Developing a Culture Sensitive Career Guidance and Counselling System for the Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) Project in Nepal

FINAL REPORT

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BACKGROUND

This consultancy was commissioned by the Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) project being executed in Nepal in collaboration with Helvetas. It was carried out in partnership with Antarang, the implementing agency of the career guidance component of the ENSSURE project in Nepal.

Deliverables of the Assignment as outlined in the Terms of Reference

1. Develop a comprehensive Kit for career counselling composed of information, education and communication (IEC) tools relevant to the cultural environment of Nepal.
2. Develop a simple, theoretically grounded, culture sensitive career guidance assessment tool suitable for Nepal as an integral part of the Kit.
3. Supervise the translation of the IEC's in the Kit, including the assessment tool from English to Nepali.
4. Orient a group of individuals on basic constructs related to career guidance and counselling and develop the skills of this group to use the Kit to deliver career guidance to high school students.
5. Provide a report that will describe the process followed for the development of the assessment tool with recommendations for the future.

Accordingly, this consultancy was conducted in five phases:

- Pre-Visit Phase.
- Assessment Tool Development Phase.
- IEC Development Phase.
- Training Phase.
- Outcome Assessment Phase.

These phases were executed between 3rd June 2017 beginning with an orientation and training for key stake holders, moving on to the development of assessment tools and IEC material, training of Career Guidance Facilitators and concluding with the collation of the outcomes of a pilot intervention on the 19th of April 2018.

All activities were conducted in partnership with the Consultants and Antarang, keeping the ENSSURE team informed of the project progress. The rest of this report presents the details of the activities conducted during the different phases.

PHASE 1:
PRE-VIST ORIENTATION TO KEY STAKEHOLDERS AND DEVELOPMENT OF WORK PLAN

Period, Duration and Location:

- 3rd June to 6th June: 4 days.
- Bangalore.

Key Objectives:

- Orient participants to the key concepts of career guidance.
- Orient participants to the various components of project implementation.
- Review existing material.
- Work out time lines.
- Work out Budget lines.
- Train key persons from Antarang on skills to conduct the survey necessary for this project.
- Agree on an overall time plan.

Key persons from ENSSURE and Antarang attended this orientation and planning session in Bangalore. The sessions were conducted by the Consultants (Gideon Arulmani and Sajma Aravind) along with other experts in career guidance and livelihood planning over 4 days. Two main themes were covered:

- A detailed orientation to the basic constructs of career guidance: promoting self-understanding, fostering skills to understand the world of work, develop career alternatives and for career preparation.
- Steps and stages of conducting surveys and pilot exercises to develop IECs for that would be culturally relevant in Nepal.

The key outcomes of this interaction were as follows:

- The primary target group was identified as adolescents presently in high school. The secondary target was identified as adolescents and youth who had dropped out of school.
- The project would be implemented firstly through a systematic survey and vetting of tools and IECs and secondly through a training of a group of individuals identified by Antarang (based on guidelines provide by the Consultant) to be trained as Career Guidance Facilitators.
- Key personnel from Antarang were trained in skills to conduct the surveys and data collection exercises.
- The project would be implemented on a pilot basis in a limited number of schools as a quasi-experimental study using a pre-intervention post-intervention design with a waiting control. The results of this study would inform the scale up of the project.

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PHASE 2:
DEVELOPMENT OF ASSESSMENT TOOLS

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Period, Duration and Location

- June to August 2017.
- Consultants offsite.
- Executed by Antarang under internet based supervision of Consultants

Key Objectives:

- Collect data for the construction of culturally grounded assessment tools for Nepal, based on tools and templates provided by the Consultants.
- Construct a culturally grounded career guidance assessment system for Nepal.

1. Theoretical Basis for Tool Development

The career guidance system developed for Nepal rests upon two main theoretical approaches as described below:

Cultural Preparedness

The Cultural Preparation Process Model developed by Arulmani (2014) has been used as the foundation of the career guidance programme developed for Nepal. Accordingly, it is accepted that a given culture prepares its members to engage with life in a specific manner. The observation that culture, through a complex and enduring process, prepares individuals and groups to engage with work, occupation, and career in a certain manner, lies at the heart of the cultural preparation process model. The success of an intervention is higher when it is incorporates these cultural realities. Hence, the basis of material development for Nepal is driven by the objective of developing culturally appropriate material rather than adapting material developed by other (usually Western) cultures.

Multiple Potentials

The current understanding of human intelligence points out that it is a multifaceted construct (Gardner, 1983). In other words, all individuals are intelligent in some way. This theory points to various "types" of intelligence that characterise all human beings irrespective of their culture. The assessment tools developed for Nepal draw upon this idea of "multiple" potentials. Further details are provided in Appendix 1.

2. Main Themes for Tool Development

Four main factors are known to be associated with career development in the Asian context and have been operationalised through the *Jiva Approach to Career and Livelihood Planning* developed by The Promise Foundation, India (Arulmani, 2010). Based on the cultural preparedness model, this framework has been successfully used to guide the development of career guidance interventions in a number of Asian countries: Maldives (Asian Development Bank) (Arulmani, 2006), Vietnam (ILO) (Arulmani, 2014b), Sri Lanka (GIZ) (Arulmani, 2016) and Sweden (Dept. of Career Guidance) (Arulmani, in press).

Career Interests

Career interests refer to activities and tasks that an individual enjoys and likes to engage with. However, as underlined by the Jiva Approach, it is to be noted that interests, particularly during adolescence and young adulthood, can change. Also, merely being interested in something may not be enough to excel at the tasks in which one is interested. Therefore, while assessing interests is important, relying only on information pertaining to interests may not be sufficient for comprehensive career guidance.

Aptitudes

Aptitudes refer to a person's talents, strengths and abilities. Aptitudes are less likely to change over time. Hence they could be counted on as being more stable than interests. The Strengths and Accomplishments Questionnaire (SAQ), developed by the Jiva Approach, is a method of assessment that blends qualitative and quantitative practices. The method rests on the assumption that a person's accomplishments in real life reflect his/her talents and potentials. Further details about the SAQ's structure and psychometric properties derived from applications in multiple countries are provided in Appendix 2.

Potential: The Interest-Aptitude Overlap

It is clear that both interest and aptitude assessments are important to develop a student's profile. The Jiva Approach does not focus on either one of these constructs but collects data both about interests as well as aptitudes and then blends the data together to find the overlap between interests and aptitudes. This overlap is referred to as the person's "potentials".

Career Beliefs

Career Psychology research in other parts of Asia has shown that career beliefs have a strong impact on the success of vocational training projects (e.g., Arulmani & Abdulla, 2007). Career Beliefs are attitudes, mind-sets and opinions that influence the person's engagement with career development. While it is possible to identify a person's potentials, it is also possible that this potential may not be considered important in a certain culture. As a result, this potential may not develop. Career beliefs also affect career choices. For example, careers emerging from technical and vocation educational pathways are placed at lower prestige than university based career options by many Asian cultures. It is important that such beliefs are addressed.

3. Iterative Process for Development, Validation, Translation and Finalisation of Material

The survey tool originals and most of the IECs material were in English. As per the design of the project, all material were translated into Nepali in partnership with the Antarang team. A clearly

defined iterative process was set up between the Consultants and Antarang for the development and translation of all material. This process is illustrated in Figure 1.

Figure 1: Process for Material Development and Validation
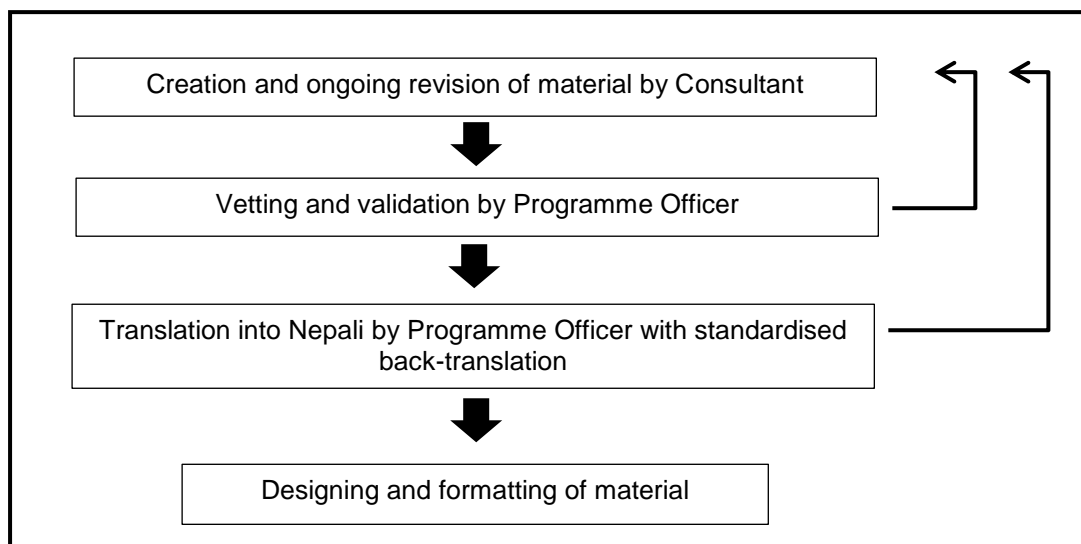
The process was strictly followed.   Tool construction, material development and translation proceeded in parallel.

4. Data Collection

Templates for each of the career guidance themes listed above were provided by the Consultants. Key persons from Antarang were trained in survey methods to collect data that would lead to the construction of tools for the assessment of interests, aptitudes and career beliefs as described above in Phase 1.

The steps and stages that were followed are summarised below.

4.1. Step 1: Creation and Translation of Survey Tools

Data was collected on the three main career guidance themes described above: career interests, aptitudes and career beliefs. In addition, keeping in view that the first roll out of the career guidance intervention would be on a pilot basis, a tool to measure the outcomes of the intervention was also trial tested.

The survey tools comprised the following:

- 60 items based on the multiple potentials framework that are known to be associated with interests and aptitudes in Asian countries.
- 8 open ended questions designed to tap students' day to day activities, vacation activities, hobbies, categories for accomplishments available to students, non-school based activities and career interests.
- The Career Belief Patterns Questionnaire (CBPS), a standardised, 43-item questionnaire designed to understand patterns and stereotypes in relation to attitudes and opinions about work, education and career.
- The Career Preparation Status Questionnaire (CPSQ), a standardised 15-item questionnaire designed to assess the outcomes of the intervention.

All tools were translated following the steps described in Figure 1 above. Please see Appendix 3 for details of the standardised, iterative back translation process followed.

4.2. Step 2: Data Collection

The data was collected by the Antarang team. The methods used for data collection were as follows:

Methods of data collection:

- Systematic observations of students based on pre-prepared templates provided by the Consultants.
- Survey of a representative sample of the target group using the tools provided by the Consultants as described in Step 1 above. See Appendix 4 for illustrations.
- Survey and Focus group discussions with adults involved in the lives of the target group: teachers, and community workers based on semi-structured interview schedules provided by the Consultants as described in Step 1 above. See Appendix 4 for illustrations.

Sample details:

As indicated above data were collected from two groups: students and adults engaged with students. Table 1 below provides an overview of the sample and the tools administered.

Table 1
Overview of the sample from which data were collected for tool construction

Participants	Questionnaires and tools	Details
Student participants	*Questionnaire 1:* 60 item rating scale based on the multiple potentials framework known to be associated with interests and aptitudes in Asian countries. Respondents were required to indicate the strength of their interest for each item on a 1 to 4 point rating scale. They were also given the opportunity to indicate whether they had had the opportunity to engage in each of these activities. *Please see Appendix 4 for illustrations.* *Questionnaire 2:* 8 open ended questions designed to tap students' day to day activities, vacation activities, hobbies, categories for accomplishments available to students, non-school based activities and career interests. Students were required to write down their responses to these questions. *Please see Appendix 4 for illustrations.* *The Career Belief Patterns Questionnaire (CBPS),* a standardised, 43-item questionnaire designed to understand stereotypes in relation to education and career. The questionnaire was administered to this sample to re-standardise it for Nepal. *The Career Preparation Status Questionnaire (CPSQ),* a standardised 15-item questionnaire designed to assess the outcomes of the intervention. The questionnaire was administered to this sample to re-standardise it for Nepal	- Total: 1030 - Boys: 458 (about 44%) - Girls: 573 (about 56%) - Mean Age: 14.83 years - Age Range: 11 to 20 years
Adult participants	8 open ended questions designed to list in-school and outside-school activities in which students are commonly involved and have chances to show their talents. Questions related to common career beliefs and influences on decision making were also posed. Respondents were required to write down their responses to these questions. *Please see Appendix 4 for illustrations.*	- Total: 69 - About 84% of this sample were teachers. The remaining were other professionals: care takers, counsellors, social workers and child rights officers.
Locations	Morang (Biratnagar), Banke (Kohalpur), Chitwan (Bharatpur) and Kathmandu	4 cities in 4 districts

All attempts were made to ensure that the sample from which the data were collected represented the target group as closely as possible.

4.3. Step 3: Data Analysis

The data collected were analysed by the Consultants. As shown in Table 1, both qualitative and quantitative information were collected. Nearly 40,000 responses were obtained across the student sample of 1030 individuals and about 3000 responses were elicited from the adult sample of 69 individuals. It is critical that the items and response categories finally selected lie within the test-taker's sphere of experience. Therefore items that lay outside the experience range of the majority of students were dropped from the pool. Only items that nearly the entire sample had experienced were retained. The final set of themes were then presented to the Antarang team for their validation. The final tools for the project were developed based on these analyses. Further details are provided in Appendix 4.

4.4. Step 4: Translation and trial testing of tools

The final versions of the tools were translated following the procedure described in Figure 1 above. The tools were then trial tested on a small sample of students in one school in Kathmandu. No changes were required. With this the assessment devices were finalised and Phase 2 was brought to a close.

**PHASE 3:
DEVELOPMENT OF CAREER GUIDANCE KIT AND IEC MATERIAL**

Period, Duration and Location

- August to October 2017.
- Consultants offsite.
- Executed by Antarang with internet based supervision of Consultants.

Key Objectives:

- Develop a culturally ground set of interlinked career guidance activities, supported by the necessary tools and IEC material for a career guidance system in Nepal.
- Translate, trial test and validate the tools for use with the defined target group.

5. Framework for material development

As indicated above, the Jiva Approach to Guidance and Livelihood Planning is a model developed by The Promise Foundation for the implementation of career guidance services in Asian countries. Key personnel from Antarang have been trained in the Jiva approach and have been practicing career guidance using Jiva tools and methods for the last 2 years. Hence, it was agreed that the Jiva model would be used as the framework that would guide the development of the career guidance programme for Nepal.

Following the Jiva Approach to Career and Livelihood Planning, it was agreed that the content of the career guidance Kit would comprise the following major themes of career guidance: self-understanding, understanding the world of work, developing career alternatives and career preparation.

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

6. Intervention method

The Jiva system follows the workshop format and career guidance is delivered in a participant led, student-mediated method. A workshop is made up of a number of activities. Each activity builds into

the next activity. As described below and shown in Figure 2, a given workshop activity would usually have 4 main parts:

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

Figure 2: Method and Approach
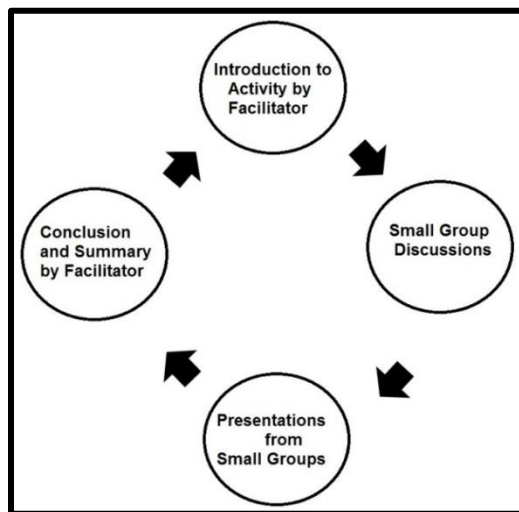
This format was used for the development of the Nepali career guidance system.

7. Implementation Format

An important aspect of mainstreaming a project and bringing it to scale is for it to integrate with already existing structures and systems. With this in mind the following decisions were taken with regard to the project's implementation format:

- The project would be school-based and implemented in the classroom.
- Implementation would integrate with the existing school timetable.
- The programme would be implemented in 6 modules + 1 follow up session with each module being 90 minutes in duration.
- Career Guidance Facilitators recruited by Antarang and trained through the present project will train school teachers who will be referred to as Vocational Orientation Teachers. These teachers will conduct the programme in the schools with support from Antarang's Career Guidance Facilitators.

It was against this background, that the intervention material and IEC tools were developed for the Nepali career guidance system.

8. Process followed for material development

The process followed for the development of the Nepali career guidance Kit is as follows:

- Members of Antarang have been trained in the Jiva method and are familiar with the tools and material. Hence, under the supervision of the Consultants, Antarang used the Jiva training manual to select activities for adaptation to Nepal, based on the learning outcomes of each activity.

- Most activities of the Jiva programme were included in the programme. Some activities were newly created by the Antarang team in partnership with the Consultants.
- Each unit was discussed with the Consultants over 3 rounds and corrections made as required.
- All materials were translated into Nepali using the procedure described in Figure 1.

9. Components of the Career Guidance Kit

As indicated above, this career guidance programme is activity-based and participant-led. The programme design has no lectures or formal teaching units. The facilitator guides students systematically through a set of activities. Learning is cumulative. The learnings of one activity contribute to the next one and so on throughout the programme. The execution of these activities is enabled through various tools developed with specific reference to Nepal and compiled in the form of a *Career Guidance Kit.* In summary, five kinds of tools were developed:
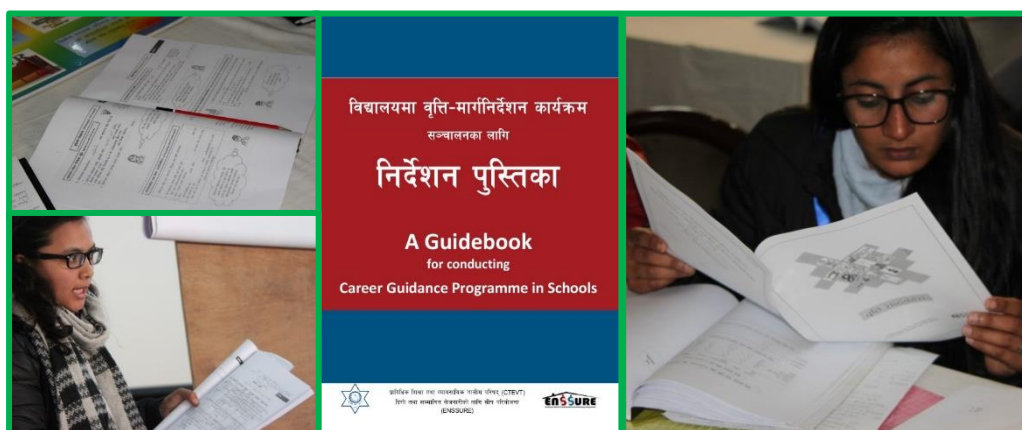
- Training Manual (for Career Guidance Facilitator).
- Flip charts.
- Student worksheets.
- Career dictionary.
- Learning Cards.

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

9.1. Training Manual (for the Career Guidance Facilitator)

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

Figure 3: Career Guidance Kit: The Career Guidance Facilitator's Training Manual

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

9.2.   Flip Charts (for Career Guidance Facilitator)

A requirement for resources developed for community based interventions is teaching-learning material that would not need too much infrastructural support in the form of electricity or information technology. This is because such resources are often not available in remote areas. The Career

Guidance Kit provides large Flip Charts (A0 Size) that are highly durable. They are large enough to be used in a class room of about 30 to 40 students. Figure 4 provides illustrative photographs.

Figure 4: Career Guidance Kit: Sample of a Flip Chart

The Flip Charts are designed to support the facilitator for each of the sessions in the programme and provide key points that he/she could elaborate upon.

9.3. Student Worksheets

Each activity is supported by specific Student Worksheets. The Kit supplies a Master Set of Worksheets, in soft copy. The facilitator is expected to print out the necessary worksheets for each workshop. Figure 5 provides illustrative photographs.

Figure 5: Career Guidance Kit: Sample of a Student Worksheet
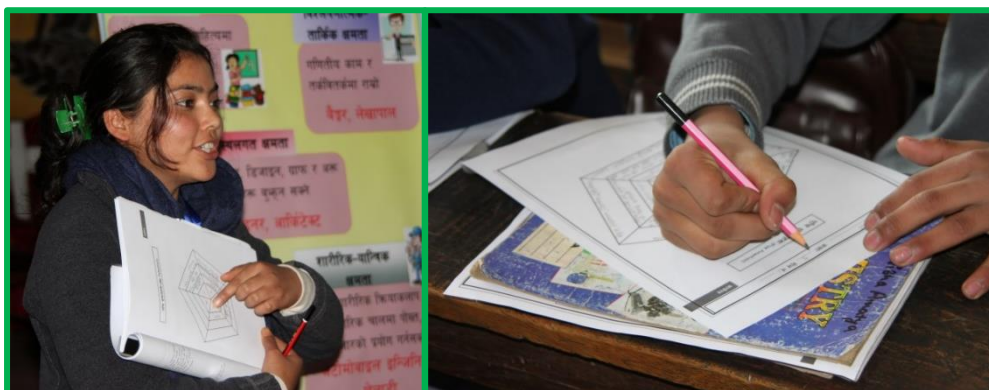
The worksheets have been designed keeping a comic book format in mind. Students enter their learnings into the worksheet. All Worksheets are compiled and become a Workbook at the end of the modules.

9.4. Career Dictionary

A critical element of any career guidance system is a well-researched, contextually stable source of career information that is directly linked to the career development possibilities available within a country. This is usually delivered in the form of a Career Dictionary. With such a resource, students have access to information about all possible careers open to them. It is also important that such a source of information *classifies* the identified careers into families based on a valid theoretical reference point. In the absence of such a resource, access to career information can be left to the vagaries of experience and random sources of information. While many countries have a national classification of occupations, they do not have a user-friendly Career Dictionary. This was also the case in Nepal. Hence a country specific Career Dictionary was developed for this project with occupations being classified as per the Multiple Potentials Framework described above. Figure 6 provides illustrative images of the dictionary with the first page of each section.

Figure 6: Career Guidance Kit: Career Dictionary
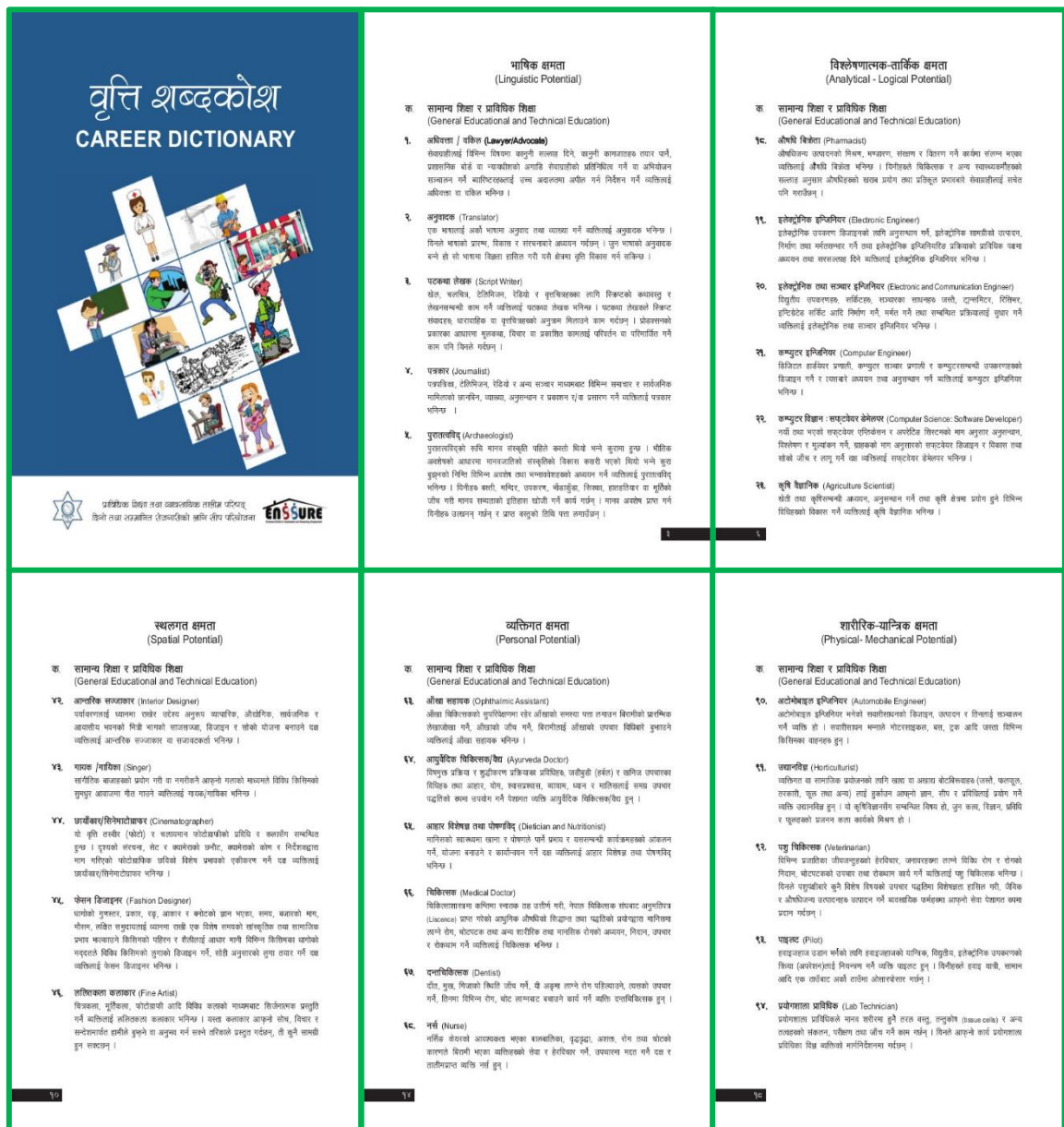
The Career Dictionary is directly connected to the courses and educational pathways available in Nepal. Since the overall scope of this project is located around vocational skills, the dictionary lays particular emphasis on TVET courses. However university based pathways are also included.

9.5. Learning Cards

As described above, small group discussions form an integral part of the career guidance workshops. During these discussions students in small groups take up a specific theme, discuss it and draw conclusions. These small group discussions are guided by Learning Cards containing career development information pertaining to the theme under discussion. Students use the cards for their discussions and to fill in their work sheets. Figure 7 provides illustrative photographs.

Figure 7: Career Guidance Kit: Sample of a Learning Card

Each workshop theme is supported by a set of Learning Cards. These cards also carry related information specifically related to Nepali culture and history, such as anecdotes of famous Nepali people, sayings, folk tales and labour market information, as the case may be.

9.6. Trial testing and validation

Trial testing was conducted on small samples representing the target group all through the development phase. Observations made and feedback received were incorporated. Overall it was found that the material was relevant and achieved the intended learning outcomes. Figure 8 shows the Kit packed and ready to go to the field.

Figure 8: Career Guidance Kit Packed

9.7. The Career Guidance Programme: An Overview

A total of 36 activities were developed, each with a specific learning objective supported by IEC materials such as worksheets, flipcharts, learning cards and career dictionaries. As indicated earlier, the career guidance programme takes a workshop approach. The Facilitator engages students in a

set of activities supported by material from the Career Guidance Kit. Appendix 5 presents an overview of each of the units of the career guidance workshop. At the conclusion of this phase, a complete set of *36* vetted and validated career development activities were developed, with all the necessary supporting tools.

PHASE 4: TRAINING OF CAREER GUIDANCE FACILITATORS

Period, Duration and Location

- 11th to 17th December, 2017.
- Consultants Onsite.

Key Objectives:

- Train persons selected by Antarang and ENSSURE aimed at building their capacity to deliver career guidance services using the Career Guidance Kit developed for this project.
- Trial test the Career Guidance Kit during the training and note down areas for improvement.

The training was led by the Consultants and held in Kathmandu from the 11th to 17th December, 2017. An overview is provided in the sections below.

10. Selection of Trainees

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

The basic eligibility criteria suggested were as follows:

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

A total of 16 individuals were selected from Antarang and ENSSURE. In addition, other officials from ENSSURE also attended as observers. Appendix 6 provides the participant list.

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

The training was conducted in Kathmandu in English with translation into Nepali where necessary.

11.1. Approach and Objectives

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

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

Figure 9 provides illustrative photographs of the training in progress.

Figure 9: Glimpses into the Facilitators' Training Workshop

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

11.2. Skills Practice: Interface with students

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

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

The training was delivered in a workshop format over a period of 7 full days. About 20% of the inputs were focused on conceptual foundations and the rest of the time was dedicated to helping the trainees gain the skills for career guidance with specific reference to the Career Guidance Kit. An important element in the training was to give participants an opportunity to try out what they had learned, with real students. To facilitate this, a 90 minute student workshop was organised. Participants had to plan the workshop, identify the correct material and then execute the workshop directly with students.

Figure 10 provides illustrative photographs of the student sessions in progress.

Figure 10: Glimpses into the Practice Workshop with Students

All trainees were systematically observed by the Consultants and senior members of Antarang. Comprehensive notes were made pertaining to their successes as well areas that required improvement and detailed feedback was provided.

11.3. Assessment of competency

All participants were assessed through the quality of their engagement with the course and their knowledge and skills development. An important aspect of the assessment was the demonstration of the ability to systematically plan, prepare and conduct the career guidance programme during the practice workshop with students. Feedback was provided throughout the course. Based on these multiple observations, each participant was given a grade to reflect their capabilities for the delivery of the career guidance workshop.   Grades were accorded as follows:

Grade A: Capable of independent service delivery and leading a career counselling team.
Grade B: Capable of independent service delivery.
Grade C: Capable of working within a team of other counsellors.
Grade D: Requires further exposure and practice.

Grades obtained by the participants at the end of the training are shown in Appendix 6.

With this, Phase 4, the training of career guidance facilitators was brought to a close.

PHASE 5: OUTCOME ASSESSMENT PHASE

Period, Duration and Location

April – May, 2018.
Consultants Offsite.

Key Objective:

Analyse data provided by Antarang to establish the outcomes of the pilot career guidance workshops conducted by Antarang in schools through the Career Guidance Facilitators.

As per the design of this project, on completion of the Career Guidance Facilitators' training programme, Antarang conducted career guidance workshops in a limited number of schools. This was considered as a pilot rollout with a view to establish the effectiveness of the intervention. Effectiveness was examined through a quasi-experimental study following a pre-intervention post-intervention design comparing intervention schools with a waiting control set of matched schools. The results of this study would inform the proposed scale-up of the project. The following sections present the theoretical framework to identify criteria of effectiveness, the tool used to capture change, and results of analyses contrasting the outcomes of the career guidance intervention group with a business-as-usual, waiting control group.

12.   Theoretical framework, hypotheses and tools

12.1. Background and hypotheses

The most important outcome of a career guidance intervention for high school students is an improvement in their readiness to make career decisions effectively. This aspect of career development skills and knowledge is referred to as *career preparation status*.

The hypotheses examined were as follows:

- the career preparation scores of all students would be low before the intervention.
- the students in the intervention schools would show improvement in preparedness scores after the intervention
- improvement would be significantly higher than the scores of students in the waiting control group who have not yet received the intervention.

Changes in career preparation status are seen in the quality of the following four interlocking career development factors:

- *Self-understanding* reflects the individual's knowledge of his/her interests and aptitudes and how they interact with each other. An individual who is able to articulate what his/her interests and aptitudes/talents are, link these personal interests and aptitudes with potential careers and describe his/her values and career beliefs, would in this formulation be described to have high self-understanding in relation to career development.

- *Knowledge of the world of work* reflects the individual's orientation to career and educational information. For example, an individual who is aware that one must learn about the characteristics of a career and its future prospects, and that a job is not a career but in fact every career is made up of many jobs would reflect high knowledge of the world of work. This person would know the names and definitions of a wide range of careers and the specific tasks related to those careers, as well as the skills and potentials required to be successful in those careers. A student with high knowledge of the world of work would also be aware of training pathways to enter a career including eligibility criteria, qualifications and entrance procedures.

- *Skills to develop career alternatives* refer to the individual's ability, based on knowledge of self and the world of work, to identify a set of 3 to 4 careers that are linked to his/her interests and aptitudes. A student with high skills in this area would be able to articulate the importance of having career alternatives, and would be able to link 3 to 4 career options to his/her potentials and interests.

- *Skills for career preparation* refer to the individual's ability to make an effective career plan. A student with high skills in this area would have generated career alternatives and would be able to describe a career path showing the links between career alternatives. The student would also be able to list relevant career and educational information, such as educational milestones pertaining to shortlisted career alternatives and identify the sources to find the information.

12.2. Tools

The Career Preparation Status Questionnaire (CPSQ) (Arulmani, 2012) is a 15-item questionnaire developed to assess students' readiness to make career choices. The CPSQ rests on the assumption that the four career development factors described above and a general orientation towards each, will together contribute to the individual's career preparation status and readiness to make career decisions. The questionnaire follows the mixed methods format blending items to elicit quantitative and qualitative information. The maximum obtainable score on this questionnaire is 35 covering five categories: general orientation (maximum score = 4), self-understanding (maximum score = 7), understanding the world of work (maximum score = 7), career alternatives (maximum score = 4) and career preparation (maximum score = 13). The higher the score, the higher is the student's preparedness to make effective career decisions.

The original version of this questionnaire (developed for India) was translated into Nepali and administered to a sample of 1030 boys and girls representative of the target group during Phase 2. Following a review of the items and keeping in mind field requirements, a shortened tool was finalised. The items in the final version were checked once again for clarity in Nepali and appropriateness for the local cultural and socio-economic context.

13. Sample Details

Students were assessed for their career preparation status before and after the intervention (Time 1 and Time 2 or T1 and T2 respectively). Their career preparation status was also compared with a matched waiting control group who did not receive the intervention until after the experimental study was completed. All waiting control group schools received the intervention within the same school term as the intervention schools.

Sampling was purposive with 12 schools recruited in the Kathmandu and Chitwan districts, following a shortlist received from the District Education Officer (DEO). The programme and the steps of implementation were explained to the school management. Schools were free to choose whether they wanted to participate or not. Schools were randomly allocated to the Control Group (i.e. randomisation was at the school level). A total of 635 high school students (Boys: 250 and Girls: 385) studying in grade 9 with an average age of 15.42 years (range: 12 to 19 years) participated. Of these, 103 students were in the waiting control group

14. Findings

The Mean scores with standard deviations of the intervention and control groups at T1 and T2 are given in Table 2. The results are given first for the total CPSQ score, followed by sub-scores for the five components of General Orientation (GO), Self-Understanding (SU), understanding the world of work (WOW), Career Alternatives and Career Preparation (CP).

14.1. Pre-Intervention: low preparation status in both groups

The mean CPSQ scores are well below the maximum obtainable score of 35 before the intervention, at Time 1. Similar low scores are also seen across all sub-components of the CPSQ in both groups. A series of independent samples t-tests showed that the difference between the mean scores of the intervention and control groups were not statistically significant at Time 1 (CPSQ = t (634) = -1.688; GO = t (634) = - .410; SU t (634) = -.604; WoW = t (634) = -1.816; CA t (634) = -1.072; CP = t (634) = -1.410; ns). In other words, the career preparation status of the intervention and control groups is statistically similar and any change seen after the intervention could reasonably be assigned to the impact of the career guidance workshops.

In addition, it is noteworthy that the preparation status was *exceptionally low* for all students. This once again underlines the importance of the programme objective for the role of career guidance interventions in high schools in Nepal.

Table 2
Mean CPSQ Scores (SD) at Time 1 and Time 2 for the Intervention and Control Groups
with significance of difference between Means

	CPSQ Total (Max = 35)		GO (Max = 4)		SU (Max = 7)		WOW (Max = 7)		CA (Max = 4)		CP (Max = 13)	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Intervention Grp. (N = 533)	12.85 (4.34)	25.23 (4.35)	0.72 (.70)	2.51 (1.35)	3.42 (1.30)	6.25 (1.16)	2.36 (1.09)	4.62 (1.17)	2.28 (1.16)	3.51 (.92)	4.06 (2.12)	8.34 (2.04)
Control Grp. (N = 103)	13.64 (4.08)	14.84 (4.05)	.75 (.73)	.82 (.68)	3.51 (1.49)	3.77 (1.28)	2.57 (.85)	2.60 (1.10)	2.41 (1.25)	2.56 (1.07)	4.37 (1.86)	5.10 (2.10)
t (634)	ns	22.37 *	ns	12.46 *	ns	19.48 *	ns	16.16 *	ns	9.34 *	ns	14.98 *

Note:
* Significant at the .001 level.
CPSQ = Career Preparation Status Questionnaire, GO = General Orientation, SU = Self-Understanding, WoW = understanding the World of Work, CA = Career Alternatives and CP = Career Preparation.

14.2. Post Intervention: Overall Improvements in intervention group is significant

The Means of the CPSQ score and the scores of all the sub-components are substantially higher for the intervention group than the control group (see T2 columns in Table 2). Independent samples t-tests show the difference to be statistically significant at this time point. In other words, although the two groups began at the same level at Time 1, the intervention group scored higher than the waiting list control on all sub-components of the career preparation status questionnaire at Time 2. The only difference between the two groups was that the intervention group received the career guidance workshops and the other group did not.

To further analyse the effectiveness of the workshops, a gain score was computed by subtracting each participating student's score on the CPSQ at Time 2 from that student's performance on the same test at Time 1. This score indicates the extent of gain from the intervention. A series of independent-samples t-tests were conducted to test the effectiveness of the intervention as captured by the gain score. As shown in Table 3, career preparation status increased more significantly for the intervention group when compared with the control group.

Table 3
Mean CPSQ Gain Scores (SD) between Time 1 and Time 2 for the Intervention and Control Groups with significance of difference between Means

	CPSQ Total	GO	SU	WOW	CA	CP
Intervention Grp.	12.37 (5.24)	1.78 (1.57)	2.82 (1.66)	2.26 (1.40)	1.23 (1.29)	4.27 (1.60)
Control Grp.	1.20 (4.61)	.06 (.96)	.25 (1.68)	.03 (1.32)	.15 (1.67)	.72 (.23)
t (634)	20.16 *	10.79 *	14.38*	14.92*	7.41 *	12.90 *

Note:
* Significant at the .001 level.
CPSQ = Career Preparation Status Questionnaire, GO = General Orientation, SU = Self-Understanding, WoW = understanding the World of Work, CA = Career Alternatives and CP = Career Preparation.

While it is clear that the difference in outcomes over Times 1 and 2 between the intervention and control groups are statistically significant, an examination of the mean scores show that the intervention group has improved on the total CPSQ mean score and the five sub categories of the indicators of career preparation status, while the control group has shown no significant changes. This points to the strong likelihood that the career guidance intervention has substantially contributed to the improvement of the career preparation status of students who receive the intervention when compared with students who do not receive such an intervention.

A few further points

On further analysis on the gain scores, we found:

- the difference scores is *higher for girls than boys* on the CPSQ and all its subtests, indicating that the girls in the sample have gained more than boys.

- while all students gained from the intervention, *students in the 12 to 13 year age range* showed the greatest change when compared with students in older age bands of 14 to 19, indicating that the youngest students (and those perhaps no history of grade repetition) gained the most from the intervention.

- a *school-wise analysis* showed that while all schools show substantial gain after the intervention, School 6, shows a substantially lower gain. In fact the largest number of negative difference scores (i.e., lower scores at Time 2 when compared with Time 1), are found in School 6. On checking this departure in greater detail, the Antarang team indicated that this school showed a positive response towards the career guidance programme at the beginning and so two teachers were selected and trained. However, when the programme was implemented, the teachers and school management both became uncooperative and implemented the programme reluctantly, with poor enthusiasm. It was also noted that this is a school with fluctuating student punctuality and attendance and is located in a semi-urban area. This single case study points to the importance of both school effectiveness and facilitator fidelity of the intervention programme as important indices for ensuring intervention effectiveness.

In conclusion it maybe stated that the programme has been successful in raising participants' readiness to make career decisions. Based on this information the following recommendations are made for scale up of the programme in a sustainable manner.

RECOMMENDATIONS

Recommendation 1: Complete the development of career guidance material

The career guidance material developed through this assignment is sound, but could be more comprehensive.

1.1.   It is suggested that the *career dictionary* is completed to include all careers that are relevant to the Nepali context, aiming toward an exhaustive listing of both vocational, technical and university courses.

1.2.   *Career Information cards* were prepared only to meet the learning outcomes specific to certain activities of the workshop. This needs to be completed to tie in with the careers dictionary, if the dictionary is expanded.

1.3.   The Educational Milestones flipchart was missing some of the links between vocational education and university education as the participants had pointed out. This needs to be completed, if not already done so.

Recommendation 2: Ongoing capacity building of career guidance facilitators

The individuals who have been trained at present have only gone through a short course on the basic skills of career guidance, with specific reference to the career guidance kit developed for this project. If the project is going to scale up, it would be advisable that the knowledge and skills of these individuals is built up to a higher level. Specific recommendations in this regard are as follows:

2.1.   Trainees who have obtained at least Grade B at the end of the training given through the present assignment, could be taken through an advanced course in career guidance and livelihood planning.

2.2.   Leaders at Antarang could consider post graduate/doctoral studies in career guidance and livelihood planning, either through a Nepali or Indian university.

2.3.   All candidates who show the talents for career guidance, could be given opportunities for professional development through international conferences and other professional development programmes.

Recommendation 3: Expand the scope of the programme

Overall, career guidance services could be implemented at two levels, namely, Career Discovery Interventions and Career Management Interventions, depending on the individual's career development needs:

- Career Discovery interventions are designed to help young people (e.g., high school students) develop skills to make effective career choices, *before* they make the choice, so that they make a relatively "correct" choice.

- Career Management interventions are designed for those who are *already enrolled* in a course. It addresses the skills young people need, to effectively cope with the work environment they are about to enter and be equipped with appropriate mind-sets and tools to successfully tackle issues at the workplace in a self-mediated manner. It includes skills related to job search, self-presentation and ongoing educational development.

The intervention that this assignment addressed was primarily related to career discovery, focusing on adolescents who are still in school. It does not directly address the career development needs of those who are in a TVET (or other) course. Since the platform for career guidance has already been laid through the present assignment, this platform could be extended to the career management format as well. The following recommendations are made:

3.1.   Extend the existing career discovery programme to include activities related to career management.

3.2.   Conduct a survey of individuals in the career management target group, to adapt the existing assessment tools to align with the maturity levels of a career management target group.

3.3. Use the adapted assessment tools to assess individuals who are at the *entry* point of a TVET (or other) course and help them take educational choices that are better aligned to their potentials.
3.4. Use the adapted assessment tools to assess individuals who are at the *exit* point of a TVET (or other course) and help them plan for entry into the world of work more effectively.
3.5. Extend career guidance services to include *other groups* such as youth who are planning to immigrate to another country and individuals with special needs and disabilities.

Recommendation 4: Selection of schools for the intervention

An important trend in the outcome study conducted for this project shows that one of the schools *did not benefit* from the programme (See Phase 5 above). Closer enquiry showed that this school has a history of poor performance, erratic attendance both by students and teachers and overall difficulties with administration and management. It was also noted that this is school is located in a semi-urban area with fluctuating student punctuality and attendance. It is possible that this is a "poor-functioning" school suffering from other, more fundamental difficulties of management and motivation. The career guidance intervention that has been designed for this project requires certain basic administrative frameworks to already be in place. This includes the school's willingness to take ownership of the programme on a long term basis. Such information needs to be kept in mind and the following recommendations are made:

4.1. The aim for the long run is that all schools and all children benefit from career guidance. However, in cases where the school is not administratively ready to take up the programme, it would be more effective to first offer the school management a broader, more general overview of career guidance. The school management could be taken to observe the programme in other schools and thereby obtain deeper insights into the requirements for the successful implementation of such a service.
4.2. Career education material such as career information posters and cards cold be installed in the school to motivate students and staff.
4.3. The full intervention may be implemented *only after* the school is ready to take responsibility for its successful management.
4.4. It may also be necessary for Antarang to provide greater support until such schools are able to conduct the programme independently.

Recommendation 5: Inclusion of parents and community

It is well known that parents and significant adults in the young person's life have a strong influence on career decision making. Parents' career beliefs often are more powerful than a careers intervention. The present project does not directly aim at the involvement of parents, family and community. This requires an advanced level of skill and knowledge and the following recommendations are made:

5.1. Include as a part of the advanced course suggested above (Recommendation 2), a workshop that provides material and skills to include parents in the career guidance process.
5.2. Conduct general parent orientation sessions in the community, independent of the career guidance workshops being conducted in schools.

Recommendation 6: Develop a strategic plan for the implementation of career guidance

This assignment has been efficiently managed by ENSSURE and implemented by Antarang and has won interest from a number of other parties. TVET is being strongly promoted through this ENSSURE project. However there does not seem to be an overall strategic plan to integrate vocational development oriented courses with university based pathways. Not all students would be suitable for vocational courses nor would all students be able to do their best through university pathways. If career guidance is to be effective at a country level, it must include *both* the Education and TVET sectors. It was also noted during this assignment that career guidance initiatives were being undertaken by other government departments and ministries. Keeping overall workforce development for the country in view, it is essential that the various efforts being directed toward skill development (vocational, university and other courses) converge. A first step in this direction would

be a consultation to consider the issue more concretely. Specific recommendations in this regard are as follows:

6.1. ENSSURE could lead the creation of a high level working group that would evolve a national, strategic plan aiming at comprehensive workforce development for the country. This would involve inter-ministry/department consultations.
6.2. Share the programme that has been developed through this project with the Education sector and expand the scope of the programme to include the Education sector.
6.3. Draw Industry more strongly into the programme and formally create opportunities for work experience, job shadowing, internships and apprenticeships.
6.4. Interesting data has been generated during the course of the Survey conducted through this assignment. A part of the consultation suggested above could have the Consultant present this data and highlight trends that could contribute to the strategic plan.
6.5. For projects such as these, a local Career Guidance Working Group (CGWG) is a critical element. It is this group that actually assists in the development, vetting and validation of material and also undertakes to translate material into the local language. Ideally, the CGWG would be inter-ministerial and composed of well experienced professionals from the government departments of education, TVET, curriculum development and educational research, along with representatives of Industry. The private sector could also be included. Forming such a group and building its capacity to develop a strategic plan for career guidance services could be a critical important next step.

Recommendation 7: Formalisation of the career guidance services

The project at present has been designed to be a pilot study. *This pilot shows that the outcomes are highly positive and the service is achieving the planned outcomes*. If the programme is to be brought to scale it requires formal endorsement by the respective ministries. This would imply making provisions in the regular school/institute time tables for the delivery of the service. Making the necessary budget allocations is essential here. This could also mean training a larger work force. However, without the formalisation of the service, its outcomes will remain dependant on project support and the service could fade away if government does not take responsibility in long run. Therefore the actualisation of career guidance even at the end of the present proposal, remains at risk. In continuation of Recommendation 6, the following suggestions are made to lay the foundations for securing a sustainable career guidance service for Nepal:

7.1. Present the findings of this pilot study at a high level policy making consultation composed of key stake holders from relevant ministries. If necessary, the consultant could lead this sensitisation process.
7.2. Provide a policy making framework that could be used by policy makers to study and understand the implications of mainstreaming career guidance services.
7.3. Support the formulation of a career guidance policy for the country.

<div style="background-color:navy; color:white; text-align:center;">**CONCLUSION**</div>

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

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

New possibilities for career development are constantly emerging in Nepal. Career guidance in this context has certain special dimensions, and through this assignment a small attempt has been made to develop a career guidance programme that fits into these requirements.

Interest in career guidance in Nepal is rapidly growing. ENSSURE with Antarang, have been highly efficient in implementing this project and ENSSURE could take a leadership role in bringing career guidance to scale in Nepal.

Submitted by,
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5th June 2018.

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APPENDICES

Appendix 1

Multiple Potentials: A Frame of Reference for Career Counselling

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

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

The Linguistic Potential

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

The Analytical-Logical Potential

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

The Spatial Potential

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

The Personal Potential

The knowledge of self and the sensitivity to others reflect the personal potential. People exhibiting this potential would have a high degree of control and awareness over their own feelings and values. A person with a high personal potential is sensitive to the moods and emotions of others. These are

people who can understand others and are attuned to the forces that influence and mould human behaviour. A common misunderstanding is that people who are 'extraverted' have high personal skills. The ability to make others laugh or be the soul of a party reflects the personal intelligence as much as the capacity to quietly understand others, their moods, thoughts and behaviour. Most importantly, the person with a high personal potential would be able to logically arrive at the reasons behind a unit of behaviour and would be able to influence and mould human behaviour. Careers linked to this potential would include, Psychology, Social Work, Medicine.

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

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

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Appendix 2

**THE STRENGTHS AND ACCOMPLISHMENTS QUESTIONNAIRE (SAQ):
A BLENDED APPROACH TO ASSESSMENT**

Key Features of the Method

Strengths and Accomplishments Questionnaire (SAQ) is an approach to aptitude assessment that attempts to blend qualitative and quantitative methods. The aim is to ensure that the testing method is contextually grounded and at the same time able to offer the assessor a framework within which objective measurements can be made. The structure of the instrument is based on the logic of Likert type scaling. Accordingly, the instrument comprises two parts: items (referred to as "activities") and response categories (referred to as "levels of accomplishment"). The items are anchored to an ordered continuum of response categories, with increasing numeric values assigned to each category. The framework for assessment is based on the Multiple Potentials Framework (MPF), an adaptation of Gardner's (1983) Theory of Multiple Intelligences that uses five factors: Linguistic, Analytical-Logical, Spatial, Personal, and Physical-Mechanical as categories (Arulmani & Nag-Arulmani, 2004). Therefore the SAQ has 5 sections.

The method rests on the assumption that a person's accomplishments in real life reflect his/her talents and potentials. Accomplishment is defined as any activity in which the person has been consistently involved and which has been noticed by others. Items therefore comprise a list of activities through which a person could have registered accomplishments. Response categories reflect opportunities that actually exist in the person's life situation through which he/she can register accomplishments at varying levels. The SAQ requires clients to select activities they have experienced and indicate the levels at which accomplishments have been registered for those activities. Levels of accomplishment carry increasing numeric values. The sum of the respondent's selections is taken to indicate his/her accomplishment level for a given factor of the multiple potentials.

Given below is an extract from the SAQ that was developed for Nepal. This example presents 2 items from the Linguistic section, as an illustration. Each section has 12 items of which the client is required to select 8 activities in which he/she has had highest level of accomplishments., With a maximum possible score of 5 per item, the total of each section is 40.

Linguistic Accomplishments

Q.No	ACTIVITY	EXPLANATION	EXAMPLES FROM NEPAL	I am involved in this activity at the personal level OR I have been appreciated for this activity by family or friends	I participate in such activities in school OR I am known for this activity in my school OR I help a group that is involved in such activities when I can	I have won prizes OR I have been awarded for such activities in school OR I am a part of a group that is involved in such activities	I have won prizes or been recognised for such activities outside school (e.g., Child/Youth Club) OR I am a leader of a group that is involved in such activities	I gained an important benefit (e.g., scholarship) through this activity OR My involvement in such activities has been recognised at a high level (District, Province, National)
				1	2	3	4	5
1	Academic activities related to language.	Academic activities related to learning a language. Learn concepts related to language such as grammar, word meanings as part of academic activities.	studied English and Nepali books; did homework of Nepali; discussed English questions with teacher; made notes of subjects; did reading and writing exercises; completed school reports; did extra reading to strengthen my language skills.					
2	Learning/Gaining information related to language on my own.	Learning more about language by activities that involve speaking, reading or writing. Learn about something new by reading, listening or speaking about it. Use language to gain information about a new topic.	getting knowledge of library books from libraries; read books in other languages; studied Nepali word meanings; practicing language skills; learned to write poems; read newspaper for information; read general knowledge books; listen to news.					

Enter your answer in the data sheet

It is important to note that in this method, the aim of assessment is not to identify how high a person's score is. Instead the objective is to identify the pattern of scores across the five factors. Therefore, the SAQ lays greater emphasis on the shape rather than the height of the individual's potential profile. Interpretation of scores is not based upon norms. The SAQ uses the person as his/her own norm,

since the objective is not norm-based comparison but rather a person-centred profiling. In order to arrive at such a scale, the manner in which items are generated is crucial.

Item Generation: A Blended Approach

The SAQ blends the qualitative with the quantitative and attempts to ensure that the instrument is culturally and contextually grounded. The activity list as well as the response categories are generated through qualitative and quantitative methods such as systematic observations, focus group discussions, checklists and open ended questions. Participants for item generation include representative samples of the target group, community elders, teachers, parents, related government officials, NGO and other welfare workers. Desk review of text books, reports and other relevant materials is also conducted. The information collected is then composed into items and iteratively presented to a relevant and informed local group that is qualified to comment on selection of items for the final scale. Universality of relevance of the activity and response category to the target group is an important criterion for item selection. It is critical that the items and response categories finally selected lie within the potential test-taker's sphere of experience. When constructing such a device, it is also important to clearly indicate its limitations. Hence the use of this SAQ developed for Nepal, is limited to Nepal.

In summary the SAQ is qualitative in the manner in which it allows the assessor to construct an assessment protocol that is in tune with the opportunities offered to the test-taker by his/her socioeconomic environment, schooling, and cultural background. It does not expect the individual to respond to items that may or may not be relevant to his or her situation but instead endeavours to tie in with the person's lived experience. It encourages the counsellor to dialogue with the client and guide him/her toward identifying and rating relevant aspects of his/her experiences. At the same time, resting as it does upon the psychometric logic of a rating scale, the method draws upon quantitative methodology.

SAQ Validation

The SAQ method has been successfully implemented in a number of countries including India, Vietnam, Sri Lanka, Maldives and for refugees in Sweden. Reliability analysis of the SAQ implemented in these different countries has shown a 2 to 12 week test-retest reliability ranging between 0.74 and 0.81 amongst samples sizes ranging between 207 and 546.

SAQ findings were compared with the Multiple Potentials Test-5 (MPT-5) a psychometric device designed to assess aptitudes (Arulmani, 2005) against the external criterion of independent ratings by teachers who were also the career counsellors of a sample of students in India. The difference scores between teacher-ratings and MPT-5 outcomes and teacher-rating and SAQ outcomes were not statistically significant, indicating that the ranking emerging from MPT-5 and SAQ scores were both as close (or distant) to teacher ratings. This may be taken as another line of verification that either forms of testing can yield helpful information.

The Nepali SAQ is based entirely upon data collected from a survey conducted on Nepali students along with information collected from teachers, counsellors and others engaged with this target group.

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Appendix 3

Translation Instructions to Antarang

This document describes the standardised translation procedure to be followed when translating the tools:

- My Interest Profile
- Strengths and Accomplishments Questionnaire.

It is important the tools are correctly translated. At the same time, it is important that the Nepali version fits into the Nepali culture and context.

It order to achieve this, the below given steps are to be followed.

Step 1:   Translation of the English version (E1) into Nepali (N1) by Translator 1. Translator 1 must be fluent in both English and Nepali. The translation must be an exact translation from English to Nepali. That is, Translator 1, must not add any new concepts, ideas or corrections.

Step 2:   Translation of the Nepali (N1) back into English (E2) by Translator 2. This is called a "back translation". This translation must be done by a translator who has not seen the English version. Also, Translator 2 must not consult Translator 1. In other words, Translator 2 must be "blind" to the English original (E1). Translator 2 must translate to English, as if the Nepali version (N1) is the original. The translation must be an exact translation from Nepali to English. That is, Translator 2, must not add any new concepts, ideas or corrections. Even if there are mistakes in N1, Translator 2 must translate exactly, including the mistakes.

Step 3:   Translator 2 is to send the E2 document directly to Promise (sajmaarvind@t-p-f.org) for comparison of the new English Version (E2), with the original English Version (E1). This will be done by The Promise Foundation. Any discrepancies, or changes in meaning will be identified. A gap list will be produced listing out all the discrepancies and sent to you.

Step 4:   Translator 1 will be notified of the discrepancies and will make the necessary corrections.

Kindly follow these steps:

- We have sent the following 3 documents to you:

  (1) My Interest Profile-E1
  (2) SAQ-E1
  (3) Datasheet-E1.

Please treat these as the original English versions.

Steps for Translation (Step 1). It is suggested that Ms. Sunita takes up this step.
- Please use the *Standardised Translation Instructions (English to Nepali)* attached with this mail.
- When the translation is completed, and N1 has been created, the N1 documents must be sent to Translator 2 for the Back Translation.

Steps for Back Translation (Step 2)
- Please send My Interest Profile-N1, SAQ-N1 and Datasheet-N1 to Translator 2 along with the *Standardised Translation Instructions (Nepali to English)*.
- Call Translator 2 after sending this mail to ensure that he/she has understood the instructions. Fix a date when he/she must send you the translated tools.
- Translator 2 is to create the N2 files using the attached Translation Template.

- When the translation is completed, the translator must mail the translated E2 documents directly to sajmaarvind@t-p-f.org. The documents must be sent as both as a Word and Pdf file.

Steps for Comparison of E1 and E2 (Step 3)
- We check the E2 documents with the E1 documents and send you the discrepancy list, if any.

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Appendix 4

Survey for the Development of Assessment Tools: Methods and Illustrations

Background

This survey was designed with the primary objective of collecting data for the construction of culturally grounded career guidance assessment tools for Nepal. The survey tools were provided by the consultants and the survey was executed by Antarang. Key persons from Antarang were trained in the skills necessary to conduct this survey.

The survey was conducted in 4 cities in 4 districts, namely, Morang (Biratnagar), Banke (Kohalpur), Chitwan (Bharatpur) and Kathmandu. The sample comprised two groups:

1. A representative sample of the target group

This sample comprised a total of 1031 individuals (Boys: 458 (about 44%) and Girls: 573 (about 56%), with a mean age of Mean Age: 14.83 years (age range: 11 to 20 years)).

2. Adults engaged with the target group

This sample comprised a total of 69 individuals of which about 80% were teachers and the rest were care takers, counsellors, social workers and child rights officers.

Survey Tools

The student sample was given Questionnaires 1 and 2 and the adult sample was given a Questionnaire 3, which comprised 8 open ended questions. The details are provided below with illustrations.

Questionnaire 1:

This is a 60 item rating scale based on the multiple potentials framework known to be associated with interests and aptitudes in Asian countries. Respondents were required to indicate the strength of their interest for each item on a 1 to 4 point rating scale. They were also given the opportunity to indicate whether they had had the opportunity to engage in each of these activities. Given below are extracts from this questionnaire showing the instructions, the rating scale and 2 items from each of 5 multiple potential categories.

Instructions:

Given below is a list of activities that people are interested in. Please enter a number to show your response to each item.

A = I don't understand this
B = I have never had a chance to do this.

If you have had a chance to do any of the activities listed below, indicate how much you like to do the activity: 1 = very low. 2 = low. 3 = high. 4 = very high.

Sample of items:

Activity	Explanation	Enter your response
Write essays and articles	Put your thoughts, observations and experiences into words for others to read.	
Present information to people in a written form	Describe ideas, news, knowledge, data in words	
Analyse data	Look closely at information of different	

	kinds and deeply understand this information. Apply mathematics and statistics. Find trends in the information by looking for anything special in the information.	
Use data to make predictions	Say what may happen next by making calculations based on the information you have and make suggestions for future plans..	
Work with patterns and shapes	Arrange objects so that they are nice to see. Make different kinds of shapes from different kinds of material (wood, cloth, clay) so that they are useful and/or nice to see.	
Use skills related to drawing and sketching	Make pictures using different kinds of material such as paint, pencil, charcoal or any drawing material by copying, observations or imagination.	
Help an organisation function efficiently	Understand the different parts of an organisation and the different duties that people have. Help people work effectively together.	
Understand and work with groups of people	Learn how a particular group functions. Understand how different people in the group influence each other.	
Apply physics to understand how machines work	Understand machines in a scientific way. Use principles from physics related to levers, wheels, heat, temperature, friction to understand how machines work.	
Activities that require good physical co-ordination	Use your body to achieve targets. Good eye and hand coordination. Tasks that require fine coordination of your fingers.	

Questionnaire 2:

Students were required to write down their responses to 8 open ended questions designed to tap their day to day activities, vacation activities, hobbies, categories for accomplishments available to them, non-school based activities and career interests. The questions asked were as follows:

1. Write down any 8 things that you did this month.
2. Write down any 8 things that you do during your vacations.
3. Write down 5 activities that you like very much.
4. Write down any 3 things you do in your spare time / your hobbies.
5. Write down any 3 things what you are good at.
6. Write down any 5 activities for which you were recognised or won prizes in your life.
7. Write down any 3 jobs you would like to do?
8. Write down all the activities you do in school, other than studies.

Questionnaire 3:

The adult sample was presented with 8 open ended questions designed to list in-school and outside-school activities in which students are commonly involved and have chances to show their talents. Questions related to career common beliefs and influences on decision making, were also posed. Respondents were required to write down their responses to these questions. The questions asked were as follows:

1. Write down 3 to 4 activities that your students/youth, are commonly involved in other than studies. List 3 – 4 extracurricular activities (within school) that your students/youth, have access to. Eg: Debating, Making Projects, Drawing, Social Work, Physical Activities.

2. List 3 to 4 extracurricular activities (outside school) that your students/youth have access to. Eg: Debating, Making Projects, Drawing, Social Work, Physical Activities.

3. List out 3 to 4 activities within your student's experiences which would indicate his/her capacities in the following categories:

Category	Definition	Example of Activity
Linguistic	sensitivity to words and the ability to use language (written or oral), effectively	Debates; writing essays
Analytical-Logical	ability for analysis, reasoning and application of logic to solve problems, find solutions and make diagnoses	Making projects; planning and organising activities; handling finances.
Spatial	sensitivity to colour, line and form and the ability to manipulate three/two dimensional space, to design.	Drawing; making things; craft activities
Personal	Sensitivity to others' feelings and , interpersonal skills and the ability to understand behaviour.	Helping others; doing social work
Physical-Mechanical	ability to use physical capabilities, efficiently at the fine and/or gross motor level, stamina, strength and control over the movements of the body.	Farming; taking care of livestock; repairing things

4. List out 2 to 3 locations that give opportunities for students/youth to show their talents. E.g., school, inter-school, youth group, community events. These locations must be commonly available.

5. Write down 3 to 4 common beliefs your students/youth have about the future and about work. Eg: It is better to go to the city; I am poor so I can't get a good job.

6. List out 3 to 4 influences on your students/youth decision making.

7. Write the title of any Nepali stories that are related to work, success and prosperity.

Data Analysis

Nearly 40,000 responses were obtained across the student sample of 1030 individuals and about 3000 responses were elicited from the adult sample of 69 individuals.

Frequencies, averages and standard deviations were used to summarise and identify trends in the quantitative data. Qualitative data were subjected to thematic analysis with the primary intention of identifying aspects of daily life, commonly available to all or at least the majority of the target group that could be drawn into an assessment framework to identify interests and aptitudes. Both open and axial coding were used. With a view to triangulating the data, the Consultants iteratively presented emerging themes and trends in the data to each other and to one external assessor who was not involved in the project for validation. It is critical that the items and response categories finally selected lie within the test-taker's sphere of experience. Therefore items that a large number of students had not experienced were dropped from the pool. Only items that nearly the entire sample had experienced were retained. The final set of themes were then presented to the Antarang team for their validation. The final tools for the project were developed based on these analyses. Given below are extracts from the Nepali Strengths and Accomplishments Questionnaire that emerged from this analysis tools developed.

Career Guidance System for Nepal
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Sample of items from the SAQ

भाषिक प्राप्ति

प्र. सम्ब	क्रियाकलाप	व्याख्या	नेपालको उदाहरण	म यो क्रियाकलापमा व्यक्तिगत रुपमा संलग्न छु अथवा मेरा परिवार वा साथीभाईले यो क्रियाकलापको लागि मेरो प्रशंसा गर्दछन् (१)	म यस्तो क्रियाकलापमा विद्यालयमा भाग लिन्छु अथवा यो क्रियाकलापको लागि म विद्यालयमा चिनिन्छु अथवा मैले यो क्रियाकलापमा संलग्न भएको समूहलाई सकेजति सहयोग गर्छु (२)	मैले पुरस्कारहरू जितेको छु अथवा यस्ता क्रियाकलापको लागि विद्यालयमा म पुरस्कृत भएको छु अथवा यस्ता क्रियाकलापमा संलग्न भएको समूहको म एक भाग हु (३)	विद्यालयबाहिर (बाल/युवाक्लब) मैले पुरस्कार जितेको छु वा चिनिएको छु अथवा म यस्तो क्रियाकलापमा संलग्न भएको समूहको नेता हु (४)	यो क्रियाकलापद्वारा मैले महत्वपूर्ण फाइदा (जस्तो, छात्रवृत्ति) पाएको छु अथवा यस्ता क्रियाकलापमा मेरो संलग्नता उच्च स्तरमा (जिल्ला, प्रदेश, राष्ट्रिय) चिनिएको छ (५)
१	भाषासंग सम्बन्धित शैक्षिक क्रियाकलाप	भाषा सिक्नको लागि शैक्षिक क्रियाकलाप, शैक्षिक क्रियाकलाप अन्तर्गत भाषासँग सम्बन्धित धारणा जस्तै व्याकरण, शब्दको अर्थ सिक्ने	अंग्रेजी र नेपाली किताब पढ्ने, नेपाली गृहकार्य गर्ने, अंग्रेजीको प्रश्नहरूमा शिक्षकसंग छलफल गर्ने, विषयहरूको नोट बनाउने, अभ्यासहरूलाई पढ्ने र लेख्ने, विद्यालयको प्रतिवेदन पूरा गर्ने, मेरो भाषाको					

विश्लेषणात्मक-तार्किक प्राप्ति

	क्रियाकलाप	व्याख्या	नेपालको उदाहरण	म यो क्रियाकलापमा व्यक्तिगत रुपमा संलग्न छु अथवा मेरा परिवार वा साथीभाईले यो क्रियाकलापको लागि मेरो प्रशंसा गर्दछन् (1)	म यस्तो क्रियाकलापमा विद्यालयमा भाग लिन्छु अथवा यो क्रियाकलापको लागि म विद्यालयमा चिनिन्छु अथवा मैले यो क्रियाकलापमा संलग्न भएको समूहलाई सकेजति सहयोग गर्छु (2)	मैले पुरस्कारहरू जितेको छु अथवा यस्ता क्रियाकलापको लागि विद्यालयमा म पुरस्कृत भएको छु अथवा यस्ता क्रियाकलापमा संलग्न भएको समूहको म एक भाग हु (3)	विद्यालयबाहिर (बाल/युवाक्लब) मैले पुरस्कार जितेको छु वा चिनिएको छु अथवा म यस्तो क्रियाकलापमा संलग्न भएको समूहको नेता हु (4)	यो क्रियाकलापद्वारा मैले महत्वपूर्ण फाइदा (जस्तो, छात्रवृत्ति) पाएको छु अथवा यस्ता क्रियाकलापमा मेरो संलग्नता उच्च स्तरमा (जिल्ला, प्रदेश, राष्ट्रिय) चिनिएको छ (5)
1	तर्कवितर्क, कारण र विश्लेषणसँग सम्बन्धित प्राज्ञिक (एकेडेमिक) क्रियाकलाप	जानकारी विश्लेषण गर्ने र समस्या समाधान गर्नेसँग सम्बन्धित तौरहरूको लागू गर्ने प्राज्ञिक क्रियाकलाप। प्राज्ञिक क्रियाकलापको एक भागको रुपमा रहेको गणितीय र वैज्ञानिक अवधारणा सिक्ने	गणित र विज्ञान पढ्ने; गणितको गृहकार्य गर्ने; गणितको परिमाण सबैभन्दा बढी नम्बर ल्याउने; विज्ञानको सुर पढ्ने; विज्ञानमा नयाँ अवधारणा सिक्ने					

स्थलगत प्राप्ति

	क्रियाकलाप	व्याख्या	नेपालको उदाहरण	म यो क्रियाकलापमा व्यक्तिगत रुपमा संलग्न छु अथवा मेरा परिवार वा साथीभाईले यो क्रियाकलापको लागि मेरो प्रशंसा गर्दछन् (1)	म यस्तो क्रियाकलापमा विद्यालयमा भाग लिन्छु अथवा यो क्रियाकलापको लागि म विद्यालयमा चिनिन्छु अथवा मैले यो क्रियाकलापमा संलग्न भएको समूहलाई सकेजति सहयोग गर्छु (2)	मैले पुरस्कारहरू जितेको छु अथवा यस्ता क्रियाकलापको लागि विद्यालयमा म पुरस्कृत भएको छु अथवा यस्ता क्रियाकलापमा संलग्न भएको समूहको म एक भाग हु (3)	विद्यालयबाहिर (बाल/युवाक्लब) मैले पुरस्कार जितेको छु वा चिनिएको छु अथवा म यस्तो क्रियाकलापमा संलग्न भएको समूहको नेता हु (4)	यो क्रियाकलापद्वारा मैले महत्वपूर्ण फाइदा (जस्तो, छात्रवृत्ति) पाएको छु अथवा यस्ता क्रियाकलापमा मेरो संलग्नता उच्च स्तरमा (जिल्ला, प्रदेश, राष्ट्रिय) चिनिएको छ (5)
1	कला र डिजाइनसम्बन्धी शैक्षिक/प्राज्ञिक क्रियाकलाप	कला र डिजाइनसम्बन्धि शैक्षिकलाप अभ्यास गर्ने, अझ बढी सिक्ने र पढ्याउने	चित्र र हस्तकलाका कक्षाहरूमा भाग लिने; चित्रकलाको अभ्यास गर्ने; हलनचलनको अभ्यास; हातले माटोमा नाचन बनाउने; बेकारको सामानलाई विभिन्न चिज बनाएर पुनः प्रयोग गर्ने					

Prepared by Arulmani and Aravind (2017-18).
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व्यक्तिगत प्राप्ति

	क्रियाकलाप	व्याख्या	नेपालको उदाहरण	म यो क्रियाकलापमा व्यक्तिगत रूपमा संलग्न छु अथवा मेरा परिवार वा साथीभाईले यो क्रियाकलापको लागि मेरो प्रशंसा गर्दछन्	म पनि यो क्रियाकलापमा विद्यालयमा भाग लिन्छु अथवा यो क्रियाकलापको लागि म विद्यालयमा चिनिन्छु अथवा मैले यो क्रियाकलापमा संलग्न भएको समूहलाई सकेजति सहयोग गरेँ	मैले पुरस्कारहरू जितेको छु अथवा यस्तो क्रियाकलापको लागि विद्यालयमा म पुरस्कृत भएको छु अथवा यस्तो क्रियाकलापमा संलग्न भएको समूहको म एक भाग हुँ	विद्यालयबाहिर (बाल/युवाक्लब) मैले पुरस्कार जितेको छु वा चिनिएको छु अथवा म यस्तो क्रियाकलापमा संलग्न भएको समूहको नेता हुँ	यो क्रियाकलापद्वारा मैले महत्वपूर्ण फाइदा (जस्तै, अवसृति) पाएको छु अथवा यस्तो क्रियाकलापमा मेरा संलग्नता उच्च स्तरमा (जिल्ला, प्रदेश, राष्ट्रिय) चिनिएको छ
				1	2	3	4	5
1	सामाजिक सेवा क्रियाकलापद्वारा समाजमा योगदान दिने	व्यक्तिगत प्रयासद्वारा समुदायलाई सहयोग गर्ने। अप्ठेरोमा परेकालाई, असक्तलाई, बुढा, गरीब वा बिरामीहरूलाई सहयोग गर्ने। लघुएकलाई वन राख्ने	दुःखित, बिरामी, वृद्ध,अशक्त मानिसहरूलाई सहयोग गर्ने; आवश्यकतामा परेकालाई सहयोग गर्ने; बुढो मानिसलाई भारी बोक्न मद्दत गर्ने; साथीको बुवाको हेरचाह गर्न अस्पताल जाने; रेडक्रसमा संलग्न हुने; सडक बालबालिकालाई सहयोग गर्ने; भूकम्प, बाढी, र अन्य प्रकोपबाट पिडित व्यक्तिलाई सहयोग गर्ने।					

शारीरिक-यान्त्रिक प्राप्ति

प्र.न.	क्रियाकलाप	व्याख्या	नेपालको उदाहरण	म यो क्रियाकलापमा व्यक्तिगत रूपमा संलग्न छु अथवा मेरा परिवार वा साथीभाईले यो क्रियाकलापको लागि मेरो प्रशंसा गर्दछन्	म पनि यो क्रियाकलापमा विद्यालयमा भाग लिन्छु अथवा यो क्रियाकलापको लागि म विद्यालयमा चिनिन्छु अथवा मैले यो क्रियाकलापमा संलग्न भएको समूहलाई सकेजति सहयोग गरेँ	मैले पुरस्कारहरू जितेको छु अथवा यस्तो क्रियाकलापको लागि विद्यालयमा म पुरस्कृत भएको छु अथवा यस्तो क्रियाकलापमा संलग्न भएको समूहको म एक भाग हुँ	विद्यालयबाहिर (बाल/युवाक्लब) मैले पुरस्कार जितेको छु वा चिनिएको छु अथवा म यस्तो क्रियाकलापमा संलग्न भएको समूहको नेता हुँ	यो क्रियाकलापद्वारा मैले महत्वपूर्ण फाइदा (जस्तै, अवसृति) पाएको छु अथवा यस्तो क्रियाकलापमा मेरा संलग्नता उच्च स्तरमा (जिल्ला, प्रदेश, राष्ट्रिय) चिनिएको छ
				1	2	3	4	5
1	शारीरिक तथा यान्त्रिक समूहहरूको अध्ययन र सिकाईसम्बन्धि प्राज्ञिक क्रियाकलाप	शारीरिक तथा यान्त्रिक कामहरू सम्बन्धित क्रियाकलापहरूको अभ्यास गर्ने, बढी सिक्ने र अनुगमन गर्ने	शारीरिक शिक्षासँग सम्बन्धित कक्षामा जाने; विमानको कक्षा मेसिनले कसरी काम गर्छ भन्ने बारे सिक्ने					

In its final form the Nepali SAQ comprises 12 items in each of the 5 sections. The candidate is required to select 8 items for which he/she has had the highest level of accomplishments. There are 5 levels of accomplishments for each item. Each level of accomplishment is given 1 mark. Hence, the maximum score for each item is 5 marks (1 x 5 = 5). The maximum possible score for each section is 40 (8 x 5 = 40),

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Appendix 5

Overview of Career Guidance Programme

Career Guidance Theme	Activity Name	Overall Focus of the Activity	Materials
Introduction	Introduction	Introduces participants to the objectives of the programme	Career orientation Program Banner, marker/chalk, stapler, pin, student portfolio files, Flipchart of career orientation
	My dreams	To link participants dreams with career oriented thinking	Pencil, paper
	Are you ready	To help the participants understand the level of their career preparedness (and assess pre intervention status)	Are you ready questionnaire
	Career Principles	To sensitise participants to the principles for career development	Flip charts-4, Worksheets-2, Learning Cards-4
Self Understanding	Career Discovery Path	To introduce participants to the steps of the career discovery path and to introduce about self-understanding component	Flipchart-1, worksheet-1
	Five potentials	Gives participants a frame of reference within which to understand themselves using the concept of Multiple Potentials.	Flipchart-1, Learning cards-5, worksheet-1, Newpapersheets-5, Broomstick-5
	The Effect of Career Beliefs	Helps students understand the impact of ideas, feelings and judgments on career choice and development.	Worksheet-1
	My Interest assessment	Provides a structured format to help career aspirants discover their work related interests, based on the Multiple Potentials Framework.	Interest questionnaire
	My aptitude assessment	Provides a structured format for self-observation. The student learns to use his or her real life experiences to identify areas of strength and describe them using the Multiple Potentials Framework.	Strengths and Accomplishments questionnaire
World of Work	Preparation for next day	To collect information for activity Two kinds of Information	Worksheet-1
	Work... Job... Career: An Introduction	The student learns that one career has many jobs and that one should prepare for a career and not just a job.	Flipchart-1, worksheet-1
	Science and areas of science	To understand the meaning of science as method of study and the five areas of science	Flipchart-1, worksheets-2
	Subject and Career	To understand the contribution of careers from all areas of science toward the development of society	Learning cards-4, worksheet-1
	Two types of information	Understand career information and educational information	Learning cards-4, worksheets-2
	Educational milestones of Nepal	Students are often not aware of the different milestones in their country's educational system. They may select a particular pathway based on career beliefs and hearsay rather than a true	Flipchart-1, Information sheet-1

		understanding of the ultimate outcome of selecting a particular pathway. This activity lays out the different educational pathways that a career aspirant can choose within the Nepal system in order to enter into a career.	
	Career and its Sectors	To make participants aware about various career sectors	Flipchart-1, worksheet-1, Flash cards,
	Making Links	Linking different units of career information	Worksheet-1, Career Information cards-5
	My Lifelines	Understand the impact of present actions on future outcomes	Flipchart-1, worksheet-1
Career Alternatives	My Potential Profile	Help participants to understand their potential profile and identify careers linked to their potentials.	Scoring sheet of each student, Career dictionary, Worksheet-My career overview
Career Preparation	My Career Path	Introduces participants to the skill of learning more about the careers they have chosen and developing a career plan. Students learn to draw the career plan for each of their career alternatives, according to the Nepal educational milestones and identify what their immediate next step should be.	Worksheet-1, Career Information cards
Follow up	My Potential Profile and My Career Path: A Review	To review the potential profile and career plan made by the participants.	Student's portfolio files,
	Making a career plan	To achieve life's goal/aim, one must plan in a process. Several things should be considered while setting a goal. We need to be clear about things such as; time it would take to achieve our goal, activities we will do for it, whose help or support would be taken, when and which activities to do. You have *My Goal/Aim* worksheet in your hand. Make plans in this worksheet based on your career path. Write down the list of your goals in the first column as per your career path. And write activities necessary to achieve those goals and necessary resources and tools/support in second and third column respectively. (Use Sample Plan flipchart to make it clearer).	Fliphart-1, worksheet-1
	Are you ready? (post test)	assess post intervention status	Are you ready questionnaire

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Appendix 6

Participants in the Career Guidance Facilitators Training Programme

	Name	Organisation	Grade
1	Anita Ghimire	ANTARANG	A
2	Shivananda Mishra	ENSSURE	A
3	Kalpana Dangal	ANTARANG	B
4	Jessica Manadhar	ANTARANG	B
5	Pujan Bidari	ANTARANG	B
6	Sudarshan K.C.	ANTARANG	B
7	Rimu Chaudhary	ANTARANG	B
8	Tulsi Dhakal	ENSSURE	B
9	Ghanashyam Limbu	ENSSURE	B
10	Shanti Shrestha	ENSSURE	B
11	Kush Gurung	ENSSURE	B
12	Sarita Ghimire	ANTARANG	C
13	Ashish Man Shrestha	ANTARANG	C
14	Karmadani Chaudhary	ENSSURE	C
15	Jyoti Sharma	ANTARANG	D
16	Dinesh Thapa	ENSSURE	D

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Appendix 7
Career Guidance Facilitator Training Workshop for Nepal
11th to 18th December, 2017

TIMING	ACTIVITY	MATERIALS	PERSON-IN-CHARGE
Day 1: 11th December, 2017 (Monday)			
9:00 – 10:00	Inaugural		ANTARANG
10:00 – 10:45	Structure of the Workshop at school		ANTARANG
	Structure of the Facilitator Training Workshop, Rules and the Career Guidance Kit	PPT	Sajma Aravind
10:45 – 11:00	Tea break		
11:00 – 12:30	Lecture *What is Career? What is Career Guidance?*	PPT Training manual-Lecture notes	Dr. Gideon Arulmani
12:30 – 1:30	Lunch break		
1:30 – 3:15	Orientation, Discussion, and Presentation: *Activity 1: Introduction*	FC: Objectives and process	ANTARANG and The Promise Foundation
3:15 – 3:30	Tea break		
3:30 – 5:00	Orientation, Discussion, and Presentation: *Activity 2: My dreams*		ANTARANG and The Promise Foundation
	Activity 3: Are you ready?	WS: Are you ready	
	Activity 4: Principles of Career	FC: Principles of career WS: Principles of career (2 charts) LC: Principles of career (4 cards)	
Day 2: 12th December, 2017 (Tuesday)			
9:00 – 10:45	Lecture: *Key Elements of Career Guidance*	PPT Training manual-Lecture notes	Dr. Gideon Arulmani
10:45 – 11:00	Tea break		
11:00 – 12:30	Orientation, Discussion, and Presentation: *Activity 5: Wrap up*	Completed worksheets of Day 1	ANTARANG and The Promise Foundation
	Activity 6: Recap of Day 1	Completed worksheets of Day 1	
	Activity 7: Career Discovery Path	FC: Career discovery path WS: Career discovery path	
12:30 – 1:30	Lunch break		
1:30 – 3:15	Lecture: *Multiple Potentials Framework*	PPT Training manual-Lecture notes	Dr. Gideon Arulmani
3:15 – 3:30	Tea break		
3:30 – 5:00	Orientation, Discussion, and Presentation: *Activity 8: Multiple Potentials*	FC: Five potentials WS: Five potentials LC: Five potentials (5 cards) Newspaper sheets: 5 Broomsticks: 5	ANTARANG and The Promise Foundation

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Day 3: 13th December, 2017 (Wednesday)			
9:00 – 10:45	Lecture: *Career Beliefs and Career Counselling*	PPT Training manual-Lecture notes	Dr. Gideon Arulmani
10:45 – 11:00	Tea break		
11:00 – 12:30	Orientation, Discussion, and Presentation: *Activity 9: My Career Beliefs*	WS: Effect of career beliefs	ANTARANG and The Promise Foundation
	Activity 10: Wrap up	Completed worksheets of Day 2	
	Activity 11: Recap of Day 2	Completed worksheets of Day 2	
12:30 – 1:30	Lunch break		
1:30 – 3:15	Lecture: Testing and Assessment	PPT Training manual-Lecture notes	Dr. Gideon Arulmani
3:15 – 3:30	Tea break		
3:30 – 5:00	Orientation, Discussion, and Presentation: *Activity 12: My Interest Profile*	Questionnaire: My interest profile Datasheet	ANTARANG and The Promise Foundation
	Activity 13: Strengths and Accomplishments	Strengths and accomplishments questionnaire Datasheet	
Post 5 pm	Training session on scoring of CPSQ	Are you ready completed protocols Are you ready training manual	ANTARANG and The Promise Foundation
Day 4: 14th December, 2017 (Thursday)			
9:00 – 10:45	Lecture: *Nepali Education System*		ANTARANG
10:45 – 11:00	Tea break		
11:00 – 12:30	Orientation: *Activity 14: Activities for upcoming day*	WS: Career interview	ANTARANG and The Promise Foundation
	Activity 15: Wrap up	Completed worksheets of Day 3	
	Activity 16: Recap of Day 3	Completed worksheets of Day 3 FC:	
	Activity 17: Work, Job, Career	FC: Work Job career WS: Work job career	
	Activity 18: Science and its areas	FC: Areas of sciences WS: Areas of science WS: Science of subjects	
	Activity 19: Subjects and careers	LC: Subjects and careers (4 cards) WS: Subjects and careers FC: Subjects and careers	
12:30 – 1:30	Lunch break		
1:30 – 3:15	Discussion: *Activity 14: Activities for upcoming day* *Activity 15: Wrap up* *Activity 16: Recap of Day 3*	Same as above	ANTARANG and The Promise Foundation

	Activity 17: Work, Job, Career *Activity 18: Science and its areas* *Activity 19: Subjects and careers*		
3:15 – 3:30	Tea break		
3:30 – 5:00	Presentation: *Activity 14: Activities for upcoming day* *Activity 15: Wrap up* *Activity 16: Recap of Day 3* *Activity 17: Work, Job, Career* *Activity 18: Science and its areas* *Activity 19: Subjects and careers*	Same as above	ANTARANG and The Promise Foundation
Post 5 pm	Training session on scoring of CPSQ	Are you ready completed protocols Are you ready training manual	ANTARANG and The Promise Foundation
Day 5: 15th December, 2017 (Friday)			
9:00 – 10:45	Orientation: *Activity 20: Two Kinds of Information*	FC: Two kinds of information LC: Two kinds of information WS: Two kinds of information (2 sheets) Career Information Cards Career Dictionaries	ANTARANG and The Promise Foundation
	Activity 21: Wrap up	Completed worksheets of Day 4	
	Activity 22: Recap of Day 4	Completed worksheets of Day 4 FC:	
	Activity 23: Educational milestones of Nepal	Educational milestones IS: Educational milestones	
10:45 – 11:00	Tea break		
11:00 – 12:30	Discussion: *Activity 20: Two Kinds of Information* *Activity 21: Wrap up* *Activity 22: Recap of Day 4* *Activity 23: Educational milestones of Nepal*	Same as above	ANTARANG and The Promise Foundation
12:30 – 1:30	Lunch break		
1:30 – 3:15	Presentation: *Activity 20: Two Kinds of Information* *Activity 21: Wrap up* *Activity 22: Recap of Day 4* *Activity 23: Educational milestones of Nepal*	Same as above	ANTARANG and The Promise Foundation
3:15 – 3:30	Tea break		
3:30 – 5:00	Orientation to scoring	WS: My potentials, my careers	ANTARANG and The Promise Foundation
Post 5 pm	Training session on scoring of CPSQ	Are you ready completed protocols Are you ready training manual	ANTARANG and The Promise Foundation

	Day 6: 16th December, 2017 (Saturday)		
9:00 – 10:45	Orientation, Discussion, and Presentation: *Activity 24: Careers and Sectors*	FC: Career sectors WS: Career sectors Flash cards	ANTARANG and The Promise Foundation
	Activity 25:Making Career Linkages	LC: Making career linkages (5 cards) Flash cards: 25 cards	
	Activity 26: My Lifelines	FC: My lifeline WS: My lifeline	
	Activity 27: Wrap up	Completed worksheets of Day 5	
10:45 – 11:00	Tea break		
11:00 – 12:30	Orientation, Discussion, and Presentation: *Activity 28: Recap of Day 5*	Completed worksheets of Day 5	ANTARANG and The Promise Foundation
	Activity 29: My Potentials, My Careers	WS: My potentials, my careers	
12:30 – 1:30	Lunch break		
1:30 – 3:15	Preparation for Practice Workshop	A tool kit set	ANTARANG and The Promise Foundation
3:15 – 3:30	Tea break		
3:30 – 5:00	Preparation for Practice Workshop	A tool kit set	ANTARANG and The Promise Foundation
	Day 7: 17th December, 2017 (Sunday)		
9:00 – 1:00	Practice Workshop		ANTARANG and The Promise Foundation
1:00 – 2:30	Lunch break		
2:30 – 3:30	Debrief of practice workshop		ANTARANG and The Promise Foundation
3:30 – 4:00	Tea break		
4:00 – 5:30	Conclusion & closing ceremony		ANTARANG and The Promise Foundation

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