



GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT

Karachi, dated the 3rd, September 2024.

NOTIFICATION

NO. SELD/HCW/18/2018: In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate** for approval of **Career Education Framework for Grade K – 12**, after review by the Provincial Review Committee constituted for Career Education Framework 2023-24.

ZAHID ALI ABBASI
SECRETARY TO GOVERNMENT OF SINDH

NO. SELD/HCW/18/2018:

Karachi, dated the 3rd, September 2024.

A copy for information and necessary action to:

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Chief Advisor Curriculum Wing, School Education & Literacy Department, Government: of Sindh, Karachi.
3. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
4. The P.S to Secretary School Education & Literacy Department, Government: of Sindh, Karachi.
5. The official website.
6. The office file.



SCHOOL EDUCATION &
LITERACY DEPARTMENT
SINDH



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For SECRETARY TO GOVERNMENT OF SINDH.

Careers Education Framework for K-12 Education in the Sindh Province

INTRODUCTION

Within the context of an individual's life, the term "career" refers to the growth of that person through different phases of learning, work, and other aspects of life. Careers Education, on the other hand, refers to the provision of a comprehensive career service that is provided through planned and systematic academic activities during the educational phase of young students.

In 2024, the School Education and Literacy Department (SELD) in Sindh developed a careers education framework for Early Childhood to intermediate levels (K-12) in consultation with key stakeholders within the province. The framework is contextualised while drawing upon existing literature in careers education, including the theoretical foundations of Bill Law and A.G. Watts (1977) known as the DOTS model, as well as the careers education frameworks established in the UK, USA, Australia, and Canada.

PURPOSE AND USE

The Careers Education Framework is to be used as a guideline for integrating career-related learning concepts, standards and competencies within the existing various curricula, textbooks and other teaching materials. This framework is intended to be embedded in all subject areas and school levels by curriculum and learning material developers, as well as educators and school communities. It is designed to address the career development needs of each learner in the Sindh Province. The framework outlines the career development competencies in a learner-centred perspective. To assess the outcome of this careers education learning, level-wise suggested activities are provided which can be developed by the teaching material developers and instructors. This is a living document which will be regularly updated.

STRUCTURE

The Careers Education Framework is comprised of the following elements:



The 'DOTS' model is a four-stage model of career planning originally developed by Law and Watts of the National Institute for Careers Education and Counselling. It has 4 stages which are:

S: Self Awareness - the ability to identify and articulate interest, motivations, skills and personality as they affect career plans.

O: Opportunity Awareness - knowledge of academic and job opportunities and the ability to research these

D: Decision Learning - being able to understand decision making styles, identifying risk factors, developing skills for informed decision-making, and promoting responsibility for their decisions

T: Transition Learning – understanding navigating successful transitions between educational and post-educational environments, fostering awareness and skills necessary for dealing with change and managing unpredictable circumstances

For each DOTS domain, several key objectives are identified and stated as standards (Table 1). These objectives are formulated based on an analysis of the particular learning needs of young people in the Sindh province. To accomplish the defined standards, key student-centred competencies for each school level are formulated as outcome statement for each school level (Table 2).

Table 1 The DOTS Domains and the Corresponding Standards

DOTS Domains	Standards	Main Focus
1. SELF-AWARENESS	1.1 Exploring distinct personality characteristics ¹	Personality characteristics
	1.2 Identifying, comparing and demonstrating personal strengths ² that are necessary for pursuing the desired career path	Matching between personality & career plan
2. OPPORTUNITY AWARENESS	2.1 Exploring the demands and expectations of various work roles/ opportunities ³	Knowledge of work
	2.2 Developing awareness of the right to work and dignity of labour	Rights & respect for work
	2.3 Understanding how educational learning experiences can help secure a desirable career pathway	Education & career
3. DECISION LEARNING	3.1 Developing the ability to make educational and work decisions	Decision making skills
	3.2 Understanding the role and influence of significant others ⁴ while career decision making ⁵	Influences
	3.3 Acquiring skills and strategies to develop informed, flexible and adaptable career plan	Career planning
4. TRANSITION LEARNING	4.1 Developing the knowledge and understanding of changes that occur in daily life situations ⁶	Being aware of changes in life
	4.2 Acquiring coping skills that will enable to deal with challenging and unexpected circumstances in daily life situations	Skills to deal with changes

¹ Personality characteristics are explored through knowing about one's interests, values, attitudes, aptitude, traits, abilities, skills, motivation, aspirations, etc.

² Personal strengths may include existing and potential skills and abilities that one may develop to pursue a specific career path

³ Demands and expectations may include the outcomes/rewards/contribution of that specific career path to the society

⁴ Significant others may include family, peers, teachers and contextual circumstances

⁵ Career decision making may occur at various levels including class, school and home

⁶ During the educational phases, student may encounter changes in daily life situations at class/school/ home levels

Table 2 Level-wise Student-Centred Competencies

1. Self- Awareness					
Knowing individual personality characteristics for matching between personality and career plan					
Level Standards	ECCE LEVEL	PRIMARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL	HIGHER SECONDARY LEVEL
1.1 Exploring distinct personality characteristics	1.1.a Student can express about what he/she likes or dislikes in school/ at home	1.1.b Student can explain why he/she likes/dislikes any subject, a classroom or an activity etc. 1.1.c Student can identify some skills and strengths that he/she has	1.1.d Student can identify his/her particular skills and strengths through achievements	1.1.e Student is able to display empathy and show respect towards others who have different interests, values and opinions etc.	1.1.f Student can construct a personal profile by considering his/her personal interests, skills, abilities, motivations, values, and goals to choose a career pathway
1.2 Identifying, comparing and demonstrating personal strengths that are necessary for pursuing the desired career path	1.2.a Student can select activities according to his/her interest	1.2.b Student can explain why he/she likes to participate in different activities	1.2.c Student can explain his/her preferences for educational or job tasks based on his/her personal abilities and strengths	1.2.d Student can examine potential educational and employment choices that align with his/her skills, attitude and interests 1.2.e Student is able to review his/her performance to achieve the career goals	1.2.f Student can determine the current proficiency, capabilities, and interests associated with the desired career options
Suggested Activities	<i>Colouring, drawing, play/group activities, role plays, matching and identifying tasks</i>	<i>Storytelling, role plays, matching and identifying tasks and participation in co-curricular activities</i>	<i>Dialogues, peer and group discussions, participation in co-curricular activities, personal and teacher review</i>	<i>Self-reflection, maintaining diary, role play, dialogues, peer and group discussions, career conversations with adults in family, friends and community, case studies/projects on demands of work roles, observation and</i>	<i>Career talks with teachers, career counsellors, professionals from industry, presentations, motivational short movies, case studies/projects on the demands of work roles, career portfolios</i>

				<i>exploration, career portfolios</i>	
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2. Opportunity Awareness					
Knowing about nature, rights and dignity of work through educational learning experiences					
Level Standards	ECCE LEVEL	PRIMARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL	HIGHER SECONDARY LEVEL
2.1 Exploring the demands and expectations of various work roles/ opportunities	<p>2.1.a Student is familiar with different jobs that are available in the community</p> <p>2.1.b Student can share about the roles adults play at home, school and work</p>	<p>2.1.c Student knows that people perform different tasks/jobs which contributes to the society</p> <p>2.1.d Student understands that both males and females have the opportunities to work</p> <p>2.1.e Student knows that he/she needs to demonstrate patience and flexibility in a group work</p>	<p>2.1.f Student can gather occupational information (outcomes/ rewards/ contribution to the society) from adults in school, home and other settings</p> <p>2.1.g Student can list things about the work environment, such as the types of jobs (indoor or outdoor), working conditions, working hours, roles and responsibilities, and so on</p> <p>2.1.h Student is able to identify the outcomes and rewards of various jobs/ work opportunities</p> <p>2.1.i Student can identify some gendered roles that</p>	<p>2.1.j Student can obtain career/work related information from both paper-based and digital sources</p> <p>2.1.k Student can review the demands and outcomes of various job opportunities in the local context (including part-time jobs and self-employment)</p> <p>2.1.l Student can explain the contribution of various jobs/ work roles to the society</p> <p>2.1.m Student can recognize traditional, non-traditional and gendered job roles in society</p>	<p>2.1.n Student is able to recognise the changing nature of his/her career choice</p> <p>2.1.o Student is able to understand the upcoming demands, issues, and challenges of employment due to the advancements in technology etc.</p> <p>2.1.p Student can describe ways in which gender based career choices are made in society</p>

			the society expects from boys and girls		
2.2 Developing awareness of the right to work and dignity of labour	<p>2.2.a Student is able to display respectful behaviour while performing the tasks of his/her choice</p> <p>2.2.b Student shows respect towards any work role</p>	<p>2.2.c Student is beginning to learn the rights and responsibilities of self and others</p> <p>2.2.d Student displays respect to others in any work role</p>	<p>2.2.e Student understands his/her rights and responsibilities in relation to the work choices</p> <p>2.2.f Student is aware that people may not achieve their desired career choices due to life situations and circumstances</p> <p>2.2.g Student is able to value/respect people performing different tasks and responsibilities</p>	<p>2.2.h Student recognizes that one's motivation or circumstances drive him/her to join a profession/ work role</p> <p>2.2.i Student understands that people can have diverse career preferences and work roles in a society</p> <p>2.2.j Student has the ability to ask critical questions to challenge unfair practices and discriminatory situations</p>	<p>2.2.k Student is aware that barriers/ challenges can become hindrances to pursue the desired career plans</p> <p>2.2.l Student has learnt that employment laws exist for the protection of employees during employment procedures including recruitment, promotion and termination etc.</p> <p>2.2.m Student can access the sources of information/ laws that protect workers from unfair practices and discriminatory behaviours</p>
2.3 Understanding how educational learning experiences can help secure a desirable career pathway	<p>2.3.a Student is acquiring knowledge and skills (in and out of school) that will help him/her in future</p>	<p>2.3.b Student is able to understand how learning is helping him/her to prepare for future</p> <p>2.3.c Student is familiar with the post-primary learning opportunities in the local context</p>	<p>2.3.d Student can describe how learning (in and out of school) is preparing him/her for the future</p> <p>2.3.e Student can review whether his/her educational performance and achievements are</p>	<p>2.3.g Student understands the connection between what he/she is learning (in and out of school) and how it can help in achieving his/her career plans</p>	<p>2.3.k Student can demonstrate abilities and skills required to perform at the desired work place by participating in academic tasks/projects and other learning activities</p> <p>2.3.l Student can prepare a list of higher</p>

			aligned with the preferred career goals 2.3.f Student can identify the post-middle subject options available in local schools	2.3.h Student knows about the print and digital media sources to explore post-secondary educational, and vocational training options 2.3.i Student can conduct a search on an adult's career journey from education to work 2.3.j Student understands how his/her classroom learning can contribute to manage the challenges or benefits of the selected professional pathway	educational/ vocational training opportunities according to the preferred work choices 2.3.m Student can review the financial support available/required for the higher education or training courses
Suggested Activities	<i>Role plays, career talks, academic and play activities</i>	<i>Mark checklist of career questions/ ideas, matching professions with specific descriptions, presentations and demonstration, role play</i>	<i>List job titles together into job families, Interview</i>	<i>Construct a set of questions to gather information on FE courses, list job titles together into job families</i>	<i>Construct a set of questions to gather information on HE courses, project/case study relevant to locate professions/labour skills (local context)</i>

3. Decision Learning					
Making career decisions by evaluating influences and developing career planning skills					
Level Standards	ECCE LEVEL	PRIMARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL	HIGHER SECONDARY LEVEL
3.1 Developing the ability to make	3.1.a Student can make choices within a class situation or a playroom	3.1.b Student can give reasons why some jobs and tasks seem more	3.1.d Student can identify links between	3.1.f Student can express and justify	3.1.i Student can explain the outcomes of his/her academic/work decision

<p>educational and work decisions</p>		<p>attractive to me than others</p> <p>3.1.c Student is able to set tasks and agree targets in class and other settings based on priorities/ preferences</p>	<p>school subjects and occupations</p> <p>3.1.e Student can describe common reasons why people choose a particular job</p>	<p>personal choices for education and career</p> <p>3.1.g Student can make decisions about his/her educational and work choices</p> <p>3.1.h Student can compare the consequences of alternate career decisions</p>	<p>for himself/herself and others</p> <p>3.1.j Student can identify the level of risks involve in his/her career decision making</p> <p>3.1.k Student knows that he/she is responsible to face the consequences of his/her career decisions</p>
<p>3.2 Understanding the role and influence of significant others while career decision making</p>	<p>3.2.a Student can describe the effect of his/her actions on others</p>	<p>3.2.b Student is able to understand the role and influence of others (within class/school/ home environment) in his/her life</p>	<p>3.2.c Student is able to express how his/her decisions can be influenced by others within class/school/home environment</p> <p>3.2.d Student is able to discuss his/her career choices with significant others</p>	<p>3.2.e Student can identify the influence of significant others on his/her career decision making</p> <p>3.2.f Student can effectively communicate his/her career decision to others and is aware of the expected outcomes</p>	<p>3.2.g Student can describe his/her social network that can influence the educational/ work choices</p> <p>3.2.h Student understands how gender based career views of people can affect his/her career decision making</p>
<p>3.3 Acquiring skills and strategies to develop informed, flexible and adaptable career plan</p>	<p>3.3.a Student can select tasks/activities in studies or play settings</p> <p>3.3.b Student can pursue his/her interests and choices</p>	<p>3.3.d Student is developing the ability to take initiative within class/school/home environment</p>	<p>3.3.g Student can prioritize tasks and make alternative plans according to his/her preferred choices</p> <p>3.3.h Student understands that he/she</p>	<p>3.3.j Student can perform risk analysis by weighing the pros and cons for his/her career decision</p> <p>3.3.k Student has developed a flexible</p>	<p>3.3.m Student have learned to take responsibility of independent decision making and be accountable for taking life-decisions</p>

	3.3.c Student is displaying self-confidence and the ability to share his/her choices	3.3.e Student can explain why he/she likes to do certain tasks 3.3.f Student can collect information, review details and share why he/she prefers a few job roles over others	can seek guidance from adults (family members, teachers, alumni, guidance professionals etc.) 3.3.i Student is able to review potential future educational/career choices and develop a career plan	career plan that best reflects his/her interests, values and motivations 3.3.l Student is able to accept and be satisfied with the consequences of his/her career decision making	3.3.n Student is able to realize that career decision making can be affected by unpredictable future 3.3.o Student can develop a career plan (also a backup plan) that is in accordance with his/her personal beliefs, motivation, and circumstances
Suggested Activities	<i>Group activities</i>	<i>Group activities, dialogues, voluntary in community services, project-based presentations, demonstrations, online searching</i>	<i>Attend career talks, read profiles of successful role models</i>	<i>Engaging in career conversations, mind map brain storming</i>	<i>Teamwork, career dialogues, career talks, read profiles of successful role models, activities to “list down the pros and cons of my decision”</i>

4. Transition Learning					
Being aware of life's changes and developing coping skills to handle unexpected circumstances					
Level Standards	ECCE LEVEL	PRIMARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL	HIGHER SECONDARY LEVEL
4.1 Developing the knowledge and understanding of changes that occur in daily life situations	4.1.a Student is becoming aware of change(s) in his/her surroundings	4.1.b Student knows and accepts that changes may occur within and outside classroom/ school/ home	4.1.c Student is learning behaviour appropriate for adapting to changing situations (e.g. new class, new home, new school, new friends) 4.1.d Student can recognize that his/her	4.1.e Students is able to consider change as a natural process 4.1.f Student understands that he/she has to deal with the changes in school and other situations	4.1.g Student can assess his/her expected changing life-roles after studies 4.1.h Student understands that during transition he/she needs

			choices/motivations are changing as he/she is growing		to receive diverse opinions with respect
4.2 Acquiring coping skills that will enable to deal with challenging and unexpected circumstances in daily life situations	4.2.a Student can adjust to new situation(s) with new friends and people	4.2.b Student is able to engage in teamwork 4.2.c Student can express his/her feelings about being in various situations	4.2.d Student has acquired the skills and behaviour during education that will contribute to success in further education, work and life choices 4.2.e Student is able to make new friendship and retain old ones while transitioning from one class to another	4.2.f Student understands how other people cope with and prepare for change 4.1.g Student can reflect and review the behaviour and strategies that helped him/her in the phases of transition	4.2.h Student recognizes the transferable skills, knowledge and attitudes that can help him/her in different work roles 4.1.i Student has developed the ability to negotiate with others 4.2.j Student has the ability to maintain a support network for making smooth transition from education to work
Suggested Activities	<i>Storytelling, group activities with new members</i>	<i>List down the skills and strengths in personal profile/ career portfolio</i>	<i>Add skills and strengths in personal profile/ career portfolio</i>	<i>Engage in career conversations with teachers, alumni and professional/family members</i>	<i>Prepare CV or a job application, take mock interviews, internships, e-courses and trainings</i>