

# **CAREER EDUCATION IN NIGERIA: TOWARDS A NEW APPROACH**

*Ebute Maria Ene*

*Department of Early Childhood Care and Education,  
College of Education, Katsina Ala,  
Benue State.*

*And*

*Bako Angela Okpe*

*Department of Early Childhood Care and Education,  
College of Education, Katsina Ala,  
Benue State.*

## **Abstract**

Although Internationalization has become a key strategic element of several fields across the world, there is little empirical evidence suggesting the nature and extent of integration of internationalization into the strategic mission of individual institutions. Little is also known about challenges faced by institutions in their quest to integrate internationalization into their broad strategic choices. This paper aimed at addressing the place of career education in the current trend of internationalization. The paper revealed that gone are the days when this trans-boundary activity was all about presence of foreign students and programmes. It identifies cultural nuances cost of the programme and risks as major challenges in internationalization of career education and choice. The paper concluded that there must be a shift in focus from the traditional concept to competition and cooperation; first of all, governments must develop strategic policy articulations for curriculum innovations that would reflect international best career practices. The role of effective career guidance is vital. The paper recommended conferences; international field trips and industrial trainings etc as ways towards attainment of internationalized careers in Nigeria.

**Keywords:** Internationalization, Career, Career Education

Internationalization in education has developed over the last twenty years from a marginal point of interest to a central factor. Brandenburg and De Wit, (2011:29) argued that:

Over the last two decades, the concept of the internationalization of education is moved from the fringe of institutional interest to the very core. In the late 1970s up to

### Academic Scholarship

---

the mid-1980s, activities that can be described as internationalization were usually neither two decades, moving from simple exchange of students to the big business of recruitment, and from activities impacting on an incredibly small elite group to a mass phenomenon.'

In terms of both practice and perceptions, internationalization is closer to the well-established tradition of international cooperation and mobility and to the core values of quality and excellence, whereas globalization refers more to competition, pushing the concept of career education as a tradable commodity and challenging the concept of career education as a public good' (Vught, Wende & Westerheuden, 2012:17). This process is also described as mainstreaming of internationalization. Internationalization is a positive development: more explicit, coordinated, interactive and proactive; more strategically focused on multilateral partnerships; continuing professionalization; more focused on the world outside; more attention given to internationalization of the curriculum; and more attention towards the quality assurance of internationalization (Uwe & De Wit, 2011:71). In the first place we see a growing tendency to criticise the unifications and co operations, despite the achievements of the programmes for education and research. Whereas at the same time, ironically, stronger appeals are made to European values versus other cultures. Even though this development In the second place it is indisputable that competition and market processes have more and more influence on the manner in which internationalization is implemented. According to Knight (2010: 216)

*Internationalization of [career ] education is being fundamentally changed in reaction to and support of the competition agenda and market orientation. ... What is certain is that it brings new opportunities, risks, benefits and challenges. (... The double role of internationalization in furthering both cooperation and competition among countries is a new reality of our more globalized world.*

Brandenburg and De Wit comment is that with this distinction internationalization is often too easily regarded as 'good' and globalization as 'bad'.

Internationalization is claimed to be the last stand for humanistic ideas against the world of pure economic benefits allegedly represented by the term globalization. Alas, this constructed antagonism between internationalization and globalization ignores the fact that activities that are more related to the concept of globalization (career education as a tradable commodity) are increasingly executed under the flag of internationalization.' (Brandenburg and De Wit, 2011:6)

In this trend of development, Career education programs are greatly enhanced and more relevant for today's world when international and global dimensions are included in programming and curricular design and implementation. Global competence is best seen as an integrated outlook on the world—not a collection of independent skills. These curricular would provide specifics related to career education and

programmatically internationalized. This means that an internationalized career education program produces teachers and learners who demonstrate global competence through awareness and curiosity about how the world works - informed by disciplinary and interdisciplinary insights. The internationalization of career education produces a globally competent applicant, one who possesses the competencies, attitudes, and habits of mind necessary for successful cross-cultural engagement at home and abroad. Specifically, globally competent applicants - those who experience an Internationalized Career Education programme - demonstrate the following characteristics as well as guide their exploration:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

### **Conceptual Clarifications**

#### **What is Internationalization?**

The standard and widely cited definition is that: Internationalization is the process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution. More recently, the European Parliament stated as that: "Internationalization is the intentional process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society." A more comprehensive definition is provided by the Centre for Internationalization and Global Engagement which states that: "Internationalization is a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected

Internationalization according to Knight(2010) is "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" Even though different accents are made, one can say that globalization is a social, economic and political process to which career education responds, and in which it is an actor, while internationalization is the way career education responds to and acts in it.

#### **What is a Career?**

A career means the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the

jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. While employees in some cultures and economies stay with one job during their career, there is an increasing trend to employees changing jobs more frequently. For example, an individual's career could involve being a lawyer, though the individual could work for several different firms and in several different areas of law over a lifetime. A career can be one job or many jobs. You can work for one company or many companies. A career is sometimes called a "career path." A career includes education, training, and work experience. In a career, you need to think about how you can grow in your job or move into another job.

According to McKay (2017) there are multiple definitions of the word "career." Although these definitions are related to one another, it is important to understand the differences between them.

### **Career As: A Synonym for "Occupation"**

We often use the word "career" as a synonym for occupation, trade, profession, or vocation. This definition refers to what a person does to earn a living. There are thousands of careers. They range from those that require extensive education and training to others for which you need hardly any preparation.

Examples are engineer, carpenter, doctor, veterinary assistant, cashier, teacher, and hairstylist.

### **Career As: A Series of Jobs or a Career Path**

The second meaning of "career" is much more complex. It concerns a person's progression through a series of jobs over that individual's lifetime. One's education and unpaid work experiences, such as internships and volunteer opportunities, are included. When we define it in this context, we are covering everything related to career development including career choice and advancement. There are many different paths your career can take. Next, we'll examine three possible ones. For instance someone who started as a driver could later become a business manager, a politician and even become a minister or a governor in Nigeria.

### **Career Paths: Which One is Suitable?**

There are three career paths on which you may find yourself. The first involves a string of entirely unrelated jobs; the second, a series of increasingly responsible positions that are related; and finally, the third, a path filled with different jobs in the same industry, each, possibly, with more responsibility.

### **What is Career Education?**

The term career education, is defined as an educational curriculum designed to (1) infuse concepts of career development and preparation into all the disciplines and educational experience's for all learners at all levels; and (2) provide each student with a

coordinated educational experience consisting of career awareness,, career exploration, career preparation, career guidance, and placement (Moore, 2003). Career education helps a person develop the knowledge and skills they need to choose and pursue a career path. Career education is concerned with the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their life study and/or work options and enable effective participation in working life.

It is the process or acquisition of knowledge, abilities, and attitudes that enable individuals to both understand and perform effectively in their chosen vocations. Career education may be planned and formal, self-directed, mandated, or voluntary. Career education often refers to vocational training for a specific job field. Instead of focusing on academic subjects, a student learns the tools of an occupation through hands-on training. Example occupational fields include welding, commercial truck driving, plumbing, cosmetology and automotive technology, among others. Programs vary considerably in length depending on the skills to be acquired.

### **Components of Career Education**

The components of career education are career awareness career exploration, career preparation, career, placement and career guidance. Each component is described in this section:

#### **i. Career awareness**

In the, career awareness component, students acquire knowledge about the world of work. Career 'awareness is a developmental process in which students learn about the wide range of career (options available to them. Students learn to differentiate between Occupations; they learn about, the characteristics of workers, the reward structure and entry requirements (educational and others)"for a wide variety of occupations. Students also develop competencies designed to help them reconcile those characteristics, rewards, and requirements with their own abilities, interests, aptitudes, and values. In so doing, they learn to make realistic career choices.

#### **ii. Career exploration**

The career exploration component is a planned educational program, whereby students obtain on-site observation, instruction, and "hands-on" experience in a wide variety of occupations. The duration of each exploration is limited to the time required for the student to understand what it is that people do in that occupation. This activity is closely coordinated with career guidance activities so that exploratory, experiences are organized around those careers in which the student is interested and is potentially capable.

#### **iii. Career preparation**

Career preparation is here used in the broad context of preparation for a wide variety of jobs ranging from semiskilled occupations to the professions. This Component is designed to ensure that: (1) students leaving the secondary school have specific saleable

skills necessary to enter and succeed in an identified occupation(s); or (2) that they have reached a predefined competence level enabling them to enter further career preparation at another institutional level, such as a technical trade school, junior college, or college.

**iv. Career placement**

The career placement component provides assistance to students to help them to enter the next level of schooling, the labor market, and/or other environments satisfying to their needs and desires.

**v. Career guidance**

The career guidance component is developmental in nature, beginning in kindergarten and continuing throughout an individual's adult life. It assists students in career planning and decision making and enables them to examine life-styles; clarify their own values; and investigate work, education, and leisure alternatives. Students are thus provided with the means whereby they can identify goals.

**Internationalization of Career Education**

According to Sankat (2015) internationalization of career education ... depends on the ability to forge strategic alliances with global international partners. *The true nature of internationalization is not universal or specific. One theory defines the internationalization ...as one of the ways a country responds to the impact of globalization, yet at the same time respects the individuality of the nation. Another definition notes that internationalization of career education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution in skill oriented curricular.*

This specifically means fostering career development through understanding and respect across nations in accordance with:

1. Expanding and sustaining avenues for economic competitiveness
2. Promoting academic entrepreneurialism
3. Evidence suggests that many citizens are employed by foreign-owned firms – this is likely to be an increasing trend (Sankat, 2015).

**Important Career Clusters and Options for Internationalization**

Taking time to research the jobs is based on and in accordance with international best practices. It can be browsed from various clusters to see what catches your attention. Career guidance in Nigeria must for instance focus on these career clusters to obtain International best practices.

**Agriculture and Natural Resources**

To harness the power of nature to ensure the safety and stability of the environment and people's food supply, you might be interested in working

in agriculture or natural resources. These jobs run the gamut from learning how to manage the earth's resources to producing the food people eat.

- **Agricultural Food Scientist** - As an agricultural food scientist, you would analyze methods of crop production and farming practices. The results of such studies can be used to heighten crop yield and food quality.
- **Agricultural Food Scientist Farmer or Rancher** - With increasing demand for healthy food choices, you might be able to make a living as a farmer who grows or raises food, including beef, pork, poultry, or vegetables. You could also be a rancher, which involves raising livestock and maintaining the land and facilities where the animals are kept.
- **Agricultural Food Scientist Farmer or Rancher Fisher** - Commercial fishers work on boats to catch fish and other types of marine creatures, which are used for human food or animal food. They use a variety of equipment in their trade, such as traps, nets, or fishing rods. As a fisher, you could work offshore or near-shore, on a large boat with a sizable crew or on a small boat with fewer people.
- **Agricultural Food Scientist Farmer or Rancher Fisher Forester** - Foresters engage in a wide variety of duties that involve the conservation and management of forests. If you become a forester, you might do any of the following: harvest timber, enforce laws pertaining to forestry, or oversee activities that take place in forests such as hunting and recreation. For example sivo-pastoralism in Brazil is the best/ modern ranching system. Today that farmers-herders clashes have become rampant internationalizing in this area may be the best option for Nigeria
- **Landscaping and Groundskeeper** - Landscaping careers include landscape architecture and landscape design. In both of these careers, you will design outdoor environments like gardens, highways, and parks. Groundskeepers are responsible for maintaining the outdoor environments designed by landscapers and keeping the areas clean and free of debris etc.

### **Manufacturing**

Careers in manufacturing range from creating pastries to making power tools. People who enjoy working with their hands will want to explore the wide range of careers available in this field.

- **Baker** - Also known as pastry cooks, bakers combine ingredients to produce a wide range of foods, including bread, cakes, cookies, and pastries, to be sold at grocery stores or restaurants. This is where Chinese firms have overflowed Nigeria hence the need for inclusion.
- **Civil Engineering Technician** - Civil engineering technicians work with civil engineers to design and implement vital infrastructure like roads and bridges.

- Electrical Engineers and Technicians - Electrical engineers and technicians design, maintain, and repair a huge variety of electronic devices, ranging from computer-related equipment to communications devices to medical technology.
- Welding and fabrication - Welders use different kinds of welding equipment such as MIG welders and gas metal arc welding to melt metal, attach it to another piece of metal, and fabricate various structures.

### **Education and Training**

Drawing towards education, you might be interested in working in a school or training people to help fulfill their potential. A number of rewarding career options are available.

- Education Administrator - Education administrators include professionals such as principals, assistant principals, and school district administrators in elementary and secondary schools and deans on the college and university level. Job duties include preparing budgets, hiring teachers and other personnel, and setting school policies and procedures.
- Elementary School Teacher - If you love working with children, then a career as an elementary school teacher might be perfect for you. You'll create classroom lessons to teach children basic skills and knowledge in reading, math, social studies, and science.
- Fitness Trainer - Is fitness important to you? You could share your enthusiasm in a career as a fitness trainer. On the job, you'd teach people how to exercise to improve their strength and their cardiovascular fitness and endurance. You could be a group fitness trainer or work one-on-one with clients.
- Post-Secondary Teacher - If you would like to teach young adults and college students of non-traditional age, you might want to become a post-secondary teacher. Also known as faculty or professors, post-secondary teachers instruct college, university, or community college students in various subjects such as English, philosophy, physics, or nursing.
- Post-Secondary Teacher School Counselor - school counselors work in educational settings to provide students with academic guidance and personal development. They help students make college and career choices.
- Secondary School Teacher - Secondary school teachers instruct middle and high school students. Each teacher specializes in one subject, such as English, history, algebra, or chemistry. High school teachers also help prepare students for standardized tests such as college entrance exams.

### **Misconceptions Concerning Internationalization**

Internationalization knows many motives and approaches. The developments described above have strengthened this diversity even more. Whereas before mainly



political and social-cultural motives were the dominant tone, we see a shift to economic grounds for internationalization, and also a stronger accent on content-related considerations (Uwe& De Wit, 2011). Where approaches are concerned, a shift from a more activity and motivation based approach to a combination of process and competence based approach would be most logical. After all, the described tendency towards the mainstreaming of internationalization assumes a more integral process-based approach of internationalization aimed at a better quality of education and the improved competencies of staff and students. There are several misconceptions with the traditional approach:

**i. Internationalization is education in the English language**

The influence of the English language as a medium of communication in research has been dominant for a long period of time. More and more articles, books and reports are being published in English and publication in English has become synonymous with worldwide academic production. Over the past twenty years there has been a tendency in career education to teach in English as an alternative for teaching in one's mother tongue (Uwe& De Wit, 2011:183).

**ii. Internationalization is studying or staying abroad**

Study or internship abroad as part of your home studies is often regarded as the equivalent of internationalization. In particular policy articulations that stimulate this manner of mobility has contributed to this instrumental approach over many years. But also national authorities, institutions and their programmes primarily draw their inspiration from this for their internationalisation policy. Waechter concluded in 1999, in a study on the internationalization in this sector in eighteen European countries: (Sankat (2015).

**iii. Internationalization equals an international subject**

A third misconception that continues to surface persistently is that internationalization is synonymous with providing training with an international content or connotation such as European Studies, International Business or Music.

**iv. Internationalization implies having many international students**

A fourth misconception on internationalization is the assumption that having many international students equals internationalization. Without denying that the combination of local and international students in the lecture-room can make a significant contribution to internationalization, also in this case, having international students is not sufficient in itself. Unfortunately, countless examples can be given of programmes that are oriented exclusively towards international students or where international students are being added as an isolated group.

**v. Having a few international students in the classroom makes Internationalization into a success**

The other side of the preceding misconception happens as well. In particular many international programmes operating in the English language within foreign schools have developed a very distorted proportion between the number of international students.

**vi. There is no need to test intercultural and international competencies specifically**

A sixth misconception assumes that students acquire intercultural and international competencies naturally if they study or do their internship abroad or take part in an international class. This misconception is closely related to the previous misconceptions about mobility, education in English and the presence of international students. For, if these kind of activities and instruments are considered synonymous with internationalization, then it is obvious to assume that intercultural and international competences will therefore also be acquired.

**vii. The more partnerships, the more international**

A seventh misconception on internationalization is the focus on partnerships: the more partnerships, the more successful the internationalization. Ritzen stated in *that*: 'There should come an end to the exchange circus whereby deans sign 200 partnerships.' Globalization, competition and market processes have reinforced this development towards strategic partnerships. 'Strategic partnerships in research, teaching and transfer of knowledge, between universities and of universities with business and beyond national borders, will be the future for career education, in order to manage the challenges that globalization will place on it. Cooperation and competition will be driving career education globally in the years to come' (Stockley and De Wit, 2010:60).

**vii. Career education is international by nature**

In particular at universities and among their researchers the general opinion is that they are international by their very nature, and thus there is no need to stimulate and guide internationalization. Internationalization does not come naturally in universities and universities of applied sciences, but it should be introduced. That is why the rather widely accepted definition of internationalization by Knight, based on years of comparative research that we partly executed together for organisations such as the OECD and the World Bank, speaks of an integration process. Internationalization is 'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.' (Knight, 2008: 21)

**vix. Internationalization is a goal in itself**

Most of the abovementioned misconceptions see an activity or instrument as synonymous with internationalization, whereas in fact their goal is merely to contribute to its realisation. The last, also fairly prevailing misconception regards

internationalization as a goal in itself and therefore it is in line with the misconceptions mentioned earlier. As described above in Knight's (2008:21) definition of internationalization is a process to introduce intercultural, international and global dimensions in career education to improve the goals, functions and delivery of career education, and with that to improve the quality of education and research. If internationalization is regarded as a goal in itself then it remains ad hoc and marginal.

### **The Post-Internationalization Age and A New Dawn**

Over the last two decades, the concept of the internationalization of career education is moved from the fringe of institutional interest to the very core. In the late 1970s up to the mid-1980s, activities that can be described as internationalization were usually neither named that way nor carried high prestige and were rather isolated and unrelated. From substance to form, gradually, the why and what have been taken over by the how and instruments of internationalization have become the main objective: more exchange, more degree mobility, and more recruitment. Even the alternative movement of "internationalization at home" of the late 1990s has shifted rapidly into this instrumental mood.

Resuming the active roles and gaining ownership of our own fate? The main points are the following:

- a. We have to move away from dogmatic and idealist concepts of internationalization and globalization.
- b. We have to understand internationalization and globalization in their pure meanings - not as goals in them but rather as means to an end.
- c. We have to throw off the veil of ignorance and ask ourselves: why do we do certain things, and what do they help in achieving the goal of quality of education and research in a globalised knowledge society? We also have to regard mobility and other activities as what they really are: activities or instruments, and therefore by definition not goals in themselves.
- d. We should carefully reconsider our preoccupation with instruments and means and rather invest a lot more time into questions of rationales and outcomes.

**i. Competition**

Although there is an increasing emphasis on economic rationales and competition, the changing landscape of internationalization is not necessarily developing in similar ways everywhere in Europe. Internationalization strategies are filtered and contextualized by the specific internal context of the university and its national embeddedness (Uwe&De Wit,2011). The recent emphasis on competition for talents, as well as the reforms undertaken. This instrumental approach reappears, for instance, in the 2009 Communiqué of the Ministers of Education of the Bologna countries:

*Mobility is important for personal development and employability, it fosters respect for diversity and a capacity to deal with other cultures. It encourages linguistic pluralism, thus underpinning the multilingual tradition ...it increases cooperation and competition between career education institutions. Therefore, mobility shall be the hallmark of the European Career Education Area. We call upon each country to increase mobility, to ensure its high quality and to diversify its types and scope.*

**ii. Cooperation**

In continental Europe a shift took place toward more controlled reception of degree-seeking international students and toward cooperation and exchange (i.e., student and staff mobility), while in the UK there was a shift to active recruitment of fee-paying international students in Africa and Nigeria particularly no much success has been recorded. At this new era cooperation is the modest style of internationalization.

**Challenges of Career in Internationalization**

**i. Cultural nuances**

Knowledge that prepares a business for new territory must be part of the decision to enter that market. But cultural research tends to be too general, stereotypical and out of date and may encourage a formulaic response to highly nuanced situations that can narrow the focus of leaders to that of following a process rather than ‘heads up’ flexibility and awareness. Expanding internationally should be helping leaders to understand and develop their ability to juggle conflicting forces. “We are learning to work with more memberships of groups and feel part of them. Helping leaders integrate into new multicultural social and work environments is essential, at both personal performance and business levels.”

**ii. People and cost matter**

Hiring local talent who can create the right brand and culture is important, as it is an understanding cultural diversity. It is vital when exporting talents that they have a good understanding of the cultural nuances they will encounter. People moving abroad on an international assignment, it is not always about the money, Expatriates may take

advantage of lower tax rates but people relish the opportunity to experience life in a different culture. Once many of our people move abroad they rarely go back to their host country, making this exercise a herculean task. After all it is very expensive to train for international careers,

**iii. Keeping it moving**

According to Parsons, rapidly changing consumer behaviour, coupled with the variables of infrastructure, culture, regulatory and political regimes and economic development, make unpredictability the norm. Factor in limited talent pools, fragmented distribution systems and security concerns and the unknown variables grow.

**iv. Risky ventures**

Companies with international ambitions must also take account of factors like currency volatility. Borrowing in local currency and managing working capital effectively can help reduce the impact of currency fluctuations. However, the increased currency risk when operating in emerging markets brings with it the need for clear, complete information about any risk being created. Political instability is a consideration in many parts of the world. Poor governance, extreme levels of corruption and civil unrest are among the challenges facing international business operations in emerging markets.

**Conclusion**

Now that there is a shift in focus the traditional concept to competition and cooperation. Career guidance counselors and teachers help students make important decision about their futures. But first of all, governments must develop strategic policy articulations for curriculum innovations that could take care of international best career practices. The role of effective career guidance is vital, as students need clear direction to be able to integrate their education, skills and talents with their hopes and dreams to achieve success. *Ray (2016)* opined that the teacher performs a variety of roles ranging from educator to consultant and should institute the activity in this case. Global competition, product innovation, process development and advanced technology affect the types of careers that will be most valuable to students.

**Recommendations**

Proper career awareness may help to boost enrolment into career education or vocational and technical education in Nigeria. The career educator/master can help to create awareness in the following ways:

**1. Career conventions/conferences**

There is need to convene Careers Conference. This is a large official meeting, usually lasting for a few days, at which people with the same work or interests come together to discuss their views. It is usually a discussion or group which gives opportunity to experts and professionals to talk about careers. Through career conventions or conferences, students have the opportunity to ask questions about a vocation. At such meetings, the professionals from vocational, technical, and entrepreneurship education could highlight on their occupations with regard to what they do, the advantages and disadvantages, methods of entry, salaries, promotions (Hooley, 2015). A career conference could be organized for the whole school, a class, or for a group of schools and could be for a single day or several days or weeks. It could be organized for final year students on the verge of leaving school or for junior or beginners.

**2. International/cross cultural field trips**

Field trips could help to provide career information to students. In undertaking a field for career awareness, students are organized to visit experts and professionals in their working places to learn about their jobs. In this case, students can visit professionals and experts in the field of vocational and technical education to learn how they work, what they do and qualifications for entry into the field. Field trips or work visits are a way to reinforce and expand on concepts taught in class (Kelly, 2011).

**3. Industrial training/experience**

This is a career education technique in which students are mandated to work. Industrial Experience exposes students to the world of work and enables them to appreciate real-life problems facing industries. The period of industrial training ranges from 4 months to 1 year depending on the higher institution or course of study. During this experience, they are exposed to actual work situation especially office management and their interest could be stimulated in the field of vocational and technical education.

**4. Career information center**

A career information center in the school serves as a collection center for various educational and vocational information which could help the students in their vocational plans (Hooley,2015). In such a center, newspaper cuttings on careers/vocations, occupational pamphlets, reference books, files with vocational/educational information, college/polytechnics/university brochure are conspicuously displayed for teachers, parents and students to benefit from. Students, teachers and parents therefore encouraged to visit the career information center regularly to get abreast with the current information and happening in the world of education and work within the locality and beyond.

### References

- Agarwa, J. (2013). Challenges Students face when choosing a Career. <https://storify.com/jessieagarwal/challengesstudents-face-when-choosing-a-career>. Retrieved 22.08.2017
- De Wit, H (2010). Internationalisation, Teaching and Learning and Strategic Partnerships. In Fran Waugh and Lindsey Napier, *Internationalising Learning and Teaching in Academic Settings. Engagement, Collaboration and Sustainability*. Pp. 12-35.
- De Wit, H (2011) *Trends, Issues and Challenges in Internationalisation of Career Education*. Amsterdam:
- Glaze, A. (2016 )*The Role of Educators in Career Development*. [thelearningexchange.ca/the-role-of-educators-in-career-development/](http://thelearningexchange.ca/the-role-of-educators-in-career-development/) Retrieved 21.08.2017
- Grinstad, J. A.(2015). The Role of Family in the Vocational Development of Family and Consumer Education Teachers: Implications for Vocational Education, *Journal of Vocational Education Research* 18, no. 4 (1993): 43-80.
- Hewitt, J. (2010). Factors influencing career choice. [www.ehow.com](http://www.ehow.com) on 15/02/2010.
- Hooley, T. (2015). What role should Teachers play in career guidance? [www.ccsenet.org/ies](http://www.ccsenet.org/ies) *International Education Studies*. Retrieved 21.08.2017
- Khan, H. Murtaza, F. &Shafa, D.S (2012). Role of Teachers in Providing Educational and Career Counseling to the Secondary School Students in GilgitBaltistan of Pakistan. *International Journal of Academic Research in Progressive Education and Development*. April 2012,. [www.hrmars.com/admin/pics/709.pdf](http://www.hrmars.com/admin/pics/709.pdf). Retrieved 21.08.2017
- Lankard, B.A. & Way, W. L. (2013) Family Role in Career Development. *ERIC Clearinghouse on Adult Career and Vocational Education*. ERIC Digest No. 164.
- Learn .org (2016) What Is Career Education? [learn.org/articles/What\\_is\\_Career\\_Education.html](http://learn.org/articles/What_is_Career_Education.html). Retrieved 21.08.2017

- McKay, D.R (2017) How to Make a Career Choice When You Are Undecided: 8 Steps to Choosing a Career. <https://www.thebalance.com › Your Career › Career Planning › Career Choices>. Retrieved 18.08.2017
- McQuaid, R. and Bond, S. (2003). Gender stereotyping of career choice. <http://www.careers-scotland.org.uk> 23.02.2010.
- Melissa V. (2013) What Factors Influence a Career Choice? [https://osumarion.osu.edu/assets/.../What\\_Factors\\_Influence\\_a\\_Career\\_Choice.pdf](https://osumarion.osu.edu/assets/.../What_Factors_Influence_a_Career_Choice.pdf). Retrieved 22.08.2017
- Ray, L. (2016) The Role of a Career Guidance Teacher. [work.chron.com › Human Resources › Team Building](http://work.chron.com › Human Resources › Team Building). Retrieved 27.08.2017
- Sankat, W.P (2015) *Towards a European Certificate*. Q&A 3, NVAO, Forthcoming.
- Tullier, M. (2017). Three Steps to Choosing a Career. <https://www.monster.com/career-advice/article/three-steps-to-choosing-a-career>. Retrieved 26.08.2017
- Uwe B and De Wit H (2011). *The End of Internationalization of Higher Education*. Boston, Center for International Higher Education Boston College,
- Wanjohi, A. W (2013) Role of a Career Counselor and Parents in Career Choice. <http://www.kenpro.org/role-of-a-career-counselor-and-parents-in-career-choice/> Retrieved 21.08.2017
- Vught, F.V, Der Wende, M.V & Westerheuden, D. (2007) Globalisation and internationalisation: Policy Agendas Compared. [journals.sagepub.com/doi/abs/](http://journals.sagepub.com/doi/abs/)