



“I was without a dream but now I have chosen my career...”
Statement from a Grade 10 student
at the end of a career guidance
workshop.

Capacity Building for Career Guidance in Tamil Nadu.

**வாழ்வாதாரப்பணி வழிகாட்டுதல்
திட்டம் Vaalvadhaarappani
Vazhikaatuthal Thitam.**

***A partnership between
The Promise Foundation,
UNICEF (office for Tamil Nadu & Kerala)
and Samagra Shiksha, Government of Tamil Nadu.***

FINAL REPORT

**Submitted by
Director, The Promise Foundation
March 31st 2020.**

**Capacity building for the delivery of
Career Guidance and Livelihood Planning Services for children from
economically disadvantaged homes in Tamil Nadu.**

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Project Director

- Dr. Gideon Arulmani,
The Promise Foundation.

Project Management

- Mr. Rayan Miranda,
The Promise Foundation.

**Samagra Shiksha,
Government of Tamil
Nadu**

- Mr. R. Sudalaikannan,
I.A.S., State Project
Director.
- Mr. P. Kuppasamy,
Additional Project Director -
II.
- Dr. N. Arulmurugan,
Joint Director.
- Mr. V. Raju,
Consultant.
- Mr. S. Janarthanan,
Consultant.
- Dr. V. Sekar,
State Coordinator.

Working Group

- Mrs. D. Nalini.
- Mrs. S. Gajalakshmi.
- Mrs. Sumitra M. Gautama.
- Mr. A. Anbuvaran.
- Mr. Rayan Miranda.

**Practice Schools
Macaulay Nursery and
Primary School and
Dhanalakshmi Higher
Secondary School,
Chennai**

- Mr. A. Anbuvaran.
- Mrs. Princie
- Mrs. Soundarya
- Mr. P. Mohan Raj

Technical Support

- Dr. Akila Radhakrishnan,
UNICEF.

Project Coordination

- Mrs. D. Nalini.

**UNICEF (Office for
Tamil Nadu & Kerala)**

- Dr. Pinaki Chakraborty,
Chief - Social Policy.
- Dr. Akila Radhakrishnan,
Social Policy Specialist –
Education
- Mrs. C. V. Ramani Murthy,
Programme Associate

**Translation, Proof
Reading and Data Entry**

- Mrs. D. Nalini.
- Mrs. V. Kavitha.
- Mrs. S. Gajalakshmi.
- Dr. S. Arumughom Pillai.
- Mrs. Sumitra M. Gautama.
- Mr. A. Anbuvaran.
- Mr. A. Aadithan.
- Mrs. D. Kalai Selvi.
- Mrs. B. Kala.

Participating Schools

- Government Girls Higher
Secondary School, Market
Street, Chennai.
- Pathigappa Chemmal K
Ganapathy Government
School, Kodambakkam,
Chennai.
- Government Girls Higher
Secondary School,
Villivakkam, Chennai.
- Government Higher
Secondary School,
Ayyangarkulam, Thiruvallur.
- Government Higher
Secondary School,
Poonamalli, Thiruvallur.
- Government Boys Higher
Secondary School, Arani,
Thiruvallur.
- Government Higher
Secondary School, New
Gummidipoondi,
Kanchipuram.
- MPL Higher Secondary
School, Selaiyur,
Kanchipuram.
- Government Girls Higher
Secondary School,
Cheyyur, Kanchipuram.

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- Mrs. Juliana D'Souza.

Lead Counsellors

- Mrs. D. Nalini.
- Mrs. Sumitra M. Gautama.
- Mrs. S. Gajalakshmi.
- Ms. Mary Fatima Flavia.

Accounts, Administration and Logistics

- Mr. Robert D'Souza.
- Mr. Rayan Miranda
- Mr. Ningappa D. Aladakatti

Artists

- Mr. Hari.
- Mrs. Esaiki Selvi.
- Mrs. B. Kala.
- Mrs. Jyothi Dmello.

Assistant Counsellors

- Mr. C. Dhayanidhi
- Mr. I. Yovan Raj
- Mrs. R. Vasantha
- Mrs. S. Sangeetha

Other Key Supporters of the Project

- Mr. G. Gautama, Director, Pathashaala, (PCFL-KFI), Elimichampet, Tamilnadu.
- Professor. Sonali Nag, Department of Education, University of Oxford.
- Mrs. N. Manjula, The Promise Foundation.
- Mrs. Sridevi, The Promise Foundation.
- Mrs. Sanjana Nagendra, The Promise Foundation.

Capacity building for the delivery of Career Guidance and Livelihood Planning Services for children from economically disadvantaged homes in Tamil Nadu.

EXECUTIVE SUMMARY

1. BACKGROUND

This report presents the implementation and outcomes of a pilot project undertaken in the academic year 2019-2020 to develop career guidance teaching-learning resources and build capacity to deliver career guidance to government high school students in Tamil Nadu. The project was implemented as a partnership between The Promise Foundation, UNICEF (Tamil Nadu & Kerala) and Samagra Shiksha, Government of Tamil Nadu (GoTN).

Over the last few years India has made important policy decisions pertaining to workforce development (e.g., Skill India). However, persisting discrepancies in person-course fit and person-job fit affect the optimisation of these initiatives in the long run. Career guidance that is sensitive to a region's economic and cultural realities, offered at high school can support the *early development of career management skills*. To achieve this objective career guidance must move beyond aptitude tests and be viewed as a *pedagogical* activity that educates students in the *skills* of life long career decision making. Further, if career guidance is to be brought to scale in Tamil Nadu, it is essential that *consistency* and *replicability* are built into the service. This requires the service to be anchored to a comprehensive, culturally resonant career guidance Kit and a trained workforce.

The *Jiva Model* is an internationally acclaimed system of career education developed for India by experts at The Promise Foundation. The model views sustainable development as the overarching goal of career guidance and draws upon the United Nations' sustainable development goals (SDG) focusing specifically on: SDG 8: Decent Work and Economic Growth, SDG 4: Quality Education and SDG16: Peace, Justice and Strong Institutions, as its guiding framework. *Jiva* means life in most Indian languages. The programme is designed to provide students with career development skills as well as the *vocabulary* and *cognitive preparedness* to take *personal* responsibility for their futures. The objective is not merely to match individuals to jobs but to teach skills and empower students at the high school level for the lifelong of *self-mediation* of the labour market. Viewing this developmentally oriented approach to career guidance and livelihood planning as a social policy tool, UNICEF agreed to support this pilot project because of its potential to critically improve some of the 21st century skills and career choice-making knowledge and skills among adolescents from the relatively poor and vulnerable families in the State who access the public education system.

2. PROJECT IMPLEMENTATION

Programme preparation and implementation were intensive process driven activities in which Government participation was ensured at every level. UNICEF's role in the facilitation of this engagement was critical to bring the project objectives to the attention of the department at every stage, beginning with an initial meeting with the Principal Secretary followed by several meetings with the State Project Director's team. This promoted ownership and laid the foundations for the scalability of the pilot project.

The project was implemented between June 2019 and March 2020. The initial aims were to:

1. Adapt and translate the existing English Jiva Kit to create a Tamil Jiva Career Guidance Kit.
2. Train teachers in 20 government schools identified by the Government of Tamil Nadu (GoTN) to deliver career guidance to high school students, using the above Kit.
3. Evaluate outcomes of the teacher-delivered intervention and make recommendations to GoTN for bringing the intervention to scale for the State of Tamil Nadu.

However, on the advice of GoTN, the teacher training activity was dropped a few months into the project due to school schedules and time constraints. The project aims changed as follows:

- Instead of training school teachers, The Promise Foundation will directly conduct the workshops in schools, using its own team of career counsellors.
- Head teachers and Headmasters of participating schools will join as observers where possible.

2.1. Tamil Career Guidance Kit

A *Tamil Career Guidance Working Group* (CGWG) comprising experienced teachers trained in the Jiva method was formed. The group was tasked with adapting and translating the original Jiva material to suit the Tamil Nadu context. The guiding principle for the review was a strong focus on cultural and conceptual adaptation, with specific applicability to government schools in Tamil Nadu rather than simply finding linguistic/literal equivalence.

The Tamil material was validated through (a) trial tests with a representative sample of students, (b) presentations to teachers and school principals and (c) independent reviews by GoTN experts. The final Tamil career guidance Kit comprises:

- A Facilitator's Manual
- Learning Cards
- Career Dictionary
- Career Information Cards and
- Flip Charts.
- Student Workbook

Students record their learnings in their Student Workbook and take this workbook home with them to retain as career guidance resource.

In keeping with the guiding principle of cultural resonance, this Tamil adaptation of the Jiva approach to career and livelihood planning was given the Tamil name, "வாழ்வாதாரப்பணி வழிகாட்டுதல் திட்டம்" (Vaalvadahaarappani Vazhikaatuthal Thitam).

2.2. Workshop format

This is a 12-hour workshop structured around the Tamil Career Guidance Kit, delivered over 3 days, in the classroom, as a group workshop. A parent session is conducted at the end of the intervention.

The intervention was carried out in 3 schools each in Chennai, Thiruvallur and Kanchipuram districts (total 9 schools) identified by GoTN. A total of 1067 students attended the programme.

3. OUTCOMES OF THE INTERVENTION

Quantitative data from test scores and *qualitative* data from student narratives were examined.

3.1. Findings from test scores

The pre-intervention, post-intervention design was followed. The *Career Preparation Status Questionnaire* (CPSQ – Tamil) (Arulmani, 2012), a standardised 20-item questionnaire that assesses Indian students' readiness to make career choices was used to track change. The findings were:

- A. Substantial improvements in Mean post-intervention CPSQ scores compared to Mean pre-intervention scores.
- B. All students gain from the intervention irrespective of *gender* or the *school* in which they study.
- C. Students' age and grade *do matter* for uptake from the intervention. The maximum gains are seen for students in Grade 10. Grade 9 students gain from the intervention but to a lesser degree.

3.2. Student narratives

Thematic analyses of students' narrative responses to the open-ended question: "*How did you benefit from this three-day career guidance programme?*" brought forth the following salient themes:

- A. All students reported gains in career development skills.

- B. Improvements in the *educational* domain include self-reports of positive change in orientation to education and improved motivation.
- C. Improvements in the *psychological* domain are expressed as improved knowledge of self, reduced negativity in career beliefs, raised aspirations, better preparedness, improved feeling of agency for the career preparation and the emergence of a future orientation.

4. RECOMMENDATIONS

This Pilot study has yielded a trial tested career guidance Kit. The effectiveness of this Kit and this method of career guidance has been demonstrated in schools from three different districts. The data shows substantial post-intervention improvements in test scores. Students' narratives reflect positive reports of engagement, hope and increased confidence. It may be noted that the patterns of change seen in this Tamil Nadu roll-out are similar to applications of the Jiva approach in other parts of India, as well as in other Asian countries (e.g., Maldives, Sri Lanka, Bangladesh, Nepal, Vietnam). Going by these findings, it can be said that the intervention can be scaled up to cover the State of Tamil Nadu. Should such a scale-up be planned, the best outcomes require the fulfilment of the following service delivery requirements:

- A. Adopt a *system* of career guidance that takes a *pedagogical* approach as demonstrated by this GoTN-UNICEF-The Promise Foundation partnership, rather than a generic aptitude test driven approach.
- B. Adopt a *systemic* (rather than piecemeal) approach that integrates career guidance into the State's overall educational fabric wherein provisions are made for timetabling, training teachers and the allocation of career guidance as a part of the regular duties of teachers, rather than as an extra duty.
- C. "Curricularise" career guidance into the high school curriculum by integrating theoretical and practical modules on work awareness, labour market mediation and installing career development instructional material in the school and introducing activities that build better education-employment linkages.
- D. Should television broadcasts and/or internet be adopted as service delivery channels, ensure high quality access (e.g., good connectivity, sufficient bandwidth, necessary hardware, ongoing maintenance) along with the mediation of a trained resource person along with a helpline facility for clarification and further guidance.
- E. Keeping these points in view, the Government of Tamil Nadu could introduce a pioneering state flagship scheme under the name *Tamil Nadu Valarilam Paruvatthinarukkaana Vaalvadhaara Vazhikaatuthal Thittam* (career guidance scheme for adolescents in Tamil Nadu) and reach out to all the government and aided schools under the department of Education, Adiravidar and Tribal Welfare, as well as the vocational training and industrial training institutes under the Tamil Nadu Skill Development Corporation.

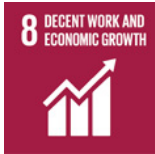
Specific details are provided in the main report.

Capacity building for the delivery of Career Guidance and Livelihood Planning Services for children from economically disadvantaged homes in Tamil Nadu.

FINAL REPORT

SUSTAINABLE DEVELOPMENT: THE OVERARCHING GOAL OF CAREER GUIDANCE

India is a signatory to the Global Goals and aspires to end poverty and ensure that no one is left behind. This project takes one incremental step towards these goals by focusing on building capacity for the delivery of culturally appropriate career guidance for high school students and their families from economically disadvantaged homes in Tamil Nadu. We define career guidance from a developmental perspective drawing upon the logic of the Sustainable Developmental Goals (SDG), adopted in the UN General Assembly by resolution A/RES/70/1 on 25 September 2015.



At the heart of this project lies SDG 8: **Decent Work and Economic Growth**. Accordingly, career guidance should: “*Promote inclusive and sustainable economic growth, employment and decent work for all*” by contributing to development of vibrant and happy workforce.

This definition of the project’s basic orientation is undergirded by **SDG 4: Quality Education**, which requires us to “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.” Accordingly, we see career guidance as a *pedagogical* exercise aimed at imparting the knowledge and skills to navigate the world of work in a self-mediated manner.



SDG16: Peace, Justice and Strong Institutions, refers to “...creation of peaceful and inclusive societies for sustainable development.” Therefore, the overarching objective of career guidance should be to stimulate life trajectories that in the long run would contribute to strengthening the individual’s engagements with social and economic institutions.

Viewing this developmentally oriented approach to career guidance and livelihood planning as a social policy tool, UNICEF agreed to support this pilot project because of its potential to critically improve some of the 21st century skills and career choice-making knowledge and skills among adolescents from the relatively poor and vulnerable families in the State who access the public education system. Secondary education across the country, and particularly in a fast paced socio-economically developing State like Tamil Nadu, is at a critical stage that needs strategic interventions at policy and programme levels. The adolescents of today are the workforce of tomorrow. In a situation where they do not have direction, they tend to dropout and swell the not-in-employment-education-or-training (NEET) population or remain as low skilled labour. This project was also seen as an attempt to strengthen the public education system through the delivery of meaningful support to students by high school teachers through personalized and small-group engagement. The approach taken by this project of open interactions between teachers and students, peer-to-peer support, and personal attention to students was found by UNICEF to be a positive digression from book-based or computer-based career guidance support.

1. CAREER GUIDANCE AND LIVELIHOOD PLANNING: A BACKGROUND TO ITS STATUS IN INDIA

1.1. How is career education and guidance relevant to the Indian Student?

Having a job is vital to reduce inequalities. However, as indicated by the International Labour Organisation, merely having a job doesn't guarantee the ability to escape from poverty. This slow and uneven progress requires us to rethink and retool economic and social policies aimed at eradicating poverty.

The post-industrial labour market, characterised by the forces of globalisation and the free market, requires the ability to make skilful educational and occupational choices. The relevance of career counselling to the Indian context is sharp for both these reasons, and also because of India's recent economic reforms leading to the country becoming one of the world's fastest developing economies. But in the absence of suitable support for livelihood planning, such 'development' is a double-edged sword – benefiting a few but exploiting a large number only for the 'cheap labour' they offer.

Tamil Nadu, in its Vision 2023 document, sets ambitious goals for itself aiming to be amongst India's most economically prosperous States by 2023. This vision places substantial emphasis on inclusive growth by channelling considerable resources to the lowest income groups and ensuring that Tamil Nadu becomes poverty free. Accordingly, any resident of Tamil Nadu, who seeks employment, should be able to find gainful and productive employment commensurate to his/her capabilities. Career guidance can make substantial contributions to personal economic prosperity by ensuring that the individual learns the skills of finding productive and gainful employment and connecting with the schemes and provision that have been made available by the State.

1.2. Gaps in the system despite significant policy advances

Over the last few years India has made important policy decisions pertaining to workforce development. "Skill India" is a vital policy initiative that could contribute to the improvement of India's workforce. However, significant gaps continue to exist that affect the optimisation of these initiatives. These gaps start as early as in High School. Here are some examples of gaps in the system:

Person-Course Fit:

More employment-oriented courses are being made available in India. However, the development of the skills needed to make accurate course selections has not been adequately addressed. Hence decisions are often based on access ("whatever is available"), or hearsay (e.g., "my uncle's friend said it is a good course"). Career beliefs (e.g., mechanical courses are not for girls; nursing is not a good career for boys) also have a strong influence. This often results in poor person-course fit leading to large numbers dropping out of courses. Career guidance provides support to make *accurate educational choices*, before the Grade 10 student reaches the milestone when a subject or course decision is demanded by the educational system.

Person-Job Fit:

Those who do complete a course, often do not enter a job for which they are trained. This may be because of poor person-course fit. It could also be because of inadequately developed career management skills: poor job search skills, inadequate understanding of the labour market and absence of long-term life-and-career planning. Career guidance in Grade 10 can address this gap by supporting the *early development of career management skills*.

From the Tamil Nadu perspective, the Vision 2023 document recognises that the single most important resource for the success of Vision 2023 is the availability of trained, knowledgeable and skilled manpower in Tamil Nadu. It envisages training and skilling 20 million persons by 2023. This will include 15 million people entering the job market and 5 million who are already part of the working population. The document states that: "*Without a body of sufficiently skilled and balanced workforce, no economy can hope to develop to its potential.*" Of particular relevance to career guidance and livelihood planning is the term "balanced" workforce. Balance could be interpreted to mean

occupational diversity whereby the State aims at skilling and training youth for a *wide range* of occupations. This would imply identifying the best person-course fit. The better this fit the higher are the chances of a better person-job fit. Career guidance plays a vital role in contributing to the achievement of this balance.

1.3. Approaches to career guidance for high school students

Today, career guidance in India is given a level of priority that did not exist even a few years ago. Its importance is acknowledged and the demand for career guidance services is steadily increasing. However, reviews indicate that many of these services are not based on an evidence-driven, culturally-resonant or a coherent *system* of guidance and counselling. Career guidance is instead simply equated with “aptitude tests” and suggestions of future career paths are made based solely on the results of these tests. This approach is a matter of concern because most aptitude tests are constructed using Anglo-American samples. Normative data to accurately interpret the aptitudes of Indian students is rarely available. There is little reason to feel confident about the relevance of interventions, when programmes simply borrow and use tests meant for other cultural and educational settings.

Another approach is to view career guidance as a *pedagogical* activity that educates and trains students in the skills of career decision making. In this career *education* approach, aptitude testing is only a small part of the programme. When career guidance is an educational activity it is based on a coherent system of teaching and a comprehensive set of teaching-learning materials. Career facilitators and career teachers use these materials and it is possible to ensure delivery a high quality service. Further, if career guidance is to be brought to scale, it is essential that *consistency* and *replicability* are built into the service. This requires the service to be anchored to a comprehensive, culturally resonant career guidance Kit and a trained workforce. A critical requirement for quality at scale is a workforce that has been trained in the basic concepts and skills of career guidance, and the use of these materials.

It is against this background that a Pilot project was undertaken in 2019-2020 to develop career guidance teaching-learning resources for Tamil Nadu and to build capacity to deliver career guidance to high school students. The project was executed as a partnership between The Promise Foundation, UNICEF and Samagra Shiksha Government of Tamil Nadu (GoTN).

UNICEF supported the ground level demonstration of this career guidance pilot programme for adolescent students in class 9-10 in Government schools to generate evidence for advocacy of a structured pedagogical approach for career choice-making by students, based on their own unique aspirations and interests. The intention here was to demonstrate that such a programme could be a useful link to connect government school students at a critical stage of their life with the available courses, scholarships, vocational institutes and to a broad career path. This would not only help reduce drop outs, but actually build self-confidence, awareness and other essential life skills that could help students see certain added value from education. With a view to strengthening the State’s educational system, the project aimed at building the capacity of teachers / trainers to understand the aptitudes of students and to facilitate suitable access to career opportunities.

Section 2 describes the approach to career guidance developed by The Promise Foundation, sections 3 and 4 give details about the project, sections 5 and 6 describe the workshops held in schools and their outcomes, and section 7 makes concluding recommendations.

2. THE JIVA APPROACH TO CAREER GUIDANCE AND LIVELIHOOD PLANNING

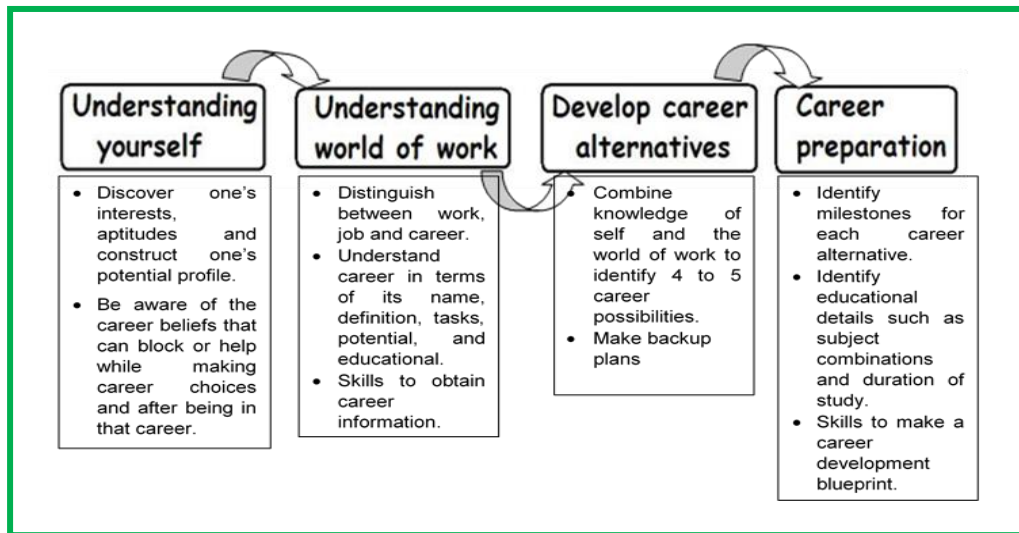
The Promise Foundation has been engaged with career guidance and livelihood planning for close to three decades and has been a leader in conducting research, developing applications and building capacity for the delivery of career guidance in India. Promise today is acknowledged internationally for its pioneering contributions to this field. Further information about the Foundation is presented in Appendix 1. The ‘why’ of our engagement with career and livelihood planning gravitates largely around developing culturally rooted mechanisms that could help individuals find prosperity by maximising personal potentials and simultaneously contributing to society.

The *Jiva Model* is a culturally grounded system of career education developed for India by The Promise Foundation (www.thepromisefoundation.org), based on a national Indian survey and in partnership with leading career psychologists from around the world. *Jiva* means life in most Indian languages and in keeping with Indian culture, this approach views career development as integrally connected to life. Central to the *Jiva* approach, is the development of *self-mediation* amongst adolescents and youth. *Jiva* is designed to provide students with career development skills as well as the *vocabulary* and *cognitive preparedness* to take *personal* responsibility for their futures. The objective is, therefore, not merely to match individuals to jobs by administering aptitude tests. Instead, it is to teach them the skills of *self-mediating* the labour market and taking responsibility for identifying, optimizing and benefitting from the opportunities available around them (www.jivacareer.org).

2.1. A four-step framework

As shown in Figure 1, *Jiva* follows a four-step process for the delivery of career guidance.

Figure 1: Key elements of career guidance



Based on Arulmani, G. (2013). Key elements of a career guidance system. Bangalore, India: The Promise Foundation.

This four-step framework guides the application of the *Jiva* career guidance intervention. An often-encountered limitation of many an intervention is the absence of teaching-learning material to actually implement a careers programme. In response to this gap, a culturally grounded Career Guidance Kit lies at the heart of the *Jiva* model. The Kit (henceforth *Jiva Kit*) is based on the four-step framework and provides a set of teaching-learning tools that are locally co-developed. Career guidance service providers (careers teachers, school counsellors) can use this Kit to deliver effective career guidance consistently. Table 1 below summarises the key elements and the tools in the *Jiva Kit*.

Table 1: Key Elements of the Jiva Kit
(For images and details of a sample English Jiva Kit see Appendix 2)

	Key Elements	Tools
1	Understanding Self: Activities that help the career chooser identify his/her interests and aptitudes. These activities also make the young person aware of his/her career beliefs: their ideas, attitudes, biases, prejudices and opinions about occupations.	<ul style="list-style-type: none"> • A culturally relevant, simple to use tool to identify interests and aptitudes. • Exercises to help the individual understand how his/her career beliefs affect career development.
2	Understanding the World of Work: Activities that orient the career chooser to different career options, with specific reference to the courses available in the geographical region. These activities also orient the student to lifelong career development and ongoing qualifications.	<ul style="list-style-type: none"> • Information about educational pathways, career definitions, and the tasks linked to an occupation. • Exercises to help the individual understand the types of information that are linked to careers.
3	Developing Career Alternatives: Decision making activities to identify 3 to 4 careers suited to one's interests and aptitudes.	<ul style="list-style-type: none"> • Decision making exercises that bring the outcomes of the above two steps rationally together to arrive at a clear list of the most suitable careers and related courses.
4	Career Preparation: Activities to develop a career-life blueprint to realise one's career alternatives and develop basic career management skills.	<ul style="list-style-type: none"> • Exercises to identify one's career alternatives. This would include skills for course selection, course completion, understanding the labour market, self-presentation skills, and job search skills.

2.2. Inclusion of parents

Parents and significant adults in the young person's life have a strong influence on career decision making. It is important therefore, to include parents in the guidance process. Integral to the Jiva approach are sessions for parents that address parents' career beliefs and educate them about the career development process. The objective is to bring the parent and young person together for effective career decision making.

Further details of the Jiva approach are provided in Appendix 2 and the Jiva website: www.jivacareer.org.

3. PROJECT OVERVIEW

This report describes a partnership between The Promise Foundation, UNICEF (Tamil Nadu & Kerala) and Samagra Shiksha (GoTN) that focused on building capacity for the delivery of career guidance services to high school students from economically disadvantaged homes in Tamil Nadu. The Promise Foundation's *Jiva Approach to Career Guidance and Livelihood Planning* (Jiva) formed the core of this engagement.

The project was implemented between June 2019 and March 2020. It was initially designed to have the following objectives:

1. Review, adapt, and translate the English Jiva Kit with local teachers and experts to co-create a Tamil Jiva Career Guidance Kit.
2. Train teachers in 20 government schools identified by the Government of Tamil Nadu (GoTN) to deliver career guidance to high school students, using the above Kit.
3. Evaluate outcomes of the teacher-delivered intervention and make recommendations to GoTN for bringing the intervention to scale for the state of Tamil Nadu.

However, the aim of training teachers was dropped a few months into the project (for reasons see section 4.5). Instead, the project changed focus to direct delivery by counsellors from The Promise Foundation. Aim 2 thus changed as follows:

- Instead of training school teachers, The Promise Foundation will directly conduct the workshops in schools, using its own team of career counsellors.
- Head teachers and headmasters of participating schools would join as observers where possible.

Aims 1 and 3 remained unchanged.

4. PROJECT IMPLEMENTATION

Programme preparation and implementation were intensive process driven activities in which the Government was consulted and its participation was ensured at every level. UNICEF's role in the facilitation of this engagement was critical to bring the project objectives to the attention of the department at every stage, beginning with an initial meeting with the Principal Secretary followed by several meetings with the State Project Director's team. Government engagement as highly proactive and support from the department was substantial and spontaneous. A Memorandum of Association (MoU) was mooted from the Government side in which the project objectives, along with roles and responsibilities, were clearly articulated by Government. The department took responsibility for selection of government schools, scheduling of the workshops, providing feedback for the finalization of the content and the different tools. In addition, the complete printing cost of all the student workbooks, as well as the actual printing of the workbooks were borne by Government. This promoted ownership and laid the foundations for the scalability of the pilot project. Given below is more detailed description of the various steps and stages of project implementation.

4.1. *Review, adaptation and translation*

Keeping in mind that it is critically important that the career guidance programme offered to students is culturally relevant and that it is also simple enough for use in diverse classrooms, a *Career Guidance Working Group* was formed. This group was tasked with reviewing and adapting the original Jiva material to suit the Tamil Nadu context, and then either translate the material from English to Tamil or develop new materials based on the English templates. Members of this group were trained practitioners of the Jiva method of career guidance and were fluent in English and Tamil. All members of the group were teachers with many years of experience of working with the target group. The blind, back-translation procedure was used, particularly with the tests and assessment material. The aim was to create a Tamil version of the Jiva Kit such that the materials were conceptually equivalent to the original English material and yet culturally authentic. That is, the language used in the Tamil version should be *natural and acceptable* within the culture of the region and still the programme experience and results should practically be the same as the English original.

Career guidance goes beyond matching individuals to jobs based on aptitude test results. The Jiva approach aims at providing students with the vocabulary and cognitive preparedness to take personal responsibility for their own career development.

The guiding principle for the review was a strong focus on cultural and conceptual adaptation, rather than on linguistic/literal equivalence. At the same time, keeping in mind the overarching objective of the Jiva method, an important objective of the adaptation was to immerse students in the *vocabulary* necessary to negotiate their career development tasks. Therefore, new vocabulary related to career development was also introduced. For example, the Tamil word *vazhvathara pani* (வாழ்வாதாரப்பணி) was used to provide students with the vocabulary to understand that career is not merely a job. It is "work as the bedrock of life" and "vocation which is holistically anchored in one's life and community".

4.2. *Creation of new material*

An important objective when creating the Tamil career guidance Kit was to collate a comprehensive career information system relevant particularly to Tamil Nadu. Documentation and career information specialists with previous experience in career information management reviewed all relevant sources of government approved career information including ITIs, Polytechnics, NSDC centers and Universities (State and Central). These institutions were contacted by telephone to verify information available on

their websites. Personal visits were made where possible. The existing Jiva database was edited and a revised database of 180 career information cards specific to Tamil Nadu was created.

In addition, all other teaching-learning material were translated into Tamil. The translations were checked by independent translators and corrections were made. In this way a draft version of a complete career guidance Kit in Tamil was created.

4.3. Validation of the material

Validation was conducted at three levels:

A. Trial tests with students

The material was trial tested with about 75 students considered representative of the target group. This trial testing sample comprised both boys and girls, all from economically disadvantaged homes. Detailed notes were made of students' responses and engagement with the material and activities for each part of the programme. Student feedback was also collated.

Trial testing the material with students



Care was taken to ensure that the trial testing was in a classroom environment that closely matched the environment found typically in the schools of the target group.

B. Stakeholder's meeting

The draft version of the Kit was presented at a stakeholders meeting. This included heads of target schools and government officials. An open discussion was facilitated and feedback from these leaders was recorded.



C. Review by experts identified by the Department

Finally, the material was reviewed by experts and consultants who were tasked with this responsibility by the Department. This included desk reviews of the material as well as the Department's consultants interacting directly with participating students.

A reviewer meets participants of the programme



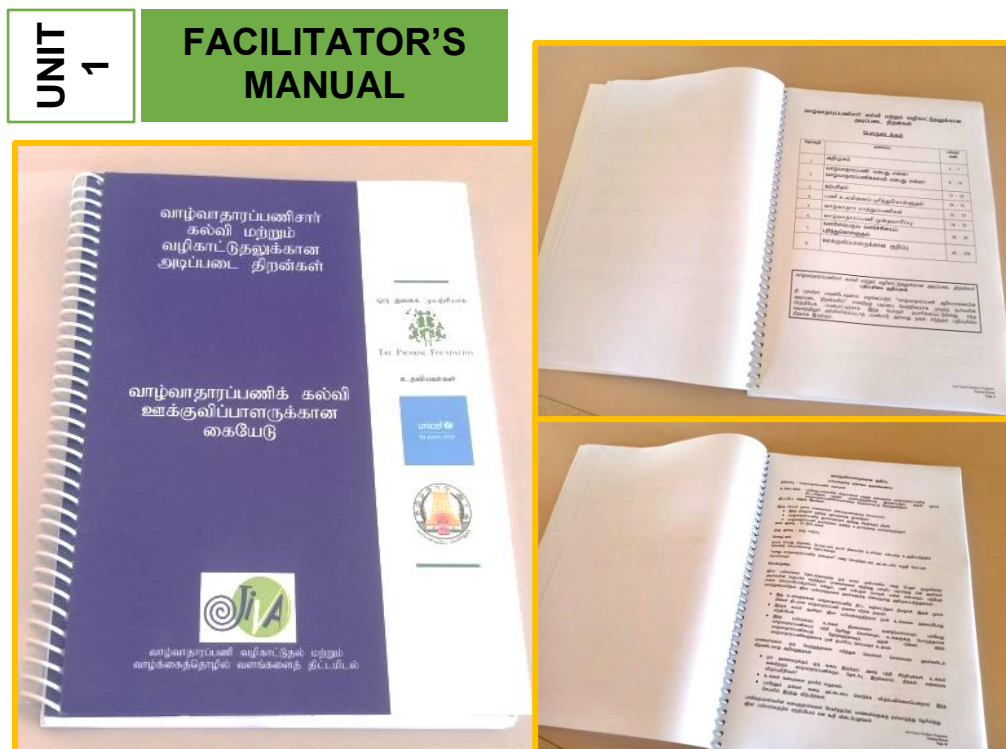
Feedback and comments were collated, the necessary changes made, and the material was re-presented to the experts and consultants of the Department. This process continued iteratively through 6 cycles, until a version acceptable to all stakeholders was obtained.

In keeping with the guiding principle of cultural resonance, this Tamil adaptation of the Jiva approach to career and livelihood planning was given the Tamil name, "வாழ்வாதாரப்பணி வழிகாட்டுதல் திட்டம்" (Vaalvadahaarappani Vazhikaatuthal Thitam).

Once the material was vetted and approved by the stakeholders, artists and designers were retained to design and format the material. The objective was to ensure that the material is colourful and attractive to the target group.

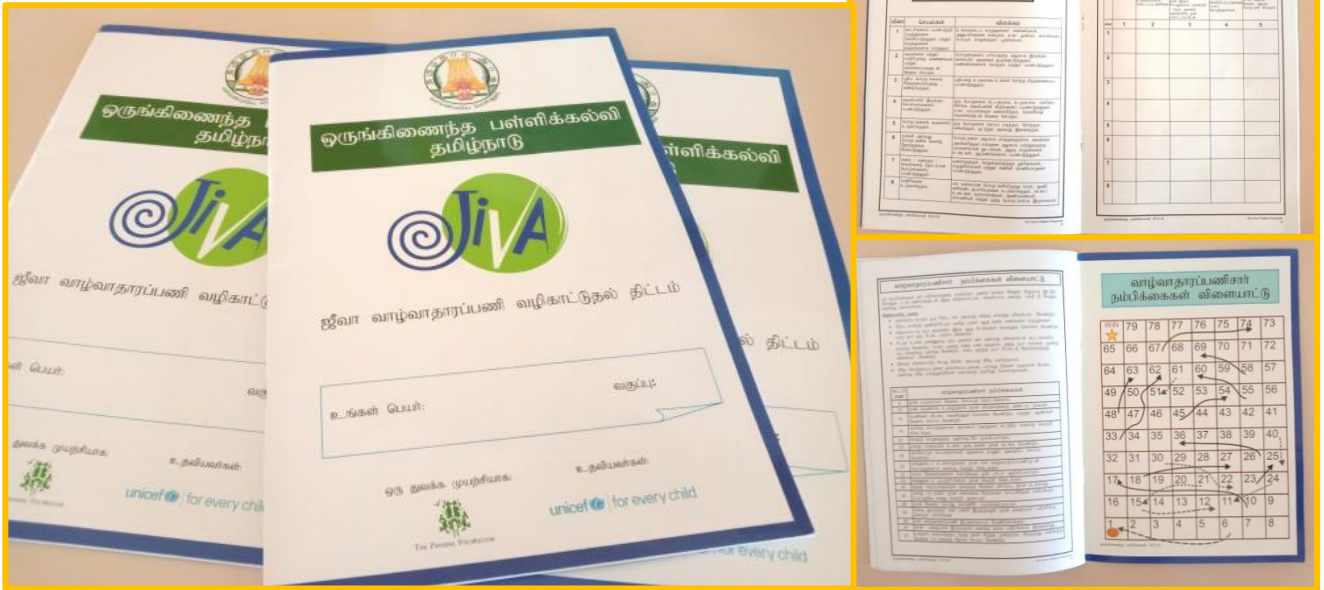
4.4. The vetted Tamil career guidance Kit

The vetted and validated Tamil career guidance Kit comprises the following 6 units of material:



UNIT
2

STUDENT
WORKBOOK

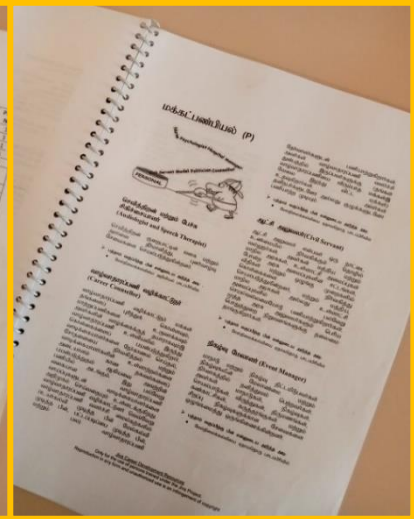
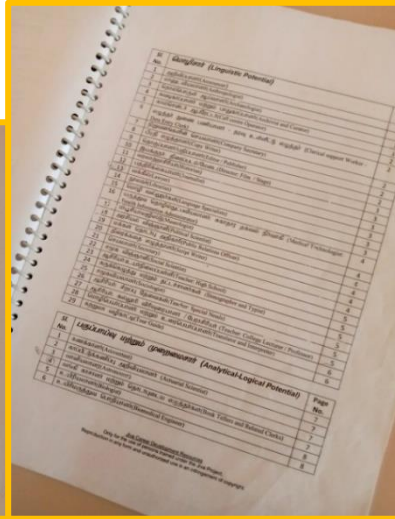


UNIT
3

LEARNING
CARDS



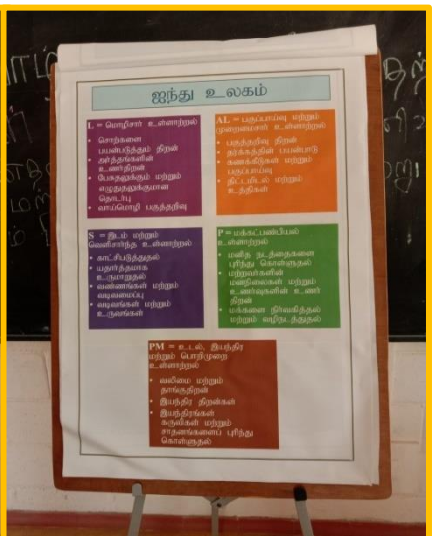
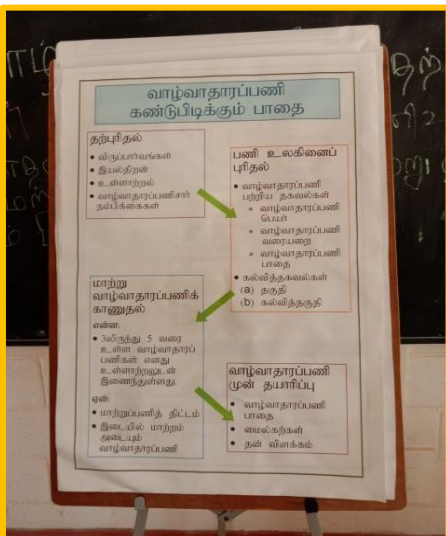
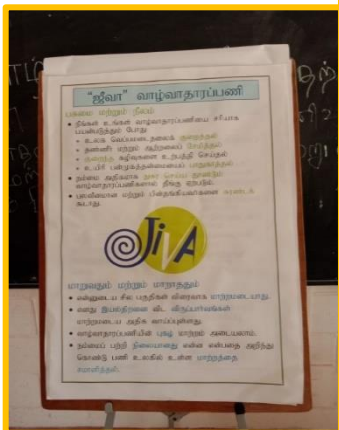
UNIT 4 **CAREER DICTIONARY**



UNIT 5 **CAREER INFORMATION CARDS**



UNIT 6 **FLIP CHARTS**



This Tamil career guidance Kit offers a comprehensive teaching-learning resource for a school-based career guidance programme. With this material, a career guidance facilitator who is trained in the *Jiva Vaalvadhaarappani Vazhikaatuthal Thitam* method of career guidance is fully equipped to conduct a comprehensive career guidance programme in their institution, with easy replicability to other institutions.

The guiding principle for the review and translation was a strong focus on cultural and conceptual adaptation, rather than on linguistic/literal equivalence.

The Tamil adaptation of Jiva was named as: "வாழ்வாதாரப்பணி வழிகாட்டுதல் திட்டம்" ("VAALVADHAARAPPANI VAZHIIKAATUTHAL THITAM")

4.5. Shift in project objectives

The original project objective was to conduct an 8-day training workshop for teachers from 20 pre-selected government high schools in the districts of Chennai, Thiruvallur and Kanchipuram, and build their capacity to independently conduct career guidance workshops in their schools using the Tamil career guidance Kit.

During the stakeholders meeting, all members (school heads, government officials) were unanimous in the view that the proposed career guidance programme would be very useful to their students and they were highly willing to participate in the programme. However, many of them felt that time was not enough to complete the teacher training and conduct the student workshop before end-December (after this, students become busy with exam preparation). It was also strongly felt that rushing would not generate the desired results.

The views of the stakeholders were presented to the State Project Director (SPD) and other key officials of the Department of Education (GoTN). It was jointly decided that since the programme is an innovation, the implementation must not be rushed since the programme outcomes could be compromised. The following decisions were taken to change the design of the 2019-2020 project:

- Instead of training teachers to conduct the student workshops, The Promise Foundation will directly conduct the workshops in schools, using its own team of career counsellors.
- Head teachers and headmasters of participating schools will join as observers where possible.
- UNICEF will sponsor printing of sufficient copies of all units of the career guidance Kit except the Student Workbook,
- The Student Workbook will be printed by the Samagra Shiksha, GoTN. The Promise Foundation will supply the print-ready soft copy of the student workbook. 1250 copies of the student workbooks will be printed.
- The Department will identify 3 schools each in Chennai, Thiruvallur and Kanchipuram districts (total 9 schools) and provide a programme schedule for the roll-out.

The Promise Foundation's team of career counsellors conducted the workshops in the 9 pilot schools. Table 2 below provides the school details with participant and the dates of the workshops.

Table 2: Details of schools where the programme was conducted over 2019-2020

Sl. No.	School Name	Location	District	Total Students	Students attended	Dates of workshop
1	Government Girls Higher Secondary School	Market Street	Chennai	163	161	13.11.2019 14.11.2019 15.11.2019
2	Pathigappa Chemmal K Ganapathy Government School	Kodambakkam	Chennai	188	169	18.11.2019 19.11.2019 20.11.2019
3	Government Girls Higher Secondary School	Villivakkam	Chennai	107	93	21.11.2019 22.11.2019 23.11.2019

Sl. No.	School Name	Location	District	Total Students	Students attended	Dates of workshop
4	Government Girls Higher Secondary School	Cheyyur	Kanchipuram	86	86	21.11.2019 22.11.2019 23.11.2019
5	Government Higher Secondary School	Ayyangarkulam	Thiruvallur	160	153	25.11.2019 26.11.2019 27.11.2019
6	Government Higher Secondary School	Poonamalli	Thiruvallur	105	33*	25.11.2019 26.11.2019 27.11.2019
7	Government Boys Higher Secondary School	Arani	Thiruvallur	153	137	02.12.2019 03.12.2019 04.12.2019
8	Government Higher Secondary School	New Gummudipoondi	Kanchipuram	96	87	05.12.2019 06.12.2019 07.12.2019
9	MPL Higher Secondary School	Selaiyur (For Std. 9)	Kanchipuram	112	108	07.01.2020 08.01.2020 09.01.2020
		Selaiyur (For Std.10)	Kanchipuram	143	40 *	23.01.2020 24.01.2020 25.01.2020
TOTAL				1313	1067	

Note: *Number of students allowed to attend the workshop by the school.

The workshops were conducted between the 13th of November 2019 and the 25th of January 2020. Disruptions were encountered because schools closures (e.g. due to monsoon rains, festivals). Despite this, the counsellors reached all shortlisted schools and completed the pilot successfully.

5. WORKSHOP FORMAT

5.1. Method and approach

This is a 12-hour intervention delivered over a period of 3 full days. The activities are delivered in a workshop format, taking a student-led approach. Each activity is supported by different material from the [Jiva Vaalvadhaarappani Kit](#). Students record each learning in their [Vaalvadhaarappani Workbook](#) and take this workbook home with them after the intervention is completed. In this way, this record of their learnings remain accessible to them for many years to come.

The intervention comprises 24 activities. Each activity is executed in one of the following formats:

- **Whole Group Activities:** These activities are led by the facilitator and the whole group (approximately 40 students) works as one.
- **Individual Activities:** These activities require the student to work independently. The tests and inventories for self-discovery are all individual activities.
- **Small Group Activities:** Most of the [Jiva Vaalvadhaarappani](#) activities follow this format. As shown in Figure 2, small group activities typically have 4 main parts:
 - The activity begins with an orientation from the facilitator to the whole group.
 - The group divides into smaller groups where each group comprises about 8 to 10 students. Each group works on a specific theme.
 - Each group presents its discussions to the whole group. The facilitator supports the presentations to ensure clarity and reinforcement of learning objectives. Students engage and learn from these presentation.
 - The facilitator concludes the activity and moves to the next activity.

Figure 2: Small group activity format



The various tools of the [Jiva Vaalvadahaarappani Kit](#) are used to execute the activities (for Tamil samples of the Kit see section 4.4, for English samples see Appendix 2).

Table 3 provides details of the workshop activities and a brief summary of the method of execution.

Table 3: Workshop format and content

Sl. No.	Activity Name	Activity Format	Materials required	Intended Learning outcome	Duration
Day 1					
	Pre intervention assessment	Whole Group	<ul style="list-style-type: none"> Career Preparation Status Questionnaire 	Document participants' career preparation status before the career guidance workshop.	30 minutes
1	Introduction	Whole Group	<ul style="list-style-type: none"> Jiva Vaalvadahaarappani Workbook. Post-Its. 	Introduction to the 3 day workshop. Sharing of career dreams.	10 minutes
2	Work...Job...Career?	Whole Group	<ul style="list-style-type: none"> Worksheet: Work...Job...Career? Flipchart: Work...Job...Career? 	Articulate the difference between, work, job and career.	10 minutes
3	Career Discovery Path	Whole Group	<ul style="list-style-type: none"> Work Sheet: The Career Discovery Path. Flip Chart: Career Discovery Path. 	Introduce students to the 4 key elements of career development.	20 minutes
Break					
4	Jiva Career	Small Group	<ul style="list-style-type: none"> Work sheets: The Jiva Career. Learning Cards: The Jiva Spiral, The Jiva Tick Mark, Jiva Career is Green and Blue, Changing and the Unchanged. Flip Charts: The Jiva Career. 	Articulate four key cultural values that underlie career development.	70 minutes
Lunch Break					
5	Self-Understanding	Whole Group	<ul style="list-style-type: none"> Work Sheet: Self-Understanding Flip Chart: Self-Understanding 	Comprehend and distinguish between interest, aptitude, potential and career belief.	20 minutes
6	Panchaloka	Small Group	<ul style="list-style-type: none"> Work Sheet: Panchaloka. Flip Chart: Panchaloka. Learning Cards: Linguistic Analytical-Logical, Spatial, Personal and Physical-Mechanical. Career dictionary for each group – one dictionary for each pair of students. 	Become familiar with the multiple potentials approach to understanding personal talents. Explain that all of us have potentials and these potentials could vary from person to person.	60 minutes
Day 2					
7	Revision	Whole Group	<ul style="list-style-type: none"> Worksheet: Revision All the Day 1 flipcharts 	Review and consolidate the learnings of the previous workshop.	30 minutes

வாழ்வாதாரப்பணி வழிகாட்டுதல் திட்டம்
Vaalvadahaarappani Vazhikaatuthal Thitram

Sl. No.	Activity Name	Activity Format	Materials required	Intended Learning outcome	Duration
8	My Interest Profile	Individual	<ul style="list-style-type: none"> Worksheets: My Interest Profile 	Use a standardized questionnaire to systematically identify one's interest profile.	60 minutes
Break					
9	Strengths and Accomplishments Questionnaire	Individual	<ul style="list-style-type: none"> Work sheets: Find your strengths. 	Draw upon real-life experiences to systematically identify strengths and talents.	60 minutes
Lunch Break					
10	Making Links	Small Group	<ul style="list-style-type: none"> Worksheet: What should I know about my career path. Learning Cards: Making links (5). Black Board. Making links Flashcards Career Information Cards 	Learn skills to improve knowledge of careers in terms of name, definition, task, potential, and educational path.	70 minutes
Break					
11	I Believe	Whole Group	<ul style="list-style-type: none"> Worksheet: Career Beliefs Flip Chart: Career Beliefs 	Understand how career beliefs affect career choices.	30 minutes
Day 3					
12	Recap			Review and consolidate the learnings of the previous workshop.	10 minutes
13	One Career Many Jobs (Work Job Career)	Whole Group	<ul style="list-style-type: none"> Worksheet: Work...Job...Career Flip Chart: Work...Job...Career 		
14	Educational Milestones	Small Group	<ul style="list-style-type: none"> Worksheet: Educational Milestones Flip Chart: Educational Milestones Educational Milestones Flash Cards. 	Comprehend the different of educational pathways and qualifications available in the country.	30 minutes
Break					
15	Lifelines	Whole Group	<ul style="list-style-type: none"> Worksheet: Life Lines Flip chart: Life Lines 	<p>Develop a stronger future orientation.</p> <p>Comprehend that decisions made today have an impact on future career development.</p>	30 minutes
Lunch					
16	Career Overview	Individual	<ul style="list-style-type: none"> Worksheet: My Interest Profile (completed) Worksheet: Strengths and Accomplishments Questionnaire (completed) Worksheet: My Career Alternatives Careers Dictionary 	Plot personal potential profile by scoring the various assessments completed earlier. Match careers to potentials. List ideal career alternatives.	60 minutes
17	Break				

Sl. No.	Activity Name	Activity Format	Materials required	Intended Learning outcome	Duration
18	My Career Plan	Individual	<ul style="list-style-type: none"> Worksheet: My Career Plan. Career Information Cards. Career Dictionary. Flip Chart: My Career... My Stream. 	<p>Link career alternatives to the courses needed to qualify for each of the career alternatives.</p> <p>Construct a 3 to 5 year plan for career development.</p>	75 minutes
19	My Next Steps	Whole Group	<ul style="list-style-type: none"> Flip Chart: My Next steps 	List and prioritise actions and next steps to be taken, keeping careers chosen in mind.	10 minutes
20	Conclusion	Whole Group	<ul style="list-style-type: none"> Worksheet: Career Beliefs Game 	Review once again how career beliefs affect career progress.	30 minutes
21	Post intervention assessment	Whole Group	<ul style="list-style-type: none"> Career Preparation Status Questionnaire 	Document preparation status after the career guidance workshop.	30 minutes

This set of activities (Table 3) comprise the 3-day career guidance workshop implemented *uniformly* in all the 9 pilot schools.

Glimpses into the workshops being conducted in the 9 different pilot schools are provided in the next pages.

Glimpses into the workshops conducted in the 9 different pilot schools

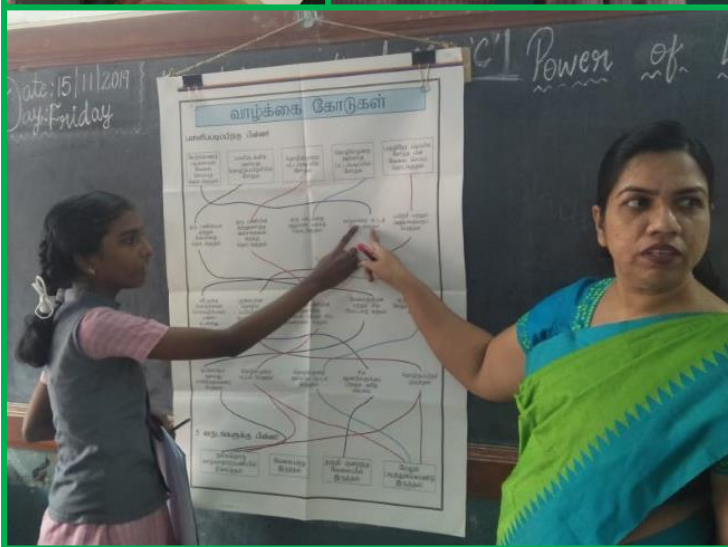
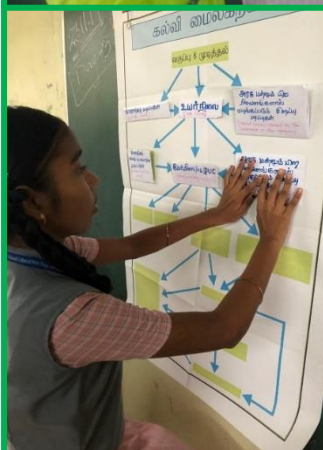
Trained Jiva Vaalvadahaarappani
Counsellors conduct the workshop



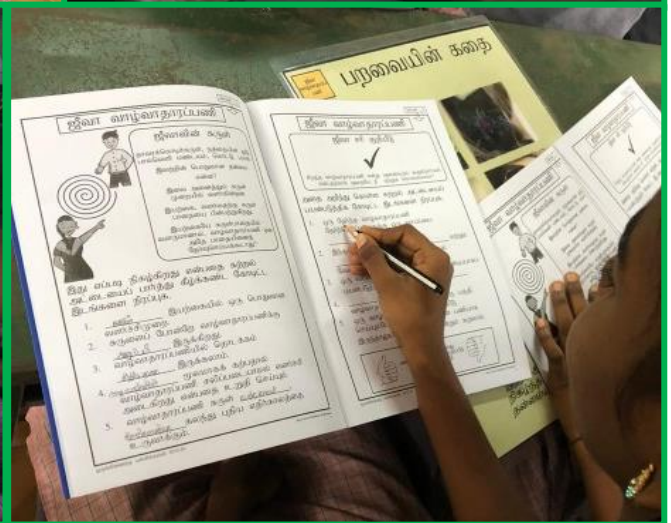
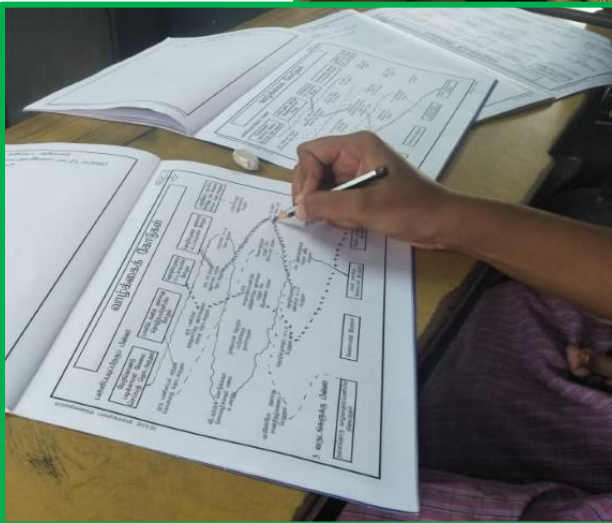
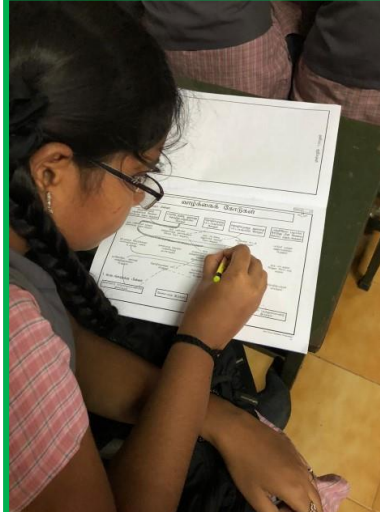
Students engage with the Jiva material and share their views in small group discussions



Students find answers to questions and share their learnings through presentations to the rest of the class.



Students record all their learnings in their Vaalvadahaarappani Student Workbooks. This includes their potential profile, career information, career alternatives addresses and contact information



Completed workbooks are taken home by students at the end of the programme as a record of their learnings, as a reference book for career information and as a practice book for what they have learned.

Parents are an integral part of the process



A special session for parents is held at the end of the 3 day student programme

As seen in these pictures, the role of the facilitator is to guide and create an *environment* for career discovery. The Jiva method takes a *participant-led approach* and promotes peer-learning. In summary, some salient features of this approach are as follows:

- Emphasis is laid on sharpening the participant's orientation to taking *personal responsibility* for career development.
- Providing students the opportunity to summarise ideas, make presentations to the whole class and express themselves in public, also contributes to broader *life skills* such as skills for communication, development of self-efficacy and strengthening participants' self-confidence.
- The *multiple potentials* approach allows for the recognition of a broader range of talents and potentials. Students take away the important message that they are *all* intelligent in different ways, and this could go beyond excelling only the academic realm.
- The inclusion of *parents* is critical. It creates the opportunity to explain the process of career development to them and show them concrete ways in which they can be involved in their child's career development.

6. OUTCOMES OF THE INTERVENTION

The revised Aim 3 of the project was to 'evaluate outcomes and make recommendations to GoTN for bringing the intervention to scale for the State of Tamil Nadu'. This aim was addressed by collecting *quantitative* and *qualitative* data and using an established theoretical framework to monitor outcomes.

6.1. *Theoretical framework*

The most meaningful outcome of a career guidance intervention for high school students is improvement in participant's *readiness* to make career decisions. This aspect of career development requires several skills which together are referred to as *career preparation status*. An expectation of an effective career guidance programme is that there will be substantial changes in participant's career preparation status in the following four interlocking areas:

- A. *Self-understanding*: This reflects individual's knowledge of his/her interests and aptitudes and how these attributes of personality interact with each other. Individuals would be described to have high self-understanding in relation to career development when they can articulate what their interests and aptitudes are, link personal interests and aptitudes to potential careers, and describe their values and career beliefs.
- B. *Knowledge of the world of work*: This reflects the individual's awareness of career and educational information. For example, an individual who is aware that one must learn about the characteristics of a career and its future prospects, and that a job is not a career but in fact every career is made up of many jobs, would reflect high knowledge of the world of work. This person would know the names and definitions of a wide range of careers and the specific tasks related to those careers, as well as the skills and potentials required to be successful in those careers. A student with high knowledge of the world of work would also be aware of training pathways to enter a career including eligibility criteria, qualifications and entrance procedures.
- C. *Skills to develop career alternatives* refer to the ability, based on knowledge of self and the world of work, to identify a set of 3 to 4 careers that are linked to one's own interests and aptitudes. A student with high skills in this area would be able to articulate the importance of having career alternatives and would be able to link 3 to 4 career options to his/her potentials and interests.
- D. *Skills for career preparation* refer to the individual's ability to make an effective career plan. A student with high skills in this area would have generated career alternatives and would be able to describe a career path showing the links between career alternatives. The student would also be able to list relevant career and educational information, such as educational milestones pertaining to shortlisted career alternatives and identify the sources to find relevant information.

Changes were examined using *quantitative* data from test (questionnaire) scores and *qualitative* data from narratives.

6.2. *Changes in Test Scores*

Quantitative assessment of the outcomes of the intervention was conducted by using the *pre-intervention, post-intervention design*. The following sections present the hypotheses and exploratory questions, the tool used to capture any change in career preparation status, and the findings.

6.2.1. *Hypotheses and exploratory questions*

Based on The Promise Foundation's earlier work in Indian high schools, two hypotheses were formulated as a framework within which to observe the outcomes of the intervention:

- a) Career preparation scores of students in the participating schools would be low before intervention (reflecting how much students already know from informal inputs in school and outside school).
- b) After participating in the intervention, career preparation scores will improve.
The analysis would also explore whether:

- a) there are *gender differences* in scores before the intervention and after the intervention, showing if the intervention supported one gender group better than another.
- b) if there are *school differences* in scores before the intervention and after the intervention, showing if the intervention supported students from one school type more than another.
- c) whether a certain grade has a higher uptake from the intervention, checking from this sample, when it is optimal to deliver the intervention.

6.2.2. Tools

The *Career Preparation Status Questionnaire* (CPSQ) (Arulmani, 2012) is a 20-item questionnaire developed to assess students' readiness to make career choices. The CPSQ rests on the assumption that the four career development factors described in the theoretical framework (section 6.1 above) and a general orientation towards each, will together contribute to the individual's career preparation status and readiness to make career decisions.

The questionnaire follows the mixed methods format blending items to elicit quantitative and qualitative information. The maximum obtainable score on this questionnaire is 46, covering five categories: general orientation, self-understanding, understanding the world of work, career alternatives and career preparation. The higher the score, the higher is the student's preparedness to make effective career decisions.

The original version of this questionnaire (developed in English) was translated into Tamil using the blind, back translation method. The test items were adapted to the local context.

6.2.3. Method

Students were assessed for their career preparation status before and after the intervention (Time 1 [T1] and Time 2 [T2] or pre-intervention and post-intervention respectively). Only students who were present for all sessions of the intervention and completed the CPSQ both at Time 1 and Time 2 were included in the analysis. A total number of 1067 students attended the workshops. Of these complete data sheets were available for 959 students. It was not possible to obtain a matched control group against which to compare the performance of the group that received the intervention. Therefore, this study cannot be considered to be a randomised controlled trial.

6.2.4. Finding 1: All students gain from the intervention irrespective of gender or school in which they study

Table 3 shows the Mean scores with standard deviations of the whole group at T1 and T2. The results are given first for the total CPSQ score, followed by sub-scores for the five components of Self-Understanding (SU), understanding the World of Work (WOW), Career Alternatives and Career Preparation (CP) and a General Orientation (GO) towards each.

Table 3: Mean percentage scores (SD) of the whole group (N=959) on the CPSQ before and after the intervention

	T1 Mean score (SD)	T2 Mean score (SD)	Gain Score (T2-T1)
CPSQ Total	22.04 (11)	59.57 (26)	37.53
SU	28.70 (17.22)	71.80 (32.44)	43.10
WOW	21 (12.6)	57 (29.23)	36
CA	20.70 (15.6)	51 (26.44)	30.30
CP	23.00 (16.50)	52.00 (25.38)	29
GO	16.29 (12.6)	68.80 (35)	52.51

Note: T1 = before the intervention, T 2 = after the intervention; CPSQ = Career Preparation Status Questionnaire; SD = Standard Deviation; SU = Self-Understanding; WOW = understanding the World of Work; CA = Career Alternatives; CP = Career Preparation; GO = General Orientation;

Scores are presented in percentages to allow comparison across sub-components of career preparation. The Gain Score was computed by subtracting the Mean score obtained at Time 2 from

the Mean score at Time 1. The Gain Score captures the learning outcome from the intervention and arguably, the effectiveness of the career guidance workshops. The findings were as follows:

A. As hypothesised, pre-Intervention scores show low preparation status

- Mean CPSQ scores before the intervention are much below the scores obtained after the intervention. Similar low scores are also seen across all sub-components of the CPSQ at the pre-intervention stage.

B. As hypothesised, post Intervention scores show substantial improvements

- The Mean CPSQ score and the scores of all the sub-components are substantially higher after the intervention.

C. Gain Scores are positive and high

- To further analyse the effectiveness of the workshops, a Gain Score was computed by subtracting the Mean score obtained at Time 2 from the Mean score at Time 1. As shown in Table 3, career preparation status increased substantially.

D. Gains are similar between boys and girls

- Analysis of the Gain Scores by gender showed that all students irrespective gender seem to have gained equally from the intervention.

E. Gains are similar across schools

- Analysis of the Gain Scores by school showed that all students irrespective of which one of the 9 schools they belonged to seem to have gained equally from the intervention.

6.2.5. *Finding 2: Student's age and grade do matter for uptake from the intervention. While Std. 9 students gain from the intervention, the maximum gains are for students in Std. 10.*

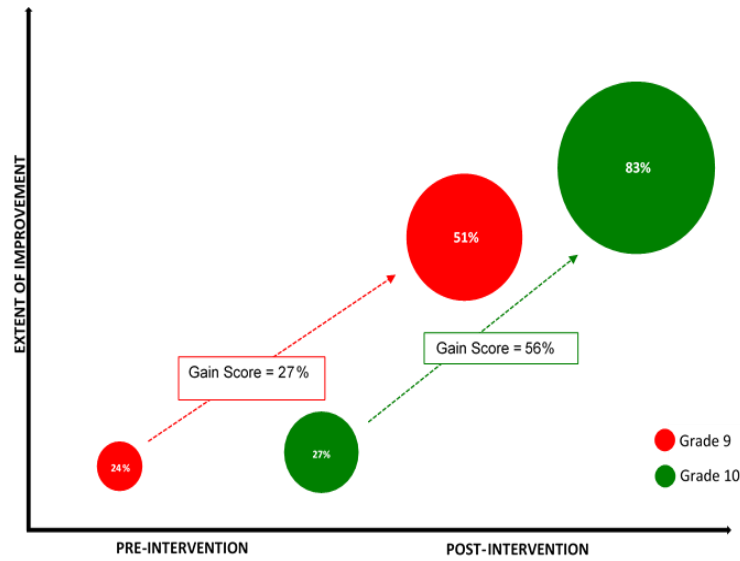
Given the success of the programme in other schools, the headmaster of one school was keen that the intervention was also offered to Std. 9 students in his school. This gave us the ideal opportunity to address the question: *How do age and grade affect the outcomes of this intervention?* Hence we offered the intervention to both Std. 9 and 10 students, in the same school. The details of this sub-study are as follows:

- The average age of students was 13 years and 15 years in Grades 9 and 10 respectively.
- Both boys and girls were equally represented in both groups.

Since the Grade 9 and 10 students were from the same school, it can be assumed that school effects, and similar other environmental effects are matched for the two groups. This allows for a direct comparison of intervention effects (outcomes of the intervention) across ages and grades.

- Students in Grade 9 and 10 recorded similar scores on the CPSQ before the intervention. This suggests a levelling off in career development between Grade 9 and 10. This is a matter of concern since there is the expectation of higher maturity for career decision making from the school leaver in Grade 10 compared to the younger student in Grade 9. This finding from the sub-study offers one further reason to consider offering career guidance services in High School. However, *when* in High School the programme is offered also matters, as shown in the Gain Scores in Std. 9 group versus the Std. 10 group (see Figure 3).
- Post-Intervention scores show that both groups gained from the intervention. However, students in *Std. 10 gain substantially more from the intervention than Std. 9 students.*

Figure 3: Mean percentage scores (SD) of Grade 9 vs. Grade 10 students on the CPSQ before and after the intervention



Grade	T1 CPSQ percentage (SD)	T2 CPSQ percentage (SD)	Gain Score (T2-T1)
Grade 9	24.42 (10.51)	50.91 (24.31)	26.49
Grade 10	27.12 (8.51)	83.42 (20.25)	56.3

Note:

T1 = Time 1 (Pre-Intervention) ; T2 = Time 2 (Post-Intervention) ; CPSQ = Career Preparation Status Questionnaire; SD = Standard Deviation

It is clear from Figure 3 that while both Grade 9 and Grade 10 gain from this intervention, students in Grade 10, show a remarkably greater improvement after the intervention (see comparison of Gain Score: 27% in Grade 9 vs. 56% for Grade 10). This difference in uptake from the intervention could be because Grade 10 students are older and more developmentally mature. Also, Grade 10 students are closer to making career decisions and it is likely that the issues surrounding career choices are a stronger *felt need* amongst Grade 10 students.

Grade 10 students gain substantially more from this intervention than students in Grade 9.

In summary, quantitative assessment of the outcomes of the Tamil career guidance programme shows that the career preparation scores of all students are low before the intervention and that all students show substantial improvement after they attend the intervention. Both boys and girls show similar gains, with students in Grade 10, showing higher gains than students in Grade 9. Students in all schools gain from the intervention.

6.3. Student narratives

Over and above the CPSQ, students were also asked to give narrative responses to the open ended question: "How did you benefit from this three-day career guidance programme?"

A thematic analysis of students' responses showed that almost all students had benefitted from the career development view point. Closer analysis showed a ripple effect, whereby broader benefits in the *educational* and *psychological* domains were also seen. These themes are classified and listed in the following sections along with illustrative extracts from student narratives.

Improvements in career development skills could be the result of broader benefits in the educational and psychological domains.

6.3.1. Finding 3: Several positive changes are reported in students' orientation to education after

participating in the intervention, including improved motivation

A key developmental task every Grade 10 student must address has to do with making decisions about the next step after completing high school. At the first level, student responses clearly indicate effects pertaining to this task. Students' narrative responses indicated that this programme:

- helped improve the ability to make accurate career choices.
- enhanced awareness about the need for person-course fit.
- gave a goal for the future and motivation to do better in school.
- provided skills for exploration and expanded awareness of the world of work.
- fostered goal-oriented learning and improved motivation for further education.
- increased confidence and sense of agency because they were able to see how they could build not one, but multiple career trajectories based on what they were learning in school.

Verbatim illustrations from student narratives showing impacts in the educational realm

வாழ்வாதாரப் பாதையை பற்றி எனக்கு எதுவுமே தெரியாமல் இருந்தது. 10 ஆம் வகுப்பிற்கு பிறகு நான் என்ன (Group) எடுக்க வேண்டும் என்று எனக்கு தெரியாமல் இருந்தது. உதாரம் கிராமப்புறம் என்ன படிக்க வேண்டும் என்று எனக்கு தெரியாது. இது எனக்கு மிக மிக முக்கியமானதாக இருந்தது. இரீடி சிஸ்டம் எனக்கு மிகவும் ஏராளம் படிக்கிறேன்.

I was not aware about career guidance before. I didn't have any idea what group to choose after completing my 10th Standard. But through this I came to know what I have to choose and how I have to choose the group. I felt it's very, very important in one's life. I like this system of guidance very much.

Government Girls Higher Secondary School, Cheyyur

கருத்து : உருவகாத்திகல்
* திறமையான நான் எனக்கு வேலை செய்ய வேண்டும் என மிக தெளிவாக தெரிந்து கொண்டேன் .
* மிக தெளிவாக செயல்பாடுகள் , மிக தெளிவாக மாற்றம் . * நிறைய "ஜியா" உருவகம் .
* திறமையான நான் , உருவகாத்திகல் எனக்கு வேலை செய்ய வேண்டும் என மாற்றம் .

Through this program, I understood what group I should take in my future. The programme gave lot of ideas. I understood very well. It gave clear cut idea about our future.

PCKG Higher Secondary School, Kodambakkam

என் கருத்துகள் :
* கார்ட் அட்டென்ஷன் குடும்ப நான் எனக்கு வாழ்வாதாரப் பாதையை தெரிந்துகொள்ளவேண்டும் .
* நான் எனக்கு வாழ்வாதாரப் பாதையை தெரிந்துகொள்ளவேண்டும் .
* கார்ட் குடும்ப நான் மாற்றம் வாழ்வாதாரப் பாதையை தெரிந்துகொள்ளவேண்டும் .
* கார்ட் குடும்ப நான் மாற்றம் வாழ்வாதாரப் பாதையை தெரிந்துகொள்ளவேண்டும் .

I learnt about my career and also learnt which group to pursue for higher studies. I learnt that only job alone is not enough for my future. Also learning about the job is very essential. I knew about only 5 careers in the beginning but now I

In summary, a thematic analysis of student narratives at the end of the intervention suggests that the impact of the Tamil career guidance programme on students' skills for career development was most likely undergirded by changes in the student's *educational* orientations. Most importantly, this intervention helped students identify what their next step in the educational ladder could be and motivated them to seek further education.

6.3.2. Finding 2: Improvements seen in the psychological dimension

At a deeper level, career guidance is a psychological intervention. It's most important aim is to help the student gain insights into self, personal interests and talents and thereby help him/her gather greater confidence to mediate the world of work. The following psychological themes emerged in our analysis of student responses indicating that this intervention had an impact on such dimensions as well. Students' narrative responses indicated that this programme:

- improved students' knowledge of self by providing a simple and reliable system to understand, highlight and identify talents and interests.
- increased self-meditation.
- developed decision making.
- reduced negative career beliefs.
- enhanced agency and self-efficacy.
- raised aspirations.
- improved preparedness.
- strengthened belief in the ability to surmount obstacles.
- brought in a lifelong perspective.

Verbatim illustrations from student narratives showing impacts in the psychological realm

* எனக்கு மிகவும் பயனை உண்டாகும் என்று
* எனக்கு உடல் திறமைகள் எவ்வளவுக்கு
* நான் பின்பற்றும் திட்டமேயும் அறிவதும் உண்டு
* கிடைக்காத வாழ்க்கையைத் தோல்விகள்
* எனக்கு கிறித்த (CLASS) மிகவும் பிடிக்கும்

It is very useful program. I identified my talents. It created hope, towards the future. I love the class.

Government Higher
Secondary School,
Ayyangarkulam.

This counselling is very useful for me. It tells about taking decisions. I feel good. This counselling is ^{give} change for me. I feel very happy. I feel very comfortable. I ~~to~~ thank for

Government
Higher
Secondary
School, New
Gummudiipoondi

ஜீவா வாழ்வாதாரப்பணி எனக்கு மிக உபயோகமாக இருந்தது. சூடு கண்டே இல்லாமல் இருந்தேன். இப்போது நான் பதிக்ஷமி எனது வேலை செய்கிறேன். எனக்கு முடிவெடுத்த மிக வசிக்கிற மெல்கென்.

Jiva career guidance was very helpful to me. I was without a dream but now I have chosen my career. I am very happy with this guidance program.

PCKG Higher
Secondary School,
Kodambakkam

இந்த பயிலரங்கத்தின் சேலம் நான் என் வாழ்வாதாரப் பணியை எப்படி தொடங்க வேண்டும் என்று கற்றுக் கொண்டேன்.
* இதைப் பற்றி புரிந்து கொண்டேன். விஞ்ஞானம் மற்றும் இயல் திறன் தெரிந்து கொண்டுள்ளேன்.
* வாழ்வாதாரப் பணி என்னால் என்ன செய்ய முடியும் என்று தெரிந்து கொண்டேன்.

I learnt about myself and also about my interests and talents. After this workshop I have got a clear idea about career.

Government Girls Higher
Secondary School,
Cheyyur

At the heart of the Jiva Vaalvadahaarappani Vazhikaatuthal Thitam approach to career guidance lies the *personhood* of the student. Qualitative analysis of student's responses indicates that this intervention is likely to have played a significant role in strengthening that personhood. *Insight* into personal talents and interests seems to have improved. Most importantly several students indicated that the programme gave them *hope* and *confidence* for the future.

7. Recommendations

This pilot study has yielded a comprehensive career guidance teaching-learning resource in Tamil with a fully vetted career guidance Kit. The effectiveness of this Kit and this method of career guidance has been demonstrated in schools from three different districts. The data gathered shows changes in test scores as well as positive reports of engagement, hope and increased confidence in student narratives. The levels of improvement seen in this Tamil Nadu roll-out is similar to trial tests of the Jiva material in other parts of India (e.g., Karnataka) as well as in other Asian countries (e.g. Maldives, Sri Lanka, Bangladesh, Nepal, Vietnam). Please see Appendix 3 for details. Going by these findings, it can be said that the intervention can be scaled up to cover the State of Tamil Nadu. Should such a scale-up be planned, the best outcomes require the fulfilment of the following service delivery requirements:

7.1. Adopt a system of career guidance that takes a pedagogical approach, rather than a test-driven approach

As demonstrated by this GoTN-UNICEF-TPF partnership, career guidance is a *system* that is composed of at least four key elements. These key elements work together and when they are addressed through a culturally grounded teaching-learning transaction, they lock together to cumulatively yield positive career development, educational and psychological outcomes. Aptitude testing is only a small segment in this overall pedagogical process.

7.2. Adopt a systemic (rather than piecemeal) approach

For the highest effectiveness, career guidance must be integrated into the overall educational fabric. This implies the following:

- A. Provisions must be made in the school time table for the implementation of this 12 hour intervention.
- B. The workforce that will deliver the service must be identified. Ideally, this could be school teachers. However it must be acknowledged that teachers are already overloaded with various other responsibilities. If their willing involvement is to be ascertained, career guidance work should be counted as a part of their regular duty, and not as an extra duty to be performed, voluntarily, over and above their other roles and tasks.

Note: If it is not possible to enlist teachers as the workforce for career guidance activities, the introduction of a separate workforce that undertakes the career guidance activities over a brief period of 2-3 days is an alternative. Of course the limitation here would be that this workforce would have to be separately funded.

7.3. “Curricularise” career guidance into the high school curriculum

The intervention described in this report takes an intensive, face-to-face approach. The curriculum delivery mode offers a broad spectrum approach. Here career guidance is impregnated into subject curricula that is already being transacted, in the following ways:

- A. Work with the State’s curriculum development authorities (e.g., SCERT, DIET) to theoretical and practical modules on work awareness and labour market mediation into text books and instructional material and introduce activities that build better education-employment linkages. Install career development related instructional material (such as the career guidance Kit described in this report), in the school premises and/or the community
- B. Orient all teachers through brief training sessions to the following:
 - the basics of career guidance and to the career guidance material available in students’ text books and the school environment, as described in point A above.
 - skills to use the curriculum they already teach (science, history, geography), to communicate career development messages. For example, when the science teacher takes up a topic on “sound waves”, a career guidance input could be the various careers linked to this topic (e.g., audiometrician, sound engineer, air traffic controller).

Note: A limitation of this broad spectrum method is the loss of the more deep lasting impact that can emerge from actual career guidance workshops conducted in the face-to-face format.

7.4. Build career guidance into the teacher training curriculum

- Bring career guidance as a paper or a specialisation into the teacher training curriculum (e.g., B.Ed) whereby all teachers gain knowledge and skills to deliver career guidance.
- Develop a curriculum for a full paper on career guidance as a paper in the State’s B.Ed course.
- Negotiate with teacher training institutions (e.g., Tamil Nadu Teachers Education University) to start a full paper on career guidance as a part of the B.Ed curriculum.

By integrating career guidance into the B.Ed it is anticipated that career guidance will gradually be absorbed into the workforce already being trained by the State, and thereby avoid the expenditures of employing a separate workforce.

7.5. Deploy both offline and online channels

Delivering career guidance through broadcast media (e.g., television) or online, internet based channels is commonly proposed as a solution to bring the programme to scale. International evidence points to the following:

- A. Access is a fundamental issue. While it seems that internet penetration is high, access to internet resources needs to be systematically and intentionally forged. Merely broadcasting something or placing it on the internet, does not mean that the target audience can access or benefit from the resource.
- B. Should television broadcasts and/or internet be adopted as service delivery channels it is essential that the following are assured:
 - good connectivity
 - sufficient bandwidth
 - necessary hardware and
 - ongoing maintenance.

Assuming that the above issues are adequately attended to, outcomes can still remain poor if the entire transaction is between the individual and a television broadcast or an internet resource. This is because, user participation largely remains at the “spectatorial” level.

Establishing both online and offline career development resources and building students’ skills to access these resources, through the mediation of a trained resource person such as a teacher have shown better results. Providing a helpline facility for clarification and further guidance may also be considered.

Keeping these points in view, the Government of Tamil Nadu could introduce a pioneering state flagship scheme under the name Tamil Nadu *Valarilam Paruvatthinarkkaana Vaalvadhaara Vazhikaatuthal Thittam* (career guidance scheme for adolescents in Tamil Nadu) and reach out to all the government and aided schools under the department of Education, Adidraavidar and Tribal Welfare, as well as the vocational training and industrial training institutes under the Tamil Nadu Skill Development Corporation.

8. Conclusion

Research from different parts of the world clearly indicates that career guidance contributes substantially to improvements in motivation for education leading to better school attainments and ultimately to better person-course and person-job fit. This in turn optimises investment of personal/family finances in education since job prospects are improved.

As shown in this pilot study, if a career guidance intervention is to have the best outcomes, it is vital that the service is culturally grounded, is based on a system of guidance, is integrated into the educational framework systemically and is delivered by persons who are adequately trained.

Indeed as one of the students quoted in this report so poignantly states, *“I was without a dream but now I have chosen my career”*, career guidance as it is described in this report, has the potential to transform individual lives and thereby contribute to building a stronger workforce and ultimately to the common good.

Gideon Arulmani,
Director, The Promise Foundation,
31st March 2020.

Appendix 1 (Extract from Concept Note submitted to UNICEF)

About The Promise Foundation and Consultant Psychologists Group

The Promise Foundation (TPF) is a charitable trust established with the vision of facilitating the education, mental health and potential realisation needs of children and adolescents from economically disadvantaged homes. TPF is a pioneer in the development of career guidance and livelihood planning services for the Indian context, with our earliest interventions being implemented since 1987. Our programmes have reached over 150,000 students and youth in India and trained close to 500 career guidance facilitators. Our models have been replicated in a number of other developing countries in partnerships with various multilateral agencies such as Unicef, ILO, World Bank and Asian Development Bank. Further information about TPF is available on our website: www.thepromisefoundation.org.

The Consultant Psychologists Group (CPG), is a partnership firm that is a sister organisation of The Promise Foundation and has been established to extend the work of the Foundation. Further details about TPF-CPG's experience and expertise in the field of career guidance and livelihood planning are provided in Attachment 1.

This concept note has been prepared on the basis of preliminary discussions between The Promise Foundation (TPF) and UNICEF for a project to build capacity for the delivery of career guidance services to 14 to 18 year olds from economically disadvantaged homes in Tamil Nadu. The overarching objective of this engagement is to strengthen capacity for the delivery of career and livelihood planning services either through the school and/or community based systems. The Promise Foundation's Jiva approach to career guidance and livelihood planning forms the core for this engagement.

Experience and Expertise in Career Psychology

TPF has been engaged with this field for the last two decades and is today acknowledged as a pioneer in the generation of models and methods that are rooted in cultural realities. Some of the key features of our orientations to research and practice in the field of career psychology and career guidance are outlined below.

1. Research for Application

The Promise Foundation has more than two decades of experience in social and behavioural science research in India as well as other Asian and African countries as well as the United Kingdom. It may be noted that almost all our research projects are intended to finally lead to simple and easy to administer applications. Most of the applications that have emerged from our research have been mainstreamed into broader systems with wider reach through government organisations (e.g., ministries of labour, city municipal corporations), multilateral agencies (e.g., UNICEF, World Bank, ILO), private funding agencies (e.g., Jacobs Foundation, Zurich) and corporate organisations (e.g., IBM Foundation).

2. Cultural resonance

An issue that has been a prime concern is the potential that an existing system of guidance and counselling has, to meet the culturally defined career development requirements of a particular context. Theoretical or practical applications of educational and health interventions emerging from worldviews that are different from the worldview of the community that the intervention is intended to serve, could face challenges of cultural relevance, community participation, and ultimately, programme effectiveness. This challenge of programme effectiveness is accentuated when 'universal' principles that underlie a service delivery theme, are used for programme

development without considering how they could be adapted to the 'particular' characteristics of a specific context. Aiming for cultural resonance in programme development has been a cornerstone of our work.

3. Generation of data

After having delivered career counselling services to Indian students over 12 years, we conducted a survey across the country (Work Orientations and Responses to Career Choices – Indian Regional Survey, 2006) to understand the Indian young person's orientation to work and career. We then held the first National Consultation on Career Psychology at which this data was presented to senior members of government organisations (e.g., NIEPA and NCERT), boards of education, leading academics, researchers and counsellors. Leaders in the field from other countries also attended. The report is available on:

<http://www.thepromisefoundation.org/TPFWO.pdf> The data we compiled and the recommendations of the consultation informed the formulation of the Jiva Project.

4. Establishment of an Indian Association

With a view to professionalise career guidance in India, set bench marks for best practice and establish a network of career guidance professionals, The Promise Foundation supported the formation of the Indian Association of Career and Livelihood Planning (IACLP). This association was established as a charitable trust 2009 and presently has about 200 members.

5. Engagement with International Associations

Gideon Arulmani, the lead for the career guidance wing at The Promise Foundation is a member of the board of the International Association of Educational and Vocational Guidance (IAEVG), which is the most well-known international organisation in the field, and a recognised INGO with the International Labour Organisation (ILO).

6. The IAEVG-Jiva Conference

The Promise Foundation was invited in 2010 by the IAEVG to host an international conference on guidance and counselling in India. This was the first conference of its kind in India and was successfully held in Bangalore. Close to 800 delegates attended of which about 400 were international delegates, and leaders in the field.

7. Research and Publications

The Promise Foundation has conducted various research projects in this field since 1991. Close to 50 papers have been published in peer reviewed journals to date. In 2004, a handbook of career counselling (Arulmani, G., & Nag-Arulmani, S. 2004) titled Career counselling: A handbook (New Delhi, India: Tata McGraw-Hill Publishing Company Limited) was published. This book is now widely used as a text book in career guidance courses in India and other countries. Since 2008, The Promise Foundation's work in the area has been presented in international conferences in close to 15 countries as key note addresses or invited presentations and submitted papers. The Promise Foundation coordinated the publication of an international handbook on career guidance (Handbook of career development: International perspectives (2014), Arulmani, G., Bakshi, A, J., Leong, F.T.L., & Watts, A.G. New York, USA: Springer International), an edited volume of 41 chapters by scholars from 14 countries. The book is perhaps the first of its kind, since it focuses on non-Western approaches to career and livelihood planning. The volume has been well received internationally.

8. International Extensions

Through consulting assignments for the World Bank, UNICEF, International Labour Organisation and the Asian Development Bank, ideas developed by The Promise Foundation have been implemented in other Asian countries such as, Maldives, Bangladesh, Nepal and Vietnam and in Africa, notably Rwanda. These projects have required the development of culture-specific career guidance services, with three of the four programmes being mainstreamed as a, government endorsed service for the nation.

9. Partnerships with multilateral agencies

In 2012, Gideon Arulmani was commissioned by the International Labour Organisation (ILO) to develop a certificate course on career guidance for its member countries in order to build a deeper understanding of the need for and the mechanics of establishing career guidance services in their countries. This course entitled: Career Guidance: Policy and Practice in Employment, Education and Training, has been delivered through the ILO-International Training Centre in Turin, Italy, to representatives from 25 different developing countries. This is an ongoing course organised by the ILO once a year.

Appendix 2

The Jiva approach to career guidance

Jiva means life in most Indian languages and this approach views career development as integrally connected to *life*. The Jiva Model of Career counselling has been developed for India by The Promise Foundation and the Consultant Psychologists Group based on a national survey of many thousands of Indian students and in partnership with leading career psychologists from around the world. The Jiva method is specifically suited to the Indian context, relevant to the economic, education and cultural environment of this country.

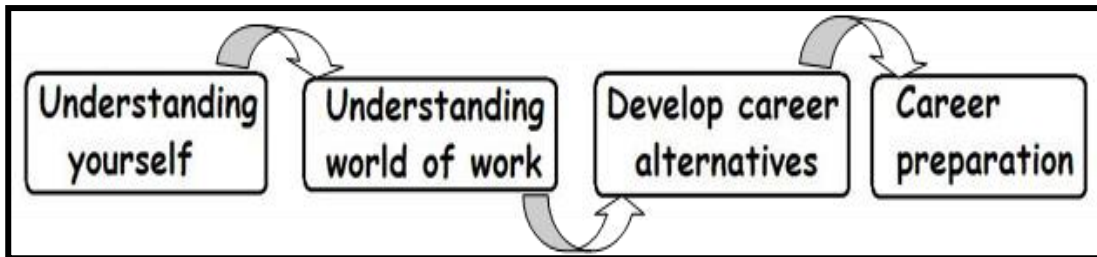
Jiva is perhaps the only completely Indian approach to career guidance and counselling, that is based on a substantially large evidence base and grounded in the cultural and economic realities of the country. It is presently implemented in different parts of India. The model has also been presented at a number of international conferences and has been adapted for use in other South Asian countries.

The key features of the Jiva method are:

- A *values* based approach to career choice. The model rests on five principles drawn from Asian thought that underline how work is inherently connected to the larger context. These values are interpreted to match the demands of the contemporary world of work.
- A *mixed methods* approach to assessment. Jiva blends quantitative with qualitative methods. The Career Guidance Facilitator learns a testing process that is contextually grounded and at the same time able to offer a framework within which objective measurements can be made. The approach within the Jiva method is not to use normative data to compare one individual with another. Instead an intra-individual approach is taken to help the individual gain insights into the profile of his/her interests and aptitudes.
- *Participant-led* learning. Emphasis is laid on building the career chooser's skills to take responsibility for career development. Therefore the role of the facilitator is to guide and create an environment for career discovery in the classroom. Strong emphasis is laid on peer-learning and introspection.

Four elements of the Jiva approach to career and livelihood planning

The Jiva system follows a four-step process as shown below:



Self-Discovery

The Jiva approach does not focus exclusively on interests or aptitudes. Instead it helps the individual discover both interests and aptitudes and identify a blend between what he/she is interested in and what he/she has an aptitude for. The programme uses quantitative devices such as standardised aptitude tests and interest inventories. We also use qualitative methods such as identification of the student's accomplishments, hobbies, marks and grades. This data is combined to generate the student's potential profile which is a combination of the student's interests and aptitudes.

World of Work

Students are introduced to a wide range of careers, courses and institutions, entrance procedures and eligibility criteria. They also learn about educational milestones, qualifications and subject streams. Attitudes towards work and career beliefs are also discussed.

Career Alternatives

Students learn to combine information about themselves and the world of work and identify a specific set of careers to explore further.

Career Preparation

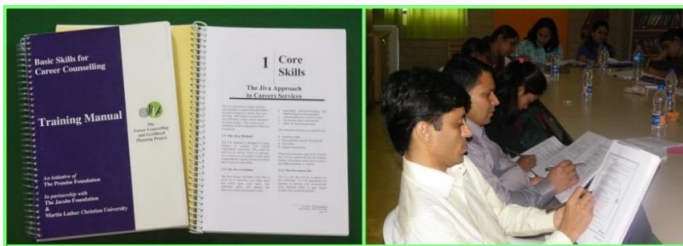
The workshop culminates with the student learning to generate and develop educational pathways and career plans.

Parent Engagement

The drivers of career decisions are often parents and significant others in the young person's life. Jiva actively includes parents in the guidance process.

Jiva Career Resource Kit

The Jiva Kit is a collection of career development resources designed around the Career Discovery Path and developed specially for India. The Kit does not excessively rely on infrastructural support. Some Jiva counsellors are even able to conduct effective career guidance just under the shade of a tree using the Jiva Kit! An overview of the Kit is provided below.

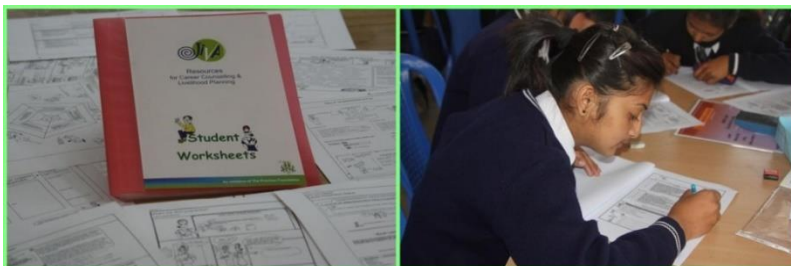
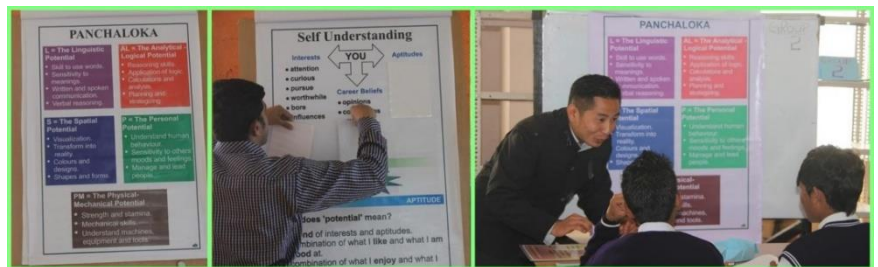


Facilitator's Training Manual

- A comprehensive handbook covering key themes, a detailed explanation of career guidance skills and comprehensive facilitators' notes.
- All notes are supported by a set of worksheets that students can use to note down their learnings.

Flip Charts

- A set of large, durable charts that the facilitator can use for each of the sessions.
- Large enough for a class room of about 30 to 40 children.
- Allows the facilitator to conduct the programme with a minimum of resources.



Student Worksheets

- The Kit supplies a Master Set of photocopiable Student Worksheets.
- Students compile all the worksheets into their Jiva Workbook at the end of the programme. A completed workbook is a permanent resource for the student's further thinking about career development.

Learning Cards

- Small group discussions are supported by large Learning Cards containing career development information.
- Students use the cards for their discussions and to fill in their worksheet.



Career Information Cards and Career Dictionary

- Comprehensive career information for close to 170 careers based on the International Standard Classification of Occupations.
- Each card carries easy to understand information about career paths, specialisations possible within each career, qualifications and eligibility.
- The cards are presented in a sturdy bag and can be placed in a classroom for easy access.
- Career Dictionaries are attractive booklets with abbreviated career definitions that students can use for a career overview.
- Each Kit contains a pack of 20 dictionaries.

Outcomes of the Jiva approach in other parts of India and other Asian Countries

As shown in the figures below, the levels of improvement seen in this Tamil Nadu roll-out is similar to trial tests of the Jiva material in other parts of India (e.g., Karnataka) as well as in other Asian countries (e.g. Vietnam, Maldives, Nepal).

Mean percentage scores (SD) on the Career Preparation Status Questionnaire (CPSQ) before and after the intervention

Location	T1 Mean % score (SD)	T2 Mean % score (SD)	Gain Score (T2-T1)
<i>Tamil Nadu (the present sample)</i> N=959	22.04 (11)	59.57 (26)	37.53
Karnataka (Bangalore) N = 3126	21.72 (19)	61.42 (8)	39.7
Vietnam (various provinces) N = 1852	20.14 (21)	60.11 (9)	39.97
Republic of Maldives N = 643	23.11 (12)	58.12 (6)	35.01
Nepal (various provinces) N = 636	29.22 (13)	62.14 (11)	32.92

* CPSQ: The *Career Preparation Status Questionnaire* (CPSQ) (Arulmani, 2012) is a 20-item questionnaire developed to assess students' readiness to make career choices.