

Establishing Career Guidance and Job Placement Cells under the Skills-21 Project in Bangladesh

Mission 2: Training of staff identified to operate the career guidance job placement cells



REPORT

**Submitted by Gideon Arulmani,
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1. Background

The career guidance component of the Skills-21 project aims to establish career guidance and job placement cells in seven institutions to be operational by 2019 with at least 20% of students making use of these services by 2020. As per the project design, this objective is to be met through three tasks:

Excerpt from project document:

- The first task (T13): a five-day scoping mission to Bangladesh, to review the operations of the career guidance and job placement cells. The findings of T13 would inform the second task (T14).
- The second task (T14): a five-day tailored training activity in Dhaka for staff operating the career guidance job placement cells on global good practice in job placement services by way of public private partnerships.
- The third task (T15): one-week mission to render technical advisory services for the career guidance job placement cells operators on how to consolidate their monitoring and evaluation processes and tools.

The first task (T13) which was a scoping mission was completed over August – September 2018. The data collected was analysed and the following eight recommendations were made:

- A. Recommendation 1: Clarify and establish a clear policy framework to deliver the career guidance and job placement programme.
- B. Recommendation 2: Develop a culturally grounded assessment system whereby students could gain sound insights into their interests, aptitudes and career beliefs.
- C. Recommendation 3: Develop teaching-learning material related to the world of work.
- D. Recommendation 4: Develop teaching-learning material related to career preparation and job placement
- E. Recommendation 5: Develop a career guidance and job placement kit.
- F. Recommendation 6: Develop a career guidance and job placement workforce.
- G. Recommendation 7: Integrate monitoring and evaluation systems into the career guidance and job placement intervention.
- H. Recommendation 8: Expand the type of TVET courses offered.

An implementation plan was developed by the consultant to execute these recommendation during Mission 2.

This report presents the activities and outcomes of Task 14.

2. Career Guidance Working Group and Career Guidance Officers

As per the implantation plan, it was agreed that a career guidance working group (CGWG) is formed through which these recommendations could be implemented. The CGWG would then train career guidance officers (CGO) for the implementation of the programme. A detailed job description of the members of the CGWG was provided by the consultant. Please see Appendix 1 for details. Recruiting the CGWG was the responsibility of the Skill-21 project managers. It was then decided that the members of the CGWG would also play the role of the CGO. The group comprised 15 individuals from the 7 Skills-21 institutions, namely, Bangladesh Sweden Polytechnic Institute, Kaptai, Feni Polytechnic Institute, Feni, Institute of Marine Technology, Bagerhat, Jamalpur Technical School and College, Jamalpur, Khulna Mohila Polytechnic Insititute, Khulna, Sylhet Technical School and College, Sylhet and Technical Training Center, Gaibandha.

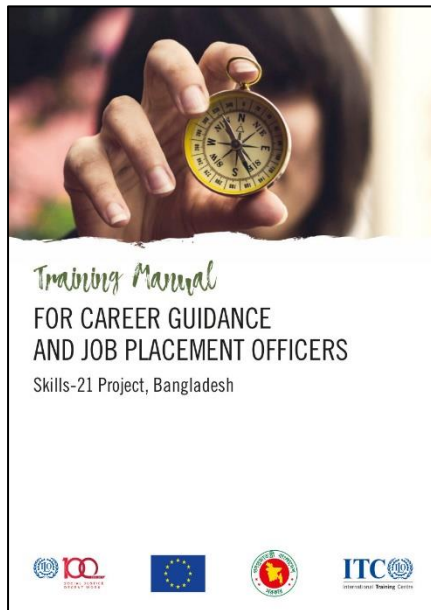
3. Development of a Career Guidance Kit for Bangladesh

The consultant used the findings from Task 13 to develop a career guidance and job placement intervention suited to the cultural and economic realities of Bangladesh. Central to this intervention is a career guidance kit comprising assessment and teaching-learning material for the delivery of career guidance and job placement services. The kit was developed based upon templates trial tested in other Asian countries and the findings of the scoping mission conducted during Task 13. The kit was made up of the following elements:

- A. **Student Worksheets:** Each activity in the intervention is supported by specific Student Worksheets. The Kit supplies a Master Set of worksheets. The necessary worksheets are to be photocopied or printed for each workshop. Students enter their learnings into the worksheet. All worksheets are compiled and become a Workbook at the end of the intervention.
- B. **Learning Cards:** The small group activities that occur during the workshops are supported by Learning Cards. These are cards full of interesting information based on which the small group could have its discussion and also fill in their section of the worksheet.
- C. **Career Dictionary:** Career Information about a wide range of careers available in Bangladesh is presented through a career dictionary. These careers are classified across five potential areas. This information maybe be installed in the library and made available for participants to access.
- D. **Career Information Cards:** These cards provide detailed information about specific careers.
- E. **Information Sheets:** These are sheets that give guidelines, tips and instructions that students can use for various career development activities.
- F. **Flip Charts:** This is a set of large sized charts that the facilitator can use to conduct the workshop. One set of charts in provided for each module.

4. Development of a Training Manual for Career Guidance Officers

Taken together the career guidance and job placement intervention comprises a total of 22 activities to be delivered by the career guidance officers in the classroom. A comprehensive training manual was prepared based on which the training was provided. While the manual is primarily focused on the skills of career guidance and job placement, it also ensures that the correct amount of theory is also provided to the trainees. Appendix 2 provides an overview of the contents of the training manual.



The manual provides detailed instructions on how to implement each of the 22 activities under the following headings:

- Title of the activity.
- Content of the activity and theoretical background.
- Learning Objectives to be achieved through the activity.
- Target Group for the activity.
- Duration and time necessary for the activity.
- Material required for the activity.
- Method of executing the activity.
- Conclusion of the activity.

Each career guidance officer was provided with one copy of the manual. This manual is also the guide book for the implementation of the career guidance and job placement intervention.

5. Skills for Career Guidance: Training of the Career Guidance Officers

The training was conducted over 8 full days from 9 am to 5 pm daily. Appendix 3 provides the training schedule.

About 20% of the training focused on basic theoretical concepts related to career guidance and job placement, from the emerging economy perspective with specific reference to Bangladesh.

Theoretical inputs were provided through lectures and demonstrations, supported by power point presentations.

The objective for the skills training was three fold:

- Participants should be able to link the theoretical concept with the career guidance activity.
- Participants must understand the learning outcomes planned for each activity.
- Participants must begin to gain skills to implement career guidance services using the kit.

The steps followed by the training are as follows:

- Step 1: All participants were required to go over the Facilitator's Notes individually, with one of them reading the notes out to the class.
- Step 2: The participants were then required to identify the material required for the activity from the templates and samples provided by the consultant.
- Step 3: The consultant then demonstrated the activity, using the sample material.
- Step 4: The participants then studied the material, and made their own practice presentations to the class. All participants were given the opportunity to make their practice presentations.
- Step 5: Participants who made the presentation were given feedback about their presentation. It was expected that they would use this feedback to improve their next presentation.

Given below is a pictorial presentation of the training in progress:



Becoming familiar with samples of career guidance material



Preparing and practicing to use the material



Making presentations and gaining skills to use career guidance material to conduct group workshops

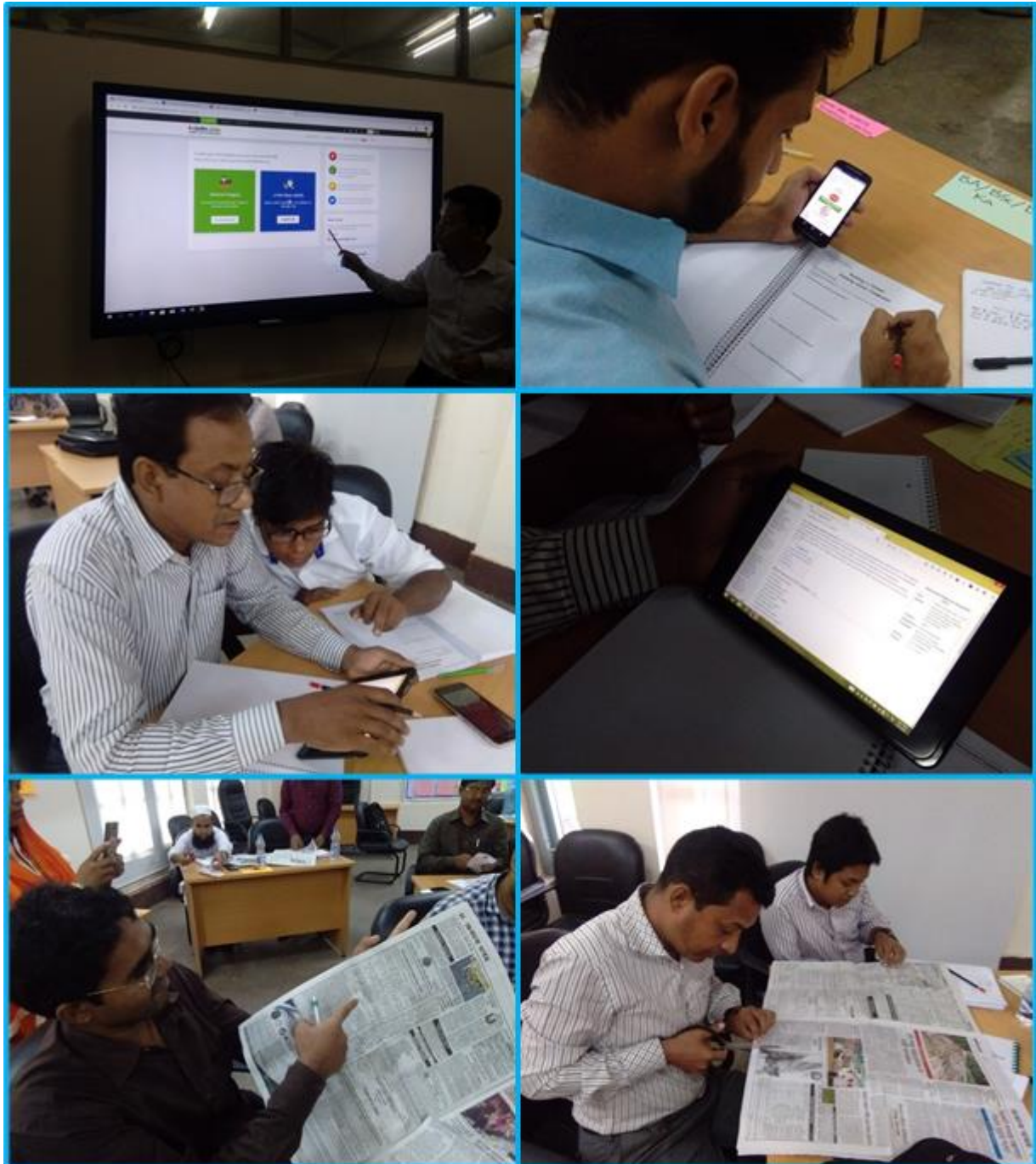
The training followed the cycle of demonstration >> comprehension >> peer learning >> practice presentations and >> feedback. Gradually, the participants' familiarity with career guidance concepts improved and they developed higher levels of skills to use career guidance material to conduct group workshops.

6. Skills to use internet resources: Training of Career Guidance Officers

A wide range of resources are available on the internet for career guidance. It is important however that career guidance service providers learn how to use these resources. An important component of the training was to introduce the Career Guidance Officers to internet resources and develop their skills to access and use these resources. The main topics covered were:

- Navigating job portals and learning to help students register on these portals.
- Career information portals covering local, national and international job advertisements.
- Learning to use the websites of leading employment providers to collate job information that could be passed on to students.

The focus for this aspect of the training was mainly on the identification of career and job information and packaging it such that the information could be passed on to students. It must be noted that local job information may not always be available on the internet. Therefore the skill of identifying job information from resources such as the newspapers was also highlighted.



Learning to access the internet using various media such as the computer, phone and ipad. Using the newspaper as a source of job information.

7. Developing New Career Guidance Material

The career guidance material provided by the consultant were of a generic nature, which had to be adapted for the Bangladeshi context. Based on the training received, participants were divided into smaller groups and tasked with the responsibility either to adapt existing material and/or create new material specifically for Bangladesh. Various important resources emerged through this exercise:

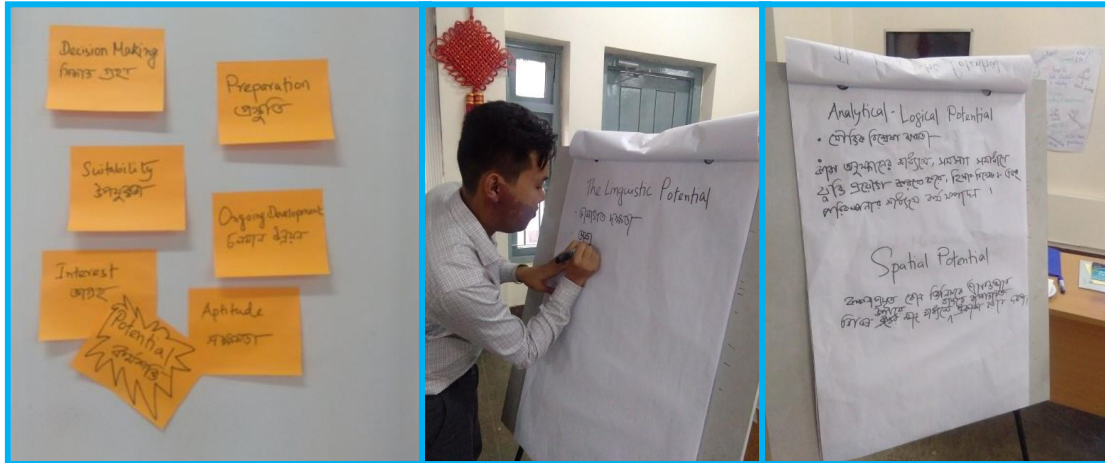
- Detailed career information pertaining to the courses offered through the Skills-21 institutions.
- Specialisations possible after obtaining basic qualifications through the Skills-21 programmes.
- A map of the overall educational system in Bangladesh, covering the University, Religious Schools and Vocational Training pathways.



This was an important exercise since it contextualised career information to Bangladeshi realities. This original material will be fine-tuned and integrated into the career guidance kit.

8. Translation

Almost all the material provided by the consultant was in English. Therefore an important target was to translate the material into Bangla. During the lectures it was noted that a number of English career guidance words did not have Bangla equivalents. This is common with most Asian languages since the notion of work is quite different in these cultures from Western cultures. In order to address this gap, all English words that needed new representations in Bangla were identified. The Bangla equivalents were coined both through group discussions as well as referring to dictionaries.



Translation and finding Bangla equivalents to English career guidance words was an integral part of the training

Careful logs and records were maintained of the newly coined words and concepts, which will be integrated into the Bangla version of the career guidance kit.

9. Allocation of Duties

Material produced during the training were all in draft form. They needed verification before finalisation. On completion of the training all participants were allocated tasks and duties to complete the compilation and completion of the Bangla career guidance and job placement kit. These duties were as follows:

- They were each given a set of material and given the responsibility of checking, verifying the language and translating the material in Bangla.
- They were tasked with the responsibility of listing out all the employment providers in their locations.
- They were asked to meet each of these employers and begin discussions with them on how their institute and the employment provider could work together to improve students' job prospects.

Time lines for submission of this material were agreed upon. With this the eight day training drew to a close.

10. Plans for the next steps

A debriefing meeting was held with the Skills-21 team and following aspects of the overall project design were highlighted:

- The contact person to whom the Career Guidance Officers would report will be identified.
- A competent translator will be identified, who would go over the Bangla material supplied by the Career Guidance Officers, make corrections and complete translations of all material.
- A graphic artist will be identified, to format all the material, after translations, as per samples provided by the consultant.

Detailed task lists for each these functions were provided by the consultant.

As per the original concept note, it was further agreed that the services of the consultant would be retained to supervise the contact person, the translator and the graphic artist over the coming months for the completion of the Bangla career guidance kit. This will be done off site, across the internet.

Once the kit has been completed and printed, the consultant will return to Bangladesh for a 3-Day review of the kit and work done and rehearse the activities with the career guidance officers. During this time, the career guidance officers will be given the opportunity of sharpening their skills by executing sections of the intervention with a small sample of the student-target group, under the supervision of the consultant. They would subsequently implement the career guidance and job placement programme in their institutions. The consultant will visit the project once again as part of Mission 3, Task 15 and visit the career guidance officers at their work sites.

The mission drew to a close, with these details being agreed upon.

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Date: 9th December 2019.

Appendix 1.

Establishing Career Guidance and Job Placement Cells under the Skills-21 Project in Bangladesh

Recommendations for creation of Career Guidance Working Group and Job Description of Career Guidance Officers Based on Implementation Plan

The career guidance working group (CGWG) will comprise all the career guidance officers (CGO) selected to deliver career guidance and job placement services in the 7 Skills-21 institutions. The objective is to build the capacity of the CGWG such that it will be able to take ownership for and anchor the establishment of career guidance and job placement cells.

1. Eligibility Criteria and Background for selection of CGOs

Essential Requirements

- a. At least bachelor's level qualification in any discipline.
- b. At least 2 years' experience working with the target group.
- c. Stated interest in working with the target group.
- d. Stated interest in career guidance.
- e. Fluency in English and Bangla.
- f. Excellent communication skills in Bangla to conduct group workshops for the target group.
- g. Knowledge of the Bangladeshi educational system (e.g., types of courses available).
- h. Sufficient computer literacy to fluent manage Word, Excel and Power Point + manage emailing + manage internet browsing and searches.
- i. Willingness to go through all the training components.
- j. Willingness to contribute to the development of the career guidance and job placement kit and assist in translation and production of the kit if necessary.
- k. Willingness and stated intention to continue in the job at least until the end of the project period (2021).
- l. At least 5 years of service left, before retirement.

Desirable Requirements:

- a. Knowledge of and access to educational development information specific to Bangladesh (e.g., educational structure, eligibility for different courses, educational milestones, linkages between certificates, diplomas and university degrees).
- b. Knowledge of and access to job placement and employment such as:
 - Labour market trends in Bangladesh.
 - Contacts with employment providers.
 - Knowledge of sources of employment information (e.g., newspapers, job placement websites).
 - Employer expectations.
 - Job features (e.g., salaries, promotions, career path).
- c. Prior experience in career guidance and/or job placement.

2. Job Description: Career Guidance Working Group

- a. Obtain training from consultant on the basic principles and skills of career guidance and job placement over 8 days in February 2019 (specific dates to be decided).
- b. Review career guidance instructional material provided by consultant and assess suitability for Bangladeshi context.
- c. Work with consultant (through distance mode), to adapt material provided and create new material for the creation of a career guidance and job placement kit.
- d. Work with a translator to translate the kit into Bangla, ensuring that the language suits the language level of the target group.

- e. Work with a graphic designer to design the material ensuring that it is attractive to the target audience.
- f. Provide support for production (designing and printing) of the kit.
- g. Obtain training from consultant on monitoring and evaluation processes over 5 days in May 2019 (specific dates to be decided).
- h. Continue to work as a team/network to share information and experiences with other members of the CGWG.

3. Job Description: Career Guidance Officer (CGO)

All CGOs are members of the CGWG. Hence all CGOs will carry the duties listed for the CGWG. The duties of the CGWG are mostly a one-time effort to develop the kit and a career guidance system. Once this is completed, the CGO will apply the training obtained and the material developed to function as a career guidance officer in his/her institution. The duties he/she will be tasked with are as follows:

a. Institutional orientation:

- Orient the institution's authorities to the career guidance and job placement system that the CGO will implement and obtain their approval.
- In consultation with the authorities, develop an annual time table for the delivery of the career guidance and job placement services in the institution.

b. Implement the service

- Deliver the service as group, classroom based workshops to all the members of the target group.
- Be available in the career guidance cell as per a pre-prepared schedule to meet smaller groups of students to help them implement what they have learned through the workshops.

c. Engage with employment providers

- Identify all employment providers in the location and through the institution, engage with them to create opportunities for job shadowing, work experience and employment.
- Create an interface between employers and students through events such as careers days.
- Organise job fairs for outgoing students.

d. Create and maintain an up to date job information data base

- Use the provided Excel template to create a searchable job information data base using inputs from employers, internet resources, other CGWG members and other contacts.

e. Disseminate up to date career and job information

- Regularly post information on a career information bulletin board related to career and educational information, job opportunities, labour market information and other data that students would find useful.

f. Engage with parents

- Conduct sensitisation programmes for parents to orient them to the basic principles of career development success, barriers to career development such as negative career beliefs and how they could contribute to their child's career development.

g. Maintain a student placement record

- Use the provided Excel template to maintain a record of outgoing student's placement status.

h. Engage with other faculty in the institute

- Conduct a sensitisation programme of other members of the institution's faculty to career development and how the subjects they teach link to careers and jobs.
- Interact with other faculty members to obtain information on the careers linked to the subject they teach and pass this information on to students during workshops.
- Provide other faculty members with instructional material on how they could integrate career development messages as they teach their subjects.

All CGOs will be provided the necessary training, instructional material (the kit) and skills to execute the above duties. However the actual implementation of the programme depends upon the diligence and consistency with which these skills are applied within the institution.

Appendix 2.

Training Manual for Career Guidance Officers: Contents

	Chapter
1	Orientation
	1.1. Roles and Duties of the Career Guidance Officer
	1.2. The Career Guidance Workshops for Students
	1.3. The Career Guidance Kit
	1.4. The Career Fair
	1.5. Parent Involvement
	1.6. Developing the Career Guidance Kit
2	“Career”: Its Manifestation and Meaning
	2.1. Work in Early Human Societies
	2.2. Occupational Organisation
	2.3. Occupational Skill Transmission
	2.4. Occupational Hierarchy and Prestige
	2.5. The First Industrial Revolution (1500s – 1900s)
	2.6. The Post-Industrial Revolution (1970s – Ongoing)
	2.7. Revolutions and Changes in the World of Work
	2.7.1. Nonstandard Work
	2.7.2. Financialisation
	2.7.3. Precarization of Work
	2.7.4. Reversal of Globalization
	2.8. Challenges for Career Guidance
	2.8.1. Changes in conceptions of time and space
	2.8.2. Redefinition of skill requirements
	2.8.3. Lifelong Learning
	2.9. What Is Career?
	2.9.1. Career as a form of Work
	2.9.2. Is this Idea of “Career” Universal?
	2.9.3. Relevance of Career Guidance
3	Key Elements of Career Guidance
	3.1. Self-Understanding
	3.2. Understanding the World of Work
	3.3. Career Alternatives
	3.4. Career Preparation
	Facilitator’s Note: Pre-Intervention Session: Are You Ready?
	Facilitator’s Note: Student Activity 1: The Career Discovery Path
	<ul style="list-style-type: none"> • Worksheet • Flip Chart
4	Key Elements: Component 1: Self-Understanding
	4.1. What is Self-Understanding?
	4.2. What are Interests?
	4.2.1. Career Preference and Career Tasks
	4.3. What are Aptitudes?
	4.4. Potential: The Interest and Aptitude Combination
	4.4.1. Combining Interest and Aptitude
	4.4.2. Combinations of Potentials
	Facilitator’s Note: Student Activity 2: Self-Understanding
	<ul style="list-style-type: none"> • Work Sheet • Flip Chart:
	4.5. Career Beliefs
	4.5.1. What are Career Beliefs?
	4.5.2. Types of Career Beliefs
	<p><i>A. Proficiency Beliefs</i></p> <p><i>B. Control and Self-Direction Beliefs</i></p> <p><i>C. Persistence Beliefs</i></p>
	4.5.3. Career Beliefs: Information from a Pilot Survey in Bangladesh

Chapter	
	Facilitator's Note: Student Activity 3: What are Career Beliefs? <ul style="list-style-type: none"> • Worksheet
	Facilitator's Note: Student Activity 4: Effect of Career Beliefs <ul style="list-style-type: none"> • Worksheet
	4.6. The Multiple Potentials Framework
	Facilitator's Note: Student Activity 5: Multiple Potentials: Panchaloka <ul style="list-style-type: none"> • Work Sheet • Flip Chart • Learning Cards
	4.7. When are Psychological Tests Useful for Career Guidance? 4.7.1. Relevance of Psychological Tests 4.7.2. Uses and Limitations of Psychological Tests
	Facilitator's Note: Student Activity 6: My Interest Profile <ul style="list-style-type: none"> • Worksheet (2 pages)
	Facilitator's Note: Student Activity 7: Find your strengths: The Strengths and Accomplishments Questionnaire <ul style="list-style-type: none"> • Worksheet (5 pages)
	Facilitator's Note: Student Activity 8: My Potential Profile <ul style="list-style-type: none"> • Worksheet: Strengths and Accomplishments Questionnaire (completed) – 5 pages • Worksheet: My Interest Profile (completed) – 2 pages • Worksheet: My Potential Profile • Flip Chart: My Potential Profile (3 sheets)
Key Elements: Component 2: The World of Work	
	5.1. World of Work and Career Guidance 5.1.1. Wider Possibilities 5.1.2. Educational Pathways for Career Development 5.1.3. Career Beliefs and the World of Work A. Occupational Prestige B. Degree vs. Diploma. College Education vs. Vocational Education 5.1.4. Preparing Rural Youth for Urban Careers
	5.2. Making Career Information Available 5.2.1. Components of Careers Information/Labour Market Information 5.2.2. Sources of Careers Information 5.2.3. The Career/Job Fair 5.3. Developing a Career Dictionary 5.4. Developing Career Information Cards
	Facilitator's Note: Student Activity 9: Work...Job...Career <ul style="list-style-type: none"> • Worksheet: Work... Job... Career. • Flip Chart: Work... Job... Career.
	Facilitator's Note: Student Activity 10: Subjects and Careers To be adjusted for Bangladesh <ul style="list-style-type: none"> • Worksheet: Subjects and Careers. • Flip Chart: Subjects and Careers.
	Facilitator's Note: Student Activity 11: Educational Milestones <ul style="list-style-type: none"> • Worksheet: Educational Milestones (2 pages) • Flip Chart: Educational Milestones
	Facilitator's Note: Student Activity 12: Making Links <ul style="list-style-type: none"> • Learning Cards: Making Links (five in number). • Career Information Cards or Career Dictionary (one for each student) • Worksheet: What should I know about my career path?

Chapter	
Key Elements: Component 3: Career Alternatives	
	6.1. Introduction
	6.2. Developing Career Alternatives
	6.3. The Career Development Bridge
	6.4. Career Alternatives for Students who are already in a course
	6.4.1. Students who are about to select a course
	6.4.2. Students who have already entered a course
	Facilitator's Note: Student Activity 13: My Career Alternatives <ul style="list-style-type: none"> • Worksheet: My Potential Profile, already completed. • Worksheet: My Career Alternatives (for Fresh Students). OR <ul style="list-style-type: none"> • Worksheet: My Course my Career (for In-Course Students). • Career Dictionary: one for each student or shared between 2 students. • Flip Chart: My Course my Career. • Career Information Cards.
Key Elements: Component 4: Career Preparation	
	7.1. Components of Career Preparation
	7.2. The Career Development Plan
	7.3. Building a Career
	7.4. Start Small and Grow Tall
	Facilitator's Note: Student Activity 14: Setting Targets - Start Small and Grow Tall <ul style="list-style-type: none"> • Work Sheet: Start Small to Grow Tall. • Flip Chart: Start Small to Grow Tall.
	Facilitator's Note: Student Activity 15: Lifelong Career Development To be adapted for Bangladesh. <ul style="list-style-type: none"> • Worksheet: Building a Career: Life Long Career Development. • Flip Chart: Educational Milestones. • Flip Chart: My Course my Career • Information Sheet: Competitive Examinations.
	Facilitator's Note: Student Activity 16: Building a Career: Orientation to Job Search Skills <ul style="list-style-type: none"> • Work Sheet: Building a Career: Job Search Skills. • Flip Chart: Building a Career: Job Search Skills.
	Facilitator's Note: Student Activity 17: Practicing Job Search Skills: Knowing about Companies <ul style="list-style-type: none"> • Work Sheet: Knowing about Companies. • Weblinks: Types of Companies in Bangladesh: Sample: https://en.wikipedia.org/wiki/Category:Conglomerate_companies_of_Bangladesh. Make sure that you list covers all kinds of employment providers: government, private, national, multinational. • Access to the internet via computer or phone. • Student to bring their phones to this session – if available.
	Facilitator's Note: Student Activity 18: Practicing Job Search Skills: Finding and Understanding a Job Advertisement <ul style="list-style-type: none"> • Work Sheet: Finding and Understanding a Job Advertisement. • Full newspapers containing Job Advertisements – 1 newspaper per pair of students. Do not cut out the advertisements. The students are expect to find the advertisements themselves.

Chapter	
	<p>Facilitator's Note: Student Activity 19: Practicing Job Search Skills: Registering on a Job Portal</p> <ul style="list-style-type: none"> • Work Sheet: Registering on a Job Portal. • Information Sheet: Weblinks: Job Portals in Bangladesh. Make sure you have different kinds of portals: general job portals as well as the links of specific companies. Sample: http://www.job.com.bd/. Prepare this as an information sheet to be distributed to students. • Access to the internet via computer or phone. • Student to bring their phones to this session – if available.
	<p>Facilitator's Note: Student Activity 20: Self Presentation Skills: Resume</p> <ul style="list-style-type: none"> • Information Sheet (2): How to write a good resume. • Information Sheet (2): Resume Sample. • Blank papers to practice writing resume.
	<p>Facilitator's Note: Student Activity 21: Self Presentation Skills: Cover Letter</p> <ul style="list-style-type: none"> • Information Sheets (2): How to write a cover letter. • Information Sheet (1): Sample Cover Letter. • Blank papers to practice writing a cover letter.
	Key Elements: Component 5: Work Experience, Internship and Job Placement
	<p>8.1. Work Experience</p> <p>8.1.1. Create a Data Base</p> <p>8.1.2. Students can create opportunities for themselves</p>
	<p>Facilitator's Note: Student Activity 22: Creating Work Experience Opportunities</p> <ul style="list-style-type: none"> • Worksheet: Creating Work Experience Opportunities.
	<p>8.2. Job Placements</p> <p>8.2.1. Create a Data Base</p> <p>8.2.2. Make Yourself Known</p> <p>8.2.3. Organise Job Fairs and Career Days</p> <p>8.2.4. Organise Campus Recruitment Events</p> <p>8.2.5. Publish Job Advertisements</p> <p>8.2.6. Use Social Media</p>
	Facilitator's Note: Post-Intervention Session: Are You Ready?

**Career Guidance and Job Placement Cells
Skills -21 Project, Bangladesh
Training of Career Guidance Officers**

TIMETABLE

DAY AND DATE	TIME	THEME
Day 1	09.00 – 09.30	Inauguration – Skills-21 and ITCILO project leaders.
	09.30 – 10.30	1. Conceptual Foundations 1: Introduction to the Project, Roles, and Objectives.
	10.30 – 11.00	Morning Tea Break
	11.00 – 12.30	<ul style="list-style-type: none"> Conceptual Foundations 2a: “Career” – Its Manifestation and Meaning for the developing world context.
	12.30 – 01.30	Lunch Break
	01.30 – 03.00	<ul style="list-style-type: none"> Conceptual Foundations 2b: “Career” – Its Manifestation and Meaning for the developing world context.
	03.00 – 03.30	Evening Tea Break
	3.30 – 5.00	<ul style="list-style-type: none"> Conceptual Foundations 3: Key Elements of Career Guidance.
Day 2	09.00 – 10.30	<ul style="list-style-type: none"> Pre-Intervention Exercise: Are You Ready Questionnaire
	10.30 – 11.00	Morning Tea Break
	11.00 – 12.30	<ul style="list-style-type: none"> Student Activity 1: The Career Discovery Path
	12.30 – 01.30	Lunch Break
	01.30 – 3.00	<ul style="list-style-type: none"> Student Activity 2: Self-Understanding Conceptual Foundations: Career Beliefs (Part 1)
	03.00 – 03.30	Evening Tea Break
	3.30 – 5.00	<ul style="list-style-type: none"> Conceptual Foundations: Career Beliefs (Part 2)
Day 3	09.00 – 10.30	<ul style="list-style-type: none"> Student Activity 3: What are Career Beliefs? Student Activity 4: Effect of Career Beliefs
	10.30 – 11.00	Morning Tea Break
	11.00 – 12.30	<ul style="list-style-type: none"> Conceptual Foundations: The Multiple Potentials Framework Student Activity 5: Multiple Potentials
	12.30 – 01.30	Lunch Break
	01.30 – 3.00	<ul style="list-style-type: none"> Conceptual Foundations: Psychological Tests and Career Guidance Student Activity 6: My Interest Profile
	03.00 – 03.30	Evening Tea Break
	3.30 – 5.00	<ul style="list-style-type: none"> Student Activity 7: Find your strengths: The Strengths and Accomplishments Questionnaire
Day 4	09.00 – 10.30	<ul style="list-style-type: none"> Student Activity 8: My Potential Profile Scoring
	10.30 – 11.00	Morning Tea Break
	11.00 – 12.30	<ul style="list-style-type: none"> Conceptual Foundations: The World of Work
	12.30 – 01.30	Lunch Break
	01.30 – 3.00	<ul style="list-style-type: none"> Student Activity 9: Work...Job...Career Student Activity 10: Subjects and Careers
	03.00 – 03.30	Evening Tea Break
	3.30 – 5.00	<ul style="list-style-type: none"> Student Activity 11: Educational Milestones

DAY AND DATE	TIME	THEME
Day 5	09.00 – 10.30	<ul style="list-style-type: none"> • Student Activity 11: Educational Milestones (continued) • Student Activity 12: Making Links
	10.30 – 11.00	Morning Tea Break
	11.00 – 12.30	<ul style="list-style-type: none"> • Conceptual Foundations: Career Alternatives • Student Activity 13: My Career Alternatives
	12.30 – 01.30	Lunch Break
	01.30 – 3.00	<ul style="list-style-type: none"> • Student Activity 13: My Career Alternatives (continued) • Conceptual Foundations: Career Preparation
	03.00 – 03.30	Evening Tea Break
	3.30 – 5.00	<ul style="list-style-type: none"> • Student Activity 14: Setting Targets - Start Small - Grow Tall
Day 6	09.00 – 10.30	<ul style="list-style-type: none"> • Student Activity 15: Lifelong Career Development
	10.30 – 11.00	Morning Tea Break
	11.00 – 12.30	<ul style="list-style-type: none"> • Student Activity 16: Building a Career: Orientation to Job Search Skills
	12.30 – 01.30	Lunch Break
	01.30 – 3.00	<ul style="list-style-type: none"> • Student Activity 17: Practicing Job Search Skills: Knowing about Companies • Student Activity 18: Practicing Job Search Skills: Finding and Understanding a Job Advertisement
	03.00 – 03.30	Evening Tea Break
	3.30 – 5.00	<ul style="list-style-type: none"> • Student Activity 19: Practicing Job Search Skills: Registering on a Job Portal
Day 7	09.00 – 10.30	<ul style="list-style-type: none"> • Student Activity 20: Self-Presentation Skills: Resume
	10.30 – 11.00	Morning Tea Break
	11.00 – 12.30	<ul style="list-style-type: none"> • Self-Presentation Skills: Cover Letter • Conceptual Foundations: Work Experience, Internship and Job Placement
	12.30 – 01.30	Lunch Break
	01.30 – 3.00	<ul style="list-style-type: none"> • Student Activity 22: Creating Work Experience Opportunities
	03.00 – 03.30	Evening Tea Break
	3.30 – 5.00	<ul style="list-style-type: none"> • Conceptual Foundations: Career Connections Board • Conceptual Foundations: Working with parents
Day 8	09.00 – 10.30	<ul style="list-style-type: none"> • How to create a Job Placement Platform
	10.30 – 11.00	Morning Tea Break
	11.00 – 12.30	<ul style="list-style-type: none"> • Integrating career and job placement services into the institutional framework (time tabling, engagement of other faculty and departments)
	12.30 – 01.30	Lunch Break
	01.30 – 3.00	<ul style="list-style-type: none"> • Planning and task allocation. Finalising time lines. Interfacing with Translator and Graphic Designer • Presentation to Skills-21 Leaders to finalise way forward
	03.00 – 03.30	Evening Tea Break
	3.30 – 5.00	<ul style="list-style-type: none"> • Conclusion, and closing ceremony by ITCILO and Skills-21 Leaders