

***Republic of Maldives  
Ministry of Higher Education Employment and Social  
Security (MHEESS)***

***Employment Skills Training Project***

ESTP ADB 2028-MLD

***Career Guidance and Social Marketing Component***

***Final Report***

***Dr. Gideon Arulmani***

Career Guidance and Social Marketing Advisor

***23<sup>rd</sup> May 2007***

# Contents

<b>EXECUTIVE SUMMARY</b>	<b>7</b>
<b>1. INTRODUCTION</b>	<b>10</b>
1.1. <i>Background</i>	10
1.2. <i>Objectives of the Consultancy: (Extract from Terms of Reference)</i>	11
1.3. <i>Modifications in project objectives</i>	11
<b>2. FINALISATION OF ADMINISTRATIVE STRUCTURE AND APPROACH</b>	<b>12</b>
2.1. <i>Location of the project within MHEESS</i>	12
2.2. <i>Approach to project implementation</i>	12
2.3. <i>Formation of the Career Guidance Working Group (ToR 6 &amp; 13)</i>	13
2.4. <i>Clarification of the position and role of trained personnel</i>	15
2.5. <i>Field visits and trial testing (ToR 6 &amp; 7)</i>	15
<b>3. SOCIAL MARKETING: THE STRATEGY (TOR 1)</b>	<b>16</b>
3.1. <i>Identification of themes and finalisation of framework</i>	16
3.2. <i>Audience segmentation and identification of target groups:</i>	18
3.3. <i>Approach to implementation</i>	18
3.4. <i>Ethical considerations</i>	18
<b>4. SOCIAL MARKETING: STAGE 1: DEVELOPMENT AND TRIAL TESTING OF DEVICES AND METHODS (TOR 2, 3, 4)</b>	<b>18</b>
4.1. <i>Image and Brand Building</i>	18
4.2. <i>The slogan</i>	19
4.3. <i>The Logo</i>	19
4.4. <i>Outlines of social marketing materials for project-identified occupations</i>	20

<b>5. SOCIAL MARKETING: STAGE 2: THE CAMPAIGN (TOR 3)</b>	<b>21</b>
<i>5.1. Advertisements and video clips</i>	21
<i>5.2. Zocards</i>	21
<i>5.3. Three Yes events in the project locations</i>	21
<i>5.4. The 'YES' website</i>	22
<i>5.5. A toll free phone line</i>	22
<i>5.6. Other devices</i>	22
<b>6. THE SOCIAL MARKETING CAMPAIGN: ASSESSMENT OF IMPACT (TOR 3)</b>	<b>22</b>
<i>6.1. Pattern of call frequency</i>	22
<i>6.2. Reach of the Yes message</i>	23
<i>6.3. The medium with highest impact</i>	23
<i>6.4. Type of questions: Reflection of felt needs</i>	24
<i>6.5. The Yes campaign: Overall observations</i>	24
<b>7. SOCIAL MARKETING AND CAREER GUIDANCE: THE INTERFACE</b>	<b>25</b>
<b>8. CAREER GUIDANCE: FINALISATION OF TARGET GROUPS</b>	<b>25</b>
<i>8.1. Recipients of the CGSM service</i>	25
<i>8.2. Target groups for training in skills for career counselling</i>	26
<i>8.3. Selection of Careers Facilitators for training: Criteria</i>	26
<i>8.4. Selection of Careers Facilitators for training: The process</i>	26
<b>9. CAREER GUIDANCE: CURRICULUM DEVELOPMENT (TOR 7, 9, 11 &amp; 12)</b>	<b>26</b>
<i>9.2. Course content:</i>	27
<i>9.3. Integration of the existing provision for work experience</i>	28
<i>9.4. Aspects related to gender</i>	28

<b>10. CAREER GUIDANCE TRAINING MATERIAL: THE CAREER COUNSELLING KIT (TOR 10)</b>	<b>29</b>
<i>10.1. Counsellor Training Manual</i>	29
<i>10.2. Career Counselling Resources</i>	29
<i>10.3. Careers Dictionary</i>	30
<i>10.4. Career Exploration Guide</i>	30
<i>10.5. Training material: Standardised Translations</i>	30
<b>11. BASIC SKILLS FOR CAREER COUNSELLING: DELIVERY OF COUNSELLOR TRAINING COURSE (TOR 8, 10, 12)</b>	<b>30</b>
<i>11.1. Teaching methods</i>	31
<i>11.2. Assessment of trainee progress</i>	31
<i>11.3. Individual Reports of Trainees</i>	31
<i>11.4. Readiness levels of trainees</i>	32
<b>12. IMPLEMENTATION OF THE YES CAREERS SERVICE IN SCHOOLS AND COMMUNITY</b>	<b>32</b>
<i>12.1. Workshops and careers classes</i>	33
<i>12.2. A 'Yes' Careers Board</i>	33
<i>12.3. A 'Yes' Careers Corner</i>	33
<b>13. CAREERS GUIDANCE WORKING GROUP: TRAINING AND CAPACITY BUILDING (TOR 13)</b>	<b>33</b>
<i>13.1. Modalities of training</i>	33
<i>13.2. Course content</i>	34
<b>14. CAREER GUIDANCE AND SOCIAL MARKETING: OTHER COMPONENTS</b>	<b>35</b>
<i>14.1. Managing the toll free number</i>	35
<i>14.2. Yes Website: Career Guidance Component</i>	35
<i>14.3. Job matching Service</i>	35
<i>14.4. Kiosks and Job Centres</i>	36

<i>14.5. Extension of the career counselling service to other sectors</i>	36
<b>15. IMPLEMENTATION AND SUSTAINABILITY OF CAREER COUNSELLING SERVICES AFTER TRAINING</b>	<b>37</b>
<i>15.1. Careers Service Calendar</i>	37
<i>15.2. Feedback and workshop completion forms</i>	37
<b>16. OUTCOMES AND PRESENT STATUS</b>	<b>37</b>
<i>16.1. Social Marketing</i>	37
<i>16.2. Career Guidance</i>	37
<i>16.3. Planning programme implementation</i>	38
<i>16.4. Implementation of Yes Careers Workshops</i>	38
<i>16.5. Yes Workshops: Review of workshop completion feedback</i>	39
<i>16.6. Yes Workshops: Student Feedback</i>	39
<b>17. RECOMMENDATIONS FOR SUSTAINABILITY</b>	<b>40</b>
<i>17.1. Career Guidance and Social Marketing: A special unit within MHEESS – Employment Section</i>	40
<i>17.2. Build capacity within the Maldives for CGSM</i>	41
<i>17.3. Mainstreaming of the Yes Career Guidance Service</i>	41
<i>17.4. Operationalisation of all components of the CGWG’s roles</i>	42
<i>17.5. Interface with Ministry of Education</i>	42
<i>17.6. Interface with Ministry of Youth Development and Sports</i>	44
<i>17.7. Extension to other sectors</i>	44
<i>17.8. Aptitude Testing</i>	44
<i>17.9. Ongoing implementation of social marketing programmes</i>	46
<i>17.10. Maintenance of occupational list</i>	47
<i>17.11. Second revision of the Career Counselling Kit</i>	48
<b>18. CONCLUSION</b>	<b>48</b>

<b>APPENDICES</b>	<b>49</b>
<i>Appendix 1: Terms of Reference</i>	Error! Bookmark not defined.
<i>Appendix 2: Members of the Advisory Group</i>	Error! Bookmark not defined.
<i>Appendix 3: Career Guidance Working Group: Roles and responsibilities</i>	<b>50</b>
<i>Appendix 4: Application Format</i>	<b>51</b>
<i>Appendix 5: Basic Skills for Career Counselling: Extract from Curriculum</i>	<b>54</b>
<i>Appendix 6: Careers Service Calendar</i>	<b>55</b>
<i>Appendix 7: List of trained Careers Facilitators</i>	Error! Bookmark not defined.
<i>Appendix 8: The Career Counselling Kit</i>	Error! Bookmark not defined.
<i>Appendix 9: The Careers Facilitators Training Programme</i>	Error! Bookmark not defined.
<i>Appendix 10: Implementation of the Yes Careers Programme</i>	Error! Bookmark not defined.
<i>Appendix 11: Final Presentation and vetting of recommendations: Attendees</i>	Error! Bookmark not defined.
<b>References</b>	<b>56</b>

## **Executive Summary**

This consultancy addressed the Career Guidance and Social Marketing (CGSM) component of the Employment Skills Training Project (ESTP ADB 2028-MLD) and was executed from within the Employment Section of the Ministry of Higher Education, Employment and Social Security (MHEESS). The consultancy was implemented over 9 months in three phases between September 2006 and May 2007 and was supported by the Social Marketing Specialist and Career Counsellor Trainer.

The core objective of the Employment Skills Training Project (ESTP) is to assist the Maldives make better use of its human resource potential by increasing the number of Maldivians actively participating in the labour force. With this in mind, the project is designed to provide employment-oriented skills training in various occupations to make the prospective Maldivian employee more attractive to the employer. However a variety of socio-economic and socio-cultural factors create mind sets and career beliefs that prevent Maldivian job seekers from capitalising on the training and employment possibilities that do present themselves.

Career guidance and social marketing (CGSM) are positioned within the project to address these mindsets and contribute to making employment-oriented training attractive to Maldivian young person. At a deeper level, CGSM is conceived to be a mechanism for behaviour change in relation to work, employment and career choice.

To this end, the core objectives of this consultancy were to assist in the implementation of a social marketing strategy, develop culture specific material for career guidance and build capacity amongst Maldivians for the delivery of basic career guidance services.

### **Administration**

The consultancy began by ensuring that the administrative structure and instruments for CGSM were established. To this end CGSM was formally located within the Employment Section. The Career Guidance Working Group (CGWG) was set up as the instrument for project implementation. The clients of the CGSM programme were identified as the Ministry of Education (MoE), Ministry of Youth Development and Sports (MoYDS) and the Maldives College of Higher Education (MCHE).

The primary target group for the project was defined as students in Classes 7, 10, 12, higher education, unemployed / underemployed youth. The secondary target group was parents and employers.

H. Dh Kulhudhuffushi, Male' and S. Hitadoo were selected as the locations from where the project would be implemented in order to reach the intended target groups.

### **Pilot Studies, field trial and programme formulation**

Base line data was collected through detailed consultations with all stake holders in Male and on the islands and pilot studies were conducted in and around the three project locations. The analysis of this data informed the development of the Social Marketing Plan and the training programme for Careers Facilitators. These plans and devices were tested through field trials and the strategy for implementation of the CGSM component were finalised.

## **Social Marketing**

The long term objective of the social marketing strategy is to address the negative mindsets and attitudes towards career development common amongst young people in the Maldives (Abdulla, 2007). In the short term the central objective was to create a mechanism that was well equipped with youth friendly communication devices designed to draw Maldivian young people closer to training and employment opportunities.

The notion of career choice, training and employment was given a brand image through a logo (the finger print) and a slogan (Yes, because I can). A marketing mix of a wide range of techniques was then implemented over 3 months to introduce the 'Yes, because I can' concept. This included use of the mass media, public events, dissemination of information and the establishment of communication lines such as the Yes website and a toll free phone number.

The success of this phase of the social marketing plan was immediately evident from the number of hits received on the website and the calls coming in through the toll free number.

## **Social Marketing and Career Guidance: The Interface**

One of the purposes of the social marketing component is to provide a platform for careers services by breaking through prevailing attitudes of pride and prejudice and stimulating interest and excitement around the theme of work and career development. Accordingly, the careers programme has been called the '*Yes Careers Programme*'. The content of the various career exploration activities gravitate around affirmative action for personal growth and development.

## **Career Guidance: Implementation**

A culturally relevant curriculum was formulated which then informed the development of career guidance material. This included a Careers Facilitators Training manual, a bank of career guidance activities, a careers dictionary and a careers exploration kit. These material were translated into Dhivehi.

Personnel were selected for training in partnership with the MoE and 3 three rounds of training were completed. A total of 70 Careers Facilitators have been trained.

## **Career Guidance: Present status**

Careers Facilitators have started establishing career guidance services within their institutions and conducting careers workshops in their regions. As on date a total of 7 workshops have been held and a total of 354 students have been reached.

Assessment at the end of the project indicates that the objectives of the consultancy have been met, both for social marketing and career guidance. The key issue is to sustain the momentum that has been built and nurture the systems that have been put in place. To this end, 24 recommendations have been made under specific themes.



## Recommendations for sustainability

The following section only highlights the key recommendations. The reader may refer to the section on Recommendation for details.

- Establish a special CGSM unit within the MHEESS, Employment Section by formally recognizing the CGWG.
- Create a post and hire a manager for the CGWG.
- Build capacity within the Maldives by establishing a competency based qualification for CGSM and offer it as an accredited course.
- Accredite the training that Careers Facilitators have already received.
- Mainstream the Yes Career Guidance Service and address issues of the ownership of the system that has been developed.
- Interface with the Ministry of Education to address the following issues:
  - Orientation to supervisors and heads of institutions to the Yes careers programme
  - Formalise the role of the Careers Facilitator
  - Time tabling the careers service into the school calendar
  - Allocate space and basic facilities for the delivery of careers services
  - Put systems in place that would network the Careers Facilitators
- Extend the Yes careers service to other sectors
- Consider the issue of developing a Maldivian Aptitude Testing System that would inform the career counselling service in a standardised manner
- Plan for an impact study about a year after the CGSM was initiated
- Ensure that all social marketing devices that have been developed are used optimally
- Continue using social marketing techniques for attitudinal change and information dissemination
- Define educational and career development pathways (e.g. ISCED, UNESCO)
- Standardise the classification of occupations and align with internationally recognised nomenclature for the description careers that emerge within the Maldives (e.g. the ISCO, ILO)

## Conclusion

Feedback received has indicated that the various strategies planned have addressed the felt needs of the target audience and that programmes have been initiated and are working at the field level. The bringing together of social marketing and career guidance has created a powerful mechanism for behaviour change. This combination of social marketing with career guidance offers a model for other behaviour change related initiatives. It is essential however that if these initiatives are to be meaningfully sustained, that they are attuned to the ways of thinking and living that compose the fabric of Maldivian society.

**Gideon Arulmani,**

Employment Skills Training Project: *Career Guidance and Social Marketing Advisor.*

Date: 23<sup>rd</sup> May 2007.

# 1. Introduction

## 1.1. Background

Work is a human activity that at the most basic level is linked to survival. However, work has grown from being merely linked to subsistence needs to something far more complex. ‘Career’ is an artefact that has emerged within the broader framework of work and today carries connotations related to gender, socio-economic status, prestige and self-actualisation. A career describes work roles that require specialisation in a particular skill set and the commitment to meeting the demands of these specialised work roles for a duration of time – sometimes for the entire duration of one’s availability to the work force. It is the relatively modern concepts of specialisation and the focused development of specific work roles that define the term career.

An earlier study conducted in the Maldives revealed that “a variety of socio-economic and socio-cultural factors have worked together over the last decade to create an employment situation in the Republic of Maldives that is a matter of significant concern. The present trends in economic development in the Maldives do create employment opportunities. However Maldivian job seekers are not able to capitalise on the possibilities that do present themselves. Prevailing social-cultural factors predispose the Maldivian job seeker to turn down low skill jobs. In the absence of an indigenous labour force, the forces of economics drive employers to the expatriate labour pool, leaving large numbers of Maldivians unemployed, under employed or voluntarily unemployed” (Arulmani, 2004).

**The ESTP positions career guidance and social marketing as mechanisms that will contribute to making employment-oriented training attractive to Maldivian young person.**

A crucial element in the present disconnection seen between the potential Maldivian employee and the world of work, is an apparent lack of future orientation. Young people do not have the opportunity to see how they can build a career for themselves, even if it means starting small. Hence available opportunities are not seen as *life chances* that could become the building blocks of a vibrant and prosperous career. To the extent that an occupation or a training programme is perceived as a set of ‘atomised tasks’ (Lythe, 2007), to that extent it is denuded of meaning and possibilities for career being a mechanism for personal growth remain obscure. It is essential therefore that the development of training programmes is guided by the principle of *networked and interconnected pathways* that offer possibilities for growth.

The core objective of the Employment Skills Training Project (ESTP) is to assist the Maldives make better use of its human resource potential by increasing the number of Maldivians actively participating in the labour force. With this in mind, the project is designed to provide employment-oriented skills training in various occupations to make the prospective Maldivian employee more attractive to the employer.

Career guidance and social marketing (CGSM) are positioned within the project as mechanisms that will contribute to making employment-oriented training attractive to Maldivian young person.

## **1.2. Objectives of the Consultancy: (Extract from Terms of Reference)**

The Terms of Reference for this consultancy are as follows (Appendix 1):

1. Assist and guide the social marketing specialist in the design and development of a social marketing plan.
2. Assist in the development of outlines of social marketing materials for 40 occupations identified by the project.
3. Assist in developing specifications for promotional materials using various forms of media in cooperation with MoYDS, MoE and MHEESS
4. Promote the concept of developing a marketing identity to promote MNET as a primary source for information regarding counselling services in the three centers and the 20 island points or kiosks
5. Train island residents (20) to assist in employment information dissemination and career counselling.
6. Work with MoYDS and MoE officials to determine the most effective ways of promoting career awareness, employment exploration and vocational counselling in secondary schools
7. Explore possibilities of integrating the existing 90 hour requirement for workplace experience into an effective opportunity for secondary school students to explore employment opportunities
8. Train trainers, and MCHC staff in career guidance and counselling.
9. Design and develop career guidance informational materials for secondary schools, including curriculum, teacher guides and learning resource materials
10. Design and monitor training of teachers in career guidance and counselling.
11. Identify key factors impacting education and employment choices of female in youth or their parents, and develop strategies and recommend policies to increase participation of women in competency based skills training and employment.
12. Conduct training workshops on the use of various techniques to increase appreciation for the merits of employment for women
13. Strengthen the Career Guidance Working Group

With these objectives in mind, the consultancy was executed in three phases between the 10<sup>th</sup> of September 2006 and the 23<sup>rd</sup> of May 2007, from within the Ministry of Higher Education, Employment and Social Security.

## **1.3. Modifications in project objectives**

During the course of the consultancy prevailing circumstances led to the following aspects of the project being redefined. Hence the manner in which the ToRs were achieved had to be adapted.

### MNET Centres (ToR 4)

This concept remained unclear throughout the consultancy. As a result the social marketing component could not specifically promote MNET Centres. However all the marketing devices developed are relevant to the MNET concept and can be integrated as and when these centres are operationalised.

## Training of 20 island residents (ToR 5)

Initial discussions with the MHEESS and Project Implementation Unit (PIU) indicated that the original number of 20 island residents would be reduced to 3. This alteration in the plan is primarily the result of the long gestation that is anticipated between training island residents and the establishment of the Kiosks from where they would offer career guidance services. Since it is planned that these persons would be employees of the MHEESS, the ministry decided that it would be premature to develop a work force whose services would not be used immediately.

This report will now describe the execution of the consultancy with reference to the Terms of Reference (ToRs) listed above, keeping in mind the changes in the project's description and objectives as described above.

This project has been conducted in collaboration with two other consultants: The Social Marketing Specialist and the International Counsellor Trainer, who supported the social marketing and counsellor training components of the project respectively. They have produced their own comprehensive reports (Abdulla, 2006; Abdulla, 2007; Nag, 2007). The present report refers to these documents where necessary. Reference maybe made to these documents should the reader require specific details.

## **2. Finalisation of administrative structure and approach**

The following actions were taken in order to ensure the smooth execution of the Career Guidance and Social Marketing component of the project as well as ensure its post-project sustainability.

### ***2.1. Location of the project within MHEESS***

It was decided that CGSM would be located within the Employment Section of the MHEESS and that the head of this section would supervise its execution.

### ***2.2. Approach to project implementation***

#### Project Location

The Geography of the Maldives presents significant challenges in relation to travel and communication. Therefore the CGSM component was designed to be executed in three locations, which would cover northern, southern and central regions. H. Dh Kulhudhuffushi was selected as the location to which participants from the northern region would be drawn. Male' covered the central areas and S. Hitadoo was selected to cover the southern regions.

#### International Counsellor Trainer

As per the ToRs agreed upon the consultant was required to develop, trial test and standardise material for career counselling and then monitor training. Provision had not been made for the actual execution of training. The number of personnel to be trained

also was quite large (120 in all). Therefore the services of an International Counsellor Trainer were retained to assist the consultant with training delivery.

#### Consultations with stake holders (ToR 6)

Detailed consultations were held with the Ministry of Education (MoE), Ministry of Youth Development and Sports (MoYDS) and the Maldives College of Higher Education on all matters pertaining to project formulation and implementation. These consultations included ministry-specific discussions with senior officials and ministers as well as through the formation of an inter-ministry Advisory Group. Orientation meetings were held also with school heads and Atoll / Island chiefs.

### **2.3. Formation of the Career Guidance Working Group (ToR 6 & 13)**

The Career Guidance Working Group is seen as a critical element to both the Social Marketing and Career Guidance components of the project. Forming this group was the first objective.

#### Step 1:

Nine Maldivian government officers were earlier sent to me in India for an orientation to the administration of career counselling services at a national level. Hence the first step taken was to form this group into the Career Guidance Working Group (CGWG). The membership of this group at this stage, was inter-ministerial and drew from the MHEESS, MYoDS and MoE. Since these are primary stakeholders in this project, it was anticipated that the group would be adequately equipped to implement the careers service. The specific duties that were agreed upon for the group are:

- Be involved in the development and implementation of the Career Guidance component of the ESTP.
- Act as a validation group that would study and finalise the material.
- Provide support for English to Dhivehi translation of teaching-learning material.
- Provide support for all training workshops.
- Take responsibility for ongoing project implementation after ESTP has been completed, with particular emphasis on national level events (e.g. Job Fairs).
- At least one person from this group was to work full time, managing career counselling at the central level.

In order to further strengthen the CGWG an *Advisory Group* was formed to support its activities. Advisors were drawn from the key stakeholders as per project specifications, namely, Ministry of Youth, Ministry of Education, various sections of the MHEESS and the Maldivian College of Higher Education (detailed list in Appendix 2).

The full group with the advisors, working group members and observers met on the 27<sup>th</sup> of September. The overall plan for the implementation of the CGSM component was

presented. During this meeting, other issues such as selection of trainees, schedules and broad training themes were finalised.

The Working Group, met on numerous occasions and the following was accomplished.

- Revision of concepts learned during the Basic Skills for Career Counselling Course.
- Preparation of draft career guidance material for use during the training programme.
- Translation of career guidance material into Dhivehi.
- Trial testing of sample material on a number of islands as well as in Male'.
- Introduction to basic concepts of Social Marketing and its linkage with Career Guidance.
- Support the career guidance component of the three 'Yes Events'.

#### Step 2:

The initial plan was to compose the CGWG from the group that had already been deputed for training in Basic Skills in Career Counselling. It was also intended that the members of this group would be drawn from different ministries keeping in mind the cross sectoral nature of career guidance activities. This group however, could not be sustained. Mid project assessment of the original plan indicated that its workability was not practical. This was primarily because each of the CGWG members had their own work load and found it difficult to devote time for the daily requirements of a 'working' group. The official deputation of these persons to the CGWG was not achieved.

Hence the plans for the CGWG were altered as follows:

- A new working group was constituted.
- This group would be directly under the control of the Ministry of Higher Education, Employment and Social Security (MHEESS).
- Some members of the working group would be drawn in from the present employees of the MHEESS. Others would be drawn in through advertisements.

This group supported the production and compilation of the Career Counselling Kit. However here again, the plan was not workable, as members of this group were drawn from different sections of the MHEESS and had their own work loads.

#### Step 3:

The final step taken was to compose the CGWG from within the *Employment Section* of the MHEESS, since this is the wing of the ministry that is implementing the CGSM component of the project. Three persons were assigned to the project with the mandate to work full time on its objectives.

The performance of this group has been more than satisfactory. All members of this group have been comprehensively trained in the delivery of social marketing and career counselling services as well as in the administering of the service from the central level. A job description has been worked out for each of the members of this group (Appendix 3). It is anticipated that this group will remain in place for the ongoing implementation of career guidance and social marketing.

#### **2.4. Clarification of the position and role of trained personnel**

Based on discussions with the stakeholders as well as initial assessment of the capacity of the personnel to be trained for the career counselling programme the following decisions were taken:

- Training would be provided in 'basic' skills for career counselling. On completion of training these individuals would be able to offer career counselling services in a *facilitative* manner. They would be able to offer services for all aspects of self discovery, understanding the world of work, generate career alternatives and career preparation. However, they would not be trained to administer psychological tests and use other psychometric instruments that require a deeper knowledge of psychology and counselling.
- Trainees who successfully complete the training would be given a certificate of completion.
- The term used to describe this role would be '*Careers Facilitator*'.

#### **2.5. Field visits and trial testing (ToR 6 & 7)**

Pilot visits were conducted to the Northern Islands (30<sup>th</sup> Sept – 3<sup>rd</sup> Oct) and Southern Islands (7<sup>th</sup> Oct– 10<sup>th</sup> Oct).

The consultant and members of the CGWG divided themselves into two teams. Simultaneous visits were conducted to specific islands. The following Northern islands were visited: Kulhuduffushi, Vaikaradhoo, Nekurandhoo, Nolhivaram, Ihavandhoo and Kaditheemu over a period of 4 days. The following Southern islands were visited: Hitadoo, Feydhoo, Gan, Fuah Mulak over a period of 4 days.

Similarly, members of the CGWG also visited schools in Male' and conducted pilot studies.

The tasks accomplished were as follows:

##### Trial testing of career counselling material

Questionnaires and guidance material were trialled on approximately 800 students and unoccupied youth. This data informed the development of the career counselling curriculum and material.

### Trial testing of social marketing material

Some of the key social marketing tools (e.g. logo and slogan) were trial tested with the target group. Discussions were also held with reference to the social marketing events to be held in these locations. This data informed the finalisation of the social marketing approach and strategy.

### Interactions with island authorities, school administrators and teachers

Discussions were related to students' attitudes to work and career, influence of the family and the role played by the school and island administration in supporting career development. Discussions also focused on issues surrounding the career development of Maldivian girls. Interactions with school heads were used to finalise the criteria for selection of trainees. Administrative issues such as dates for training, logistics and training facilities were discussed.

### Interactions with employers

The idea of career counselling was explained. Employers' role in offering work experience / apprenticeship openings was highlighted.

### On the job training of the CGWG

Members of the CGWG were oriented to the skills of interviewing and presentation of career guidance concepts.

These pilot visits and trials laid the foundation for the implementation of the social marketing and career guidance component of the project.

## **3. Social Marketing: The Strategy (Tor 1)**

### ***3.1. Identification of themes and finalisation of framework***

The project appointed a Maldivian expert (Social Marketing Specialist) with a knowledge of Maldivian culture and a sound background in marketing to lead the actual implementation of the social marketing component of this project. My role was to provide assistance in the conceptualisation of the social marketing plan. Specific details pertaining to the implementation of the social marketing strategy are available in the reports submitted by the Social Marketing Specialist (Abdulla, 2006; Abdulla, 2007).

The social marketing plan was drafted by the Social Marketing Specialist based on the following key findings:

- A high value is placed on education. However, attitudes of prejudice influence the type of further education that is considered acceptable. Vocational courses are looked down upon, and post-school training that offered opportunities for vocational skills development are not much sought after. These prejudices are so strong that young people preferred to remain unoccupied rather than take vocational courses.



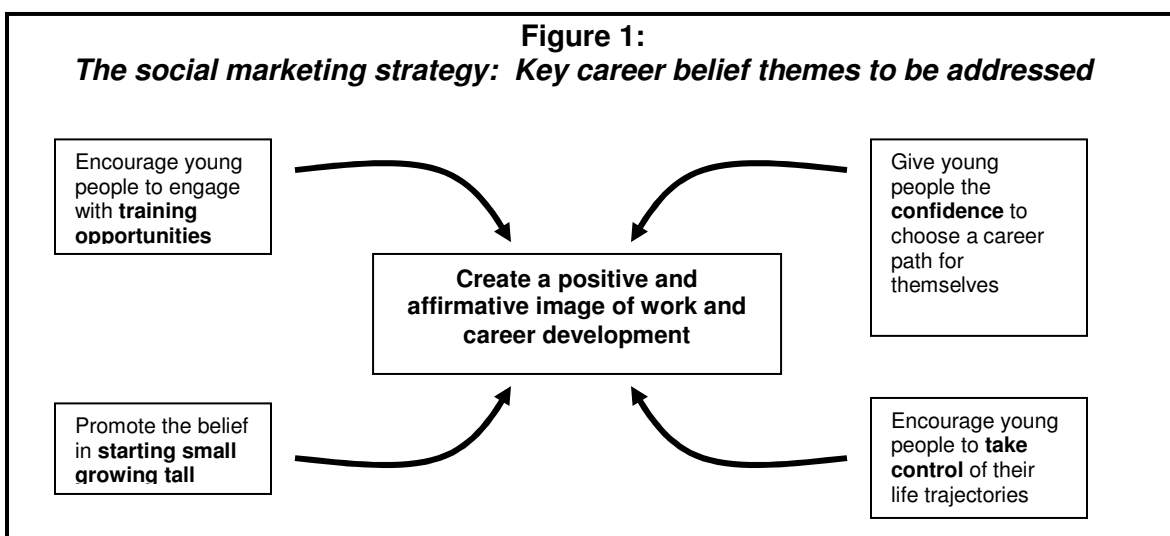
- Young people in the Maldives tend to demonstrate a lower orientation to exercising control over the trajectory of their lives. Their motivation to create opportunities and persevere toward career goals is low. Responses reflected indifference and a strong tendency to give up in the face of barriers to career development.
- Occupations requiring manual effort (blue-collar jobs) were not preferred. Training programmes that offered skills development opportunities for such occupations (e.g. masonry, electrical wiring, turning, fitting, carpentry, auto mechanics, boat building and repair, waiter/waitress) tended to be avoided, although these employment sectors are currently booming in the Maldives.

The overall impressions of our assessment were that young people did not seem to experience urgency in relation to finding a job. Two factors seem to contribute to this mind-set.

- Firstly, the young person, along with his or her family had high expectations of a job and tended to reject opportunities when they did not meet these expectations.
- Secondly, the young person was shielded from the realities of being unemployed in the long term by highly supportive parents and families. The willingness to take up a job with the view to building up one’s life gradually, over time, was low.

This information indicated quite clearly that prevailing career beliefs placed the project’s core objectives, namely, employment skills training at significantly *high risk of being rejected by the project’s intended beneficiaries*. It was also evident that a career guidance programme that was insensitive to this pattern of thinking would almost certainly be an exercise in futility. The analysis also gave us clear guidelines for the content of the social marketing campaign.

**Figure 1 below outlines the key themes of the social marketing strategy:**



Against this background, the objectives of the strategy are two-fold (Abdulla, 2006):

- address the attitudes of passivity and apathy toward career development that is prevalent among Maldivian youth.
- make careers information available in an attractive and youth-friendly manner.

### **3.2. Audience segmentation and identification of target groups:**

Two target groups were identified as follows:

- Primary Target Group: Maldivian young people: mid teenage to early adult.
- Secondary Target Group: Parents and employers.

### **3.3. Approach to implementation**

A three-stage approach was adopted as follows:

- Stage 1: Development and trial testing of social marketing devices.
- Stage 2: Implementation of social marketing through national events and the mass media.
- Stage 3: Transfer of key social marketing messages to the grass root level through the career guidance and employment skills training programmes.

### **3.4. Ethical considerations**

A debate pertaining to the ethics of social marketing has continued since its inception, for the last 30 years. MacFayden, Stead & Hastings (1999) have highlighted some of the most critical issues. One is that social marketing could become 'hegemonic', since 'causes' are identified by persons in positions of power and authority to be beneficial to both individuals and society. Perhaps the most serious ethical consideration is the possibility that these powerful techniques could become tools of coercion and 'hidden persuasion'. Aware of these and other ethical issues associated with any form of large-scale social change programme, the project clarified the activities to be carried out through this effort as sharpening the target population's awareness of the consequences of certain ideas, attitudes, practices or behavior and simultaneously providing alternatives and avenues for change. While developing an attractive and youth-friendly image, this social marketing effort would constantly strive to maintain an 'informational tone' and avoid 'overselling' the benefits of recommended changes.

## **4. Social Marketing: Stage 1: Development and trial testing of devices and methods (ToR 2, 3, 4)**

### **4.1. Image and Brand Building**

Consistency and continuity are key elements to the ongoing success of a social marketing strategy. The starting objective therefore was to give the campaign a clear identity. Two devices are of particular importance, namely, the campaign logo and

slogan. The logo and slogan complement each other and serve to communicate the campaign message both in images and words.

Three important guidelines were kept in mind when the logo and slogan of the present campaign were designed:

- It must be age and culture appropriate.
- It should capture and communicate the core values and themes of the campaign.
- Images and phrases used should be thought provoking and offer discussion points during career counselling and other interactions.

#### **4.2. The slogan**

The original name of this programme was 'Youth Employment Services'. Keeping in mind the findings pertaining to career beliefs and attitudes, the Social Marketing Specialist developed a positive and affirmative acronym (Abdulla, 2006). The rather dull and boring 'Youth Employment Services' was shortened to spell 'YES'! With the objective of addressing the widespread attitudes of helplessness, apathy and indifference, the phrase, 'Because I can' was added and the slogan for the campaign became: 'Yes ...Because I Can'.

#### **4.3. The Logo**

Different images were trial tested with samples from the primary target group. This included images of:

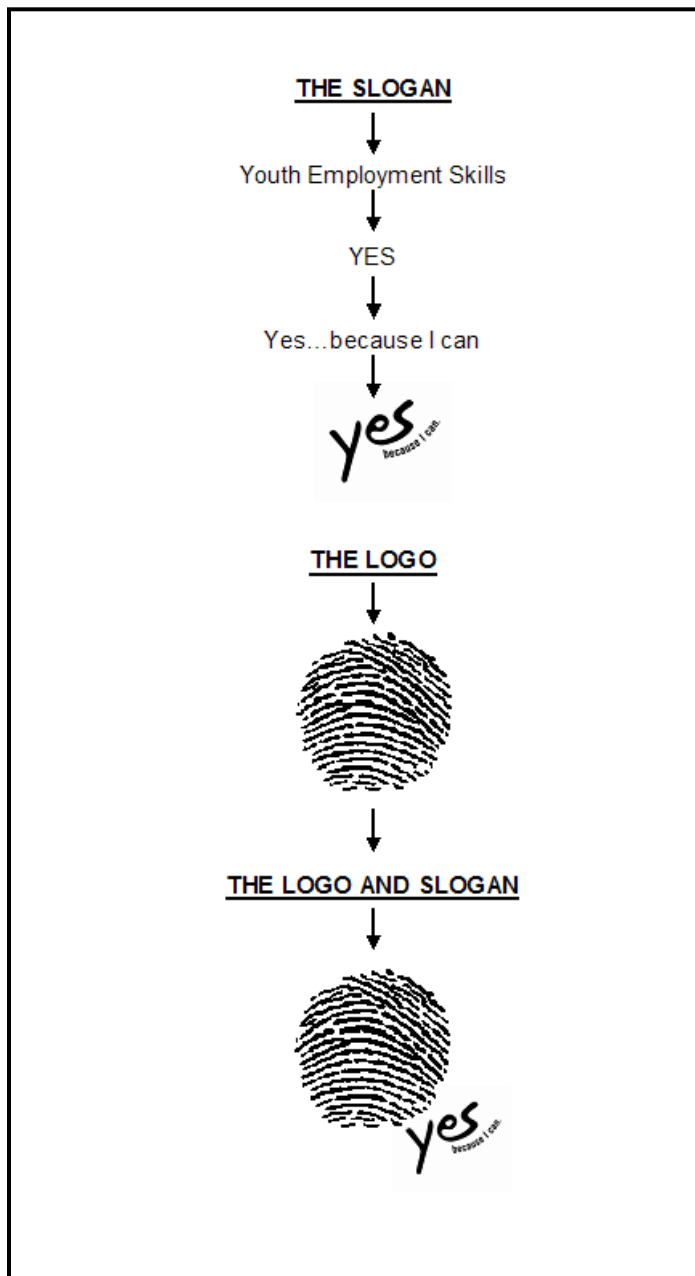
- a flying bird
- a tree
- a fingerprint.

The sample's reaction to the image of the *finger print* was sharp and immediate! It was identified with the following sentiments:

- self-assertion
- taking charge
- accepting responsibility
- making commitments

Since these responses reflected the core vision of the social marketing programme, the finger print was selected as the logo. Figure 2 describes the evolution of the slogan and the brand image.

**Figure 2: Development of the slogan and the logo**



#### **4.4. Outlines of social marketing materials for project-identified occupations**

Initial interactions with other components of the ESTP indicated that it was unlikely that the project would be able to clearly enlist the names, descriptions of specific occupations and their career paths, in time for the social marketing campaign. The following courses of action were therefore taken to accommodate these delays:

- Generic information about employment sectors was collated. Promotional materials were produced in the form of leaflets and fliers.
- Generic templates for the promotion of occupational information were developed.

In addition, the consultants highlighted the necessity of expanding the careers list beyond the occupations to be identified by the ESTP. This was with the intention of developing a comprehensive career guidance *system* for the Maldives. It was agreed that a Careers Dictionary would be developed that would cover all the courses and career opportunities presently available in the Maldives. Occupational information was classified around the five Maldivian Employment Sectors and the occupational list for the Maldives was compiled at two levels:

- A broad based Careers Dictionary was produced covering a wide range of careers.
- Career information cards were produced with specific reference to the training opportunities available in the Maldives.

These devices have been so designed that new occupations and careers could be incorporated into the system and they emerge through the ESTP and other sources in the Maldives.

## **5. Social Marketing: Stage 2: The Campaign (ToR 3)**

A variety of communication tools were developed around the 'Yes...Because I Can' concept to reinforce the feelings and images embodied by the slogan. A multi pronged approach was taken to introduce the 'Yes' theme to the target groups through the mass media. The specific methodology used is presented in greater detail in the Social Marketing Report (Abdulla, 2007).

Examples of the campaign devices include the following:

### **5.1. Advertisements and video clips**

The campaign was introduced into the mass media through local newspapers, magazines (youth friendly inserts) and the national television channel.

### **5.2. Zocards**

These are free post cards carrying career development messages that were distributed to the target group.

### **5.3. Three Yes events in the project locations**

These events were designed to promote the core concepts of the project in three specific ways. Participants had opportunities to interact with employment and training providers. Career Guidance workshops were conducted for youth and for their parents. And finally the events offered a variety of youth friendly activities, such as a fashion show of Maldivian work costumes, live music and competitions.

#### 5.4. The 'YES' website

The website carries the url: **www.yes.mv** and offers a variety of items that are interesting for young people (e.g. polls, music downloads etc). It also offers on line career guidance services, careers information and information about training providers. The Yes website also offers a platform for other components of the ESTP to be made available to the target group.

#### 5.5. A toll free phone line

The toll free line carries the number **1456** and was promoted through all the mass media devices used by the campaign. It offers a free service to callers in specific relation to careers information.

#### 5.6. Other devices

In addition, the social marketing component has also prepared short video clips designed for television that present role models and information about the Employment Sector Councils.

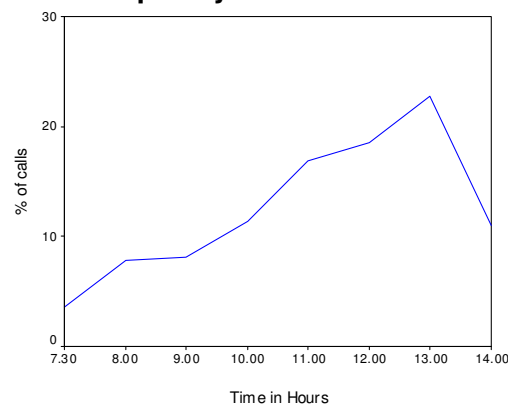
### 6. The Social Marketing Campaign: Assessment of impact (ToR 3)

Stage 2 of the Social Marketing strategy, namely, the campaign, was executed over a period of 3 months, between November 2006 and January 2007. The immediate impact of the campaign was seen by the hits that the 'Yes' website began to receive and the calls coming through on the toll free line. Responses received on the toll free line were analysed to assess the impact of the 'campaign' component of the marketing strategy. A total number of 453 calls attended to over 19 days were tabulated. The findings were as follows:

#### 6.1. Pattern of call frequency

An average of 75 calls was recorded per day. As indicated in Figure 3 below, the highest frequency of calls was between 12 noon and 2.00 pm.

**Figure 3: Frequency of calls on the toll free line**

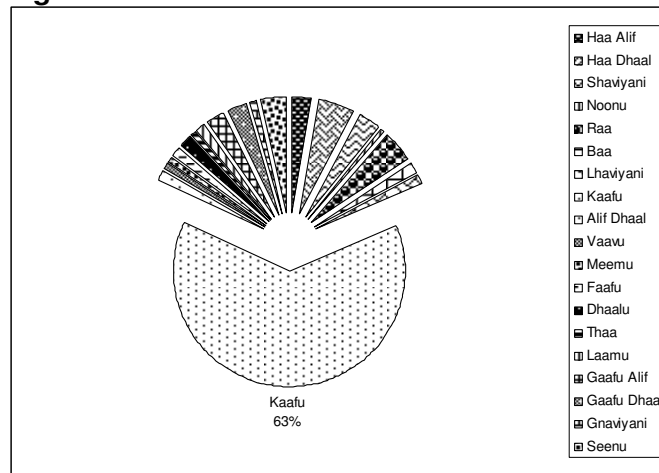


This information was used to plan the manner in which personnel would be deployed to manage the toll free number.

### 6.2. Reach of the Yes message

The locations from where the calls originated were analysed for each Atoll. As indicated in Figure 4, it was found that calls were coming in from all the Atolls. However, the majority of the calls were from Kaafu Atoll, and specifically from Male'. 63% of the calls attended to over the 19 days were from callers who lived in Male'.

**Figure 4: Source of the calls on the toll free line**

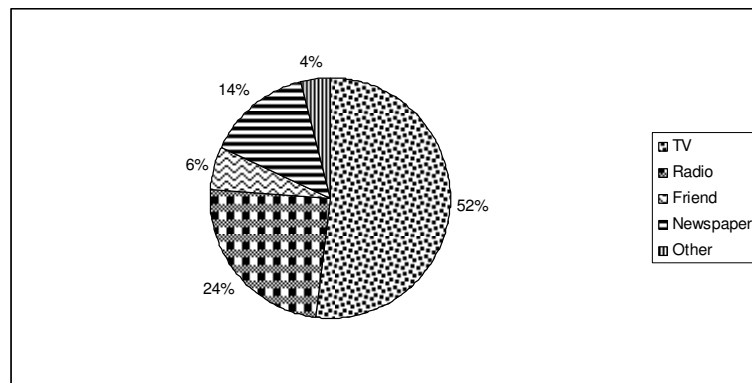


This indicated that the Yes campaign had indeed evoked a response from the target group. However the quality of 'market penetration' was such that it seemed to be mainly located around Male'. It was decided that a change in strategy would be adopted for the Stage 3 of the social marketing programme.

### 6.3. The medium with highest impact

As indicated above, a variety of media were used as a part of the campaign. Callers were asked how they had come to hear about 'Yes' and the toll free number. As indicated in Figure 5, television seems to have had the highest penetration.

**Figure 5: Effectiveness of media used**

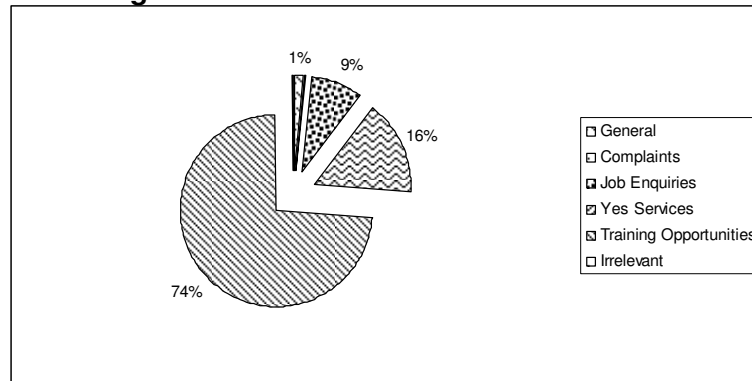


More than 52% of the callers indicated that they had initially heard about 'Yes' through the advertisements aired on television. 24% had obtained information through the radio spots and 14% through the newspaper. This finding has implications for future social marketing programming.

#### **6.4. Type of questions: Reflection of felt needs**

The type of enquiries made by callers was analysed. As indicated in Figure 6, the majority of enquiries were related to training and educational opportunities.

**Figure 6: Source of calls on the toll free line**



This could indicate that the core objectives of the ESTP, namely, *training* are closely related to what young people in the country are asking for.

#### **6.5. The Yes campaign: Overall observations**

The campaign component of the social marketing strategy has been successful along the following parameters:

- The 'Yes' brand image has been effectively introduced into public awareness.
- This brand image has been accepted by the target group.
- Channels of communication have been opened between the target group and sources of information and support.
- The nature of the questions asked by callers maybe taken as an indicator that the messages promoted by the campaign are reaching the target group.
- The project now has a clear image, 'touch and feel'.

The following points may be kept in mind for on going implementation of social marketing within the ESTP:

- While there has been a response from all Atolls, the proportion is dominated by responses from Male'. Greater efforts must be directed toward promoting the 'Yes' concept in non-Male' locations. This would include other communication strategies.



- Television and radio have emerged as the most effective media. Further planning for ongoing implementation would do well to keep this in mind.

At the end of Stage 2 of the social marketing plan, the core objective of creating an image of affirmative action around the theme of work and employment has been achieved. The various devices created through this strategy are now available for the other components of the ESTP to use.

Stage 3 of the plan as indicated above is to transfer the key social marketing messages to the grass root level through the career guidance and employment skills training programmes.

## **7. Social marketing and career guidance: The interface**

One of the factors related to the lack of success of career guidance initiatives is that these efforts are often executed in a vacuum. It is essential that a careers service is linked to local socio-economic and socio-cultural realities. It is also necessary that a careers service has an 'image' and a set of fundamental messages upon which it stands.

One of the purposes of the social marketing component is to provide a platform for careers services by breaking through prevailing attitudes of pride and prejudice and stimulating interest and excitement around the theme of work and career development. Hence social marketing and career guidance have been yoked together within the ESTP. Initial trials indicated that the idea of career guidance and occupational choice has been imbued with freshness and excitement by the affirmative and challenging spirit of the social marketing campaign. Accordingly, the careers programme has been called the '*Yes Careers Programme*'. The content of the various career exploration activities gravitate around affirmative action for personal growth and development.

The following sections of the report present the implementation of the career guidance component of the project, into which Stage 3 of the social marketing plan has been integrated.

## **8. Career Guidance: Finalisation of Target Groups**

### ***8.1. Recipients of the CGSM service***

Based on the project specifications and interactions with the stakeholders the following were finalised as the target group who would receive the career counselling service:

- Students in school in Class 7.
- Students in school in Class 10.
- Students in School in Class 12.
- Students in higher education.
- Unemployed / Underemployed youth.

## **8.2. Target groups for training in skills for career counselling**

Based on the characteristics of those for whom career counselling is intended, the following groups were identified by the project to receive training in skills for career counselling.

- Group 1: 90 Teachers, who will function as Careers Facilitators, within schools.
- Group 2: 20 Island Residents who will function through Career Information Kiosks
  - and serve young people who are unemployed or underemployed.
- Group 3: 5 Staff from MCHE, who will serve the needs of students pursuing further / higher education.

## **8.3. Selection of Careers Facilitators for training: Criteria**

Based on discussions with the Advisory Group and stakeholders, the following criteria were set for selection of trainees who would participate in the career counsellor training programme. Trainees would:

- Be of Maldivian nationality.
- Have completed at least O level.
- Be at least 20 years of age.
- Be willing to conduct career counselling programmes, as an extra duty for which there may not be any remuneration.
- Have at least 3 years teaching experience with at least one of the target groups.
- Have good communication skills.

## **8.4. Selection of Careers Facilitators for training: The process**

A standardised application format (Appendix 4) was developed and handed over to the three stake holders, namely, MoE, MoYDS and the MCHE.

The Ministry of Education (MoE) took responsibility for selection of islands from which trainees would be deputed. The applications forms were circulated amongst the schools in the selected islands. Interested candidates filled in the forms and sent them back to the MHEESS, through the MoE. A similar procedure was followed with the other stakeholders. Final selection of trainees was based on these applications.

## **9. Career Guidance: Curriculum Development (ToR 7, 9, 11 & 12)**

The development of the curriculum was based on the trials conducted during the pilot visits, interactions with the primary target group and focus group discussions with parents, community leaders, teachers, youth workers and government officials. These interactions yielded valuable information (anecdotes, insights into mind sets, attitudes toward work, parental attitudes) which was used to develop the curriculum for a course in *Basic Skills for Career Counselling*.

A culture specific curriculum was developed (edited version in Appendix 5) following the central guideline that the training would be skills oriented rather than theoretical. The model that was used has four components as follows:

- *Skills to promote self-understanding:* Interests, Aptitudes and Career Beliefs.
- *Skills to promote an understanding of the world of work:* Training and employment opportunities.
- *Skills to develop career alternatives:* Decision making and matching career preferences with personal talents and capabilities.
- *Skills for career preparation:* Career path planning.

The course was designed to be delivered using the workshop format in two sections as follows:

- Conceptual Foundations: which covered the basic concepts of career counselling.
- Core Skills: which focused on a wide range of skills for career counselling.

### **9.2. Course content:**

The content of the *Basic Skills for Career Counselling* course was structured around the following areas:

- Conceptual Foundations:
  - Career Psychology
  - Adolescent Psychology
  - Labour Market processes
- Communication Skills:
  - Effective listening skills
  - Attending skills
  - Skills for group presentations
- Applicational Skills:
  - Development of individual potential profiles using questionnaires and interview techniques
  - Interpretation of individual potential profiles
  - Integration of the 'Yes' messages and vignettes into the counselling process
  - Introducing students to the world of work with particular reference to the Maldivian context
  - Introducing students to training opportunities and job opportunities in the Maldives
  - Facilitating the generation of career alternatives
  - Facilitating career preparation by developing career paths

- Student Workshop skills
  - Identifying felt needs and developing a workshop based on these needs
  - Preparation of a *Yes Careers Workbook* by selecting the appropriate activity sheets from the pool of activities provided
  - Executing career guidance workshops or career guidance classes
- Skills for instituting and maintaining a careers service
  - Planning an annual careers services calendar
  - Developing and maintaining a careers information data bank from local, island based sources
  - Establishing a 'Yes careers corner' and / or a 'Yes careers board' for the dissemination of career development information

The total duration of the course was 10 days amounting to a total of 80 hours of classroom based inputs, 20 hours of self-learning through assignments and 10 hours of material preparation. This amounts to a total of 110 hours of supervised training inputs.

### **9.3. Integration of the existing provision for work experience**

The present school curriculum requires students to put in 90 hours of work place experience during their high school years. It was originally planned that a part of this time would be used for the delivery of career counselling services. However, it was then noted that the 90 hour requirement is not provided for within the curriculum and is presently treated as an extra-curricular activity. Interactions with teachers and school heads revealed that there is presently no structure to guide students and they are left more or less to their own devices as far as this fulfilling requirement is concerned.

It was decided therefore that the curriculum would include a structured format, with activities and methods whereby the careers facilitator could guide students toward work experience opportunities in a meaningful manner. The following specific aspects were included in the training curriculum:

- The careers facilitator would approach employers on their islands and compile a list of those who would be willing to offer work experience opportunities.
- Students would be given the opportunity to choose opportunities from this list.
- The careers facilitator would use the relevant activity sheets from the Career Resource Kit to guide both employer and student through a structured work experience opportunity.

### **9.4. Aspects related to gender**

Focus group discussions were held during the pilot visits with parents, island authorities, students and youth, to identify key factors impacting education and employment choices of girls in the Maldives. The findings revealed that strong occupational stereotypes influenced career preferences. Gender was one of the factors that characterised these

stereotypes. Given below are examples of common career beliefs that were expressed in this regard:

- The girl's first priority is to stay at home and take care of the family.
- Girls will get spoiled if they take up a career.
- Boys are better at following a career.
- Some careers are not suitable for girls.
- Girls should not work in the tourism industry.
- Girls cannot work in the construction industry.

Career beliefs such as these are found in most Asian cultures, particularly amongst parents and the older generation. An interesting departure in the Maldivian context is that very little differentiation was noted in the career beliefs of parents and young people. These career beliefs seemed prevail across generations.

The information gleaned from these focus group discussions was used to inform the development of the Careers Facilitators training curriculum issues surrounding gender and career choice were included. A number of activities have been developed to address these issues. Specific emphasis has been laid on activities that would allow parents as well as students and youth develop a deeper understanding of the merits of women seeking the appropriate training and preparing themselves for independent employment. These include:

- Equality between genders.
- The dignity of the female worker.
- The gender neutrality of all occupations.
- The impact of career beliefs on female career development.

Careers Facilitators have been trained to address these issues through their career guidance workshops.

## **10. Career guidance training material: The Career Counselling Kit (Tor 10)**

The curriculum described above was translated into the following teaching-learning material that together composed the Career Counselling Kit.

### ***10.1. Counsellor Training Manual***

This unit comprises training notes, guidelines, templates and all other material needed for delivering career counselling services.

### ***10.2. Career Counselling Resources***

Given the wide range of age groups in the target group, it was decided that standardised work books would not be printed. Instead, career counselling activities would be prepared in the form of photocopyable worksheets. These worksheets are available to the counsellor in a loose leaf binder. The counsellor can then 'make up' a

career counselling work book by choosing the activities most suitable for the counselling group at hand. This resource pack comprises:

- 2 CDs with material prepared through the social marketing component. This includes video clips of Employment Sectors and short presentations of Maldivian role models as well as all the promotional videos that have been aired on television.
- Photocopiable activity sheets in Dhivehi.
- Zo cards and fliers about the employment sectors.
- Resources for the Careers Facilitators to make teaching-learning material.
- Information about the primary training providers in the Maldives

### **10.3. Careers Dictionary**

This is compilation of information, in Dhivehi, about a wide range of careers that introduces career aspirants to the many opportunities available in the world of work.

### **10.4. Career Exploration Guide**

Not all the careers in the Careers Dictionary have training opportunities available in the Maldives as yet. The Career Exploration Guide is a satchel that carries career information cards with details about specific courses offered by Maldivian training providers.

*Pictures of these materials are provided in Appendix 8.*

### **10.5. Training material: Standardised Translations**

The pilot studies made it clear that all student material must also be available in Dhivehi. A standardised translation procedure was used. Accordingly, the original English version produced by the consultant was translated into Dhivehi by a professional translator. This Dhivehi version was re-translated into English, by a person who was blind to the English original. The second English version was compared with the original. This process continued iteratively until an accurate Dhivehi version was obtained. All translations were conducted by professional translators, whose services were retained for the purpose.

## **11. Basic Skills for Career Counselling: Delivery of counsellor training course (Tor 8, 10, 12)**

Training was delivered in partnership with the International Counsellor Trainer. Specific details pertaining to the process of training are available in the document prepared by this consultant (Nag, 2007). The same training programme was repeated in the three project locations (Male', Hitadoo and Kulhudhuffushi). Given below is a summary of the methods, process and outcomes of the training programme.

### **11.1. Teaching methods**

Teaching methods combined class room based inputs, self-learning through assignments, peer learning through group work along with continuous assessments of progress (Nag, 2007). Some of the methods included:

- Lectures and demonstrations
- Preparation of teaching-learning material for career counselling
- Practice of career counselling skills with peers
- Presentations of concepts learnt to the group
- Practice of career counselling activities with peers
- Practice with students / youth
- Assignments and Tests
- Group and personal feedback.

All trainees were required to prepare a complete Yes workshop and then deliver the workshop to a student, under the supervision of the trainers.

*Pictures of the training in progress are provided in Appendix 9.*

### **11.2. Assessment of trainee progress**

A continuous assessment scheme was followed for all trainees. Sources of information for the continuous assessments were:

- Two written tests
- Grading of assignments
- Quality of presentations
- Skill development sessions
- The student workshop session.

Each participant was evaluated for attainments in four areas:

- Conceptual Foundations
- Communication Skills
- Application Skills
- Student Workshop Skills

Trainees who were not reaching the expected standards of performance were given personal feedback. They were also linked up with members of the Career Guidance Working Group for individualised practice sessions.

### **11.3. Individual Reports of Trainees**

All trainees were individually assessed and individual attainment profiles were developed for all participants (Nag, 2007). This is not a public document and has not been included in the report. These details have been handed over to the MoE and to the MHEES. Reference to this document must keep confidentiality in mind.

Trainees were expected to reach an overall average mark of at least 50% to be graded as 'successful'. Successful trainees were awarded a certificate in Basic Skills for Career Counselling. Those who were unable to reach the expected level of attainments, were given a certificate carrying a note that they need extensive practice before they are ready to deliver career counselling services. This note had to be inserted into the certificates of 3 trainees from the whole group.

#### **11.4. Readiness levels of trainees**

The readiness levels of trainees for delivery of career counselling services were graded along the following parameters:

- **Excellent:** High quality of communication, preparation and service delivery skills. Able to function with full independence. High potential for managerial and administrative roles.
- **Good:** High quality of communication, preparation and service delivery skills. Would function well as an independent counsellor.
- **Average:** Average in communication and application skills. Will benefit from support during preparation and execution, may be deputed in pairs or in small teams
- **Poor:** Not ready for independent functioning. Require further practice.

This list (Appendix 7) maybe referred to for further planning and delivery of the career counselling service in the Maldives.

## **12. Implementation of the Yes Careers Service in schools and community**

A school calendar is a crowded space with multiple academic and extra-curricular programmes jostling to find a place in the classroom. It is within this reality that the careers counselling service needs to find its place. At one level, the coherence and relevance of the training materials can help the careers programme gain centre stage in the calendar of 'extra-curricular' events for the secondary and higher secondary years. At another level, it is the charisma of the Careers Coordinators and the clarity and competence with which they execute the 'Yes' Careers Workshop, that will help carry the programme into the next academic year, and push it towards being mainstreamed. But, at a more concrete level, the careers service can be supported with a concrete, infrastructure that can be tied with the 'Yes' Programme.

The present training allows the trainees to deliver career counselling services through the following modalities:



### **12.1. Workshops and careers classes**

On successful completion of training Careers Facilitators are equipped to conduct *career guidance workshops* that could range from half-a-day programmes to full day programmes. They could also fit into the school timetable by planning a series of *careers classes*, with each class focusing on a particular aspect of the career discovery process.

### **12.2. A 'Yes' Careers Board**

This is a simple display area (minimum size at 2 ft. by 3 ft.) in a location often visited by the target group of students (e.g. in or outside school library, student canteen etc). This Board is used to display materials that promote Self Understanding (e.g. articles about interests and aptitudes), information from the World of Work (e.g. about training providers, about the multiple paths of studies available in the Maldives after Grade 7, 'O' levels and 'A' levels) and Career Alternatives (e.g. Employment Sector Councils).

All Careers Facilitators have been given sufficient inputs to begin the 'Yes' Careers Boards immediately. Some examples of display materials that trainees have carried back to their locations are as follows:

- 20 cards with the 'Yes' logo and slogan
- colourful fliers about the Employment Sector Councils
- a complete set of pamphlets from the Maldives College of Higher Education
- 

### **12.3. A 'Yes' Careers Corner**

In schools and Atoll Education Centres with good infrastructure, a more ambitious plan is to ask for a small room or a corner of a large room to be dedicated to the 'Yes' Careers Service. This area could become the focal point for all careers related announcements, activities and exchanges that are organised on the campus.

## **13. Careers Guidance Working Group: Training and capacity building (Tor 13)**

The difficulties encountered in relation to forming and stabilising the CGWG have been described above. The composition of the present group is such that it is located within the Employment Section of the MHEESS. This group has been sustained through the course of the consultancy and it was therefore possible to train the group in a consistent manner. Given below are details of the training given:

### **13.1. Modalities of training**

Training was planned in partnership with the International Counsellor Trainer, to be a combination of didactic sessions and on-the-job training. Specific methods used were:

- Lectures
- Demonstrations and Skills Practice
- Assignments

- Assisting the consultants during all the pilot studies
- Assisting the consultant during development of curriculum
- Assisting the consultant during translation of material
- Assisting the consultant for trainee selection
- Planning and executing the organisation of the three training programmes
- Interfacing with counterparts in the MoE, MCHE and MoYDS
- Taking charge of all matters related to mass production of the training material
- Assisting trainers during the counsellor training programmes
- Planning follow up and on going networking with the trained Careers Facilitators.

### **13.2. Course content**

#### Unit 1:

All members of the group were taken through the 10 day Basic Skills in Career Counselling programme described above. The group was also given systematic inputs by the Social Marketing Specialist during her tenure in the project.

#### Unit 2:

This was a five day course that covered the following skills:

- Occupational Mapping
- Understanding the Maldivian Labour Market
- Collating and maintaining careers information
- Managing the job matching service
- Maintaining the social marketing initiative
- Extending the social marketing strategy to other project components

#### Unit 3:

This unit addressed skills for administering the careers service, networking with the trained counsellors and skills for offering individual career counselling services. Course content covered:

- Skills for Careers Counselling: Empathy skills
- Delivering individual career counselling sessions at a one-to-one level
- Skills for sustaining linkages with Careers Coordinators trained through the project
- Negotiation and Liaison skills with special focus on training providers, programme planning for ongoing teacher training and delivering invited Careers Guidance programmes.

This group of three young people has performed exceptionally well and has grown in stature, skills and knowledge. The group has a high potential to provide the necessary support for ongoing implementation of the CGSM service. Each member of the group has been given a specific responsibility that covers, Career Guidance, Social Marketing and Job Matching (Appendix 3).

## **14. Career Guidance and Social Marketing: Other components**

### ***14.1. Managing the toll free number***

One of the devices introduced by the social marketing component is a toll free number through which the target audience could avail of support services from the MHEESS. A system to manage calls coming through the toll free number has been put in place. This includes:

- a standardised response format
- a system to log all incoming calls and responses given
- a system of managing a roster of personnel who will attend to the calls
- a system to analyse data from the toll free log and use this data to fine tune the manner in which the toll free is managed and for ongoing programme planning.

As indicated above, the initial analysis of the calls received indicated that a significant proportion of the questions asked were with reference to training opportunities. Therefore, a data base of training programmes available currently in the Maldives has been prepared and personnel trained in using this data base to answer questions in a concrete manner. Presently, the CGWG manages the toll free number.

### ***14.2. Yes Website: Career Guidance Component***

Career guidance is one of the services offered through the Yes Website. An easy to use career guidance system has been developed along with a simple algorithm for internet based analysis of user's profiles. At present a user can use the website to obtain a basic profile of personal interests and use this information to explore careers and training opportunities and develop a personal career plan.

### ***14.3. Job matching Service***

A simple job matching service has been established, that maps onto the manner in which the Employment Sectors are organised in the Maldives. The service is located within the CGWG and members of the group have been trained to provide this service. The process of providing this service is as follows:

#### **Job Seekers data base:**

A format has been developed for the development and maintenance of a list of job seekers from calls received through the Toll Free number. Other sources of this information also include career guidance events and direct enquiries from job seekers. Enquires are classified and placed within the Employment Sector that is most relevant to the interests of the job seeker.

#### Job availability data base:

A format has been developed for the maintenance of job lists. The primary source of this information is advertisements appearing in the newspaper. Employers are also contacted and invited to send their requirements.

#### Job Matching:

The Job Matching service then is required to search this data base and link job seekers with employers.

#### Software to manage the Job Matching data base:

The service now is manually maintained. It is necessary as the service grows, that a software is developed to manage these data bases. An algorithm for such a data base has been developed and handed over the CGWG. Alternatively, ready made Job Matching softwares are available and may be purchased.

### **14.4. Kiosks and Job Centres**

As indicated above the Kiosk concept could not be operationalised during the period of this consultancy. Therefore, the training of personnel who will operate these Kiosks were not targeted. However the following has been accomplished:

The social marketing component has designed an innovative structure for the kiosk (Abdulla, 2007). As per this design, the Kiosk is a flexible, movable structure that can be installed in any location. It is designed with pouches and display areas for the exhibition of career and occupational information. A demonstration Kiosk was set up in the Male' Job Centre.

### **14.5. Extension of the career counselling service to other sectors**

Given the success of the first round of training (held in Male'), it was decided that the subsequent training programmes would also be opened to other organisations such as NGOs, the Child Protection Unit, the Narcotics Control Board, the Corrections Unit and the Scouts and Girl guides.

Participants from the NGO sector showed a high degree of motivation and willingness to implement careers services at the community level.

Particular mention must be made of the representation from the *Corrections Unit* (Prisons). The motivation of this person was exceptional and he demonstrated a high capacity for learning skills and translating them to his context. He has come up with a work plan for the delivery of the Yes Careers programme in the prison, for young people who are about to be released. Supporting this initiative, although it does not directly fall within the purview of the project is highly recommended.

## **15. Implementation and sustainability of career counselling services after training**

### ***15.1. Careers Service Calendar***

An important part of the training required trainees to learn to plan how they would implement career counselling services in their respective institutions. They were exposed to a 'Career Service Calendar' (Appendix 6) which helped them focus on planning issues such as:

- Target Group: Class, age, gender
- Number of students expected
- Socio economic background of participants
- Proposed dates of the programmes
- Estimated Budget
- Physical arrangements

Careers Facilitators used this form to practise skills related to planning a careers service. They were then expected to fill in the final form in consultation with their institution heads, get their approval and fax the form back to the MHEESS. This information has been collated and incorporated into the recommendations made at the end of this report.

### ***15.2. Feedback and workshop completion forms***

Careers Facilitators are required to self-assess the workshops they implement and send their impressions back to the MHEESS. They are also required to obtain student feedback. It is anticipated that these feedback mechanisms would contribute to the ongoing maintenance of the programme at the grass root level.

## **16. Outcomes and present status**

### ***16.1. Social Marketing***

All the devices planned in the social marketing strategy have been developed and finalised. A plan for the ongoing implementation of social marketing activities has been developed by the Social Marketing Specialist (Abdulla, 2007). One of the members of the CGWG has been comprehensively trained in social marketing methodology. The transference of the social marketing concept and message to the grass root level has been initiated through the career facilitator training programme. These ideas are now well incorporated into the career guidance system that has been put in place within the school structure of the Maldives.

### ***16.2. Career Guidance***

#### Training Programmes:

All training programmes have been successfully completed. The numbers reached are as follows:

### Total number of Careers Facilitators successfully completing training

Location	Numbers Trained
Southern Region	22
Central Region	20
Northern Region	28
<b>TOTAL</b>	<b>70</b>

As indicated in the table above, the total numbers reached did meet the target that was planned (120 persons). The reasons for this are as follows:

- The 20 Island Residents to be trained for management of the Kiosks were not identified since the MHEESS is not as yet ready to deploy their services.
- One of the key criteria stipulated for selection of trainees was that all trainees are Maldivian. The MoE indicated that identifying a sufficient number of Maldivian high school teachers was not easy.
- Three of the participants who attended the programme did not reach the expected level of attainment.

A list of all participants who have successfully completed the programme is appended (Appendix: 7).

### 16.3. Planning programme implementation

Most of the Careers Facilitators have had discussions with their heads of institutions and have completed and returned the Careers Service Calendar. This information has been used to develop recommendations for the MHEESS and MoE to consider. These recommendations are presented in the next section.

### 16.4. Implementation of Yes Careers Workshops

A total of 7 student workshops have already been conducted successfully on the islands, by 5 of the Careers Facilitators. The details of completed workshops are presented below:

#### Yes Workshops conducted as on May 23<sup>rd</sup> 2007

	Careers Facilitator	School / Event	Numbers reached
1	Fathimath Nisha	V. Keydhoo School	16
2	Mariyam Sobira	Ga. Atoll School	30
3	Ali Jawad	Fuvah Mulak School	24
4	Visaal Moosa	K. Dhihufushi School	62
		K. Gaafaru School	45
		K. Kaashidhoo School	51
5	Mariyam Saadha	Gdh. Youth Challenge	126
	<b>TOTAL</b>		<b>354</b>

Other Careers Facilitators have made clear plans to hold Yes workshops over the course of the year. Others have been successful in installing Yes Careers Boards in their schools.

*Pictures of these workshops are presented in Appendix 10.*

### **16.5. Yes Workshops: Review of workshop completion feedback**

Career Facilitators are required to self-assess the workshops they implement and send their impressions back to the MHEESS. These feedback sheets were reviewed. It was noted that planning was sound and appropriate activity sheets and methods had been used.

### **16.6. Yes Workshops: Student Feedback**

Careers Facilitators are also required to obtain student feedback. A sample of 30 student feedback sheets were drawn from the workshops conducted so far and reviewed. A summary of student feedback received is as follows:

#### **Summary of Student Feedback (N = 30)**

<b>Question</b>	<b>Not important</b>	<b>It was okay</b>	<b>Quite important</b>	<b>Very important</b>
Did you find this career counselling session important	0	1	3	26
<b>Question</b>	<b>Not useful</b>	<b>They were okay</b>	<b>Quite useful</b>	<b>Very useful</b>
Were the activities useful?	0	0	1	29

<b>Question</b>	<b>Did not understand</b>	<b>I think I understood</b>	<b>I understood</b>	<b>I understood completely</b>
Did you understand the activities?	0	0	7	23

<b>Question</b>	<b>Not good</b>	<b>It was okay</b>	<b>It was quite good</b>	<b>It was very good</b>
Was the method of counselling relevant to you?	0	0	8	22

While these highly positive responses may also be the result of the exuberance resulting from a well run workshop, it was also noted that all students in the sample have been able to achieve the following career development targets:

- Identification of specific talents and potentials.
- Identification of specific career alternatives they are going to pursue.
- Develop career paths.

The overall impression as on the date of submission of this report is that career counselling and social marketing has begun at the grass root level. The next important step of course is the mainstreaming of these services through formal government structures.

## **17. Recommendations for sustainability**

*Note: These recommendations were circulated in draft form and discussed at my final presentation, which was attended by the stakeholders and ESTP consultants (Appendix 11). The draft was then adapted as per suggestions that emerged and is presented below.*

### **17.1. Career Guidance and Social Marketing: A special unit within MHEESS – Employment Section**

Recommendation 1: Establish CGSM as a special / separate unit within the MHEESS.

*Action Points:*

Presently the CGWG has been instituted to manage the administration of CGSM programmes from the Employment section. The following points maybe kept in mind to further strengthen this group:

- Raise the status of the group by formally establishing a Career Guidance and Social Marketing Unit which will function as a 'wing' of the Employment Section.
- Create a post for and hire a senior staff member with the mandate to support the Employment Section for managing and administering the CGSM programme. In addition to career counselling, it is strongly recommended that this person has a background in social marketing since this is a core component of programme. Ideally, persons who have done well in the training (Appendix 7) that has been presently conducted maybe approached.
- Ensure that the persons deputed to be members of the Career Guidance Working Group (CGWG) are allowed to function full time for this service.
- The CGWG is presently composed of young people. It is essential that their motivation is kept up. The following incentives maybe considered in order to achieve this:
  - Send members of the group for further training
  - Depute members of the group to attended international conferences and study tours



## **17.2. Build capacity within the Maldives for CGSM**

It is crucial in the long run that the Maldives becomes self-sufficient for CGSM needs. The following points maybe considered to develop this capacity in-country:

Recommendation 2: Develop a competency based qualification for CGSM with specific reference to the Maldives and offer it as an accredited course.

### *Action Points:*

- Develop standards based on a close partnership with industry specialists from the Social Sector.
- Offer career counsellor training through existing institutions in the Maldives (e.g. the Teacher Training College). This could be considered as a specialist course or as part of the over all training that a teacher receives.
- It maybe necessary to hire the expertise of a consultant to address this need professionally. Alternatively, it could be one of the outputs of the ESTP in consultation with an expert.

Recommendation 3: Train the first core group of professional Maldivian career counsellors.

### *Action Points:*

- Since there is presently no expertise available within the Maldives to deliver the course described in Recommendation 2, it maybe necessary to hire the services of a professional career counsellor trainer to run the first course. The first batch of trainees could then become the faculty for on going implementation of the course.
- Alternatively, interested Maldivians could be sent out to other countries to obtain formal training.
- A further option is to depute a group of Maldivians to obtain on-the-job training from a professional career counselling organisation in another country.

Recommendation 4: Accredite the training that Careers Facilitators have already received

### *Action Points:*

- Review the curriculum developed for the Basic Skills in Career Counselling programme and establish standards.
- The MAB could consider adopting this as the national standard
- Re-assess the Careers Facilitators according to these standards
- Issue MAB accredited certificates to Careers Facilitators who reach the expected standard.

## **17.3. Mainstreaming of the Yes Career Guidance Service**

It is important that the overall system of career guidance and counselling is formalised for the Maldives. The operation of more than one system would cause confusion and detract from the effectiveness of any one programme. The following suggestions maybe considered in this regard:

Recommendation 5: Ownership of the Yes Career Guidance Service and associated material

*Action Points:*

- The question of ownership of the Yes Career Guidance Service may ESTP and the MHEESS. The service presently comprises clearly defined units of training and counselling material, developed for the MHEESS through the ESTP. Effective use of these materials requires training in the Basic Skills for Career Counselling. At the same time, requests are beginning to come in for training other groups.
- It is suggested that the Yes Careers Programme is located within the MHEESS. Information may be sent out to all concerned that MHEESS offers training in the Yes method. Requests for training may then be managed by MHEESS.

#### **17.4. Operationalisation of all components of the CGWG's roles**

Recommendation 6: The following aspects of the CGWG remain inadequately operationalised and need to be urgently attended to:

*Action Points:*

- Complete development of software for job matching service. The algorithm that has been developed by the consultant may be commissioned for development. Alternatively, ready made software maybe purchased from the market.
- Complete development of all aspects of the Yes Website.
- Control and monitor the CGWG's response to the toll free number.
- Monitor collation of training information.
- Monitor collation and maintenance of employment information.

Systems for implementation are in place and only need supervision for optimal operationalisation. These are all matters of urgency, since they are linked to enquiries from users in the public domain.

#### **17.5. Interface with Ministry of Education**

A number of discussions have already been held with the MoE. The recommendations made below are based on these discussions and feedback received from the field through the Careers Facilitators.

Recommendation 7: Orientation to supervisors and heads of institutions

Note: Almost all Careers Facilitators indicated that an orientation to the programme would be necessary for their supervisors and heads. In a few cases, Careers Facilitators reported that their heads *did not* allow them to implement the programme.

*Action Points:*

- Conduct a workshop for supervisors that would give them a deeper understanding of the Yes career counselling system being implemented by the MoE.
- Alternatively a Brief could be developed and circulated to all concerned parties.

### Recommendation 8: Role of the Careers Facilitator:

Note: Presently the Careers Facilitator is a teacher, carrying the extra responsibility of career counselling. In most cases this is a responsibility in addition to other extra curricular duties. The following suggestions are made to strengthen this role:

#### *Action Points:*

- Create a 'post' for counselling / or career counselling that teachers and other individuals could aspire to. This post could be filled by the graduates of the career counselling course described in Recommendation 3.
- If this is an extra duty, offer incentives in the form of financial remuneration, further education, or deputation to attend conferences and study tours.
- Count career guidance work as a part of the regular duty of the Careers Facilitators and correspondingly reduce the load in other areas.
- Recognise and institutionalise the role of the Careers Facilitator.

### Recommendation 9: Time tabling the careers service

Presently the careers service does not have a 'place' within the over all school time table. The following suggestions are made to clarify the location of the careers service within the school structure:

#### *Action Points:*

- The training that Careers Facilitators have gone through has prepared them to conduct 24 career counselling classes. Ideally, 24 periods a year maybe blocked for career counselling. If these many periods are not possible, a convenient number of periods maybe ear marked for career counselling.
- Alternatively, provision maybe made for career counselling workshops to be held within the school time table. These could be half day workshops and provision could be made for 4 such workshops over the course of the year.

### Recommendation 10: Allocation of space

Careers Facilitators have been trained to start a Yes Careers Corner and / or install a Yes Careers Board.

#### *Action Points:*

- Provision may be made to allocate space for these career counselling devices. Should space be a difficulty, at least wall space may be provided for the Yes Careers Board.

### Recommendation 11: Infrastructure and physical arrangements

#### *Action Points:*

- Careers Facilitators would require a cupboard or a storage system in which to stock counselling materials.

- Internet facilities would also be useful to allow them to access the Yes Website and other career information sites.

#### Recommendation 12: Networking

It is essential that Careers Facilitators are networked in a systematic manner through the MoE – MHEESS.

##### *Action Points:*

- Use existing communication devices (e.g. Yes Website, MoE newsletters if any) to network Careers Facilitators by publishing their experiences.
- Conduct careers conferences to bring all the Careers Facilitators together to share their experiences, attend skills development workshops and learn from each other.

### **17.6. Interface with Ministry of Youth Development and Sports**

Recommendation 13: Reconsider the manner in which young people could be reached

Note: The present implementation of the CGSM programme has not been very successful in reaching youth and those who are out of school.

##### *Action Points:*

- Take the matter up for discussion between the MHEESS and the MoYDS.
- Develop relationships with youth NGOs.
- Re-strategise the establishment of Kiosks and Job Centres in key locations.

### **17.7. Extension to other sectors**

Recommendation 14: Network with other interested institutions

One of the trainees recruited from outside the school sector was a Prison Officer. He is keen to take Yes into the prison and offer careers services to young people who are about to be released from prison.

##### *Action Point:*

- It is suggested that the CGWG supports this activity and offers career guidance systematically to those who are in prison.

### **17.8. Aptitude Testing**

Note: The idea of establishing an aptitude testing system was considered during the initial stages of this project. This was however postponed on the recommendation of the consultant, given the preliminary nature of careers services in the country. It had been suggested that this option be re-considered after the first round of training has been completed.

Two options could be considered as follows:

### Recommendation 15: Standardise an Aptitude testing system for the Maldives

#### *Action Points:*

This exercise is a technical one and would require expertise in a variety of areas including, psychology, psychometry, and statistics. It would require a random, representative sample of at least 1500 students. Drafts of the test would be administered to this sample. Their responses would be put through various statistical analyses. The 'final' test would emerge from this analysis. Completion of such a project would take about 9 to 12 months. The primary advantage of taking this option is that the Maldives would have its own testing system in place that is culturally relevant and statistically standardised for the Maldivian context.

### Recommendation 16: Affiliated service delivery

Note: This would involve developing an affiliation with an established career counselling company and adapting existing tests for the Maldives. Within this format the Aptitude Testing aspect of the Maldivian careers service would be executed under the supervision of a professional career guidance and counselling organisation. The most common method adopted by almost all career counselling companies is the franchisee model as follows:

#### *Action Points:*

- Counsellors are trained in skills for administration of a specific testing package and for explaining test reports to students.
- Completed test protocols are sent by the counsellor to the career counselling company.
- Test scoring, interpretation and report generation are conducted by professional psychologists at the 'parent' company
- Individual Career Reports are sent back to the counsellor who would then discuss the report with the student. The counsellor would have been trained through the programmes described above to carry out this function.
- The counsellor then integrates this information into the rest of his/her counselling activities.

The Primary advantage of Option 2 is that testing and reporting would be done professionally. The main disadvantage is that in addition to the initial cost of test adaptation, there would also be a significant recurring cost (usually about 8 to 10 US\$ per student) each time the test is used. Also the logistics of transferring information from the islands to the partner agency would cause significant delays.

It is suggested that the development of a Maldivian Aptitude Test (Recommendation 15) is considered seriously and capacity to conduct this assessment in-country is built and located within the MHEESS. It must be noted however that an Aptitude Test result by itself is not sufficient for comprehensive career guidance. It is one of the sources of information that could be usefully used by a trained counsellor.

### **17.9. Ongoing implementation of social marketing programmes**

The impact of the social marketing campaign through 3 public events and presence in the print and television media has been significant. Analysis of data coming in through the toll free number and the website hits shows that the depth of penetration is comprehensive. It is essential that this momentum is kept up.

The following suggestions may be kept in mind to further sharpen the impact of the campaign:

#### Recommendation 17: Assessment of impact

Note: Base line data has already been collected during the pre-intervention phase of the present project.

##### *Action Points:*

- Develop a research design using the pre-intervention – post intervention model to conduct an impact assessment.
- This maybe considered toward the close of the project.

#### Recommendation 18: Maintenance of website and toll free number

##### *Action Points:*

- Ensure that the website is kept updated and current and that the toll free number is serviced as per the systems established during this consultancy.

#### Recommendation 19: Collate and distribute information

Note: Careers Facilitators have specifically requested that they are supplied with careers information, posters and other material. It is essential that material that has been developed continues to be mass produced and supplied.

##### *Action Points:*

- Continue with the production and distribution of fliers, posters and other material as per the plan laid out in the Social Marketing, end of term report (Abdulla, 2007).

#### Recommendation 20: Integrate Yes into other project components

##### *Action Points:*

- Develop and standardise a template that will be incorporated into all material outputs of other project components. For example, it is suggested that all training manuals carry a preface which outlines the Yes theme and the other social marketing messages.

Recommendation 21: Optimise use of already developed social marketing material

*Action Points:*

- Ensure that all the devices developed by the social marketing component are used and aired.
- Indications from the initial analysis of data from the toll free number indicate that it is television and radio which have the highest impact. It is suggested that these media are used optimally for continued promotion of the Yes messages.
- Opportunities to move the Yes television / radio programmes into the realm of sponsored / free public service advertising maybe explored with the Ministry of Information and Arts.

**17.10. Maintenance of occupational list**

The list of occupations within the ESTP is still evolving. The CGWG must be kept informed of occupations as they are finalised. It is also likely that other occupations and training opportunities would emerge within the Maldives. The following points maybe kept in mind for any expansion of the occupational list.

Recommendation 22: Establish career development pathways

*Action Points:*

- It is important as new occupations emerge that the over all career development possibilities they offer are made clear by highlighting the career paths that are possible for ongoing development. Samples have been provided in the careers information cards developed for this project.
- The International Standard Classification of Education (ISCED), developed by UNESCO maybe used as a guideline. The following website provides information:

[http://www.uis.unesco.org/ev.php?ID=3813\\_201&ID2=DO\\_TOPIC](http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC)

Recommendation 23: Standardise occupational classification

*Action Points:*

- It is important that the names and descriptions of occupations are standardised and a common, internationally accepted nomenclature is adopted. The International Standard Classification of Occupations (ISCO) produced by the International Labour Organisation (ILO) maybe used to standardise this list. The following website provides information:

<http://www.ilo.org/public/english/bureau/stat/isco/isco88/index.htm>

### **17.11. Second revision of the Career Counselling Kit**

#### Recommendation 24:

130 units of the Career Counselling Kit had been produced. Almost all this material has been distributed. Should a second edition be considered, the following points maybe kept in mind:

#### *Action Points:*

- Review all material linguistic accuracy. Points suggested by trainees during the training programme have been noted and may be referred to.
- Update the careers list based on the developments within ESTP and the Maldivian world of work at large.
- Redesign student activity sheets to make them more attractive and incorporate more material developed by the social marketing component. For example 'characters' could be developed based on the fingerprint that could be incorporated into the activity sheets.

## **18. Conclusion**

In maybe stated in conclusion that the main targets of the Career Guidance and Social Marketing component of the ESTP have been met successfully. Feedback received has indicated that the various strategies planned have addressed the felt needs of the target audience and that programmes have been initiated and are working at the field level.

The bringing together of Social Marketing and Career Guidance has borne rich dividends for this project. If deployed independently, these services would have functioned in a vacuum. Bringing the two together has induced a spark of excitement into a passive and tedious environment where young people, particularly on the islands, tend to be bored and disinterested.

This combination of social marketing with career guidance offers a model for other behaviour change related initiatives.

It must be noted however that these programmes would remain notional until they connect with local realities. If these initiatives are to be meaningfully sustained, they must be attuned to the ways of thinking and living that compose the fabric of Maldivian society.

**Gideon Arulmani,**

Employment Skills Training Project: *Career Guidance and Social Marketing Advisor.*

Date: 23<sup>rd</sup> May 2007.



# Appendices

### Appendix 3: Career Guidance Working Group: Roles and responsibilities

Generic Duties	Hanna Abdul Sattar	Mariyam Sadha	Ali Shafiu	Eyman Anwar
<b>Lead role (with support from other team members)</b>	All social marketing related planning	All careers guidance related planning	All job matching related planning	Limited to the occasional training programmes or Careers guidance events for which she is deputed
<b>Filing</b>	All Social marketing materials. Maintain 'common filing' system for the CGWG	All Careers guidance materials In charge of updating all MoE related interactions	All Kiosk and Job matching materials	
<b>Stocks Register</b>	All social marketing materials and toll free number related materials	All careers counselling materials and teacher training materials	All Kiosk related materials and job matching materials	
<b>Material Development</b>	Prototypes of 'Yes' devices for 'Yes' Careers Board and 'Yes' Careers Corner in schools	Prototypes of <i>content</i> for Careers Guidance related Fliers and Posters for 'Yes' Careers Board (using design elements after consultation with Hanna)	Call for quotations, identification of party for execution of the job matching software	Support Hanna, Sadha and Shafiu on their specific material development targets
<b>Data analysis</b>	Conduct monthly analysis of toll free calls and inform MHEESS, the project and the CGWG	Analyse information from Careers Services Calendar, Students' feedback and Career Workshop Completion formats	Regularly maintain and update all Job Matching information	Provide support to other CGWG members as and when possible
<b>Supporting Careers Facilitators</b>	Manage all communications with Careers Facilitators	Manage all service related activities with reference to the Careers Facilitators	Support Sadha with phone calls	
<b>Job Center</b>	Complete posters and other interiors related plans	Manage careers sessions – individual and small group	Manage job matching sessions – face to face and telephonic	Give time for individual careers sessions (after consultation with PIU)

## **Basic Skills for Career Counselling**

“YES” is a special career counselling programme that has been developed for the Maldives by the Ministry of Higher Education, Employment and Social Services as a part of the Employment Skills Training Project. Basic Skills for Career Counselling will train Teachers to use the “YES” careers programme with students in Grade 7, 10 and 12.

The course focuses on Career Guidance and Counselling and is designed build teachers’ capacity help students make effective educational and occupational decisions. On completion of training teachers would be required to conduct regular career counselling programmes in their respective schools.

All training expenses including travel and accommodation will be borne by the project

- **Duration of the course:** 12 days (Residential) in 2007
- **Course delivery:**
  - 3 modules adding up to 12 days
  - Module 1 (5 days): Early February
  - Module 2 (4 days): Late February-March
  - Module 3 (3 days): April-May
- **Course Content:** The course blends theory from Career Psychology with Career Counselling skills Examples of themes that will be addressed are:
  - Promoting the young person’s self-understanding
  - Helping the young person understand the world of work
  - Teaching young people to develop career alternatives and make career plans
  - Promoting positive attitudes toward work and learning
  - Developing sensitivity to gender and career development
- **Career Resource Kit:** Teachers will learn skills to conduct group workshops and hold individual sessions using a special resource kit
- **Eligibility:**
  - Maldivian nationality
  - At least O level
  - Minimum 20 years
  - Willing to conduct career counselling programmes
  - Teaching experience of at least 3 years
  - Good communication skills

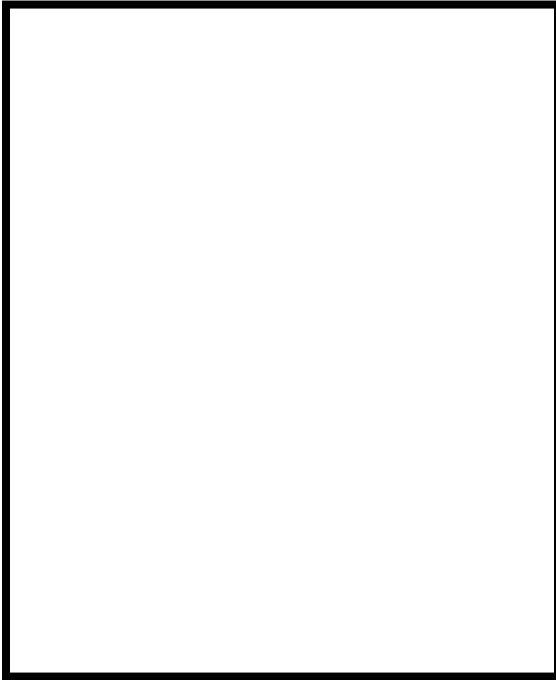
**If you would like to help young people say “YES” to their careers, please fill in the application form and return it to your head of institution. Your application will be assessed and you will be intimated when you are selected.**



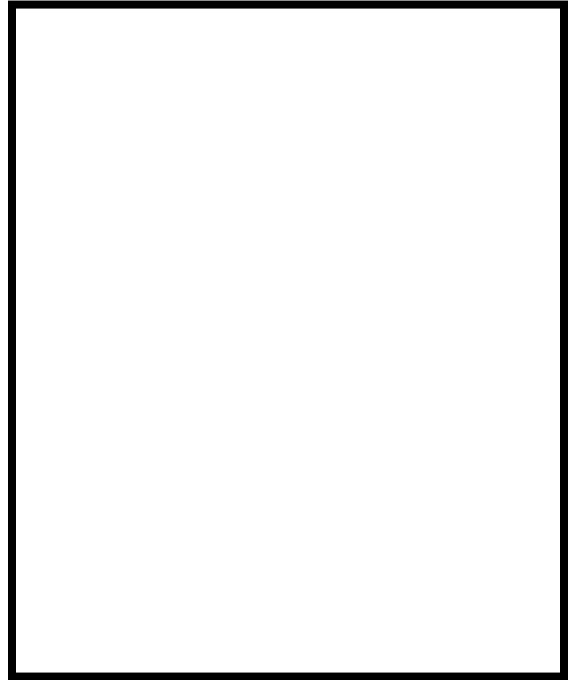
## Appendix 4: Application Format

### A "Get in Touch" Exercise

Draw (no writing!) something that describes you today!



Draw something that will describe you after the training programme!



*If I am selected for this training programme I am willing complete the training cycle of 10 days and after the training I am willing to conduct career counselling workshops within the school. I understand that this may have to be a voluntary service.*

Signature:

Seal and signature of your Superior:

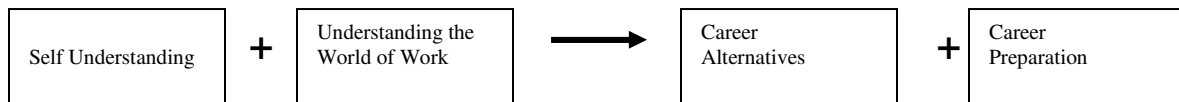
Date:

## **Appendix 5: Basic Skills for Career Counselling: Extract from Curriculum**

### **1. Rationale for a comprehensive system of guidance and counselling for the Maldives**

The type of career counselling services to be provided through the Employment Skills Training Project must first of all be clarified. The project objectives as presently defined lay an almost exclusive emphasis on *career information delivery*. While this is a critical part of career guidance, it must be noted that it is only one part. A comprehensive system must address other issues that would make career counselling more holistic. These objectives could be met quite easily by making a few adaptations to the project.

The career counsellor training programme under discussion uses the Career Discovery Equation to describe a holistic approach to career guidance and counselling



#### **1.1. Self Understanding:**

*Learning Targets:*

- Demonstrate the knowledge about how individual characteristics are related to achieving personal, social, educational and career goals and demonstrate skills to help career choosers achieve these insights.
- Demonstrate the knowledge of how social, economic and cultural factors influence career choices and demonstrate skills to help career choosers develop insights into these process.
- Describe the relationship between personal maturation and career development and the importance of life long learning to career development. Demonstrate skills to help career choosers understand these relationships.

#### **1.2. Understanding the world of work:**

*Learning Targets:*

- Demonstrate the knowledge of education and career development and interlinked.
- Demonstrate skills to find, evaluate and interpret career, educational and occupational information and the skills to transfer this information to career choosers.
- Demonstrate the skill of being able to help careers choosers develop a positive work culture and proactive attitudes toward work and learning
- Demonstrate the skills of being able to help careers choosers develop sensitivity to gender issues and career development

#### **1.3. Developing Career Alternatives**

*Learning Targets*

Demonstrate the skill of helping career choosers match information about self and the work of work to generate career alternatives.

#### **Skills for Career Preparation**

*Learning Targets*

Demonstrate the skill of helping career choosers develop a concrete career plan that is based on their career alternatives.

**Appendix 6: Careers Service Calendar**

**Careers Coordinator:**

**Location:**

**Date:**

Srl. No:	Target Group	Name of Institutions	No. of Students expected	Gender	SES	Proposed Duration of the program	Proposed Dates of Program	Estimated Budget*	Other Physical Arrangements	Any support requested from MHEESS

\*Please enclose a detailed item-wise break-up of your candidate estimated budget

**This plan has been approved by:**

\_\_\_\_\_  
 (Signature of the Authorized Signatory (Give Full Name, Designation, Official Seal))



## **References**

1. Abdulla, A. (2006). *Employment Skills Training Project: Social Marketing Strategy*. Ministry of Higher Education, Employment and Social Security, Male', Republic of Maldives.
  2. Abdulla, A. (2007). *Employment Skills Training Project: Social Marketing Component: Final Report*. Male', Ministry of Higher Education, Employment and Social Male', Republic of Maldives
  3. Arulmani, G. (2004). *Job centres as part of a national job-information network: Final Report*. Integrated Human Development Project. Ministry of Employment and Labour, Male', Republic of Maldives.
  4. Lythe, D. (2007). *Employability, technical support, supervisory and management competencies within the new competency-based national qualifications*. Employment Skills Training Project, Discussion paper 025. Male', Republic of Maldives
  5. Nag, S. (2007). *Employment Skills Training Project: Basic skills for Career Counselling: Capacity building of Maldivian careers coordinators in schools, Atoll Education Centres, Higher Education Faculties and NGOs*. Male', Republic of Maldives.
  6. MacFayden, L., Stead, M., & Hastings G. (1999). *A synopsis of social marketing*. Postition Paper: Institute of Social Marketing, University of Stirling, UK.
-