

## Appendix 1

Country Name: INDIA

**Country team** (names, positions, email addresses, telephone numbers):

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Note: This Brief was prepared by the persons listed above. However only Gideon is attending the symposium.

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p><b>Geography</b> India covers an area of 32,87,2631 sq km. Bangladesh in the east, Afghanistan and Pakistan in the north west form India's borders. The Palk Straits separate India from Sri Lanka.</p> <p><b>Demography</b> With the second largest population of 1.2 billion, 17.5% of the world lives in India. Over 65% of India is below the age of 35. By 2020, the average age in India will be 29. India's dependency ratio is about 57. India represents more than two thousand ethnic groups, every major religion and over 122 languages. Indian GDP per capita is US\$ 1,477. 37.2% of the population remains poor, making India home to one third of the world's poor.</p> <p><b>Labour market</b> Economic reforms have led to a growth rate of more than 7%. Industries include telecommunications, textiles, chemicals, food processing, steel, transportation equipment, cement, mining, petroleum, machinery, pharmaceuticals and information technology. Rural workers (60%), the organized formal sector (8%) and urban unorganized or informal structure (32%) constitute the Indian workforce. The labour force has grown from 276.3 million in 1977-78 to 500 million in 2006. Agriculture is the predominant occupation (45.5%). The service sector makes up a further 34%, and industrial sector around 14%. The unemployment rate was 9.40 in 2010. Incidence of unemployment is higher in the urban than in the rural labour force.</p> <p><b>Education</b> Education in India is provided by the public and private sectors. Most universities in India are controlled by the Union or the State Government. India has progressed in terms of expanding literacy to approximately two thirds of the population. However, rigorous sample surveys have reported that functional reading ability at the second grade level was demonstrated by merely 25% of the sample, 26% of the population is still illiterate. Only 15% of Indian students reach high school. Just 7% graduate.</p> <p><b>Main national career guidance services</b></p> <ul style="list-style-type: none"><li>• National Council for Education, Research and Training (NCERT) and Rajiv Gandhi Institute for: Youth Development: Government organisations. Offer a PG Diploma in Guidance and Counselling.</li><li>• The Promise Foundation: An NGO that has developed a national career guidance system, reaching about 6000 individuals and training about 250 career counsellors per year. Training includes a certificate course and an MPhil in Career and Livelihood planning.</li><li>• Indian Association for Career and Livelihood Planning (IACLP): The first Indian association focused on career guidance.</li><li>• Service providers mainly comprise private organisations offering adaptations of programmes developed in the West.</li><li>• Policy presently is broad in scope and not directly focussed on career guidance. National structures for service delivery are weak. Training in career guidance is offered at best as a paper within post graduate courses in counselling / education.</li></ul>	

<b>Section 2</b>	<b>Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).</b>	
<b>Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies</b>		
<b>Strength 1</b>	<b>Weakness 1</b>	
Politically a secular government based broadly on Gandhian principles of occupational development which promotes equality amongst occupations and supports human development.	The present government is indecisive and appears weak and unstable. A strongly right wing party is making inroads and may come to power. When they were in power earlier their stance was discriminatory and caste oriented.	
<b>Strength 2</b>	<b>Weakness 2</b>	
Economically one of the highest growth rates in the world (8%) and the recipient of thousands of new jobs from other economies, mainly because of cheaper cost of labour. Socially, a gradual change in attitudes toward occupational categories such that people are willing to consider a broader spectrum of jobs.	Economically, growth has been placed before human development. We are today seeing the fallout (psychological distress, loss of interest, drop out) of people taking up jobs for which they have a low suitability. Cost of labour is increasing and jobs are starting to migrate out of India.	

Note: We do not have adequately comprehensive policy for India as yet. Our comments below must be read as reflective of small initiatives, mainly private and at the non governmental level.

<b>Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities</b>		
<b>Strength 1</b>	<b>Weakness 1</b>	
Theoretically there is a gradual inclusion of principles from the Human Development branch of psychology. One of the most well known institutes for women's education in the country (Nirmala Niketan College of Home Science—the Human Development Specialisation) recently has taken a prominent role in theorising and researching career development as an aspect of life long human development.	India's orientation to human resource has mainly focused on recruitment and placement. Not so much on personal development. Hence the life long dimension is missing.	
<b>Strength 2</b>	<b>Weakness 2</b>	
The government is gradually investing greater attention toward human resources. Proposals have been submitted by The Promise Foundation and other NGOs to include career guidance as a service in the next five year plan.	A lifelong orientation to human resource development has not yet emerged. Presently interest pertaining to human resource development has just been stimulated.	

**Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners**

Strength 1	Weakness 1
<p>Indian philosophy is already oriented to a life long perspective (e.g. the Ashrama System) taking a developmental and person-centred approach to work, wealth and the individual. It has close relevance to the cultural ethos of the country.</p>	<p>Every culture has had its own ways of inducting its young into the work force. The value of this wisdom has been eroded. Age old ways of working in harmony with the environment are placed at a lower level of prestige and status and considered irrelevant in an industrialised, market economy that is driven by the forces of globalisation.</p>
Strength 2	Weakness 2
<p>Economic development has led to a massive increase in occupational opportunities. This has in turn led to the emergence of organisations related to employment, such a recruitment firms, coaching programmes and human resource has taken a position of prominence. Careers guidance therefore is seen as more relevant and is sought after.</p>	<p>Economic development has largely remained an urban phenomenon. Migration to the city from the village is the dream of many rural young people. Yet, when they manage to arrive in the city, the pressures of survival often do not allow them to realise their dreams. Associated with this issue is the migration of professionals to other countries. Their career development needs are often left unaddressed.</p>

**Theme 4: Evidence-based practice; evidence-based policies**

Strength 1	Weakness 1
Emergence of an orientation to evidence based practice.	Evidence based practice has not yet entered the mainstream. It is mainly practiced by small private initiatives.
Strength 2	Weakness 2
Research projects investing greater effort towards analysis of outcomes and impact	Methods of outcome analysis are not strong. Most data is impressionistic. Reliable data bases (qualitative or quantitative) are few and far between.

<b>Section 3</b>	<b>Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)</b>
Political, economic and social changes and the changing role of career guidance and career guidance policies	Priority <b>1</b>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	Priority <b>2</b>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	Priority <b>3</b>
Evidence-based practice; evidence-based policies	Priority <b>3</b>

Section 4:

**Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.**

Note: Policy with regard to Human Resources is rudimentary in India. The following citations point the reader to initiatives / policies broadly in the sphere of career / occupation / livelihood.

High-level key public policy/practice initiative 1

**Scheme for Welfare and Development of Adolescents**

The National Youth Policy (2009-14) has, for the first time, constituted a Working Group on the 'Welfare and Development of Adolescents', which has launched a scheme for Development and Empowerment of Adolescents. The thrust areas of the scheme are life skills education, counselling including psychological, health and career counselling, and career guidance.

Linked most closely to Theme 1

High-level key public policy/practice initiative 2

**Rajiv Gandhi National Institute of Youth Development (RGNIYD)**

This institute was set up in 1993 by the Ministry of Youth and Sports. It offers master's degree courses in Career Counselling and life skills education.

Linked most closely to Theme 2.

High-level key public policy/practice initiative 3

**Career Guidance for Girl Students in Kerala State**

The Kerala State Women's Development Corporation (KSWDC) has come up with a career guidance programme for higher secondary girl students aimed at instilling confidence among the youngsters on how to select the best course and career. KSWDC will provide career guidance for students of seven districts covering about 4,000 students. Parents will also be invited to attend.

Linked most closely to Theme 1

<b>Section 5</b>	<b>Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).</b>
India could draw upon non-Western epistemologies and cultural values, to formulate career guidance interventions that integrate into the fabric of the way in which a people live their lives.	