

***Republic of Maldives  
Proposed Integrated  
Human Development  
Project***

**Consultancy to Prepare the Employment-Generation Component:  
*Job-Centers as part of a National Job-Information Network***

***Final Report***

Principal Investigator:  
***Dr. Gideon Arulmani***  
*The Promise Foundation, India.*



**P I N Z**

*Education... Global Specialists*

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# CONTENTS

EXECUTIVE SUMMARY AND RECOMMENDATIONS.....	3
1. INTRODUCTION.....	9
1.1. BACKGROUND.....	9
1.2. OBJECTIVES OF THE CONSULTANCY: (EXTRACT FROM TERMS OF REFERENCE).....	9
2. APPROACH.....	10
2.1. RATIONALE.....	10
2.2. DEFINITION OF TARGET GROUPS.....	10
2.3. METHODS.....	10
2.4. ASSESSMENT FRAMEWORK AND SAMPLE CHARACTERISTICS.....	10
3. FINDINGS.....	11
3.1. FACTORS RELATED TO CAREER PREPARATION.....	11
3.2. CAREER BELIEFS.....	13
3.3. YOUNG PEOPLE'S ORIENTATION TO THEIR CAREERS.....	15
3.4. EMPLOYERS' PERCEPTIONS.....	16
3.5. THE JOB MARKET ON THE FOCUS ISLANDS.....	18
3.6. RESPONSES TO THE JOB CENTRE IDEA.....	21
3.7. EXISTING RESOURCES.....	22
4. JOB CREATION: POTENTIALS AND AVAILABLE RESOURCES.....	27
4.1. VOCATIONAL TRAINING.....	27
4.2. SELF-EMPLOYMENT AND INCOME-GENERATION SCHEMES.....	28
5. SUPPORT FOR BUSINESS PERSONS ON THE FOCUS ISLANDS.....	29
5.1. ORIENTATION TO ENTREPRENEURSHIP.....	29
5.2. COLLECTION AND DISSEMINATION OF BUSINESS INFORMATION TO CREATE PRICE WINDOWS.....	30
5.3. IDENTIFICATION OF WIDER PRODUCT MARKETS.....	31
5.4. NATIONAL MICRO-BUSINESS SUPPORT NETWORK (NMBSN).....	31
6. MODEL FOR INSTITUTIONALISATION OF THE JOB CENTRE.....	32
7. PUBLICITY AND SOCIAL MARKETING.....	33
7.1. BACKGROUND.....	33
7.2. THE STAGES OF CHANGE MODEL.....	33
7.3. AUDIENCE SEGMENTATION, CHARACTERISTICS AND NEEDS.....	33
7.4. MULTI PRONGED APPROACH.....	33
7.5. IMAGE AND BRAND BUILDING.....	34
7.6. A FRAMEWORK FOR THE SOCIAL MARKETING CAMPAIGN.....	36
8. DESIGN AND FUNCTIONS OF THE JOB CENTRE PROGRAMME.....	37
8.1. KEY FUNCTIONS OF THE JOB CENTRE PROGRAMME AND RESOURCES REQUIRED.....	37
8.2. GUIDELINES FOR CONDUCTING WORKSHOPS AND TRAINING PROGRAMMES AT LOCAL LEVEL.....	41
8.3. CORE COMPONENTS OF THE JOB CENTRE PROGRAMME.....	41
9. OPERATIONALISATION OF THE JOB CENTRE PROGRAMME.....	43
10. BUDGET AND ESTIMATES.....	46
10.1. BUDGET DETAILS.....	46
10.2. COST SUMMARIES.....	51
APPENDICES.....	52

# Executive Summary and Recommendations

## 1. Background

The consultancy was conducted in partnership with the Minister of Employment and Labour (MEL), Republic of Maldives as part of the proposed Integrated Human Development Project (IHDP). The primary objectives of the consultancy were to:

- Design a strategy to expand the existing national job database through Job Centres.
- Design a Social Marketing Campaign to address mindsets and attitudes toward work.
- Design “Price Window” mechanisms in the Job Centres to provide information on prices and commercial opportunities in the country’s main product markets.

This consultancy targeted 4 Focus Islands, namely, Eydafushi (Baa Atoll), Kudahuvadhoo (Dhaalu Atoll), Gan (Laamu Atoll), and Naifaru (Lhaviyani Atoll).

Information was collated from and about two main sources:

- Demand side of the labour market: employment providers
- Supply side of the labour market:
  - Group 1: School students who are currently studying in grades 9 and 10
  - Group 2: Young people who have completed school and are currently unemployed
  - Group 3: Proprietors of small business holdings, cottage industry level entrepreneurs; adults who are seeking employment

Information was gathered using the following approaches:

- Desk Reviews of pertinent documents and reports
- Interviews and focus group discussions
- Review of pertinent resources
- Discussion of draft versions and segments of the report with stakeholders
- Information from a survey

## 2. Findings

2.1. The sample exhibited a low *Career Preparation Status* with a mean score of 36.69%. Participants’ knowledge of self and personal attributes and orientation to the world of work was low. This suggests that this sample is not adequately prepared with skills to make decisions regarding entry into the world of work.

2.2. A large number of individuals in the sample were *unclear* about their career choices. 43.5% of the sample reported that they were not sure what career they could plan for.

2.3. The sample recorded a low mean *Career Planning Confidence* score of 50.28%. It is important to note that Group 1 (‘O’ Level students) obtained a higher mean career planning confidence score (62.42%) while Group 2 obtained a significantly lower score (39.43%). This points to the possibility that Group 2 approaches the world of work with eroded confidence for making plans and decisions.

*Recommendation 1:* Services that *promote career preparation* are urgently required in the Maldivian context. This could be addressed by the Job Centre through systematic career counselling programmes offered to students who are still in school (Grades 9 and 10) and to young people who have completed school and are currently unemployed.

2.4. This sample attributes a high value to *education* and acquiring *qualifications*. However the sample demonstrated a lower motivation to create opportunities and actively engage with career development tasks. Findings also indicate that the resolve to *persevere* toward career goals is low among this sample. The common expectation is for ‘someone else’ (e.g. government) to provide the individual with a job. Prestige beliefs play a significant role and large numbers of young people place a negative value on blue collar professions. Self-directed job search effort is low amongst this sample. 75.4% of Group 2 indicated that they had not applied for a job or course even 2 years after completion of their ‘O’ Level studies. There seemed to be a strong tendency to reject jobs that were perceived to be out of keeping with what the individual expected to earn from it. Voluntary unemployment seemed to be preferred to taking up a job that did not match expectations.

*Recommendation 2:* The Career Counselling activities and Social Marketing Campaign taken up by the Job Centre must include activities that address participants’ orientation to the future, the meaning and purpose of work and activities that enhance skills for persisting toward career goals and skills for self-directed career development.

2.5. *Employers’ perceptions* indicated that the skill profile of Maldivians did not adequately match the kind of jobs available in the Maldivian labour market. It was consistently pointed out that Maldivian young people do not as yet have a mature attitude to work.

*Recommendation 3:* The Job Centre Programme could use the Job Matching Service already available on the MEL to network island youth with employment opportunities. Skill development could be addressed by facilitating short term vocational training courses conducted on the island in partnership with local employers.

2.6. Employers’ response to the Job Centre idea may at best be described as ‘cautious’. In a few cases, a high level of scepticism was expressed given the scarcity of jobs on the Focus Islands.

*Recommendation 4:* The Job Centre must actively interact with employers to enlist their support for consistent supply of employment information to the Job Centre Programme. The Job Centre Programme must motivate employers to offer apprenticeship and training programmes

2.7. The most relevant resource that is already in place is the Job Matching Service (JMS) offered by the Ministry of Employment and Labour. The present assessment revealed that the website is now well designed, user friendly and simple to use. This resource is ready for use as a core component within the Job Centre Programme. The potential of the JMS remains under

exploited. 79.4% of the sample indicated that they did not know that such a service existed. Only 3.9% of those who knew of the service had ever used it.

*Recommendation 5:* The communication and employment information management needs of the Job Centre Programme could be met through the existing JMS website. The JMS must be strengthened by training and allocating at least 1 person exclusively to perform the duties required of the JMS. Systematic efforts must be directed toward enhancing users' awareness of the JMS.

2.8. Access to the internet is expensive and computer literacy is low among island youth. Almost 90% of the sample reported that they had never used the internet.

*Recommendation 6:* Job Centre could provide an interface between the web-based Job Matching Service and the youth on the Focus Islands. The Job Centre would access the JMS on a regular basis and download employment and career information. This information could then be printed out and displayed on the Job Centre's bulletin board and disseminated through the career and job counselling workshops. The Job Centre would then link interested job seekers with suitable job opportunities by uploading the required information and their job applications on to the JMS.

2.9. Neither career nor employment counselling services are currently widely available in the Maldives. However, the Ministry of Youth Development and Sports (MYS) has made significant advances in this area.

*Recommendation 7:* The MEL and MYS could explore the possibility of sharing existing resources (e.g. career counsellors already trained by the MYS) and the utilisation of these resources could be optimised.

2.10. The present system of education requires students to have acquired 30 days of work experience before they complete their 'O' Level examination. The work experience programme could make significant contributions to enhancing the career maturity of the Maldivian young person. However in the absence of a trained person (e.g. career counsellor) who could integrate the programme into the young person's overall career development, the potential usefulness of the work experience programme remains untapped.

*Recommendation 8:* The Job Centre Programme could be actively involved in re-vitalising the work experience programme. The Job Centre could support the organising of orientation programmes for work experience providers, organising placements for students in keeping with their interests and aptitudes and facilitate the integration of work experiences into the overall career development of the young person, by helping them understand these experiences within the broader context of work and future employment.

### ***3. Job creation: Potentials and available resources***

3.1. The importance of offering a larger number of vocational courses through Vocational Training Institutes was emphasised strongly by all those who were interviewed. Of relevance to the Job Centre Programme is the offer made by a few employers on the Focus Islands to conduct short-term vocational skills programmes linked to their industries, provided the Job Centre undertook to organise the programme.

3.2. The Ministry of Atolls Development, has established micro-credit schemes in Laamu Atoll, in a partnership between UNDP, atoll community, and the Government of Maldives. A similar scheme under the UNDP assisted Atoll Development for Sustainable Livelihoods – II Project is planned for Lhaviyani Atoll.

*Recommendation 9:* The Job Centre must include awareness building about these income generation schemes in its regular activities and act as a facilitator of skills training programmes.

### ***4. Collection and Dissemination of Business Information to create Price Windows***

4.1. Opportunities for the creation of micro-enterprises are available on the Focus Islands. However, attitudes to business are currently naïve and individuals find it awkward and embarrassing to have to ‘sell’ their skills and products. Mindsets and the level of expectations of benefits from work efforts predispose individuals to be sceptical about micro-enterprises.

*Recommendation 10:* The Job Centre could function as a business centre and stimulate the development of micro-enterprises and cottage industries. Individual entrepreneurs would register themselves with the Job Centre and provide information about their products, services and prices. This information would be made available by the Job Centre directly to small business enterprises on the islands, through its bulletin boards and to wider markets through the MEL website. The Job Centre would through its communication network solicit business on behalf of its registered micro-entrepreneurs.

### ***5. Social Marketing Campaign***

5.1. This study has identified and enlisted psychological and socio-cultural factors that have a significant influence on the individual’s orientation to career development and job seeking. These findings could guide designing of the proposed publicity and social marketing campaign.

5.2. Target Groups 1 and 2 are an important segment of the audience. They compose a significant percentage of the island population as well as the work force. Most importantly, this segment is at the threshold of entry into the world of work. It is at this point that prevailing attitudes and mindsets could be effectively addressed.

*Recommendation 11:* It is important that a combination of mass media, community, small group and individual activities are used for the Social Marketing Campaign. The

approach suggested is that mass media communication devices ‘piggyback’ on *direct-contact* methods such as the recommended small group workshops for career and employment counselling and entrepreneurship development. These workshops would be supported by messaging devices such as posters and pamphlets. Other activities such as poster competitions on pre-defined themes could also be used. With the *workshop* as the primary device, the following support devices may be planned:

- It is suggested that rather than producing large quantities of posters carrying a single message, smaller quantities of a set of posters are produced. This poster set will ‘tell a story’ based on themes drawn from the findings reported above. Themes could cover career beliefs, prestige beliefs, importance of self-directed job search, the changing nature of the Maldivian economy and work environment. Posters could then be changed in sequence over a period of time.
- Interactive approaches could be used through *response devices* that require the young person to actively participate in the campaign. Essay, poster, painting, collage, debate *competitions* could be held on themes related to job seeking and career development. The best posters, paintings essays and collages could be incorporated into the campaign.

*Recommendation 12:* It is important that a campaign *logo* and *slogan* are developed in order to create a consistent ‘look’ and ‘feel’ for the campaign. The logo must be age and culture appropriate and capture the core values and themes of the campaign. All the products and activities of Job Centre Programme must carry the logo and slogan.

## **6. Key Functions of the Job Centre Programme**

Based on the findings from this study, the Job Centre Programme will perform 4 key functions as follows:

- Career Counselling
- Employment Counselling
- Entrepreneurship Development and Facilitation of Micro Businesses
- Social Marketing

## **7. Training and capacity building of the Job Centre Team**

The ideas suggested in this report and the concept of the Job Centre is new to the Maldives. It is important that the capacity is built up for services in counselling, entrepreneurship development and project management. At the second level, resources need to be built up in the form of space for the Job Centre, the highest quality of internet access, training workbooks and teaching learning-material. It is of particular importance that the counsellor training programme is able to transfer counselling skills that address mindsets and attitudes linked to career development.

*Recommendation 13:* Expert consultants may be appointed to develop the curriculum for the Job Centre Programme, train the first Job Centre Team and provide designs and templates for the training and resource materials and develop capacity to use the internet and the JMS software.

*Recommendation 14:* The Job Centre should ideally be located in a space that is not linked to official government spaces. The centre could be located in the Multi Purpose Building planned as a component for the present project. Rented spaces may have to be used until the building is ready. In cases where the multipurpose building is *not* planned as a Project component renting a space may become a necessity.

*Recommendation 15:* The Project may be reviewed at the end of the first year to assess outcomes. Findings may be incorporated into the Job Centre Programme.

### **8. Institutionalisation of the Job Centre**

It is important that the Job Centre Programme is located within a formal institutional structure that would control and guide its functioning.

*Recommendation 16:* The Job Centre Programme may be located within the *Employment Facilitation Services (EFS)* of the MEL. Representatives from the Ministries of Atolls Development, Planning and National Development, Youth Development and Sports and Ministry of Education, including the Dept. of Higher Education and Training, along with members of Employer community may function as *key focal points of reference*.

*Recommendation 17:* The Job Centre Programme would comprise the Central Unit headquartered in the MEL and Local Units functioning on each of the Focus Islands. A Job Centre Manager functioning under the Section Director will execute the Job Centre Programme at the Central level and monitor the programme at the island levels. 1 Co-ordinator will assist the Manager at the Central Unit. The Job Centres at the Island level will be managed by Job Centre Coordinators.

*Recommendation 18:* The possibility of privatising the Job Centre Programme and handing it over to individuals / institutions at the local level may be considered toward the end of the Project period.



# **Integrated Human Development Project**

## ***Development of Job Centres on Focus Islands as part of a National Job Information Network***

### **1. Introduction**

#### ***1.1. Background***

A variety of socio-economic and socio-cultural factors have worked together over the last decade to create an employment situation in the Republic of Maldives that is a matter of significant concern. Government has traditionally been the primary employment provider. However with the significant increase in the number of those who are and who soon will be ready for employment, there are not enough government jobs to go around. The present trends in economic development in the Maldives do create employment opportunities. However these opportunities fall in the extremes of high skilled or low / unskilled categories. The prevailing pattern of education has prepared the Maldivian young person with knowledge but not with the skills necessary to apply this knowledge in the world of work. As a result Maldivian job seekers are not able to capitalise on the job opportunities that do present themselves. On the other hand, prevailing social-cultural factors predispose the Maldivian job seeker to turn down low skill jobs. In the absence of an indigenous labour force, the forces of economics drive employers to the expatriate labour pool, leaving large numbers of Maldivians unemployed, under employed or voluntarily unemployed.

This consultancy has been commissioned as a component of the proposed Integrated Human Development Project, to address develop a framework for the establishment of Job Centres on four focus islands, namely, Eydafushi (Baa Atoll), Kudahuvadhoo (Dhaalu Atoll), Gan (Laamu Atoll), and Naifaruu (Lhaviyani Atoll).

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

- Design a strategy for expanding the existing national job database to include all government, resort and other significant private and non-governmental job offers.
- Design an advertising/awareness campaign for affected focus and primary islands to educate the public about job centres and the national jobs database.
- Provide a design for job centres, including both infrastructure (bulletin boards, computers, work/coaching space) and staff characteristics.
- Design “Price Window” mechanism in job centres to provide information on prices and commercial opportunities in the country’s main product markets.

With these objectives in mind, the consultancy was executed between the 8<sup>th</sup> of February and the 13<sup>th</sup> of March, in close partnership with the Ministry of Employment and Labour.

## 2. Approach

### 2.1. Rationale

Job seeking behaviour is influenced by a variety of socio-economic, socio-cultural and psychological factors. The approach taken by this study therefore, was to examine factors that could influence career decision-making and job seeking behaviour in the Maldivian context. It was anticipated that this information would offer guidelines based on which a relevant Job Centre Programme could be devised. It was also expected that the proposed publicity and social marketing effort would gain from insights into Maldivian mindsets, career beliefs and orientations to work and career choice.

### 2.2. Definition of Target Groups

Information was collated from and about two main sources:

- Demand side of the labour market: employment providers
- Supply side of the labour market:
  - Group 1: School students who are currently studying in grades 9 and 10
  - Group 2: Young people who have completed school and are currently unemployed
  - Group 3: Proprietors of small business holdings, traders and cottage industry level entrepreneurs; adults who are seeking employment

### 2.3. Methods

Information was gathered using the following approaches (Further details in Appendix 1)

- Desk Reviews of pertinent documents and reports
- Interviews
- Group interviews
- Focus group discussions
- Review of pertinent resources
- Discussion of draft versions and segments of the report with stakeholders
- Information from a survey

### 2.4. Assessment framework and sample characteristics

An attempt was made to gain insights into the dynamics of career decision-making and job seeking behaviour through group interviews with a wide range of young people and job seekers. Important career development indicators assessed were as follows:

- Skills for career preparation
- Career planning confidence
- Career beliefs and attitudes to career planning

A set of pre-prepared questions were administered to a total of 354 individuals as described below:

- *Group 1* those who are currently completing ‘O’ Levels. These are individuals who are at a career development crossroad, having to choose between further education, or entering the job market.
- *Group 2* comprised youth who had completed schooling and were currently unemployed.

This group will be referred to as the sample in this report. Table 1 below presents information about the sample’s characteristics.

**Table 1: Sample Characteristics**

	Sample Size	Female	Male	Age Range	Average Age
<b>Group 1</b>	167	74 (44.3%)	93 (55.7%)	14 to 20 years	16.24 years
<b>Group 2</b>	187	124 (66.3%)	63 (33.7%)	15 to 23 years	18 years
<b>Total Sample</b>	354	198 (55.9%)	156 (44.1%)	14 to 23 years	17.16 years

### 3. Findings

#### 3.1. Factors related to career preparation

The quality of *preparation* for entry into the world of work has a significant impact on the individual’s performance as a worker. The sample’s present preparedness for entry into the world of work and the labour market was assessed. These findings are presented below:

##### A. Career Preparation Status:

An individual’s career preparation status reflects how prepared he or she is with information about personal interests and aptitudes, personal career preferences and information about the world of work. The sample was administered a set of questions that are designed to tap *career preparation status* (Appendix 2). High scores on this questionnaire indicate a high level of preparedness. Scores of above 50% are expected for the age group under study.

The sample as a whole exhibited an extremely low career preparation status with a mean score of 36.69%. Of particular importance are two findings. Firstly, the participants’ knowledge of self and personal attributes (e.g. interests and aptitudes) was low. Secondly, participants’ orientation to the world of work (awareness about careers available in the Maldives, the content of these careers, career paths etc), was also low. This suggests that the sample is not adequately prepared with skills and information with which to make decisions regarding entry into the world of work. No significant differences were noticed between Groups 1 and 2 on career preparation status.

##### B. Clarity of Career Choices

It is expected that by around the age 15 – 16 years (entry into ‘O’ Levels) the young person has developed some amount of clarity regarding what he or she wants to pursue as a career. Findings from this study indicate that an unusually large number of the sample were unclear

about their career choices. When asked, 43.5% of the sample reported that they were not sure what career they could plan for.

### C. Career Planning Confidence

Career Planning Confidence reflects the belief the person has in his or her capacity to chart out an effective career plan. High scores on this set of questions (Appendix 2) reflect higher levels of confidence, and scores of 60% and above are expected for the age group under study.

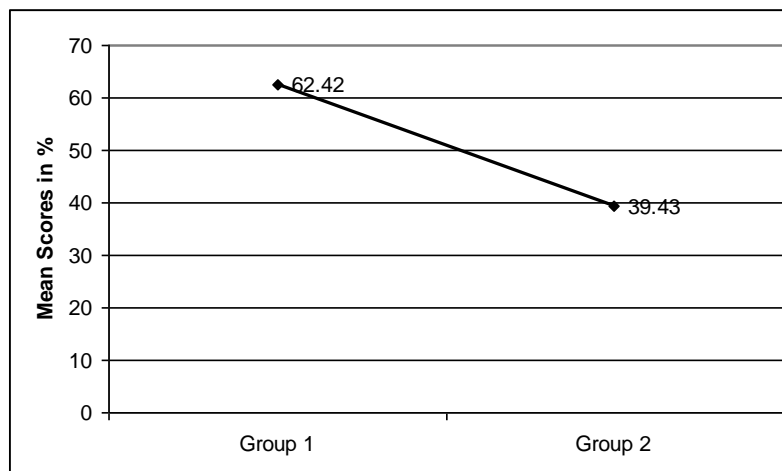
The mean Career Planning Confidence score of 50.28% obtained by the sample could indicate this sample is approaching career development tasks with a low level of confidence.

What is particularly interesting is the finding that significant differences seem to exist between Groups 1 and 2. Group 1 obtained a mean score of 62.42% while Group 2 obtained a mean score of 39.43%. As depicted in Figure 1, Career Planning Confidence scores seem to *decrease* quite significantly *after* students have left school and begun looking for a job.

Some of the reasons for this decrease in Career Planning Confidence could be as follows:

- Group 2 comprises individuals who have actually attempted to find jobs and have not been very successful. In other words, the employment situation is now much more real to these young people and they have not been very successful in finding a job.
- These individuals are currently in an environment where jobs are few and far between. It is also possible that they are now more acutely aware of their own lack of skills and suitability for the job market.

**Figure 1: Mean Career Planning Confidence Scores: Group 1 and Group 2**



These factors, operating within an environment of absent career counselling services, could underlie the significant depletion in career planning confidence noted in Group 2.

## ***Observations and Interpretations***

Services that *promote career preparation* are urgently required in the Maldivian context. It is well known that the provision of systematic career guidance and counselling enhances the young person's career maturity, and prepares the individual for entry into the world of work. Presently, career counselling services are not easily available in the Maldives as a whole and not at all available on the Focus Islands. Almost all heads of educational institutions, employers and Island chiefs highlighted the importance of career guidance and counselling and pointed out that such a service was not available in the Maldives. It was an almost *unanimous* opinion that the Job Centre should also address this pressing need. School principals were willing to make the necessary adjustments in the school time table to incorporate regular career counselling twice a month. Principals also requested that their teachers are oriented to career counselling. When asked, Principals indicated their willingness to offer the school premises (e.g. school hall), to conduct career guidance and job counselling programmes for the island youth, after school hours.

## ***Implications for the Job Centre Programme***

1. The Job Centre Programme's target group could include:
  - Target Group 1: school students (particularly those in grades 9 and 10)
  - Target Group 2: youth who have completed school or are out of school
2. The activities of the Job Centre could include the delivery of career counselling and guidance services. Systematic career counselling workshops could be conducted directly in schools for Target Group 1 and in the Job Centre or in an alternate larger space (e.g. school hall, or community centre), for Target Group 2.
3. While the content of these programmes would vary across the type of participants, the workshops could address four important aspects of career development as follows:
  - Enhancing knowledge of self: Understanding personal interests, aptitudes and talents
  - Enhancing knowledge of the world of work: Accurate career information presented attractively
  - Generation of career alternatives: Identification of specific careers that the individual is best suited for
  - Career Planning: Developing a clear set of guidelines and action plans for pursuing career development goals

These inputs would address the career preparation needs of the target groups, enhance career decision-making clarity and contribute to career planning confidence.

## ***3.2. Career Beliefs***

Attitudes, opinions, convictions and notions cohere together to create mindsets and beliefs that underlie people's orientation to the idea of a career or a job. These habitual ways of thinking are called Career Beliefs. Beliefs can become so deeply ingrained that they may not even be

identified by their holders as beliefs – they are more like unquestioned, self-evident truths. These patterns of thinking may or may not be grounded in rationality. Yet these assumptions and beliefs predispose the individual to making career decisions in a certain manner. Three types of career beliefs are known to be associated with career choices:

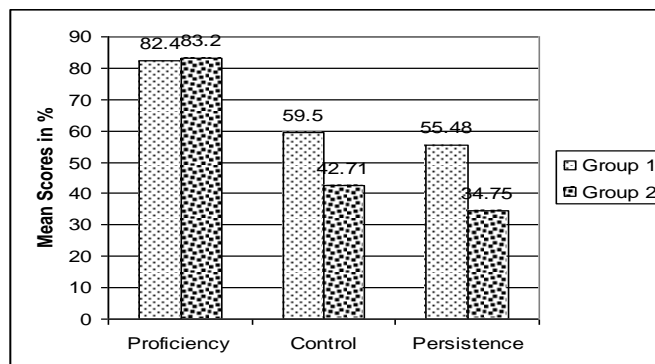
- *Proficiency Beliefs* reflect the importance the individual attributes to acquiring qualifications, skills and personal proficiency for an occupation before entering the world of work.
- *Control and Self-Direction Beliefs* are linked to the individual’s sense of control over the trajectory of his or her life and the young person’s orientation to direct and take charge of the way in which his or her life progresses.
- *Persistence Beliefs* reflect the individual’s orientation to persisting toward career goals despite difficulties and barriers that could emerge during the process of career preparation.

The sample was administered a set of questions that assess these three types of career beliefs (Appendix 2). The higher the score on this scale, the stronger the belief in the importance of acquiring proficiencies for the world of work, exercising personal control over the trajectory of one’s life and the importance of persisting toward career goals in spite of difficulties.

The sample has obtained a high score on the Proficiency scale (82.87%). However, scores for the Control-Self Direction (50.63%) and Persistence (44.53%) scales are markedly lower.

Here again as indicated in Figure 2, the difference between Group 1 and 2 is to be noted. While the trend in scores is similar, Group 2 has received significantly lower scores than Group 1 on the Control-Self-Direction (Group 1: 59.50%, Group 2: 42.71%) and the Persistence (Group 1: 55.48%; Group 2: 34.75%) belief themes.

**Figure 2: Mean Career Belief Scores: Group 1 and Group 2**



### ***Observations and Interpretations***

The high score obtained on the Proficiency scale indicates that this sample places a high value on acquiring skills and qualifications. It could also mean that a high level of importance is attributed to education. However, the strength of this belief is not reflected along the other belief themes.

The low score on the Control-Self Direction scale indicates that the members of this sample demonstrate a lower orientation to exercising control over the trajectory of their lives. Their motivation to create opportunities for themselves and engage with career development tasks is likely to be weak.

Low scores on the Persistence theme indicate that the resolve to persevere toward career goals is low among this sample. Their responses reflect helplessness or indifference in the face of barriers to career development with a tendency to give up when difficulties arise either when searching for a job or when performing the duties of a particular job. Their orientation to time is closer to the *here and now* and their responses do not reflect a long-term orientation to the future. It is likely that skills for planning, setting goals and preparing for the future are weak.

The lower scores obtained by Group 2, are in keeping with the trends observed earlier (e.g. Career Planning Confidence). Group 2 is closer to the necessity of having to make concrete career plans, and has encountered the realities of the Maldivian labour market. When faced with this life development task, this group demonstrates a tendency to rely heavily on *someone else* (e.g. parents, government), to get them a job. Group 2, also shows an inclination to giving up when faced with barriers to obtaining a job and low levels of persistence when required to continue trying to find employment.

### ***Implications for the Job Centre Programme***

1. The career counselling activities taken up by the Job Centre could include activities that clarify participants' orientation to the future, the meaning and purpose of work, enhance skills for persisting toward career goals and skills for self-directed career development.
2. The Job Centre could begin to address mind sets and attitudes through a publicity and social marketing effort. This point is discussed in greater detail in below (Section 7).

### ***3.3. Young people's orientation to their careers***

#### **A. Influence of Prestige Beliefs**

Social and cultural forces grade occupations on a hierarchy of prestige. In most cultures, the respectability attributed to an occupation has a significant influence on job seeking behaviour.

Teachers, principals and atoll authorities pointed out that occupations requiring manual effort (blue collar jobs) were not preferred. Training programmes that offered skills development opportunities for such occupations (e.g. masonry, carpentry, boat building and repair), tended to be avoided by those who had completed their 'O' Levels. The present study also revealed similar trends. For example, only 24% of the sample agreed that occupations that required physical effort could be 'good jobs'.

#### **B. Orientation to Sources of Employment**

68.3% of this sample preferred not to venture into self-employment and expected to be provided jobs by the government. It is of particular importance to note that Group 2 showed a significantly higher interest in self-employment with 44.7% of the group indicating their willingness to consider self-employment as against only 14% in Group 1.

### C. Preferred location of work

Interestingly 51.1% (almost half) of the sample indicated a willingness to leave their islands for a good job.

### D. Job searching efforts

Orientation to self-directed job search efforts is low amongst this sample. 75.4% of Group 2 indicated that they had not applied for a job even 2 years after completion of their 'O' Level studies. Reasons given were:

- Not knowing what job to search for or how to search for a job.
- There seemed to be a strong tendency toward rejecting jobs that were perceived to be low in prestige and out of keeping with what the individual expected to earn from it. Voluntary unemployment seemed to be preferred to taking up a job that did not match expectations.

### ***Observations and Interpretations***

The overall impression from these findings is that the young people in this sample do not seem to experience urgency in relation to finding a job. Two factors seem to contribute to this mindset. Firstly, the young person has high expectations of a job and tends to reject opportunities because they do not measure up to these expectations. The willingness to take up a job with the view to building up one's life gradually over time is low. Secondly, the young person is cushioned by highly supportive parents and families. Voluntary unemployment does not seem to be disapproved or criticised by the community. The young person is shielded from the realities of being unemployed in the long term. As a result, self-directed job searching efforts are low.

On the positive side, the fairly large numbers who exhibited the willingness to be self-employed revealed a potential for change in attitudes toward self-reliance. This information was shared with employers' associations (e.g. Maldives Association of Tourism Industry - MATI, Maldives Association of Construction Industry - MACI and Maldives National Chambers of Commerce and Industry - MNCCI) as well as individual employers on the Focus Island, who expressed their willingness to offer their expertise for entrepreneurship development.

### ***Implications for the Job Centre Programme***

1. The Job Centre's social marketing effort as well as the content of career counselling workshops could include the following key themes:
  - the broader meaning of work as a medium for the realisation of personal potentials, the dignity of labour and the value of all professions
  - the importance of accepting the reality of 'starting small', with realistic expectations
2. The Job Centre Programme could stimulate the development of entrepreneurship by networking employers willing to offer training expertise, with interested youth.

### ***3.4. Employers' Perceptions***

Employers' perceptions were examined through interviews with the leading employment providers, local businesspersons and review of relevant reports. The findings are as follows:



### A. Availability of Maldivians for Jobs

It was highlighted that the skill profile of Maldivians did not adequately match the kind of jobs available in the Maldivian labour market. The following important reasons were cited:

- Availability of trained Maldivians for high skill jobs (e.g. doctors, teachers) was limited.
- Maldivians were unwilling to take up low skills (or unskilled) jobs.
- Most importantly, it was pointed out that there is a growing demand in the area of skilled trades (e.g. masonry, carpentry, plumbing, electrical wiring). However this area too was not of interest to Maldivian youth, since blue collar jobs are perceived to be of low prestige.

### B. Skill Literacy

Skill literacy is the fluency that a person develops for the practice and application of the theoretical concepts that comprise a body of knowledge. Employers pointed out that although young people are available to the labour market after they complete their 'O' Level examination, they were not ready for work since their education has so far been academically oriented with little or no inputs targeting the development of skill literacy. The onus is on the employer to invest time and resource to train these young people.

### C. Work Culture and Attitudes to Work

It was consistently pointed out that Maldivian young people do not as yet have a mature attitude to work. Some of the problems cited were:

- Low levels of commitment to job roles and duties
- Absenteeism and poor punctuality
- Quitting at very short notice (or often with no notice), to join a different establishment
- Complacency toward roles and duties
- Difficulty with following the organisation's rules and obeying seniors

### ***Observations and Interpretations***

The Maldivian employer seems to be confronted by an indigenous work force that offers low skills, but has high expectations. It is essential that programmes to enhance skill literacy and vocational skills are introduced into the Maldivian education system. The vocational courses offered must be rooted in well researched labour market information.

### ***Implications for the Job Centre Programme***

While instituting changes in the educational system and establishing vocational training institutes fall outside the scope of this Project, the following activities implemented through the Job Centre Programme could contribute to enhancing the employability of young people:

1. Include the importance of becoming skill literate as one of the key messages to be communicated through the social marketing programme.
2. Address skill development by facilitating short term vocational training courses conducted in partnership with local employers.

### 3.5. The Job Market on the Focus Islands

Given below is an indication of Employment Providers and avenues for employment across each of the Islands.

#### A. Employment Providers in the Focus the Islands: A Sample

<i>Samples of Employment Providers and types of jobs</i>	<b>Laamu: Gan</b>	<b>Baa: Eydafushi</b>	<b>Lhaviyani: Naifaru</b>	<b>Dhaalu: Kudahuvadoo</b>
<b>Government:</b>				
- Admin. positions in offices	Yes	Yes	Yes	Yes
- Hospital	Yes	Yes	Yes	Yes
- Schools	Yes	Yes	Yes	Yes
- Airport	Yes	No	No	Domestic Airport is planned
<b>Tourism</b>	None This is not a Resort zone	Yes E.g. Soneva Fushi Resort; Royal Island Resort	Yes Eg: Komandoo Island Resort; Kuredu Island Resort; Palm Beach Resort	Yes Eg: Villu Reef; Velavaru
<b>Fisheries</b>	Yes E.g. Horizon Fisheries Pvt. Ltd (Maandu)	Yes	Yes <ul style="list-style-type: none"> <li>• Fishing</li> <li>• Canning and processing of fish products (E.g. Felivaru Canning Factory)</li> </ul>	Yes
<b>Small Private Businesses:</b>				
- Cafés	Yes	Yes	Yes	Yes
- Retail Outlets	Yes	Yes	Yes	Yes
- Pharmacy	Yes	Yes	Yes	Yes
- Grocery stores	Yes	Yes	Yes	Yes
- Internet centres	Yes	Yes	Yes	Yes
<b>Construction</b>	Yes E.g. Maathudi Trade & Construction Company	Yes Companies headquartered in Malé; opportunities available locally for those with relevant skills	Yes Companies headquartered in Malé; opportunities available locally for those with relevant skills	

<i>Samples of Employment Providers and types of jobs</i>	<b>Laamu: Gan</b>	<b>Baa: Eydafushi</b>	<b>Lhaviyani: Naifaru</b>	<b>Dhaalu: Kudahuvadoo</b>
<b>Agriculture</b>	Yes: significant opportunities	Not significant	Not significant	Yes: significant opportunities
<b>Indigenous and cottage industries</b>	<ul style="list-style-type: none"> <li>• Souvenir making</li> <li>• Production of food items (e.g. dry fish, fish chips)</li> </ul>	<ul style="list-style-type: none"> <li>• Lacquer work</li> <li>• Garment making</li> <li>• Production of food items (e.g. dry fish, fish chips)</li> </ul>	<ul style="list-style-type: none"> <li>• Embroidery</li> <li>• Souvenir making</li> <li>• Wood work</li> <li>• Coconut fibre products</li> <li>• Production of food items (e.g. dry fish, fish chips)</li> </ul>	<ul style="list-style-type: none"> <li>• Souvenir making</li> <li>• Production of food items (e.g. dry fish, fish chips)</li> <li>• Wood work</li> <li>• Coconut fibre products</li> <li>• Mat weaving</li> </ul>
<b>Jewellery making</b>	Not significant	Not significant	Not significant	Yes
<b>Technical and maintenance related jobs</b>				
• Electricians	Yes	Yes	Yes	Yes
• Auto Mechanics	Yes	Yes	Yes	Yes
• Engine and motor maintenance	Yes	Yes	Yes	Yes
• Boat repair specialists	Yes	Yes	Yes	Yes
• Boat Building Industry	Not significant	Not significant	Not significant	Yes
• Plumbers	Yes	Yes	Yes	Yes
• Carpenters	Yes	Yes	Yes	Yes
• Welders	Yes	Yes	Yes	Yes
• Air Conditioning and Refrigeration	Yes	Yes	Yes	Yes

## B. Job Availability on the Focus Islands

A crucial point to be noted is the consistent report across all islands that there are *no new jobs available* on any of the Focus Islands.

Government continues to remain the main source of employment and currently there are no jobs available in Government organisations on the Islands, which are suitable for the locals. Most of the private organisations also reported that they do not currently have any new openings. Almost all small businesses are family owned enterprises and are not large enough to offer employment.

Against this background, the surrounding resorts, construction companies and privately owned fish processing industries emerged as the main employment providers. They already have recruitment methods in place that identify young people from surrounding islands. For example, the Soneva Fushi Resort (located close to Eydafushi) has a policy of identifying upto 6 youth per year from Eyudafushi and nearby islands, who are already enrolled at the Hotel Management school in Malé. These students are then provided scholarships to complete their studies and are absorbed into the Resort. Efforts are also made by a few employment providers, to inform young people and their parents on surrounding islands about careers in their industries.

It is vital to note however that all Government authorities and other employers interviewed highlighted the point that there are *not enough jobs available or being created*, on the Focus Islands.

## C. Current methods of dissemination of job information

Information about jobs as and when they become available, are currently advertised by employers through the following channels:

- Newspaper advertisements and Radio announcements
- Bulletins posted in the office headquarters in Malé
- Bulletins posted in the Island and Atoll offices
- Advertisements occasionally posted on the Job Matching Service website
- Employers maintain lists of applications and contact individuals if jobs become available

While these formal systems of job information dissemination are in place, their effectiveness amongst the youth on the Focus Islands, seems to be quite limited. As discussed above (Section 3.3 – D), students currently do not seem to direct adequate effort to find out about job availability. In an exercise conducted during the present study, a section of the sample was given cuttings of job advertisements that had been published in the last 10 days in the leading Maldivian newspapers. Some of these jobs were located close to some of their homes (e.g. at the Soneva Fushi Resort). 92.2% of the sample indicated that they had not seen these advertisements or heard them announced on the radio.

### ***Observations and Interpretations***

While jobs are scarce on the Focus Islands, they are not completely absent. The tendency to say that there are ‘no jobs’ seems to be linked to the Maldivian conception of the meaning of a job. The Dhivehi term for work is *wazeefa*. Work in this sense is a formal, salaried position, within an

organisation. The fact that income could be generated through other forms of effort (e.g. agriculture, cottage industry) is not considered to be work. Work *does* exist particularly if the Maldivian youth are willing to consider opportunities that are currently low paid, entry-level positions.

A significant hindrance to career development is the poor access to career and employment information. In many instances, the newspapers arrive much too late on the islands. Currently, spread of job information on the Focus Islands seems to be mainly by word-of-mouth.

### ***Implications for the Job Centre Programme***

1. The dissemination of information is a crucial function of the Job Centre Programme. Information could be classified as follows:
  - *Career information* that orients young people to a wide variety of jobs and careers. This would include career definitions, the scope of the career, the main aptitudes required for the career, the career paths leading to the career and opportunities for training.
  - *Employment information* that orients job seekers to job opportunities available on the Focus Islands and in other parts of the country.
2. A career counselling kit could be developed for the Job Centres that provides career information.
3. Given the significant difficulties of access to information, an internet based system of accessing information would be necessary. The existing Job Matching Service offered by the Ministry of Employment and Labour could be used with a high level of effectiveness. Further details regarding this component are provided below (Section 3.7 – A).

### ***3.6. Responses to the Job Centre idea***

Employers' response to the Job Centre idea may at best be described as 'cautious'. In a few cases, a high level of scepticism was expressed given the scarcity of jobs on the Focus Islands. It was often highlighted that the Focus Islands selected for this Project did not lend themselves to the establishment of Job Centres, since job creation in these areas was not adequate.

However all employers and associations (e.g. MATI, MACI and MNCCI), agreed to participate in the Job Centre Programme by supplying the relevant information about job availability.

It is highlighted once again, that almost all those interviewed emphasised that *career guidance* was the most pressing need amongst Maldivian youth and suggested that the Job Centre actively addresses this need.

### ***Observations and Interpretations***

The whole hearted support of employment providers is critical to the functioning of the Job Centre. It is essential that the wider role of the Job Centre is communicated to all those who control the demand side of the employment market place. It is vital that the employers' role in

stimulating changes in mind sets among Maldivian young people, and offering support for skill development and employment generation is clarified.

### ***Implications for the Job Centre Programme***

1. The Job Centre must actively interact with employers to enlist their support for the following:

- Regular and consistent supply of employment information to the Job Centre Programme
- Participate in the Job Matching Service. Feedback received from reviews of the draft version of this report suggested that publication of employment information on the Job Matching Service be made compulsory for all employment providers.
- Offer apprenticeship and training programmes
- Participate in planning and offer expertise for developing income generation activities and self-employment schemes on the Focus Islands

### ***3.7. Existing resources***

#### ***A. The Job Matching Service (JMS)***

The most relevant resource that is already in place is the Job Matching Service (JMS) offered by the Ministry of Employment and Labour. The service provides a platform upon which employers and job seekers interact. The system is currently web-based. Job seekers also have the option of completing a form manually from which their personal information is uploaded onto the website.

Earlier evaluations of the JMS (e.g. Report on Labour Market Information System, 2002) have pointed out that its effectiveness had been limited. Reasons cited are difficulties arising from the structure of the website and a lack of awareness of the functioning of the website. Very recently however (at the beginning of this consultancy), the website has been comprehensively revised based on considerable research.

While the JMS itself is in place, its potential remains under exploited as indicated by the following findings of the present study:

- When asked, 79.4% of the sample indicated that they did not know that such a service existed. Only 3.9% of those who knew of the service had ever used it.
- Employers were not completely aware of the functioning of the system and very few had explored the website. Many were sceptical of the efficiency with which the system would work, given the earlier difficulties with the website. However all employers interviewed indicated their willingness to actively participate in the JMS.

### ***Observations and Interpretations***

The present assessment revealed that the website is now well designed, user friendly and simple to use. With a few modifications this resource is ready for use as a core component within the Job Centre programme.

## ***Implications for the Job Centre Programme***

1. The communication and employment information management needs of the Job Centre Programme could be met through the existing JMS website.
2. If the JMS is to play this extended role, its capacity must be built up with the following points in mind:
  - At least one person must be exclusively available to perform the duties required of the Job Matching Service (details in Section 3.7 – F).
  - This person must be trained in skills to:
    - collect and collate employment and career information (e.g. from associations, individual employers, newspapers, advertisements)
    - catalogue, display and disseminate this information
    - use all functions of the Job Matching Service website
  - Systematic efforts must be directed toward enhancing users' awareness of the revised website and the JMS.
  - The functions of the Job Matching Service website must be expanded to support other functions (e.g. Job Centre as a Business Centre) of the Job Centre Programme (details in Section 5.3 – B).

### **B. Career Counselling Services:**

Career counselling or job counselling services are currently not widely available in the Maldives. None of the Focus Islands have a career counselling service. However, the Ministry of Youth Development and Sports (MYS) has made significant advances in this area since 1998. The Ministry offers comprehensive career counselling through its Youth Centre at Malé and focuses on the following activities:

- 1 on 1 career counselling for youth and school students
- Thematic sessions focusing on specific careers and newly emerging opportunities
- Workshops on self-presentation (e.g. skills for preparation of biodata, interview skills)
- Apprenticeship programmes
- Interactions with parents

The programme specifically targets young people from lower income groups and those who have failed and not completed an adequate level of schooling.

The Ministry also conducts an annual youth carnival called Youth Challenge, during which a wide variety of career information is disseminated. Direct recruitment is also facilitated during the carnival. Similar programmes are also planned on the islands.

### ***Observations and Interpretations***

The MYS is currently well positioned to partner with the MEL on specific aspects of implementing the Job Centre Programme.

### ***Implications for the Job Centre Programme***

1. The MEL and MYS could mutually agree on aspects of the Job Centre Programme that each organisation could take responsibility for.
2. Possibility of sharing existing resources (e.g. career counsellors already trained by the MYS) could be explored and the utilisation of these resources optimised.

#### **C. The Work Experience Programme:**

The present system of education requires students to have acquired 180 hours of work experience before they complete their 'O' Level examination. Placements are organised by students themselves in locally available work environments. Obtaining the work experience certificate is mandatory for all those appearing for the 'O' Level examination.

### ***Observations and Interpretations***

The work experience programme could make significant contributions to enhancing the career maturity of the Maldivian young person. However interactions with principals and teachers indicated that students do not currently gain very much in the form of work skills and tend to go through the exercise routinely, gaining very little from it. Interactions with work experience providers indicated that they have not been oriented to the purpose of the exercise and the vital role it could play in the overall career development of the young person. In the absence of a trained person (e.g. career counsellor) who could integrate the programme into the young person's overall career development, the potential usefulness of the work experience programme remains untapped.

### ***Implications for the Job Centre Programme***

1. The Job Centre Programme could draw upon the work experience system and enhance the quality of career counselling services in the following ways:
  - Organise orientation programmes for work experience providers
  - Organise placements for students in keeping with their interests and aptitudes
  - Facilitate the integration of work experiences into the over all career development of the young person, by helping them understand these experiences within the broader context of work and future employment

#### **D. Space and infrastructure for the Job Centre:**

Interactions with government officials, employers, students and job seekers on the Focus Islands and in Malé threw up the following possibilities for the location of the Job Centre:

- The Island Office
- In schools / Atoll Education Centres, that have the infrastructure
- Within the community centre where available



- Create a new space with the necessary infrastructure for the Job Centre (either a new building or a rented space)

### ***Observations and Interpretations***

Students, job seekers and employers tended to prefer a space that was not linked to government offices. This was a sentiment also reflected during interviews at the Ministry of Youth Development and Sports as well as the Ministry of Atolls Development. It was felt that young people would feel more comfortable in a space that was not ‘official’.

Locating the Job Centre within an already available infrastructure would of course reduce costs and perhaps enhance the ease with which the centre could be managed. These various possibilities were examined during the course of this consultancy. It was found that while Island Chiefs were quite willing to allow the use of the Island offices for the Job Centre, no room is currently available in any of the Island Offices that suit the purposes of the Job Centre. An alternative is to rent space for the Job Centre. Spaces which would meet the requirements of the Job Centre are available. Information regarding possible locations and costs across the 4 islands are presented in Appendix 3.

### ***Implications for the Job Centre Programme***

1. It is essential that the Job Centre is located in a clearly defined physical space. The present assessment indicates that a space of about 625 square feet would be required. This space would serve to store and display information, meet individuals or small groups and deal with administrative matters. This space could be located within the *multipurpose building* planned as a component of the Integrated Human Development Project. In cases where the multipurpose building is *not* planned as a Project component the possibility of renting spaces may be considered (details in Appendix 3). It is important that the consistent feedback indicating that the Job Centre must be located away from an official building, is taken note of.
2. The Job Centre’s programmes for bigger groups could be held in larger spaces such as the school hall or community centres which are available on all the Focus Islands.

#### **E. Internet services and quality of connectivity:**

All the Focus Islands have access to internet services. Services are available in government offices, schools and similar institutions, as well as through cyber cafés.

The highest speeds of transfer range between 54 and 60 kilobytes per second. Users indicated that although speeds could sometimes be very slow, breakdowns were not very frequent and that service back ups were reasonably satisfactory.

The cost of using internet services in cyber cafés ranged from 55 to 75 larees per minute.

Closer observation indicated however that very few individuals actually used the internet. When asked, 89.3% of the sample reported that they had never used the internet. Only 3.9% of this sample had an email id.

### ***Observations and Interpretations***

It was suggested earlier (Section 3.7 - A) that the Job Centre Programme actively uses the Job Matching Service through the internet. The present findings indicate however that access to the internet is expensive and computer literacy is low among island youth. In this context, a web-based service is likely to fail if island youth are expected to independently access the service. The solution suggested therefore is that the Job Centre provides an interface between the web-based Job Matching Service and the youth on the Focus Islands.

### ***Implications for the Job Centre Programme***

1. The interface provided by the Job Centre would comprise the following functions:
  - The Job Centre would access the Job Matching Service on a regular basis and download employment and career information. This information could then be printed out and displayed on the Job Centre's bulletin board and disseminated through the career and job counselling workshops.
  - The Job Centre would then link interested job seekers with suitable job opportunities by uploading the required information and their job applications on to the Job Matching Service.
  - The Job Centre would monitor responses from the Job Matching Service from employers and pass this information on to individual job seekers.
  - The Job Centre's function as a source of employment information would not be limited to information provided by the Job Matching Service alone. Employment information available *locally* on the Focus Islands would also be actively sought by the Job Centre. This information would be published directly on the Focus Islands through career information bulletin boards and also uploaded on to the Job Matching Service website.

#### **F. Resources for Administration of the Job Centre at the Local Level:**

The possibility of utilising the services of individuals / non-governmental organisations (NGOs) available at the local level was examined. Responses were positive and NGOs / individuals / entrepreneurs / business persons indicated their willingness to take up the task of running the Job Centre at the island level (details of interested parties in Appendix 4).

### ***Implications for the Job Centre Programme***

1. The running of the Job Centres at the island level could be bid out to local NGOs and other interested parties as the Project period nears completion (See Appendix 5 for Terms of Reference to bid out Job Centre administration).
2. Should this option be taken, the Project would need to build the capacity of persons / individuals to take over the Job Centre with skills for career counselling, employment

counselling and entrepreneurship development. Capacity would also need to be build to for income generation to sustain the Job Centre Programme (examples of income sources described in Section 3.7 – G)

#### G. Resources for sustainability

Possibilities for generating income to sustain the Job Centre were explored. Findings were positive and the following sources were identified:

1. A few employers and business persons indicated their willingness to contribute to the Job Centre's monthly expenses.
2. Students indicated their willingness to pay a small fee for the use of the Job Centre's services.
3. Business persons agreed to pay a fee to support the Job Centre's efforts at finding markets for their products.
4. Young people indicated their willingness to pay to attend training programmes conducted by the Job Centre.

While these indications are positive, it is unlikely that the Job Centre would achieve *complete* self-sufficiency. While it is possible for the Job Centre to meet its day-to-day running expenses and programme expenses (e.g. for training programmes), it is likely that a regular government grant would be required to subsidise costs, particularly for salary and communication (e.g. internet) expenses.

### **4. Job creation: Potentials and available resources**

The foregoing analysis indicates quite clearly that there are currently very few job opportunities available on the Focus Islands. Two avenues for job creation emerged during the course of this study, namely, vocational training programmes and schemes for self-employment. Findings are reported below:

#### **4.1. Vocational Training**

Employers, government authorities and school principals were unanimous in their opinion that low levels of skill literacy contributed significantly to the rising unemployment rates amongst the youth on the Focus Islands. The importance of offering a larger number of vocational courses through Vocational Training Institutes was emphasised strongly by all those who were interviewed. Although the establishment of vocational training services may fall outside the scope of the present Project, it is strongly suggested that this aspect be kept in mind.

Of relevance to the Job Centre Programme is the offer made by a few employers on the Focus Islands to conduct short-term vocational skills programmes linked to their industries. Employers expressed the willingness to offer their expertise and the facilities of their organisations to provide apprenticeships and short term job oriented courses, provided the Job Centre undertook to organise the programme. It was highlighted that while the courses would not be conducted on a commercial basis, costs incurred would have to be shared by the participants. Appendix 6 provides examples of costs provided by small business persons in Kudavahadoo to conduct short term skills training programmes for island youth.

## **4.2. Self-employment and income-generation schemes**

While close to 68% of the sample under study indicated a low preference for self-employment, almost 31% *did* express an interest. Interviews with proprietors of small businesses, and a review of the potential for supporting self-employment schemes revealed the following:

### **A. Availability of micro-credit schemes**

The Ministry of Atolls Development, has established micro-credit schemes in Noonu, Shaviyani, Vaavu and Laamu Atoll. UNDP, respective atoll communities and the Government of Maldives contributed the seed/initial capital for these schemes. Such schemes (Atoll Development Funds) are also planned for Kaafu and Lhaviyani Atoll under the forthcoming UNDP assisted *Atoll Development for Sustainable Livelihoods (ADSA) II* project. In addition, during this year, the Ministry will also establish micro-credit schemes in Haa Alif, Haa Dhaal, Gaaf Alif, Gaaf Dhaal, Gnaviyani and Seenu Atoll. These schemes will be established with assistance from Asian development Bank, assisted Regional Development Project.

Currently, lower income groups (whom the fund targets) are not utilising this scheme. Assessments have indicated that this is largely because of a lack of awareness of the fund and skills to apply for, access and utilise this scheme. It was suggested that the Job Centre Programme facilitates where possible, the use of this scheme through awareness building and training programmes. Atolls that are of relevance to the Job Centre Programme have been underlined in the text above.

### **B. New Avenues for income generation**

The Ministry of Atolls Development recently conducted a study with assistance from UNDP and the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP). The study was focussed on identifying income-generating opportunities available for island communities. The final report incorporating suggestions from various ministries and other stakeholders will be released soon.

It was suggested that the Job Centre includes awareness building about these income generation schemes in its regular activities and if possible, acts as a facilitator of skills training programmes. In an exercise conducted during the present study, some of these possibilities were presented to the sample. As indicated above, 31% of the group indicated their willingness to be trained in these self-employment schemes.

### ***Observations and Interpretations***

Discussions with local business persons, highlighted the following factors as being the most significant stumbling blocks that prevented the effective execution of these schemes:

- Setting up production units often suffered delays and sometimes failed because of the *lack of infrastructure*. It was suggested that income generation activities are focused first of all on projects that are not infrastructure heavy.
- *Transport* of finished goods to distant markets (e.g. Malé) increased costs. Therefore schemes that could find a market within or close to the Focus Islands must be targeted first.

- It was highlighted that people on the Focus Islands were not used to self-managed income generation activities. A certain amount of fear and reticence was attached to seeking loans. Islanders showed a lack of skills for project development and management, making loan applications and dealing with formalities such as import permits. It was suggested that the Job Centre could play an important role in facilitating programmes for training in the management aspects of self-employment schemes.

Another attitude noted to be of significance was the *high expectations* individuals had of income generation schemes. A common response was that the funds available were not sufficient for any concerted effort at setting up a business. Most individuals did not seem to be oriented to the reality that returns would be low or perhaps absent altogether during the initial stages of a business and that the growth of a business would only occur gradually.

This feedback was discussed with the MNCCI in Malé. Members of the board agreed to offer expertise for entrepreneurship development on the Focus Islands, provided the costs of the exercise are borne by the Project.

### ***Implications for the Job Centre Programme***

1. The services of the Job Centre would extend to Group 3: adults who are interested in income generation activities and self-employment schemes.
2. The Job Centre Programme's activities would include awareness building about suitable income generation schemes and would network interested persons with available resources such as the micro-credit schemes described above.
3. The Job Centre would network with the MNCCI to provide business persons on the Focus Islands with inputs regarding market trends and price information.

## **5. Support for business persons on the Focus Islands**

### ***5.1. Orientation to entrepreneurship***

Information obtained from local business persons, indicated that the quantum of their produce and business currently did not require extensive marketing support. However interactions with individual business persons indicated that existing business opportunities were not exploited optimally. Given below is an extract from an interview with a lady seamstress in Naifaru, that illustrates this point.

### **Athija the Seamstress**

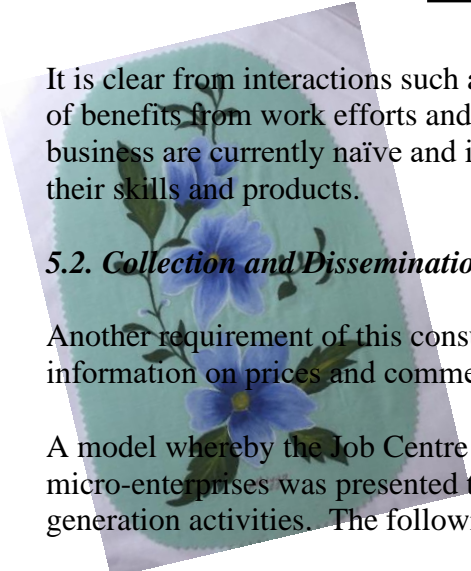
Athija is an expert in sewing and embroidery. She had used her own initiative and partnered with the Alumni of the local school (Madrasathul Ifthithah) to train close to 300 girls from surrounding islands in embroidery and tailoring through a well-structured 3 month long training programme. Students even paid up to 500 rufiyaas for the course.

#### **Current Status:**

All trainees use their skills to embroider and tailor clothes for themselves, their friends and relatives. The attached picture is evidence of the fairly high quality of their skills!

None of them practice their skills commercially!

A large proportion of the tailoring service in Naifaru is rendered by a foreigner!



It is clear from interactions such as these that factors related to mindsets, the level of expectations of benefits from work efforts and such attitudinal factors play a powerful role. Attitudes to business are currently naïve and individuals find it awkward and embarrassing to have to ‘sell’ their skills and products.

#### **5.2. Collection and Dissemination of Business Information to create Price Windows**

Another requirement of this consultancy is to design a Price Window mechanism to provide information on prices and commercial opportunities in the country’s main product markets.

A model whereby the Job Centre could function as a business centre and clearing house for micro-enterprises was presented to business persons and those interested in income generation activities. The following picture emerged:

- A. The Job Centre would function as a catalyst and offer support for the initiation of micro-enterprises and cottage industries (details in Section 4).
- B. Individual entrepreneurs would register themselves with the Job Centre and provide information about their products, services and prices.
- C. This information would be made available by the Job Centre at two levels:
  - Directly to small business enterprises on the islands, through its bulletin boards.
  - On the MEL website. This would require an expansion of the MEL website to include product and market information from the 4 Focus Islands. Some atolls have plans of creating their own community portal (e.g. Dhaalu), carrying information about their

products. Hyperlinks could be provided from the MEL website to these atoll websites, where possible.

- D. The Job Centre would through its communication network solicit business on behalf of its registered micro-entrepreneurs.
- E. Buyers and suppliers would thereby be put in touch with each other.
- F. The premises of the Job Centre would be used by buyers and sellers to transact their business.

### ***5.3. Identification of wider product markets***

Discussions were held with potential support sources (e.g. MATI, MNCCI, Resorts, and Marine Produce Industries) and their possible contributions to island based micro-enterprises was explored. Some of these organisation (particularly MNCCI), expressed their reservations regarding the viability of linking local producers with wider markets, and pointed to the difficulties of transport and the lack of infrastructure as hurdles. However the discussions pointed to the methods that the Job Centre could adopt when larger numbers of entrepreneurs emerge, co-operatives are formed and there is greater economic activity through small business enterprises.

- A. In addition to collating information from employers regarding job opportunities, the Job Centre would also exchange information with these organisations regarding the nature of their needs for specific products, the availability of these products on the islands and information regarding prices. Some examples of products that were suggested are:
  - souvenirs
  - textile products
  - agricultural produce
  - food products (e.g. confectionary, fish chips, breadfruit chips)
  - industry related products (e.g. fish hooks, production of fertilisers)
  - woodcraft
  - lacquer ware and jewellery
  - coir products
- B. The facilities available at the Job Centre (e.g. telephone, email) as well as the services of Job Centre personnel would be made available to small business enterprises to make contacts and transact their business.

### ***5.4. National Micro-Business Support Network (NMBSN)***

The NMBSN could make significant contributions to supporting micro-enterprises at the island level. Feedback received during the discussion of the draft version of this report strongly suggested that the viability of activating this component be actively explored through a separate consultancy, during the early stages of the implementation of the Job Centre Programme. Findings from this consultancy would then be formulated into a Micro-Business Support Network that would foment small businesses and co-operatives and establish more comprehensive price windows through the Job Centres.

## 6. Model for Institutionalisation of the Job Centre

It is important that the Job Centre Programme is located within a formal institutional structure that would control and guide its functioning. The following table draws from the findings reported in the preceding pages and presents the main factors to be considered.

S.No	Guidelines
1	Establish the Job Centre Programme as an integral part of the Ministry of Employment and Labour (MEL).
2	The Job Centre Programme may be located within the <i>Employment Facilitation Services (EFS)</i> Section of the MEL
3	The Job Centre Programme would comprise two units, namely, the Central Unit headquartered in the MEL and the Local Units functioning on each of the Focus Islands.
4	<p>Representatives from the following organisations may function as <i>key focal points of reference</i> for the Job Centre Programme:</p> <ul style="list-style-type: none"> <li>• Ministry of Atolls Development</li> <li>• Ministry of Planning and National Development</li> <li>• Ministry of Youth Development and Sports</li> <li>• Ministry of Education, including the Dept. of Higher Education and Training</li> <li>• Members of Employer community (e.g. MACI, MATI, MNCCI)</li> </ul>
5	<p>Efficient management of the Job Centre Programme at the Central level is crucial to the effective functioning of the programme as a whole. Duties at the Central Unit, will include extensive efforts to collate information, manage the Job Matching Service, and support the Local Units. Therefore it is suggested that 2 persons are allocated to manage the Central unit. Accordingly, a Job Centre Manager functioning directly under the Section Director will be in charge of the execution of the Job Centre Programme at the Central level and for monitoring the programme at the island levels. 1 Co-ordinator will assist the Manager at the Central Unit and will carry the responsibility of managing the Job Matching Service data base.</p>
6	<p>The Job Centres at the Island level will be managed Job Centre Co-ordinators. Two possibilities emerged during discussions:</p> <ul style="list-style-type: none"> <li>- The administration of the Job Centre may be bid out to private parties (e.g. NGOs). In this case, the organisation would provide 1 person exclusively to run the Job Centre and will be supervised and monitored by the Central Unit of the Job Centre Programme.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>- The running of the Job Centres at the island level could remain directly with the MEL, based on the rationale that since this is a new and experimental concept, it would require a high degree of support and supervision from the MEL. In this case, Job Centre Co-ordinators would be identified from the Focus Islands and function as MEL personnel under the supervision of the Central Unit of the Job Centre Programme.</li> </ul> <p>It is suggested that the administration of the Job Centres at the island level be retained with the MEL for the first 3 to 4 years of the Project period. Privatisation of the Job Centre and handing it over to the community maybe considered during the final stages of the Project (latter part of year 4; see Section 9), when the management of the Job Centre could be bid out to individuals / institutions in the community (Appendix 5 provides a draft TOR that could be used at this stage).</p> <p>A risk underlying points 5 and 6 if these are going to be government posts, is the delays that could be associated with the creation and sanctioning of these posts. This could delay or pose barriers to the implementation of the Job Centre Programme as a whole.</p>



## 7. Publicity and social marketing

### 7.1. Background

One of the requirements of this consultancy is to design a publicity and social marketing campaign that would contribute to the effectiveness of the Job Centre Programme. The findings from this consultancy suggest that while presently job opportunities are few and far between on the Focus Islands, a variety of other psychological and cognitive factors also have a significant influence on the individual's orientation to career development and job seeking. These factors have been identified and discussed in Section 3 above. It is against this background that the content and methodology of a publicity and social marketing campaign must be defined.

### 7.2. The Stages of Change Model

Behavioural science research indicates that people move through several steps along a continuum of change, before adopting a new behaviour. Typically, when a social marketing campaign begins, audiences move along the following continuum:

Pre-contemplation → Contemplation → Action → Maintenance or Relapse to Pre-contemplation

Further details of this *Stages of Change Model* are presented in Appendix 7. It is important that these stages are kept in mind when planning the present Social Marketing Campaign.

### 7.3. Audience Segmentation, Characteristics and Needs

Children, teenagers, adults, males and females respond differently to particular advertising approaches. To be most effective the Social Marketing Campaign's target audience must be segmented into groups that are most similar to each other.

As seen from the present study, Target Groups 1 and 2 are an important segment of the audience. They compose a significant percentage of the island population as well as the work force. Most importantly, this segment is at the threshold of entry into the world of work. It is at this point that prevailing attitudes and mindsets could be effectively addressed. It is suggested therefore that the presently planned Social Marketing Campaign focuses on the mid-teenage to early adult segment of the audience.

### 7.4. Multi Pronged Approach

Social marketing involves much more than mass media and advertising campaigns. The most effective programmes use a combination of mass media, community, small group and individual activities. When a simple, clear message is repeated in many places and formats throughout the community, it is more likely to be seen and remembered. While devices such as posters, banners, pamphlets and print advertisements, are important, direct interaction with the audience is the most economical and often yields the highest returns.

The evidence from the present study (See Sections 3.3, 3.5 – C) indicates that a random distribution of messaging devices (e.g. placement of posters and pamphlets at key locations), is likely to have a minimal impact. It is essential the audience *engages* with the Social Marketing Campaign. The approach suggested is that the communication devices ‘piggyback’ on *direct-contact* methods such as the recommended small group workshops. These workshops would be supported by messaging devices such as posters and pamphlets. Other activities such as poster competitions on pre-defined themes could also be used.

With the *workshop* as the primary device, the following support devices may be planned:

A. Posters and Pamphlets:

- *Posters and Pamphlets for publicity:* These devices would carry information about the Job Centre Programme, important contact information, and the services it provides (e.g. the JMS, components of the price windows).
- *Posters to communicate social messages:* The highest impact is obtained through the Poster device, when it is possible to vary the content presented on the Poster. It is suggested therefore that rather than producing large quantities of posters carrying a single message, smaller quantities of a set of posters are produced. This poster set will ‘tell a story’, following the Stages of Change model (Section 7.2). The content of the poster set could be drawn from the findings reported above. Themes could cover career beliefs, prestige beliefs, importance of self-directed job search, the changing nature of the Maldivian economy and work environment. Posters could then be changed in sequence over a period of time.

B. Interactive devices:

- It is well known that interactive communication devices have a more powerful impact. For example, rather than just distributing pamphlets, they could carry a *response device* that requires the young person to actively participate in the campaign. For example a pamphlet could ask: ‘What are your ideas for self-employment?’ or ‘Are boys better workers than girls?’ Reinforcement for participation could be publication of the responses on the Job Centre Bulletin Board or prizes awarded for the best response and so on. The objective is to draw the audience closer into the campaign.
- Essay, poster, painting, collage, debate *competitions* could be held on themes related to job seeking and career development. Topics such as ‘After School What?’ and ‘Why Work?’, address key issues pertaining to the theme of the campaign. The best posters, paintings and collages could be incorporated into the Poster campaign component. Essays could be published on the bulletin board.

### ***7.5. Image and Brand Building***

Consistency and continuity are key to a successful campaign. It is important that the entire campaign has a clearly defined ‘look’. Two devices are of particular importance: the campaign *logo* and the campaign *slogan*. The logo and slogan complement each other and serve to communicate the campaign message both in images and words.

Three important guidelines may be kept in mind that could define the designing of the logo and slogan for the present campaign:

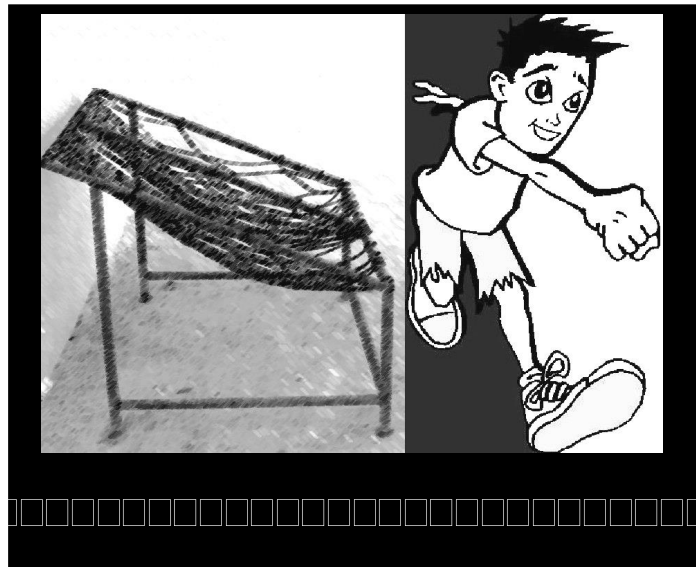
- It must be age and culture appropriate. The logo and slogan must be drawn from easily identifiable and locally present images and phrases.
- It should capture and communicate the core values and themes of the campaign.
- Since workshops are going to be the primary communication media used, images and phrases used should be thought provoking and offer discussion points during interactions

This study experimented with an image and a phrase that seemed to offer interesting elements for the logo and slogan design.

An image that seems to be ubiquitous on every island corner, is the *Joali*! People of all ages, including young people, are found to be relaxing on the *Joali* – at all times of day!

A phrase top most on everyone’s minds is *wazeefa*! The phrase carries special connotations and describes work in a particular manner.

Given below is a composite picture contrasting a representation of the *Joali* with a more dynamic image. The phrases *wazeefa* and *joali*, are brought together to augment the sentiments of the campaign.



This image was presented to a section of Target Groups 1 and 2. Their reactivity to the image was sharp and immediate! Many found it funny and were able to identify with it. Almost all those who saw this image related it to the importance of finding work, beginning to work and changing their lifestyles to meet the changing environment in the Maldives. A logo and slogan such as this would throw up discussion points pertaining to core work values such as: relaxation vs. effort; passivity vs. assertiveness; optimal utilisation of time and resource; orientation to time and to the future; realisation of personal potential; the broader meaning of *wazeefa*.

Such an image would clearly set the tone for the activities of the Job Centre Programme. Once finalised, it is important that all the products and activities of Job Centre Programme carry the logo and slogan.

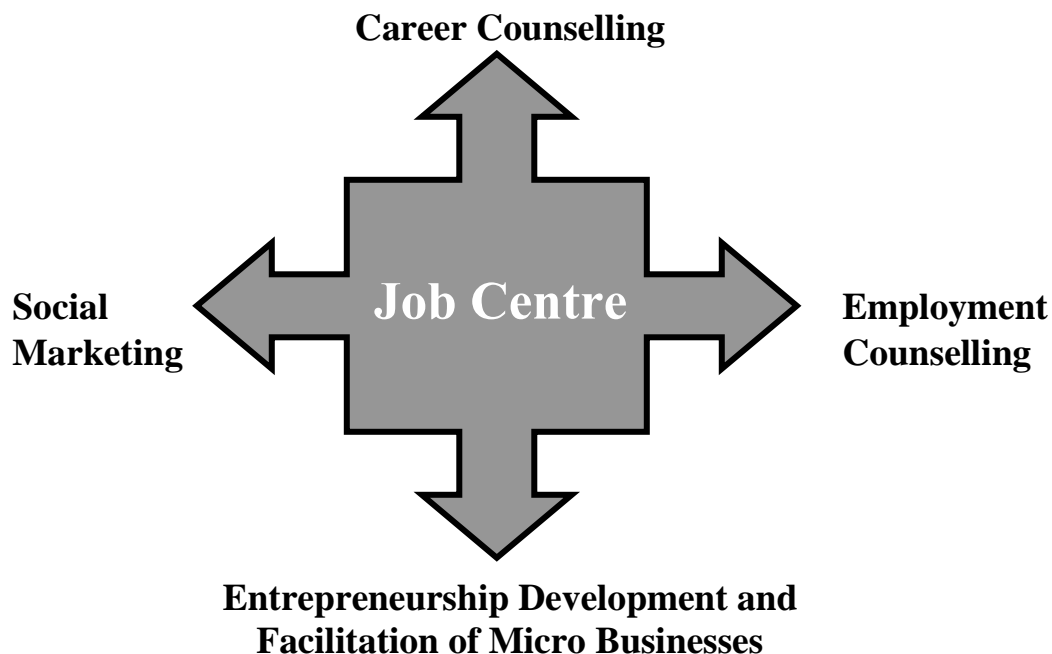
## 7.6. A Framework for the Social Marketing Campaign

This framework is described on the understanding that all the components of the Job Centre Programme are in place and functioning. Aspects related to the operationalisation of the Job Centre Programme as a whole are described in Section 9

Target Group	Campaign Component	Content	Resource Required
Open to the whole community	A Launch Event on each Focus Island with wide press coverage when the Job Centre Programme would be inaugurated by an important person.	An introduction to the Job Centre Programme, its objectives and functions	<ol style="list-style-type: none"> <li>1. Publicity material: pamphlets and press statements</li> <li>2. Infrastructure to conduct the launch</li> </ol>
Target Group 1	<ol style="list-style-type: none"> <li>1. <i>Workshop Format:</i> <ul style="list-style-type: none"> <li>• Training modules conducted as part of the career counselling workshops in schools</li> </ul> </li> <li>2. <i>Poster Campaign</i> <ul style="list-style-type: none"> <li>• Posters placed in classrooms and on the careers notice board</li> </ul> </li> <li>3. Re-vitalisation of the ‘O’ Level <i>work experience</i> programme</li> <li>4. <i>Competitions</i> <ul style="list-style-type: none"> <li>• A poster, painting or essay competition on one of the themes of the campaign (e.g. After School What?)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Messages pertaining to Career Beliefs (Section 3.2)</li> <li>2. Messages pertaining to the broader meaning of work (Section 3.3)</li> <li>3. Messages pertaining to one’s personal role as a worker and future relationship with an employer (Section 3.4)</li> <li>4. Messages related to skill literacy and the relevance of the work experience programme to personal development (Section 3.4, 3.7 – C)</li> </ol>	<ol style="list-style-type: none"> <li>1. Training material developed as part of the career and employment counselling kit.</li> <li>2. Networks with employers</li> <li>3. Posters addressing mindsets and attitudes</li> </ol>
Target Group 2	<p>All methods used for Target Group 1 including the following:</p> <ul style="list-style-type: none"> <li>• Themes for the competitions must be age appropriate (e.g. ‘Why Work?’)</li> <li>• Particular emphasis must be laid on interactions between employers and youth</li> </ul>	<p>All points covered for Target Group 1 along with the following specific inputs:</p> <ol style="list-style-type: none"> <li>1. Factors related to the changing character of the Maldivian economic landscape (Section 3.4)</li> <li>2. Employer expectations and reasons for job loss (Section 3.4)</li> <li>3. Implications of job loss (Section 3.4)</li> <li>4. Orientation to trades available on the islands (Section 3.5.)</li> <li>5. Self-directed job searching (Sections 3.3, 3.7 – A). Avenues and supports for self-employment and income generation (Section 4.2)</li> </ol>	<ol style="list-style-type: none"> <li>1. Training material developed as part of the career and employment counselling kit.</li> <li>2. Networks with employers</li> <li>3. Posters addressing mindsets and attitudes</li> </ol>
Target Group 3	<ol style="list-style-type: none"> <li>1. Workshop format to address entrepreneurship development</li> </ol>	<ol style="list-style-type: none"> <li>1. Messages pertaining to the value of and necessity for self-employment and income generation (Section 4.2)</li> <li>2. Messages pertaining to avenues and supports for self-employment</li> </ol>	<ol style="list-style-type: none"> <li>1. Training material developed for entrepreneurship development</li> </ol>

## 8. Design and Functions of the Job Centre Programme

The discussions in the foregoing sections point to 4 important functions for the Job Centre Programme. The figure below describes these functions.



The following sections will describe in detail the components and key functions of the Job Centre Programme

### *8.1. Key Functions of the Job Centre Programme and Resources Required*

The table below gives a summary of the key functions of the Job Centre Programme. References to the numbered paragraphs in the body of the report are also provided and the reader is referred to the relevant portions of the report for specifics regarding implementation, descriptions of roles and other details.

Key Functions and Recipients	Action Point, Content and Method	Resources Required	Specific Project Inputs Required
<p>1. Career and employment counselling services for Target Groups 1 and 2</p>	<p><b>Action:</b> Conduct regular career counselling workshops following a clearly specified curriculum.</p> <p><b>Content and Method:</b> Promote <i>self-understanding</i>: e.g. identification of career interests, talents and aptitudes, values and career belief</p> <p>Build awareness of the <i>world of work</i>: e.g. provision of career information in the form of career descriptions, training requirements, future scope of the career, labour market information, eligibility criteria</p> <p>Facilitate the generation of <i>career alternatives</i>: e.g. matching information about self and the world of work to identify a set of 2 or 3 careers that could be set as career goals</p> <p>Develop skills for career <i>preparation</i>: e.g. identify resources for further education, develop a career plan, prepare to meet with barriers to career development, self-presentation skills</p> <p>Ensure that attitudinal factors that influence career choice behaviour in the Maldives are actively addressed.</p>	<p>1. A curriculum for careers education and employment counselling.</p> <p>2. A career and employment counselling kit comprising:</p> <ul style="list-style-type: none"> <li>● Tools to promote self understanding (Standardised Interest Inventories and Aptitude testing devices)</li> <li>● A career information pack that attractively presents information about careers</li> </ul> <p>3. Training modules that facilitate various aspects of career preparation, including the development of proactive attitudes to work and career.</p> <p>4. Job Centre Team trained in skills to deliver career and employment counselling.</p>	<p>1. Expert consultant with skills and experience to address needs as defined in Columns 2 and 3:</p> <ul style="list-style-type: none"> <li>- Develop curriculum based on themes emerging from this study</li> <li>- Produce prototype for career and employment counselling kit</li> <li>- Train Job Centre team on skills for implementation of the 4 components of the Project: career and employment counselling, entrepreneurship development, facilitation of business activities and execution of the social marketing campaign</li> </ul> <p>2. Print sufficient quantities of training material based on the curriculum: workbooks, career and employment counselling kit, trainers manual (Details in Section 8.2, 8.3)</p>

Key Functions and Recipients	Action Point, Content and Method	Resources Required	Specific Project Inputs Required
<p>2. Provision of employment counselling and information through the Job Matching Service for Target Groups 2 and 3</p>	<p><b>Action:</b> Interface with the web-based Job Matching Service hosted by the MEL.</p> <p><b>Content and Method:</b> Collect and make employment information from the Focus Islands directly available to job seekers and to the Job Matching Service.</p> <p>Use the JMS to facilitate interactions between employers and employees.</p>	<ol style="list-style-type: none"> <li>1. Access to the MEL’s JMS website</li> <li>2. Job Centre Team trained in skills to use the internet and the JMS software</li> <li>3. Appropriate computer, printer and modem</li> <li>4. Internet access</li> <li>5. Information display systems (bulletin boards)</li> </ol>	<ol style="list-style-type: none"> <li>1. Make the necessary changes on the JMS website to incorporate the Job Centre Programme’s needs.</li> <li>2. Expert consultant to train Job Centre team on skills to use information communication technology and the JMS.</li> <li>3. Procure and supply computer hardware and infrastructure support as indicated in Column 3.</li> </ol>
<p>3. Create skill development opportunities for all Target Groups</p>	<p><b>Action:</b> Develop a partnership with schools to re-vitalise the existing work experience programme for ‘O’ Level students.</p> <p>Develop apprenticeship opportunities and facilitate the organisation of short term vocational skills courses.</p> <p><b>Content and Method:</b> Hold awareness building sessions for work experience providers. Integrate the work experience programme into the career counselling service by organising relevant placements.</p> <p>Hold awareness building sessions for employers as well as job seekers to highlight the benefits of apprenticeships and locally conducted short term vocational courses.</p> <p>Develop networks between employers and job seekers to organise short term vocational skills courses with locally available expertise. More comprehensive courses could be conducted in partnership with employers’ associations (e.g. MATI, MACI, MNCCI).</p>	<ol style="list-style-type: none"> <li>1. Job Centre Team trained in skills to develop networks between employers and job seekers, identify themes for vocational skills training most relevant to the needs of the island and organise suitable skills training programmes.</li> <li>2. Training facilities: <ul style="list-style-type: none"> <li>• Training space</li> <li>• Training equipment (e.g. overhead projector, black board)</li> </ul> </li> <li>3. Course material</li> </ol>	<ol style="list-style-type: none"> <li>1. Procure and supply training equipment as indicated in Column 3.</li> </ol> <p>Other Project inputs (training of Job Centre Team and course material have been addressed above).</p>

Key Functions and Recipients	Action Point, Content and Method	Resources Required	Specific Project Inputs Required
<p>4. Act as a catalyst to stimulate interest in income generation activities and self-employment among Target Groups 2 and 3</p>	<p><b>Action:</b> Link interested persons with available micro-credit schemes, income generation activities and self-employment opportunities.</p> <p><b>Content and Method</b> Organise interactions between Atoll / Island authorities and interested individuals to discuss the availability of loan and micro-credit facilities.</p> <p>Work in partnership with employers' associations and the MNCCI to conduct programmes on:</p> <ul style="list-style-type: none"> <li>● entrepreneurship development</li> <li>● skills for project management and accessing available resources and loans</li> <li>● enhancing awareness of self-employment and income generation opportunities</li> </ul> <p>Work in partnership with the MNCCI and other associations to provide business persons with information and support regarding market and 'price window' information.</p>	<ol style="list-style-type: none"> <li>1. Job Centre Team trained in skills to organise entrepreneurship development programmes as indicated in column 2.</li> <li>2. The support of employment providers and associations of employers.</li> <li>3. Training facilities: <ul style="list-style-type: none"> <li>● Training space</li> <li>● Training materials (e.g. overhead projector, black board)</li> </ul> </li> <li>4. Course material</li> </ol>	<p>These Project inputs have been addressed above.</p>
<p>5. Mount a publicity and social marketing campaign for all groups</p>	<p><b>Action:</b> Combine publicity devices (posters, banners and pamphlets) with workshops to launch the social marketing campaign, following the 'Stages of Change Model' (Section 7.2).</p> <p><b>Content and Method</b> Workshops would be supported by pamphlets, posters and banners that address career development and job seeking behaviour.</p>	<ol style="list-style-type: none"> <li>1. Job Centre Team trained in skills to mount the publicity and social marketing campaign as indicated in column 2.</li> <li>2. Social Marketing Kit: <ul style="list-style-type: none"> <li>● Posters</li> <li>● Pamphlets</li> <li>● Banners</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Expert consultants to design the social marketing campaign, including a logo, and all publicity devices.</li> <li>2. Print sufficient quantities of publicity devices (Details in Section 8.3.).</li> </ol> <p>Other Project inputs (training of Job Centre Team) have been addressed above.</p>



## 8.2. Guidelines for Conducting Workshops and Training programmes at Local Level

The activities of the Job Centre at the island level could be planned within the following guidelines. Numbers described are for programmes conducted over a 12 month cycle.

Target Group	Activity	Implementation
Target Group 1 Approx. 200 students on each island	Career Counselling Workshops	Approx. 50 students per workshop group; 10 sessions per group totalling to 40 sessions per island
Target Group 2 Approx. 250 youth from each island	Career and Employment Counselling	Approx. 50 youth per workshop group; 10 sessions per group totalling to 50 sessions per island
Target Group 3 Approx. 50 persons per island	Entrepreneurship Development Programmes	Approx. 25 sessions per island. Members of the Target Group can pick and choose programme days most relevant to their interests and skill development requirements.

## 8.3. Core Components of the Job Centre Programme

As described in Section 7, the Job Centre Programme will function at two Levels, namely through a Central Unit, headquartered within the Ministry of Employment and Labour (MEL), and the Local Units functioning on the four Focus Islands. Given in the table below are the core components of the Job Centre Programme along with descriptions of specific aspects of each component.

S.No.	Component	Description
1.	Space and location	<ol style="list-style-type: none"> <li>The Job Centre will be located in a space of about 25 feet x 25 feet (approx. 625 sq ft). This space will function as the Job Centre office, and will support the following activities: <ul style="list-style-type: none"> <li>administration</li> <li>individual and small group counselling</li> <li>information dissemination</li> <li>stocking of counselling and social marketing materials</li> <li>access to computer, internet and communication facilities</li> <li>stocking of non-perishable products of micro-enterprises</li> </ul> </li> <li>Interactions with larger groups would be conducted in the community hall or school premises</li> <li>If the Job Centre is planned to be located within the Multipurpose Building proposed for the Project, the large group activities could also be conducted here</li> <li>In situations where the Multipurpose Building is not planned as a Project component, space would have to be rented</li> </ol>
2	Personnel	<ol style="list-style-type: none"> <li>Director of the EFS Section within which the Job Centre Programme will be located.</li> <li>One Job Centre Manager, based at the Central Unit. Qualifications required: <ul style="list-style-type: none"> <li>Education: Minimum 'A' Levels – ideal would be graduation with specialisation in career counselling or social work</li> <li>Age: Between 25 and 40 years.</li> <li>Language: Fluency in both Dhivehi and English is essential</li> <li>Computer literacy is essential</li> <li>Well developed managerial, organisational and communication skills</li> <li>Well developed skills to conduct group workshops, to teach, motivate and encourage people</li> </ul> </li> </ol>

S.No.	Component	Description
2	Personnel (cont'd)	<p>3. Five Job Centre Co-ordinators, one assisting the Manager at the Central Unit and the others co-ordinating the functions of the Job Centre Programme at the Local Levels. Qualifications required:</p> <ul style="list-style-type: none"> <li>• Should ideally be from the Focus Islands</li> <li>• Education: Minimum 'A' Levels</li> <li>• Age: Between 21 and 25 years.</li> <li>• Language: Fluency in both Dhivehi and English is essential</li> <li>• Computer literacy is essential</li> <li>• Well developed managerial, organisational and communication skills</li> <li>• Well developed skills to conduct group workshops and motivate and encourage people</li> </ul> <p>4. One computer specialist who will support the Job Centre Programme on a need basis from the Central Unit. This person maybe loaned to the Job Centre Programme from the existing Information Communication Technology section of the MEL</p>
3	Information Communication Technology	<p>1. The necessary hardware: 2 systems at the Central Unit and 1 each at the local levels, inclusive of PCs, Printers and consumables</p> <p>2. Communication devices: Telephone with fax</p> <p>3. Internet connectivity of the highest quality available</p> <p>4. Access to the already existing Job Matching Service hosted by the MEL</p>
4	Furniture	<p>1. Office tables and seating</p> <p>2. Computer table and seating</p> <p>3. Seating for approximately 10 persons</p> <p>4. Cupboards: storage of training material, stationery</p> <p>5. Cupboards: storage of products of registered entrepreneurs</p> <p>6. Filing cabinets</p>
5	Training Equipment	<p>1. Overhead Projector with consumables (e.g. Transparencies, OHP Pens)</p> <p>2. Wall space for projection from overhead projector</p> <p>3. Black Board: Approx. 4 feet x 6 feet; wall mounted</p> <p>4. Television and Video Player</p>
6	Display and Publicity Infrastructure	<p>1. Bulletin Boards: One for the Job Centre and a maximum of 5 more for other locations on the island. Approx. 4 x 6 feet; wall mounted</p> <p>2. Display Systems: Shelves for display of career information, brochures and magazines</p> <p>3. Name board for the Job Centre</p>
7	Workshops and Training	<p>1. Training Workbooks (Target Group 1): 800 books, 30 pages per book</p> <p>2. Training Workbooks (Target Group 2): 1000 books, 30 pages per book</p> <p>3. Handouts and Information sheets (Target Group 3): 200 units, 30 pages per unit</p> <p>4. Teaching-Learning Material (Videos, Reference Books): 10 sets</p> <p>5. Career Counselling Kit (Devices for enhancing self-awareness, Career Information Pack, Templates for training in self-presentation skills etc): 10 kits</p>
8	Publicity	<p>1. Posters: 500 copies</p> <p>2. Pamphlets: 5000 copies</p>
9	Social Marketing	<p>1. Poster Sets: Each set comprises posters on ten themes, 200 copies of each theme would be required: Total 2000 printed units</p> <p>2. Pamphlet Sets: Each set comprises pamphlets on ten themes, 500 copies of each theme would be required: Total 5000 printed units</p> <p>3. Banners: 5 units per island: total 25 units</p>

## 9. Operationalisation of the Job Centre Programme

Stage	Project Activities	Ref. in Text	Year 1				Year 2				Year 3				Year 4				Year 5			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>1</b>	<b>Project Initiation Phase</b>																					
1.1.	Institutionalise Job Centre Programme under MEL (Employment Facilitation Services)																					
1.2.	Form the steering committee comprising the Key Focal Points																					
1.3.	Establish the Central Unit: - Select Job Centre Manager and 1 Co-ordinator - Procure and install necessary hardware and infrastructure for Central Unit																					
1.4.	Develop Terms of reference and appoint expert consultant to facilitate curriculum development and training																					
<b>2</b>	<b>Project Preparation Phase</b>																					
2.1.	Commission expert consultant to develop curriculum and training material																					
2.2.	Establish Local Units: - Select and appoint Job Centre Coordinators at Local Level - Identify space to locate Job Centre - Procure and install necessary hardware and infrastructure for Local Units																					
2.3.	Complete printing of workbooks and training material																					
2.4.	Appoint ICT consultant to finalise Job Matching Service website																					
2.5.	Appoint advertising company to design components of social marketing campaign in partnership with consultant																					
2.6.	Complete production of all publicity devices for the social marketing campaign																					
2.7.	Consultant to complete training of Job Centre Team on all aspects of project implementation, including career and employment counselling, entrepreneurship development, facilitation of business enterprises and social marketing																					
2.8.	ICT consultant to complete training of Job Centre Team on Job Matching Service software and use of internet																					
2.9.	Begin interface with Atoll and Island Authorities, Business persons, Business Associations to establish networks and bring the Job Matching Service up to date																					

Stage	Project Activities	Ref. in text	Year 1				Year 2				Year 3				Year 4				Year 5			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>3</b>	<b>Project Implementation – Phase 1 (12 months)</b>																					
3.1.	Launch Job Centre Programme through formal events on all Focus Islands																					
3.2.	Publicity for Job Centre Services																					
3.3.	Social Marketing Campaign																					
3.4.	Career Counselling Workshops																					
3.5.	Employment Counselling Workshops																					
3.6.	Skills Development Programmes: apprenticeships / short term vocational courses																					
3.7.	Entrepreneurship Development Programmes: Training in project management, skills to access and utilise available resources (micro-credit and loan schemes ) to initiate small income generation projects																					
3.8.	Ongoing updating of commercial opportunities and price window information																					
3.9.	Ongoing role of Job Centre as labour market clearing house through Job Matching Service																					
<b>4</b>	<b>Review of Phase 1</b>																					
4.1.	Assessment of outcomes and relevance of the Job Centre Programme, with support from consultant																					
4.2.	Integration of information from outcome assessments into curriculum and course content, with support from consultant																					
<b>4</b>	<b>Project Implementation – Phase 2 (36 months)</b>																					
4.1.	Project activities similar to points 3.2. to 3.9 reaching larger numbers over three years																					
<b>5</b>	<b>Preparation to Transfer Project to Local Communities</b>																					
5.1.	Develop Terms of reference / bidding mechanisms with which the administration of the Job Centre could be bid out to interested individuals / institutions / non-governmental organisations																					
5.2.	Selection of individuals / institutions / non-governmental organisations who will manage the Job Centre at the local level																					

Stage	Project Activities	Ref. in text	Year 1				Year 2				Year 3				Year 4				Year 5			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5.3	Review the Project outcomes and incorporate into curriculum and course ware																					
5.4.	Hold training programmes to build the capacity of persons / institutions selected to manage the Job Centre Programme and conduct the Job Centre Programme during the 5 <sup>th</sup> year of the Project in partnership with the local persons / institution selected																					
5.4.	Identify and strengthen sources for sustaining the Project																					
5.5.	Preparation of fresh courseware and training materials based on learnings from the review of the Project																					
5.6.	Hand over the Job Centre Programme to the local community																					

## 10. Budget and estimates

### 10.1. Budget details

Source: Earlier Tenders, prevailing market rates (Malé), salary structures (MEL)

S.No	Budget Head	Description	Rate (US\$)	Estimate (US\$)
<b>1</b>	<b>Salaries</b>			
1.1.	1 Job Centre manager	Will manage Job Centre at the Central Unit	190 per month for 12 months	2280.00
1.2.	5 Job Centre Coordinators	Will manage Job Centre at local level	110 per month per person for 12 months	6600.00
	<b>TOTAL</b>			<b>8880.00</b>
<b>2</b>	<b>Computer and Related costs</b>			
2.1.	PCs at Central Unit and Job Centres	2 machines at Central Unit; 1 each at each Job Centre	1230 per machine for 6 machines	7380.00
2.2.	Heavy Duty Printers at Central Unit and Job Centres	1 at Central Unit; 1 each at Job Centre	385 per machine for 6 machines	2310.00
2.3.	Consumables	Paper, Diskettes, Printer Toner	112 per month per centre for 5 centres, for 12 months	6720.00
	<b>TOTAL</b>			<b>16410.00</b>
<b>3</b>	<b>Communication</b>			
3.1.	Phone and Fax (installation)	1 at Malé and 1 each at Job Centre	130 per unit for 5 units	650.00
	<b>TOTAL</b>			<b>650.00</b>
<b>4</b>	<b>Internet access</b>			
4.1.	Installation	A new service provider (Focus) offers connectivity at a flat cost per month	270 for wireless modem for 5 centres	1350.00
4.2.	Monthly expenses		50 per month per centre for 5 centres for 12 months	3000.00
	<b>TOTAL</b>			<b>4350.00</b>
<b>5.</b>	<b>Job Centre Infrastructure</b>			
5.1	Furniture at Central Unit Malé	2 tables, 4 chairs printer table notice board		980.00
5.2.	Furniture at each Job Centre	4 tables, 10 chairs Computer table 5 notice board (outdoor) 3 Display Systems Name Board Black / White board 2 office Cupboards 2 filing cabinets	3500 per centre for 4 centres	14000.00
5.3.	Training infrastructure	Over head projectors, Television and VCR: 1 for each Job Centre		960.00

S.No	Budget Head	Description	Rate (US\$)	Estimate (US\$)
5.4	Space for Job Centre: rentals	space of approximately 625 sq feet	@ 2800 per year per centre for 4 centres	11200.00
	<b>TOTAL</b>			<b>27140.00</b>
<b>6</b>	<b>Curriculum Development and Training</b>			
6.1.	Consultant (International)	Consultant for 50 working days + 2 travel days to develop curriculum, train Job Centre Team and assist with Project review (at the end of Phase 1)  Note: 15 days of curriculum development maybe done off site, in consultant's home country.	Consultancy fee @ 500 per day for 52 days  Per Diems @ 200 per day for 37 days  Air travel	26000.00  7400.00  1000.00
6.2.	ICT consultant (National)	To make adaptations on existing JMS website to incorporate needs of Job Centre Programme and train Job Centre team on utilisation of the website		1300.00
6.3.	Training venue at Malé, inclusive of training infrastructure	Inclusive of curriculum development days and training days	@ 115 per day for 25 days	2875.00
6.4.	Travel costs for participants (Job Centre Co-ordinators)	2 return trips from Focus Islands to Malé	1 person from Gan, Eydafushi, Naifaru and Kudahuvadoo @ an average of 300 per person per return trip	2400.00
6.5.	Accommodation and Board costs for participants (Job Centre Co-ordinators)	For 25 days (for Job Centre Co-ordinators from Focus Islands)	@ 100 per day per participant for 4 participants from Focus Islands  Board only for the 3 Job Centre Team members from Malé @ 20 per person	10000.00  1500.00
6.7.	Training courseware for training Job Centre Team	Training manual, Training aids, Key References	@ 200 per person for 7 participants	1400.00
6.8.	Selection and training of local co-ordinators to take over the Job Centres at the end of the Project period	This budget is for the capacity building of this team	This estimate has be derived from costs projected for training of the first Job Centre team	22000.00
	<b>TOTAL</b>			<b>75875.00</b>

S.No	Budget Head	Description	Rate (US\$)	Estimate (US\$)
<b>7</b>	<b>Job Centre Activities: Materials</b>			
7.1.	Training Workbooks: Target Group 1: (students in Grades 9 and 10): approx. 200 students per island	800 workbooks, 30 pages per book, 2 colour printing, A4 size	@ 10 per book for 800 books (stock for 1 year)	8000.00
7.2.	Training Workbooks: Target Group 2: (unemployed youth approx. 250 youth per island)	1000 workbooks, 30 pages per book, 2 colour printing, A4 size	@ 10 per book for 1000books (stock for 1 year)	10000.00
7.3.	Handouts and Information sheets: Target Group 3: (entrepreneurship development): approx. 50 individuals per island	200 units, 30 pages per unit	@ 10 per unit for 200 units (stock for 1 year)	2000.00
7.4.	Career and Employment Counseling Kit	2 kits per Job Centre, 2 kits for Central Unit	@ 1000 per kit for 10 kits (this kit will last for the Project period of 5 years)	10000.00
7.5.	Teaching-Learning Material: Videos, Reference Books	1 set per Job Centre, 2 sets for Central Unit	@ 1000 per set for 10 sets (stock for Project period - 5 years)	10000.00
7.6	Equipping the new Job Centre team (to whom the programme will be handed over at the end of the Project) with a new Kit and stocks for 1 year	800 workbooks for target Group 1	@ 13 per book for 800 books (stock for 1 year)	10400.00
		1000 workbooks for Target Group 2	@ 13 per book for 1000books (stock for 1 year)	13000.00
		200 hand out units for Target Group 3	@ 13 per unit for 200 units (stock for 1 year)	2600.00
		Career and Employment Counselling Kit	@ 1200 per kit for 10 kits	12000.00
		Teaching-Learning Material	@ 1200 per set for 10 sets	12000.00
	<b>TOTAL</b>			<b>90000.00</b>
<b>8</b>	<b>Job Centre Activities: Workshops and Training</b>			
8.1.	Career Counselling workshops for Target Group 1 (approx. 200 students on each island)	Approx. 50 students per workshop group; 10 sessions per group: total 40 sessions per island, per year	Miscellaneous organisational expenses @ 10 per island per session for 4 islands (160 sessions in total, all islands inclusive)	1600.00
8.2.	Career and Employment / Counselling workshops for Target Group 2 (approx. 250 youth on each island)	Approx. 50 youth per workshop group; 10 sessions per group: total 50 sessions per island, per year	Miscellaneous organisational expenses @ 10 per island per session for 4 islands (200 sessions in total)	2000.00



S.No	Budget Head	Description	Rate (US\$)	Estimate (US\$)
8.3.	Entrepreneurship)Development Programmes for Target Group 3 (approx. 50 persons per island	25 sessions per island, per year	Miscellaneous organisational expenses @ 10 per island per session for 4 islands (200 sessions in total)  Resource Persons to conduct workshops: - Fees @ 75 per day for 25 days per island for 4 islands - Travel @ 300 per trip for a maximum of 8 trips per island for 4 islands - Board and accommodation @ 25 per day for 25 days per island  Food for workshop participants @5 per day per person for 25 days for 50 persons per island	2000.00  7500.00 9600.00 2500.00 25000.00
	<b>TOTAL</b>			<b>50200.00</b>
<b>9.</b>	<b>Publicity and Social Marketing</b>			
9.1.	Design and development of social marketing campaign	Design of posters, pamphlets and logo and the over all look and feel of the campaign		3500.00
9.2.	Awareness programme for employment providers	2 hour presentation to association and individual business persons	Cost of venue and refreshments @ 500 per island for 4 islands + Malé	2500.00
9.3.	Events to launch the Job Centre Programme	Inauguration of the Job Centres on the Focus Islands	@ 200 per center for 4 islands + Malé	1000.00
9.4.	Publicity: Development of publicity material	Posters: 4 colour, 500 copies Pamphlets: 2 colour 5000 copies		1500.00 1000.00
9.5.	Social Marketing Material	Poster Sets: Each set comprises posters on 10 themes, 200 copies of each theme would be required: Total 2000 printed units in 4 colour		6000.00

S.No	Budget Head	Description	Rate (US\$)	Estimate (US\$)
9.5.	Social Marketing material (cont'd)	Pamphlet Sets: Each set comprises pamphlets on ten themes, 500 copies of each theme would be required: Total 5000 printed units in 4 colour  Banners: 5 units per island: total 25 units	@ 75 per unit for 25 units	1000.00  1875.00
	<b>TOTAL</b>			<b>18375.00</b>
<b>10</b>	<b>Administrative Expenses</b>			
10.1.	Telephone monthly expenses	Communication between Job Centre and employment providers, job seekers, for organisation of workshops	@ 100 per centre per month for Central Unit and 4 Islands per month for 12 months	6000.00
10.2.	Conveyance	Local conveyance in Malé and on the Focus Islands	@ 25 per centre for Central Unit and 4 Islands per month for 12 months	1500.00
10.3	Travel for Job Centre Team: Malé to Focus Islands	These trips are for monitoring, and supervision	@300 per person, per island, per return trip, for 2 persons for 2 trips	4800.00
10.4.	Project Review	Review at the end of the first year of the project		3000.00
10.3.	Postage		@ 10 per centre for Central Unit and 4 Islands per month for 12 months	600.00
10.5.	Stationery	Paper, files, pens, office materials	@ 25 per centre for Central Unit and 4 Islands per month for 12 months	1500.00
	<b>TOTAL</b>			<b>17400.00</b>

## 10.2. Cost Summaries

<b>Budget Head</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Project Costs: Total</b>
Salaries	8880	8880	8880	8880	8880	44400
Computer Related Costs	16410	6720	6720	6720	6720	43290
Communication (installation of phone / fax)	650	0	0	0	0	650
Internet access	4350	3000	3000	3000	3000	16350
Job Centre Infrastructure	27140	11200	11200	11200	11200	71940
Curriculum Development and Training	53875	0	0	0	22000	75875
Job Centre Activities: Materials	40000	20000	20000	20000	50000	150000
Job Centre Activities: Workshops and Training	50200	50200	50200	50200	50200	251000
Publicity and Social Marketing	18375	0	18375	0	18375	55125
Administrative Expenses	14400	17400	14400	14400	14400	75000
<b>Projects Costs: Annual</b>	<b>234280</b>	<b>117400</b>	<b>132775</b>	<b>114400</b>	<b>184775</b>	<b>783630</b>

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# Appendices

## **Appendix 1: Details pertaining to Approach and Methodology**

The following methods were used to collate information for this consultancy

### ***Desk Reviews of pertinent documents and reports***

Some of the documents reviewed were as follows:

The Malé Youth Employment Survey, Ministry of Youth Development and Sports (2003)  
The Labour Market Information System – Republic of Maldives (2002)  
Post Secondary Education and Skills Development Project – Final Report (2002)  
Labour Market Information – Stage 1 Report (1991)  
The Maldivian Labour Market – Issues and Problems (1992)  
Maldives National Youth Policy, Ministry of Youth Development and Sports (2003)

### ***Interviews***

Personal interviews were held with government officials, prominent businessmen, atoll and island authorities, small businessmen/ entrepreneurs on focus and primary islands selected for this project. Associations of important industries (e.g. the Construction and Tourism Industries, the Maldives National Chambers of Commerce and Industry) were interviewed. In addition, principals of schools (on the Focus Islands) and colleges (e.g. Maldives College of Higher Education) were also interviewed.

### ***Group interviews and survey information***

Semi Structured interviews were held with ‘O’ Level students still in school and youth who had completed education and were currently unemployed, through a set of pre-prepared questions

### ***Focus group discussions***

Focus group discussions were held with adults who were currently unemployed and seeking employment. This also included discouraged workers who had lost their jobs and were now poorly motivated to pursue further career development. A total number of 56 such individuals were interviewed of whom 3 were females.

### ***Review of pertinent resources***

Potential infrastructure already available that could be used for the Job Centre was assessed with particular reference to the location of Job Centre, transport and communication facilities.

### ***Presentations of draft version of the Report***

The report was discussed at various stages of preparation with stakeholders. Two formal presentations were made. The first was to representatives from the Ministry of Atolls Development, Ministry of Planning and National Development, Ministry of Education (Dept. of Higher Education and Training). The second was to the World Bank Mission (led by Mr. Qaiser Khan). Draft versions were circulated to stakeholders and their feedback integrated into the Final Report.

**Appendix 2: Questions used for the Survey**

**Your career and yourself**

<b>Name:</b>	<b>Male/Female</b>	<b>Age:</b>
<b>School:</b>	<b>Education:</b>	

*Instructions:* Given below are questions regarding your career planning activities. Put a ✓ mark next to the option that is most relevant to you.

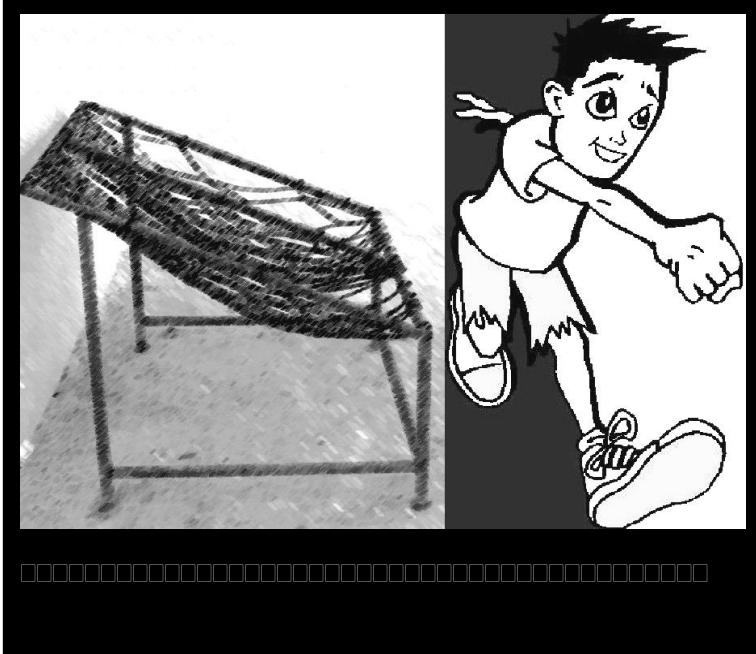
1. Name one of your talents, abilities or skills (something you are good at) on which you could base your career:
  - a. My talent: \_\_\_\_\_
  - b. I'm not sure what my talents are
2. Name one career that you are interested in and are planning to enter:
  - a. My career choice: \_\_\_\_\_
  - b. I'm not sure what career I should plan for
3. How much time have you spent collecting information about the career you are interested in?
  - a. more than 3 hours
  - b. less than 3 hours.
  - c. I have spent no time on this activity
4. Have you identified a course (or training programme) that you could join?
  - a. Yes
  - b. No
5. What is the duration of the course / training programme you have chosen to enter?
  - a. More than 3 years / between 6 months to 3 years / less than 6 months
  - b. I'm not sure
6. After this course / training programme will you:
  - a. be able to get a job / be required to study further
  - b. I'm not sure
7. Write down the name of 1 training institute that offers this course.
  - a. Name of training institute: \_\_\_\_\_
  - b. I am unsure

8. Do you know how to apply for further training?
- a. Yes
  - b. No
9. Have you searched for scholarships that could support your training?
- a. Yes
  - b. No
10. I am confident that I can choose a career for myself
- a. Yes
  - b. No
11. I am confident that I can find the money required to be trained in the career I am interested in
- a. Yes
  - b. No
12. I am confident that I can make a successful plan for my career development
- a. Yes
  - b. No
13. I am confident that I can identify where I can get training for the career that I am interested in
- a. Yes
  - b. No
14. How often do you use the internet?
- a. Never
  - b. If you use the internet put down the number of days you used it over the last month:
15. Do you have an email id?
- a. Yes
  - b. No
16. The Job Matching Service:
- a. I know about the Job Matching Service
  - b. I have used the Job Matching Service
  - c. I don't know about the Job Matching Service
17. Where would like to have your job?
- a. On my own island
  - b. Wherever I find a job

18. If I do not find a job I am willing to consider self-employment

- a. Yes
- b. No

19. What does this picture tell you? \_\_\_\_\_



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**For those who have completed 'O' Levels only:**

21. Did you undergo any further training after 'O' Levels?

- a. Yes  If Yes, what kind of training: \_\_\_\_\_
- b. No

22. Have you applied for a job already?

- a. Yes
- b. No

**Appendix 2: (Cont'd)**

Given below are examples of how some people have planned their careers. Give your response to how much you agree or disagree with their ideas about jobs and careers

No	Career Plans	Not True	Somewhat True	Certainly True
1	Abdul has studied and even got a university degree. He still does not have a job. Therefore studying is no use.			
2	Exams are too difficult to pass. So, it is better to try for a job without trying to pass exams.			
3	Sameena can earn almost 900 Rufiyaa per month doing different jobs. So it is better she stops going to school.			
4	Ahmed received his weekly wages today. There is no need for him to go back to work, till he needs more money.			
5	Some jobs make us look dirty and spoil our clothes. These are not good jobs.			
6	Going to a training programme means I cannot earn during that time. So it is better I don't go for any training programmes.			
7	Aishath is very poor. Therefore it will be very difficult for her to get a good job in the future.			
8	No one can make a career for themselves if they are poor. They must just take what they get.			
9	Ibrahim has been invited for a free 12 month long training programme in carpentry. He likes carpentry. He went for 1 week. He found that the job is hard. He also has to travel for a long distance to reach the training centre. So he feels its is better to drop out of the training and find a job.			
10	Azra went to learn tailoring. After a few days she fell sick. She feels tailoring is not suitable for her and she must stop.			
11	Farheen went to learn nursing. She finds the subject of biology very difficult. She thinks she will not do well at nursing and wants to leave the course.			
12	Hassan has tried many times but has not got a job. This is because he has no influence or contacts.			
13	Fathima likes carpentry. But she has been told not to take this course. This is good advice for Fathima, because girls can't become good carpenters. This is a career for boys.			



**Appendix: 3**

**Possible Locations for the Job Centre in spaces other than the Multi Purpose Building**

<b>Island</b>	<b>Community Centre</b>	<b>School / Education Centre</b>	<b>Island Office</b>	<b>Rented Space: Availability and costs in rufiyaas</b>
<b>Laamu: Gan</b>	Yes	Yes: Eg: Qatar Ameer School has a new Multi Purpose building	Not enough space	Available. Rentals range from 2500 to 3500 per month. Cheaper spaces available in the Gan Industrial area
<b>Baa: Eydafushi</b>	Yes: currently used for a variety of other activities	Possible after school hours; but would be difficult since school has other activities	Not enough space	Available. Rentals range from 2000 to 2500 per month.
<b>Lhaviyani: Naifaru</b>	Yes	Yes – after school hours	Not enough space	Available. Rentals range from 4000 to 5000 per month.
<b>Dhaalu: Kudahuvadoo</b>	Yes	Not enough space	Space could be created	Available. Rentals range from 2500 to 3500 per month.

**Appendix: 4**

**Parties interested in facilitating and / or bidding for the Job Centre Programme at the Island level**

<b>Name / Organisation</b>	<b>Interest in Job Centre</b>
<b>Laamu Gan:</b> 1. Abdul Wahab: Maathudi Construction Company, Thudi, Gan  2. Mohammed Naseem: Maandhoo Fishing Complex, Horizon Fisheries Pvt. Ltd	Interested in being a facilitator  Interested in being a facilitator
<b>Lhaviyani Naifaru</b>  1. Athija Ibrahim: C/o Island Chief, Naifaru 2. Hesperous (NGO), Hinnavaru 3. Human (NGO), Hinnavaru 4. Fantasy Music Group (NGO), Hinnavaru 5. Hiriya (NGO), Hinnavaru	Interested in training youth in tailoring Interested in being facilitator Interested in being facilitator Interested in being facilitator Currently an agent for private employment agency in Malé. Interested in bidding for the Job Centre
<b>Dhaalu Kudahuvadoo</b>  1. Ahmed Wafiru, Kudahuvadoo 2. Hasina Abdul Kareem, Kudahuvadoo 3. Proprietor: Kudahuvadhoo Engineering Services, Kudahuvadoo 4. Mohammed Rasheed, Kudahuvadoo  5. Shakir Hussain: Rainees Ginthi,(NGO), Kudahuvadoo	Interested in training youth in boat building Interested in training youth in tailoring Interested in training youth in engine repair welding, electrical wiring, gas welding Interested in training youth in carpentry and construction Interested in bidding for the Job Centre

## Appendix 5:

### **Republic of the Maldives - Ministry of Employment and Labour,**

#### *Administration of Job Centre Programme at the Island Level*

### **Terms of Reference**

#### **1. Background**

The Ministry of Employment and Labour (MEL), is establishing a Job Centre as part of the Integrated Human Development Project (IHDP). The Job Centre Programme will be implemented in the following 4 Focus Islands: Baa. Eydhafushi, Dhaalu. Kudahuvadhoo, Laamu. Gan, Lhaviyani. Naifaru. As per the design of the project the Job Centre Programme will be administered by individuals or organisations at the island level. The MEL hereby invites interested parties who are able to comply with the Terms of Reference (TOR) described below, to submit their applications.

#### **2. Project Summary**

- 2.1. The Job Centre Programme will comprise two units, namely, the Central Unit headquartered in the MEL and one Local Unit each on the 4 Focus Islands. The Local Units will be managed by private individuals or organisations, but will function under the direct support and supervision of the Central Unit.
- 2.2. Job Centre Programme will perform 5 main functions as follows:
  - Provide Career and Employment Counselling services for school students in grades 9 and 10 and youth who are currently unemployed. This would include counselling activities (through individual sessions and group workshops), collation and dissemination of career and employment information and supporting youth in job searching activities.
  - Provide Entrepreneurship Training services for unemployed youth and interested adults. This would include the organisation of short term vocational training programmes, activities to enhance awareness regarding the availability of financial and other resources (.e.g. loan and micro-credit schemes), and training in project management skills.
  - Function as a Business Centre to promote the business activities of local business persons. This would include exploring wider markets and new business opportunities for local business persons, provide information and support regarding market and 'price window' information.
  - Implement a Social Marketing Campaign designed to address mindsets and attitudes pertaining to employment and promote a positive approach to work and career among students and youth on the Focus Islands.
- 2.3. These functions will be performed in close partnership with the Central Unit. The Job Centre at island level will be supported by the Central Unit through comprehensive training programmes for Job Centre personnel, developing networks with employment providers at the national level, providing support for marketing and business promotion, identifying resource persons who will offer training and expertise, and by providing online job matching and career information services through the MEL's Job Matching Service Website.
- 2.4. The project will extend support to the Local Unit to cover project costs and capacity building of Job Centre personnel, on the understanding that the Job Centre will begin to generate its own income within the first year of its functioning.

### 3. Job Centre Administration: Main duties and responsibilities

As per the project design, the Job Centre will be managed by interested individuals or private institutions such as non-governmental organisations (NGOs). These persons will be referred to as Job Centre Co-ordinators. Expectations of the Job Centre Co-ordinators are as follows:

3.1. Qualifications required are as follows:

- The coordinator should be from the Focus Island on which the Job Centre is to be established
- Education: Minimum 'A' Levels
- Age: Between 21 and 25 years.
- Language: Fluency in both Dhivehi and English is essential
- Computer literacy is essential
- Well developed managerial, organisational and communication skills
- Well developed skills to conduct group workshops and motivate and encourage people

### 3.2. Duties and responsibilities

Key Functions	Activity
1. Participate in activities pertaining to the development of the Job Centre Programme	1. Undergo training in Malé 2. Contribute to development of curriculum 3. Assist in development of teaching-learning and publicity material
2. Career and employment counselling services for students in grades 9 and 10 and unemployed youth	Conduct regular career counselling workshops following a clearly specified curriculum
3. Provide employment counselling and information through the Job Matching Service for students in grades 9 and 10 and unemployed youth	Interface with the web-based Job Matching Service hosted by the MEL
4. Create skill development opportunities for all Target Groups	Develop a partnership with schools to re-vitalise the existing work experience programme for 'O' Level students  Develop apprenticeship opportunities  Facilitate the organisation of short term vocational skills courses
5. Act as a catalyst to stimulate interest in income generation activities and self-employment	Enhance awareness of available micro-credit schemes  Enhance awareness of suitable income generation activities and self-employment opportunities
6. Mount a publicity and social marketing campaign for all groups	Include modules in the career and employment counselling and entrepreneurship development workshops that address attitudes, mindsets and career beliefs.

Interested parties are requested to fill the following application form and forward it to the Ministry of Employment and Labour

**Appendix 5: (Cont'd)****Administration of Job Centre Programme at the Island Level***Application***1. Identifying Information:**

Name	
Age	
Contact Address:	
Present Address:	
Email id:	

**2. Educational Background:**

Education Level	Name of Institution	Grade Obtained
Completion of 7 <sup>th</sup> Grade		
Completion of 'O' Levels		
Completion of 'A' Levels		
Any further training: <i>Please provide complete details of course content</i>		

**3. Languages known:**

Indicate level of fluency for each language as follows:

Language	No Knowledge	Basic Knowledge	Functional Knowledge	Fluent
Dhivehi				
English				
Any other language				

**4. Level of fluency with computers:**

Indicate level of fluency for each Skill:

Skill	No Knowledge	Basic Knowledge	Functional Knowledge	Fluent
MS Word				
MS Excel				
MS Power Point				
MS Access				
Using the internet				

**5. Provide a brief history of your employment**

<b>Nature of Job</b>	<b>Employer</b>	<b>Duration of Employment</b>	<b>Reasons for Termination</b>

**6. Do you have any experience in the following? If yes, describe your experience.**

- Management / organisation of projects
- Office administration
- Conducting Group workshops and training programmes
- Working with students and youth
- Counselling
- Employment and career guidance related activities

**7. Describe the skills and resources you possess that qualify you to manage the Job Centre**

**8. If the application is made by an organisation please provide the above information with reference to the key person who will be responsible for the execution of the project as well as the following information pertaining to the organisation**

- Name of organisation and address
- Name of key person who will be responsible for the project
- Registration status of the organisation, including registration date
- Main objectives and functions of the organisation
- Latest annual report for the preceding year, giving summary of activities conducted, annual budget, any income generation activities conducted, present sources of income
- Any information to illustrate the suitability of the organisation to manage the Job Centre Programme

### **Appendix 6:**

Examples of costs provided by small business persons in Kudavahadoo to conduct short term skills training programmes for island youth

<b>Name</b>	<b>Training offered</b>	<b>No. of Students</b>	<b>Cost (Maldivian Rufiyaas)</b>
Mohammed Rasheed	Carpentry, Construction. 6 months on-the-job training	5	2500.00 per trainee per month including allowance for trainee
Kudahavadoo Engineering Services	Engine Repair, Welding, Electrical Wiring 6 months on-the-job training	5	3500.00 per trainee per month including allowance for trainee
Hashima Abdul Kareem	Sewing and Embroidery 6 weeks to 6 months on-the-job training	5	1500 to 5000 per trainee for the course. Exact cost depends on the type of course the trainee chooses
Ahmed Faisal	Construction	5	500 per trainee for a 10 month course; 4000 per month for trainers' fees

**Appendix 7:**

The Stages of Change Model: A Framework to plan a Social Marketing Campaign

<b>Stage</b>	<b>Characteristics</b>	<b>Content of Social Message</b>
Stage 1: Pre-contemplation	Audience may not feel that the behaviour or the message is relevant to it	Awareness building of possible risks of persisting with the behaviour and benefits of changing the behaviour
Stage 2: Contemplation	Audience may begin to consider the pros and cons for behaviour change	Continued presentation of evidence of the positive outcomes of behaviour change; clear presentation of steps to be taken to adopt new behaviour
Stage 3: Action	Sections of the audience may begin to try the behaviour	Reinforcement through demonstrations of the behaviour adopted successfully by others similar to themselves
Step 4: Maintenance	If trials of the behaviour are positive, the audience will persist with it	Motivational and reinforcing messages are essential
Stage 5:	Continued maintenance of behaviour or relapse to pre-contemplation stage	While social messages could continue to provide reinforcement, much depends on the quality of the audience's experience with the product. If experiences are negative, rejection of the product is highly likely