



Jiva Project Implementation

The Jiva Project has been designed to be implemented over a period of 36 months. It started in October 2007.

Key Action Points

Action Point 1: *Use social marketing principles to develop an 'Indian identity' for career development and livelihood planning.*

Objectives:

1. Crystallise the idea of career counselling around concepts such as the meaning and purpose of work, responsibility to self and to society.
2. Create an evocative name for the programme and design a suitable logo and slogan.
3. Use this name, logo and slogan as the cornerstone for all promotional activities and social marketing campaigns related to career counselling.

Method:

- Use the services of social change and marketing specialists, designers, artists and advertising professionals to develop promotional material.

Outcomes expected:

- The programme will have a clear identity and a 'name' that is evocative and attractive to young people supported by identifiers such as an attractive logo and slogan. Such an identity would facilitate up scaling the programme to a wider reach.

Action Point 2: *Prepare curriculum and teaching learning material for counsellor training and career counselling*

Objectives:

1. Develop a curriculum for an M.Phil degree in Career Counselling and Livelihood Planning, to train Master Career Counsellor Trainers (MCCTs).
2. Develop a curriculum for a Certificate in the Basic Skills for Career Counselling to be offered at the grass roots level, to build the capacity of careers facilitators.
3. Develop a career counselling kit for delivering career counselling services to young people. This would involve extending material already developed by The Promise Foundation.

Method:

- Create a panel of curriculum development experts and specific discipline based content experts who would assist in the formation of the curriculum and teaching-learning material.
- TPF's experience and the WORCC-IRS data would be used as source material.

Outcomes expected:

- Standardised and trial tested career counsellor training curricula.
- A relevant career counselling system with validated tools and teaching-learning material.



Action Point 3: Create a core group of Master Career Counsellor Trainers (MCCT)

Objective:

1. Four to five persons would be identified to compose a core group of Master Career Counsellor Trainers (MCCT). These persons would be employed by The Promise Foundation (TPF) for the duration of the project. They would be the first batch to go through the M.Phil degree in Career Counselling and Livelihood Planning which would build their capacity to:
 - (a) deliver career counselling to youth
 - (b) train others in the skills of career counselling.

Method:

- Take the trainees through the M.Phil programme, laying equal weight on the theoretical aspects as well as practical, field work.
- The training would be integrated into TPF's ongoing career counselling service.
- Particular emphasis would be laid on developing strong skills to teach and train others.

Outcomes expected:

- A team of fully qualified Master career Counsellors with the capacity to transfer skills to careers facilitators.

Action Point 4: Establish Model Career Resource Centres

Objectives:

1. The Master Career Counsellors Trainers (MCCTs) would establish 4 to 5 Model Career Resource Centres (CRC) in and around Bangalore, where TPF is headquartered.
2. Ensure that the MCCTs acquire a high degree of competence for the skills of setting up CRCs and the practice of career counselling.

Method:

- Partner educational institutions would be identified, that cater to a wide range of students and young people.
- Over the year, as part of the training requirement, the persons training to become MCCTs, will establish Model Career Resource Centres using the material that has been developed for this purpose (Action Point 2).
- Personnel from the Partner institutions would be simultaneously trained to take over the CRC at the end of one academic year.

Outcomes expected:

- Have at least 4 well functioning career resource centres that could be 'showcased' as models for governments, voluntary organisations, corporate organisations, social service groups and others.
- Use the model CRCs to motivate government departments and other organisations and to deploy their resources to develop CRCs in their regions.



Action Point 5: Advocacy and policy action

Objectives:

1. Engage in advocacy activities to draw the attention of policy makers to career counselling.
2. Gain wider public attention for career counselling through the media and publications. Ideas that emerged from Action Point 1 would be integrated into this activity.
3. Use the Model Career Resource Centres (Action Point 4) to demonstrate the value of career counselling
4. Obtain commitments from governments and other institutes that they would allocate resources and depute personnel to be trained in career counselling.
5. Work toward policy action with regard to the provision of career counselling services.

Method:

- Use public service advertising to communicate messages related to career development as designed by the social marketing component of the project.
- Write articles in popular newspapers and magazines.
- Publish in academic journals.
- Conduct short conferences and seminars to stimulate debate and discussion.

Outcome expected:

- Increase in policy makers' sensitivity to the holistic meaning and importance of career counselling.
- Obtain commitments from governments and other institutions to allocate resources and depute personnel for training in skills to establish Career Resource Centres in their regions.
- Initiation of policy action with regard to mainstreaming career counselling services at the national / state level.

Action Point 6: Skills transfer and capacity building

Objective:

1. Based on the outcomes of the social marketing (Action Point 1) advocacy activities (Action Point 5) the MCCTs will conduct the Certificate in Basic Skills for Career Counselling and Livelihood Planning individuals deputed for training by government (e.g. Government school teachers) or other institutions.

Method:

- Use public service advertising and other freely available media to advertise the Diploma programme and recruit the first batch for training.
- The Master trainers team will conduct the course in batches of 20 to 30 trainees over the course of the year. These persons would be trained to be Careers Facilitators.



Note: Income to sustain this part of the project would be through fees charged to the trainees or the organisations that depute them for training.

Outcome expected:

- Achieve skills transfer amongst a minimum of 60 trainees and help them acquire the capacity to deliver career counselling services in their locations through Career Resource Centres.
- Stimulate sufficient interest to offer training on an ongoing basis.

Project implementation time lines

Action Point	Project Activities	Year 1				Year 2				Year 3			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Use Social Marketing Strategies to develop a clear identity for career development												
2	Prepare curriculum for career counsellor training and teaching – learning material for career counselling												
3	Create a core group of Master Career Counsellors and build their capacity												
	Note: Career counselling activities would continue during this period of training. Therefore the reach of the programme to youth and students would begin during the first year itself.												
4	Establish and operationalise the first set of Model Career Resource Centres												
5	Advocacy and policy action												
6	Skills transfer and capacity building at national level: Note: Three batches of training would be conducted over the year. Each batch would comprise 20 trainees												

Note:

It is anticipated that by the end of Year 3, that the Certificate Course created by this project would be established well enough to draw trainees from around the country. Fees charged would be used to cover the ongoing costs of training.



Outcome and Impact assessment

Monitoring and evaluation for impact assessment is one of The Promise Foundation's specialisations and we use both qualitative and quantitative methods. The following points illustrate how we intend to develop a comprehensive system for assessment:

- Impact assessment will be planned at three levels:
 - Impact of training at the level of Master Career Counsellor Trainers
 - Impact of training at the level of Careers Facilitators
 - Impact of career counselling and livelihood planning service delivery through the CRCs.
- We take a pre intervention – post intervention approach to impact assessment. All our training and intervention modules are designed to obtain baseline data about 'where the client is' with regard to knowledge, skills and attitudes before they receive our inputs. The same mechanisms are used to assess the same variables during and after they receive inputs.
- At the level of training these measures are both quantitative and qualitative. Quantitative measures are through tests and examinations. Qualitative measures are through supervision, observation of performance and feedback.
- At the level of service delivery, data is usually obtained through questionnaires. These questionnaires are developed specifically for the purposes of the project.
- Careers Facilitators would be provided with tools for tracking students they reach. In the short run, TPF would monitor this data. In the long run, this responsibility would lie with the Facilitator and his or her organisation. It is our normal practice to go back to a project 2 to 4 years after its completion to obtain information about its impact.
- Documentation and reporting will be an integral part of the project and would offer a further method of monitoring and evaluation. Documentation methods used will include:
 - Narrative reports
 - Video and photographic documentation
 - Data from the various assessment and monitoring tools
 - Feedback from trainees and their employers (interviews and written feedback)
 - Feedback from students and others who participate in the programme (interviews and written feedback)

This information will be compiled in 6 monthly intervals.

Sustainability and dissemination

As described above, the primary objectives of this project are two fold:

- Build high quality resources in the form of a Master Trainers Group, a curriculum for training career counsellors at the diploma level and standardise teaching-learning material for career counselling services.
- Build awareness and stimulate interest in career counselling at multiple levels including policy makers, government departments, voluntary organisations, counsellor training institutions, boards of education and other organisations that are responsible for adolescents and youth.



It is anticipated that if these objectives are met adequately, sufficient interest would be created at the national level, for organisations concerned to invest resources in career counsellor training.

Some of the specific areas that would be targeted during the project to ensure long term sustainability and comprehensive dissemination are as follows:

Re-vitalise existing structures, systemic provisions

Earlier policies have already made provisions for the delivery of career counselling services. *Vocational Guidance Officers* for example are an existing cadre already provided for within the government system of the Ministry of Labour. However it seems these cadres have fallen into disuse. The social marketing and advocacy components of the project would aim at re-vitalising these cadres with skills and methods and offer an immediate approach to the delivery of career counselling services.

Phase 2 of this project through the National Consultation on Career Psychology (NCCP), brought together representatives from universities, government and non-governmental organisations. Representatives from *four State Governments* who were present at the NCCP, namely, Himachal Pradesh, Jammu and Kashmir, Meghalaya, and Chennai indicated that they would be willing to support career counselling services through the state machinery in their respective government departments. We have made significant progress with the Government of Pondicherry with regard to integrating careers services into the school system.

Boards of Education have also made policy decisions for career counselling to be offered to their students across the country. Budget provisions have also been made. The project will aim at drawing the interest of the heads of these boards and win their ongoing participation for the dissemination of career counselling services.

Incorporate into the university system

Career counselling in India, should grow into a full fledged Master's level course in Career Psychology, offered through the University system. This is the long term objective of the project. It is planned that university lecturers and professors would be a part of the panel that would create the curriculum for this project. The support of these academics would be used during the project to present the curriculum to university departments for appraisal, accreditation and possible inclusion in their list of courses.

Funding and resources

All efforts would be made to ensure that these skills transfer and capacity building activities would be funded by the institutions that depute personnel for training. A key project methodology, to facilitate up scaling would be to tap into government funds already earmarked for youth welfare.