

ASIAN  
DECENT WORK  
DECADE 2006  
2015



International  
Labour  
Organization

Implemented by:



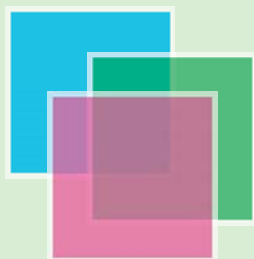
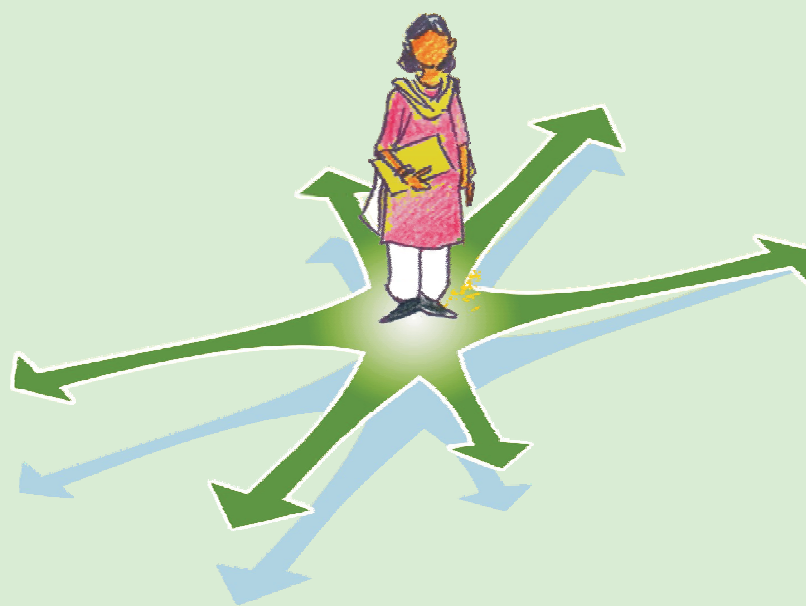
FCG Human Capital  
(Pvt) Ltd.

Establishing a Gender Sensitive Career Counseling

# CHOICES

## Helping Women Make Better Career

Reducing Disparities in Employment through Effective  
Career Counselling for Women in Pakistan



**Towards Gender Parity in Pakistan (TGP) Project**

ILO Country Office for Pakistan

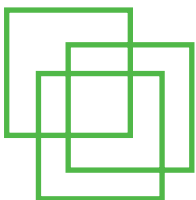


Establishing a Gender Sensitive Career Counseling

# CHOICES

## Helping Women Make Better Career

Reducing Disparities in Employment through Effective  
Career Counselling for Women in Pakistan



**Towards Gender Parity in Pakistan (TGP) Project**

ILO Country Office for Pakistan

Copyright © International Labour Organization 2011

First published 2011

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: [pubdroit@ilo.org](mailto:pubdroit@ilo.org). The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with reproduction rights organizations may make copies in accordance with the licences issued to them for this purpose. Visit [www.ifrro.org](http://www.ifrro.org) to find the reproduction rights organization in your country.

---

## ILO Cataloguing in Publication Data

Establishing a Gender Sensitive Career Counseling CHOICES: Helping Women Make Better Career Reducing Disparities in Employment through Effective Career Counselling for Women in Pakistan / International Labour Organization ; ILO Country Office for Pakistan, Towards Gender Parity in Pakistan (TPG) Project. - Islamabad: ILO, 2011  
xviii, 54 p.

ISBN: 9789221257547 (print), 9789221257554 (web pdf)

International Labour Organization; ILO Country Office for Pakistan

women workers / career development / vocational counselling / equal employment opportunity / Pakistan

14.02.2

*ILO Cataloguing in Publication Data*

---

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications and electronic products can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: [pubvente@ilo.org](mailto:pubvente@ilo.org)

Visit our web site: [www.ilo.org/publns](http://www.ilo.org/publns)

---

Printed in Pakistan

The primary goal of the International Labour Organization (ILO), a specialised agency of United Nations, is to promote opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. The ILO is devoted to promoting social justice and internationally recognized human and labour rights, pursuing its founding mission that labour peace is essential to prosperity. Thus, the ILO considers gender equality in the world of work as a key element in its vision of Decent Work for All Women and Men for social and institutional change to bring about equity and growth. The main focus or thematic areas of the ILO on gender equality coincide with the organization's four strategic goals, which are to: promote fundamental principles and rights at work; create greater employment and income opportunities for women and men; enhance the coverage and effectiveness of social protection; and strengthen social dialogue and tripartism. The ILO believes that investment in gender equality and women empowerment is not only a **right** thing to do but a **Smart** thing to do.

Today, Pakistan faces multiple challenges of low economic growth, humanitarian crises, internal and external security issues, and low social development indicators. Women in Pakistan continue to face constraints due to the prevalent socio-cultural norms that deny them equal access to facilities and opportunities. Pakistan still ranks 128 out of 182 on Human Development Index (2010), 124 out of 155 on Gender Development Index (2009) and 132 out of 134 on the Global Gender Gap Report (2009). Pakistan women have limited access to resources; restricted rights, limited mobility and somewhat muted voice in shaping decisions make them highly vulnerable.

Women are increasingly joining the work force but often in the informal economy dominated by low paying and poorly protected jobs that pose threats to their reproductive health and consequently to the welfare of their families. During the reporting period waged and salaried employment increased by only 2.4 percentage points of the unemployed (15+), whilst own-account workers decreased by more than 7 percentage points. The proportion of those working excessive hours has declined slightly since 1999-2000 but only because the proportion of females in total employment, who work less than 30 hours has increased. The proportion of males working excessive hours has risen by 1.4 percentage points since 1999/2000.

Despite recent gains in terms of employment and unemployment a clear gender gap is evident. The female labour force participation rate is 19.6 per cent as compared to males at 69.5 per cent. Women continue to be under-represented and under-utilised in the economy and labour market and tend to predominate as unpaid family workers in agriculture, and hold low paid, low skill jobs and at the lowest tiers of the industrial labour force in urban areas.

Women counted as employed include employees, self employed, unpaid family workers and those generally engaged in low skilled, low wage economic activities. More than half of these women earn less than 60 per cent of men's incomes. The bulk of the female labour force is employed in the informal economy, and is not covered under legal protection and labour welfare institutional mechanisms. In the urban informal sector 67.5 per cent of women work as home-based or casual workers on low wages, or as domestic workers with

extremely low remuneration. Women generally appear to be mostly unaware of labour laws and do not have a collective voice, therefore unable to exercise their rights.

For the ILO, Pakistan has been an important and active member and the government of Pakistan has ratified 34 ILO Conventions including C 100 and C 111, which indicates its commitment to pursue the attainment of high standards for its people, particularly for women. Pakistan's Government, Employers' and Workers' representatives have also repeatedly expressed their commitment to work for promotion of a right-based work environment.

The ILO approach is grounded in the rights-based argument and the economic efficiency rationale: not only is gender equality in the world of work a matter of human rights and justice for workers, it also makes good business sense for employers and is instrumental in achieving economic growth and poverty reduction at national levels.

The ILO is pleased to present to you the study named “**Establishing a Gender Sensitive Career Counseling CHOICES Helping Women Make Better Career Reducing Disparities in Employment through Effective Career Counselling for Women in Pakistan**” carried out by the ILO project entitled Towards Gender Parity in Pakistan (TGP) as part of its knowledge-creation for its tripartite constituents in Pakistan. One major objective for this project was to establish benchmarks from gender-perspective regarding various aspects of employment and to work more effectively towards achieving a marked change in the policies and practices.

It is understood that decreasing poverty and inequalities is like chasing a moving target where with the ever increasing population there is a need for more efforts to uphold principles of social justice and rights-based decisions. For this to happen, joint efforts by all the partners, collaborators and institutions would be required and I am glad that the ILO has taken lead in forging such collaborations and coordination among key stakeholders.

I would also like to extend my gratitude to the Government of Pakistan, Employers' Federation of Pakistan, Pakistan Workers' Federation and other partner organizations for their demonstrated commitment and immense support to us in our efforts for promotion of Decent Work in Pakistan.

I congratulate the TGP project team of on their successful initiatives to develop a much-needed knowledge base on Pakistan labour market from gender perspective. I am sure these efforts would help ILO and its partners in taking steps towards taking gender equality endeavours to new heights.

Thank you,

**Francesco d'Ovidio**

Country Director

ILO Office for Pakistan

# CONTENTS

Acknowledgments	vii
References	viii
Executive Summary	ix
Abbreviations	xi
Status of Career Counseling for Girls/women in Pakistan	xii
Career Counseling in Pakistan	xiii
Background	xv
Objectives of the Pilot Project - Choices	xvi
Project in a Nutshell	xvii

## CHAPTER 1: DESK REVIEW AND ASSESSMENT 03

1. Primary Review: Perspectives and Practices in Career Counseling	03
2. Secondary and Primary Research: Existing CC Initiatives	04
3. Findings of Primary & Secondary Research	06

## CHAPTER 2: RAPID RESEARCH 09

1. Overview	09
2. Rapid Research Methodology & Design	09

## CHAPTER 3: CAPACITY BUILDING OF INSTITUTIONS 25

1. Selection of Institutions	25
2. Material Development	28
3. Capacity Building Workshop	29
4. Key Content of the Workshop	30
5. Exposure Visits	32
6. Action Planning	34
7. Participants Feedback	35
8. Key Learnings	
9. Recommendations	

## ANNEXURE

ANNEX-1	45
ANNEX-2	47
ANNEX-3	48
ANNEX-4	49
ANNEX-5	50
ANNEX-6	51
ANNEX-7	53



## ACKNOWLEDGMENTS

We would like to take this opportunity to convey our sincere thanks to project coordinator Mr. Saad Gilani, Ms. Shama Maqbool and their team at the International Labor Organization (ILO), the project donor, for their valuable support, encouragement, cooperation and constructive criticism throughout the duration of this project.

We also extend our sincere thanks to all the staff and management at the institutions that participated in this pilot project for all their hospitality and assistance which made our visits very pleasant and productive.

We deeply express our sincere thanks to the USAID Jobs project and its staff, including Ms. Madiha Ahmed, Ms. Rizwana Komal and Mr. Muhammad Mukhtar Pasha. Their extended support, sharing of experience, material and resources were instrumental to the successful completion of the pilot project.

It is our privilege to express our thanks to LISTENERS, the research unit and sister concern of FCGHC, project staff (Ms. Zainab Tariq, Mr. Qasim Mumtaz) and creative manager Mr. Zahoor Subhani for the beautification of this report, making it user friendly and attractive.

Last but not least we would like to thank all the virtual resources, including project, institutional, organizational and other websites consulted for guidance during the preparation of this report.

Shahzad Bukhari  
Team Leader  
(GM, FCG Human Capital, Private Limited)

## REFERENCES

1. Pakistan Employment Trends For Women 2009 (Series No.5)
2. Career Development Centers (CDC), USAID Jobs Project.
3. Capacity Development Curriculum for Improvement of Women's Professional Skills, HRDN-USAID Jobs Project Publication.
4. Gender sensitive educational policy and practice: a Uganda case study, Doris Kakuru Muhwezi, 2003.
5. A Narrative Approach to Multicultural Career Counseling Robert C. Chop San Francisco, State University
6. Career counseling for women By W. Bruce Walsh, Samuel H. Osipow
7. Handbook on Career Counseling: A practical manual for developing, implementing and assessing career counseling services in higher education settings.
8. The Career Counseling Casebook: A Resource for Practitioners, Students, and Counselor Educators.
9. Career counseling in the future: constructing, collaborating, advocating. (Career Counseling in the Next Decade), Mei Tang, Career Development Quarterly, September 2003.
10. Career Counseling of Girls and Women: Guidelines for Professional Practice: ERIC Digest.
11. Career Counseling and Guidelines in the Workplace, a Manual for Practitioners, Melinde Coetzee, Herman Roythorne,.
12. Career Counseling Competencies, Revised Version, 1997.
13. Ethics In Career Counseling, [www.coaching-for-leaders.de](http://www.coaching-for-leaders.de)
14. Good Practice Booklet on Culture and Gender-sensitive Guidance and Counseling,
15. The Needed Development of Multicultural Career Counseling Skills: If Not Now When? If Not Us Who? Lee Covington Rush,
16. Career Counseling and Life Skills for FDP-LD Scholarship Students, Sudhar, Lahore
17. Human Resource Development Network (HRDN), Islamabad
18. ASK Foundation, Islamabad

# EXECUTIVE SUMMARY

This report covers the entire course of the CHOICES project, which was conceptualized as the pilot test of an action-based research initiative attempting to reduce gender disparities by introducing gender sensitive career counseling. CHOICES itself represents the career counseling centre that was the planned outcome of the project activities. Three educational institutions, Institute of Management Sciences [Peshawar, Khyber Pakhtoon Khwa (KPK)], University of Peshawar (Peshawar, KPK) and the University of Karachi (Karachi, Sindh) provided resource persons who participated in the project and are now in the process of establishing CHOICES units at each of these institutions.

Due to the prevalent absence of any formal career counseling facilities that account for individual interests and skills, it was felt that career counseling in itself is greatly needed to promote employment and productivity in Pakistan. Moreover, the prevalent gender inequalities and the absence of gender mainstreaming led to the understanding that for individualized, specialized and effective career counseling, gender sensitivity must be introduced to the process.

The CHOICES project was planned in four separate phases. The first of these was a combination of secondary and primary research that was conducted to fulfill two basic objectives. The first was to reveal local and international perspectives and practices in career counseling, and the second was to identify the gaps within and need for career counseling facilities in Pakistan. Qualitative primary research methods covering a wide range of stakeholders and certain key organizations were operationalized to act as a needs assessment.

The needs assessment and the desk review findings were used in the second phase of the project, to develop material to build the capacities of key resource persons from three participating institutions.

In the third phase, a four-day workshop, this material was used to train these resource persons in the concept and practice of career counseling; the role and understanding of gender concepts in counseling and how to establish a CHOICES unit within their respective institution.

As part of the third phase, the workshop was duly evaluated by participants, who found it to have been a positive and useful experience in terms of understanding basic career counseling skills and concepts, and recognizing the influence of gender on women's work as well as learning strategies to overcome gender-related challenges. An informal monitoring mechanism is currently in place, using an action planning checklist developed during the workshop session.

The fourth phase of the pilot test is in the form of this report, meant to document the entire process and provide insight into the way forward. Therefore, this report concludes with key lessons and recommendations for subsequent replication generated from the research, material development and workshop implementation involved in this pilot test. It is strongly recommended to replicate this project on a broader scale, over a longer duration of time to allow for in-depth planning and monitoring, and covering educational institutions from more urban and rural locations.



## ABBREVIATIONS

AJK	Azad Jammu and Kashmir
CC	Career Counseling
CDC CHOICES	Career Development Center
CSO	Career Services Office
EICs	Establishing Employment Information
FCG	Four Corners Group
FCGHC	FCG Human Capital
FGD	Focus Group Discussion
GRAP	Gender Reform Action Plan
GU	Greenwich University
HR	Human Resources
IBA	Institute of Business Administration
IDIs	In-Depth Interviews
ILO	International Labour Organization
KPK	Khyber Pakhtoon Khwa
KU	Karachi University
LUMS	Lahore University of Management Sciences
NCDA	National Career Development Association
NGO	Non Governmental Organization
UNESCO	United Nations Education Scientific and Cultural Organization
WEE	Women Empowerment through Employment
WEFC	Women s Employment Facilitation Center

# STATUS OF CAREER COUNSELING FOR GIRLS/WOMEN IN PAKISTAN

In Pakistan the available career counseling services are short of many basic requirements; for instance: counselors, both men and women, are rarely trained and qualified to advise others; Counseling Centers are not properly equipped; information about pertinent issues is usually outdated; and there is a lack of specific focus on gender issues in the world of work.

It is a fact that girls outnumber boys in many educational institutes of Pakistan, and a recent study by the United Nations Development Programme (UNDP) revealed that women in rural areas in Pakistan tend to be better educated than men. However women are underrepresented in the labour force; the participation rate for women is 22% while for men it is 82%. Despite having the required qualifications, there are assorted barriers that restrict women's entry into the labour force. Gender stereotypes are very influential in this regard, whereby women's careers tend to be regarded as secondary to their role as nurturers and caregivers. On the other hand, men are also held to the role of breadwinners and protectors. Women's interaction with members of the opposite sex is also subject to prevalent gender segregation, which is in turn reinforced by their gender role as the meeker sex. The stringent behavioral expectations attached to women's gender roles also contribute to barriers to their mobility, especially in rural areas. In urban areas, women in public spaces are also expected to conform to prevalent gender norms. As a result of these challenges stemming from gender stereotypes, women's orientation toward careers is often redirected toward marriage and family, or 'caretaking' roles. One of the reasons for this is the absence of proper career guidance for women which could both reduce their own and their families' apprehensions regarding various jobs and equip them with the skills required for dealing with the various real-life gender issues they might have to face once they join the labor force. For instance:

- The definition of sexual harassment and how should it be dealt with, including the legal options /protections available to workers.
- Orientation on the general restricted mobility of women and how to counter issues related to it.
- How to deal with non-conducive work environments, particularly where there is a lack of women friendly facilities at most of the offices such as daycare for children and separate washrooms. .
- How issues related with glass ceiling , glass walls and sticky floors can be managed
- How to combine familial responsibilities with those of the workplace .
- Confidence building and learning assertiveness
- Thus, a gender-focused career counseling program can incorporate the above considerations and help ensure more equitable participation by women in the workforce. Specifically, the following gender aspects in relation to career guidance need to be considered:
- Equal access for women and men to career guidance services
- Availability of qualified and properly trained counselors of both sexes
- Reduction of stereotyping of female and male roles and career aspirations in guidance services
- Discouragement of sex-based occupational segregation
- Promotion of work-life balance for both women and men
- Gender-aware promotion of entrepreneurship.

# CAREER COUNSELING IN PAKISTAN

In Pakistan the literacy rate for both men and women is low and people are generally not aware of the importance of career guidance. Many parents force their children to choose the field they want for them, instead of allowing them to choose a career as per their own interests and aspirations. In the interior areas of Sindh, and many rural areas within KPK, cultural constraints restrict some women from finishing their education, while many others are forced to choose career fields according to their parents' wishes, which in turn are influenced by gender stereotypes prevalent within society. On the other hand, resources tend to be allocated to the education and personal growth of men, who are expected to be the primary earners for their families. Hence, men are expected to work while for women, careers are at best an option that is secondary to familial and marital responsibilities. Gender stereotypes of this nature tend to be stronger in rural areas, where men and women are more sensitive to any breakaways from traditional perceptions of gender roles. It is thus clear that career counseling is not a widely recognized concept, particularly in these areas, where parental and familial influence determines the course of individuals' (both men and women) careers.

The need for career guidance and counseling in Pakistan has grown significantly during the last few years. This is because of the following factors:

Lack of informed, relevant  
and clear guidance

Rapid changes in technology, and lack of  
knowledge to cope with these changes

Lack of trained counselors  
in career guidance

Very few career-counseling facilities are available in the country and these are mostly run by private educational institutes or by the civil society organizations. A brief description of these facilities is given below:

- a) **Formal Career Counseling:** Following the 2005 earthquake, the ILO supported the Government of KPK and the Government of Azad Jammu and Kashmir (AJK) in establishing Employment Information Centers (EICs) for career counseling. Alongside an online database of job seekers, these centers also developed both formal and informal counseling mechanisms, through which many men and women were registered and supported in their respective fields of work.
- In Sindh Women's Employment Facilitation Centers (WEFCs) were also set up in Khairpur and Sukkur under the aegis of the ILO's national WEC-PK project, in a collaborative exercise with LEAD Pakistan, a local NGO. The WEFCs were developed to fulfill the needs of local women seeking employment alongside skill building measures aimed at helping them improve their income levels.
- b) **Career Development Centers established by GRAP in Public Sector Universities:** Seven Career Development Centers (CDCs) were also set up in public universities nationally by the Gender Reform Action Plan (GRAP) – an initiative of the Ministry of Women's Development<sup>1</sup>. With ILO support, GRAP trained 10 managers at five CDCs in five universities of Punjab. The training aimed to guide these managers regarding the basics of career counseling and the standard procedures for running these centers.
- c) **Career Counseling in Educational Institutes:** Career Guidance Centers also exist in many private sector universities and other educational institutions. They aim to support students in the process of selecting appropriate institutions for their future careers. The Centers tend to encourage students towards Public Service Placements and assist them in attaining decision-making positions. This report covers the current CC services at some key educational institutions in Pakistan.
- d) **Civil Society Initiatives:** Using programs for training, job-search, career counseling and placement at

appropriate workplaces, some civil society organizations are also piloting some initiatives to support the career development of young men and women. For example the Human Resource Development Network has implemented a Women Empowerment through Employment (WEE) project. Another international organization, Care, has also established Career Development Centers in different parts of the country.

Career counseling is a process in which people's interests, personality, values and skills are assessed and they are helped to explore career options. Career counseling provides one-on-one or group professional assistance in exploration and decision making tasks related to choosing a major/occupation, transitioning into the world of work or further professional training.

Career counseling takes care of various aspects like personal insight, support and increased understanding. In addition, it helps in building high motivational levels by understanding individualistic wants. It ensures that every individual sets up some goals of consequence and gives his/her best in achieving them. The best part about career counseling is that it inspires every individual to make a career for themselves in a field where their interest and passion lie. By doing so, it aids every individual to discover his/her own powers and the success he/she can find nowhere else but within him/her self.

Career counseling helps women and men realize their potential, preparing them to face real-life challenges with composure. It helps them identify and choose appropriate career paths, and most importantly shows them how to achieve excellence in their selected careers.

Guidance and counseling include a wide range of activities:

- Activities within schools to help students clarify career goals and understand the world of work
- Personal or group-based assistance with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work force re-entry
- Computer-based or on-line services to provide information about jobs and careers or to help individuals make career choices; and services to produce and disseminate information about jobs, courses of study and vocational training.

## Importance of career counseling within the education system and the labor market

Guidance and counseling services are important both to education systems and to the labour market. Career guidance has an important role to play within education in laying the foundations for lifelong career development. Here, wider curriculum choice results in more diverse and complex routes into later stages of education, into employment, or into both. This can help to:

Reduce	Improve	Create
Dropouts from and back-tracking within education systems, and thus improve internal flows	Flows between different levels of education, thus raising national levels of educational attainment	Transitions from education to the labour market

Within the labour market, guidance and counseling can improve the accuracy and accessibility of the information available to individuals about short- and long-term job opportunities. In turn, this can improve individual decision making about jobs and about job training opportunities. It also makes a key difference between the successful and unsuccessful implementation of active labour market programs.

## OBJECTIVES OF THE PILOT PROJECT - CHOICES

Based on the previously outlined situational context, the CHOICES project was developed in line with the objectives of the ILO's 'Towards Gender Parity' project. It was intended to achieve the following:

- Explore the role of effective career counseling in enhancing women's employment
- Identify gaps in the current practices of counseling with particular focus on women's issues and recommend measures to overcome them through effective career counseling
- Sensitize relevant institutions about the standard practices of career guidance and about incorporating gender aspects in their work
- Develop a model gender-responsive career counseling program, and;
- Compare implementation and effectiveness of gender-responsive career counseling programs in urban and rural set-ups.

The development of gender sensitive guidelines and tools was conceptualized as a stepping stone to training counselors and supervisors in translating these guidelines into practice. This practical application of the said training was to result in the establishment of a career counseling unit, i.e. the 'CHOICES' unit. FCGHC, in partnership with ILO and other partners, through this project, has structured activities in a manner such that the guidelines and training can work together to advance the practice of gender-responsive career counseling for girls and women.

# PROJECT IN A NUTSHELL

The activities designed to achieve the objectives are outlined as follows:

## Part 1: Desk Review and Assessment

1. Desk Review: A detailed desk review was conducted to map the existing career counseling centers and services available in Pakistan, especially in Sindh and Khyber-Pakhtoon Khwa.
2. Review of Existing Practices: The existing practices, documents and data (level of satisfaction and existing success cases with respect to men and women) in urban and rural set-up were reviewed.

## Part 2: Rapid Research

1. A rapid assessment was implemented to identify gaps with respect to gender sensitization in the counseling currently provided at certain key institutions in Pakistan. Rapid research was conducted to collect comments, feedback and perspectives on current CCCs (Career Counseling Centers) and the need for improved CCCs. The research was meant to generate a picture of cultural stereotypes and expectations surrounding working women in urban and rural Pakistan and the need for CCCs to account for these in order to effectively promote women's employment.
2. The research was operationalized through focus group discussions (FGDs), In-Depth Interviews (IDIs), meetings and consultations with men and women in different academic and professional spheres, as well as in their families.
3. Dialogue was also initiated with various stakeholders associated with career development activities i.e. professionals and psychologists in career centers, and private and government employers. The purpose of the research was to discover employers' points of views with respect to the demand for women's employment, opportunities and skills in the labour market.

## Part 3: Identification, Capacity Building and Piloting of CCC Research

1. Selection of Institutions: Three institutions for higher education in Sindh and Khyber-Pakhtoon Khwa were invited to participate in the pilot project.
2. Material Development: Based on the desk review and rapid research, material collected from CCCs, and inputs from resource persons, a draft of gender sensitive guidelines for career counseling was developed to be piloted in the three participating universities.
3. Capacity Building: The key resource persons of the CC (Career Counseling) Department or function were short listed for capacity building activities to promote women focused career counseling. It was expected that an international career-counseling expert would conduct the capacity building session.
4. Implementation: The draft guidelines were thus implemented in three potential centers with a monitoring checklist of issues. The issues, comments, suggestions and lessons have been incorporated into this report.
5. Management Documents and Tools: A range of documentation is expected to be available in CCCs for long-term support and networking. This includes a directory of organizations and departments for career

opportunities, lists of trainings and institutions for career development, a directory of Non Governmental Organizations (NGOs) working for skills enhancement, a list of micro credit institutions with detailed information about services available, a directory of experts, and finally, a directory of alumnae. A job portal for employees and employers alike is also expected to be available.

## **Part 4: Documentation & Monitoring**

1. Documentation: This final report is meant to document the entire process of project development and implementation, along with learning s and recommendations, to allow for subsequent replication of this pilot test.
2. Evaluation: The evaluation of the success of the project is based on the response received from participating institutions. Monitoring of the effectiveness of the capacity building activities in terms of assisting the establishment of gender sensitive CC units CHOICES is to follow in the months preceding this report. The stakeholders will once again be involved to get their feedback on the effectiveness of gender sensitive guidelines for career counseling and its implementation in both urban and rural set-up. A short (few pager) impact assessment report will be shared with funding agency as a complimentary document.



# CHAPTER 1



### 1. PRIMARY REVIEW: PERSPECTIVES AND PRACTICES IN CAREER COUNSELING

Various handbooks and guides from international resources have stressed the role of career counseling in achieving personal growth and satisfaction as well as raising productivity at work, which contributes to productive workplaces and competitive industries, and translates into economic growth. Career counseling in developed countries is seen to exist at a much more evolved state than in developing countries. For example, career development theory is a recognized discipline established over two decades ago in the United States of America. The United States today also has a National Career Development Association (NCDA) and the Career Development Quarterly, a publication established in 1989 that covers developments, history and achievements in the field of career development. The Georgia Southwestern State University publishes its own Career Counseling Guide, which begins with a chapter on self awareness for students, teaching them how to assess their own strengths, weaknesses and interests. The American International Association for Educational and Vocational Guidance (IAEVG) stresses the role of career counselors in assisting people to understand and create meaningful purpose in their lives where choices are absent.

In developed countries there is also a prevalence of governmental assistance or positive reinforcement for the development of successful and promising careers. In Canada the Nova Scotia Government's Public Service wing has been working to promote job opportunities for citizens in collaboration with CareerBeacon.com, a job portal. The website enables users to browse through job descriptions, classifications, and application deadlines that are posted categorically and chronologically. The government's own website also has links to departmental websites where further information on each department, including organizational hierarchies, contact information for key personnel and other information is available. In Singapore residents as well as international students can apply for a Ministry of Employment subsidy on their tuition fee. This subsidy cuts back on the costs of education, and in exchange for the subsidy, recipients are required to work for three years in Singapore. This reinforces career productivity. At the same time, though Singapore has a limited number of universities, the government is proactive in promoting optimal utilization of these facilities through this subsidy.

The development of a holistic perspective within career counseling, that stresses the need to consider all aspects of a client's life, has taken place alongside the evolution of work organizations and the move toward gender equality in the work force. Jan Tucker (2007) describes the changes in women's employment in the United States that resulted from active reinforcement of non-discriminatory hiring practices: "Research indicates that only 19% of women were in the workforce in 1900 compared to 80% of men (Powell & Graves, 2003). These percentages remained relatively unchanged until the 1950s. The number of women earning Bachelor's degrees doubled from 1950-2000. The postponement of marriage coupled with increases in employment and educational opportunities for women, led to more women taking on managerial roles in the workplace." Earlier, it has been mentioned that career counseling exists in its most advanced form in the United States. It would hence not be incorrect to suppose a correlation between the goal of gender equality in the world of work and gender-responsive career counseling.

The United Nations Education Scientific and Cultural Organization (UNESCO) published the Handbook on

Career Counseling in 1998, which stresses two dual assumptions. The first was that there are great similarities in career concerns on a global level, which made it necessary for national and international collaboration regarding issues of career development. The second assumption was that career counseling in its practical implementation would be affected by local concerns and cultures. Hence, the Handbook provided generic yet useful and easily localizable tools and guidelines for effective career counseling.

The UNESCO Handbook also presents an interesting example of a career framework developed by Patton & McMahon (1999). The basis of the framework is the importance of "society and the environment along with individual differences such as gender, values, sexual orientation, ability, disability, interests, skills, age, world-of-work knowledge, physical attributes, aptitudes, ethnicity, self-concept, personality, beliefs, and health. The framework is based on the individual's interaction with social systems surrounding him or her, which include educational institutions, peers, family members, community, professional spaces and the media, which in turn are influenced by and interact with geographical location, political landscapes, history, globalization, labour demand and supply and socioeconomic status. This framework clearly pinpoints a comprehensive point of departure for any career counseling, whether it is directed toward women or men.

The desk review hence reveals that, globally, there is a focus on the promotion of equitable work opportunities for both sexes as well as on career counseling that intervenes in or considers all the aspects of an individual's life, including gender. Sex is a basic biological construct which in its transposition to gender, is a key signifier of the cultural norms and values which constrain or emancipate an individual. Gender is therefore one of the key constructs that career counseling must account for, be it locally or globally.

## **2. SECONDARY AND PRIMARY RESEARCH: EXISTING CC INITIATIVES**

THE FIVE INITIATIVES DISCUSSED IN THIS SECTION WERE FOUND TO BE WHOLLY OR PARTIALLY GENDER-BLIND. WHERE GENDER HAS BEEN TAKEN INTO CONSIDERATION, IT HAS BEEN TREATED USING INTUITIVE RATHER THAN SPECIALIZED SKILLS AND JUDGMENT.

### **a) Career Development Centers (CDCs), USAID Jobs Project**

The USAID Jobs Project is intended to boost the employment of men and women who are fresh graduates, unemployed, or have other characteristics as job applicants, by establishing CDCs in various (approximately 15) institutions across Pakistan. The Jobs Project provides training for career guidance staff working with students, as well as the necessary equipment to both facilitate the activities of the CDCs, and augment skills training in high-demand areas to boost employability. A network of local, financially sustainable CDCs is seen as the end result of the project, with its eventual scaling up to include fifty CDCs nationwide. Visits to USAID CDCs set up through CARE, an international NGO, have revealed that there were no visible indicators or checklists available or structured databases to maintain placement. The CDCs visited lacked vibrant entrepreneurship, which would have been vital for their proposed financial self sustainability. Most importantly, while the quality of training provided to staff and liaison for skill building were commendable, there was no institutionalized concept of gender present in the CDCs. However, it must be considered that the current CDCs set up by the Project are pilot tests, which will be replicated on a larger scale after fine-tuning.

### **b) Greenwich University (GU)**

The present CC unit at GU is a combination of the USAID Jobs initiative and existing career services. The three

counselors currently working there have received specialized training from the USAID Jobs project, and are expected to fulfill the aims of the project as well as provide career counseling services to GU students. While the core department is small, faculty and administrative staff provide support to the counselors, who arrange for or engage in skill-building exercises for students, direct interpersonal counseling, and building networks of students and potential employers. While GU does not keep a formal sex disaggregated record of its students' placement, counselors estimated that the ratio of women to men in placements is 3:2. The CC unit at GU uses the campus quarterly magazine, flyers, banners and the GU website to advertise its activities, which also include hosting job fairs and arranging information sessions by employers. However, counselors suggested that gender enters into counseling not through a structured or systematic approach, but rather through a personal and intuitive understanding of gender.

### **c) Lahore University of Management Sciences (LUMS)**

LUMS has separate CC services for Masters Students and Bachelors students, within the umbrella of the Career Services Office (CSO). The services extended by the CSO cover job/internship placement, networking with employers, and a job portal. While LUMS graduates enjoy career opportunities from varied occupational areas within the public and private sectors, there is no record of women's placement as compared to men's. The career counseling services available tend to be focused toward advising students according to their major, linking students with internships related to their choice of major to provide exposure, and helping students prepare resumes and cover letters. The CSO has a job portal powered by Rozee.pk, regular job fairs, and presentations and testing by local as well as international employers. It makes use of electronic mail as well as flyers and banners around the campus to advertise its activities to students, and maintains a database of alumni in coordination with the Alumni Services Office. While the CSO at LUMS is larger, more established and more structured than what is present in many universities, the concept of career counseling as has been defined by this project is largely absent. In particular, gender as an incorporated and measured theme within career counseling seems to be missing.

### **d) Institute of Management Sciences (IM Sciences)**

There is one CDC at the IM Sciences, also established by the USAID Jobs project. However, the focus of the CDC appears to be purely on placement rather than a greater element of counseling. While it is intended to cater to both men and women students, there is no focus on gender sensitivity in the CDC's operations. It was observed that the staff is in place, and the material including systems and signage have been provided by USAID, along with one capacity building training for staff. However, there is no prioritization of women's employment at the center, nor was there any gender impact assessment available.

### **e) University of Karachi (KU) – Women's Study Center**

The KU as an institution does not have a formalized CC unit. However, there are individual faculty members attempting to provide this facility to students at the departmental level, mostly in their capacity as Heads of Department. The motivation for this effort was claimed to be the promotion of the department and its graduates rather than the promotion of gender sensitive career development or placement. While there is huge demand for KU graduates to work in internships, research positions and other forms of employment, the University lacks a one-stop-shop to manage this demand efficiently and ensure optimal placement of its graduates. Gender is not accounted for in the scattered CC done by individuals, except in the Women's Studies department, where gender itself is a key theme of study. Hence it informally enters into the CC provided by members of the department.

#### **d) Institute of Business Administration (IBA)**

The IBA has a CDC unit established for the purpose of providing its students a competitive edge in the employers' market. The CDC provides a range of services to employers and students, ranging from Career Fairs, on-campus recruitment, job posting, career workshops, alumni database, fresh graduates' directory and information sessions to mock interviews, mentoring sessions, and linkage building with student societies. CDC activities include human resource forums, employers' assessment tests, and annual dinners. However, the CDC does not appear to have a focus on interpersonal counseling or on gender as an area of consideration in career development services.

e) University of Peshawar Psychology Department  
The Psychology department at the University of Peshawar offers intermittent counseling services through its lecturers, senior management and some students. However, there is no official CC unit, nor is the counseling provided by the psychology department focused on career development. It is more interpersonal psychotherapeutic counseling, without a formal emphasis on gender.

### **3. FINDINGS OF PRIMARY & SECONDARY RESEARCH**

The above briefs on existing CDC set ups in Pakistan indicate that while some private educational institutions tend to offer systematized, structured and intensive career development opportunities to their students, the focus is on promoting overall placement rather than individualized guidance and development of career paths. Moreover, even in these highly developed career services units, there is an absence of any formal recognition of women's' culturally-affected employment opportunities or employment situations. Gender responsiveness is not an institutionalized theme integrated into the CDCs' activities, nor is counseling as has been understood by the project – an individually-tailored and culturally adjusted process of development present in any form at these facilities.

The career counseling that may be individualized and gender sensitive is offered by individuals within institutions on an informal basis. Here, the understanding of gender issues is intuitive rather than learned through specialized training. Even where capacity building initiatives have been exercised, such as in the USAID Jobs Project CDCs, there is no emphasis on gender equality or empowerment. Rather, counselors have tended to include gender on the basis of their interpersonal interaction with those being counseled. These findings thus not only indicate the dire need for gender responsiveness to be introduced at the institutional level across the board, as a core element of counseling, but also signal the need for specialized training in career counseling itself.



# CHAPTER 2



## 1. OVERVIEW

Career counseling for the purposes of the CHOICES project, in accordance with the brief provided by the ILO, has been understood to be a process through which the interests, values and skills of individuals are assessed alongside their personality type, to help guide them toward the most personally rewarding careers. The theory behind effective career counseling is that by increasing the likelihood of personal satisfaction, it will raise productivity. At the same time, by enabling individuals to make the choices best suited to their situational contexts without compromising their areas of interest or passion, career counseling is an essential input in promoting empowered career choices that lead to successful career development. It ranges from activities in schools to promote an understanding of work, to assistance (personal or group-based) about choices of study or career decisions, and online availability of information regarding career development or change opportunities. This understanding of career counseling formed the conceptual basis and point of departure for the rapid research conducted in the second phase of the CHOICES project.

The purpose of the research was to generate a picture of the ground realities of working men and women's career choices, particularly in terms of the cultural constraints and opportunities they are faced with, in order to assess what is needed to localize gender sensitive career counseling in Pakistan. Due to the subjective nature of the variable being examined, the research design was purely qualitative in nature, using a methodology that combined FGDs and IDIs with different stakeholders and actors in the Pakistani world of work. Participants/respondents thus included men and women either currently studying, freshly graduated or unemployed, and working in the human resource functions of varied organizations. The findings of the rapid research study indicate immense cultural influence on the career choices of both men, and women, as well as on the employers' perspectives on hiring women and men. The study also generated perceptions of what is lacking in terms of career guidance itself, as well as the absence of formally integrated gender responsiveness in any existing career counseling facilities or initiatives that the participants/respondents had had the opportunity to partake of. These findings were incorporated in the model of gender-sensitive career counseling that was developed in the subsequent phase of the project and imparted to participating institutions through a four-day capacity building workshop.

## 2. RAPID RESEARCH METHODOLOGY & DESIGN

A qualitative research methodology combining IDIs and FGDs was used to accomplish the objectives of the rapid research, as per the following design:

FGDs were conducted with diverse groups of participants. The groups included men and women who were final year students, fresh but unemployed graduates, and their families or guardians. IDIs were conducted with the human resource (HR) managers and officials working in government/social sector and private sector organizations.

### a) Focus Group Discussions (FGDs)

Four FGDs were conducted in order to collect sufficient information regarding the effectiveness of current facilities for career counseling and career guidance, as well as the cultural factors entering into individuals'

career choices. The benefit of FGDs for such a purpose is that they enable participants to interact and share their views in a safe environment. Each FGD lasted for approximately 120 minutes, with a one-way mirror allowing for observation of the group without disturbing group dynamics. The pre-screening of participants via a questionnaire enabled a level of social and geographical homogeneity within each group, ensuring minimal conflict between respondents. Outputs from the FGDs were thus highly productive. A moderator ensured that the group did not deviate from the topics at hand. A 'ladder-up' approach was utilized, moving from broad conceptual areas to narrower and specific target areas, i.e. career counseling. FGD findings are thus presented in the same manner.

The participant breakup of the four FGDs was as follows:

Cities	Women		Men		Total
	Last semester of graduation and post-graduation degree	Unemployed & completed graduate / post-graduate degree	Last semester of graduation and post-graduation degree	Unemployed & completed graduate / post-graduate degree	
Karachi	1	-	-	1	2
Peshawar	-	1	1	-	2
Total	1	1	1	1	4

## Key Insights from FGDs

i. **Perceptions of Education:** Education was seen as an essential part of life by all participants. They tended to see it as a lifetime asset that was beneficial in all areas of life, helping in:

- Grooming individual personality
- Increasing awareness
- Building the power of critical thought
- Working toward a better or ideal society
- Earning a better living and being self sufficient.

ii. **Images of Education:** The following functional and emotive images were associated with education:

Colleges	Universities	Classrooms
Teachers	Friends	Books
Subjects	Role models or ideal personalities, e.g. Muhammad Ali Jinnah, the founder of Pakistan	

iii. **The Role of Education:** Participants saw education as having a multiplier effect, exercising limitless benefits over the short- and long-term, with an important role to play in individual achievements as well as entrepreneurship.

Jaisae hum life soch rahay hotay hain, education say hamain wohi life mill jati hai

(Karachi & Peshawar Women)



Sahi ghalat ko pehchanany main aasani hoti hai

(Karachi & Peshawar Women)

Self grooming hoti hai ke logon se kis tarah baat karni chahiye

(Peshawar Women)

- iv. **Perceptions about Careers:** Spontaneously, many respondents associated careers with learning, earning and growth at the professional level. A career was related to short-term planning meant to achieve long-term goals, linked to a feeling of where one sees oneself in the future. Careers were seen to have multiple benefits, both monetary as well as non-monetary, as follows:

Settling down in life	Earning respect in society	Having an individual identity
Independence	Comfortable family life	A higher living standard
Serving the country	Greater monetary benefits	

- v. **Popularly Recalled Careers:** Respondents stated the following occupations as examples of careers:

Medicine	Engineering	Marketing
Accounting	Architecture	Banking
Human Resource Management	Business	Science
Technology	Politics	Academics
Law	Judiciary	Policy making
Armed forces	Landowning	Real estate
Singing	Fashion designing	Directing
Photography	Acting	Modeling
Journalism	Painting	Beautification
Small business (e.g. shop owning)	Travel agencies	Hospitality & Hotel Management

- vi. **Modes of Career Awareness:** Participants claimed that awareness of the above mentioned careers came from the external environment itself, as well as family members, friends and the media. However, they clarified that they did not possess specialized knowledge of any of the careers or occupations they had mentioned, and only had detailed information of the career they had selected. Some participants also stated that they were only aware of the names of some of the careers listed by them. The assumption that parents, particularly fathers, possess more specialized knowledge of some of these careers was widely expressed. It was based on the notion that their superior knowledge comes from having greater experience and exposure to the world of work. However, students also claimed that parents did not have detailed insight of all or most of the abovementioned careers, and generally had more experience and knowledge of their own career.

- vii. **Modes of Guidance for Career Selection:** Universally, across both sexes, it was stated that guidance for career selection comes from the following figures:

Parents	Relatives	Teachers	Senior Peers
---------	-----------	----------	--------------

Of these, parents were considered the most trustworthy source of guidance on the basis of their seniority, experience, and success. After this, teachers were reported to be the most credible source of guidance, since they were perceived as being well informed as well as knowledgeable about individual student's interests and abilities. Relatives were seen as important in the process of career selection to the extent that they were

themselves engaged in unique or difficult career fields. Finally, older peers were mentioned because participants claimed they were in touch with the most recent opportunities and developments in different career fields.

**viii. Education and Career Selection:** Most women participants agreed that education was highly important in the selection of future careers, as an educated person was better positioned to choose a field of his or her interest. On the contrary, a lack of education could negatively impact an effort to make the 'right' career choice.

A few men expressed the view that in Pakistan's current environment, education was not effective in influencing careers in the long-term. They stated examples of qualified people working in menial occupations in order to make a living, and accorded this to the prevalence of corruption and/or nepotism in most organizations.

**ix. Research Prior to Career Selection:** Across both regions, only a few participants claimed they had done research on the careers they were considering for selection. Most claimed that they had selected their areas of study and future careers on the basis of their own interest.

The FGD revealed that women were less likely to research a potential career path than men. Men claimed to have browsed universities' websites and publications in addition to extracting information from different websites related to the field(s) they were considering.

**x. Sex & Career:** Careers for both sexes: According to participants of both sexes, the following careers appeared to have no limitations in terms of opportunities for either sex:

- Medicine - An honorable and respected position serving the interests of humanity. Hard work and intelligence lead to success, and there is no inequality between men and women.
- Business - Both men and women could pursue business if they had intelligence, capital and ability to take risks.
- Accountancy - Has been a men-dominated field in the past but today is seeing rising numbers of women engaged in it. It requires intellect, dedication and leadership.

The following fields were seen as open to both sexes, but preferred by women, particularly according to participants from Karachi.

Media & Entertainment (particular occupations)	Fashion Design
Beauty	Sociology
Education	Pharmaceutical

Additionally, respondents from Karachi also expressed the opinion that sole proprietorships or partnerships in businesses such as beauty salons, restaurants, shopping malls and educational institutes could easily be run by women without the assistance of men.

**xi. Careers Excluding Women:** Participants, both men and women, listed the following careers as precluding the entry of women. The broad reasons stated for these were that Pakistan is a patriarchal society where men are given more importance than women, men are physically and mentally stronger, and are the main breadwinners of a family hence are more committed. The specific reasons for each career are listed alongside career titles, as follows:

- **Armed Forces** - Hiring men predominates due to their perceived superior mental and physical strength
- **Engineering** - Men are considered more able to go into the field and have greater mobility within cities
- **Architecture** - Men are considered more able to make field visits than women
- **Judiciary** - Women are more open to exploitation and harassment; this is a field purely dominated by men who are considered tougher than women\*
- **Office/Clerical work** - With reference to Peshawar, women working in offices were not treated respectfully or thought well of
- **Piloting** - The long hours and extensive traveling are not considered suitable for women(\*)
- **Sports** - Has more men than women because men are considered more physically robust(\*)
- **Customs** - Requires greater and closer interaction with other men
- **Agriculture** - Requires greater and closer interaction with other men
- **Landowning** - Requires greater and closer interaction with other men
- **Manual Labour** - Women are were not perceived as physically able to do this
- **Vehicle Operation** - Is not considered a respectable occupation for a woman
- **Auto mechanics** - Is not considered a respectable occupation for a woman.

(\* few recent examples will increase female interests in such professions)

**xii. Women and Careers:** Participants, specially women, across both regions expressed the following concerns about pursuing careers:

- Early marriage leading to greater familial responsibilities
- 'Narrow-mindedness' of society regarding men and women working together
- A woman's opportunities for higher education are restricted by men in the family for fear of being unable to find a suitably qualified spouse
- Women are usually considered unable to deal with long working hours or engage in field work or travel within the city or out of the country.

For the abovementioned reasons, the following careers were listed as being women-friendly in the sense that they were seen as most suited to women's situational constraints that stem from gender stereotyping:

Teaching	Software Engineering	Call Centre Agents (Telemarketing)
Nursing	Fine Arts	Design
Beauty	Home Economics	Media

Women were seen as easily able to work in creative and skill-based professions as they were perceived as having shorter working hours. Moreover, if women were qualified, according to participants, they would also be able to opt for teaching, telemarketing or software engineering as these areas did not involve much interaction with men or need great mobility.

## b. Career Counseling

Participants spontaneously connected career counseling with fundamental guidance for the selection of the

right career. This is facilitated by family members and teachers to achieve an absolute position in the chosen career in the future. Role models like Allama Iqbal, or successful family members are also associated with career counseling because of their inspiring personalities.



i. **Importance of Career Counseling:** Participants understood that career counseling was important for the youth as its absence could result in the selection of the wrong career and an uncertain future. It was seen as significant as it enables students to fully explore a career in terms of the following:

- Pros and cons of different career choices
- Settled life with timely investments of effort
- Cost of training or education
- Future job opportunities.

ii. **Pakistan and Career Counseling:** Across both regions participants claimed that there were no career counseling facilities in Pakistan. A few male participants in Karachi and Peshawar did recall some recruitment agencies that provided guidance for studies abroad with counseling. Besides this, only one woman from Karachi shared a CC experience, when the Institute of Chartered Accountants Pakistan scheduled a counseling session at their college to encourage students to join chartered accountancy.

Although men studying in Karachi mentioned that they had heard of some NGOs working on CC, they had never attended such counseling sessions as they had no basic information to enable them to attend, such as:

- Are such sessions free of cost or not?
- Are they regular or one-off events?
- Who is leading such sessions, volunteers or experts?

Furthermore educational institutes are not up to the mark in this sector. None of the schools, colleges or universities currently provides career counseling facilities to students. Due to the absence of such facilities, teachers were seen as the most approachable and inspiring source for students.

iii. **Steps to Improve Career Counseling Facilities in Pakistan:** As outlined earlier, participants felt that there was a big gap with respect to career counseling facilities in Pakistan. No organization was currently working on it although it was seen by participants as one of the core issues of the education sector. According to FGD participants, career counseling would help them in many ways, including:

- Knowing the right route to embark on any career
- Discovering own area of interest
- Fully exploring career opportunities

- Developing personal skills
- Confidence building
- Achievement of future goals with desired job.

**iv. Mode of Counseling:** The ideas suggested by participants for promoting career counseling facilities in Pakistan are as follows:

**Media:** Television is the most effective resource, because the new generation is more visually stimulated than interested in reading. Moreover at graduation and post-graduation level, there are many students who study privately and simultaneously work, therefore television or other audiovisual media was a convenient way of guidance as their physical presence was not required.

**Seminars:** Counseling presentations, discussions and sessions must be conducted in educational institutes (such as schools, colleges or universities) by experts in coordination with teachers and principal on regular basis. Further, such workshops can be held in hotels or at the Karachi Expo center where students from all walks of life could attend.

**Advertisements:** Advertisements through print media or electronic media would also be supportive in promoting such facilities.

**Community:** A common student community can be formulated across the country to enable students to share guidance and learning with each other.

**Websites:** A website can be developed specifically for students of Pakistan, where they can easily find detailed insight and guidance about the respective careers.

**v. Strategies for Counseling:** Defining an absolute strategy after deciding upon a mode of counseling is essential for implementation. Hence the recommended strategies by participants were as follows:

**vi. Career Counselor:** Such sessions must be conducted by experts who have complete command and knowledge about their respective fields. They must be successful professionals who are working in senior level positions. Moreover, for inspiration, some newly qualified and successful candidates shall also lead such sessions with the senior experts.

**Assessing Capabilities:** It was felt that younger students may misjudge their own personalities. They may regard themselves as good, but the reality of the professional world may be the opposite. Thus a separate session must be arranged where students shall discover and understand their strengths, weaknesses, interests, behavior and attitude through discussion with experts. It will automatically help in short listing career choices.

**Aptitude Test:** This aptitude test shall be free of cost and its basic objective shall be to assess individual students' abilities in different subjects, such as Mathematics, English, and Science. Gender-responsive tests can also be designed for both men and women to assess their aptitude or interests with respect to jobs available in the employment industry.

**vii. Defining Complete package:** Below mentioned elements shall be specifically highlighted:

- Cost of professional studies
- Scholarships (if any)
- Time duration

Reliable and registered educational institutes.

Many students hesitate to join any professional studies because of expense and lengthy time duration, though they may be capable and talented. Sometimes students waste both their time and money by enrolling

in unregistered colleges. these matters could be resolved by properly addressing them through career counseling.

**xii. Career Orientation:** All participants felt that most careers are dominated by males because Pakistani culture limits females from working. Nevertheless all the men participating in the FGDs agreed that women are more intelligent, sincere and hardworking, and stated that their family restrictions were a major obstacle leading to underutilization of their abilities. Owing to a strongly held religious and cultural belief that men were the breadwinners and women were the caregivers, there was a strong perception amongst participants that 'Men are more career oriented than women.'

**xiii. Commonly Chosen Careers:** Commonly selected careers by students are:

**xiv. Most Preferred Careers:** Careers preferred by participants of both sexes were

- Banking
- Show Biz
- Business
- Management
- Law
- Fashion Designing
- Sports
- Fine Arts
- Marketing

**xv. Disliked Careers:** Careers in which participants had no interest are:

- Acting/ Singing   perceived as disreputable occupations, specially for women
- Medicine   due to the immense amount of time needed that often leads to a loss of family and social life
- Police - was seen as disreputable due to the prevalence of bribery
- Nursing   women from Karachi emphasized their hesitation to embark on this route specially due to the recent rape of a nursing student at the Jinnah Postgraduate Medical Centre in Karachi
- Teaching   was seen as a profession only for those lacking ambition
- Chartered Accountancy   was perceived to require the same sacrifices as medicine
- Mathematics   seen as an uninteresting area of study.

**xvi. Limitation for Women:** Participants had earlier highlighted their perspectives on women's careers in Pakistan, i.e. that women are highly constrained due to familial and cultural pressures. This section highlights some detailed analysis provided by participants for their views. Participants felt that women's employment in Pakistan was constrained by both, internal and external barriers:

Engineering	Doctors	Teaching
Nursing	Journalism	IT
Business management	Fine Arts	Marketing

These careers are interesting;  
as well as having better scope.

*As a result of the abovementioned internal and external barriers, participants feel that women tend to rely on their families to choose their areas of study and future career path, if any.*

### c) Face To Face (In-depth) Interviews:

A total of eight in-depth interviews were conducted to collect responses. The responses helped to explore the role of career counseling from an employer's perspective, current practices and standards of hiring, and employers' awareness of available facilities with respect to career counseling in the country. Potential interviewees were screened through questionnaires before being asked to be interviewed. Each IDI ranged from 60 to 90 minutes in duration, a time period that allowed interviewers to build rapport with the interviewees and explore their in-depth feelings and perceptions of the topics being discussed. The benefit of the IDI lies in its ability to create an environment conducive to the open sharing of thoughts and feelings in a sample location that allows for the representation of any project's intended outreach and representation of key stakeholders. All the IDIs were conducted with HR managers and officials of different organizations, as follows:

### d) Key Findings of IDIs

Career: Interviewees spontaneously associated a career with a long-term plan for twenty to twenty five years, depending on where a person would like to see him or herself in the future. The most commonly recalled careers during interviews were: medicine, chartered accountancy, piloting and business administration.

<p>One interviewee distinguished between a career and a job, on the basis that the latter was a temporary activity meant to earn money whereas a career indicated a long-term goal of any career is usually survival while most career decisions tend to be made thinking of the short-term picture.</p> <p><b>Internal Barriers:</b> Career choice was a major obstacle for women who decided to work independently. This is true especially in Peshawar where women are not allowed any mobility. Most women in Karachi and Peshawar were also seen as being restricted by parents prohibiting longer work hours or late sittings due to social norms, for fear of having their daughters' reputations tarnished. Further boys and girls within the same family are not equally treated. Parents wish to spend more on sons' educations, but when it comes to daughters it is assumed that they will get married and hence money spent educating them was money wasted. For married women, familial responsibilities, children and conservative attitudes of the husband and in laws were seen as having any motivation to work.</p> <p><b>External Barriers:</b> Society's attitude was seen as a deterrent alongside harassment and slander faced by these women was seen as a considerable deterrent to women pursuing a career. The mixture of a particular society was deterred people from choosing careers according to their personal tastes and choices. A lack of awareness about new and multiple fields was one factor, since usual fields of commerce, computer sciences and engineering presented obstacles to following individual preference. Men's advantages: Participants felt that men had the advantage over women in terms of being physically stronger, able to travel further and more frequently.</p> <p>For example, parents often depend on children to fulfill their personal aspirations, without accounting for their children's interests and abilities. Society itself also played a role in dictating people's career choices, through the prevalence of a social structure that forced young people to choose careers that were validated in their parents' eyes. Finally, people did not know the steps to follow to shape their future and were often content with jobs at reputed places that made them look good. If anyone chose to follow individual choice, this was usually met with a lot of indirect resistance, making it difficult for people to choose careers of their own liking.</p>	
--	--

**Benefits of Choosing the Correct Career:** The selection of the right career would result in a stable future for a longer period of time, according to interviewees. This would also mean that these individuals' abilities, strengths and weaknesses were optimally accounted for, thus making the chances of success high. Productivity would also be higher.

Periods of time that are wasted in a job where one's abilities are not utilized to their full potential are a waste. Interviewees felt that women were only given menial or routine tasks to complete and were also subject to harassment by male colleagues.

**Consequences of Choosing the Wrong Career:** Interviewees felt that incorrect career choices left people stranded in the long term, after wasting much time, money and effort. This was attributed to the individual's eventual realization that he or she is inappropriate for his or her chosen job. By this time however, prior decisions or familial obligations prevented a career change. The end result would thus be lowered productivity compared to other colleagues, as well as personal satisfaction.

**Career Counseling:** Career counseling was directly associated with coaching students on selection of career. It was seen as a face to face meeting where a counselor makes a 'Strengths Weaknesses Opportunities and Threats' (SWOT) analysis of the student's personality and aptitude with respect to the discipline of interest. Moreover it was seen as a guidance tool to direct students toward higher growth and success which eases the decision making process of selecting the right career. CC was seen as highly important because once a person reaches the right path the benefits were not limited to the individual; rather, they spilled over to the family, organization and society. One interviewee described career counseling as psychotherapy.

**Role of Career Counseling in Achievements of Goals:** It was felt that CC was very important for the accomplishment of future goals, because it prevents students from making erroneous judgments about themselves and their strengths and weaknesses. CC also helps guide an individual to achieving a position in higher management over time. Essentially, CC enables individuals to shape the direction of their future and improve the quality of their lives in terms of personal happiness.

**Career Counseling Facilities in Pakistan:** Respondents did not know of any reputed CC facilities in Pakistan, and only one respondent recalled the School of Leadership and Career Giant as two organizations providing some form of career counseling.

**Students' Interest in Attending Career Counseling Sessions:** Interviewees felt that first students must be made aware of CC and the benefits which they can receive by attending such sessions. Some interviewees

recommended that the seriousness of students' interests could be judged by charging a fee for attending these sessions.

**Steps to Improve Career Counseling:** The first step to improve CC in Pakistan was seen as an improvement in the education system itself. Interviewees stated the need for a strong basic educational system throughout the country, and recommended the initiatives listed below:

- Government shall play a positive role its encouragement.
- Offer CC as a discipline of study in universities
- Universities and Institutes can have Alumni information sessions
- Recruitment agencies can also assist as they match qualifications with jobs.
- CC must involve the family as well as provide nonjudgmental guidance. For instance, a boy wanting to pursue a career in hair dressing should not be discouraged by a career counselor because of any social perceptions of this career choice.
- CC must involve the family so that an individual is guaranteed familial support in making a career choice. Following an initial session with family members, interviewees recommended that the focus be shifted back to the individual to enable him or her to explore different passions and strengths, before making a career choice. Interviewees recommended CC should carry the following messages to assist students in identifying the right career:
- CC focuses on how to perform and achieve
- CC involves two way communication between counselor and client.

**Age for Initiating Counseling:** Interviewees recommended that counseling should be initiated at the high school level in order to reach the grass roots and help students identify their strengths early on. Schools could take steps to establish counseling centres and advertise such facilities.

**Special Careers That Need Extra Counseling:** No specific careers were highlighted by the interviewees, who believed that all careers needed counseling where both parents and students could be either jointly or separately guided.

**Career Counseling from Gender Perspective:** According to interviewees, both sexes should be equally counseled and neither one discriminated against. However behavioral sessions should be conducted with women to guide them regarding social norms and limitations and ways of dealing with colleagues and bosses of the opposite sex. Interestingly, while FGD participants had expressed the need for men's career counseling to include appropriate behaviors and change stereotypical perceptions of women, IDI participants did not consider this facet of career counseling.

**Career Orientation within the Sexes:** Interviewees considered both men and women to be career oriented; however they argued that men were likely to be seen as more career oriented due to their breadwinning responsibilities. Further, in a society dominated by men, parents believed that sons' higher education should be given more attention as they would have a family to support in the future, thus solidifying career orientation within men from an early age.

**Women's Marginalization:** Interviewees felt that Pakistani cultural norms posed a barrier to women's career growth. They stated that women were normally preferred for 'back end' positions. Some interviewees reiterated that due to a patriarchal society there is no equal participation of women in any of the professions. However, they also claimed there were certain careers that could be pursued freely by women such as nursing and teaching because women were naturally suited to such jobs. On the other hand, they stated that some careers could only be chosen by men due to particular job requirements, such as construction work which requires hard labour. Interviewees also claimed that the lack of education created an obstacle to

women's career growth, while the social mindset further reinforced the lack of inclination for hiring women for jobs requiring late hours or manual labour. Thus cultural norms contribute to an unequal distribution of the sexes in the workforce.

## Hiring Preferences by Sector

**Hiring Standards:** While none of the interviewees shared their companies' hiring standards, they discussed the following common standards in the private sector:

- Qualifications
- Intellect level
- Educational institute and previous background (IBA, LUMS)
- Observation of candidate's strengths, confidence and extraordinary skills (personality traits)
- Individual talents.

Interviewees also stated that hiring women is currently encouraged in all private sector companies due to equal hiring policies for both sexes.

**Participation in Counseling & Gender Training Sessions:** None of the interviewees had ever participated in any counseling or gender sensitization sessions, however some had been part of skills development sessions within their organizations. All interviewees however, displayed eagerness to be a part of counseling or gender sensitizing sessions.

**Benefits of Linkages between Career Counseling Facilities & Organizations:** According to interviewees, linkages between career counseling facilities and organizations minimized the additional load upon students, counselors and organizations. Further, while organizations did usually contact universities for recruitment, interviewees believed that career counseling would bridge the gap in resources by objectively identifying and keeping a database of relevant candidates.

**Conclusion:** In summary, these findings highlight the necessity for effective CC for the upcoming generation of graduates. They underscore the fact that the absence of such facilities leads to a waste of time, money and individual talent. According to interviewees, beginning CC at an early stage, using the most effective channels of counseling (e.g. recruitment agencies and electronic and print media), having experts impart counseling, involving the individual as well as his or her family, assessing individual students' capabilities and skills, and finally, providing a realistic view of the income and personal growth opportunities presented by specific

careers, would lead to concrete changes in the world of work.

Women	Men
According to interviewees, women were preferred in the client servicing and creative sectors, since women were naturally polite, sober and have artistic minds. On this basis, interviewees listed the following fields where women s hiring was preferred:	The occupations listed below were seen as preferring men because the work involved was laborious, demanding in terms of time, and needed much travel. The fact that men were preferred for decision -making and top management positions was also accounted for in the jobs listed below:
<ul style="list-style-type: none"><li>• Teaching</li><li>• Nursing</li><li>• Human resources</li><li>• Marketing</li><li>• Tele sales</li><li>• Doctors</li></ul>	<ul style="list-style-type: none"><li>• Banking</li><li>• Sales</li><li>• Finance</li><li>• Engineering</li><li>• Supply Chain Management</li></ul>



# CHAPTER 3



# CAPACITY BUILDING OF INSTITUTIONS

## 1. SELECTION OF INSTITUTIONS

While initially it had been decided to invite two universities to participate in the pilot project, during field research this number was changed to three. In KP, the Institute of Management Sciences, Peshawar, and the University of Peshawar were selected, while the University of Karachi was chosen from Sindh. Institutions were chosen on the basis of the current absence of structured CC, and willingness and ability to incorporate lessons from capacity building to establish a CHOICES unit for CC. Details of the participating intuitions and key resource persons are as follows:



**The Institute of Management Sciences (IM Sciences), Peshawar,** was established in May 1995 with a view to imparting quality education and training in the field of business administration/management studies and allied disciplines. Since its inception, IM Sciences has successfully been pursuing its mission and now enjoys an outstanding position among the business schools of the country.

IM Sciences provides quality management education and new knowledge-based research that has established excellence at all levels. Through its focus on teaching and learning, research and outreach, the Institute creates, conveys and applies knowledge. Through this it aims to expand personal growth and opportunity, and advance social and community development in order to foster economic competitiveness and improve the quality of life. The opening of CHOICES expands the opportunities available to students and promises an even brighter future.

Nosheen Tabassum	Ambreen Jalil	Fareeha Parvez Toru
<p>Nosheen Tabassum has been an above average student throughout her academic career. She has excellent planning/organizing and writing skills, and is an innovative change agent. While working with the HRDN project as Mentoring Officer, Ms. Tabassum secured 235 hiring commitments from employers in Peshawar within a short span of two months.</p> <p>She has also successfully established, maintained and updated the Gender Resource Center and is a writer and member of the editorial board of <i>Khwendu Kor</i> s newsletter on</p>	<p>Ambreen Jalil has done a Masters in Business Administration in 2007 from the Institute of Management Sciences.</p> <p>At present she is serving at the Human Resource Development Centre, at IM Sciences Peshawar as an Office Manager and as Assistant Manager for the Career Development Centre USAID Project. She also worked with the Peshawar Business School as a Manager HR and Lecturer. She served as Software Project File Transfer and User Authentication (FTUA) OfficerShe is very keen in getting different work experiences</p>	<p>Fareeha Toru was awarded a Masters degree in Business Administration in 2008 from the Institute of Management Sciences, Peshawar.</p> <p>Leveraging 7 years of working experience, at present she is working at the Human Resource Development Center, Peshawar, funded by AUSAID Education Development, as a Trainer for IELTS. She is also serving as Manager at the Office of Development and Advancement. She was the technical member of the Human Resource Development Center, IMS.</p>

Nosheen Tabassum	Ambreen Jalil	Fareeha Parvez Toru
Raising Awareness of the Girls Education . Ms. Tabassum is a dynamic individual and is excited to bring her commitment and skills to her work as a CHOICES officer.	and to serve as a lead expert resource for strategic business initiatives, workforce development and analytics, human resource management, workplace best practices, organizational enhancement, project management, performance measurement, government relations, communications and other organizational consulting functions.	She is a professional member with DFID-IT Trainings for government employees, USAID-PC-1. She also attended the trainings on government employees, UNDP- local government representatives, British Council-English language trainings for local counselors, USAID-Financial Aid and Development and Higher Education Commission of Pakistan-Financial Aid and Development.



The Centre of Excellence for Women's Studies at the University of Karachi was set up in 1989 by the Ministry of Women Development, Government of Pakistan. The purpose of this academic discipline is to help ensure the integration of women into the mainstream of development. This objective would be achieved through:

- Women's Studies multidisciplinary programmes and introducing and promoting the discipline of women's studies at College and University levels.
- Creating awareness and generating debate on women's issues with a view to influencing policy-makers, the educated public and women's pressure groups
- Critically examining existing theories, models and methodologies and modifying them for an integrated development of women in Pakistan.
- Formulating curricula at University, College and high school level with a view to incorporating knowledge on women's issues, gender gaps in urban and rural development.
- Documenting women's contributions in various fields of learning and activity.

Shagufta Nasreen	Faisal Hashmi	Mohammad Nadeem-ullah
<p>Shagufta Nasreen is an enthusiastic teacher at the Women s Studies Centre. She is always very keen to learn new ideas and transfer them to her students. She has excellent rapport with students and has been a student advisor for the last four years.</p> <p>She is part of the editorial team of the <i>Pakistan Journal of Gender Studies</i> and supervises students research. She is aggressively involved in career development activities and provides guidance and support to students in their lives, education and career planning.</p>	<p>Faisal Hashmi works as a Research Associate and is passionate about improving his skills and knowledge related to his field. CHOICES would provide him an opportunity to tap his abilities and use them skillfully. He is good listener and learner. He has the ability to make linkages with other relevant departments.</p>	<p>Muhammad Nadeem-ullah is a hard working teacher in the Social Work department. He has been part of many research studies on women and gender issues. Therefore he has good communication skills especially with women. His PhD. research topic is about Home-based women workers of Karachi city for which he interviewed home-based women workers and analyzed their socio economic conditions.</p> <p>As a teacher he is very close to students and for this reason he is interested to be part of CHOICES so that he can polish his skills and guide students in choosing their careers.</p>



**University of Peshawar** was established on 30th October, 1950. **The Department of Psychology** came into existence in 1964.

The Department presently offers specializations in Social Psychology, Clinical Psychology, Psychological Testing, Counseling, Developmental Psychology, and Experimental Psychology. The Department is equipped with a Library, Laboratory for experimentation, a Computer section, and a Mass Communication laboratory. It also offers an afternoon Master of Sciences Programme and a four-year integrated Bachelor of Science Programme. Programmes for a Diploma in Clinical Psychology and Industrial/Organizational Psychology are soon to be launched alongside some Certificate courses. The Department also publishes a research journal Khyber Behavioral Studies.

Uzma	Nawal Haider Shuaib
Recently appointed Assistant Professor. Previously, Uzma worked as a clinical psychologist in Lady Reading Hospital Peshawar, as a Research Assistant at the Simon Fraser University Canada, and as a Lecturer in Frontier Women University in Psychology. She is a dedicated, honest and competent teacher and researcher.	Contract lecturer employed at the University for five years, she has been teaching counseling and personality theories to MSc. students. Guiding students towards right choices and careers considering their skills, knowledge and attitude is her passion. She will be a part of career development planning department in the future.

Sumbal Gillani	Rabia Fayyaz
A student in the Postgraduate Diploma in Clinical Psychology (PDCP) Programme, she has been a very good student and a dedicated worker. She has a passion to help and promote student and guide them in achieving their future goals. She is also voluntarily involved in developing linkages of students with relevant departments, teachers and mentors to pursue their career.	Student in the Postgraduate Diploma in Clinical Psychology (PDCP) Programme. She has been a very inquisitive and polished student of the department. Rabia is very active and is available to help both teachers and students. She has good communication skills and also guides students regarding their career approach. She wishes to pursue a future in career counseling.

## 2. MATERIAL DEVELOPMENT

Based on the desk review, the findings of the rapid research, visit to institutions, meetings with officials of similar projects and an extensive review of international practices, a four day training curriculum was developed. The following areas were included in the material to cover all possible perspectives for establishing CHOICES.

1	<b>Background</b> <ul style="list-style-type: none"> <li>Background</li> <li>Career Counseling in Pakistan</li> <li>Status of Career Counseling for Girls/Women in Pakistan</li> <li>Objectives</li> <li>Proposed Agenda</li> <li>Participating Institution</li> </ul>	2	<b>The Spheres of Life</b> <ul style="list-style-type: none"> <li>The Spheres of Life</li> <li>Activity 1 - My Three Spheres of Life</li> <li>Activity 2</li> <li>Activity 3</li> <li>Activity 4</li> <li>Activity 5</li> <li>Activity 6</li> </ul>
3	<b>The Career Development Process</b> <ul style="list-style-type: none"> <li>The Career Development Process</li> <li>Activity 2 - The Class Reunion</li> <li>Activity 3 - Patterns From My Life Story</li> <li>Activity 4 - What Matters Most to Me?</li> <li>Current Influences in My Life</li> <li>Observations</li> <li>Career Planning Summary</li> <li>No Guarantees</li> <li>Career framework</li> <li>Checklist</li> <li>Career development cycle</li> </ul>	4	<b>Concept of Career Counseling</b> <ul style="list-style-type: none"> <li>Concept of Career Counseling</li> <li>Specific Challenges in Pakistan</li> <li>How can these challenges be addressed?</li> <li>How CHOICES can address women's recruitment issues</li> <li>CHOICES Strategies</li> <li>Ways of promoting progressive policies/legislations at workplaces through involving employers</li> <li>Current Job Trends for Women in the Workplace</li> <li>The Role of the Counselor</li> <li>Developing Effective Career Counseling Tools for CHOICES</li> <li>Career Counseling in the Context of Gender and Sexual Orientation</li> <li>Career Counseling</li> <li>Career Development Guidelines</li> <li>Role of CHOICES Staff in Linkage Building</li> </ul>

5	<b>Establishing CHOICES</b> <ul style="list-style-type: none"> <li>Establishing CHOICES</li> <li>Spectrum of CHOICES</li> <li>People, Tools and Process               <ol style="list-style-type: none"> <li>Resources</li> <li>Format</li> <li>Facilities</li> <li>Personnel</li> <li>Links with the community</li> <li>Work experience</li> </ol> </li> <li>Sustainability</li> <li>Steps to Establishing a Career Development Center (CHOICES)</li> <li>TIPs for Starting CHOICES</li> <li>Strategic Planning</li> </ul>	6	<b>How does CHOICES work?</b> <ul style="list-style-type: none"> <li>How does CHOICES work?</li> <li>Implications and Limitations</li> <li>Closing advice</li> <li>W11FM</li> </ul>
7	<b>Annexes</b> <ul style="list-style-type: none"> <li>Database</li> <li>Gender Reference Notes</li> <li>Strategic Planning Exercise (SAMPLE)</li> <li>Monthly Progress Report Format for Career Centers</li> <li>Student Job Fair Evaluation Form</li> <li>Choices Visit Form</li> <li>Retrenched Worker Services Survey</li> <li>Self Assessment Exercise</li> <li>Self Evaluation of Work Values Rating</li> <li>Skills/ Talent Inventory</li> <li>Working with People</li> <li>CHOICES Services Survey</li> <li>Student Workshop Evaluation Form</li> <li>Initial Employer Meeting Report</li> </ul>	8	<b>Resource Pack</b> <ul style="list-style-type: none"> <li>Beginning the Job Search</li> <li>Anees Husaini's Way – A comprehensive guide to institutions in Pakistan</li> </ul>

It was expected that an international career-counseling expert would be invited to conduct a career counseling session with training participants but for following reasons, a local gender expert conducted the session:

- The material collected from the USAID Job Project was developed by an international resource person. Permission was obtained from the respective authorities to use the material. It was also observed that the material developed by the international resource used a generic approach while the objectives of the training required an approach that emphasized women's employment and placement more significantly.
- The material that was developed and related resource material was synchronized with local cultures and needs.
- The literature review had revealed the efficacy of multicultural counseling techniques and the inherent need for CC to account for cultural factors. Exploring cultural diversity and family influence allows for a deeper appreciation of the uniqueness of all clients and the cultures they have come from and are now part of. Being aware of differential pressures on people and their responses adds to the essential knowledge and awareness that all career counselors need to become increasingly culturally competent. The local resource person had more knowledge and experience with cultural issues and barriers surrounding women's employment, and the psyches of target beneficiaries and their families towards women's employment in both rural and urban areas of Pakistan. Thus it was preferred that he conduct the session.

### 3. CAPACITY BUILDING WORKSHOP

A four day training workshop was held in Islamabad with 10 participants (8 women and 2 men). The four days were divided in four categories as indicated below:

Conceptual Understanding of Career Counseling	Gender and Women's Status in Pakistan
This phase of the workshop was intended to boost the counseling skills of participants, helping them assess their aptitude for the task. Participants were taken through exercises and information sessions aimed at giving them an understanding of counseling itself, its key clients, when counseling is required, and in what kinds of facilities and situations counseling should be provided.	In this segment, the focus was on helping participants understand the gender realities faced by women in Pakistan. The questions the segment aimed to answer were: <ul style="list-style-type: none"> <li>• What are the barriers and constraints faced by women in Pakistan?</li> <li>• Why are women not highly and equally represented in the labour force in Pakistan?</li> <li>• What are the stereotypes surrounding women?</li> <li>• What are women's own perceptions about employment?</li> </ul>
Action Planning and Establishing CHOICES	Exposure Visit
During this phase a checklist of documentation and activities to be conducted by the CHOICES units established after the training was developed. This segment aimed to build the participants' abilities for practical application of counseling techniques and the establishment of a CC unit (CHOICES).	The HRDN and the ASL Foundation were visited to expose participants to their modes of preparing women for employment, their success rate for women's placement, their techniques for sustainability and the demand and supply mechanisms involved.

## 4. KEY CONTENT OF THE WORKSHOP

### a) Career Counseling for CHOICES

Participants were taken through the fundamentals of CC as it has been outlined earlier in this report, and were given guidelines on how best to aid the career development process. The key points covered in this area were as follows:

- Counselors must see career development as an ongoing process, where it is a counselor's primary responsibility to develop clients.
- Counseling must employ a two-way approach, whereby counselors and clients must work together to agree on the goals of the CC process. Counselors must provide a supportive atmosphere and motivational environment for the client to grow.
- Counselors must enable their clients to understand the value of and the need for personal growth, and the need for clients to change in order to achieve their objectives. Counselors therefore must also determine, with the client, in what areas this change is required. These range from a change in academic or professional performance to a change in the field of study or work situation.
- Counselors must be personally committed to their clients' growth and keep them informed of their

performance or changed behavior through consistent and candid feedback.

To further clarify the role of counselors as well as other staff to be involved in the CHOICES unit, the workshop also contained a segment that explained the role of each staff member, from administrative to counseling, in promoting career development. Details of these roles can be found in the CHOICES Manual attached with this report. The role of CHOICES staff in building linkages with employers, maintaining relationships with students, utilizing on-campus sites for activities and building awareness of the importance of career counseling within the student body were the main areas covered, as well as the importance of managing the CHOICES unit's financial sustainability.

## b) The Aim of the Workshop

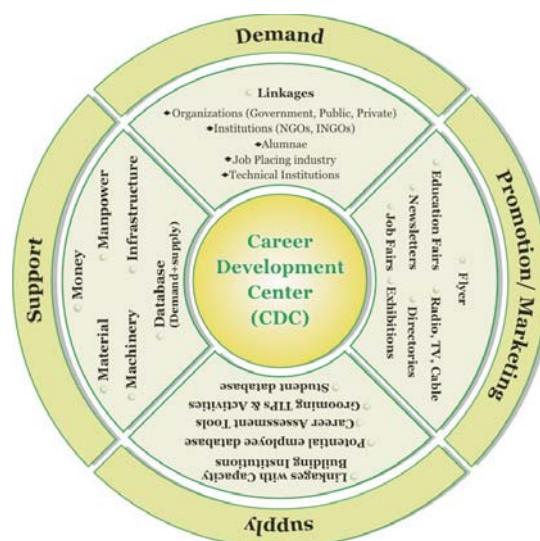
This section outlines the way that the CHOICES unit, the expected outcome of the workshop and the core focus of the project, were conceptualized and presented to the training participants. The concept of CHOICES was developed based on the rapid research feedback from FGD participants and interviewees, and the gap identification through the desk review and field research.

**What is CHOICES?** To fulfill the need for resources and services that assist individuals, both men and women, of any age, at any point in their lives, to explore academic, career and training options, a CC unit titled CHOICES was developed. Considering the lack of guidance, resources and structured inclusion of culturally localized women's issues, a CHOICES unit was conceptualized to fill this gap. CHOICES is meant to enable the empowerment of men and women to develop and implement career plans best suited to their individual situations, skills and preferences, that would help them achieve academic and professional goals.

**Why are CHOICES necessary?** The need for a unit like CHOICES was clearly highlighted in all the primary and secondary research conducted in the course of this project. CHOICES are necessary to address the need for information and resources prevalent in the potential employees of today. CHOICES are meant to help individuals align their interests, competencies and values with available educational, training and employment opportunities. CHOICES will present information on labor market trends and on educational and employment opportunities in a systematic way so that individuals can make informed choices about their course of study and career plans. This process defines the connection between education, training and workforce development.

**How to Establish CHOICES?** The success of CHOICES depends on the input from supervisors and other staff on the ground. It is to be seen whether the capacity building session preceding the establishment of CHOICES will have the desired impact. The capacity building workshop provided key stakeholders with specific forms for documentation, other informational resources, as well as skill development and activities that would enable them to implement the action planning checklist devised at the conclusion of the workshop. The training of key resource persons was based on the understanding that developing them would in turn enable them to develop the staff engaged at CHOICES.

**Spectrum of CHOICES:** Practicalities taken into consideration when finalizing the concept of the CHOICES unit included the people who might work there, the tools and resources that can be made available to students, and the process or method of career



counseling. It was taken into consideration that the unit itself must be promoted to its target beneficiaries, i.e. the students and professionals at the selected institutions. Thus, a range of promotional material was also developed and given to the training participants.

CHOICES also accounted for the fact that in order to assist students with career concerns, it is helpful to have various research tools available as well as individuals with specialized training who are familiar with the process of career counseling. Through the capacity building session, resource persons were given specialized training in gender-sensitive career counseling. The means of financial sustainability, documentation, procuring equipment, building linkages with employers, NGOs, alumni and technical institutions were also imparted to participants during the workshop.

Details of the people, resources and tools covered in the capacity building session follow in the next section.

**How CHOICES can Address Women's Recruitment Issues:** The following are some specific activities that CHOICES can undertake to address women's recruitment and retention issues :

Targeting Women	Build Capacity
Directly target women as the primary beneficiaries by identifying their current reproductive and productive roles and build upon these by increasing the economic value of these activities.	<ul style="list-style-type: none"> <li>Develop and plan programs with employers and women workers in capacity development and trainings for job placements and retention .</li> <li>Capacity development programs for women workers with sessions on confidence building, professional growth and workplace ethics.</li> </ul>
Conduct Gender Analysis	Advocate a Gender Agenda
Undertake a gender analysis of men s and women's labor force profile, labor co nditions and differences in their experiences of seeking, qualifying for, retaining and advancing in employment.	Advocate for gender sensitive HR policies that provide the development of job descriptions, promotion opportunities with experience, pay increa ses and rewards.

It is important to note that the above initiatives must include men s participation in the processes for change. This is necessary so that they may gather greater universal support and avoid any male backlash. By incorporating men as agents of change, initiatives that aim to work toward greater gender equality in any institution, are assured greater success.

## 5. EXPOSURE VISITS

The purpose of the exposure visits was to provide participants with insight into the practical application of the organizational skills taught during the training. The visits were meant to expose participants to the learning and experiences of actors already involved in the area of career development.

**The core objectives of the exposure visit were as follows:**

1. To facilitate an understanding of the standards of career counseling as a project and as an individual initiative,

2. To provide insight into how such initiatives can be sustained if started in their own institutions,
3. To highlight the strengths and limitations of the existing initiatives, including the type of resources these initiatives used for smooth implementation of their programs, and;
4. To help participants in the network to establish what material or mentoring support can be received from these institutions.

The following two institutions, both in Islamabad, had been pre-selected for the purpose of exposure visits on the basis of two different dimensions:

HRDN	ASK Foundation
An institute that is exclusively involved in women's employment through capacity enhancement and placement services.	A career development centre offering recruitment and placement services alongside career counseling, to both men and women.

## Proceedings of the visits:

During both visits, participants were taken around the premises and shown the resources used. They were also provided with an informative and interactive presentation or information session.

HRDN	ASK Foundation
<p>The visit was very productive in terms of understanding how and in what areas to train women prior to their placement in the industry. The HRDN staff were very knowledgeable as regards the key competencies required by the employers for women.</p> <p>A comprehensive presentation was used to convey insightful knowledge as to how women were trained in these competency areas. The presentation also emphasized that as per the HRDN mandate, placement of women <i>per se</i> was not the key focus of the staff; rather, it was capacity building to promote placement. In keeping with this, the HRDN staff had more trainers and focused more on capacity enhancement.</p>	<p>The visit to the ASK Foundation was more beneficial for participants in terms of understanding the management and sustainability of a career development center.</p> <p>However, while the presentation of the Foundation's achievements was very impressive, gender did not appear to be a formally incorporated concern in the initiative's activities. For example, men were placed instead of women, compromising the target for women's placement; women tended to be recruited for jobs that were traditionally 'female', and there was no advocacy or counseling for women to find jobs suited to their skills and interests rather than societal expectations. Moreover, the presentation made it clear that men also suffered due to the lack of individualized counseling that led to a mismatch in interests and jobs.</p> <p>When questioned by participants about the dearth of proper counseling, ASK staff responded that they could not provide quality counseling due to pressure to meet the given placement targets by the project. This caused more emphasis on immediate placement rather than investing time and resources in counseling.</p> <p>It was also learnt what the constraints are from the employers' perspectives on hiring women for specific jobs such as senior management which require excessive social networking; field-</p>

<p>The HRDN staff explained that this initiative was project based and there were no plans for replication. Moreover, because of the project-based structure, there was no element of entrepreneurship as financial self-sustainability did not need attention.</p>	<p>jobs that require late hours or night shifts. The <i>hijab</i> and <i>pardah</i> was another factor which was sometime a barrier from women's own perspective as they exaggerated its restrictions which resulted in losing a job.</p> <p>The overall initiative however was impressive, as participants learnt how good practices related to sustainability could be replicated in their own setup.</p>
---	---

## Key Findings of the Exposure Visits

- The focus was on placement, not career development through counseling and informed choices.
- The career counselors, where present (ASK Foundation), were trained in coaching men and women for placement and employment interviews but not in career counseling as a cultural and psychologically structured tool.
- The gender balance was compromised by the implementing and funding agencies to achieve the target numbers for placement.
- Conceptual clarity on gender, employment and careers was missing.
- There was no awareness of the positive change that these initiatives could bring about in terms of contributing to the national and international agenda by promoting women's equitable access to, and opportunities for, paid work.
- The environment (both internal and external), especially in the case of women, was not considered during placement, which resulted in low retention in job placement.

## 6. ACTION PLANNING

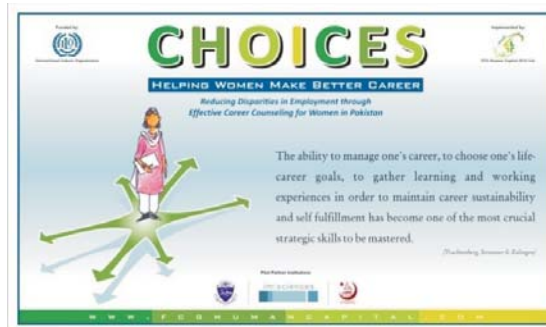
Prior to the exposure visits, an action planning exercise was conducted with workshop participants. The purpose was to allow them to put their learning into perspective and to chalk out a plan for operationalization. The subsequent exposure field visits were then meant to augment the participants understanding of the key practical skills and activities they needed to implement for the establishment of CHOICES. The action planning checklist will also serve as a monitoring mechanism, discussed below under Monitoring and Evaluation.

Core components of the Action Planning checklist are listed below:

- Development of a calendar
- Short sessions for women through the HRDN WEE courses
- Development of training material
- Collection of case studies
- Review of databases of recruiting websites
- Using different media for advocacy, awareness and promotion



- Working toward the development of a CAP (Counseling Association of Pakistan)
- Gaining exposure to local and internationally-based counselors
- Securing student memberships for the CHOICES unit
- Arranging short skill-development sessions for key resource persons at CHOICES.



## 7. PARTICIPANTS' FEEDBACK

### a) Participants expressed the following as their key takeaways from the training in terms of lessons learned:

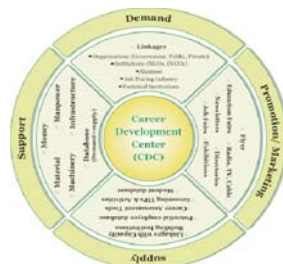
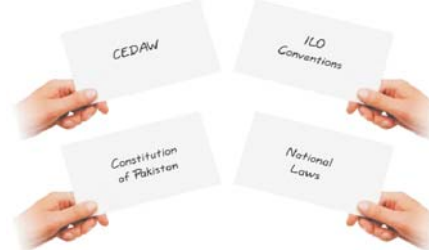
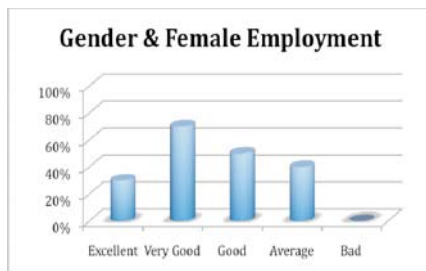
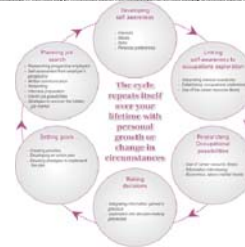
- The importance of CC
- Ability to assess aptitude
- Basic skills for counseling
- Understanding of gender and strategies to incorporate gender in counseling
  - Clarity on basic concepts of gender sensitive CC
  - Using psychology and management to empower women through counseling
  - Understanding of the current context and situation of women in the world of work: the lack of gender sensitivity, cultural barriers to women's equal labour force participation
  - Including family in the counseling process for more effective results
- Conceptual clarity derived from exposure visits that helped understand the practical application of concepts taught
- The importance of building linkages with industry
- Insight into the potential challenges of establishing a CHOICES unit.

### b) Participants also provided the following recommendations for subsequent capacity building sessions in gender sensitive CC:

- Mentoring by professional counselors
- More exercises applying concepts taught
- More group work
- Involvement of women already working as career counselors
- The ethics of career counseling
- How to sustain linkages in industry
- More activity-based learning regarding gender issues
- More than one trainer, to allow for more learning through interpersonal sharing
- Different ideas and approaches to building databases.

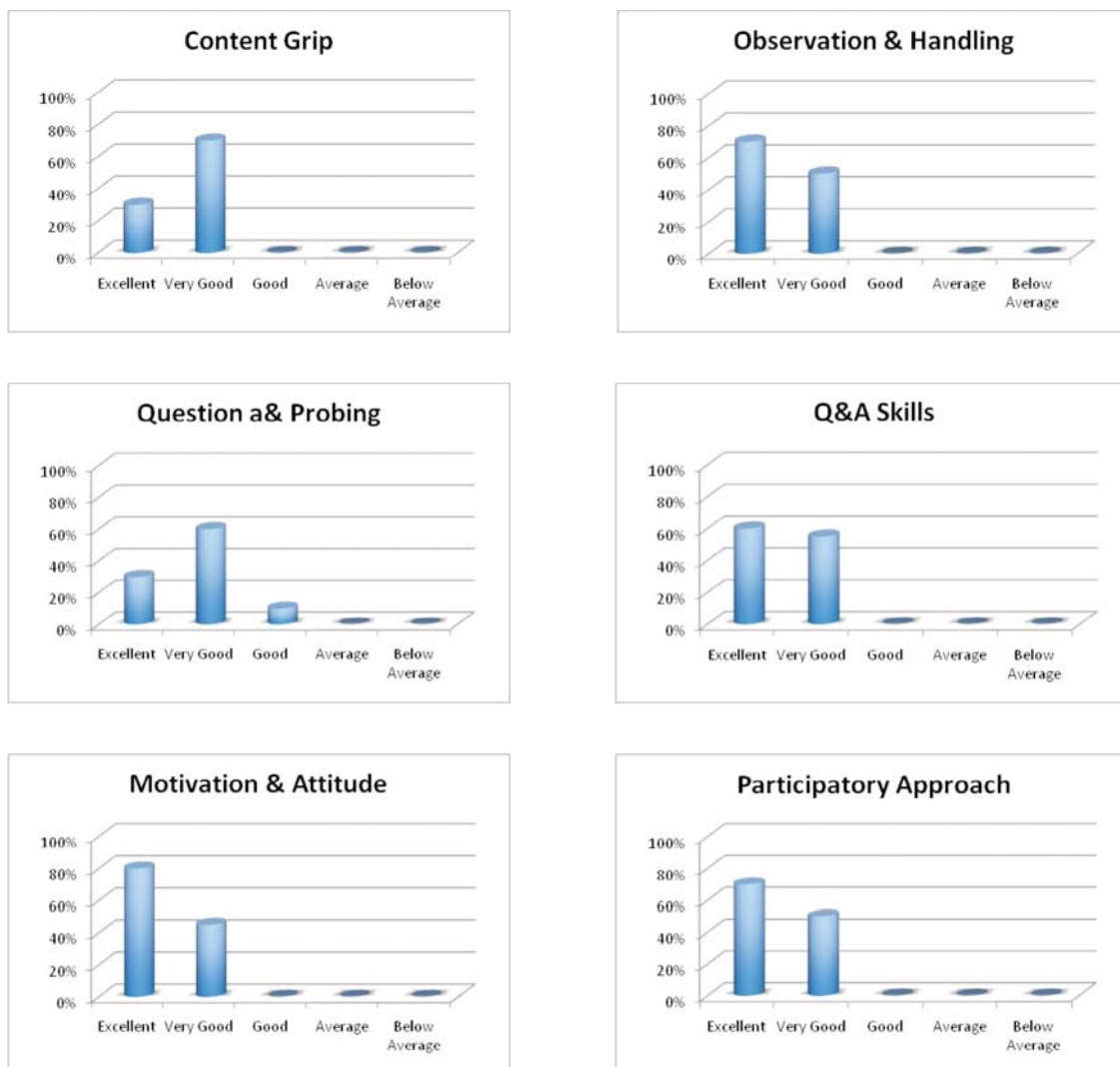
### c) Participants' learning ratings for specific areas of training:

The following tables provide a charted numerical representation of how participants rated the different areas covered by the training.



## d) Participants' Feedback about the Facilitator

The following tables provide an overview of participants' ratings of the trainer's skills:



## e) Overview of Training:

On the whole, participants expressed the view during feedback that the workshop was a good learning experience. They felt that the learning value of the workshop was added to by the presence of individuals from three disciplines: management, gender and psychology, and the interactive nature of the sessions enabled them to share their areas of study with each other. Participants also felt that the workshop had been an effective way of helping them understand new dimensions of gender sensitive issues and current job placement situations.

Participants felt that the training was very useful for them in terms of understanding CC and its importance, the role of gender in CC, and the means for establishing a career development centre, i.e. CHOICES. Particularly, participants felt they had emerged from the training with a completely new outlook on the challenges faced by women in the professional arena, and had developed a deeper and better understanding of the cultural constraints placed by gender roles on women seeking career development.

The roll-out of career counseling and its techniques, concepts and purposes was seen positively by the

participants, who felt they had learnt more about how specialized career counseling is, and what it actually entails. The most useful topics were the basic counseling skills and tips for incorporating gender into the counseling process.

The composition of the training group itself was appreciated by many participants, who felt that the mixture of their areas of expertise - management, psychology and women's studies - added to the value of the training sessions. Highlighting the expertise and motivation of the trainer, Mr. Shahzad Bukhari, which allowed an energetic and interactive experience, they also stated that they were able to share information with each other and had thus developed a better understanding of how gender, management and psychology contribute to the career counseling process.

Training participants were of the opinion that the exposure visits had provided them with essential insights into the practical application of the concepts learned, and they felt more ready to apply these concepts on their own to establish CHOICES units in their respective institutions.

*"The gender issue was highlighted in a positive way."*

*"The trainer was highly motivated."*

*"The training was very informative, and more trainings of this nature are needed."*

*"A job well done with some room for improvement."*

*"As we got to interact with individuals from different fields and shared our knowledge, we learnt how to apply each other's techniques to bring a change in women's [sic] career scene of the country."*

One of the key lessons the participants emphasized was an understanding of gender and strategies to incorporate gender in counseling. They pinpointed the following areas to have been well explicated through the workshop:

- Clarity on basic concepts of gender sensitive CC
- Using psychology and management to empower women through counseling
- Understanding of the current context and situation of women in the world of work: the lack of gender sensitivity and cultural barriers to women's equal labour force participation
- Including family in the counseling process for more effective results.

Participants left the training feeling motivated and empowered to begin the process of bringing about a change in women's employment and the individual satisfaction and productivity of both men and women, through CHOICES.

On the downside, many participants also expressed the view that the training was more theoretical than activity-based in nature. Other recommendations for subsequent similar capacity building sessions included:

- Mentoring by professional counselors
- More group work
- Involvement of women already working as career counselors
- The ethics of career counseling
- How to sustain linkages in industry
- More than one trainer, to allow for more learning through interpersonal sharing
- Different ideas and approaches to building databases.

## **f) Monitoring and Evaluation of CHOICES**

The training evaluation has established that the capacity building session was effective in imparting key skills and concepts. However, the expected outcome of the capacity building session, i.e. the CHOICES units that are to be established at participating institutions, needs longer-term monitoring than the project timeline allows. In order to implement informal monitoring and evaluation of CHOICES after the pilot closes (February 15th, 2011) email contact will be initiated with resource persons and stakeholders at these institutions. The action planning checklist will be used as a yardstick to evaluate the efficiency of participating institutions in implementing CHOICES. The findings of this informal monitoring will then be compiled into a project brief. This report of the progress of the CHOICES units in the three participating institutions, including any operational obstacles or problems, will then be submitted to the ILO complementarily, for its consideration.

## **8. KEY LEARNINGS**

1. The desk review, primary research and rapid research reinforced the basic rationale for the CHOICES project: that there is a dearth of career counseling practices in Pakistan. Further, the concept of career counseling in and of itself is not properly understood to cover individual preferences and talents, which is essential for any form of career counseling to have an impact on optimal employment and productivity. Instead, career counseling as it exists today is focused on placement matched with qualification. There is little or no understanding or structured focus on individual assessment of aptitudes and preferences prior to the selection of an area of study leading to a particular career path.
2. Societal attitudes represent the largest hurdle to overcome if the outcomes of gender-responsive career counseling for women are to be achieved. The need for widespread attitudinal change at the grassroots level is great, if women are ever to enjoy non-discriminatory, free and equal access to opportunities for education and employment in Pakistan. However, men also face constraints in terms of cultural pressure as breadwinners, and access to quality education leading to rewarding placement. Thus, while career counseling involving families and peers is undeniably important for women's economic empowerment, it is also just as important for men, since both sexes are afflicted in the same way by different cultural expectations and infrastructural deficiencies.
3. The IDIs revealed a preference for hiring graduates from private institutions such as IBA and LUMS. Thus, on a broader scale, the quality of education being imparted as well as the initiatives for skill building at institutions must be enhanced to make their graduates able to compete on par with other graduates.
4. Universities as well as primary and secondary educational institutions in Pakistan lack a comprehensive understanding of career counseling for their students, and its importance for their academic as well as later professional success. The cultural and societal role in students' selection of areas of study, internships and areas of study is by and large ignored by educational institutions. This is a serious problem, since education is at the core of successful career development.
5. Developed countries enjoy greater equality for the sexes in the world of work because of the way that career counseling is institutionalized and has been developed as a science in its own right. The existence of professional associations to promote and continually refine career counseling, based on career development theories and changes in the external environment, can definitely be assumed to have played an instrumental role in achieving greater levels of economic productivity as well as personal growth.
6. The long-term picture is largely neglected by students and their parents, mentors, informal advisors, teachers and older peers when providing career advice. This has an adverse effect on the progress of any concrete and sustainable socio-economic change.

## 9. RECOMMENDATIONS

### For Replication

The research done during the project as well as the response to the capacity building session both validate the importance of having proper and structured career counseling facilities at the school and college levels, for both, men and women. It is thus highly recommended that this project be replicated keeping in mind the considerations listed below:

1. The establishment of a CHOICES unit is an outcome of the project that needs more long-term monitoring of efficacy and obstacles so that more detailed recommendations for replication can be developed. Moreover, the institutions covered were based in urban Sindh and rural and urban KPK. It is thus recommended that alongside the duration of the project, the number of participating institutions (with reference to their geographic location and urban or rural context) be increased in any future replication. This will lead to a more comprehensive understanding of the differences in the ground realities of career counseling between urban and rural areas. Moreover, specific targets should be set in terms of placement, beneficiaries, information sessions, job fairs and so on to allow for more structured monitoring.
2. The importance of gender-responsive career counseling for men and women must be highlighted on a broader scale to all educational institutions, from the primary level to the postgraduate level. Without this kind of counseling, gender stereotyping in jobs will continue to be reinforced. These institutions must be made to realize the importance of career counseling to their students' academic achievements and professional and personal growth. This can be done through information sessions that are contextualized according to the level of schooling or education, and the demographic context of each institution, as far as possible. HERE
3. In order to address the strong cultural setback to independent career choices and development, it is recommended that micro-level community- or Mohalla-based initiatives be undertaken with the purpose of increasing parental and societal awareness. The issue being advocated should be the importance of letting girls and boys or men and women make informed career choices that are guided by their individual skills, interests and aptitudes. This will undoubtedly boost the effectiveness of career counselors in enabling their clients to make freer career choices by engaging parents/families in attitudinal change.
4. To assist future participants in better understanding the means to effecting attitudinal change, it is recommended that in subsequent replication, a local psychologist or psychotherapist with gender-sensitivity training, who has had experience of career counseling be invited as a resource person.
5. Employers must be more involved in any subsequent replication of the project. The dearth of career counseling and gender sensitivity at the organizational level must also be addressed in order to achieve the overarching ILO objective of increased productivity and personal satisfaction in the world of work for both men and women. One way of doing this is to approach the private sector to incorporate them more directly into discussions with both their potential employees as well as with faculty and institutional management to allow for greater streamlining between educational and training curricula and two way communication of needs to the hiring bodies.
6. Any subsequent replication of the project must provide enough time before implementation to allow for the development of Standard Operating Procedures as regards documentation, and the establishment of a central, web-based source point. This central source will allow real-time monitoring and evaluation alongside feedback/reporting, and the cost effective sharing of standard templates, checklists, and

databases. In addition to this, the time will also allow for a more comprehensive team to be taken on board and tasks such as staff training, planning and networking can be done more effectively.

7. The selection of participants in any subsequent replication must include individuals who are currently working in structured and formal career counseling departments and support the goal of gender equality. The enthusiastic sharing of learning in the pilot project workshop indicates that this would be a good way of adding to the understanding of career development services for participants not formally involved in career development departments. Moreover, the participants' evaluation of the training reinforces this recommendation.
8. For greater efficacy, it is recommended that participants in the subsequent replication of this project be made to begin informal counseling before actual project implementation begins. This is likely to better the participants' understanding of the practical application of the skills and knowledge acquired through the formalized training.
9. There is a huge need to have mass promotion for this project prior to inviting or selecting institutions through print and electronic media. Employers, students, academia and parents must be made aware through seminars workshops and press conferences. Finally, a media launch along with the project implementation can help the CHOICES field staff establish greater credibility in procuring placements for their clients.

## Success Boosters

As additional factors that could boost the efficacy of CCCs, the following measures are suggested:

1. The research has revealed 15 CDCs existing under the aegis of the USAID Jobs Project, as well as assorted other career development initiatives such as the HRDN's WEE and the ASK Foundation. To make more efficient use of the time and resources already invested in these initiatives, it is recommended to work with them in the area of gender equality and counseling. In this regard, a similarly structured workshop can be conducted for the staff at these centers. This would boost their effectiveness while simultaneously ensuring greater prevalence of gender responsive approaches in career counseling.
2. An annual award The Most Gender Sensitive Organization can be introduced with an association with the ILO. Organizations can be registered to participate by sending their nominations and awards will be awarded based on a Gender Equity checklist. The checklist could have gender policies and guidelines, gender parity in employment, implementation of a sexual harassment policy, and so on. Organizations would be interested in such an award as it would boost their corporate image.
3. A review of CCC can also be held on annual basis and best center can be awarded a shield based on their performance. Performance criteria can be developed keeping various indicators including women presence in economic domain (number of female hired on their desired job, relevant job), change in women status and position (senior position, non-traditional job, women role in decision making jobs), etc.
4. The extremely significant influence and pervasiveness of the internet can be utilized for the purposes of career counseling. For instance, the American Association of University Women (AAUW) Educational Foundation discovered that women make up a majority of the rising numbers of students enrolling in distance learning programs: sixty percent of the online learners were women over 25 years of age. This presents an opportunity, especially for women living in social environments that are cloistered and do not allow any mobility, to create a cutting edge for themselves in terms of education through the internet. At the same time, more career options in terms of working from home can be developed for these women.

5. All career counseling centers can also be organized under Counseling Association of Pakistan which can be registered as a forum. This forum would be expected to provide capacity building, linkage building and revenue generating opportunities for CAP, its partner institutions and their members.



ANNEXURE



## DETAILS OF PARTICIPANTS UNEMPLOYED BUT COMPLETED THEIR GRADUATION/ POST GRADUATION

Names	Gender	Age	Education	Educational Institute	Region
Ms. Farwa	Female	22	BSC	Frontier College	Peshawar
Ms. Sitwat Batool	Female	24	MA	Peshawar University	Peshawar
Ms. Salat Zehra	Female	24	BA	Jinnah Inter Degree College	Peshawar
Ms. Sobia	Female	24	MA in Sociology	Peshawar University	Peshawar
Ms. Aleena	Female	23	BBA	Peshawar University	Peshawar
Ms. Ome- Laila	Female	22	BSC	Agriculture University Peshawar	Peshawar
Mr. Sabee Naan	Male	24	BBA in Marketing	Urdu University	Karachi
Mr. Shaheer	Male	22	BBA in Finance	Preston University	Karachi
Mr. Shahrukh	Male	22	BCOM	Indus	Karachi
Mr. Owais	Male	22	Engineering	NED University	Karachi
Mr. Danyal	Male	23	BE in Civil	Sir Syed University	Karachi
Mr. Afan	Male	22	ACCA	Tabani's School of Accountancy	Karachi
Mr. Obaid ullah	Male	22	BBA in Marketing		Karachi

## DETAILS OF PARTICIPANTS UNEMPLOYED BUT COMPLETED THEIR GRADUATION/ POST GRADUATION

Names	Sex	Age	Education	Educational Institute	Region
Mr. Muhib Khan	Male	23	BSC	Government College	Peshawar
Mr. Muhammad Arshad	Male	22	BS in Environmental Science	Peshawar University	Peshawar
Mr. Faizullah	Male	22	BS-Nature Applied	Peshawar University	Peshawar
Mr. Hanifullah	Male	22	Engineering	Peshawar University	Peshawar
Mr. Umair Khan	Male	22	Pharmacy	Peshawar University	Peshawar
Mr. Muhammad Asim	Male	23	MS in Bio-Tech	Peshawar University	Peshawar
Mr. Said Ainullah	Male	22	Microbiology	Peshawar University	Peshawar
Ms. Rabia Khalid	Female	22	BBA		Karachi
Ms. Amna Tariq	Female	23	BA	Islamia College	Karachi
Ms. Saira	Female	22	BCOM	Government College of Commerce & Economics	Karachi
Ms. Anum	Female	22	BA	Premiere College	Karachi
Ms. Aqsa	Female	23	MA in Mass Communication	Karachi University	Karachi
Ms. Muskan	Female	23	BBA	Technical College Saddar	Karachi
Ms. Sonia	Female	22	BCOM	P.E.C.H.S	Karachi

## DETAILS OF DEPTH INTERVIEWS CONDUCTED WITH HR MANAGERS/ OFFICERS

Name	Designation	Organization	Sector	Regions
Mr. Altaf Shahzaman	Relationship Manager HR	Standard Chartered	Banking	Karachi
Mr. Manzoor Mehdi Bawa	Program Manager	Habib Bank Limited	Banking	Karachi
Ms. Asma Mustafa Khan	Asst. Manager HR	Byco	Oil & Gas	Karachi
Ms. Maheen Inayat	Head of HR	Continental Biscuits	FMCG	Karachi
Ms. Maleeha	Relationship Manager HR	Unilever	FMCG	Karachi
Ms. Madiha Ahmed	Director Program operations USAID JOBS	Care International	NGO	Islamabad
Ms. Noureen Ayub	HR	Care International	NGO	Islamabad
Mr. Nadeem Chawhan	HR Consultant	Navitus	Training Consultant	Islamabad

## CHOICES CAPACITY BUILDING WORKSHOP PARTICIPANTS

#	Name	Institute	Contact #	e-mail
1	<b>Ms. Nosheen Tabassum</b>	Institute of	0334-4377826	<a href="mailto:t.nosheen@yahoo.com">t.nosheen@yahoo.com</a> <a href="mailto:Nosheen.tabassum@imsciences.edu.pk">Nosheen.tabassum@imsciences.edu.pk</a>
2	<b>Ms. Palwasha Kakakhel</b>	Management Sciences	0302-8888180	<a href="mailto:palwashakakakhel@yahoo.com">palwashakakakhel@yahoo.com</a>
3	<b>Ms. Fareeha Toru</b>		0322-9045646	<a href="mailto:Fareeha.toru@imsciences.edu.pk">Fareeha.toru@imsciences.edu.pk</a>
4	<b>Ms. Shagufta Nasreen</b>		0333-2227270	<a href="mailto:s.khan@hotmail.com">s.khan@hotmail.com</a>
5	<b>Mr. Syed Faisal Hashmi</b>	University of Karachi – Women	0321-8293119	<a href="mailto:s-faisalhashmi@hotmail.com">s-faisalhashmi@hotmail.com</a>
6	<b>Mr. Mohammad Nadeem</b>	Study Center	0334-3950737	<a href="mailto:Nadeemullah2000@hotmail.com">Nadeemullah2000@hotmail.com</a>
7	<b>Ms. Uzma Gillani</b>		0302-5900563	<a href="mailto:ugillani@msn.com">ugillani@msn.com</a>
8	<b>Ms. Nawal Haider Shuaib</b>	University of Peshawar -	0332-9135027	<a href="mailto:nawalhshuaib@hotmail.com">nawalhshuaib@hotmail.com</a>
9	<b>Ms. Sumbal Gillani</b>	Psychology Department	0345-9643336	<a href="mailto:Perfect world 18@yahoo.com">Perfect world 18@yahoo.com</a>
10	<b>Ms. Rabia Fayyaz</b>		0321-9105814	<a href="mailto:Rabia_spirit@hotmail.com">Rabia_spirit@hotmail.com</a>

## PROPOSED AGENDA

**Capacity Building Workshop for Career Counselors**  
(CHOICES – A gender sensitive Career Development Center)  
11-14 January 2011 – Islamabad

### Day – 1

<b>Setting the Stage</b>	<ul style="list-style-type: none"> <li>• Introduction (participants, institutions, trainer)</li> <li>• Expectations</li> <li>• Objectives and Agenda</li> </ul>
<b>Career Counseling in Pakistan</b>	<ul style="list-style-type: none"> <li>• Status of Career Counseling for Girls/Women in Pakistan</li> <li>• Need of Female Focused Career Counseling</li> </ul>
<b>My Spheres of Life</b>	<ul style="list-style-type: none"> <li>• Life and Career Planning Activities</li> </ul>
<b>Career development</b>	<ul style="list-style-type: none"> <li>• Career framework</li> <li>• Career development cycle</li> <li>• Concept of Career Counseling</li> <li>• Challenges in Pakistan</li> <li>• Career Development Process</li> <li>• CHOICES Strategies (help Women to Increase Access to and usage of CHOICES)</li> <li>• Current Job Trends for Women in Work Place</li> </ul>

### Day – 2

<b>Recap</b>	<ul style="list-style-type: none"> <li>• Learning of previous day</li> </ul>
<b>Career Counseling and Women</b>	<ul style="list-style-type: none"> <li>• How CHOICES can address women's recruitment issues</li> <li>• The Role of Counselor</li> <li>• Career Counseling in the Context of Gender and Sexual Orientation</li> <li>• Career Development Guidelines</li> <li>• Role of CHOICES Staff in Linkage Building</li> </ul>
<b>Spectrum of CHOICES</b>	<ul style="list-style-type: none"> <li>• Establishing Choices</li> <li>• Resources</li> <li>• Format</li> <li>• Facilities</li> <li>• Personnel</li> <li>• Links with the community</li> <li>• Work experience</li> <li>• Implications &amp; Limitations</li> <li>• CHOICES Databases</li> <li>• Sustainability</li> <li>• Closing Advice</li> </ul>
<b>Home Assignment</b>	<ul style="list-style-type: none"> <li>• Preparation of Exposure Visit</li> </ul>

### Day – 3

<b>Recap</b>	<ul style="list-style-type: none"> <li>• Learning of previous day</li> </ul>
<b>Exposure visit</b>	<ul style="list-style-type: none"> <li>• Visit to Human Resource Development Network (HRDN) to see and understand the level of inputs provided to female for their career planning.</li> <li>• Visit to Attitude Skill and Knowledge (ASK) to learn the demand supply mechanism for the sustainability of CHOICES.</li> </ul>

### Day – 4

<b>Recap</b>	<ul style="list-style-type: none"> <li>• Learning of previous day</li> <li>• Share learning from exposure visit</li> </ul>
<b>Strategy for CHOICES</b>	<ul style="list-style-type: none"> <li>• Action planning</li> <li>• Mentoring Support</li> <li>• Reporting Mechanism</li> <li>• Resource Pack &amp; Tools</li> </ul>
<b>Closing Ceremony</b>	<ul style="list-style-type: none"> <li>• Certification &amp; Close</li> </ul>

## ACTION PLANNING TIMELINE

Institution \_\_\_\_\_

Location \_\_\_\_\_

Members: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Sr.	Activity	Detail	Start Date	Completion Date	Remarks
1	<b>ESTABLISHMENT</b>	Placement of banners			
		Directional signs			
		Job bulletin			
		Website			
2	<b>STAFFING</b>	Allocation of Staff			
		Mentoring Support			
		Career Counseling Support (Timing, location)			
3	<b>EQUIPMENT</b>	Allocation of computer, printer, etc.			
4	<b>FURNITURE</b>	Arrangement of Space for CCC staff and career counseling desk			
		Space for forms, files and folders			
5	<b>DATABASE/LINKAGE</b>	Director of Student			
		Director of Employers			
		Director of Student			
		Internship Program Database			
		Director of NGOs			
		Director of Training Institutions			
		Director of Recruitment Sites			
		Directory of Mentors			
		Directory of Alumnae			
		Directory of Mentors			
6	<b>FORMATS / DOCS</b>	Assessment forms			
		Newsletters			
		Capacity Building Material			
7	<b>AWARENESS CAMPAIGN</b>	Departmental Seminars			
8	<b>Others</b>				

## WORKSHOP EVALUATION

1. Identify three significant learning that occurred for you during this training.

#	Learning
1	
2	
3	
4	
5	

2. What are the key topics could have been included to make it more productive?

1	
2	
3	
4	
5	

3. Training Topics Learning Rating

#	Topic	Excellent	Very Good	Good	Average	Below Average
1	Career Development Concepts and Process					
2	The Spheres of Life					
3	Counseling, Gender and Female Employment					
4	Establishing Choices					
5	Database					
6	Resource Material					

#### 4. Trainers Facilitation Skills

#	Detail	Excellent	Good	Average	Below Average	Bad
1	Content Grip					
2	Observation and Group Handling					
3	Question and Probing					
4	Answering Skills					
5	Motivation and Attitude					
6	Participatory Approach					

#### 5. Training Logistics

#	Detail	Excellent	Good	Average	Below Average	Bad
1	Training Hall					
2	Food and Refreshment					
3	Accommodation and Meals					

#### 6. General Remarks

---

---

---

---

---

## ACTION PLANNING CHECKLIST – IM SCIENCES

## ACTION PLANNING TIMELINE

**Institution:** Institute of Management Sciences  
Hayyat Abad, Peshawar.

**Location**

**Members:** 1. Nosheen Tabassum  
Palwasha Kakakhel

2. Fareeha Toru

3.

Sr.#	Activity	Detail	Start Date	Completion Date	Remarks
1	ESTABLISHMENT	Placement of Banners		Feb, 11	Subject to the availability of banners
		Directional Signs		Feb, 11	Subject to the availability of banners
		Job Portal			IM Sciences has a Job Portal with Rozee pk
		Website (CHOICES Page)		March 11	CHOICES page would be added on CDC page on the Institute website.
2	STAFFING	Allocation of Staff		Feb, 11	
		Mentoring Support		Throughout the project	
		Career Counseling Support (Timing, location)			Career Counseling will be held 3days a week by the CHOICES Team
3	EQUIPMENT	Allocation of computer, printer, etc.			CDC equipment will be used for CHOICES
4	FURNITURE	Arrangement of Space for CCC staff and Career Counseling desk			CDC space will be used for counseling while Institute class rooms can also be used for counseling
		Space for forms, files and folders			CDC file racks will be used
5	DATABASE/LINKAGE	Directory of Student			The CDC already has a record of students, alumni & employers; it will keep on updating it from time to time.
		Directory of Employers			
		Directory of Alumnae			
		Internship Program Database			
		Directory of NGOs		Feb 11	
		Directory of Training Institutions		Feb-March 11	
		Directory of Recruitment Sites		Feb 11	
		Directory of Mentors			
6	FORMATS/DOCS	Assessment forms		Feb-March 11	
	Newsletters				IM Sciences Newsletter will be used for CHOICES NEWS
		Capacity Building Material			
7	AWARENESS CAMPAIGN	Departmental Seminars		Feb-March	
8	OTHERS:				
	Job Update Sharing				
	Linkages development				
	Capacity Building			On-going	

Zone	Coverage	Office
Southern	Sindh and Balochistan	Karachi
Central	Punjab	Lahore
Northern	NWFP, Azad Jammu Kashmir and Federal	Islamabad



ILO Country Office for Pakistan  
ILO Building, Sector G-5/2,  
Islamabad, Pakistan.  
Tel: +92-51-2276456-8  
Fax: +92-51-2279181-2  
E-mail: [islamabad@ilo.org](mailto:islamabad@ilo.org)  
[www.ilo.org/islamabad](http://www.ilo.org/islamabad)



ISBN: 978922125756