

**AN IGNORED SOLUTION TO K-12 EDUCATION
PROBLEMS IN PAKISTAN: FRAMEWORK FOR
MAINSTREAMING CAREER EDUCATION**

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ABSTRACT

Different viewpoints discuss educational problems and solutions for K-12 grades in Pakistan. But the 'root causes' of reported problems are not researched in detail. Thus, various gaps in educational policies and practices have not been informed, at least in well-reputed research studies. Career education (CE) – an integrated approach – is one of such gaps which, interestingly, it is also solution to the various repeatedly reported problems including students' disengagement in learning, poor academic achievement and school dropout which are only a few issues. The same problems are reported differently across contexts, schooling systems and genders. Global Literature Review of 66 articles, conducted for this research, report these issues as gap between 'education' and 'world of work' and it also indicates CE as solution for aforementioned educational problems. Additionally, CE bridges this gap and helps students see the link between 'school/classroom activities' and 'world of work'. However, Systematic Literature Review of national research articles (n=19), conducted for this research, indicates that career-related education has not been discussed as an integrated approach so far in Pakistan. Educational policies and career-related research in Pakistan discourse career guidance and counselling (CGC) which is not an integrated approach, and CGC is advocated for grade 9-12th students. Interestingly, the review show that researchers discuss improvement of CGC through making it an integrated approach which already exists in global literature – known as CE. In result, this study provides CEFP for K-12 education in Pakistan which has been developed based on the reviewed global and local literature, and it has also been critically reviewed by career education experts. In last, we recommend the inclusion of all educational stakeholders i.e., social science researchers, policy makers, curriculum and textbook developers, teacher educators, teachers, parents, students and other community members, for better implementation of CEFP as suggested and for more promising outcomes.

PREFACE

The objective of this research study was to systematically analyze career-related literature and develop a contextual framework for integrating Career Education for K-12 students. This research would have not been reached to this level without consistent support, guidance and cooperation of various stakeholders and organization.

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List of Abbreviations

ABCD:	Australian Blueprint for Career Development
ASER:	Annual Status of Education Report
CC:	Career Counselling
CE:	Career Education
CG:	Career Guidance
CGC:	Career Guidance and Counselling
SDL:	Students' Disengagement in Learning
SESP:	Sindh Education Sector Plan

INTRODUCTION

School is one of the important social institutions where young children learn key components of knowledge, skill and attitude and develop their identities for spending their rest of life (Lodhi, 2013). Specifically, schooling (education) has long-term influence on career development of individuals either through direct or indirect intervention. Although, career development process is mostly natural occurring due to principal of survival, deliberate efforts taken at schools can make the process more fruitful and also influence other aspects of education. Hence, as suggested in global literature, it requires conscious efforts to intervene career development process in schools – known as Career Education (CE). Additionally, there are various other problems in education system of Pakistan that need to be reviewed with the lens of CE. In this regard, this chapter includes critical review of Career Education and its significance with reference to scope of this research.

1.1. Educational Problems in Pakistan with Career Education Lens

A myriad of problems exists in Pakistani education system including disparities in access and proximity to school (Lodhi, 2013) quality and educational outcomes across context, gender and income along with low student-achievement, ghost schools/teachers, inadequate teacher preparedness, students' absenteeism, school dropout and so on (Aziz et al., 2014; Annual Status of Education Report (ASER), 2019; Riaz et al., 2015).

A great deal of research studies report problems at K-12 education and majority of which date back to 1959's report by National Commission on Education. Since then, the problems and their solutions have been discussed from various approaches, but attention to the 'very origins' is missing in literature. A few of those problems, which are interconnected and one precedes the other, include poor quality of teaching, students' disengagement in schools, students' less achievement and school dropout. Moreover, these problems affect students' overall future development.

Poor quality of teaching, due to absence of interactive teaching methods and inadequate and/or irrelevant teachers (Najmonnisa & Saad, 2016), causes students' lacking in basic knowledge, skills and attitude learnt at K-12 level. The K-12 students do not attain required scientific, arithmetic, language-related and other basic knowledge and skills. This issue is caused by imbalanced government and public behavior towards private and public school systems, hence the quality of teaching varies across school systems i.e., underpaid, ill-trained and unqualified teachers are reported mostly in low-fee private and/or government school situated in rural Pakistan (Kanwal et al., 2020). Hence, if observed closely, class-based disparity via different curricular and co-curricular activities endorsed by different schooling systems depicts the discouraging picture where students enrolled in elite private schools and government schools of metropolitan cities attain knowledge and skills better than their counterparts. So, poor physical and weak psychological environment is not developing the required knowledge, skills and attitude generally in K-12 students of Pakistan, and specifically in students from lower-income and poor-income families.

Owing to poor quality of teaching and disparity in education system, basic academic skills are weak in students. ASER (2019) reports that, in urban Pakistan, 30% of class 5 children could not read a class 2 level story in regional languages, 34% were unable to do two-digit division and 33% could not read sentences in English. The similar ratio for rural Pakistan is more shocking since 41%, 45% and 43% of grade 5 children were unable to read a class 2 level story, read sentences in English and do a two-digit division, respectively. Moreover, the situation is worsened after COVID spread (ASER, 2021). In Pakistan, rural areas are comprised of more poor people whose lifestyle depends upon income from daily wages and small businesses. ASER (2019) highlighted that children in rural areas are at more disadvantage. Moreover, poor academic skills result into students' disengagement in learning (SDL) which leads to school dropout.

SDL can be described as long process which begins at one's early adolescence and gets worse gradually with a student's moving from one grade to another. Longitudinal analysis of 13,000 secondary students showed that majority (60%) of them displayed visible characteristics of SDL in their middle grades (Balfanz et al., 2007). Goodwin et al. (2012) asserted that students with poor financial background and low achievement have low optimism and encouragement, so they are more likely to dropout from high school. Another study indicated that the students showing visible disengagement in elementary (1-8), especially in middle, grades are more at risk of dropping out in secondary grades (Hammond et al., 2007). Research shows that student tardiness, poor attendance, failing major courses i.e., math, science, English etc., or poor final grades are characteristics for SDL, which are also reported as early predictors that could ultimately lead to failure/school dropout in secondary school/college. It suggests that students' involvement in studies at elementary level can be considered both as the origin and viable litmus test for their academic achievement and dropout in future. As discussed earlier, aforementioned characteristics have also been reported in schools of Pakistan, however, 'products' are studies more than 'processes' in Pakistan. It is, therefore, different characteristics of SDL and issues like school dropout are researched as separate elements.

However, 'attempts' to study these problems at the 'grass root level' and with in-depth attention can hardly be seen. If such attempt is laid, it is hardly sustained until the problem is solved or, at least, the problem is studied at a satisfactory level. Thus, the already long list of gaps in educational policies and practices of Pakistan is gradually increasing and most of which, unfortunately, have already been acknowledged and/or accordingly improved in other countries since decades. The research studies and reports highlight career education (CE) – an integrated approach – as a common solution to majority of the aforementioned problems which is completely missing in educational policies and practices of Pakistan. Here, the key issue is with career-related guidance in Pakistan considered as discrete process which is not a suitable solution. Comparatively, mainstreaming career-related guidance in education is the evidence-based solution, named as CE.

1.2. Significance of Career Education

CE is defined as "school-based efforts to prepare students for career-related developmental tasks, including career choices" (Akos et al., 2011, p. 2). It includes all curricular and co-curricular activities at classroom and/or school levels. In the very beginning, nearly five decades ago, CE was proposed at K-12 level for improving students' achievement, filling gap between schooling and job market, imparting skills and work-attitude in students who do not continue education after high school, encouraging women to join the world of work, imparting skills which are dire need of the then current era and so on (Hoyt, 1975). Seminal work on CE by Hoyt (1975) led to first statement on CE which was official response to huge dissatisfaction with American education system by a great number of teachers, parents, students, and other community members. The dissatisfaction comprised of 11 prime criticisms which are also repeatedly highlighted in education system of Pakistan. A few criticisms articulated that mostly students leaving schools were "deficient in the basic academic skills" and the inability of education to "meet the needs of minority or economically disadvantaged" people. Similarly, all of the 11 major criticisms reported by Hoyt (1975, pp. 5-6, emphasis is on original) are also clearly visible in education system of Pakistan. However, timely and empirical research in USA led to CE as solution. But, in Pakistan, such criticisms have not been studied in depth, let alone finding association between these problems and other factors which might lead to solutions such as CE.

The first official statement on these criticisms, by US Office of Education, highlighted the relationship between education and individuals' lifestyle. So, response to the cited criticisms needed a common element in both education and people's lifestyles. For that, concept of "work" seemed as one such element that was logically related to the needs of all individuals in education and it was also related to the societal and individual goals. The concept of 'work' then led to the concept of CE which

emphasized “the goal of education as preparation for work” without demeaning or distracting other important goals of education (p. 7). Also in Pakistan, majority of students could not see meaningful relationships between what learning takes place in school and what they have to do after completing a certain level of education; which is true for both who continue their education and the ones who dropout.

Moreover, in last two decades, CE has been longitudinally studied to see its relationship with particular factors, and it proved to be a positive impact on students’ engagement in learning (Balfanz et al., 2007), school valuing (Orthner et al., 2013) and decreasing the rate of school dropout (Sparks et al., 2010). An experimental study involved a nine-week career interventions programs for middle grade students, aimed at linking academic learning with world of work (Legum & Hoare, 2004). Teachers, interviewed after intervention, reported that the intervention group students showed positive changes in terms of self-esteem, classroom participation, motivation towards academics and more willingness in attempting schoolwork. Findings of the study also reported positive gains in academic achievement for intervention group.

CareerStart program was initiated by Orthner et al., (2010) that targeted middle grade students. The program aimed at encouraging an educational reform by promoting collaboration among educationists and interested businesses. Simple lessons were provided to teachers for integrating career readiness in classroom activities, and the success of program was acknowledged by all collaborating people. *CareerStart* program is acknowledged for encouraging students’ engagement in classroom activities since students could see the connection of their learning happening in classrooms with world of work in their local community (Orthner et al., 2010). The outcomes of this program advocate that students must be provided with such program having opportunities to develop a solid connection between academic learning and their career aspirations. CareerStart program also aimed to “promote the relevance of presented material” in middle grades in for enhancing “students’ interest and engagement in the content” of four core courses – mathematics, science, language arts and social studies (Orthner et al., 2012, p. 2). Research participants i.e., teachers and students, were tracked from 6th to 8th grade and beyond. One of the conclusions suggest that it is “better for students when more of their teachers provide career-related examples in their classes” (Orthner et al., 2012, p.3). Orthner et al. (2013) measured the impact of CareerStart program and career-relevant instructions (CRI) on psychosocial engagement of students using two standardized scales – School Engagement and School Valuing. The longitudinal cohort of 3,649 students was sample for this study. Findings of this study showed that students in the treatment schools were “41% more likely to report above average levels of school valuing”, hence it suggests a significant positive effect of CE (p. 34). Authors contend that *CareerStart* program is an important type of students’ psychosocial engagement in middle schools. An additional analysis of this study found that regardless of treatment or control group, all the students who reported receiving CRIs, also reported higher levels of school engagement and school valuing. The program highlighted importance of CE in the teaching learning process at elementary level which implies for policy makers to make career-related guidance concatenated part of teaching learning process from early grades.

However, in Pakistan, these issues are merely ‘reported’ followed by ‘suggesting possible solutions’ whereas the same problems have already been responded till mid 80s in North America, Northern Europe, Australia, New Zealand and before the start of 21st Century in some of the Asian countries. It shows a serious gap in the policy and research in Pakistan. So, it is a significant gap that CE has not been highlighted as solution by policy analysts and educational researchers in Pakistan. Therefore, this study advocates for mainstreaming CE which is a dire need of the time.

1.3. Problem Statement: Career-Related Policy and Research Gap at K-12 Education in Pakistan

Since, majority of problems can be solved through career-related learning, major part of this project

was dedicated to review research studies with career-related lens. Policies do not formally focus on career-related learning in K-8 grades. Career counselling (CC) – discrete process – is advocated in NEP (2009), also in Sector Plans from the provinces and Gilgit Baltistan, which has been subject to critique. Policy papers itself report poor provision of CC or its absence on practical grounds (Sindh Education Sector Plan [SESP], 2018). SESP (2018), while considering the lack of CC, mentions that secondary and higher secondary graduates “do not have relevant market and life skills”. Although advocated much for 9-12th grades, the career counselling and guidance is not discussed as an integral part of teaching-learning process. However, the current discourse strongly supports for an integrated approach – which is called CE.

In line with policy, research studies under the umbrella of CC in Pakistan also depict that the focus has been less on K-8 grades while highlighting the gaps of either absence of CC or providing it in an unfitting way (Bilal & Malik, 2014; Tanveer-Uz-Zaman & Butt, 2014; Yaqoob et al., 2017; Nasir et al., 2017). Almost all studies conducted under the umbrella of K-12 level in Pakistan explore either perspectives or current practices, if available, of CC. Bilal and Malik (2014) reported that 20 out of 25 undergraduate students mentioned that they did not receive CC at school level (grades 1-10). Moreover, 5 participants said that they “were guided for the subject selection” only (p. 6). At college level, 78% participants were not guided for selecting a career path. Less number of career-related research studies is itself significant evidence showing the ignorance towards this very important aspect of education.

The above discussion shows that integrated approach towards career development known as CE seems missing in policy and research level. Moreover, policy and research mostly present career-related guidance at secondary stages. Whereas, the international research confirm the benefits of CE at elementary level and one of the local researches by Khan (2018) recommended that CE is necessary at the level of elementary grades. This makes the case for this research study to look deeper in the literature to further understand the application of CE in schooling process for the career development and develop a framework that may support to implement CE in Pakistan. Hence, this study is based on the following objectives:

- To conduct systematic analysis for reviewing career-related research studies in Pakistan
- To develop the contextually relevant framework of career education for K-12 Education in Pakistan

LITERATURE REVIEW

2.1. Problems in Education System of Pakistan

Pakistan faces many educational problems and challenges in education sector. Currently, one of the major problems is school dropout, particularly among girls in rural areas. UNICEF has estimated around 22.8 million children are out of school in Pakistan. According to the Pakistan Education Statistics Report 2019-20, the dropout rate for primary schools is 18.7%, while for middle schools it is 25.5% and for high schools it is 22.4%.

Another issue is the provision of quality of education especially in public sector, with many students performing poorly in national exams and lacking basic literacy and numeracy skills. The ASER Pakistan reported that in rural Pakistan only 55% of grade 5 students could perform grade 2 level competencies, and only 51% can do two-digit division. Likewise, 74% of grade 8 students could read story in Sindh or Urdu and 63% could solve two-digit division (ASER, 2021). Such results indicate disengagement and lack of interest in learning, which can lead to poor academic performance and dropout. Learners often do not see any link between their schooling and future life (Hassan et al.,

2020). Additionally, there are some highlighted barriers that may lead to disengagement, lower interest and indecisiveness i.e., financial and lack of proper CGC (Asghar & Ajmal, 2022).

Other challenges in the education system of Pakistan include lack of resources, inadequate teacher training, outdated teaching methods, proper career orientation and unequal access to education, with rural and remote areas having limited access to quality education, and gender disparities, with girls facing social, cultural, and economic barriers to education (ASER, 2019; ASER, 2021). Overall, addressing these challenges and improving the quality of education in Pakistan is crucial for the country's future development and prosperity.

2.2. Educational Problems affecting K-12 Students' Career Development

Class-based disparities in education can have significant impact on the future/career development of students. These disparities arise due to the difference in the quality of education and development to students that belong from difference socio-economic classes. Research suggests that students from elite backgrounds can have access to better educational resources such as trained teachers, better facilities, counsellors, advance curricula which help in more informed career decision (Kanwal et al., 2020; Munir et al., 2017). As a result, they are better prepared in schools and can lead to better career opportunities in future. On the other side, lower socioeconomic classes may not have access to the same quality of education. Therefore, they may struggle for better career opportunities or to compete for high pay jobs. It is also apparent from study (Kanwal et al., 2020; Munir et al., 2017) that class-based disparities can impact career development through the development of skills and knowledge required by high paid jobs. This means that students from more privileged backgrounds may have access to more advanced coursework and extracurricular activities that help them develop skills such as critical thinking, problem-solving, and leadership. On the other hand, students belonging from low socio-economic backgrounds have barriers to quality education that come in different forms like family pressure to earn, poor quality of education and lack of resources. In a nutshell, the class-based disparities can impact students' career development both in terms of their skills and knowledge to succeed in the job market but also access to more opportunities. Yousaf and Akhter, (2018) highlighted information skill development as an essential aspect of students' career development. For students' career development, information skills are the ability to identify and solve problems in the workplace. It has been demonstrated that students who are better equipped with problem-solving skills in schooling can handle challenges and their chances of success increases in their careers.

Another problem that negatively affects the future development of students is the parental dissatisfaction. According to (Hussain & Hameed, 2014) there is a growing among parents about school preparation for future life. This stems from the parents feelings that schools are not doing enough to prepare students for life beyond classroom – career development. There are multiple reasons highlighted in researches (Ali & Abid, 2021). One of the reasons of parental dissatisfaction is lack of practical skills being emphasized in schools. Parents often that schools focus too much on academic knowledge and not enough on practical skills which are essential for success in the workforce, and schools should be doing more to teach them. Another reason is schooling focusses on standardized tests and students required individual support. This lack of attention may leave students unprepared for the future. The consequences of parental dissatisfaction with school preparation for future life can be significant. Students who feel unprepared for the future may struggle to find meaningful employment and may have difficulty advancing in their chosen career. Additionally, students who feel unsupported by their schools may be more likely to drop out of school, leading to a lack of education and training that can further harm their career prospects.

In particular to learning mathematics, research has shown that various factors can affect a student's ability to learn math, including syllabus, attitudes, medium of instruction, curriculum, pedagogy,

weak background knowledge, urban vs. rural, and gender disparities (Shoaib & Saeed, 2016; Ali, 2011). There is also urban vs. rural debates which affect the learning of mathematics. Students in rural areas may lack access to quality teaching and learning resources and belong from low socio-economic background, which can limit their understanding of mathematical concepts. Whereas, urban setup has an elite system of education giving access to quality education. This is further entrenched into the medium of instruction, which, in some cases, students might be required to learn mathematics in a language that they are not proficient in, which can lead to a lack of understanding and confusion. This is especially applicable to the Pakistani context where there are disparities where elite system follows English. Gender disparities are also prevalent generally in education and particularly in mathematics education (Shoaib & Saeed, 2016; Tatlah et al., 2017). Research has shown that girls are more likely to have negative attitudes towards mathematics and have lower achievement scores compared to boys.

In addition, negative and weak guidance and counseling practices can have significant negative impacts on students' academic, social, and emotional development. Research has highlighted several ways in which poor guidance and counseling practices can affect students (Ali & Zulfiqar, 2018; Ullah et al., 2020). Students who received poor quality guidance and counseling were more likely to struggle academically, have lower GPAs, and report higher levels of academic stress. Negative guidance and counseling practices can lead to poor decision-making and career choices. Students who received weak guidance and counseling were more likely to make poor decisions about their education and career paths, which can limit their future prospects. Furthermore, negative guidance and counseling practices can perpetuate social inequalities. Students from disadvantaged backgrounds are more likely to receive inadequate support and guidance from counselors, which can further widen the achievement gap between different groups of students.

2.3. Integrating Career-Related Learning in Curriculum: Need of the Hour

In the globalized world, the education system needs to be updated to meet the demands of the 21st century skills, where almost all skills also come under the umbrella of CE. Studies suggest that integrating technology in career-related curriculum is essential for Pakistani education system. Technology integration has the ability to foremost improve the quality of education. Integrating technology into career-related curriculum can better prepare students for the demands of the modern workforce (Ali et al., 2019; Alam & Ullah, 2021). As technology plays an increasingly important role in many industries, students who are proficient in using technology will be better equipped to succeed in their future careers. This requires a thoughtful and inclusive approach towards integration due to cultural and economic conditions of the country.

Sports and co-curricular activities also play a vital role in the cognitive, emotional, and social development of students. These activities provide an opportunity for students to learn and develop life skills that are essential for their future careers. In the Pakistani education system, the focus on academics is often high, and co-curricular activities are not given the same importance. However, there is a growing realization that sports and co-curricular activities can be helpful in developing students' careers. A plethora of studies (Hussain et al., 2017; Ahmed et al., 2019; Maqsood et al., 2021) showed that co-curricular activities need to be emphasized in the curriculum and education in general, which is also the critique with career lens. This is because co-curricular activities are found to be important determinants of building soft skills/non-cognitive skills. These skills like perseverance, grit, are correlated with future career success. Research also demonstrate that these skills are essential and can compensate in a more disadvantaged schools. Participating in sports and co-curricular activities also helps in developing emotional skills. Students learn to manage their emotions, develop resilience, and build self-confidence. These skills are essential for students to succeed in their careers and personal lives. In terms of social development, co-curricular activities provide an opportunity for students to interact with their peers and build social skills. Students learn

to work in teams, communicate effectively, and develop leadership skills. These skills are highly valued by employers and can make a significant difference in the students' career prospects.

Another key area that needs attention of policymakers is primary level of education (Ghazi, et al., 2014). A high-quality primary education system can provide equal opportunities for all children to achieve their potential, regardless of their social status. This can help reduce inequality in society and promote social mobility. The primary level is crucial because it is the foundation of students. Particular focus in mathematics and science needs to be given at an early stage so that a strong foundation can be built. Otherwise, it may become challenging for students to excel in these fields later.

2.4. Career Education: An Integrated Approach

Career education has been defined differently in various educational settings. Akos et al (2011) defined CE as collective efforts of schools encompassing all activities that make students capable for their career choice. This project is also based on the above definition in which schools play a holistic role for student career choice. Research suggests that career education interventions focus on knowledge, skills and experiences that develop the right attitude to make informed decisions about future development (Lindstrom et al., 2020; Li et al., 2021). Career education is an integrated approach which has positive effects on students' academic, personality and overall future development (Draaisma et al., 2018; Lindstrom et al., 2020; Li et al., 2021).

2.5. Significance of Career Education

School-wide CE plans simultaneously focus on school learning objectives involving school to enhance students' engagement towards academic excellence. Thus, CE has significance for the K-12 level students. It helps to retain students' engagement, lowers school dropout ratio and support in transitional experience (Plasman, 2018). Engagement towards learning and school is important for students for the completion of schooling years (Wang & Fredricks, 2014). Research has shown lower level engagement can lead to school dropout (Archambault et al., 2009). Research suggests that engagement is a malleable trait; individuals' behavior can be modified for the willingness through actions or intervention (Appleton et al. 2008). This enhances the need for the potential role of career education to increase students' engagement. School-wide Career education plans simultaneously focus on school learning objects involving school to enhance students' engagement. Career education as a tool has potential to overcome personal, professional and educational problems by providing students with knowledge, skills and the right attitude that help individuals make informed decisions (Lindstrom et al., 2020; Li et al., 2021). CE provides a set of skills and guidelines and connects learning with future work in order to expand and open opportunities to break the poverty cycle and promote social mobility and cohesion (Australian Blueprint of Career Development [ABCD], 2022). CE ensures success for individuals by equipping them with necessary soft skills and employability skills regardless of their socioeconomic status. El-Hassan, & Ghalayini, (2020), highlights that currently career education focuses on career competencies i.e. self-efficacy that help in the face of uncertainty. These skills can bridge the gaps between individuals and overcome the disparities from society.

Moreover, CE enhances engagement towards learning and school among students (Wang & Fredricks, 2014). Engagement is a malleable trait; individuals' behavior can be modified for the willingness through actions or intervention (Appleton et al. 2008). This enhances the need for the potential role of CE to increase students' learning engagement and overcome their fears.

2.6. Career Guidance, Counselling or Education? A Case of Pakistan

The situation is not different in Pakistan. Like other developing countries, research in Pakistan also shows that the focus of career-related learning has been very less on middle schools, and it is absent in primary schools. National Education Policy (2009) of Pakistan advocates about CGC which has also

been subject to critique for its either not being provided to students or its poor provision (Sindh Education Sector Plan [SESP], 2014.). SESP (2014-18), while considering the lack of CGC, mentions that secondary and higher secondary graduates “do not have relevant market and life skills” (p.139). It is therefore, provision of CC at secondary and higher secondary levels has been advocated in the educational policies (NEP, 2009; SESP, 2014). As mentioned above, CG&C is not provided as part of teaching-learning process and the current discourse strongly supports for an integrated approach – which is called CE. So, it would be considered a gap in educational policies of Pakistan that they do not discuss about career awareness as part of teaching-learning process. Moreover, in education system of Pakistan, the first ramification - in terms of further education – between students occurs while getting enrolled in grade-9. However, NEP (2009) does not mention CGC for students before they make their final choice for grade-9. Conversely, SESP (2014) mentions that career counselling should be provided to students before they are enrolled in grade 9 but it has not been focused the way CG&C has been advocated for students of grades 9 to 12.

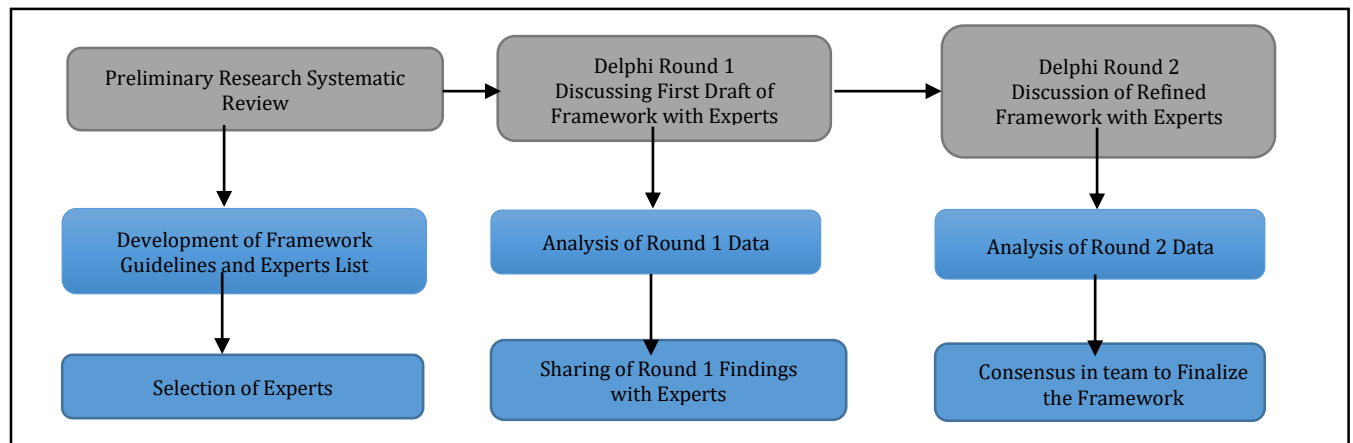
2.7. Conclusion

Research and policies of education in Pakistan show that CGC is not provided as part of teaching-learning process. Overall, literature indicates clear difference between CE and CGC whereas CGC, although not an inclusive approach, is mostly advocated only for 9-12 grade students. Moreover, the existing CGC facilities are mostly given to students of private schools and the same facilities are almost non-existent for government schools. Therefore, the need of hour and current discourse career development strongly supports CE – an integrated approach. Hence, this research aimed at developing CE Framework that would serve as building block for bringing CE in Pakistan.

METHODOLOGY

A robust three-phase approach was used to meet the research objectives of this research project. First, a systematic review was conducted to understand the research trends in line with Career Education (CE) and guidelines had been prepared to develop a CE framework. The systematic review played a role of springboard for achieving the major objective of framework development. Initially a framework draft was prepared based on findings from systematic review. Later, it has been validated through two-phase Delphi technique in which ‘field experts’ were consulted who were familiar with core concept of this research – CE. Figure 1 summarizes the process and details of each phase.

Figure 1. Summary of Research Process



3.1. Systematic Review

Systematic review approach was adopted as preliminary research method to build the base for devising a robust framework for Career Education. This approach was used in the field of (career-related) education for translating research findings – gaps in careers education process – into practical solution to the existing educational problems in Pakistan (Hammersley, 2020). In the same vein, the major objective of this research was to develop framework of Career Education as a solution for developing link between school and learners’ professional life. It is, therefore, a robust search protocol was planned to locate research studies to be reviewed and used for framework.

3.2. Search Strategy

The well-known databases such as Elsevier, EBSCOhost, Emerald, SpringerLink, Sage, Tylor & Francis, and JSTOR were explored to search the peer-reviewed articles for this systematic review. Besides, for national level articles, other resources such as HEC research portal was also examined to collect relevant literature. While searching, following keywords were used for the initial stage including Career education, Career Development, Career guidance, Career counselling and career awareness. Few of the research terms were added during the search process such as career orientation, career management, and career approach.

3.3. Selection of Articles

In a search result, around 265 articles were found in international category and 34 articles in national category. The pre-decided selection criteria (see table 1) were used to either select the article for systematic review. The rigorous process of selection of the articles were followed so that quality can be maintained. Initially, duplication of articles was checked to avoid confusion. Secondly, articles were initially screened using the inclusion criteria by over-viewing the articles. Lastly, articles were thoroughly read for full length to match the purpose of this research. In a result (figure 2 presents the summary of process), many articles were removed, and final number was 66 in international category and 19 in national category.

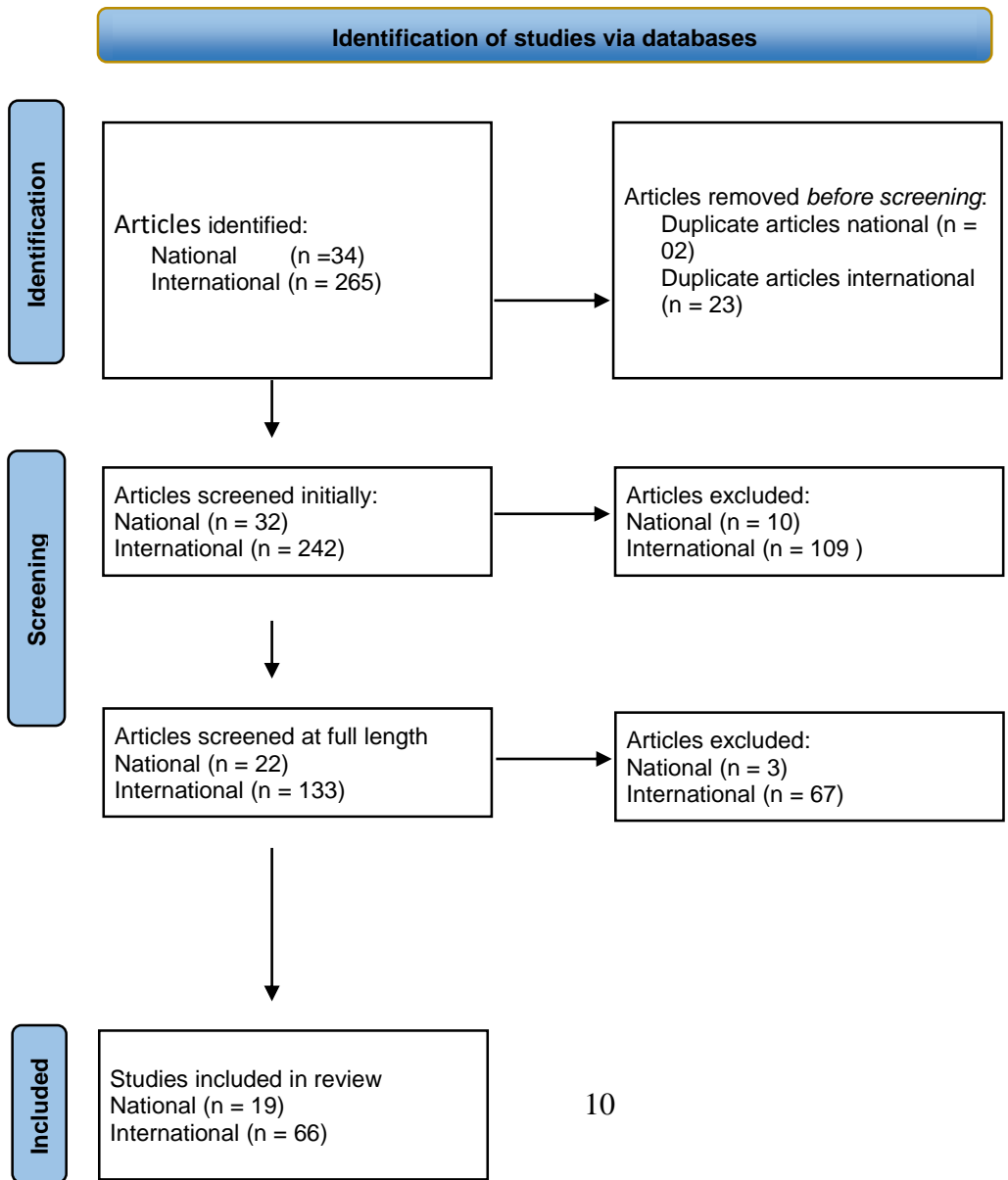
The research articles provided a base for the development of Career Education framework and other frameworks were also reviewed while developing first draft of framework. The development of CE framework is discussed in next chapter.

Table 1. Article Search Criteria

	National (Local)		International	
	Inclusion	Exclusion	Inclusion	Exclusion
Population	K-12 level in formal schools. [Primary, Elementary, Secondary, and Higher Secondary Schools]	1. ECCE 2. Higher Education, 3. Non-formal 4. Religious Schools	K-12 level in formal schools	1. ECCE 2. Higher Education 3. Non-formal 4. Religious Schools
Setting	K-12 Schools across Pakistan		K-12 schools across globe	

Study Design	<ul style="list-style-type: none"> Quantitative, qualitative and mixed methods studies Peer reviewed Research Articles 	5. Research Studies Published before 2012	<ul style="list-style-type: none"> Quantitative, qualitative and mixed methods studies Peer reviewed articles 	5. Publications before 2016
Research Outcomes	Career-related guidance/awareness/counseling/education for K-12 students in Pakistan		Career Education provided to K-12 students for solving educational problems i.e., student disengagement in learning, school dropout and so on	

Figure 2. Summary of Systematic Review



3.4. Development of Career Education Framework for Pakistan

The first draft of context relevant Career Education framework for Pakistan (CEFP) was developed using the findings of systematic analysis from national and international literature and reviewing the existing frameworks. A four-component based model of CE was conceptualized for K-12 level of education, and the four components discussed CE for the students of K-5 grades, middle grades, secondary grades and higher secondary grades, respectively. Each component was further divided in two distinct but interconnected parts such as Knowledge and Skills. This first draft of proposal was presented in first round of Delphi Round 1 for the feedback. The second draft included 'Attitude' based on feedback. Details for the two Delphi rounds are presented in next sub-themes and the final version of framework is presented in chapter 4.

3.5. Delphi Technique

This technique followed a 'series' or 'rounds' with the experts to establish a group communication for developing Career Education Framework by consensus (Dijk, 1990; Powell, 2002). During the rounds, experts provided the constructive feedback that can help to build the compact framework as per contextual needs (Pill, 1971). In other words, the constructive feedback by experts helped in formulating new ideas during the development of the framework as Delphi technique has been reported significant in educational setting (Green, 2014). In a nutshell, Delphi technique was best suitable approach to chain the experts together for finalizing the contextually relevant framework for CE in Pakistan. In this way, the first draft went through the rounds mentioned below to be finalized.

3.6. Round 1

The first draft of framework was presented and discussed with the experts of career education field at this level. The experts were well-informed regarding the key concept 'careers education'. So, they were asked for their critical analysis and expert opinions. The experts' critical input highlighted various dimensions to improve the CE framework considering the gaps in current education system, strengths and weaknesses of curriculum goals in Pakistan, students' age groups, their gender and other context relevant factors. Initially, it was plan to conduct first round of Delphi Technique through email to reach out the wider community of experts from various corners of country. However, the response rate on email was very low or no response that compelled us to convert our strategy from online to face-to-face modality. In a result, we negotiated one of the reputable social science institutes of Pakistan and negotiated entry to their institute to get constructive feedback. The institute generously supported through connecting the career education experts, space, time, and other logistic support. Hence, comprehensive feedback was provided by career education experts (n=25) that helped to refine the framework. The provided feedback was incorporated, and framework was revised for second round.

3.7. Round 2

In this stage, refined framework was presented in front of the experts to seek their guidance. The major change in revised framework was the addition of distinct part in each component that is 'Attitude'. Initially, each component had two distinct parts: knowledge and skills. Attitude, as third significant component, was suggested during the first Delphi round. This was the major change in the framework whereas some minor changes in few statements of framework. This iteration helped to finalize the CE framework. The experts' feedback was incorporated after the consultative meeting to develop the final version of the CE framework by our research team. The final version of framework is discussed and presented in next chapter.

3.8. Process of Delphi Rounds (Establishing validity)

To make the framework development more reliable and authentic work, we invited people 1) who had the basic understanding of careers education –an integrated approach and 2) who had worked on reviewing any of the education policies, curriculum and other programs in Pakistan with the lens of CE. A few of the experts had already done some research work with lens of CE. The experts also had experience of providing k-12 students with regular career counselling and conducting occasional seminars for career counselling of k-12 students.

Moreover, to make most of experts' critical feedback on the drafts, each expert was given a separate copy of framework. The items of framework in the drafts were put with wider space, so the experts could add/omit wording for changing the item. Also, the drafts included blank columns against items, where experts had opportunity to give their detailed input. Additionally, they were also given opportunity to verbally discuss/explain their views on item/s, if required.

3.9. Consulting Experts

For understanding the process of experts' selection for Delphi rounds, the distinct position of Career Education must be understood. CE is an integrated approach but most of the research work conducted in Pakistan has been completed through a segregated approach i.e., career guidance and counselling, so it was very difficult to locate people as 'experts' for this research. Fortunately, the only prestigious social science institute that is offering a masters' degree in Careers Education helped in this process. With their help, we had 25+ experts for Delphi round 1 and 10+ experts in round 2, excluding our team.

3.10. Ethical Consideration

All possible ethical considerations and professionalism were strictly followed in this Delphi rounds. The communication had been very professional. The experts were not approached in their individual space, rather only in their professional space. Since this method of research could be novice to some of them, objectives of this research and expectations from experts were clearly communicated to them and their all queries were clarified before the Delphi rounds. Moreover, each of them was asked to not mention their or anyone's or any organization's name during their written or verbal feedback. Verbal feedback was voice-recorded after having individual's consent for it. A few did not allow the voice recording so they were allowed to participate without voice recording.

Moreover, since their verbal and written feedback was only for the development of framework, our team firmly sure that this data has only been used for improving the framework. This data has neither been used as separate findings, nor will it be used at any other platform.

3.11. Conclusion

A well-thought research approach was used to finalize the context relevant framework using systematic review and Delphi rounds. Initially, the literature was thoroughly explored to conceptualize the framework and later framework was presented in front of experts to seek their expert opinion. Resultantly, a first framework of Career Education for Pakistani context was developed.

FINDINGS AND DISCUSSION

The findings are divided into two sections: Systematic review and development of Career Education framework. Besides, systematic review is further ramified in two parts: global and national literature. In global literature, there are major three themes: career education solutions to educational issue, issues in integrating career education in schools, successful integration of career education. The

national literature is based on 4 themes: career guidance and counselling and its role, grade-level advocacy of career guidance and counselling, absence of career guidance and counselling in curriculum, factors influencing career choices, and the notions asking to include career education.

4.1. Global Literature

Global studies (n=66) were reviewed systematically to respond the first objective of this research which was to review the existing literature on CE. The following section present the findings from the review which are divided in different themes and sub-themes.

4.1.1. Theme 1: Career Education as Solution to Educational Issues

The literature highlights the ways through which CE can play its part to solve the myriad of educational problems globally and locally. Specifically, CE has potentials to resolve the key issue of local context that is school drop-out, gender issues and poor student academic achievement. The details are discussed below.

4.1.2. Solution to Student Academic Development, School Dropout and On-time Completion

Empirical studies around CE explicitly demonstrate it as a solution to many problems that the education system of Pakistan is going through. CE integrated into the teaching and learning process, creates a strong foundation for the career development of students by acquiring knowledge about their characteristics, interests, and skills (ACTE & Career Cruising, 2018). Several studies indicate that CE if integrated properly into the curriculum, can have a positive impact on the students' learning outcomes, their engagement in learning, preparation for future careers and their self-efficacy (Perry et al., 2018). The integrated nature of CE engages students in career-oriented tasks to enrich their life experiences of their desired careers. However, the provision of CE needs to be consistent to remain on the school-to-career pathways. In this regard, Gottfried and Plasman (2018) and Perry et al. (2018) demonstrated that students who take CE-related courses at the secondary level have a lower chance of dropping out of school. Moreover, in particular to female students from rural areas, longitudinal findings revealed a higher on-time completion rate, positive behavior, and high perceived value of education (Xing & Gordon, 2021). Additionally, studies on CE also support the assumptions that students who are provided CE are likely to receive higher degrees, higher income, healthy life behaviors, and lifetime satisfaction (Perry et al., 2018; Morita et al., 2018). It is possible when students perceive their schooling as purposeful or career-oriented (Lindstrom et al., 2020). Also, they experience things that they can connect with their interests and abilities. The inclusion of CE benefits children by providing opportunities to explore different careers. This phenomenon increases children's engagement towards education and later success in future careers (Clarke & MacLeod, 2018).

Furthermore, student dropout has been an underpinning issue of the education system of Pakistan for many years, which results in the transition from early schooling to higher grades. The transition becomes challenging due to increasing academic burden, changing student-teacher and peer interactions, and sometimes leading towards dropping out of school. However, this transition can be productive and prove as an opportunity for growth and self-discovery by including CE from early schooling. Scholarly perspectives on CE endorse the provision of CE from the primary level because children are unintentionally or unconsciously learning about careers. They are developing an understanding of careers inside the schools as well as outside the school from their parents, family members, environment, and friends. Therefore, it is easy that this unintentional learning to be converted into intentional learning through CE. In doing so, the children develop good judgment, critical thinking skills, and think before acting (Mordal et al., 2020). When students are given information and preparation for their careers, it has a positive effect on meeting their career

aspirations (Blotnick et al., 2018; Kang et al., 2021) especially in science careers (Kang & Keinonen, 2018; Kang et al., 2021; Reiss & Mujtaba, 2017) and increase their self-efficacy (Turner et al., 2022).

Moreover, presence of 'trusted adults' have been reported positive on development of career aspirations. So, development of CEFP emphasized on help taken by 'supporting people' (parents, teachers, friends), and 9-12th grade students are expected to reflect on supporting people's input in their career aspirations. Moreover, studies also report the daily/weekly provision of career-related activities at elementary grades, however, we developed CEFP suggesting that career-related tasks should be given on daily/weekly basis for all K-12 students for more promising results.

4.1.3. Solution to Gender Inequality in Developing and Developed Countries

The integration of CE in schools is regarded as an equity function, where most disadvantaged students benefit from career awareness and support in formal settings (Lindstrom et al., 2020). Gender issues have been persistent in the developing and developed economies. Some professions like teaching profession are regarded as suitable for girls while other sectors like IT, science-related jobs, and engineering have huge disparities in terms of gender. These gender disparities are influenced by societal and political factors, economic structures, insufficient parental support, and improper schooling (Han et al., 2018; Koyunlu & Dökme, 2020; Vainionpää et al., 2020). A study conducted on Finnish high school girls (Vainionpää et al., 2020) stated that the lack of knowledge and interest among girls lead to their exclusion in opting for careers related to the IT sector. However, family support was seen as a significant element in shaping the career choices of girls. The support towards males and females may also vary in schools. For example, females were supported more than their male counterparts in the engineering field (Kutnik et al., 2020). In developing countries, education was moderately associated with proactive career orientations (Kostal & Wiernik, 2017). In these countries where employment opportunities are scarce, education can be a resource that offers individuals control over their career-related perceptions.

Whilst studies also delineate that career choices across gender in STEM fields are shaped at the primary level in positive ways (Koyunlu & Dökme, 2020) and can be very helpful to mitigate gender inequality. It is important to consider that students' interest in STEM differs according to gender, context, socio-economic background, and school level. Male students at the secondary level show more interest in STEM careers than females (Christensen & Knezek, 2017) female has more interest in science in middle schools in Turkey and high-level achievers are more likely to be interested in science, mathematics, and STEM than low-level achievers (Koyunlu & Dökme, 2020). Additionally, knowledge about STEM education and career have a positive impact on students' self-efficacy despite career intention about STEM career may changes in higher secondary grades e.g., 9th and 11th (Boltnicky et al., 2018).

4.1.4. Development of Transferable Skills

In preparing students for future careers, scholars argue that the development of transferable skills such as communication, confidence, decision-making abilities, and critical thinking skills are important because these skills are used for many roles and responsibilities. The view asserts that in the era of advancement, the job market will require multi-tasking abilities. Maree (2020) in the domain of career development refers to it as 'pervasive indecisiveness' which includes anxiety, lack of self-efficacy, insecurity and so on which impede career success. Career-related interventions showed that enhancing elements like self-assessment and reflectivity can boost career adaptability in South Africa (Maree, 2020); greater self-efficacy when engaging in career exploration (Babarović et al., 2020; Turner et al., 2022); self-improvement and self-exploration (Zhang & Chen, 2020); develop critical thinking skills, good judgment and motivated to learn about different professions (Mordal et al., 2020). These findings suggest that career-related interventions must include such analytical and reflective skills, therefore, the CEFP has been developed with this lens. Also, this may

have implications for other factors like gender. For instance, revealed that girls with low self-efficacy could lead the belief that they cannot succeed in math and science, hence lowering their chances of participating in STEM careers. Thus, CEF includes visible input for reducing such traditional and gendered disparities. The transferable skills are associated with developmental transitions (Savickas, 2019), and if students' career identity and self-efficacy are enhanced early would influence their personal life and equip them for career trajectory, challenges, and transitions. Since transferable skills can be directly or indirectly nurtured across subjects so these need to be introduced in the early stages of individuals. Also in CEF, we suggest that CE should be infused in core curriculum i.e., general subjects for K-12 grade students. Additionally, some of the items presume the learning of core curriculum and career-related task in CEF is based on such learnt concepts i.e., developing CV/resume (career-related task) presumes students' writing skills learnt in (English and regional) languages. However, the teacher's role is integral to identify students' transferable skills such as problem-solving, interpersonal skills, and decision-making abilities in curricular and co-curricular activities. There is a broader consensus that developing the right interest among students has a positive lifetime impact (Mupinga & Caniglia, 2019).

4.1.5. Theme 2: Issues in Integrating Career Education in Schools

Provision of CE should not be viewed in way where employability is considered a 'product' rather it is a process of learning which emphasizes the role of educators to ensure reflective activity in the schools. However, as pointed out by Daubney (2021), the focus on the acquisition of knowledge has blurred the relationship between education and the transition to work. Even if transferable skills are being developed in schools, the students are unaware of it or its applicability. While academic achievement is important, the integration of CE would provide meaning to students' academic achievement (Xie et al., 2019). There are several other issues, as discussed thematically, emerged from the literature in integrating CE.

4.1.6. Students Lack Career Preparedness in Schools

The issue of students being unprepared for future careers is persistent both globally and nationally. Several research studies indicated that students lack knowledge and career readiness. Also, being unaware of the knowledge and skills required for their preferred jobs or the demands of the jobs in their context (Mupinga & Caniglia, 2019; Ridge et al., 2020). Students' of lack knowledge about career readiness indicate the disconnection between school-based courses and choice of the desired career pathways in higher education and as future careers (Mupinga & Caniglia, 2019; Kutnick et al., 2020). This is based on hindrances faced by students in the transition from one level of schooling to another. As a result, students who are not satisfied with academics in which they are not interested may result in dropping out, causing stress, and demotivation. Lindstrom et al. (2020) identified in a study conducted on underserved youth in the USA, that college and career preparedness is associated within the context of school, community, and family if enabled properly, will provide uniqueness in college and career readiness.

4.1.7. Gender Inequality, Class System and Job Market

Gender inequalities have been frequently identified both as a solution and a problem in the literature. In particular to gender, the occupations have a disproportionate recognition of females. For example, the study by Vainionpää et al., (2020) depicted that more girls are needed in the IT sector and boys attending secondary school had more interest in STEM-associated careers than girls (Christensen & Knezek, 2017). The study also showed that a lack of knowledge and interest in careers create exclusion. Another meta-analysis by Kostal and Wiernik (2017) reported that in countries where gender inequality is high, males exhibit a higher level of new career orientations. Rather than individuals' own choices, these exclusions are shaped by the powerful economic, political, and social structures restricting information and free choice. Girls belonging to low social backgrounds have

limited ability to access the material required for pursuing their desired careers. Kutnick et al., (2020) also revealed the ecosystem in schools is not promoting engineering aspirations. The aspirations were guided through indirect ways outside of the school.

4.1.8. Theme 3: Successful Integration of Career Education

Successful integration of CE requires an 'integrated approach' rather than teaching it in isolation from the subjects or introducing it as a separate subject (Røise, 2022) to create a connection between different school contexts and the world of work (Plant, 2020). Since children are learning about the career from home environment and society, CE needs to be introduced in the early years of schooling to make sense of their interests. In the early stages of schooling, children usually hold idealistic views of their careers which can be gradually shifted to realism when career-related activities are targeted (Blotnicky et al., 2018; Maree, 2020). According to Turner et al. (2022), the CE integration needs to be clear, specific, and aligned with the personal congruence of career goals which eventually drives exploration.

With integrative approaches, we do not want to limit it to the integration of career-related activities and experiences in academics. Rather the approach can be broadly viewed in two distinct dimensions as suggested by Maree (2020). First, in the temporary phase, career decision abilities are developed, or students need guidance and counseling interventions. Indecisiveness in this dimension may result in anxiety, insecurity, and inadequate self-efficacy. Second, the developmental transition is referred to as 'natural transition' where students are in the phase of choosing a subject or transitioning from lower-level of schooling to higher. The developmental stage requires information about subject choices, schools, etc., and needs to be assessed by counselors. This results in improving their career identity to equip them to deal with challenges and transitions. This means that the 'integrative approach' or 'whole school approach' is the culmination of subjects that hold a framework of skills that are clear and consistent across all curricula, surface from different subjects, and connect and complement different subjects (Daubney, 2021).

4.1.9. Role of Parents and Family

Students learning about careers is not limited to school only. Directly or indirectly, students acquire career awareness from their environment, family, and parents (Welde et al., 2016). The parental role plays an important role in shaping and promoting or hindering career development. Clarke & MacLeod (2018) noted that parents have positive leverage on students' perception of careers and education. Several studies demonstrate that students get aspiration from their father, family members, cousins, or peers and tend to follow their footsteps which impact their self-esteem, learning outcomes, and career success (Kier & Blanchard, 2021; Ridge et al., 2020) and even more for females in STEM-related fields (Kier & Blanchard, 2021). Welde et al. (2016) suggested that such career education strategies should be involved where parents, friends, and family are involved. Schooling, therefore, needs to reconsider the role of parents, friends, and family in providing emotional and social support to their children to be successful. Therefore, CEFPP emphasize upon 'supporting' people (family and friends) in helping children identify and pursue their career aspirations.

4.2. National Literature

Career-related research studies have been reviewed thoroughly i.e., study objectives, literature reviews, methodologies, findings and discussion/recommendations, to attain an overall picture of how career guidance and/or counselling (CGC) is discoursed. The studies (n=19) mostly report the absence of CGC while highlighting its importance, report students' career choices, indicate how various stakeholders and sources shape students' career choices. For this study, findings have been discussed with lens of context-relevant Framework for CE. Additionally, it must be defined that

career-related terms have not been defined ubiquitously in the reviewed research studies, and the related terms with a bit different meaning have also been used interchangeably. The terms include career counselling, career guidance, career development, career planning, career building and so on. However, for better analysis and clarification of the findings, we also use the two mostly quoted terms “career guidance and counselling (CGC)” while discussing the findings.

Table 2. Summary of National Literature

Grade Levels		Publishing Year		Category	
<i>College</i>	N=09	<i>2020-2022</i>	N=11	Govt.	N=10
<i>Secondary</i>	N=09	<i>2017-2019</i>	N=05	Private+Govt.	N=05
<i>College + Secondary</i>	N=01	<i>< 2017</i>	N=03	Undefined	N=04
<i>K-8</i>	N=00	Total (19 Articles)			

4.2.1. Career Guidance and Counseling and Its Role: The Way It Is Described

The research studies do not include clear description of CGC and particularly its role, which arises a question that ‘who is the right person to guide students for their future development?’ CGC is merely described as process whereby students are guided for their future development. Yaqoob et al. (2017) define it as a process which involves making decisions related to one's career based on personal interests and exploration of different career choices. CGC is also seen as a process that offers insight, guidance, and support to students in managing different issues related to their career and lifestyle (Ali & Shafiq, 2019). Additionally, it must be reported that most of studies consider CGC as an educational program, and mostly help in deciding options of further studies have been highlighted as the core job of CGC (Khurshid et al., 2021; Ali & Shafiq, 2019; Zahra & Malik, 2018). In addition, studies highlight all the important individuals i.e., teachers and parents, who play a significant role in students’ career choices, especially in subject-selection. It is; therefore, efforts must be put in 1) defining the process of CGC and, especially, 2) in describing the individuals who need to provide CGC.

Moreover, considering teachers at the center in schooling, their role extends to provide CGC to students by assisting them in selecting school subjects, career preferences, aptitudes and interests (Zeb et al., 2021; Ali & Shafiq, 2019). This guidance to students also necessitates monitoring their academic progress, acquainting them with the prescribed curriculum, identifying special learners, catering to their educational needs, and assisting them in getting information about further education (Khan et al., 2012). The review suggests that teachers are expected to be at the very forefront while providing students with CGC. This supports CE which exclusively depends more on teachers since it is integrated in the curriculum.

4.2.2. Grade-Level Advocated for CGC

None of the research studies have explored about provision of CGC at K-8 grades (see table 2). Though importance of CGC either in all school grades (Yaqoob et al., 2017) or in early high school grades (Zahra & Malik, 2018) is mentioned but most of the studies discoursed more about CGC services for secondary and college level students from various dimensions (Ali & Shafiq, 2019; Zeb et al., 2020) except the two studies. Zahra and Malik (2018), in their literature review, criticized for CGC being discussed for only grade 9-12 students and maintained that

The career’s base is laid down in the early high school years. This is the time when students with clear self-concept have a better idea about their future career goals and which academic subjects they want to choose. Especially when students are about to choose subjects at the start of the ninth class then it is important about their own self-concept or not and whether there is any relationship to know their career decision making skills and whether they are clear between self-concept and career maturity (p. 7)

Comparatively, Khan et al. (2012), in their findings, reported presence of CGC services for 8th grade students in a private schooling system which has been highlighted as important since students' needs to make academic choice for entering into secondary grades. Generally, as seen in research topics/questions, all the research papers aimed at studying CGC for secondary and college level students (Ali & Shafiq, 2019; Zeb et al., 2020; Zahra & Malik, 2018; Khurshid et al., 2021) where adolescence is highlighted as the stage where mostly individuals are involved in career seeking (Yaqoob et al., 2017). It has been pointed out that 9-12 grade levels are crucial for providing CGC (Zeb et al., 2021; Khan et al., 2012) and, unfortunately, only at this stage students are considered as 'interested to explore various opportunities for their future'. However, career-related theories and global research put great importance also at K-8 levels. This clearly indicates the need to bring about a change in CGC services for including K-8 students, which is easily possible through integrating CE.

4.2.3. Absence of CGC and Gaps in Existing CGC

In the Pakistan, there is a lack of CGC facilities at the school level. It is not given its due attention especially it is almost non-existent in public sector schools (Ali & Shafiq, 2019; Zahra & Malik, 2018). Comparatively, it is somehow present in private schooling systems, which again works mostly for 9-12th grade students (Khan et al., 2012). Majority of the students tend to have aspirations for careers in medicine, engineering and others which is also without proper guidance and consideration of their interest and aptitudes. Empirical studies conducted in Pakistan foremost pointed factors related to career choices among students, including social status, societal expectations, growth opportunities, psychological factors, and lack of career guidance (Najam & Ghazal, 2022; Yaqoob et al., 2017; Zeb et al., 2020a; Ali & Shafiq, 2019; Khan, et al., 2012). Yaqoob et al. (2017) suggest that lower socioeconomic families and rural areas have the least access to career guidance, resulting them to pursue non-academic programs. Students enrolled in science disciplines seemed to have a better understanding of selecting colleges and subjects compared to students enrolled in arts and commerce (Ali & Shafiq, 2019). In view of these studies, new and efficient ways of identifying students' talents and inclinations to guide them towards careers matching their talents remain unexplored and unutilized, and that there is a significant variation in the nature of career guidance provided in different types of schools in Pakistan (Khan et al., 2012). This is also pointed out as an area that is under researched and therefore findings need to be more cautiously interpreted.

4.2.4. Factors Influencing Students' Career Choices

In South Asian region, the career decision is not an individual responsibility but rather includes other stakeholders such as parents, teachers and siblings (Asghar & Ajmal, 2022). This may also lead to pressure on individuals to pursue specific traditional careers (i.e., medicine and engineering). Different factors influence the adolescents in making decisions in the context of Pakistan. The availability of career counselors, assistance to cater course work difficulties, guidance from teachers, parents, social media, peers, the role of heads and institutes matters and were identified as important features for adolescents in career decision making (Ali & Shafiq, 2029; Asghar and Ajmal, 2022; Hassan et al., 2022; Yaqoob et al., 2017). Other studies also found that socio-economic background, and families significantly influences the career choices of students where students with strong socio-economic pursue their career aspirations while others struggle (Zeb et al., 2020a). The research also highlights the influence of gender biases on career selection, with females facing additional pressures related to marriage and family expectations (Hassan et al., 2022; Zahra & Malik, 2018). Moreover, studies generally report girls as disadvantaged gender in terms of having greater career aspirations except few hopeful findings. Findings by Asghar and Ajmal (2022) reveal that "to some extent there is a change in the way society is viewing female education and career building" (p. 962). Still, their suggestions and other studies recommend that CGC services should carefully be planned for girls and boys separately since both genders face different issues in deciding and pursuing their career choices

(Shafeeq & Loona, 2017). Hence, the due care has also been taken while developing the context-relevant CE framework to mitigate the traditional and gendered stereotypes and biases.

4.2.5. The Notions Asking to Include Career Education

Findings and discussion in the reviewed studies recommend various strategies for the provision of effective CGC to secondary-level students including provision of career guidance facilities in schools, appointment of trained career guides, collaboration between parents, teachers, and schools' heads, and the establishment of career guidance resource centers (Zeb et al., 2020a). Moreover, the recommendations also support mainstreaming CE – an integrated approach – at least indirectly, while maintaining the idea that CGC should be part of curriculum, it should be provided by teachers and/or it should be part of classroom/school activities.

As seen in study objectives/topics, CGC services have been explored through teachers' perspectives (Khan & Hussain, 2020; Shakil et al., 2021; Khan & Reba, 2018), exploring teachers' role in providing CGC (Zeb et al., 2021; Zeb et al., 2020; Khan et al., 2012) and discussing teachers' role for providing CGC as one of the imperative tasks. Studies conducted through students' perspectives were also based on view that teachers helped students in making career and, at least, curricular choices, which was also questioned by students as data collection (Ali & Shafiq, 2019). Additionally, findings of Khan and Reba (2018, p. 159) through survey of 140 secondary school teachers indicate that “teachers can be given guidance and counseling responsibilities” (with 88% agreement) and teachers can work as ‘master trainers’ and provide “training to other teachers regarding guidance and counseling” (with 96% agreement). Also, Zeb et al. (2021) propose capacity-building teachers' training in CGC for students. Similar views in other studies clearly point out that teachers are generally expected to play a crucial role in guiding students towards their careers by serving as ‘role models’ so teachers' updated knowledge about emerging professions and their continuous guidance is emphasized (Khan et al., 2012; Zeb et al., 2021). Since the key individuals for providing CE are also teachers, therefore, the findings strongly support the concept of context-relevant framework for CE in Pakistan.

Moreover, for 9-12th grade students, studies also propose incorporation of career guidance as ‘a compulsory subject’ (Khurshid et al., 2021), career-related topics integrated in mainstream subjects, career-related online short-courses, online platforms to provide career-related guidelines, sports/games programs with career guidance in sports, co-curricular activities with lens of career guidance, connecting leisure activities with career guidance and other ways in which careers' guidance is given in core curriculum or co-curricular activities (Zeb et al., 2021; Shakil et al., 2021). Most of the guidance is advocated generally for further education, jobs and business ideas. Furthermore, policymakers must make it mandatory for schools to start implementing career counseling initiatives and make co-curricular activities essential to accurately assess and hunt students' talents and interests (Khan et al., 2012; Zeb et al., 2020a; Zeb et al., 2020b; Zeb et al., 2021). While considering CGC as planned program, it has also been suggested that CGC must be provided on regular basis (Khan & Reba, 2018), and career-related print and electronic material should be available in schools (Zeb et al., 2020a). Such recommendations lead to a notion that careers-embedded curriculum is already proposed, therefore, the context-relevant CE framework developed for K-12 grades in Pakistan would serve as a very timely support and solution.

4.3. Career Education Framework for Pakistan (CEFP)

4.3.1. Introduction to the CEFP

Career Education, as defined for this study, is “school-based efforts to prepare students for career-related developmental tasks, including career choices” (Akos et al., 2011, p. 2). It includes all curricular and co-curricular activities at classroom and/or school levels. It is suggested for implementing this framework, that ‘teachers’ and ‘mainstream teaching-learning process’ are to take

the key role. Moreover, since the least qualification suggested to be completed by all individuals is intermediate, this framework is aimed at K-12 students. Additionally, as the findings suggest that K-8 students have completely been ignored under the umbrella of career guidance in Pakistan, so the special attention has also been put at K-8 level.

The CEFP is segmented into 4 categories vertically for providing CE to K-5th, 6-8th, 9-10th and 11-12th grade students. Horizontally, it is divided into 3 sections: Knowledge, Skills and Attitude, for providing career-related information, skills and attitude under each of the 4 categories (See Appendix-I for detailed framework). Moreover, for better understanding of the expected outcomes, the functional definitions and description of knowledge, skills and attitude is provided.

A. Knowledge: Career-related information discussed and provided through curriculum, textbooks, teachers and other sources in classroom or school activities. (i.e., sources of earning, types of jobs/businesses, job/business information, importance of jobs/businesses, career-related identity, academic choices, career choices, information sources for academic & career choices, impact of individual characteristics on career choices, impact of other factors on career choices, gender stereotypes while entering into further education or future jobs/businesses).

B. Skills: Developing a set of skills, followed either separately or combination of 2-3 skills, that are helpful in deciding career choices.

- Analytical and Reflective Skills (for assessing different career-related information and understand its strengths and weaknesses in order to match them with personal characteristics)
- Information Seeking and Handling Skills (for collecting information regarding entry into further education and future jobs)
- Creative and Imaginative Skills (for thinking about careers which are considered non-traditional professions with context/gender lens)
- Entrepreneurial Skills (for thinking innovations in existing businesses/jobs and thinking about creating new jobs/businesses)
- Collaboration Skills (for collecting information, checking authenticity of the information, supporting people's help in developing better view of career choices)
- Planning and Development Skills (for completing tasks which help in career-related planning for further studies or future jobs i.e., tentative plans and development of resumes/CVs)

C. Attitude: A learned tendency or readiness to evaluate and react to career-related information and skills in order to adopt the values and beliefs that help individuals to pursue their career choices and encourage others to pursue theirs without putting forward any traditional biases or stereotypes.

- Affective (feelings and emotions associated with careers i.e., as achievement, failure and resilience)
- Behavior: (attitudinal actions such as celebrating achievement, doing task punctually)
- Cognitive: (individual conceptions about different feelings and behaviors)

1. Key Terms Used in CEFP:

- Skills-Set: “variety of skills that help in decision-making and performance”
- Personal Characteristics: (e.g., honesty, dependability, responsibility, integrity, and loyalty)
- Career Development: Holistic process; individual assess himself/herself for career selection

- Career Planning: once career chosen, individual take up activities/actions to pursue the career

4.3.2. Assumptions for Implementing CEFP

Global literature advocates including all stakeholders i.e., teachers, school heads, parents, community members and other potential members as well as potential platforms of society for providing CE. In Pakistan, since the education system mostly depends on textbook and teachers' input into the classroom, this context-relevant CEFP is developed keeping textbooks and classroom teaching-learning process at the very core. It is expected that most of the items in CEFP can be, therefore they ought to be, incorporated in curriculum of different subjects that confirms its integration in textbooks which will ultimately enrich teachers' discussions in classrooms.

Moreover, certain basic knowledge and skills are already a part of different subjects, therefore, they are not highlighted separately. For instance, communication skills play a vital role in individuals' success of future careers and these skills are core component of K-12 textbooks for languages (English and regional). Hence, such competencies have not been added separately, rather we have presumed these competencies while making some items of CEFP based on such skills.

Having said all that, it must be mentioned that the due attention has not been decreased on other important ways for providing K-12 students with CE. A good number of items expect co-curricular activities, additional readings, parents' input and other potential members from society to help K-12 grade students in recognizing and confidently pursuing their career choices.

CEFP, the first-ever framework for integrating career education, would at least serve as a building block in the history of career education in Pakistan. CEFP has been developed mostly through the input from career-experts (i.e., researchers and university teachers whose most of the research work is based on 'career guidance and counselling' which is a different concept in comparison to 'career education'). These experts were familiar with curriculum, education policies, K-12 students' psychological and physical needs, private school systems for K-12 students, government school system and other important factors. However, it must be clarified that the input from curriculum-experts, policy-makers, teacher-trainers, experienced teachers from different schooling systems and other key people from the core educational organizations would have been different, therefore, they all are requested to review CEFP with their lens to make it more context-relevant and easy-to-apply framework for all schools in Pakistan.

CEFP is for all students enrolled in any school of Pakistan. Grade-wise transition, especially the transition from primary school to middle grades, is same problem for all students. CEFP suggests making transitional experiences successful for 5th, 8th and 10th grade students' transition to next grades and 12th grade students' transition to further studies, jobs and/or businesses. Such expectations in CEFP are for K-12 students from all types of schooling systems. Moreover, since government school students make majority of Pakistani youngsters and the reviewed literature indicates that students in government schools are mostly disadvantaged in terms of career-related education, therefore, CEFP has been developed considering these students at heart. It must also be mentioned that CEFP is not restricted to government schools only, rather the same CEFP can be utilized by private schools with some changes, if required.

CONCLUSION AND RECOMMENDATIONS

In this research, our dual focus aimed at both reviewing the literature to conceptualize the potential of the CE approach in addressing educational challenges and devising a comprehensive framework for its implementation within mainstream education. Global and national literature unequivocally underscored CE as a promising solution to a range of educational issues faced by Pakistan's K-12

level. Its potential to mitigate problems such as academic underachievement, disengagement in learning, school drop-outs, poor transitional experiences, gender disparities, and career decision-making positions CE as a panacea for these challenges. This underscores the imperative for all stakeholders to adopt a CE perspective when formulating national education aims, policies, and practices.

The culmination of our efforts resulted in the successful creation of Pakistan's inaugural Career Education Framework (CEFP). This framework draws on an in-depth understanding of literature, expert insights, and contextual needs. By meticulously addressing the issues highlighted in the literature, CEFP serves as a targeted instrument for tackling these concerns. The validation of CEFP through Delphi rounds further ensures its contextual relevance and efficacy as a solution to Pakistan's educational dilemmas.

In summary, our rigorous research journey conclusively supports CE as the optimal strategy to address educational challenges while fostering human capital development. The CEFP, serving as a tangible translation of research into practice, holds the promise to reshape the educational landscape. Moving forward, it is imperative to consider the practical implications of implementing the CEFP and to explore avenues for its seamless integration within the education system. As Pakistan embraces this transformative framework, it sets a promising course toward enhancing educational outcomes and nurturing a more empowered and prepared generation.

5.1. Recommendations

This research has yielded several pertinent recommendations based on the study's findings, which hold significant implications for the enhancement of Career Education Framework (CEFP) integration within Pakistan's educational landscape:

1. **Educational Policy and Stakeholder Engagement:** Educational policymakers are strongly encouraged to engage in a comprehensive review of existing educational policies through the lens of CEFP. This revision process should encompass all pertinent stakeholders, including curriculum developers, textbook authors, teacher educators, researchers, teachers, parents, and students. This concerted effort will facilitate the alignment of educational objectives with CEFP principles, ensuring a cohesive and progressive educational framework.
2. **Curricular Integration:** The curricula for K-12 grade levels in various subjects necessitate rigorous review to harmonize with CEFP tenets. The incorporation of CEFP principles will bridge the gap between classroom learning and students' career aspirations, enriching educational experiences and fostering a holistic development approach.
3. **Textbook Alignment:** A pivotal step involves critically examining all K-12 level textbooks within the purview of CEFP. This evaluative process will enable the seamless infusion of CEFP principles into textbook content, propelling students towards introspective career exploration and informed decision-making.
4. **Research Endeavors:** Social science researchers are advised to explore the realms of Career Education (CE) further, particularly emphasizing its integrated approach and inherent significance. Dissemination of key insights regarding CEFP's transformative potential will catalyze informed discourse and facilitate its effective implementation.
5. **Localized Contextualization:** Future research endeavors, spanning diverse regions of Pakistan, should earnestly evaluate CEFP for its contextual strengths and limitations. Researchers are encouraged to scrutinize the framework within their unique local contexts, suggesting contextual adaptations and improvements as needed.

6. Curriculum Analysis: Future research initiatives must extend their purview to encompass a meticulous analysis of educational policies, curricula, and subject-specific textbooks, all viewed through the comprehensive lens of CEFP. This holistic evaluation will illuminate existing alignment, provide guidance for seamless integration, and propose supplementary content embedding CEFP principles.

7. Teacher Preparation and Professional Development: Teacher educators hold a critical role in propagating CEFP principles to K-12 educators. It is recommended that teacher training programs be revisited and revamped to encompass CEFP learning components, empowering teachers to facilitate meaningful career-oriented education.

8. Educator Degree Programs Enhancement: The revision of policies and curricula for B.Ed. and BS Education programs across varying durations (1.5, 2.5 & 4 years) should be meticulously undertaken with a dedicated CEFP focus. This adaptation will equip future educators with the necessary tools and insights to effectively integrate CEFP principles into their instructional practices. Specially, a dedicated course named as 'Career Education' must be designed and included in the curricula of B.Ed and BS Education.

By heeding these recommendations, Pakistan's educational landscape can harness the transformative potential of the Career Education Framework (CEFP), promoting enriched student experiences, informed career decisions, and a dynamic educational ecosystem that resonates with the evolving needs of the 21st century.

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APPENDIX-I: Career Education Framework for Pakistan (CEFP)

Levels	• Components and Aims for Career Education Framework for Pakistan		
	• Knowledge	• Skills	• Attitude
(K-5 th)	<ul style="list-style-type: none"> • Talking about sources of earning (i.e., job, business) • Describe jobs that are present in our surroundings • Describe basic information of indoor and outdoor jobs • Describe businesses that are present in our surroundings • Describe basic difference between jobs and businesses • Identify jobs of family members and school personnel • Identify businesses of family members or surrounding • Describe importance of earning in individual and family life • Recognizing when professions are depicted in textbooks • Recognizing when professions are depicted in co-curricular events and activities • Recognizing various life roles an individual may have (i.e., friend, student, family member, and community member) • Being aware that people do paid and unpaid (volunteer) jobs for financial benefits or community service • Describe social impact of jobs and businesses • Being aware about options of further studies (i.e., different subjects lead to different choices) • Describe basics of personal characteristics (i.e., 	<ul style="list-style-type: none"> • Reviewing stories to identify personal characteristics required in jobs and businesses • Connect personal characteristics with job requirements (i.e., 2-3 characteristics for 1 job) • Link personal characteristics with requirements of a business • Obtain information regarding the jobs and businesses of their family members, relatives, neighbors and other known people. • Ask reasons from parents for opting their jobs or businesses and share that information with classmates • Role-play professions of their choice (i.e., depicted in textbooks, observed in school or surroundings) • Imagine a job or business that may not be present in surrounding • Compare responsibilities of 2-3 jobs (i.e., similarities and differences) • Compare 2 businesses (i.e., similarities and differences) • Engage in a group task for presenting the obtained career-related information (i.e., comparison between jobs/businesses) 	<ul style="list-style-type: none"> • Describe their reaction to career-related information (i.e., sources of earning and their importance) • Describe why they would prefer job over business or vice versa • Accepting that preferred career choices may change over time • Reflect strengths and weaknesses while connecting personal characteristics (i.e., responsibility, dependability, integrity, honesty, and loyalty) with their career choices • Celebrate strengths considering link of personal characteristics with their career choices • Accept that individuals have unique interests and different career choices • Accepting importance of jobs and businesses opted by parents or available in their surrounding • Showing adaptability for transition from one grade to next grade, especially from 5th grade to 6th grade (primary to middle level transition)

	responsibility, dependability, integrity, honesty, and loyalty)		
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(6-8 th)	<ul style="list-style-type: none"> • Understanding one's career choices <ul style="list-style-type: none"> ○ What career suits me? ○ What subjects do I take for my career choice? • Describe economic impact of jobs and businesses • Describe the importance of financial literacy • Understand the concept of goal setting and decision making with reference to career choices • Portray different societal roles (i.e., student, sibling, friend) and responsibilities within each role • Discover how earning through job or business contributes to individual and family life • Understand the impact of leisure activities on career choices • Enlist various options of further studies relevant to their career choices • Identify the educational/technical institutes offering programs related to career choices • Understand different groups of studies (i.e., Biology, Computer) at secondary and higher secondary level • Find out the entry requirements (i.e., qualification and skills) of various careers • Explore advantages and disadvantages of further studies for their career choices 	<ul style="list-style-type: none"> • Match personal characteristics with their career choices • Compare roles and responsibilities of 3-4 jobs (i.e., similarities and differences) • Compare roles and responsibilities required in 2 businesses (i.e., similarities and differences) • Analyzing strengths and weaknesses of their career choices • Asking parents', teachers' and friends' opinion on their career choices • Connecting leisure activities with job and business-related roles and responsibilities • Connecting various societal roles with their career choices • Reflecting on school activities to connect them with their career choices • Reflecting non-traditional careers and their strengths and weaknesses • Review prospectus or visit website of a college or university for seeking information about further studies (i.e., study groups for SSC, HSSC and after college major fields) • Conduct an annual project in core subjects (i.e., Languages, Sciences, Social etc.) about a career or an industry sector 	<ul style="list-style-type: none"> • Accept that values and beliefs influence on self-concept • Accepting influence of beliefs and attitudes on career choices • Think about career choices that suit you without paying attention to gender stereotypes • Accept weaknesses while connecting personal characteristics with their career choices • Reflect dependence of people in your surrounding and see how they work together • Showing readiness for life changes that may occur due to unexpected events • Reflect how behaviors affect different situations of school, workplaces and family events • Adopting observed behaviors (i.e., active listening) in school and family settings that help in improving personality characteristics • Acknowledge personal characteristics that are needed to pursue and sustain career choices • Acknowledge and appreciate the strengths and weaknesses among jobs and businesses • Celebrate strengths of learning habits and study skills that help in pursuing career choices • Showing adaptability to grade-wise transition, especially after completing 8th grade
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	<ul style="list-style-type: none"> • Understand how academic performance affect selection of further studies • Understand the ways to explore educational and occupational information • Understand the ways to use educational and occupational information • Understand how career development is an ongoing process including a series of choices • Identify non-traditional careers • Investigate advantages and challenges of entering nontraditional career • Identify key industries and organizations in different cities and jobs in those industries/organizations • Identify context-relevant careers within a “Career Cluster” • Discuss learning from events/tours planned for further studies or future jobs (i.e., study tour to a university) • Understand the influence of self-interests on career choices • Describe the importance of personal characteristics in pursuing further studies, jobs or businesses of their choice 	<ul style="list-style-type: none"> • Connect learning habits and study skills with career choices • Analyzing whether characters in stories made decisions in a good way • Comparing factual information for future careers with the way it is portrayed in fictional stories • Reflect biases, stereotypes and other discriminatory actions/behaviors which may limit opportunities of further studies, jobs and businesses for girls and boys • Reflect on career choices after identifying those through informal career inventories • Planning for further studies and future careers should be discussed with teachers, parents and counselors to see the strengths • Developing short-term action plan for pursuing field for further education of their choice • Developing short-term action plans for pursuing their career choices (i.e., job or business) 	<ul style="list-style-type: none"> • Acknowledge different expectations and accept the changes during grade-wise transition • Acknowledge your stereotypes and other discriminatory actions/behaviors may limit opportunities of further studies, jobs and businesses for you and others • Adopt behaviors that are helpful in eliminating career-related stereotypes and biases
(9-10 th)	<ul style="list-style-type: none"> • Identify range of resources to gather information about careers • Identify individuals in family and surroundings who can provide information regarding jobs and businesses • Understand how career inventory contributes to make career decisions • Understand different groups of further studies (i.e., 	<ul style="list-style-type: none"> • Explore the current and future job market considering their career choices • Inquiry-based group tasks to locate trend information on trends for further studies, jobs and businesses • Inquiry-based group task to suggest ways for overcoming gender-biasness 	<ul style="list-style-type: none"> • Accept the weaknesses in learning habits and study skills for improving ways to pursue career choices • Acknowledge how technological change has impacted upon work in your neighborhood or community • Acknowledge the inclination towards further studies, jobs or business

<p>arts, commerce, engineering, medical) at higher secondary level</p> <ul style="list-style-type: none"> • Understand how information of educational programs can be used when making decisions related to further education • Understand how choices of further education, job and business change time to time due to various factors (i.e., impact of technological advancements, changes due to pandemic) • Find out the qualification levels and skills necessary to sustain or improve the job or business • Understand the nature of jobs (i.e., full-time vs. part-time, public vs. private, permanent vs. contractual) • Identify fields for further studies having 2 or more options for future careers • Understand the nature of business (i.e., full-time vs. part-time, small-scale vs. large-scale, partnership, self-employment) • Understand the impact of jobs and business on people (i.e., enhanced self-esteem, financial independence) • Understand how individual beliefs and attitudes shape career choices • Explore the impact of earning on social and economic problems in the country • Understand how organizations and industries operate (i.e., making money, paying taxes, utilizing profit and managing loss) • Understand the relationship among family, job/business and leisure decisions 	<p>in the entry to further education and future jobs and businesses</p> <ul style="list-style-type: none"> • Make ambitious choices for further studies that take into account personal characteristics, financing options and other important factors. • Make ambitious choices for seeking jobs and initiating business that take into account personal characteristics, financing options and other important factors • Determine the strengths and weaknesses of options of further studies (i.e., part-time degree vs. full-time degree) • Determine the strengths and weaknesses of different jobs and businesses (i.e., part-time vs. full-time, partnership, self-employment) • various work alternatives (i.e., being a full-time/part-time employee or self-employment options such as contracting, consulting or entrepreneurship) • Annually review and update their planning for further studies, future jobs and business ideas with the help of parents, teachers and counselors • Estimate the costs for pursuing their career choices (i.e., fee-costs for further studies and one-time or ongoing investments for running a business). • Develop strategies for covering the costs for further studies of their choice (i.e., 	<ul style="list-style-type: none"> • Adopt strategies for dealing with life changes that may occur due to unexpected events • Acknowledge the influence of career-related decisions on all areas of life (i.e., further studies, family life, leisure activities) • Adopt flexible approach for changing career choices with increase in career-related information and newly developed skills • Evaluate behaviors that contribute in developing self-concept • Evaluate the influence of self-concept on career choices • Adopt behaviors that help in conducting successful collaborative tasks • Assess how your personal characteristics are reflected in your study habits and career choices • Consider the role of supporting people (i.e., teachers, parents, friends) in maintaining self-concept and pursuing career choices • Evaluate steps for adaptable transition to post-secondary study and job options (i.e., regular degree, regular degree with part-time job, private degree with full-time job) • Evaluate societal expectations and adopt the changes required in post-secondary transitions • Evaluate strategies and behaviors to eliminate stereotypes and biases that limit post-secondary transitions • Accepting the possibility of adopting non-traditional career options
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	<ul style="list-style-type: none"> • Explore the advantages following your personal interests, even if they are most often considered nontraditional to your gender • Discover the changing roles of men and women in work and family settings (i.e., men at home, women in high administrative functions) • Identify the role of supporting people (i.e., teachers, parents, friends) in making career choices • Understand the importance of lifelong learning in career development • Explore the services or initiatives that support people's transitions • Find out platforms for scholarship or financial assistance regarding further education. • Identify gender stereotypes in the context of entry into further education, business and jobs. • Understand advantages and challenges of adopting non-traditional choices for further education, business and jobs. • Identify how change affects the perception of and access to traditional and nontraditional careers • Linking personal characteristics with choices of further education, jobs and business initiatives 	<p>living, degree fee and other costs)</p> <ul style="list-style-type: none"> • Develop strategies for covering the costs for running a business of their choice (i.e., initial investment and other costs) • Develop a plan in group to show the way to pursue a non-traditional career • Develop a plan individually to show the way to pursue a field for further studies having 2 or more options for future careers 	
(11-12 th)	<ul style="list-style-type: none"> • Understand how choices of further education, job and business change time to time due to trends (i.e., social, technological, occupational) • Understand that individuals grow and develop 	<ul style="list-style-type: none"> • Inquiry-based group tasks to locate information on trends for further studies, jobs and businesses link with their career choices • Analyze the resources of career-related information for authenticity 	<ul style="list-style-type: none"> • Appreciate the transitions available as post-college study and job options (i.e., regular degree, regular degree with part-time job, private degree with full-time job)

<p>throughout their lives with reference to their careers</p> <ul style="list-style-type: none"> • Understand that available opportunities for further education, job and business may have influence on career goals • Understanding the business needed in the particular area or region • Understand that various factors have influenced the changing career patterns for women and men • Enlisting effective communication skills (learnt in languages) required for running business and successful interviews for further studies/jobs (i.e., attentive listening and clarity in responding) • Understand how lifelong learning enhances people's ability to achieve career goals • Understand the employment requirements and conditions • Understand importance of balancing working time and leisure activities • Understanding that occupational skills and knowledge can be acquired through leisure activities • Understand the influence of personal characteristics on career decisions • Enlist post college opportunities for further education and jobs • Enlist resources that support further education and training for future careers • Understand the importance of developing strategies to help overcome barriers to education and 	<ul style="list-style-type: none"> • Analyzing the communication skills (learnt in languages) for successful transition to further studies and future jobs/businesses • Evaluate the quality and economic value of post-secondary programs for further studies of their choice • Connect personal characteristics, entrepreneurial skills and career choices • Develop strategies for negotiating with family members and employers to achieve life and work balance • Create career scenarios based on your personal motivations and aspirations • Search the available resources that support individuals in pursuing their future careers (i.e., such as community-based organizations, financial institutions, small business administration services) • Develop strategies to eliminate stereotyping that hinders entry into further studies, future job/business • Prepare application documents for further studies and jobs (i.e., cover letter, curriculum vitae, resume, proposals, reference letters) • Develop a business plan for of personal interest considering available resources • Develop a plan for further studies of their choice considering available resources • Determine your personal criteria for making 	<ul style="list-style-type: none"> • Accept the critique on individual expectations generated as post-college transitions • Assess the expected post-secondary transitions to determine whether or not it is necessary to adopt them • Evaluate self-concept after eliminating stereotypes and biases • Evaluate the possibilities of success after adopting non-traditional career options • Accept the possibilities of shifting among post-secondary options (i.e., changing degree program or job, shifting from job to study or vice versa) • Appreciate the role of supporting people (i.e., teachers, parents, friends) who helped in maintaining self-concept and pursuing career choices • Evaluate the role of supporting people who helped most in pursuing career choices • Evaluate individual abilities for adapting and responding the changes in career choices • Assess the strengths of personal criteria for finalizing career choices • Evaluate how career choices influence individual and family life • Adopt behaviors for negotiating with family members and employers to achieve life and work balance
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<p>training</p> <ul style="list-style-type: none"> • Explore lifelong learning resources available related to their career choices (i.e., computer-assisted self-directed training, short-courses) • Understand importance of assessing the authenticity of career information • Understanding job application process (i.e., application forms, resumes, job interviewing, cover letters) • Understand the impact of gender biasness and stereotypes in career choices • Understand the nature of career transitions and their impact on career development • Investigate the choices and challenges of major transitions (i.e., becoming a parent/spouse/retiree, losing a job, injury, illness) • Explore effective strategies to use during transitional periods • Importance of IT skills for business and employability. • Understanding the importance of doing job/business from Islamic perspective 	<p>decisions about further studies, jobs and businesses</p>	
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