **Handout 3.5.2: Ethical and Unethical Behavior**
- Make copies of **Handout 3.5.3: Youth profile description for role-play**



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.5.1: Skills needed for Counseling - Exercise Sheet.**
- **Handout 3.5.2: Ethical and Unethical Behavior**
- **Handout 3.5.3: Youth profile description for role-play.**




Learning Outcomes:


- Participants can identify youth's problem and offer one-on-one counseling to help youth to find a good job or to achieve their future dreams.
- Participants can describe and apply various counseling techniques such as skills and counseling behaviors that they have learned in the lesson.
- Participants can demonstrate through role play how they might face any emotional situation to help youth to overcome an obstacle and go forward as practiced during the lesson.


Training Steps


Outcomes of the Lesson


 Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.


Skills needed for counseling with youth

 Explain participants the importance of techniques and skills in counseling. In fact, effective counseling is highly dependent on the skills and techniques of the counselor. Though counselors can learn by reading, writing and talking about counseling, if they are to become competent counselors, they have to learn by practicing and doing it.

 Pass out the Handout 3.5.1 about Skills needed for counsellors.

 Ask participants to complete the table individually or in small groups during 15- 20min. Facilitator can explain skills 'title if needed.

 When participants have finished filling in the table, lead a discussion with participants about what skills they identified and the importance of those skills to become a good counselor.

 Make a copy of the table in Handout 3.5.1 on the whiteboard and complete the table as your discussion progresses. Some examples have been provided below to help you properly guide the discussion and the completion of the table. Those are examples there are many other right answers.

Skills	Why is this skill important for counselors?
<p>Attitudinal skills</p> <ol style="list-style-type: none"> 1. Respect 2. Patience 3. Compassionate 4. unconditional positive regard (warmth) 5. Empathetic 6. self-disclosure 7. discrete 	<p>There is probably nothing which has a greater impact on the outcome of a counselling session than the counselor's attitude. Attitudes can be positive or reactive. Respect is one of the most important human attitudes required; It is having good intentions and warm regard for youth. Respect the students and avoid imposing your values on them. Avoid judging them as well. Patience is important. Some people need to discuss something many times before to move on to another step. It is important that youth feels your compassion for his/ her problems. They also should feel you truly care about them. Warmth regard makes youth feel welcomed and valued as individuals. Empa-</p>

	<p>thy is to understand what youth experience, and how they communicate this kind of feeling. You need to be responsive to both the content and the feelings expressed by youth. This attitude helps you to assess youth's concerns and understand them better. It is understanding youth point of view. Self-disclosure helps youth to communicate easily. It is one of the attitudes that help youth to reveal something about him/ herself. It helps to create mutual trust, and disarm the youth, so that he/she feels free and talks openly.</p>
<p>Listening skills</p> <ol style="list-style-type: none"> 1. Active listening 2. Understand behind the words 3. Non-Verbal Signs of Attentive 	<p>Effective and active listening is more complicated than it seems, since it involves a counselor's own level of self-awareness. Counselor needs to be intuitive in discerning what the youth is trying to say and "read between the lines. Furthermore, a counselor needs to be able to respond to the youth in such a way that he/she feels understood. Being a good listener entails receiving and sending appropriate messages.</p> <p>Listening to youth is not just a matter of receiving what they say, but also receiving how they say it. Sometimes how they communicate is much more revealing than what they actually say, which may be more concealing than revealing.</p> <p>Non-Verbal Signs of Attentive are a smile, eye contact, posture, no distraction with phone, looking at a clock or doodling.</p> <p>Advice: Listen nonjudgmentally and listen more than you speak. This enables youth to realize that you value his or her opinions, and thus to trust you more and feel free to share more with you.</p>
<p>Verbal communication skills</p> <ol style="list-style-type: none"> 1. Use appropriate words 2. Be clear 3. Be concise 4. Speak with confidence and not too much 	<p>The use of words in counseling is a skill which requires practice. If inappropriate vocabulary is used, rapport and understanding will be hindered. When this happens, miscommunication occurs. Even common words can be misunderstood due to the multiple meanings they carry. As counselor, you must be sensitive to both the literal and emotional phases of verbal communication.</p>

<p>Giving leads</p> <ol style="list-style-type: none"> 1. Restatement of Content = understanding 2. Questioning= investigating 3. Reflection of Feeling = understanding 4. Reassurance = supporting 5. Interpretation 	<p>Leads may be defined as statements that counselors use in communication with the youth. There are different kinds of statements that can be used (understanding, investigating, supporting or interpreting) as explained below.</p> <ol style="list-style-type: none"> 1. Attempts to convey understanding by repeating or rephrasing the communication to make sure you both understand each other the same way. 2. Seeks for further information, prefer open questions which give youth more scope for self-expression and encourage involvement in the conversation. 3. Understanding from youth's point of view and communicating that understanding. 4. It is often used to support the youth exploration of ideas and feelings or test different behavior 5. Explains meaning behind the youth's statements

Sources: <http://www.careerqa.com/questions/what-are-the-characteristics-of-an-effective-counselor/>
<http://unesdoc.unesco.org/images/0012/001257/125740e.pdf>



Before ending the activity, explain how to introduce and finish a one-on-one counseling with youth. Starting a one-on-one counseling is important to make youth comfortable. You need to create a positive and friendly first impression. Welcome the youth by smiling at him/her. Finish the appointment by asking if the youth has any questions left or need clarification about anything. Summarize the appointment and repeat the advice, referral information to make sure youth knows how move forward.

In conclusion, these techniques help assure good communication with youth during the counseling session. This discussion should remind you to:

1. Create a positive and friendly first impression
2. Establish rapport during the first session, show empathy and reassure the youth
3. Eliminate barriers to good communication such as negative attitudes, poor listening, not allowing youth to express fears or ask question, be-

ing judgmental and impatient, etc. Remember that honesty, transparency and trust are very important.

4. Use active listening with youth by confirming and asking clarification from youth.
5. Provide information simply and use visual aids.
6. Ask appropriate and effective question and use open-ended question
7. Allow youth to ask questions and seek clarification.
8. You have to be ready to deal with many types of issues; you need to be flexible and ready.

Ethics and the Counselor



Ask participants to list individually 3 unethical behaviors that counselors should never do. Give them 5 to 10min to write it down.



When participants have finished, lead a discussion with them and discuss various ethical and unethical behaviors while counseling. Some key ethical principles are described in Handout 3.5.2. Distribute this Handout to participants and review the principles provided at the end.



After the discussion, request participants to review the examples of behaviors in the Exercise provided in the Handout and to determine the Ethical Principle that it violates. This exercise may be done individually or as a large group.



Summarize the lesson and make sure participants understand the importance of confidence, values, integrity and respect while counseling.

Role-play to Demonstrate Theoretical Concepts in Actual Practice



Pass out the case studies shown in Handout 3.5.3 and explain to participants that they are going to try to apply what they just learned about skills and behaviors by making role-play.



After each role-play, participants should discuss what they saw to determine what was positive and what was negative in the exercise and how they could improve the behaviors they saw in order to better deal with emotional situations.



At the end of the lesson, show again the learning outcomes of this lesson and check with participants their knowledge acquired.

Lesson 3.6: Tracking, Database and Keeping Case Files



Lesson Time: 60 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- Computer facilities




Learning Outcomes:







- Participants can complete and update the electronic database on computer
- Participants can explain the importance for keeping and filing case files to keep track on youth's visits (electronic and paper file)

Training Steps

Outcomes of the Lesson

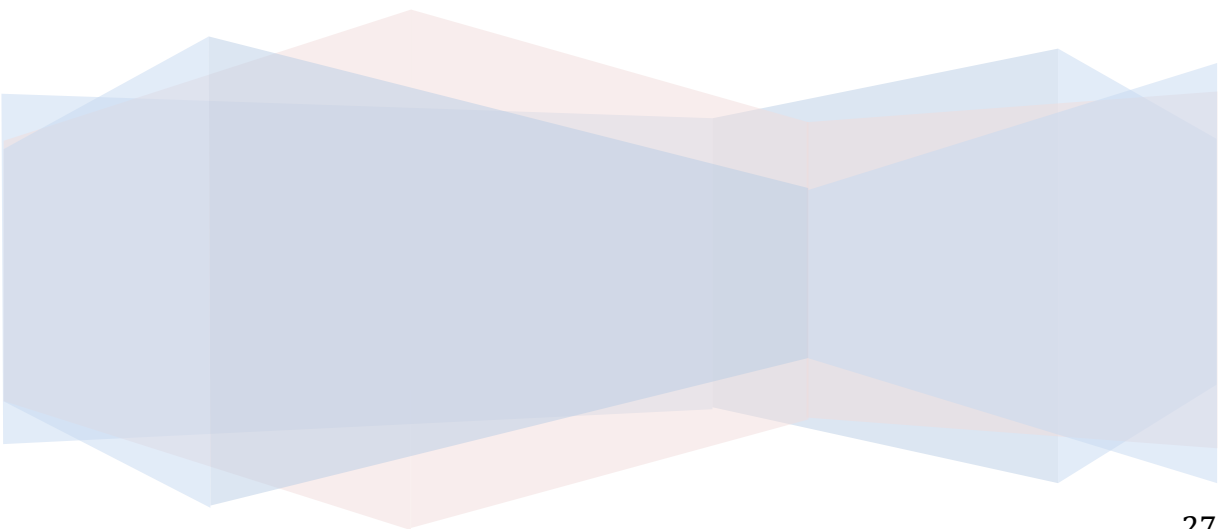
-  Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

How to use the electronic database & update it

-   Give an explanation about how to use the database and extract information from the electronic database to an XL document. The training should be orchestrated on a computer. The electronic form is the same as the Case Form described in Lesson 3.3.
-  Ask participants to brainstorm about database update and tracking. According to them, **when do they need to update the electronic database? And why tracking and keeping case files are important?**
-   Write on the whiteboard all participants' ideas and discuss the ideas with participants to make sure they know when to update the database and the importance of tracking high risk youth and keeping case files.
-  **Possible answers:** The database must be regularly updated. It has to be done minimum once a week. Participants list and Case Form must be registered in the electronic database. Counselors must keep an eye on high risk youth and out-of-school youth by calling them regularly to know what they are doing. Counselors can also visit schools to follow-up with almost dropping-out student. Counselors can update the information by adding a service received; the date of the service received and comment about each counseling session given. They update information on hard copy **and** on the electronic database as well. By keeping all documents, participants can easily find case files about high risk youths. It makes the following-up easier for counselors. Counselors keep hard copy of case files in the cabinet in the Youth Center and classify them according to the importance of the risk.

At the end of the lesson, show again the learning outcomes of this lesson and check with participants their knowledge acquired.

4. HANDOUTS & PARTICIPANT COURSE MATERIALS



HANDOUT 3.1.1: Case Study Analysis: *Problems with Career Counseling Services Provided in Schools under IBEC*

Cambodia has one of the youngest populations in Southeast Asia with 65% of the population aged under 30 years old. Surprisingly, with hundreds of thousands of youth entering the workforce each year, Cambodia's public schools have no formal career counseling services to help students make the best decision about what sort of occupations they should enter based on their current situation and ability. As a result, many young people leave school not knowing whether they have made the best decision or not about what they should do.

In 2012, the Improved Basic Education in Cambodia Project implemented a Career Resource Person intervention in about 20 secondary schools to try to fill the service gap described above. Although the project developed a formal manual to help implementation of this intervention, an assessment of the intervention found many problems. For ex-



ample, a teacher shortage in most schools meant that the school director or vice director had to be responsible for this intervention. Because school managers are very busy, they had little time to spend on implementing the Career Resource Person Manual. Thus, activities were not done well. An activity to identify students most at risk only came up with a small handful of students who did not get the intense attention that they needed. Probably, many high-risk students were missed as a result of the hurried manner in which the activity was implemented. School directors also had little time to provide any individualized counseling of students or provide structured discussions and presentations about local career paths, such as entering the local Provincial Training Center, applying for a micro-enterprise loan, or other support. In addition, the manual focused on Grade 8 students because it was felt that Grade 9 students are too busy with their examinations, although Grade 9 students are the ones most in need of counseling because many do not continue onto Grade 10. In addition, the intervention made no effort to provide any support to out-of-school youth as well.

As a result of these problems, the intervention implemented under the IBEC Project did not reach many of its objectives, which was to provide effective outreach to the many young people in local schools who have no idea what their best options are for a career in life.

Exercise

Directions: Based on the above analysis, complete the table below in a large or small group discussion. During your discussion, indicate what you perceive to be the problems that have been described in the case study and the way that the EYE Counseling Service will be planning to solve these problems, based on your current understanding of the intervention. An example has been provided for you as guidance for the rest of the exercise.

Perceived Problem	The Manner in Which EYE Counseling Service Will Address the Problems
No school personnel to provide adequate career counseling support to youth	

HANDOUT 3.1.2: Summary of Career Counseling Center Services

Service to Be Provided	Explanation
1 Self-study about career options	<ul style="list-style-type: none"> • Youth will be given access to brochures from service providers for loans, further study, apprenticeships • Access to a workstation will also be provided both in the Media Center and at the Counseling Center itself
2 One-on-One Counseling	<ul style="list-style-type: none"> • Counselors will make themselves available to talk with youth about their dreams and future plans either through a walk-in service or, if they are busy, by appointment • A private location in the Counseling Center has been arranged for these one-on-one conferences
3 Risk Classification	<ul style="list-style-type: none"> • All students and out-of-school youth will be asked to complete a case form that gives basic information about the person and indicates whether they are at risk or not
4 Tracking	<ul style="list-style-type: none"> • High-risk youth and those already out-of-school will be entered into a database. • Case files on the youth will be periodically updated using phone calls or visits to school to try to find out what the youth is doing.
5 Referrals and Follow-up	<ul style="list-style-type: none"> • Youth will be encouraged to register on the NEA website • Announcements will be posted on the Counseling Center bulletin board about placements, opportunities, etc. • Counselors will assist with inquiries about admission to local vocational training centers, contacts with MFIs, etc.
6 Capacity-building	<ul style="list-style-type: none"> • The Counseling Center will organize special presentations and workshops on specific capacity-building topics such as: <ul style="list-style-type: none"> ○ <i>Safe Migration</i> ○ <i>Understanding Hard and Soft Skills</i> ○ <i>The New Workplace</i> ○ <i>Worker Motivation</i> ○ <i>Preparing for Work</i> ○ <i>Being a good team member</i> ○ <i>Handling conflict in the work place</i> ○ <i>Making a CV</i> ○ <i>A successful job interview</i>

HANDOUT 3.1.3: Matching Youth Needs to Counseling Center Services

Directions: Read through the youth needs below and draw a line from each NEED to the SERVICE that is **most relevant** to addressing it. There may be more than one service that can be used to meet one Need. Be prepared to give a justification for your matches.

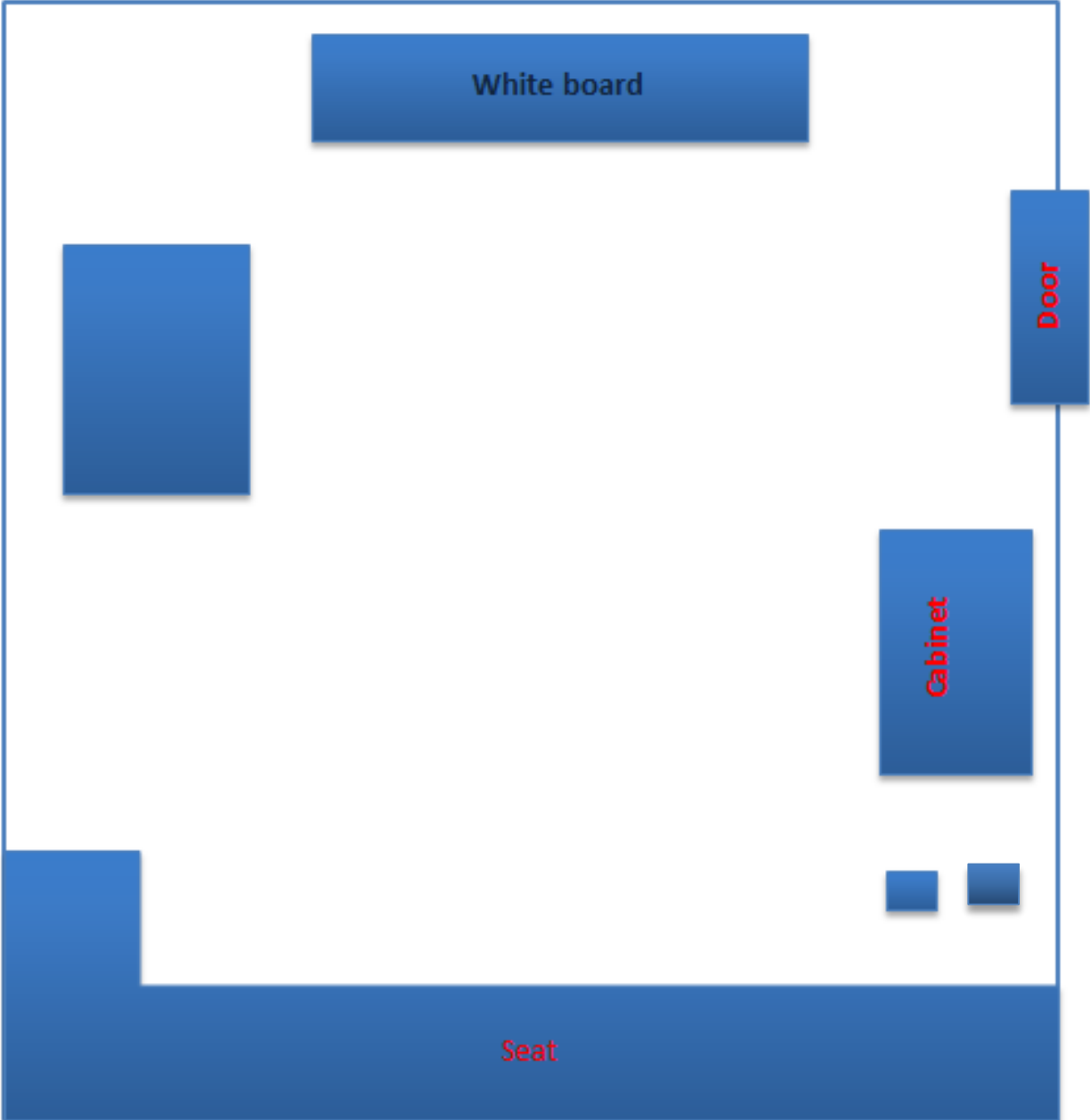
Youth Needs	Service to Be Provided
A youth comes from a very poor background and is at high risk of migrating	Self-study about career options
A youth wants to know if there are any apprenticeships available in town	One-on-One Counseling
A vulnerable youth who used to visit the center on a regular basis has disappeared for over 3 months	Risk Classification
A youth wants to dropout of school in order to migrate to Phnom Penh	Tracking
A youth wants to know how make a CV	Referrals and Follow-up
A youth wants to do research on possible occupations	Capacity-building
A youth has a parent who is physically abusing her	No Relevant Services Available
A youth comes to ask how to apply to the Provincial Training Center	
A youth wants to know if there are any scholarships for future studies	

HANDOUT 3.2.1: Summary of Operating Structure

Basic Operating Guidelines	Details
Hours of operation	
Function of different location offices	<p>Kape Office – Youth Center: </p> <p>Demonstration School-Media Center: </p>
Target groups
Division of labor among staff	<p>1 counselor stays in the Youth Center </p> <p>1 counselor stays in the Media Center </p>
Relationship with surrounding schools & institutions

HANDOUT 3.2.2: Office Map

Directions: Using paper strips, identify the different working areas on the office map. Please show the one-on-one counseling area, the area to do workshops, area for self-study area and for general counseling and areas where other counseling functions may occur.



HANDOUT 3.3.1: Job Descriptions for Career Counselor with Breakdown by Service Area

Directions: Based on the Job Descriptions, try to identify specific tasks for each service area. Compare your answers with Handout 3.3.2.

Services	Job description	Specific tasks
<p>One-on-One counseling</p>	<p>Career counselor provides one-on-one counseling to students and out-of-school youth. By taking youth's education level, work experience, personality, interests and skills into account, counselor suggests careers that match youth's background and abilities. During the one-on-one counseling, counselor takes time to listen to youth, identify the issues and advise him/her about further study, job opportunities or refer the youth to other service providers from EYE network.</p> <p>Career counselor leads discussion with youth about their dreams or how to overcome an obstacle and to go forward. Some youth are uncertain about their dreams, counselor needs to discuss with them about their favorite subjects and then give some suggestion of relevant jobs they could choose for the future. Career counseling needs to keep informed of jobs, study, and apprenticeship opportunities in the area. He/she must also be able to face any emotional situations to help youth in difficult moments.</p> <p>Besides helping youth to seek jobs or further study, career counselors also help youth with any problems related to career such as people who have lost their jobs, are between jobs, unhappy with their career or have job stress.</p> <p>Counselor needs to be available to talk with youth at any time with or without appointment.</p>	
<p>Referrals and follow-up</p>	<p>Career counselor has to develop strong relationships with universities, vocational training centers, companies and MFIs and any other partners for purposes of effective referral.</p> <p>He/ She must disseminate employment, internship and apprenticeship opportunities to students and out-of-school youth via the bulletin board. It is important for career counseling to follow up after referring a youth by calling him/her, or organizing an opportunity for one-on-one counseling if needed.</p> <p>Counselor needs to understand clearly about other services providers related to the EYE network. With a deep understanding of other services providers it will be easier for counselors to send youth to the appropriate service provider such as NEA, PTC, a specific MFI...</p>	

Services	Job description	Specific tasks
Capacity building	<p>Career counselor plans workshops and/or presentation on capacity building. He/she gives regular workshops and presentations about different relevant topics on youth requests. These workshops may include topics such as Doing Job Interviews, Writing Resumes, Building Self-Confidence, Personal Leadership, Completing a Job Application, or others. A schedule should be set monthly and posted on the bulletin board in the Youth Center.</p> <p>Information about lessons can be found in different manuals such as the World of Work life skills manual, the Career Advice Manual or Me and My Future. Career counselor helps people develop career plans, teaches youth about job search techniques and inform youth about the labor market during workshops.</p>	
Self-study career options	<p>Career counselor needs to provide brochures and written materials to youth about other service providers. Brochures should come from MFIs, universities and vocational training centers, NEA, MOEY, or any other relevant institutions. It is important that those written materials are updated regularly.</p> <p>Career counseling is able to instruct and help youth to use technologies as a career-planning tool such as specific websites, applications and platforms to search for a job or further study.</p>	
Risk Classification	<p>Career counselor asks youth to complete a case form with detailed information when youth receive individualized or group counseling. Based on this information, counselor sorts out students and youth by categorizing them according their risk situation (e.g., low, medium or high risk). Counselor needs to look at the section “risk criteria” and he/ she should be able to identify youth at risk according to those criteria. If the youth registers 1 criterion, youth is considered as <i>low risk</i>, 2 criteria is <i>medium risk</i> and if 3 or more criteria are registered, youth is considered as <i>high risk</i>.</p>	
Tracking	<p>Career counselor needs to follow up carefully with out-of-school youth and high risk youth by calling them or visiting their schools.</p> <p>He/she also keeps records of youth’s job applications, cover letters and resumes, visits at the Youth Center.</p> <p>By maintaining contact with those youth, counselor is able to adjust services given to youth according their current situation.</p>	

HANDOUT 3.3.2: Summary Table of Job Description & Specific Tasks

Services	Job description	Specific tasks
<p>One-on-One counseling</p>	<p>Career counselor provides one-on-one counseling to students and out-of-school youth. By taking youth's education level, work experience, personality, interests and skills into account, counselor suggests careers that match youth's background and abilities. During the one-on-one counseling, counselor takes time to listen to youth, identify the issues and advise him/her about further study, job opportunities or refer the youth to other service providers from EYE network.</p> <p>Career counselor leads discussion with youth about their dreams or how to overcome an obstacle and to go forward. Some youth are uncertain about their dreams, counselor needs to discuss with them about their favorite subjects and then give some suggestion of relevant jobs they could choose for the future. Career counseling needs to keep informed of jobs, study, and apprenticeship opportunities in the area. He/she must also be able to face any emotional situations to help youth in difficult moments.</p> <p>Besides helping youth to seek jobs or further study, career counselors also help youth with any problems related to career such as people who have lost their jobs, are between jobs, unhappy with their career or have job stress.</p> <p>Counselor needs to be available to talk with youth at any time with or without appointment.</p>	<ul style="list-style-type: none"> • Make and respect appointments with youth • Be available for one-one counseling with youth even if they don't have an appointment (if you are not busy) • Before each appointment, check the youth's case file in order to remind you your previous discussions (<i>only if it's not youth's first visit</i>) • Ask youth to complete the case form (<i>only if it's youth's first visit</i>) and participants list before starting the counselling • Interview face to face with youth and advise them about career counseling • Take note during or after the appointment in order to complete Case Form with comments • Enter the new information in the electronic database and add information on his/her case file (hard copy).
<p>Referrals and follow-up</p>	<p>Career counselor has to develop strong relationships with universities, vocational training centers, companies and MFIs and any other partners for purposes of effective referral.</p> <p>He/ She must disseminate employment, internship and apprenticeship opportunities to students and out-of-school youth via the bulletin board. It is important for career counseling to follow up after referring a youth by calling him/her,</p>	<ul style="list-style-type: none"> • Help youth to register on the NEA website • Keep close contact with NEA and Moeys for job vacancies or workshops • Collect information about universities and vocational training centers and their programs, such as tuition fees, cost of books, scholarship opportunities

Services	Job description	Specific tasks
	<p>or organizing an opportunity for one-on-one counseling if needed.</p> <p>Counselor needs to understand clearly about other services providers related to the EYE network. With a deep understanding of other services providers it will be easier for counselors to send youth to the appropriate service provider such NEA, PTC, a specific MFI...</p>	<ul style="list-style-type: none"> • Collect information about companies, apprenticeship opportunities and MFIs loan's conditions and promotion as well • Post placements, apprenticeship and internship opportunities and job vacancies on the bulletin board • Update regularly information on the bulletin board • Follow-up with refers by calling them or visiting schools to monitor the result of your advice
Capacity building	<p>Career counselor plans workshops and/or presentation on capacity building. He/she gives regular workshops and presentations about different relevant topics on youth requests. These workshops may include topics such as Doing Job Interviews, Writing Resumes, Building Self-Confidence, Personal Leadership, Completing a Job Application, or others. A schedule should be set monthly and posted on the bulletin board in the Youth Center.</p> <p>Information about lessons can be found in different manuals such as the World of Work life skills manual, the Career Advice Manual or Me and My Future. Career counselor helps people develop career plans, teaches youth about job search techniques and inform youth about the labor market during workshops.</p>	<ul style="list-style-type: none"> • Prepare schedule monthly for capacity building workshops • Select topics on youth request and interests • Prepare lesson and evaluation sheet in advance • Advice workshops and presentation to students and youth (bulletin board, call, schools' visit...) • Organize workshops (preparation, materials and resources) • At the beginning of each workshop, counselor should ask youths the reason they attend the workshop today. So counselor can get to know better each youth. • Pass out the evaluation sheet • After workshop, analyze the comments and feedback from the evaluation sheet • Take all comments seriously as a way to improve for next workshops
Self-study career options	<p>Career counselor needs to provide brochures and written materials to youth about other service providers. Brochures should come from MFIs, universities and vocational training</p>	<ul style="list-style-type: none"> • Provide brochures from services providers • Contact services providers often to get updated brochures and make them available for

Services	Job description	Specific tasks
	<p>centers, NEA, MOEY, or any other relevant institutions. It is important that those written materials are updated regularly.</p> <p>Career counseling is able to instruct and help youth to use technologies as a career-planning tool such as specific websites, applications and platforms to search for a job or further study.</p>	<p>youths</p> <ul style="list-style-type: none"> • Give training to youth on how to use to IMac, tablets and specific websites. • Help youth anytime with the use of new technology tools.
Risk Classification	<p>Career counselor asks youth to complete a case form with detailed information when youth receive individualized or group counseling. Based on this information, counselor sorts out students and youth by categorizing them according their risk situation (e.g., low, medium or high risk). Counselor needs to look at the section “risk criteria” and he/ she should be able to identify youth at risk according to those criteria. If the youth registers 1 criterion, youth is considered as <i>low risk</i>, 2 criteria is <i>medium risk</i> and if 3 or more criteria are registered, youth is considered as <i>high risk</i>.</p>	<ul style="list-style-type: none"> • Ask youth to fully complete the case form at youth’s first visit • Analyze each form and classify youth according their risk.
Tracking	<p>Career counselor needs to follow up carefully with out-of-school youth and high-risk youth by calling them or visiting their schools.</p> <p>He/she also keeps records of youth’s job applications, cover letters and resumes, visits at the Youth Center.</p> <p>By maintaining contact with those youth, counselor is able to adjust services given to youth according their current situation.</p>	<ul style="list-style-type: none"> • Enter information from participants list and case form into the electronic database. • Keep hard copy (in the cabinet in Youth Center) of participants list and case form by creating case file for each youth. • Update at least once a week the electronic database • Contact out-of school youth and high risk youth regularly to update case file

HANDOUT 3.3.3: Participants List & Case Form

1. Participants list example



អង្គការ សកម្មភាពសំរាប់បឋមសិក្សានៅកម្ពុជា
Kampuchean Action for Primary Education (KAPE)

Participant register list on
Career Counseling Center & Media Center

Date: _____ / _____ / 20....

Morning.....Evening.....

ល.រ No	ឈ្មោះ Name	ភេទ Sex	តួនាទី Position	មកពីស្ថាប័ន Loca- tion/Institution	ទូរស័ព្ទ Tel-phone	ហត្ថលេខា Signature
Total:		Female:.....				

អ្នកសម្របសម្រួល/ហត្ថលេខា និង ឈ្មោះ
(Facilitator's Name & Signature)

ពិនិត្យ និង ឯកភាព
ហត្ថលេខា/មន្ត្រីគ្រប់គ្រងគម្រោង/កម្មវិធី
(Program Manager Name & Signature)

មណ្ឌលយុវជន៖ ទម្រង់ព័ត៌មានអ្នកទទួលសេវា
EYE Youth Center: Case Form

កាលបរិច្ឆេទនៃការទទួលសេវា/Date of visits

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

ការទទួលសេវាផ្សេងទៀត/**Further visits:**.....

ព័ត៌មានទូទៅ/General information

គោត្តនាម និងនាម/Name and Surname: ភេទ/Gender:..... អាយុ/Age:

ភូមិ/Village:..... ឃុំ/សង្កាត់/Commune:..... ស្រុក/ខណ្ឌ/District:

ខេត្ត/Province: លេខទូរស័ព្ទ/Phone number:

ក្រុមជនជាតិភាគតិច/Ethnic group: អ៊ីម៉ែល/E-mail address:

ការងារបច្ចុប្បន្ន/Current occupation:

ឈ្មោះសាលាប្រសិនបើជាសិស្ស/ If you are a student, name your school:

I. ព័ត៌មាននៃការប្រឹក្សា/Counseling information

ចំណង់ចំណូលចិត្ត/Interest:ការងារដែលចូលចិត្ត/Desired occupation:

ប្រភេទនៃភាពងាយរងគ្រោះ/Key risk criteria:

- ក្រ ១/ID poor 1
- ក្រ ២/ID poor 2
- បោះបង់ការសិក្សា/Dropout of school (នៅថ្នាក់ ទី/in grade:))
- មកពីគ្រួសារដែលមានតែម្តាយ/Single parent household
- កូនកំព្រា/Orphan
- បម្រុងធ្វើចំណាកស្រុក/Thinking of migration
- ពិការ/Disability (ប្រភេទនៃពិការភាព/what kind of disability:))

- មកពីគ្រួសារដែលមានសមាជិកច្រើន/From a large family (មានបងប្អូនបង្កើតលើសពី៥នាក់/more than 5 siblings)
- អ្នក ឬសមាជិកផ្សេងទៀតមានផ្ទុកមេរោគអេសដ៍/You are AIDS positive or any member of your family

II. កម្រិតសិក្សាខ្ពស់បំផុតដែលទទួលបាន/Highest Education Attainment

កម្រិតសិក្សាខ្ពស់បំផុត/វិញ្ញាបនបត្រ/សញ្ញាបត្រដែលបានបញ្ចប់/Highest level of Education/Certificate/Diploma degree completed	ឈ្មោះស្ថាប័ន/Institution Name	កម្មវិធីសំខាន់/Major Program/ឯកទេសនៃការសិក្សាField of study	កាលបរិច្ឆេទ ឬ ឆ្នាំនៃការចាប់ផ្តើម/Start date or year	កាលបរិច្ឆេទ ឬ ឆ្នាំនៃការបញ្ចប់/End date or year

III. បំណិន/ Skills

បំណិនមូលដ្ឋាន Basic Skills

- បំណិនស្តាប់/ Active listening
- បំណិនការសិក្សាសកម្ម/ Active learning
- បំណិននិយាយ/ Speaking
- បំណិនគិតបែបវិភាគ/ Critical thinking
- បំណិនអានដើម្បីយល់ដឹង/ Reading comprehension
- បំណិនសរសេរ/ Writing

បំណិនសង្គម/Social skills

- បំណិនសម្របសម្រួល/ Coordination
- បំណិនបង្ហាត់បង្រៀន/ Instructing
- បំណិនក្នុងការយល់ដឹងពីអ្នកដទៃ/ Service orientation
- បំណិនចរចា/ Negotiation
- បំណិនបញ្ចុះបញ្ចូល/ Persuasion

បំណិនគ្រប់គ្រង/Management skills

- បំណិនគ្រប់គ្រងធនធានហិរញ្ញវត្ថុ/ Management of Financial Resource
- បំណិនគ្រប់គ្រងនិងចាត់ចែងសម្ភារៈ/ Management of Material Resource
- បំណិនគ្រប់គ្រងបុគ្គលិក/ Management of personnel Resources
- បំណិនគ្រប់គ្រងពេលវេលា/Time Management

បំណិនកុំព្យូទ័រ/Computer Skills

- បំណិនក្នុងការធ្វើបទបង្ហាញ/Presentation (Power Point spreadsheet...)
- បំណិនក្នុងការប្រើប្រាស់អ៊ីនធឺណិត/ Internet
- បំណិនចេះប្រើប្រាស់កម្មវិធីរៀបចំអត្ថបទ/Word Processing
- Microsoft Excel (graphics, spreadsheet...)
- Microsoft Access (data-base)
- Appel

បំណិនជាក់លាក់ផ្សេងៗ/Other specific skills

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IV. បទពិសោធន៍ការងារទូទៅ/ General Work Experience

មុខរបរ Occupation	តួនាទី Position	ឈ្មោះក្រុមហ៊ុន/Name of Com- pany/ស្ថាប័ន Institution	ឆ្នាំចាប់ផ្តើម Start Year	ឆ្នាំបញ្ចប់ Finish Year

- គ្មានបទពិសោធន៍ការងារ/No General work experience

V. ភាសា/Language

ភាសាដើមកំណើត/Native Language:

ភាសាបរទេស+កម្រិត/Foreign languages + level¹:.....

1.....

2.....

VI. ការបណ្តុះបណ្តាលផ្សេងៗ/Other Training

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VII. អនុសាសន៍របស់អ្នកប្រឹក្សា/Counselor General Comments

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1. សេវាកម្មដែលបានទទួល៖ សម្រាប់អ្នកប្រឹក្សា/Services received: for counsellor

សេវាកម្មដែលបានទទួល និងឈ្មោះអ្នកប្រឹក្សា Service received + name of counselor	កាលបរិច្ឆេទ Date	អនុសាសន៍ Comment

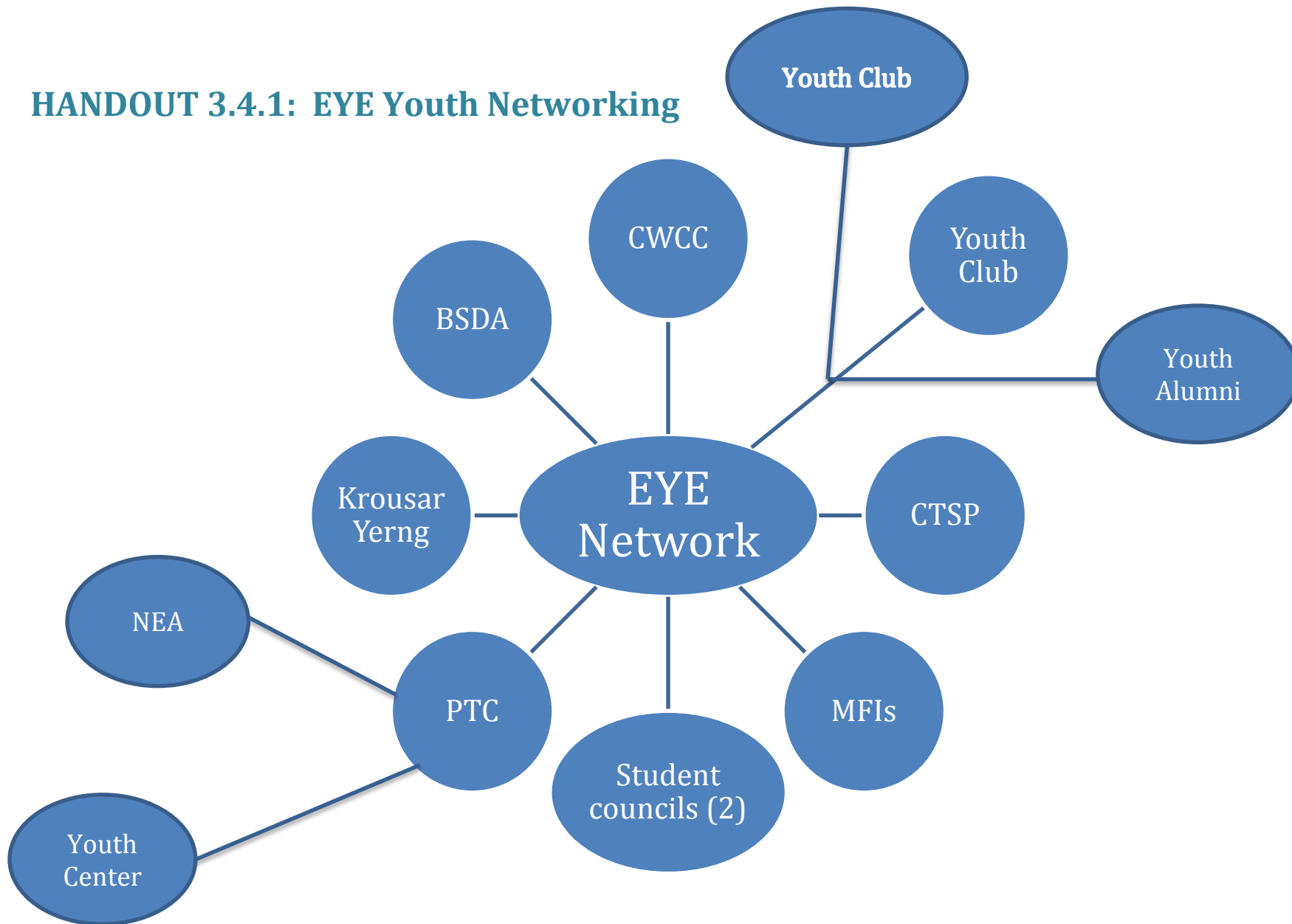
3. Role-play

Directions: Participant A plays the role of a youth coming to the Youth Center and par-

ticipant B is the counselor. Use the guidelines provided below to guide the interactions that may occur between a Counselor and Counselee. Then, reverse roles. Welcome the youth and make him/her complete and sign the appropriate form or/and list.

- A youth walks into the Youth Center and wants to have information about workshops on specific capacity-building topics. He/ She also wants to search information on the Internet.
- A youth has a one-on-one counseling scheduled with counsellor to discuss about MFI loans' opportunities
- Two friends come to attend a workshop on Safe Migration
- A youth wants to know how to register on the NEA website and wants to know more about job opportunities in the Kampong Cham area.
- A youth considered as low risk comes to find out about the admission process for applying to local vocational training centers in Kampong Cham and scholarship opportunities.

HANDOUT 3.4.1: EYE Youth Networking



HANDOUT 3.4.2: Service Map of Career Counseling Service Providers in Kampong Cham Town and Environs

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
A. Youth Center (MoEYS)	Village 6, Kampong Cham Town, Kampong Cham Province	<ul style="list-style-type: none"> • Open to all youth but seeks to focus on the most vulnerable 	The Youth Center provides a combination of capacity-building (e.g., how to start your own business) as well as counseling services focusing mainly on employment services. They do one-on-one counseling and provide workshops from time to time on particular topics relating to employment. The center is also open to youth for purposes of self-study and access to a library services.	Mr. Doung Sophat, Director Email: -- Tel: 012 27 89 76
B. Provincial Training Center (MoLVT)	No7 Village, Sangkat Kampong Cham, Kampong Cham Town, Kampong Cham province	<ul style="list-style-type: none"> • Open to all youth but seeks to focus on the most vulnerable • Out-of-school youth 	The PTC receives its funding through MoLVT. It provides skills training and counseling services to all of its students.. The selection process is through the collaboration with Commune CCWC. Kampong Cham PTC is providing skills training to 536 youths (80% of them are female). The PTCs provides food, monthly allowance (US\$30)), and accommodation. PTC at Kg Cham provides loan for graduated trainees who want to start self-employment.	Mr. Chea Phally Email: phaly_chea@yahoo.com Tel: 077 757 958
C. National Employment Agency (MoLVT)	No7 Village, Sangkat Kampong Cham, Kampong Cham Town, Kampong Cham province	<ul style="list-style-type: none"> • Open to all youth but seeks to focus on the most vulnerable • Out-of-school youth 	<i>National for Employment Agency (NEA)</i> . NEA is a Special Operating Agency (SOA) under the jurisdiction of the National Training Board with the General Directorate of TVET. The NEA's mission is to coordinate and provide information related to labor market in the Kingdom of Cambodian. NEA is aimed at improving the quality and effective delivery of labor market information services by providing job seekers, employees, employers and skill training providers to exchange information with one another. The	Mr. Sok Sophal NEA, director Email: jc_kampongcham@nea.gov.kh Tel: 012 82 78 37

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
			<p>agency just recently expanded its services to Kampong Cham and is based in the PTC.</p> <ul style="list-style-type: none"> NEA provides its services to job seekers as following: (1) a register of job seekers and employment opportunities, (2) deliver information services to job seekers and the public on job opportunity and training opportunity, (3) promote interchange of information openly and provide job seekers, employees and employers to meet one another through publicity campaigns, including job fairs, (4) introduce job orientations to be ready for job opportunity and professional development, and (5) provide general labor market information. The interventions are being offered to 3,000 job seekers. NEA also provides service to Employers by disseminating information on the labor market to make it easy for employers to find skilled workers, providing office/space for interviews with job seekers, data related to job seekers, matching and referring job seekers to employers, collecting information regarding job opportunity, providing general labor market information. NEA started implementing in five job centers, namely: Phnom Penh, Battambang, Siem Reap, Kampot and Svay Rieng. 	
D. Kampuchean Action for Primary Education	c/o Provincial Teacher Training College, #56 National Highway 7 Kampong Cham Town, Kampong Cham	<ul style="list-style-type: none"> Vulnerable Girls In-school youth (both sexes) 	KAPE has several projects of relevance to career counseling services. This includes <i>the Improved Basic Education in Cambodia Project (IBEC)</i> , which has developed a Career Counseling Manual for use at High School Level that was pilot tested in 22 secondary schools in collaboration with the Vocational Orientation Department. KAPE is supporting this	Ms Hem Mary, Vice Director Email: mary@kapekh.org Tel: 012 521 866

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
			<p>career counseling framework in approximately 100 secondary schools, including the Demonstration School in Kampong Cham Town.</p> <p>Another project of relevance to career counseling is the <i>Education for Youth Empowerment Project (EYE)</i>, which just started in 2013. This project seeks to support extensive counseling services for both in and out-of-school youth linked with the Demonstration School, which receives intensive support from KAPE.</p> <p>A final project of relevance is the <i>Cambodia Tertiary Scholarship Program (CTSP)</i>, which is funded by The Asia Foundation. This project provides scholarship support to vulnerable girls to study at Western University and other local tertiary institutions. The project has built a job referral network with local employers to facilitate quick entry of graduates into the labor force.</p>	<p>Mr. Phann Bunnath EYE Project Manager Email: p.bunnath@kapekh.org Tel: 012 764 439</p> <p>Ms. Or Phiran CTSP Manager Email: phiran@kapekh.org Tel: 012 62 60 57</p>
E. Demonstration High School	#56 National Highway 7 Kampong Cham Town, Kampong Cham	<ul style="list-style-type: none"> All youth still in school (Grades 7 to 10) 	The Demonstration School is a model state institution with close links to KAPE. The school has adopted the school-based Career Counseling framework piloted by KAPE with the Vocational Orientation Department and provides regular counseling to all students using the Student Council at the school as a means to help organize services. The school has also started outreach to local institutions of relevance such as the PTC to provide	Ms. Thon Salun Vice Director Email: -- Tel: 077 479 374
F. Buddhism for Social Development Action	#06,12 Village,Sangkat Kampong Cham, Kampong Cham Town, Kampong Cham Province, CAMBODIA	<ul style="list-style-type: none"> Vulnerable Youth, especially girls Out-of-school youth 	BSDA's main youth focused program is the Mekong Kampuchea Kid's (MKK) project, which was launched in 2007 and is currently one of the largest and most successful projects of BSDA. The children participating in this program have either lost one or	Mr. Say Sokhourn, BSDA, Project Coordinator Email: Tel: 012 398 743

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
			<p>both parents, or they are vulnerable children who, due to external circumstances like poverty, lack of education or illness are especially exposed to dangers such as malnourishment, HIV/AIDS, drugs, exploitation or even child trafficking. There are three vocational training programs and a scholarship program to assist with financing the expenses of Cambodia's public school system, complemented by free English and computer training classes. The program started with the Apsara Kids Project, where children between 6 and 18 were able to learn Cambodian traditional dancing and visit a public school the other half of the day. Soon afterwards the Smile Restaurant Social Enterprise was opened, which employs and trains vulnerable youth in restaurant management skills.</p> <p>BSDA also has a newly opened residential vocational training center, the Smile Kids Village. Twenty girls and five boys (2011) are taught sewing, weaving, cooking, gardening and English. Since girls need special support because of their higher level of vulnerability, due to conservative society structures and the danger of prostitution, BSDA focuses on these issues in its projects, aiming to make youth more independent and strengthen their position in society. In the long term BSDA hopes these skills and abilities will create a stable foundation in children's lives, enabling them to build on what they learn and live up to their potential, leaving poverty behind.</p>	
G. Plan International	Koeung Kok Village, Sangkat Boeung Kok, Kampong Cham Town, Kampong	<ul style="list-style-type: none"> • Focuses on the most vulnerable youth and those from poor backgrounds 	<i>Plan International/ PI (Kg Cham Province)</i> contributes to the NSPS through capacity building to local	Mr. An Sam An, Plan, Hes Project Officer

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
	Cham Province	<ul style="list-style-type: none"> • Out-of-school youth 	<p>government related to NCDM, health and climate change and working in partnership with NGOs to provide skills training. Skills trainees are selected among vulnerable youths from IDP families, people with disability (15 – 24 years old, male and female).</p> <ul style="list-style-type: none"> • The training duration is 4 months for basic level, and 12 months for intermediate level. The technical skills training consists of motor repairing (6 months – USD 350), tailoring (4months – USD 250), hairdressing (4 months – USD 200) and make-up (4 months – USD 200). • The soft and life skills training include skills such as entrepreneurship, health, child rights, communication, self-esteem and motivation. • The trainees access free charge of training and they are provided food, accommodation, transportation, and financial support to cover the cost of training. • The apprenticeship is mostly done in all level of basic, and intermediate skills training. During the apprenticeship, all trainees are provided other benefit such as food, accommodation, transportation and financial support. • The two greatest strengths of the organization: provide oriented market to youths and involved NGOs, government partners to reach the marginalized youths at national and sub-national level. Plan just started this project with partners. 	<p>Email: sa-man.an@plan-international.org Tel: 012 682 083</p>
H. Krousar Yerng	Kandaol Chrum Village, Kandaol Chrum Commune, Ponheakraek District, Kam-	<ul style="list-style-type: none"> • Vulnerable youth • Out-of-school youth 	Krousar Yerng is a local NGO focusing on youth development with funding coming mainly from Plan International. KY works closely with the Provincial	Ms. Tom Lekena, Project Coordinator Email: leakhe-

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
	Kampong Cham Province		Training Center of Kampong Cham to provide access to vocational training for vulnerable youth, mainly in Tbong Khmum and Pongyea Krek Districts. Before referring youth to join TVET, youth and their parents are consulted together in order to decide which trade is most suitable for them. They also provide a small stipend to youth during the time that they are engaged in TVET training to support their living costs. KY also provides training and career counseling at the end of their training course. KY also provides access to a small library on employment and training opportunities.	na.tom@krousaryoeung.org Tel: 012 731 365
I. Amret (MFI)	#99, Street Toul Sbouy, Village 2, Sangkat Veal Vong, Krong Kampong Cham, Kampong Cham Province	<ul style="list-style-type: none"> Open to all youth but seek to target the most vulnerable youth and public people 	Amret is a microfinance institution, which provides loans to various target groups for many purposes. Loan recipients receive one to one counseling on how to make small business loans most effective. Collateral is required for AMRET loans, however. Amret also provides access to various literature on loans and micro-enterprises as well as access to youth internships for those completing their tertiary studies with the possibility of becoming formal staff at the end of the internship.	Mr. Khay Menglin, Amreth, Head of provincial office, Tel: 012 900 411 E-mail: men-glin.khay@amret.com.kh
J. Kredit (MFI)	NR 7, Beoung Snay Village, Sambomeas Commune, Kampong Cham Town, Kampong Cham Province	<ul style="list-style-type: none"> Open to all youth but seek to target the most vulnerable youth 	Kredit is a microfinance institution, which provides loans to local people who find it more difficult to access loan services from local banks. Kredit focuses on all age groups but seeks to specialize in youth outreach services. They now provide loans for both micro-enterprise start-ups as well as education loans for university study in Phnom Penh and elsewhere. Kredit also coordinates with other local service providers and provides intern opportunities for new university graduates. They also engage in community outreach to local schools to provide information on its loan program and how to apply. Kredit	Mr. Kong Chea, Deputy Branch Director Email: sbm_kcm@kredit.com.kh Tel: 092 925 469

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
			also periodically provides capacity-building workshops on starting a small business.	
K. Vision Fund (MFI)	NR 7, No 6 Village, Sangkat Veal Vong, Kampong Cham, Kampong Cham Province	<ul style="list-style-type: none"> Open to all youth but seek to target the most vulnerable youth 	Vision Fund Cambodia is a microfinance institution, which was established by World Vision to improve the lives of children by offering small loans and other financial services to families. Loans require some amount of collateral but on very generous terms. Their work empowers their clients to grow successful businesses, which enable children to grow up with improved health and education. Working in partnership with World Vision they are committed to long-term change, which will unlock potential for future generations. Many services use a one-to-one modality and include educational opportunities, apprenticeship placement, and education and employment for youth seeking loans.	Mr. Sor Tha Tola, Vision Fund, Branch director Email: vfckcm_ks@wvi.org Tel: 088 6007 528

HANDOUT 3.4.3: Case study

Directions: Read the case study, look at the mapping services map and try to refer each youth to the most appropriate service provider from EYE Network.

Dara is a boy from Boeng Snay village. He has two sisters and three brothers. His father died 5 years ago. His mother has no fixed occupation. Sometime she works for a small drinkable water company in this village to earn a little bit money and support her family. His sister is 17 years old and works as a waitress in one restaurant. Dara stops to study in grade 5 and now he grows vegetables in his village in order to sell them at the market to support himself and his family. Dara wants to become a make-up artist but he doesn't have enough money to attend the training.

Vichet is a student from a poor family. Last year, he failed BAC II exam. He has two sisters and two brothers. He is the oldest son in his family. He works as a builder for the moment for saving money to study what he likes. He wants to study mechanical engineering course but he didn't have enough money for paying the fees. His parents also support his idea but they don't have any money because they need to take care of their other children still who are studying at primary and secondary schools.

HANDOUT 3.4.4: Content of Brochures – Exercise

Directions: With all the brochures available in front of you, try to match the content description with the appropriate brochure. There are more brochures than you need. When you have matched each brochure with its content, then try to find the relevant context to use or refer youth to read the brochure.

Brochure Content	Relevant context to use the brochure
<p>Title:</p> <p>Updated every two months.</p> <ul style="list-style-type: none"> • New information about career • Short course skills • Trainings or workshops • Guide book of career counseling • Workplace skill • Job announcement • Labor market information <p>Note: <i>it's updated every 2 months</i></p>	
<p>Title:</p> <ul style="list-style-type: none"> • Announcement about their services • Website, Facebook, Email, Phone number, their locations, the dates and the time their announce on TV 	

Brochure Content	Relevant context to use the brochure
<p>Title:</p> <ul style="list-style-type: none"> • job category with specific jobs suggestions 	
<p>Title:</p> <ul style="list-style-type: none"> • Introducing Soft-Skills • A new type of workplace • Motivation for working • A highly motivated worker • Preparing for tomorrow's work • Effective behavior at work • A good team member • How to handle conflict in the workplace • How to write CV's and cover letters • A successful job interview 	
<p>Title:</p> <ul style="list-style-type: none"> • Goals setting • Goals and your future 	

Brochure Content	Relevant context to use the brochure
<ul style="list-style-type: none">• Occupation Interests and Investigation• Interviews• Planning for your future• Decision Making• The Wise Decision Making	

Handout 3.5.1: Skills Needed for Counseling - Exercise

Directions: Complete the table below individually or in small group discussion. Indicate what specific skills are important and why they are important for one-on-one counseling sessions.

Skill	Why this skill is important for counselor?
<p>Attitudinal skills</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	
<p>Listening skills</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	
<p>Verbal communication skills</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	
<p>Giving leads</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	

Handout 3.5.2: Ethical and Unethical Behavior

Directions: Discuss in small groups about the following behaviors and then determine the ethical principle that it may violate.

1. Telling your friends or family about a youth's life story.

2. A counselor looks down on a boy because he does not act manly.

3. Looking at your phone while the youth is talking to you or picking up the phone during an appointment.

4. Treating youth differently because they are Muslim, Buddhism, Christian or from any other religion.

5. A beautiful girl/handsome boy comes to get counseling and wants to date the counselor. The counselor agrees to the suggestion.

6. Promising a youth that it will be easy to get a job at a local bank.

7. Looking down or thinking someone's problem isn't important or laughing at his/her problem.

8. Putting pressure on youth to make him/her speak about something the person is not ready to share.

9. Accepting money from youth for extra one-on-one counselling session or priority appointment.

10. A very confused male youth asks the counselor what she thinks he should do about a problem. The counselor tells him to take Action X.

Relevant Ethical Principles

1. **Counselor-Client Confidentiality:** This means respecting the confidentiality of things that a youth might tell a counselor and not repeating them to others, except in a professional context.
2. **Refrain from imposing one's own values on others.** Society has many norms that are expected of people. Boys must act and dress in a certain way; girls must act and dress in a certain way; behavior 'x' is moral; behavior 'y' is immoral. Counselors must refrain from making judgments about the behaviors, beliefs, or appearance of someone, regardless of one's own or society's belief system.
3. **Respect the Independence of Those You Counsel:** This means never telling someone what you think they should do. It is possible to suggest possible options to someone but the final decision must be made by the counselee.
4. **Respect the Dignity of Others:** This means giving people your full attention when they are talking; Never interrupting; Do not use sarcasm; Be respectful at all times; Do not force sharing of information, etc.
5. **Respecting Individual Diversity:** This means treating individuals equally regardless of their race, ethnic origin, religion, sex, or sexual orientation.
6. **Honesty in Communication:** Only promise to help youth if you are competent or have the skills to help.
7. **Never Take Advantage of Someone in a Difficult Situation:** Youth are

often very vulnerable emotionally. Never cross the line of your professional relationship with someone you counsel such as offering to date someone or meeting them socially.

8. **Never Show Favoritism:** This means treating everyone equally regardless of their social status, payment status, or other distinguishing characteristic.

HANDOUT 3.5.3: Youth Profile Description for Role-Play

You are 19. You dropped out of school in Grade 8. You have been working for 2 years in a factory but you don't like your job. You found the job because you are from a poor family of 7 children. You want to change your life and become a hairdresser as you have always dreamed. You don't know how to do and feel hopeless. You have heard about the new Youth Center and you think that maybe a career counsellor could help you. You have never been to such a place and you are very shy and scared to talk to someone you don't know. You keep quiet and wait for the counsellor to ask questions. You need to feel very comfortable to feel free to talk.

You have decided to come to the Youth Center to get information about MFIs. You want to open your own enterprise and need a loan. You have been working for many years but you don't have any savings. It is impossible for you to stop working because you need to make money to support your family. You start to discuss with the counselor and you feel a lot of pressure on you with many responsibilities. You really need the counselor helps because you are lost. You feel stuck forever in your actual situation.

You are in Grade 12 and a good student. Your parents want to send you to work in Phnom Penh next year. But you dream of going to University to study English. Your parents' desires and your own dream tear you in half. You don't want to make your parents angry but you really don't want to go working next year because you know that you will have limited working opportunities if you don't go to university. Your parents don't really understand why you want to go to University, neither of them went to University, and they think University is too expensive.

You feel completely lost and need to talk with the counselor. You start to discuss with the counselor and at one moment you start crying, you can't really explain why but you feel like crying because your situation is too hard to handle. Wait to see how the counsellor handles the situation to make you feel better.