



# CAREER EDUCATION

---

USER GUIDE



 LIGHT-F

**@ 2023 by Japan International Cooperation Agency (JICA)**

JICA owns rights to this material. The material is part of the Light-F toolkits designed and authorized by Women Development Department (WDD), Government of Sindh, Pakistan to improve the livelihood and well-being of Female Homebased Workers. Any organisations or individuals may use it with proper copyright attribution. However, any commercial use or modification of the contents is strictly prohibited. Any organizations or individuals wishing to modify the contents, please contact JICA Pakistan office.



# CONTENTS

<b>1.</b> Background of Tool Development	1
<b>2.</b> Overview	2
<b>2.1.</b> Purpose	2
<b>2.2.</b> Three areas	2
<b>2.3.</b> Target users	3
<b>2.4.</b> Contents of the tool	3
<b>3.</b> Learning conditions	4
<b>3.1.</b> Teaching materials	4
<b>3.2.</b> Preparation list	5
<b>4.</b> Support system	6
<b>5.</b> FAQs	7





# 1. BACKGROUND OF TOOL DEVELOPMENT

As a part of “The Project for Improvement of Livelihoods and Well-being of Female Home-Based Workers in the Informal Economic Sector in Sindh Province” (Light-F) implemented by the Women Development Department of the Sindh Government and supported by Japan International Cooperation Agency (JICA), a training module of career education was developed in collaboration with the School Education and Literacy Department (SELD), Government of Sindh. It aims to educate students in Classes 8, 9, and 10 to foster their career readiness.

## **Background of the pilot sessions**

Light-F Project has focused on the young generation’s enormous potential of developing themselves and pursuing career development. For the young generation, Light-F Project has piloted awareness-raising activities in Karachi to promote the employment of women in the formal sector since 2018.

The pilot session indicated positive reactions of secondary school students and their high requirement for career education. Feedbacks from students who attended the pilot session of career education indicated effectiveness of the session in their career planning.

Based on the experience in the pilot activities, Light-F Project proposed to the School Education and Literacy Department (SELD), Government of Sindh to implement the second pilot activity at public schools. The proposal was approved by the Secretary of SELD in February 2022 for widely demonstrating the effectiveness of career education in Karachi. The second pilot session of career education was successfully conducted between October and November 2022 with the total attendances of 5,063 students at 21 schools in Karachi.



## 2. OVERVIEW

### 2.1. Purpose



The Light-F Project aims to help students develop skills that are required to explore their understanding of 1) themselves in terms of personalities, abilities, and work value; and 2) career options so that they can make informed decisions about their careers to achieve self-reliance in society.

Students' choices at school have long-lasting effects on their careers. Career education refines students' focus so that they can make informed career choices. Teachers can provide essential guidance that creates a bridge between education and career for students using the career education model.

<Check>

You can view a short animation film to understand the essence of training in career education.

[Career Education - YouTube](#)

### 2.2. Three areas



The training module for career education focuses on developing capabilities in three areas: 1) self-understanding; 2) understanding of occupations; and 3) life-career strategy.

#### 1) **Self-understanding**

Self-understanding is the first step toward career exploration. It is important to understand “oneself” in terms of the ability and personality to make better decisions regarding career paths and occupations. Career education helps students develop the capacity to appropriately explore their self-understanding.

#### 2) **Understanding of occupations**

People are likely to select a course from the limited options in their surroundings, which will provide them fewer opportunities and mismatches in the future. An understanding of occupations is necessary to obtain more information to select a better future course.



### 3) Life-Career strategy

Knowing the model cases of professional women who survive and develop their careers by playing multiple life roles over different stages of life is valuable information for students to expand their perspectives on working in society. It motivates the youth to enhance their self-efficacy to develop their careers similar to those of the model women.

## 2.3. Target users



The training was developed specifically for secondary students (Classes 8, 9, and 10), regardless of gender, who are around the critical time of making course choices for further education.

## 2.4. Contents of the tool



The training is divided into three sessions. Each session lasted 2 hours.

The session content is divided into three subject areas: 1) self-understanding, 2) understanding of occupations, and 3) life career strategy. The participatory activities are conducted for each subject area.

Session	Session 1 (Day1)	Session 2 (Day2)	Session 3 (Day3)
Subject area	Self-understanding	Understanding of occupations	Life-Career Strategy
Activity	<ul style="list-style-type: none"><li>• Activity #1: Interview to find my strengths</li><li>• Activity #2: Personal SWOT analysis</li><li>• Activity #3: Self-assessment test</li></ul>	<ul style="list-style-type: none"><li>• Activity #4: Occupation cards sorting</li><li>• Activity #5: Varieties of occupations</li></ul>	<ul style="list-style-type: none"><li>• Activity #6: How to search for a job and write a CV</li><li>• Activity #7: Life-career strategy</li></ul>



## 3. LEARNING CONDITIONS

Training modules have been developed for school environments. All activities can be delivered using only handout sheets, except for Activity #4, Occupation card sorting, which requires a set of printed cards.

Please contact WDD help desk for details on the printed card sets.

### 3.1. Teaching materials



The teacher's manual and activity sheets are available on the Toolkit Platform.

#### <Resources>

- The teacher's manual: <https://light-f.jimdofree.com/career-education/>
- Activity sheets: <https://light-f.jimdofree.com/career-education/career-materials/>
- For Activity #7: Life-career strategy, you can use and watch following storytelling videos as well:

Storytelling: Career of Laboratory Technician - YouTube

Storytelling: Career of Midwife - YouTube

Storytelling: Career of Textile Engineer - YouTube

Storytelling: Career of Lawyer - YouTube



## 3.2. Preparation list



The following is a preparation list for organizing the entire training program:

	Item	User
1	Teacher's Manual	Teachers
2	Activity sheet for "Interview to find my strengths" (A4 size)	Students
3	White paper for "SWOT analysis" (A4 size)	Students
4	RIASEC test sheet (2 pages) (A3 size)	Students
5	Occupation cards	Students
6	Activity format for occupation cards (A4 size)	Students
7	Activity sheet of three supply chains (A3 size) Supply Chain Type 1: Construction Supply Chain Type 2: Milk production Supply Chain Type 3: Biscuit manufacturing	Students
8	Copied different Newspaper's job sections (A3 size)	Students
9	CV Blank Format (A4 size)	Students
10	Discussion sheet (Case studies of four different women) (A4 size)	Students



## 4. SUPPORT SYSTEM

The following resources are available for implementing career education sessions:

Type of inquiry	Contact
Resource person for TOT (Training of teacher)	Mr. Muhammad Ali Shah (Consultant, Light-F): malishah67@gmail.com
Operational Guidance	WDD help desk: info.women@sindh.gov.pk





## 5. FAQs

1) **How long will the session last?**

Career education training was planned to be completed in three days and divided into three sessions. Please see “Contents of the tool” above for the overview and “Teacher’s manual” for the detailed agenda.

2) **Can we conduct all three sessions in one day?**

No, the full-fledged sessions should be organized into three days, two hours per day. This provides sufficient time for students to learn, reflect, and make proper decisions.

3) **Who will provide the material for the sessions?**

All materials are available in the training manual. Activity sheets can be found on the Toolkit Platform.

4) **Can we extend the session to other classes?**

No, it can only be used for students in classes 8, 9, and 10. The material is designed for students who are going to make a decision about their careers and will be selecting a specific field of study, usually at the class 9 level. This is unsuitable for lower-level classes.

5) **Can we change the contents as per our school requirements?**

No. The material is designed in sequence and should be followed accordingly.

6) **Three teachers from our school were trained to deliver the sessions.**

All trained teachers can mutually decide to deliver the session, or the roles should be agreed upon by the school Principal.

7) **Our school has few children in the targeted classes. How should we organize the career education session?**

Each student must participate in the career education sessions even if there are only few students. The delivery of the session does not require several students. Most group work requires only two students per group. Another way of conducting a session with few students is to combine Classes 8, 9, and 10.

8) **How can we report about the completion of the session?**

Please create a separate attendance sheet with the session name and date for each session. It should be submitted to the school Principal and the School Education and Literacy Department (SELD).

<https://light-f.jimdofree.com/>

