Pilot Assessment to Identify Training Needs of Career Guidance Officers in North Sri Lanka

Contract Number: 83225259

FINAL REPORT
TO THE, DEUTSCHE GESELLSCHAFT FUR INTERNATIONAL ZUSAMMENARBEIT, SRI LANKA

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BACKGROUND

This consultancy was commissioned by the Deutsche Gesellschaft Fur International Zusammenarbeit (GIZ), Sri Lanka, as a part of its larger project: Vocational Training in the North and East of Sri Lanka (VTN), to improve demand-oriented vocational education and training in the North and East of the country.

Purpose of the Assignment

- Conducting a two-day pilot assessment to identify career guidance training needs by undertaking interviews with relevant Career Guidance (CG) officers, other concerned officials and conducting a survey with students and accordingly developing training material for the CG officers.
- Conducting four days training for the CG officers based on developed material.

Specific Tasks

- Conduct two days pilot assessment with relevant officers and higher officers from the NAITA, VTA and other departments in the Northern and Eastern districts as well as in Colombo.
- Conduct interviews with selected persons involved in Career guidance, placement and school-to-work-transition in the North of Sri Lanka.
- Conduct a survey of students who are not in the TVET system and those who are in the TVET system to understand their orientations to career development.
- Use the data gained from the pilot assessment to develop a CG training module according to the present situation in the Northern and Eastern provinces of Sri Lanka.
- Conducting 4 days Training of Trainers for CG officers from North and East provinces of Sri Lanka.
- Guide the CG officers to improve their counselling skills and communication skills.

Accordingly, this consultancy was conducted in four phases:

- Pre-Visit Phase
- Pilot Phase
- Development Phase
- Training Phase.

All activities were conducted in partnership between the Consultant and the GIZ Programme Officer. The rest of this report presents the details of the activities conducted during the different Phases.

PHASE 1: PRE-VIST PREPARATION AND TRANSLATION

Period, Duration and Location:
- February – March (2016): 15 days.
- Offsite.

Key Objectives:

- To obtain a background to the project.
- Prepare survey material and interview templates.
- Translate all material into Tamil.

Initial discussions were held before the Pilot Visit, with the GIZ Programme Officer managing this project. The Consultant was supplied with reports and other documents. Desk reviews of these documents were conducted prior to the Pilot Visit. Based on this initial information, the Consultant prepared templates and formats to use during the Pilot Visit. A mixed methods approach (quantitative and qualitative) was designed. All this material was translated from English to *Tamil* (the language of fluency of the target groups) by the Programme Officer. Hence, the survey was conducted entirely in Tamil.

PHASE 2: PILOT VISIT

Period, Duration and Location
- 30th of March (2016) to the 2nd of April (2016): 4 days.
- Onsite.

Key Objectives of the Visit:

- Understand the present status of career guidance services in the TVET sector in Northern and Eastern Provinces of Sri Lanka.
- Assess the nature of career guidance training needs in these locations.
- Collect data both from career guidance service providers as well as students based on which a career guidance programme could be developed for these locations.

1. Overview

The visits were successfully arranged by GIZ, Sri Lanka. The details of the persons/groups with whom the Consultant engaged are provided in Table 1 below.

Table 1: Details of the meetings held during the Pilot Visit

Date	Name of person	Designation	Place
30.03.2016	Mr. G. Jegan	Technical Advisor	GIZ- Country office
	Ms. Suvaniya	Programme Officer	
	Mr. Saman Kulasuriya	CG Director	VTA, Head Office
	Mr. Ramanish	ADB, Project Coordinator	Ministry of Skills Development & Vocational Training
	Mr. Priyantha	CG Director	NAITA, Head Office
	Mrs. Subothini	Training Director	
31.03.2016	Mr. Mayurathan	Assistant Director	District Vocational Training Centre, Mullaitivu
	Students		District Vocational Training Centre, Mullaitivu
	CG officers		District Vocational Training Centre, Mullaitivu
	Mr. Alfred	District Manager	NAITA, Kilinochchi
	CG officers		NAITA, Kilinochchi

	CG Officers		VTA, Kilinochchi
	Mr. Veerasuthakaran	CG Officer	Zonal Education Department, Kilinochchi
	Students		NAITA, Kilinochchi
	Students		Mahadeva Achiramam, Kilinochchi (children home)
01.04.2016	Students		VTA, Kinniya
	Ms. Ayisha	CG Officer	VTA, Kanthale
02.04.2016	Ms. Suvaniya	Programme Officer	GIZ Country Office

2. Pilot Surveys

An important objective of the Pilot Visit was to gain insights into the existing career guidance system in Sri Lanka and also to understand young peoples' orientations to work and career. To this end, a series of surveys were conducted during this visit. Given below are the details of the surveys.

2.1. Sample

The surveys were conducted in Colombo and in the Northern and Eastern provinces of Sri Lanka: Mullaitivu, Kilinochchi, Kinniya and Kanthale

The survey covered two groups:

1. *The Service Provider Group*: This group comprised those involved in the delivery and administration of career guidance services. This included the project's Technical Advisor and Programme Officer, Career Guidance Directors, the Asian Development Bank (ADB) Project Coordinator, Training Directors, District Managers and other government officials.

2. *The Student/Youth Group*: This group comprised students who are not in the TVET system as well as those who are in the TVET system to understand their orientations to career development. This group also included students who were still in school and were just about to complete school.

   The student sample was purposively selected to ensure that the members of the required groups were all represented.

   A total of 149 students participated in the study. Further information about the sample is provided in Appendix 1.

2.2. Objectives

The surveys had three objectives:

1. Compile information on the existing career guidance system in Sri Lanka, with particular reference to the Northern and Eastern Provinces. This information was collected mainly from the Service Provider Group.

2. Understand the career beliefs of students with regard to vocational training and to career development. This information was collected mainly from the Student Group.

3. Trial test existing career guidance material and collect information for fresh items and activities. This information was collected both from the Service Provider and Student Groups.

2.3. Methods used

1. *Information about the existing career guidance system in Sri Lanka*:

   - During the visit, the Consultant held detailed meetings with members of the Service Provider Group as listed above. A brief orientation to career guidance was provided by the Consultant. This was followed by open-ended discussions during which participants expressed their views and made suggestions. Questionnaires (separate for students and officers) where then

administered to collect information about the nature of services being provided, attitudes and stereotypes related to work, job and career and toward vocational training and education.

2. *Understanding students' career beliefs and attitudes to vocational training and career development.*

- Career Psychology research in other parts of Asia has shown that career beliefs have a strong impact on the success of vocational training projects (e.g., Arulmani & Abdulla, 2007). Career Beliefs are attitudes, mind-sets and opinions that influence the person's engagement with career development. The Career Beliefs Patterns Scale (CBPS) has been developed to understand career beliefs amongst Asian youth (Arulmani, 2012). This scale (CBPS) was used to gain insights into the patterns of career beliefs amongst the students that participated in this survey. Further details about the CPBS, translation, adaptation for Sri Lanka and methods used for the survey are provided in Appendix 2.

3. *Trial-test of career guidance material*

- The Service Provider Group was shown samples of career guidance tools used in other Asian countries. Their feedback about the relevance of such material for Sri Lanka was obtained.
- Students were given exercises from samples of different kinds of career guidance material used in other parts of Asia. Their feedback was obtained and their performance was noted.

Overall, the survey took a *mixed methods* approach. Quantitative data was collected through the CBPS. Qualitative data was collected through discussions, open ended questions, narrative reports, observations and notes made during students' discussions. Figure 1 below provides a few illustrative pictures of the student survey in progress.

Figure 1: Illustrative Pictures of the Student Survey in Progress

3. Pilot Survey: Key Findings

3.1. Career Beliefs: Overview

The CBPS was used with the Student Group to obtain information about their attitudes and orientations to career development in general, and to vocational training in particular. Further details about the CBPS are provided in Appendix 2. In summary this is a scale developed to measure career beliefs amongst Asian young people. Higher scores indicate higher negativity in career beliefs while lower scores indicate lower negativity. The CBPS is made up of three subthemes as follows:

- *Proficiency Beliefs:* Value placed on education and formal qualifications. This theme reflects the belief that it is valuable to obtain formal educational qualifications. It is likely that a person with high scores on the Proficiency Scale of the CBPS would attribute low value to education (e.g., going for studies is of no use)
- *Persistence Beliefs:* This theme reflects the belief that it is important to persist and persevere toward completing educational goals. It reflects the determination to overcome barriers and difficulties during the course of one's education. It is likely that a person with high scores on the Persistence Scale of the CBPS would find it difficult to continue toward career goals when faced with difficulties (e.g., I find this course too hard, so I better drop out).
- *Control and Self-Direction Beliefs:* This theme refers to the person's sense of control over the trajectory of his/her life. It is likely that those with high scores on the Control and Self-Direction theme would believe that they have very little control over their lives (e.g., Because of my background, I will not be able to achieve much).

Table 2 below provides an overview of the scores obtained by the Student sample on the CBPS.

Table 2: Mean Career Belief Scores of the Student sample (N = 149) in Percentage
Note: Higher scores indicate higher negativity in career beliefs. The score range is shown along a 4 point scale as follows: Low Negativity, Somewhat Low Negativity, Somewhat High Negativity, High Negativity

Career Belief Themes	Meaning of the Theme	Mean Score Obtained in percentage (Standard Deviation)	Interpretation in comparison to Asian Norms
Proficiency Beliefs	Belief that obtaining formal educational qualifications is important	56 (2.32)	Somewhat High Negativity
Persistence Beliefs	Belief that persevering toward educational goals, despite difficulties, is important	67 (2.11)	High Negativity
Control and Self-Direction Beliefs	Belief that one can control the trajectory of one's career development	66 (2.22)	High Negativity
Total Career Belief Negativity Score	This score reflects the overall score obtained by the student across all three sub themes of the scale	63 (2.24)	High Negativity

In summary, the score obtained by this sample points to a high overall negativity in orientations to career development. The value placed on education could be low, the tendency to drop out of educational paths may be high and the sense of control over the trajectory of one's life may be low. The next section provides illustrations of the sample's responses to specific questions related to education and vocational training.

3.2. *Career Beliefs: Specific illustrations*

The CBPS is made of 43 items. Each item provides a statement to which the student is required to show his/her level of agreement. The response scale used is as follows:

1 = Never agree, 2 = Almost Never Agree, 3 = Rarely Agree, 4 = Sometimes Agree, 5 = Often Agree, 6 = Agree most of the time, 7 = Agree Always

Given below are illustrations of the sample's responses to some of the CBPS items.
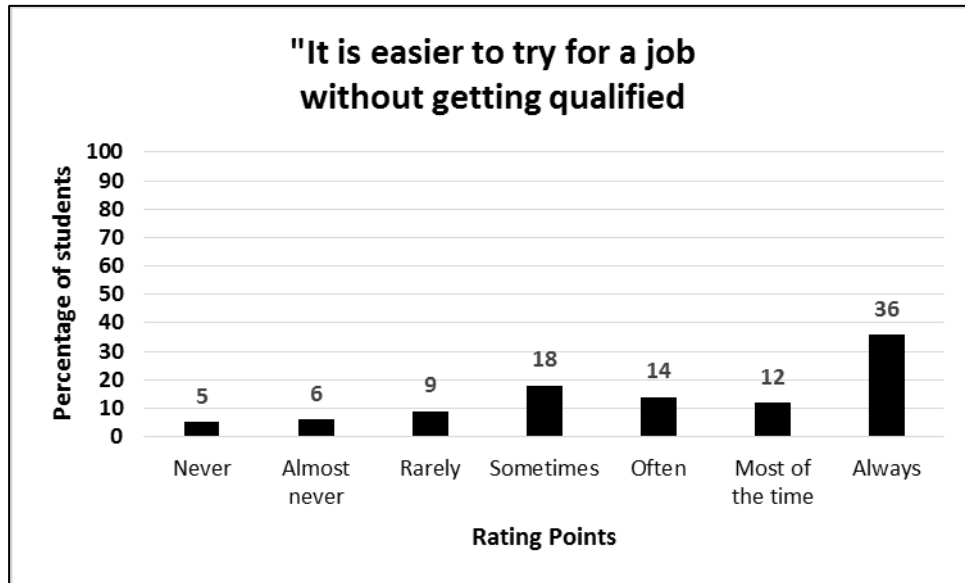
Illustration 1: Importance given to qualifications

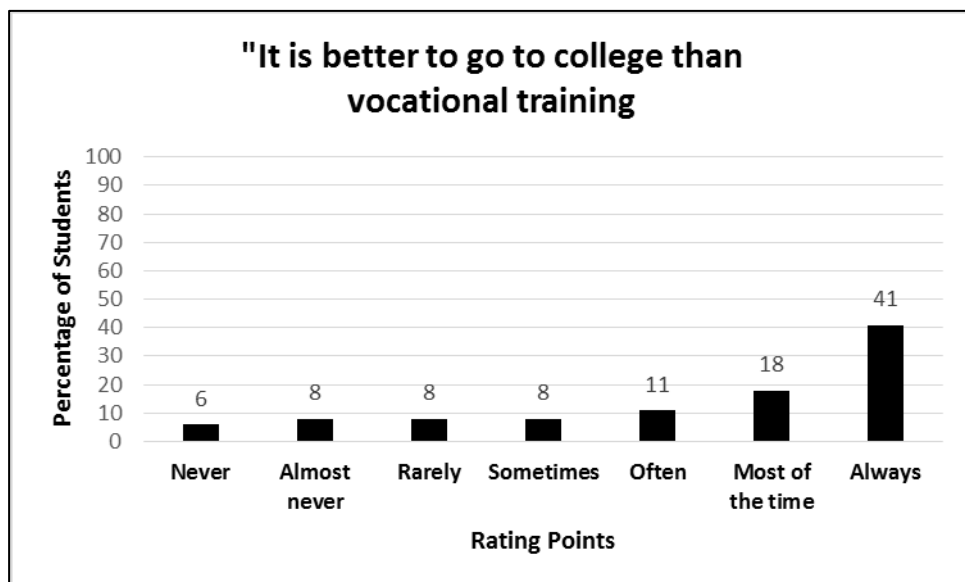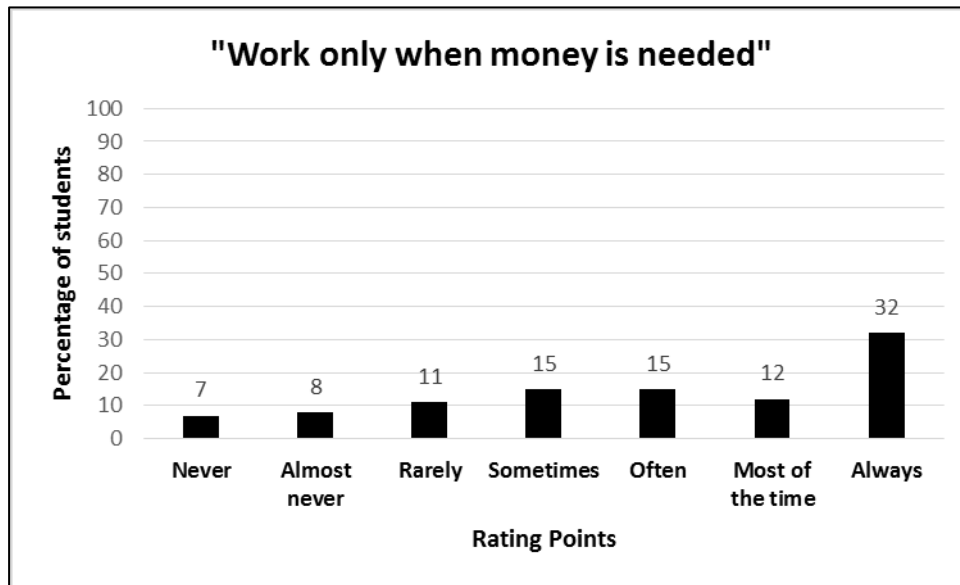***Illustration 2: University versus vocational Training***

Illustration 3: Value given to persisting at a career goal

These illustrations provide a glimpse into the thinking patterns of the sample with regard to the value of education, the value of vocational training and persistence toward career goals.

Trends such as these were collated and used to formulate the career guidance programme.

4. Summary of Information Obtained from the Pilot Survey

4.1. Career Belief patterns and preparation for entry into the labour market

- From the data obtained through the CBPS survey it seemed likely that negativity in career beliefs could be high. A particularly strong trend was the lower value placed on vocational education and training. It also seemed likely that the persistence toward completing educational targets could be low. It was also noted that students' sense of control over their lives could be low.

- Another notable trend was the indication that students were not properly prepared with the skills to actually search for and obtain a job after their qualifications. Many of them indicated that they did not know how to search for a job, that their language skills were poor and that they did not know how to "survive" in a job. Information such as this yielded important insights for the preparation of a relevant career guidance programme.

4.2. Career Guidance in Sri Lanka

- Sri Lanka already has a career guidance programme in place. It seems the programme is presently used most widely by the education sector. However, parts of the system also seem to be used in the vocational training sector. However, the cultural relevance of this programme to the felt needs of youth in North Sri Lanka seems to be low.

- The bureaucratic system and administrative structure for the delivery of career guidance services seems to be well established in Sri Lanka. This is an asset for the present project.

4.3. Services being provided presently

- Interactions with the career guidance service providers listed in Table 1 above, indicates that significant efforts are being discharged in the name of career guidance. However, these efforts don't seem to actually deliver a *career guidance* service. They are in effect exercises in *promoting TVET*.

- These promotional efforts are well executed. Excellent tools have been developed and the teams reach remote areas.

- However, there does not seem to be an overall strategic plan or coherence to these promotional efforts. Promotion is being conducted by NAITA, VTA and GIZ and there seem to be variations in the manner in which the promotion is conducted.

4.4. Target groups

- The career guidance programme that is being developed through this consultancy must consider two target groups.

  - *Group 1:* school leaving young people who are "outside" the TVET system. This may be students who are still in school or those who are not in school or education. This would include those who have completed school but have not taken the next step in their career development or those who have not been able to complete school.

  - Group 2: those who are presently in a TVET programme. Members of this group are engaged in a particular TVET course, but may not have a clear career development plan that they can implement when they complete their course.

4.5. Responses to the relevance of the present project

Responding to the Consultant's presentation on career guidance, a number of the career guidance officers pointed out that they were not trained in "this" form of career guidance. Some of them quite candidly indicated that they did not find the training that they earlier received, to be of much use. They also indicated that they did not have tools with which to deliver career guidance services. Further, the officers unanimously agreed that the exercise being planned through the present project was needed, timely and would be useful.

4.6. Development of career guidance material

A wide range of career guidance teaching-learning material was trial tested during the Pilot phase. Students' responses were noted. This generated information based on which new items could be formulated for the creation of career development activities for the programme.

5. **Framework for Content Development**

After the visit, the Consultant and the Programme Officer reviewed the impressions of the Pilot visit. The Consultant also provided a more detailed overview of career guidance and its different components. Based on these inputs, the following action points were identified for the development of the career guidance programme:

- Develop a career guidance system for those who are outside the TVET system: Group 1 as described above.

- Develop a career guidance system for those who are in the TVET system: Group 2 as described above.

- The content would comprise the following major themes: self-understanding, understanding the world of work, developing career alternatives and career preparation.

- The broader picture of career development would be provided, including university based education. However the specific focus of the content of this programme would be on TVET.

- Within the TVET theme, only the courses that are presently on offer would be included. However, provision would be made for the inclusion of other courses in the future.

- Strong emphasis would be laid on career beliefs that affect career choice and development.

Table 3 provides an overview of the content to be developed, based on the findings of the Pilot Survey.

Table 3: An overview of the content to be developed for the Career Guidance programme

Theme	Description	Content
Career Guidance Programme for School Leavers (Group 1 as described above)	A workshop (duration: 5 to 6 hours), that could be conducted in a day or over a series of sessions.	This would focus primarily on career *discovery* that would help the participant identify personal potentials, understand the world of work, develop career alternatives and make career plans. Strong focus would be brought to bear on attitudes and beliefs pertaining to career development. While a broad overview would be given, the focus would be on career development through TVET.
Career Guidance programme for those who are presently in a TVET programme (Group 2 as described above)	This would comprise approximately 6 one-hour modules conducted through the period of the TVET course that the student is studying.	This would focus primarily on career *preparation* skills. This would include skills such as Self Presentation (e.g., facing an interview, preparing a CV) and Job Finding Skills, gaining insights into career beliefs related to seeking employment and Personal effectiveness. Some of these themes are already covered in the Social Competency module already in use. All attempts would be made to integrate these activities so that the career guidance programme does not duplicate them.

6. Career Guidance Kit

A common gap in career guidance training programmes is that trainees are given a lot of theory but very little in the form of skills and actual tools for the delivery of career guidance. Hence a set of easy-to-use teaching-learning material would be developed in the form of a Career Guidance Kit. The components of this Kit would be:

- Counsellor Training Manual.
- Student Worksheets.
- Flip Charts.
- Career Dictionary.

All material to be used by students would be translated into Tamil.

7. Capacity Building of Local Leaders

Career Guidance is a highly developed field and is based on extensive research and sophisticated theories. These deeper frameworks cannot be covered in a workshop such as the one being planned through this consultancy. It would be beneficial to the programme if the person who is leading the initiative is oriented to these theories and ideas. The Promise Foundation, of which the Consultant is a part, conducts an eight-day certificate course in career guidance in Bangalore, India. It was suggested that the Programme Officer or any other person who is directly connected with the programme being developed for Sri Lanka is deputed to attend this certificate course.

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PHASE 3: INTERVENTION DEVELOPMENT

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Period, Duration and Location
- April – June (2016): 20 days.
- Offsite.

Key Objectives:

- Use the information gained in Phase 1, to develop a comprehensive and culturally relevant career guidance system keeping the TVET frame of reference in view.
- Translate all material into Tamil, using standard back-translation procedures.
- Produce a draft version of all material, to be used during the training programme in Phase 4.

8. Method and Approach

The intervention method devised for the Career Guidance intervention, takes a workshop format and follows a *participant-led approach*. Emphasis is laid on building the student's skills to take responsibility for career development. Therefore, the role of the Career Guidance Facilitator is to guide and create an environment for career discovery.

A workshop is made up of a number of activities. Each activity builds into the next activity. As described below and shown in Figure 3, a given workshop activity would usually have 4 main parts:

- An activity begins with an orientation from the facilitator to the whole group. The facilitator uses Flip Charts (see below for description) to convey the key messages of the activity.
- The group then is divided into smaller groups with each group working on a specific sub theme of the activity. This group work is supported by Flip Charts and Worksheets (described in a later section below).
- The small group presents its discussions to the whole group, with the facilitator's support.
- The rest of the group learns from the discussions of each small group.
- The facilitator concludes the activity and moves to the next activity.

Figure 2: Method and Approach
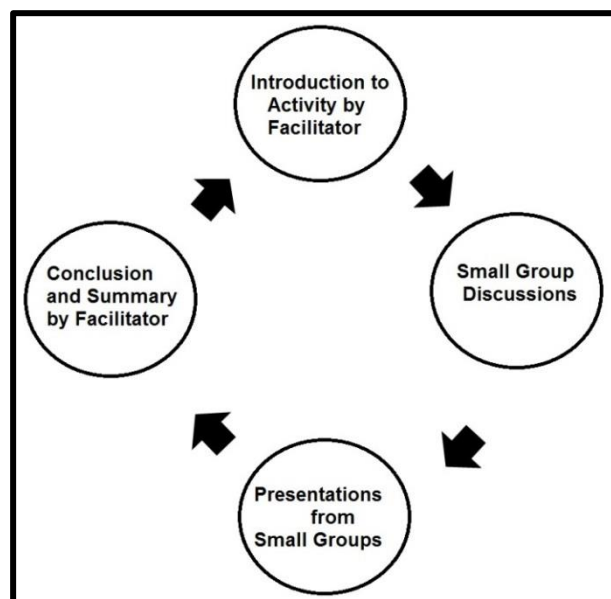
9. Iterative Process for Development, Validation and Finalisation of Material

As per the design of the project, all material was to be translated into Tamil. A clearly defined iterative process was set up between the Consultant and the Programme Officer for the development and translation of the career guidance teaching-learning material. This process is illustrated in Figure 3.

Figure 3: Process for Material Development and Validation
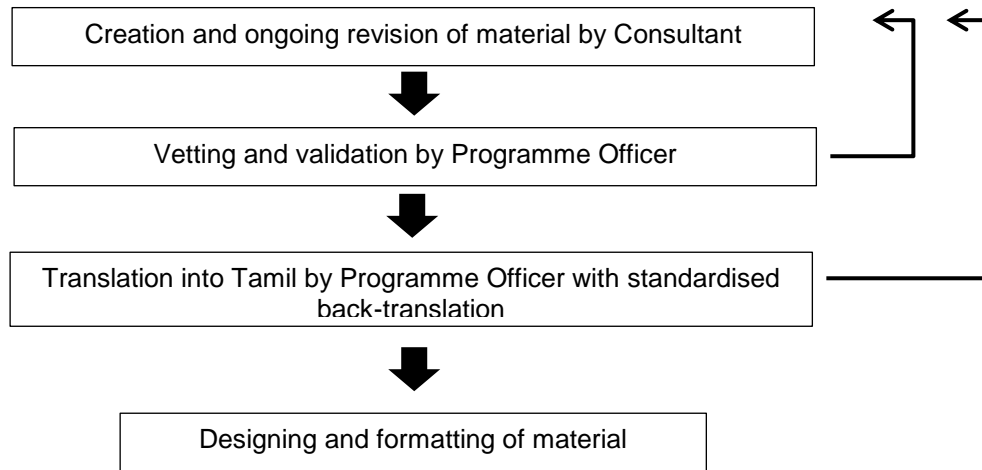
The process was strictly followed and material development and translation proceeded in parallel batches.

10. Components of the Career Guidance Kit

As indicated above, this career guidance programme is activity-based and participant-led. The programme design has no lectures or formal teaching units. The facilitator guides students systematically through a set of activities. Learning is cumulative. The learnings of one activity contribute to the next one and so on throughout the programme. The execution of these activities is enabled through various tools developed with specific reference to North Sri Lanka and compiled in the form of a *Career Guidance Kit*. In summary, four kinds of tools were developed:

- Training Manual (for Career Guidance Facilitator)
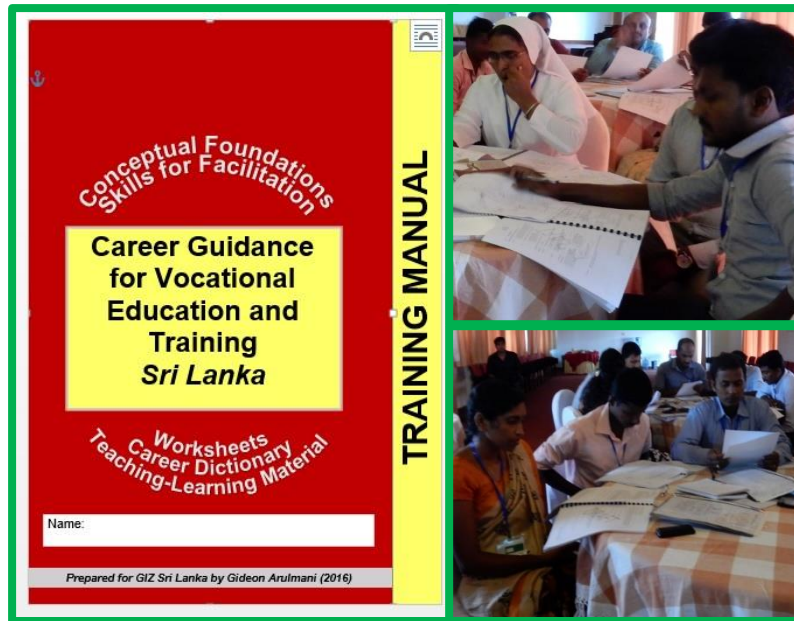- Student worksheets
- Flip charts
- Career dictionary

A brief description of each unit of the Career Guidance Kit is provided below.

10.1. Training Manual (for the Career Guidance Facilitator)

A detailed training manual was prepared. This is a skills oriented manual designed for those who would be trained to deliver the programme to students as Career Guidance Facilitators. The manual provides a brief orientation to key constructs related to career guidance to provide facilitators a general background to career guidance. The rest of the manual is dedicated to the skills of career guidance. The manual is organised around the Career Guidance Kit. It provides detailed Facilitator's Notes with step-by-step guidelines for implementing each of the activities. Appendix 3 provides a sample of a Facilitator's Note for one of the activities. All the activities in the programme are supported by such notes.

Figure 4 provides illustrative photographs of the Career Guidance Facilitator's Manual.

Figure 4: Career Guidance Kit: The Career Guidance Facilitator's Training Manual

This manual is central to the training of Career Guidance Facilitators. It includes copies of all the other material (flip charts and student worksheets), so that the facilitator can have a personal copy for ready reference when conducting a workshop.

10.2. *Flip Charts (for Career Guidance Facilitator)*

A requirement for resources developed for community based interventions is teaching-learning material that would not need too much infrastructural support in the form of electricity or information technology. This is because such resources are often not available in remote areas. The Career Guidance Kit provides large Flip Charts (A0 Size) that are highly durable. They are large enough to be used in a class room of about 30 to 40 students. Figure 5 provides illustrative photographs.

Figure 5: Career Guidance Kit: Sample of a Flip Chart

The Flip Charts are designed to support the facilitator for each of the sessions in the programme.

10.3. *Student Worksheets*

Each activity is supported by specific Student Worksheets. The Kit supplies a Master Set of Worksheets, in soft copy. The facilitator is expected to print out the necessary worksheets for each workshop. Figure 6 provides illustrative photographs.

Figure 6: Career Guidance Kit: Sample of a Student Worksheet
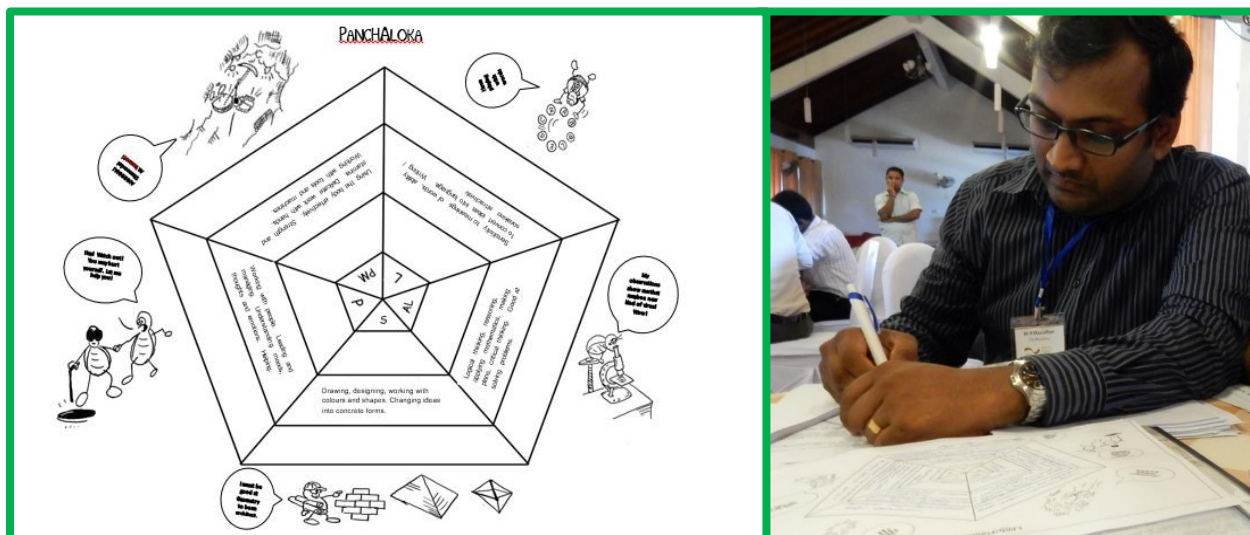
The worksheets have been designed keeping a comic book format in mind. Students enter their learnings into the worksheet. All Worksheets are compiled and become a Workbook at the end of the modules.

10.4. *Career Dictionary*

A critical element of any career guidance system is a well-researched, contextually stable source of career information that is directly linked to the career development possibilities available within a country. What is meant by stable here is that career names and career definitions are "standard" definitions validated for a country. This is usually delivered in the form of a Career Dictionary. With such a resource, students have access to information about all possible careers open to them. It is also important that such a source of information *classifies* the identified careers into families based on a valid theoretical reference point. In the absence of such a resource, access to career information can be left to the vagaries of experience and random sources of information.

While many countries have a national classification of occupations, they do not have a user-friendly Career Dictionary. This was also the case in Sri Lanka. Special note may be made of the Career Dictionary developed for this project, since it is a unique element of the programme and is directly connected with an International Labour Organization publication, namely the International Standard Classification of Occupations Version 08 (ISCO-08).

The steps followed to develop this resource for Sri Lanka are as follows:

- The ISCO-08 was identified as a "source document" since it lists all human occupations.
- Career names were standardised based on the ISCO-08, to ensure uniformity in the usage of career names. Similarly, career definitions, descriptions of the task related to a career and specialisations within a career were developed, based on the ISCO-08.
- Each career was aligned to the Sri Lankan vocational training system and the educational pathways for each of the selected careers were mapped.
- These occupations were then classified into five families based on the Multiple Potentials Framework (Arulmani, 2014). This is a framework adapted from Gardner's (1983) Theory of Multiple Intelligences and has been successfully used for creating Career Dictionaries in other

Asian countries (e.g. India, Maldives, Vietnam). Further details about the Multiple Potentials Framework are provided in Appendix 4.

- This information was converted into a student friendly Career Dictionary format, and incorporated into the Career Guidance Kit.

Figure 7 provides illustrative images of the dictionary with the cover page and the first page of each section.

Figure 7: Career Guidance Kit: Career Dictionary

CAREER DICTIONARY

A collection of over 70 careers and courses with specific reference to the Northern and Eastern Provinces of Sri Lanka.

Potentials and Careers

It must be noted that all careers required all types of potentials. However, a given career would require one or two potentials as the primary potential.
In this dictionary, courses and careers are arranged according the main potential required to practice these careers.

Self-Employment

This dictionary presents examples of where you could work after you qualify in a specific course.
But you must also keep in mind that it is possible to practise all careers as a self-employed entrepreneur.

LINGUISTIC CAREERS

LANGUAGES:
BUSINESS LANGUAGES SPECIALIST
(English for Commerce, Industry & Further Education)

WHO is a Business Languages Specialist?

Language is a part of all careers. All professionals need to communicate with each other and with their clients, either in written or spoken form. Business requires a special kind of language usage. Official communications use a particular style. Letters, documents, contracts, summaries of business meetings all have to be written in a certain way. Sometimes special words and phrases are used in business communications. Business Language Specialists are trained in the use of such words and style of communication.

What are the TASKS of a Business Language Specialist?

- Using the English language for official communications.
- Using the English language to write official documents such as letters, contracts and business deals.
- Using the English language to manage official correspondence.
- Using the English language to manage international communications.
- Using the English language to communicate the company's vision and business strategies clearly.

Entry Qualification: G.C.E O/L.

Examples of where you would work:

- In the administrative section of any company.
- In the accounts section of any company.
- In companies engaged in international trade.
- With interpreters and translators.

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SPATIAL CAREERS

PERSONAL AND COMMUNITY DEVELOPMENT:
BEAUTICIAN

WHO is a Beautician?

A Beautician is a part of the wider occupation called Cosmetology. This is the study and application of beauty treatment. Branches of specialty includes hairstyling, skin care, cosmetics, manicures/pedicures, non-permanent hair removal such as waxing and sugaring and permanent hair removal processes.

What are the TASKS of a Beautician?

- cutting and dressing hair
- shaving and trimming beards
- applying cosmetics and make-up
- shaping and polishing finger and toenails
- treating minor ailments of the human foot
- giving beauty treatments depending on the level of qualification: massage, facials, skin care treatments, herbal beauty treatments

Entry Qualification: Grade 9 / studied grade 11 but not appeared for G.C.E O/L

Examples of where you would work:

- Beauty care companies.
- Beauty Salons.
- Health Centres in hotels and resorts.
- Entertainment industry (film, TV), as a makeup artist.
- Modelling and advertising agencies.

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ANALYTICAL-LOGICAL CAREERS

FINANCE BANKING AND MANAGEMENT:
ACCOUNTANT

WHO is an Accountant?

Accountants plan, direct and coordinate the monetary operations of an enterprise or organization, in consultation with managers of other departments or sections.

What are the TASKS of an Accountant?

- Keeping track of monetary incomes and expenditures.
- Creating budgets.
- Controlling budgets and ensuring that spending is according to the budget.
- Determining the cost of products and services.
- Preparing and certifying financial statements.
- Preparing tax returns, advising on taxation problems and contesting disputed claims before tax officials.
- Preparing or reporting on profit forecasts and budgets.
- Conducting financial investigations in such matters as suspected fraud, insolvency and bankruptcy.
- Auditing accounts and bookkeeping records
- Providing advice on financial aspects of productivity, stockholdings, sales, new products

Entry Qualification: G.C.E O/L.

Examples of where you would work:

- Financial Firms.
- Accountancy and Auditing Firms.
- Law Firms.
- Stock Market.

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PERSONAL CAREERS

MEDICAL AND HEALTH SCIENCE:
NURSING ASSISTANT

WHO is a Nursing Assistant?

Nursing Assistants are professionals in the Nursing field who provide basic nursing and personal care for people in need of such care due to effects of ageing, illness, injury, or other physical or mental impairment. They generally work under the supervision of, and in support of, medical, nursing and other health professionals.

What are the TASKS of a Nursing Assistant?

- providing nursing and personal care and treatment and health advice to patients according to care plans established by health professionals.
- administering medications and other treatments to patients, monitoring patients' condition and responses to treatment, and referring patients and their families to a health professional for specialized care as needed.
- cleaning wounds and applying surgical dressings.
- updating information on patients' condition and treatments received in record-keeping systems.
- assisting in planning and managing the care of individual patients.
- assisting in giving first-aid treatment in emergencies.

Entry Qualification: G.C.E O/L.

Examples of where you would work:

- hospitals and nursing homes.
- residential beauty and health care centres.
- in the health centre of schools and educational institutions, factories and other work places.
- pathology laboratories.

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PHYSICAL MECHANICAL CAREERS

AUTOMOBILE REPAIR AND MAINTENANCE

WHO is an Automobile Repair Specialist?

Automobile Repair Specialists fit, install, maintain, service and repair engines and the mechanical and related equipment of passenger cars, delivery trucks, motorcycles, three wheelers and other motor vehicles.

What are the TASKS of Automobile Repair Specialists?

- detecting and diagnosing faults in engines and parts.
- fitting, examining, testing and servicing motor vehicle and motorcycle engines.
- replacing engine components or complete engines.
- fitting, examining, adjusting, dismantling, rebuilding and replacing defective parts of motor vehicles.
- installing or adjusting motors and brakes, and adjusting steering or other parts of motor vehicles.
- installing, adjusting, servicing and replacing mechatronics components of motor vehicles.
- performing scheduled maintenance services, such as oil changes, lubrications and engine tune-ups, to achieve smoother running of vehicles and ensure compliance with pollution regulations.
- reassembling engines and parts after being repaired.

Eligibility: G.C.E O/L 3 OR Completed up to G.C.E O/L, or Professional Qualification, according to the course you want to take up.

Examples of where you would work:

- Transport Companies.
- Companies that own fleets of vehicles.
- Vehicle Maintenance Centres of Automobile companies.
- Private garages.

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Note: Since the focus of this project is specifically on the vocational training courses available in the project area, the Career Dictionary only comprises courses available in the project area. Hence this is not an exhaustive dictionary of all the careers available in Sri Lanka as a country, but only careers linked to the courses on offer in Northern and Eastern Provinces. *A total of 37 careers were listed.*

10.5. <u>Career Guidance Kit: Other Items</u>

All attempts were made to integrate existing career guidance material into the Kit. One of these tools is the Technical and Vocational Education and Training Guide (TVET). This is a comprehensive guide produced by the Ministry of Skills Development and Vocational Training. It provides the latest information on TVET courses available in Sri Lanka, along with names of institutions that provide training all over the country. The TVET Guide is kept up to date on an annual basis. It is also available online. All trainees received a hard copy of the TVET guide and learned to use the TVET website.

11. <u>The Career Guidance Programme: An Overview</u>

As indicated earlier, the career guidance programme takes a workshop approach. The career guidance facilitator engages students in a set of activities supported by material from the Career Guidance Kit. A total of *17 activities* were developed, each with a specific learning objective. Table 4 presents an overview of each of the units of the career guidance workshop.

Table 4: Overview of the career guidance workshop activities

Career Guidance Theme	Activity Name	Overall Focus of the Activity
Introduction	The Career Discovery Path.	Introduces participants to four key themes of career decision-making: understand oneself, understand the world of work, develop career alternatives and skills for career preparation.
Self Understanding	Who Am I?	Helps the student understand the meaning of interests and aptitudes and the link between interest, aptitude, and potential.
	What are Career Beliefs?	Sharpens the student's awareness of career beliefs and how attitudes and opinions affect the flowering of personal potentials.
	The Effect of Career Beliefs	Helps students understand the impact of ideas, feelings and judgments on career choice and development. Special emphasis is laid on attitudes toward TVET courses.
	Panchaloka: Multiple Potentials	Gives participants a frame of reference within which to understand themselves using the concept of Multiple Potentials.
	My Interest Profile	Provides a structured format to help career aspirants discover their work related interests, based on the Multiple Potentials Framework.
	Strengths and Accomplishments Questionnaire (SAQ)	Provides a structured format for self-observation. The student learns to use his or her real life experiences to identify areas of strength and describe them using the Multiple Potentials Framework.
	Interests and Aptitudes: Self-Assessment	The student learns to independently and critically evaluate his/her thoughts and views about self and provide a rating of his/her level of interest and aptitude based on the Multiple Potentials framework.
	My Potential Profile	The student learns to use the three sources of information about him/herself: The Interest Profile, The Strengths and Accomplishments Questionnaire and the Self-Assessment Sheet to plot his/her potential profile.

Career Guidance Theme	Activity Name	Overall Focus of the Activity
World of Work	Work... Job... Career	The student learns that one career has many jobs and that one should prepare for a career and not just a job.
	Subjects and Careers	Explains both the University and Vocational pathways to students. Students learn that qualifications are required all through one's life for healthy career development.
	Educational Paths	Students are often not aware of the different milestones in their country's educational system. They may select a particular pathway based on career beliefs and hearsay rather than a true understanding of the ultimate outcome of selecting a particular pathway. This activity lays out the different educational pathways that a career aspirant can choose within the Sri Lankan system in order to enter into a career. It also shows the links between the TVET and University systems.
Career Alternatives	My Career Alternatives	Students learn to identify their highest potentials and use the Career Dictionary to list 3 to 5 careers for which he/she is best suited.
Career Preparation	My Career Plan	Introduces participants to the skill of learning more about the careers they have chosen and developing a career plan. Students learn to draw the career plan for each of their career alternatives, according to the Sri Lankan educational milestones and identify what their immediate next step should be.
	Start Small and Grow Tall	Helps the participant to think about the fact that a career grows with the individual. All careers start small. However, all careers need not remain small. With careful planning it is possible to start small, but grow tall. A successful career develops upon previous development. The value of using one's existing training and qualification as a platform for further career development is highlighted
	Building a Career: Job Search Skills	Students could imagine that completion of a course automatically leads to a career. This activity helps the student understand that course completion qualifies one for a career. It is up to the qualification-holder to build a career. At the end of this activity students would be: knowledgeable of different kinds of Employment Providers in Sri Lanka; able to identify different sources of Job Advertisements; able to search different sources to find suitable jobs; able to understand a job advertisement; learn how to use online job portals and company websites.
	Lifelong Career Development	This is the last activity of the workshop and orients students to the future. It helps students understand that for ongoing success, career development has to occur throughout one's life. A continued combination of qualifications and work experience opens wider horizons for career success. At the end of this activity students would be able to identify qualifying and competitive examinations related to their career path; identify courses for higher and further education that are relevant to their career path.

The primary objective for this phase of the programme was to develop a comprehensive, culturally congruent career guidance programme within the framework of Technical, Vocational Education and Training. At the conclusion of this phase, a complete set of 17 vetted and validated career development activities were developed, with all the necessary supporting tools. Production and printing were then undertaken by the Programme Officer to prepare, in draft form, the first set of Kits based upon which the first batch of facilitators would be trained. As per the project design, the final version of the Kit would be produced based on feedback collated during the training programme.

12. Capacity Building of Programme Officer

During the development of the Career Guidance Kit, the Programme Officer was deputed to attend an eight-day certificate course in career counselling, conducted by the Consultant through The Promise Foundation, in India. Through the course, the Programme Officer was introduced to some of the key theories of career guidance along with techniques and tools for career guidance.

PHASE 4: TRAINING OF CAREER GUIDANCE FACILITATORS

Period, Duration and Location

- 22nd July to 27th July (2016): 1 day travel and preparation + 4 days training + 1 day debrief = 6 days.
- Onsite.

Key Objectives of the Visit:

- Deliver a training programme to selected career guidance officers in the TVET sector and build their capacity to deliver career guidance services using the Career Guidance Kit.
- Trial test the Career Guidance Kit during the training and note down areas for improvement.

The training was held in Anuradhapuram from the 23rd to the 26th of July 2016. An overview is provided in the sections below.

13. Selection of Trainees

The Consultant prepared a format for the selection of trainees along with an application form. These documents were also used to clearly inform applicants of their roles and responsibilities. The completed applications provided useful background information about the trainees, along with their expectations of the training programme. The format and application form are provided in Appendix 5.

The basic eligibility criteria suggested were as follows:

- interest in career guidance.
- willingness to undergo the training and conduct the programme as per specifications.
- minimum 20 years of age.
- at least 3 years of service remaining.
- experience of working with students and/or youth for at least 3 years.
- excellent communication skills in Tamil.

A total of 30 individuals were selected. In addition, other high ranking officials from the departments of education and TVET also attended as observers. Appendix 6 provides the details of all those who participated in the training programme.

14. The Career Guidance Facilitators' Training Programme: A Summary

The training was conducted in Anuradhapuram as a residential four-day course. It was conducted bilingually in English and Tamil by the Consultant, with supplementary translation by the Programme Officer, where necessary.

14.1. *Approach and Objectives*

The course aimed to achieve four key outcomes and was designed to ensure that successful trainees would acquire skills to:

- Deliver workshops using the Career Guidance Kit to students in High School, TVET students as well as those who are not in education, employment or training.
- Adapt the Career Guidance Kit to address the career development needs of older youth.
- Disseminate careers information in a student/youth friendly manner.
- Organise programmes to inform young people about the contemporary world of work.

The training was delivered in a workshop format over a period of four full days. About 20% of the inputs were focused on conceptual foundations and the rest of the time was dedicated to helping the trainees gain the skills for career guidance with specific reference to the Career Guidance Kit.

The course was organised around the four key elements of career guidance described earlier and focused on the theory and skills underlying:

- Promotion of *self-understanding* to help students discover personal potentials.
- Basic concepts related to the labour market and understanding the *world of work*.
- Helping students develop *career alternatives* based on their self-understanding and their knowledge about the world of work.
- Helping students optimise their career alternatives through systematic *career preparation*.

An important aim of the course was for trainees to become fluent in the use of the Career Guidance Kit. Therefore, the training offered multiple opportunities for trainees to practice using the kit, in small groups as well as before their peers. Trainees were provided ongoing feedback about their strengths and limitations. Appendix 7 gives the Time Table followed for the training. Figure 7 provides illustrative photographs of the training in progress.

It is well known that facilitators' own views about career development strongly affect their career guidance delivery. With a view to addressing trainees' attitudes to career development, the course created space for noting others' viewpoints, for peer learning and for introspection. Data collected from the survey conducted during Phase 1 was extensively used during the course to inform trainees about trends in their client group's orientations.

Trainees also provided feedback about the Career Guidance Kit. This was mainly with regard to simplifying words and phrases in order to bring the material closer to the level of the student. These points were noted down.

14.2. *Field Exercise*

The training was designed to include a Field Exercise to be conducted independently by each facilitator after the training. All trainees will receive a complete set of the Career Guidance Kit after it has been edited and the feedback received has been incorporated. Trainees are then required to use the training received to complete the following:

- Apply what has been learned and conduct a career counselling workshop either in the individual or group counselling format.
- Complete a Field Work Report using a given format given and return it to the Programme Officer at GIZ. The template for the Field Work Report is given in Appendix 7.

Figure 10: Career Guidance Facilitator Training in Progress

Group Photograph of the Workshop Participants

15. Finalisation of Career Guidance Kit

As indicated earlier, the Career Guidance Kit was produced in draft form for the training. This was with the intention of trial testing the material and obtaining feedback from trainees. Once the training programme was completed, all the feedback received from the trainees as well as the notes and observations made by the Consultant and the Programme Officer about the Kit were analysed. The main points that emerged were with reference to:

- Simplification of some of words and phrases used in the student material.
- Re-formatting of Flip Charts to improve readability.
- Removal of Flip Charts that were superfluous.
- Improve the formatting of student worksheets.

The Kit has been edited accordingly and has been checked and returned to the Programme Officer by the Consultant. It is ready for finalisation and distribution to the trainees.

With this, the assignment has been brought to its conclusion.

RECOMMENDATIONS

Recommendation 1: Complete the development of career guidance material

The career guidance material developed through this assignment is the bare minimum. A set of Student Worksheets, Flip Charts and a small Career Dictionary have been created to be implemented in the workshop format. This workshop is made up of small group activities. These activities would be more effective if they are supported by Learning Cards that would guide the discussions within the group. Also, the Career Dictionary has focused only on the TVET Sector in the Northern and Eastern Provinces of Sri Lanka. Specific recommendations to complete the Career Guidance Kit are:

1.1. Introduce Learning Cards to support each of the activities.
1.2. Expand the Career Dictionary to cover all the careers available in Sri Lanka. Ideally, this expansion should include both the University and TVET pathways.

Recommendation 2: Complete the formatting of the Career Guidance Kit

At the end of the project the Career Guidance Kit has been edited and is ready for production. However, it requires more professional formatting, to improve its durability and attractiveness. Specific recommendations in this regard are as follows:

2.1. The Student Worksheets would be more attractive and readable if they are professionally designed and formatted.
2.2. At present the Career Dictionary is just stapled together. Pages can come off and be lost. It is suggested that the final version of the dictionary is produced as a strongly bound book.
2.3. It would help the facilitator if a Kit Bag is also supplied with the Kit materials, to improve portability of the Kit.

Samples of worksheets, dictionaries and a kit bag have been provided to the Programme Officer

Recommendation 3: Improve the convergence of the TVET promotional efforts

TVET is being strongly promoted in Sri Lanka through different media including social marketing strategies. These promotional efforts are well executed. However there does not seem to be an overall strategic plan or coherence to these promotional efforts. Promotion is being conducted by NAITA, VTA and GIZ and there seem to be variations in the manner in which the promotion is conducted. Specific recommendations in this regard are as follows:

3.1. Develop a framework for greater consistency in the delivery of the promotional activities.

Recommendation 4: Expand the scope of the programme

If career guidance is to be effective at a country level, it must include *both* the Education and TVET sectors. Students, particularly in Asian countries, prefer the University educational paths. TVET based pathways usually carry low prestige. A career guidance programme implemented when students are still in school would show them the value of TVET pathways. Specific recommendations in this regard are as follows:

4.1.   Share the programme that has been developed through this project with the Education sector.
4.2.   Expand the scope of the programme to include the Education sector.

Recommendation 5:   Consultation: Develop a strategic plan for the implementation of career guidance

The outcomes of this assignment would at best serve to address career guidance needs at the "micro" level of TVET based education in the Northern and Eastern provinces. This effort has been efficiently managed by GIZ and has won interest from a number of other parties. It would be worthwhile to explore the possibilities of developing an inter-ministerial/inter-departmental strategic plan for the implementation of career guidance services. A first step in this direction would a consultation to consider the issue more concretely. Specific recommendations in this regard are as follows:

5.1.   Interesting data has been generated during the course of the Survey conducted through this assignment. A part of the consultation suggested above could have the Consultant to present this data and highlight trends that could contribute to the strategic plan.

5.2.   For projects such as these, a local Career Guidance Working Group (CGWG) is a critical element. It is this group that actually assists in the development, vetting and validation of material and also undertakes to translate material into the local language. Ideally, the CGWG would be inter-ministerial and composed of well experienced professionals from the government departments of education, TVET, curriculum development and educational research, along with representatives of Industry.   The private sector could also be included. Forming such a group and building its capacity to develop a strategic plan for career guidance services could be a critical important next step.

CONCLUSION

A career is not merely a job. It is a person's vehicle for manifesting his/her potentials not only for personal prosperity but also for the progress of society. Moving to this broader perspective, I conclude with the following points.

A wide range of social, political, economic and cultural factors influence career decision-making. In the absence of career guidance, career choices could be linked with occupations that are sometimes merely artefacts of economic cycles. In such situations the young person could fall a victim to short-term human resource requirements emerging from the labour market. While labour market trends are a powerful influence on career development, effective career guidance is not chained to economic cycles. An individual has the highest chances of finding success through a career for which he or she has the strongest personal interest and aptitude. At the same time, it is highly possible that the individual's financial condition may be such that the luxury of choice may not be an option for some young people. Helping the individual at the practical dimensions of finding a job and earning a livelihood are also essential features of an effective career guidance system.

Sri Lanka is a rising star in the economic landscape of South Asia. New possibilities for career development are constantly emerging. Career guidance in this context has certain special dimensions, and through this assignment a small attempt has been made to develop a career guidance programme that fits into these requirements.

Interest in career guidance in Sri Lanka is rapidly growing. Unlike many other developing nations, strong administrative structures for career guidance are also in place. Sri Lanka is therefore uniquely positioned to create career guidance services for the effective optimisation of its labour force.

GIZ-Sri Lanka has been highly efficient in implementing this project. All the important stakeholders have been kept informed and drawn into the programme. This has led to a further sharpening of interest in career guidance in the country. GIZ could take a leadership role in expanding the present programme to meet the need for career guidance in Sri Lanka.

Reference List

Arulmani, G. (2012). *Career Belief Patterns Scale (CBPS, Version 3).* Bangalore, India: The Promise Foundation.

Arulmani, G., & Abdulla, A. (2007). *Capturing the Ripples: Addressing the Sustainability of the Impact of Social Marketing.* Social Marketing Quarterly, *13*(4), 84-107.

Submitted by,
Gideon Arulmani,
International Consultant,
5th October 2016.

APPENDICES

Appendix 1
Further information about the student sample that participated in the survey

Details	Values
Total Number of Students	149
Male	67 (45%)
Female	82 (55%)
Age Full Sample (Range)	15-45 years
Mean Age	19.68 (SD 4)
Age Range (Male)	16-45 years
Mean Age (Male)	19.75 (SD 4)
Age Range (Female)	15-35 years
Mean (Female)	19.64 (SD 4)

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Appendix 2
Adaptation of the Career Belief Patterns Scale (CBPS) for use in the project.

Background

Career Beliefs refer to attitudes, opinions and ideas habitual amongst a group of people with reference to work, occupation, and career. Within a certain community, positive or negative values could be attributed to work in general, toward occupational clusters as well as to the notion of career development. These "thought habits" are known as career beliefs. They are culturally-mediated beliefs held by a group about the meaning and purpose of work. Irrespective of their accuracy, career beliefs exert facilitative or inhibitive influences on individuals' decisions and actions as they attempt to develop and implement career goals. Our field experience has consistently demonstrated that when career beliefs are not addressed, the effects of career counselling are often negligible.

The Career Belief Patterns Scale (CBPS) Version 3 (Arulmani, 2012), is a questionnaire that has been developed to assess and understand career beliefs. The questionnaire uses the vignette technique. Vignettes are carefully constructed, short, verbal pictures, designed to identify attitudes and elicit opinions. The use of vignettes has been found to be a credible research device in situations where the re-creation of real life events is difficult and cumbersome. This technique is an effective way of placing abstract ideas within a familiar context and thereby helping respondents identify with the situation easily. Vignettes also provide a certain 'distance' from the content of items. This helps to control socially appropriate responses, inviting responses that were more reflective of personal views.

The CBPS is a standardised scale with 43 vignettes reflecting real life career development situations. Response choices are structured on a seven-point scale with 1 anchored to the semantic label "I do not agree with this at all" and 7 anchored to the label "I agree completely". Interim numbers from 2 to 6 reflect increasingly higher negativity in career beliefs. Therefore, higher scores on this scale reflect higher levels of negativity toward career development. The scale is designed to yield a global career belief patterns score as well as subscores for the seven factors it measures. Given below are sample items from the CBPS.

Imagine the people described below are just like you. Given below are the opinions they gave to a counsellor about their experiences. For each item, indicate how much you agree or disagree with them. The higher the number you choose, the higher is your agreement with the statement.

How much do you agree?

1	2	3	4	5	6	7
I do not agree at all						I agree completely

- Shanti is doing very well in school. She gets high marks in all subjects and she also is the school leader. When someone has a difficulty they turn to her for help. But Shanti is a girl. Her first responsibility is to the family. Studies, job and career are not as important for a girl as they are for a boy. *Shanti must give higher attention to marriage and starting a family and lower importance to studies and career.* How much do you agree: 1 2 3 4 5 6 7

- Exams are difficult to pass. Many people do study and get degrees. But they don't get jobs. Many times the jobs they get are not related to what they studied. These days jobs are available without completing studies. *So there is no need to continue studies and get qualified. It is easier to try for a job without trying to pass exams.* How much do you agree: 1 2 3 4 5 6 7

- A person can get a better job if he/she has a college degree. Vocational Training does not offer such opportunities. *Therefore it is better to avoid Vocational Training. How much do you agree: 1 2 3 4 5 6 7*

CBPS Reliability Estimates

The reliability of the CBPS was estimated for low and middle SES high school students (Class 10) the findings of which are as follows:

- The CBPS was found to have a 6-week test–retest reliability of .84 on a sample of 467 randomly drawn middle SES boys and girls (boys were 51% of the sample) from 6 schools in different parts of South India.
- The CBPS was found to have an 8-week test–retest reliability of .76 on a sample of 331 randomly drawn low SES boys and girls (boys were 46% of the sample) from 6 schools in different parts of South India.

CBPS Validity Estimates

The CBPS has been used in a number of intervention studies that specifically targeted the reduction of negativity in career beliefs. Each of these studies showed a statistically significant decrease in CBPS pre-intervention scores when the sample was tested after the intervention, while matched controls in these studies did not show statistically significant changes. See the following for examples:

- Arulmani, G. (2011). *Striking the right note: The cultural preparedness approach to developing resonant career guidance programmes*. International Journal for Educational and Vocational Guidance, 11(2), 79 - 93.
- Sangma, M. (2014). *Career orientations and career counselling: A school based intervention study of urban and rural high school students in the East Khasi Hills District, Meghalaya*. Doctoral Thesis. Martin Luther Christian University, Shillong, India.

Similar findings have also been reported by researchers who have used the CBPS on non-Indian samples. See the following for examples:

- Sidiropoulou-Dimakakou, D., Argyropoulou, K., Drosos, N., & Terzaki, M. (2012). *Career beliefs of Greek and non-Greek vocational education students*. Creative Education, 3(7), 1241-1250.

These findings could be taken as evidence of the scale's Face and Construct validity.

CBPS Adaptation and translation for this project

The original English version of the CBPS was translated into Tamil by the Programme Officer. This was called Tamil Version 1 (Tamil). Version 1 was then translated back into English by a person proficient both in English and Tamil. This was called Version 2 (English). Version 2 was then compared with the original English by the Consultant. Discrepancies in meaning were identified and corrected. The corrected Tamil version was used in the survey.

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Appendix 3
Facilitator's Note: Sample extracted from Training Manual
The facilitator is provided with detailed notes such as this for all the
17 activities in the Career Guidance Kit.

Facilitator's Note
Student Activity 1: *The Career Discovery Path*

Content: This activity introduces participants to the four key components of career decision-making.

Learning Objective: At the end of this activity the student must be able to articulate that:

- career development requires four skills: skills to understand oneself, to understand the world of work, develop career alternatives and skills for career preparation.

Target Group: Whole group (30 students or 1 section).

Duration: 10 minutes.

Material: Please ensure that the following material is ready before the activity begins:

1. Work Sheet: The Career Discovery Path worksheet.
2. Flip Chart: Completed Career Discovery Path.

Method: Use the notes given above, along with the Worksheet and Flip Chart to introduce the career discovery path.

- Self Discovery   =   Interests + Aptitudes + Potential + Career Beliefs.
- World of Work   =   Career information and institutional information.
- Career Alternatives =   Development of alternatives.
- Career Preparation   =   Career path planning, knowing milestones, job search and self-presentation.

This is only an information giving activity. Students are to write down the key points in the blank boxes below each segment of the Career Discovery Path. Move through this activity quickly since all the following sessions will address the details of the Career Discovery Path.

Conclusion: Point out that the rest of the programme will progress through the career discovery path and conclude the Activity.

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Appendix 4

Multiple Potentials: A Frame of Reference for Career Counselling

Extract from:
Arulmani, G., & Nag-Arulmani, S. (2004*). Career counselling: A handbook***. New Delhi, India:**
Tata McGraw-Hill.

Contemporary theories of human intelligence indicate that the human potential has numerous facets and that it is multidimensional (Gardner, 1983). This description of the human potential provides a useful framework within which to help a young person understand and identify personal interests and aptitudes. Gardner in his later work has gone on to expand on his initial theory. Our experience in using the theory has indicated that 5 of the potentials described by Gardner are most relevant for guidance and counselling. Presented below is a brief description.

The Linguistic Potential
This potential area reflects fluency in the use of language. It is the ability to manipulate words and expressions. A person with a high linguistic ability is sensitive to the meanings of words, and to the skill of using words effectively to communicate. Linguistic ability may be manifested in the spoken form. The public speaker who is able to hold an audience in rapt attention or the counsellor who is able to accurately reflect the client's sentiments and emotions are examples of the linguistic ability at the spoken level. The linguistic potential may also manifest itself in the written form. Powerful essays that changed the history of nations, poetry that captures the sound of raindrops, or the presentation of a news item in the daily newspaper are examples of the linguistic potential in the written form. Examples of careers linked to this potential would include, Journalism, Law, Copywriting.

The Analytical-Logical Potential
The person's ability to think logically, analyse, understand cause-effect relationships and solve problems is reflected by the analytical-logical potential. The ability to understand the underlying dynamics of a problem, the links between components and identify solutions is related to the human ability to analyse and apply logic. Similarly the ability to extract information from a mass of data, make sense of this information, identify trends and patterns and make predictions, all rest on the analytical-logical potential. An important point to be noted is that this potential is often associated with science and mathematics. This is an erroneous linkage. A large range of human endeavour requires logical ability. The archaeologist who is able to tell us about the dressing habits of a civilisation based on her extrapolations from a comb discovered on site uses logical skills as much as another person involved in abstract mathematics. Examples of careers linked to this potential would include, all forms of Research, Accounting, Financial Planning.

The Spatial Potential
This potential relates to the sensitivity to space and the ability to manipulate space at the two dimensional level or at the three dimensional level. Activities linked to design draw heavily from the spatial potential. The architect who can 'place' a building on a vacant plot of land in his mind's eye or the sculptor who 'releases' an image from a block of stone use their spatial talents and abilities. The sensitivity to colour is another manifestation of the spatial potential. The interior designer who transforms the ambience of a drab room by merely changing the colour of the curtains uses her spatial ability. Creativity is concept that is often confused with the spatial potential. Creativity is a fundamental human quality that is required by almost all aptitudes and potentials. We are often confronted by non-creative artists and designers, who can only copy the works of others. Alternatively a creative writer or a creative logician brings originality to their respective aptitudes. It is important that creativity is understood as a core human trait and not as an aptitude. The spatial potential reflects abilities to deal with space. Examples of careers linked to this potential would include, Architecture, Graphic Art and all forms of careers in Design.

The Personal Potential
The knowledge of self and the sensitivity to others reflect the personal potential. People exhibiting this potential would have a high degree of control and awareness over their own feelings and values. A person with a high personal potential is sensitive to the moods and emotions of others. These are people who can understand others and are attuned to the forces that influence and mould human behaviour. A common misunderstanding is that people who are 'extraverted' have high personal skills.

The ability to make others laugh or be the soul of a party reflects the personal intelligence as much as the capacity to quietly understand others, their moods, thoughts and behaviour. Most importantly, the person with a high personal potential would be able to logically arrive at the reasons behind a unit of behaviour and would be able to influence and mould human behaviour. Careers linked to this potential would include, Psychology, Social Work, Medicine.

The Physical-Mechanical Potential
Some of us are especially fluent in the use of our bodies. The physical-mechanical potential is linked to the mastery over the motions and expression of the body. It is the fluency of movement. The dancer who is able to 'show' us the agony of a tree being felled, the actor who transforms a corner of the stage into the heaving deck of a ship simply by the way he moves his body use their bodies to communicate feelings, moods, emotions and messages. Careers that require stamina and strength also require the physical-mechanical potential. Sports persons, protection service specialists would require the physical-mechanical potential. This potential is also linked to the person's mechanical ability. These are people who demonstrate an innate sensitivity to the laws of mechanics and are good at the use of tools. Typically engineers, technicians and others involved with machines and equipment demonstrate a well-developed physical mechanical ability. Examples of careers linked to this potential would include, Engineering, Protection Services, Technical Careers.

These potentials characterise *all* human beings. All of us for example, demonstrate the ability to use words and speak a language. All human beings have the ability to apply logic and spatial skills. The personal, physical and mechanical skills similarly characterise the behaviour of all human beings. The point to be noted is that some of these potentials develop to higher levels than other potentials within the profile of a given individual. It is this *profile* that a career counselling programme is interested in. Observations and suitable testing techniques enable us to identify areas in which an individual demonstrates a higher potential. These 'highs' and 'lows' provide a framework within which career counselling can progress.

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Appendix 5
Application Form Template

Career Guidance for Vocational Education and Training

This course focuses on Career Guidance keeping in view the Sri Lanka Vocational Educational and Training system. It is designed to build your capacity to help students and young people make effective educational and occupational decisions.

- **Trainer:** Gideon Arulmani PhD., Director, The Promise Foundation, India.
- **Duration of the course:** **4** days.
- **Dates:**
- **Location:** xxxx.
- **Timings of training:** 9.00 am to 5.00 pm. (Fully Residential).

- **Course Content:** The course blends theory from Career Psychology with Career Counselling skills. Examples of themes that will be addressed are:

  - promoting self-understanding to discover personal potentials;
  - understanding the world of work;
  - developing career alternatives;
  - skills for career preparation.

- **Career Counselling Kit:** The training will be around a Career Counselling Kit which is a collection of career counselling resources including:

  - Career counselling Manual (English + Tamil)
  - Student Worksheets (Tamil)
  - Careers Dictionaries (Tamil)
  - Flip Charts (Tamil)

  All successful trainees will receive a complete Career Counselling Kit

- **Course delivery:** This is a skills based course and will be delivered through a combination of didactic interactions and a wide range of skills training activities including:

  - Lectures and Tutorials.
  - Demonstrations and Role Plays.
  - Skills Practice and Material Preparation.
  - Assignments and Tests.

- **Outcomes of training:** Successful candidates will acquire skills and material to:

  - deliver workshops on specific career development themes;
  - disseminate careers information in a youth friendly manner;
  - organise programmes to bring young people closer to the world of work.

- **Eligibility:** - Experience of working with students and/or youth for at least 3 years.
  - Excellent communication skills in the local language; adequate skills in English, to understand the training session.

PLEASE RETAIN THIS PAGE FOR YOUR REFERENCE.

For more information about the course please contact: xxxxx
For more information about Gideon Arulmani please visit:
www.thepromisefoundation.org and www.jivacareer.org

Appendix 5

<u>Career Guidance for Vocational Education and Training</u>

APPLICATION FORM

Name:

Male/Female:

Age:

Qualifications:

Postal Address:

Email:

Phone number(s):

Tell us about yourself:

1. Your Occupation:

2. If you are working, please fill in the following details:

    - Organization:
    - Designation:
    - Roles:
    - How many years of work experience do you have?

3. Describe a key experience in your life that has led you toward understanding the importance of career guidance.

4. Do you have any formal training in counselling skills? Give details:

5. Give details of your involvement in any student development / counselling / activities.

6. How will you use what you learn from this programme to conduct careers workshops?
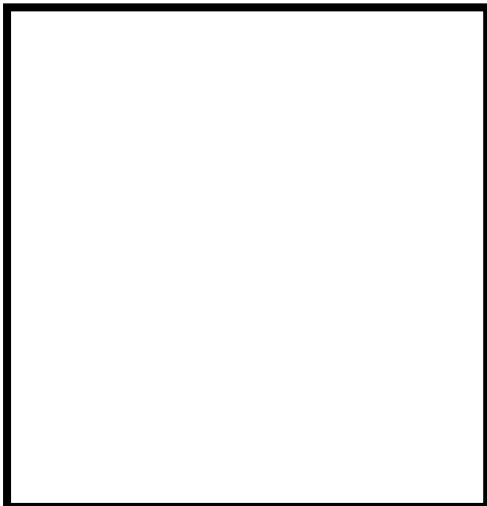
7. Describe the strategy you will use to implement career guidance services.

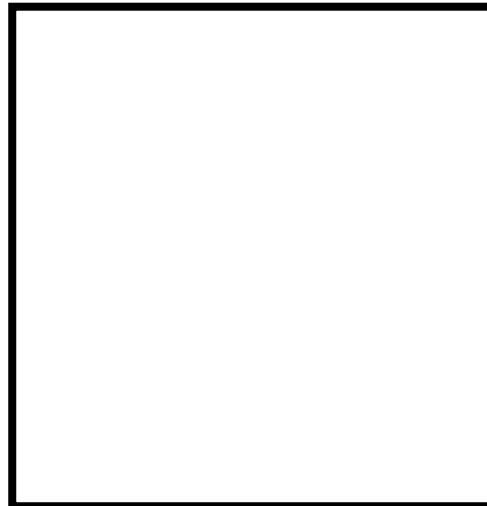8. Name one strong influence on career decision making felt by young people.

9. What are the special career counselling requirements of students you are likely to meet?

A "Get in Touch" Exercise (Mandatory to be filled)

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

Draw something that will describe you after the training programme!

Name:

Signature:

Date:

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Appendix 6
Participant Details

No	Name	Organization	Designation
01	Mr M Rajkumar	DVTC, Kilinochchi	Training Officer
02	Mr A T M Ramees	VTC, Kandawalai	Trainer
03	Mr S. Kirithas	VTC, Kaithady	Trainer
04	Mr P.Pakirathan	VTC, Kaithady	Trainer
05	Mr V Srikugan	VTC, Karainagar	Trainer
06	Mr R Ajien	VTC, Karainagar	Trainer
07	Mr R Maurathan	DVTC, Mullaitivu	District Manager
08	Mr K Gowryshangar	DVTC, Mullaitivu	Trainer
09	Ms K Arthy	NAITA, Kilinochchi	CG officer
10	Mr Puranthees	NAITA, Kilinochchi	Trainer
11	Mr R Thivagar	ORHAN, Vavuniya	Field officer
12	Mr S Thineshan	ORHAN, Vavuniya	Field officer
13	Mr Jegadas	DB, Poonakary	Trainer
14	Mr Ratna Raj	DB, Poonakary	Trainer
15	Mr M Sukunarajan	DB, Murungan	Trainer
16	Mr M Anthonipillai	DB, Murungan	Trainer
17	Sr Pule Marry	DB, Vavuniya	Coordinator
18	Ms Jhon Bendict Nilochana	DB, Vavuniya	Trainer
19	Mr J T Dillip Jude	VTA, Verugal	Office in charge
20	Ms D M Nilmini disanayaka	VTA, Kanthale (District)	CG officer
21	Mr N Nakeeb	VTA, Kinniya	Office in Charge
22	Mr S Pulendran	VTA, Kinniya	Trainer
23	Mr Asad Farees	NAITA, Trincomalee	Trainer
24	Mr Safulla	NAITA, Trincomalee	District Manager
25	Mr.S. Ayncaran	Trincomalee Gravets, DS secretariat, Trincomalee	Skills Development Officer
26	Mr.A.R.M. Nihar	Musalai, DS secretariat, Mannar	Skills Development Officer
27	Mr.S.Sivaranjan	Pachchilaipallai, DS secretariat, Kilinochchi	Skills Development Officer
28	Ms. V.Vigitha	Karachchi, DS secretariat, Kilinochchi	Skills Development Officer
29	Mr.N.Sutharshan	Meritrimpattu, DS secretariat, Mullaitivu	Skills Development Officer
30	Mrs. V. Kavitha	Thenmarachchi, DS secretariat, Jaffna	Skills Development Officer

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Appendix 7
Career Guidance Programme for Vocational Education and Training *Career Guidance Facilitator's Workshop*
TIMETABLE
July 23rd to 26th 2016

Day / Date	Time	Theme
Day 1 **July 23rd** **(Saturday)**	Session 1 8.30 to 10.00	• Orientation to the Course CONCEPTUAL FOUNDATIONS • "Career": Its Manifestation and Meaning CONCEPTUAL FOUNDATIONS • Key Components of a Career Guidance Programme
	10.00 to 10.30	**Tea Break**
	Session 2 10.30 to 12.30	ACTIVITY 1 • Career Discovery Path (Demonstration) ACTIVITY 2 • Self-Understanding (Demonstration) CONCEPTUAL FOUNDATIONS: Career Beliefs ACTIVITY 3 • What are Career Beliefs (Demonstration)
	12.30 to 1.30	**Lunch Break**
	Session 3 1.30 to 3.00	ACTIVITY 4 • Effect of Career Beliefs (Demonstration) • Activity 3 and 4 PRACTICE
	3.00 to 3.30	**Tea Break**
	Session 4 3.30 to 5.00	ACTIVITY 5: • Multiple Potentials Framework (Demonstration) • Multiple Potentials Framework (Practice)
Day / Date	**Time**	**Theme**
Day 2 **July 24rd** **(Sunday)**	8.30 to 10.00	• Review of Activities covered ACTIVITY 6: • My Interest Profile (Demonstration) • My Interest Profile (Practice)
	10.00 to 10.30	**Tea Break**
	10.30 to 12.30	ACTIVITY 7: • Strengths and Accomplishments Questionnaire (Demonstration) • Strengths and Accomplishments Questionnaire (Practice)
	12.30 to 1.30	**Lunch Break**
	1.30 to 3.00	ACTIVITY 8: • Interest-Aptitude Self-Assessment (Demonstration) ACTIVTY 9: • My Potential Profile Scoring (Demonstration)
	3.00 to 3.30	**Tea Break**
	3.30 to 5.00	• My Potential Profile (Practice)
Day / Date	**Time**	**Theme**
Day 3 **July 25rd** **(Monday)**	8.30 to 10.00	• Review of Activities covered CONCEPTUAL FOUNDATIONS • World of Work ACTIVITY 10: • Work Job Career (Demonstration) • Work Job Career (Practice)
	10.00 to 10.30	**Tea Break**
	10.30 to 12.30	ACTIVITY 11: • Subjects and Careers (Demonstration) • Subjects and Careers (Practice)
	12.30 to 1.30	**Lunch Break**
	1.30 to 3.00	ACTIVITY 12: • Educational Milestones (Demonstration) ACTIVITY 13: • My Career Alternatives (Demonstration)
	3.00 to 3.30	**Tea Break**
	3.30 to 5.00	ACTIVITY 14: • My Career Plan (Demonstration)

Prepared by Arulmani, G (2016).

Day / Date	Time	Theme
		• My Career Plan (Practice)
Day 4 July 26th (Tuesday)	8.30 to 10.00	• Review of Activities covered ACTIVITY 15: • Start Small (Demonstration) • Start Small (Practice)
	10.00 to 10.30	**Tea Break**
	10.30 to 12.30	ACTIVITY 16: • Career Building: Job Search (Demonstration) • Career Building: Job Search (Practice)
	12.30 to 1.30	**Lunch Break**
	1.30 to 3.00	ACTIVITY 17: • Career Building: Lifelong Career Development (Demonstration) • Career Building: Lifelong Career Development (Practice) •
	3.00 to 3.30	**Tea Break**
	3.30 to 5.00	• Timetabling and Scheduling Career Guidance sessions for different target groups • Conclusion

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