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Development of a Culturally Resonant Career Guidance Programme for Community Schools in Nepal: *The Process and Outcomes*

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Abstract

The Antarang Career Guidance Programme (ACGP) was developed as an adaptation of the Jiva Approach to Career Guidance for the Nepali context. The ACGP was introduced to Grade 9 students of community schools in Nepal. Following the original Jiva Approach, the ACGP is based on four interlocking elements: self-understanding in relation to career, understanding of world of work, skills to develop career alternatives and skills for career preparation. A quasi-experimental, pre-post intervention design was used and the outcomes of the intervention were measured through the 15-item Career Preparation Status Questionnaire (CPSQ). Analysis showed that mean CPSQ scores at Time 1 (pre-intervention) were well below the maximum obtainable score of 35 for both intervention and waiting-list control groups. At Time 2 (post-intervention), CPSQ scores were found to be substantially higher for the intervention group than the control group.

Keywords: career preparation, community school, career preparation status questionnaire

Introduction

It is well known that career choices are more effective when they are based on one's interests, goals, abilities, and temperaments (e.g., Viray, 2017). For career choosers, this requires learning about themselves and the relevant attributes of different occupations. It further requires the knowledge to distinguish which occupations have requirements and rewards that match their interests, abilities, values and goals. Then comes the choosing of a career among the identified alternatives. Career development is a complex and lifelong process. Hence there is need for the development of a strong mechanism to increase the accessibility of career services for everyone (Watts & Sultana, 2004). In Nepal, having acknowledged the need to develop such strong mechanisms, a strategy for creating access to career guidance services was articulated. It was decided by the Council for Technical Education and Vocational Training (CTEVT) that arrangements would be made for the development of necessary materials and resources for career guidance services at the secondary school level for Nepal (Sharma, 2014).

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The provision of career guidance services in a systematic way is new in the context of Nepal. At the same time, any new intervention had to be theoretically sound and culturally and psychologically validated for the country. Our review of various kinds of career guidance interventions showed that, with adaptations, the Jiva Approach to Career Guidance and Livelihood Planning (Arulmani, 2010) would be best suited to the realities of Nepal. Hence, the Jiva model (explained in greater detailed below) was adopted as the framework for the development of a programme that came to be called the Antarang Career Guidance Programme, henceforth referred to as the ACGP.

Theoretical Basis

The Jiva approach is based upon two main theoretical foundations: the cultural preparedness model (Arulmani, 2014) and the theory of multiple intelligences (Gardner, 1983).

Cultural Preparedness

The cultural preparedness model explains that people are moulded through a complex and abiding process that culturally prepares them to engage with the world and specifically with work, occupation, and career in a certain way. The theory rests upon five important constructs: cultural learning, enculturation, cultural preparedness equilibrium, acculturation and the alteration of equilibrium and argues that culture mediates learning and work (Arulmani, 2016). It becomes necessary therefore to incorporate the culturally mediated ways of living specific to a region, to ensure the relevance of an intervention. This is what prompted the development of culturally appropriate material for Nepal rather than the adoption of theories and materials developed in distant cultures.

Multiple Potentials

Contemporary theories of human intelligence indicate that human potentials are multidimensional (Gardner, 1983). The Jiva approach is based on the multiple potentials framework (Arulmani & Nag-Arulmani, 2004) which is an adaptation of Gardner's theory of multiple intelligences (Gardner, 1983). This framework helps a young person understand and identify personal interests and aptitudes on five dimensions: linguistic, analytical-logical, spatial, personal, and physical-mechanical potentials. The multiple potentials approach posits that while all human beings have multiple potentials, some of these potentials may be higher than other potentials within an individual. Areas in which an individual exhibits high or low potential can be identified through suitable, culturally grounded frameworks for testing and making observations.

Key Elements of Career Guidance

The ACGP, as conceptualized within the Jiva model (Arulmani, 2010), is based on four interlocking elements: self-understanding, understanding the world of work, developing career alternatives, and career preparation.

Self-understanding stands for exploring one's own potential which is conceptualized to be a combination of a person's interests and aptitudes. The section on understanding the *world of work* is intended to equip the person with skills for gathering information related to careers and their educational pathways. The person understands, explores, and learns to access information on various occupations, career streams, and educational options. For this section, the education system and world of work opportunities of Nepal become the reference point. Skills for developing *career alternatives* and for *career preparation* refer to the individual's ability to rationally narrow down their options and then construct a clear career plan. This component includes the individual's ability to identify three to four suitable careers linked to his/her interests and aptitudes. The person is then able to list careers and educational information, such as educational milestones, pertaining to his/her career alternatives and identify the sources from which information is to be collected.

Development of an Assessment System and a Career Guidance Toolkit

Development of Assessment Tools

Nepal and India, both being Asian countries, share many cultural and social values. But still, they have their uniqueness resulting from their cultural and social diversities. Taking this diversity into consideration along with the intention to develop a culturally-grounded career guidance programme, one of the first major tasks was to develop culturally resonant assessment tools to identify students' potentials. This task was especially relevant since till date Nepal does not have culturally validated assessment tools for career guidance.

Strengths and Accomplishments Questionnaire (SAQ)

The SAQ is an approach to assessment based on the cultural preparedness framework (Arulmani, 2014, 2015) that draws qualitative and quantitative methods together. The SAQ seeks to root itself in the culture of the location, while at the same time it offers the counsellor a structure for making objective assessments. The framework for assessment is based on the multiple potentials framework (Arulmani & Nag-Arulmani, 2004) described earlier. The method rests on the assumption that individuals' accomplishments in real life are reliable reflections of their talents and inclinations. Here, accomplishment is defined as any activity in which the person has been *consistently* involved and which has been noticed by *others* (Arulmani, 2015). SAQ items therefore provide a list of activities through which a person could have recorded accomplishments. Response categories reflect opportunities that actually exist in the person's life situation through which he/she can register various *levels* of accomplishment. Accordingly, the SAQ is made up of two parts: items (referred to as activities) and response categories (referred to as levels of accomplishment). The items and the response categories are derived from the local context. Since this is a method of assessment that emerges from the lived experience of a community, the SAQ was chosen as the approach to assessment for the ACGP and the following efforts were made to generate activities and response categories for the Nepali version of the SAQ.

Development of a Nepali SAQ

Four regions of Nepal representing different cultural, linguistic, and geographical groups were selected for the tool development: Morang (located in the East of the country), Banke (in the West), Chitwan central Terai (the southern green belt of the country, conjoining India), and Kathmandu valley (the capital city area). Data was collected from ten community schools run by the government where teachers were government employees. The inclusion criteria for school selection was based on the following: a community school, with a large number of students in Grade 9, situated in an industrial area of that region, diverse and with substantial enrolment of marginalized children. Although all schools were located in urban areas, many students in these schools are migrants from rural areas in the high hills; migration was either for study or in search of employment for their parents.

The process of school selection was as follows. Firstly, since the Council for Technical Education and Vocational Training (CTEVT) was the lead governmental organization for this project, a letter was obtained from the Deputy Head of CTEVT instructing schools to participate in the study. On the strength of this letter, the District Education Officer (DEO) was requested to provide the list of schools in the region and asked to select schools that met the inclusion criteria listed above. Initial meetings with these schools were held to introduce the programme. Further steps were taken with those schools that showed the willingness to participate. This comprised an orientation programme in the schools. The principals, available teachers, and the presidents of the school management committees were invited and implementation strategies including time

lines were discussed. When there was agreement on all aspects of the study, the schools were recruited for the survey.

Data collectors were counsellors who were trained by authors 3 and 4 of this paper. Data was collected from all students in grade 9 present on the day of data gathering. Data collection took about two and a half to three hours in a given school.

The sample comprised two groups: students and adults. The student group was made up of 1,031 students (44% were boys, 458 in number). The mean age of the students was 14.83 years, ranging from 11 to 20 years. The adult group comprised 69 individuals: 84% comprised teachers and the rest of the respondents were care takers, social workers, counsellors, and child rights officers.

The survey tool, designed by Jiva experts, comprised two questionnaires for the students and a third questionnaire for adults who were engaged with the participating children. The first student questionnaire was a 60-item survey, based on the multiple potentials framework to understand the interests and aptitudes of participating students. The strength of the respondents' interest in a type of activity was measured on a 4-point rating scale with 1 labelled as very low interest and 4 as very high interest, for each item. Examples of activities include presenting information to others in writing (Linguistic), looking closely at information of different kinds and analysing it (Analytical Logical), working with patterns and shapes (Spatial), working with those who are in distress (Personal) and taking part in tasks that need physical coordination (Physical Mechanical). Further, participants indicated whether they had had the opportunity to engage in each of the listed activities. This was especially important to ask since opportunity structures have a defining impact on the formation of interests.

The second student questionnaire aimed at collecting information pertaining to students' lived experience, with a view to constructing an SAQ that would be grounded in the realities of their daily lives. The questionnaire explored the students' day-to day-activities, vacation activities, hobbies, accomplishments, out-of-school activities, and career interests.

In addition, the Career Preparation Status Questionnaire (CPSQ), a standardized 15-item questionnaire designed to assess the outcomes of the intervention (Arulmani, 2012) was trial tested on this sample. The intention behind this exercise was to establish the suitability of this outcome measure for the purposes of this Nepali study. Further details are provided in the section on the CPSQ below.

Keeping in view the objective of constructing a culturally grounded assessment system, the survey with adults was designed to list in-school and outside school activities in which their students were commonly involved and had the opportunity to show their talents. Sample questions included: other than studies, what are the 3 to 4 activities that your students/youth in your area are commonly involved in; what are the within-school extracurricular activities; list 2 to 3 commonly available events that offer opportunities for students/youth to show their talents.

The answers of the student and adult sample across the different questionnaires yielded nearly 40,000 responses. Qualitative methods (e.g., thematic analysis) and quantitative analysis (e.g., on scores from rating scales) were used. Thematic analysis was used to identify aspects of daily life, commonly available to all or at least the majority of the target group that could be drawn into the Nepali SAQ framework. Both open and axial coding were used. From the quantitative perspective, items that more than 90% of the sample had not experienced (as indicated by low scores on the rating scale) were dropped from the pool. Only items that nearly the entire sample had experienced were retained. The final Nepali version of the SAQ was developed based on these analyses.

Development of the ACGP Toolkit

Assessment is only one component of a comprehensive career guidance intervention. Keeping in view the four interlocking elements of career guidance portrayed by the Jiva model, other activities and techniques of the Jiva approach were adapted for the Nepali context to cover the elements of self-understanding, understanding world of work, developing career alternatives, and career preparation A career guidance toolkit was developed in consultation with Jiva experts. The aim of the toolkit was to create the opportunity and environment for career discovery and the emphasis was on building students' skills for self-mediated career development. A total of 36 activities were developed, each with a specific learning objective supported by instructional materials such as worksheets, flipcharts, learning cards, and career dictionaries. Appendix 1 provides an overview of the items in the toolkit.

The principles of blind back-translation were used wherever the original material was in English to confirm that the Nepali versions of questionnaires and teaching-learning material were equivalent in content. The draft tools were trial tested amongst 35 students similar to the target group for the main programme, but from a school which was different than the survey schools. This testing confirmed that the tools were appropriate for use in Nepali schools.

Training of Career Guidance Facilitators

The programme implementation model that was adopted was the capacity building of a core group of individuals in the basic principles of career guidance and skills to deliver career guidance using the toolkit described above, at the master trainer level. These individuals would then train school teachers, referred to as implementers, who would in turn use the kit to deliver the ACGP in the school, at the classroom level. A total of 16 individuals were selected for the first round of master trainer training. The training was delivered by the third and fourth authors over a week. About 20% of the inputs focused on conceptual foundations and the rest on skills for career guidance using the Nepali career guidance tool kit. At the end of the training, individuals who demonstrated the capacity for independent service delivery, leading a career counselling team and training others, were selected to become the trainers of the implementers. These individuals became the core group of ACGP master trainers.

Validation of the Outcome Measure

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, 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 Indian version of the CPSQ was found to have a three month test–retest reliability of .92 on a sample of 467 randomly drawn middle SES boys and girls (boys were 51% of the sample) from 6 schools in different parts of South India. It was found to have an 8 week test–retest reliability of .86 on a sample of 331 randomly drawn low SES boys and girls (boys were 46% of the sample) from 6 schools in different parts of South India. A positive, statistically significant criterion-related concurrent validity (where teachers provided external estimates of career preparation status) of .81 was found for a purposively selected sample of 45 Grade 10 students (52% of the group were boys).

Use of the CPSQ in intervention studies specifically targeting improvement of participants' career preparation status showed statistically significant improvements over CPSQ pre-intervention scores when the sample was tested after the intervention, while matched controls in these studies did not show statistically significant changes (e.g., Sangma, 2014). The construct validity of the CPSQ was examined when Sangma (2014), used the CPSQ along with the Measure of Guidance Impact (MGI) (Christophers, Stoney, Lines, & Kendall, 1993). Comparison of post intervention CPSQ and MGI scores showed a high, positive, and statistically significant correlation of .76 between the CPSQ and the MGI. These findings could be taken as evidence of the scale's face, content, and construct validity. The CSPQ has also been adapted for use in other Asian countries such as Maldives, Vietnam, and Sri Lanka.

As mentioned above, the CPSQ was translated into Nepali and administered to a sample of 1031 boys and girls considered as representative of the target group during the survey for tool development. Analysis of students' responses indicated that no changes were needed in the content of the original CPSQ. With this, the development of assessment tools, the career guidance kit, a trained workforce to train teachers and the validation of an outcome measure was completed.

Development of a Suitable Delivery Model

Across the country, career guidance interventions were viewed as an extracurricular activity and an interference to the completion of the curriculum (see similar experience in Meghalaya, India, in Viray, 2017). Given such a situation, the challenge was to embed the four interwoven elements of the Jiva model into a shorter programme that would fit school timetables and schedules. For this, rounds of meetings and consultations were held to finalize the optimum number of sessions available for a career guidance programme. Key participants in these meetings were officials from the CTEVT, persons with educational expertise and stakeholders in the school education sector in Nepal. As an outcome of these consultations, the career guidance programme was designed into six sessions, each session amounting to a total of 110 minutes.

Description of the Study Sites

The districts in this study were the Kathmandu valley and Chitwan. The Kathmandu valley comprises three main cities, Kathmandu (the capital city), Bhaktapur, and Lalitpur. With tourism as an important part of the economy, the valley, composed of a diverse population, is known as the centre of Nepal's history, art, culture, and economy. The Kathmandu valley is viewed as the city with the highest opportunities for all. People from the hills and mountains send their children to study here in search of better openings. The district of Chitwan is situated in the southwestern part of the country. Bharatpur, a main city of Chitwan, is a commercial and service centre of central Terai (the southern green belt of Nepal). Chitwan has become the main transit point of the country and currently is rapidly developing into a higher education and health hub. The area is home to the ethnic community of Raute (the wandering people from the western part of the country) and other marginalized communities.

Training of Implementers

Sixteen school teachers from participating schools (see sample details below) were trained by the ACGP master trainers. This training was imparted over a seven-day residential training programme. Since most trainee implementers were experienced teachers, they were already skilled at teaching and communication. The focus was on helping them gain mastery over the career guidance toolkit. Particular and strong emphasis was laid on ensuring that all the participants gained skills and confidence to administer, score and interpret the assessment tools accurately and meaningfully. Training focused on providing multiple opportunities for trainees to practice using the toolkit

before their peers as well as with small groups of children. Trainees were provided ongoing feedback about their strengths and limitations. On successful completion of the training they were identified as the implementers of the ACGP.

Effectiveness Trial

The expected outcome of the ACGP is an improvement in students' readiness to make career decisions effectively. This aspect of career development skills and knowledge is referred to as career preparation status. This was measured by the Career Preparation Status Questionnaire (CPSQ), described earlier. Three hypotheses were tested: a) because of the absence of systematic career counselling services in Nepal, the career preparation scores of all students would be low before the intervention, b) the students in the intervention schools would show improvement in preparedness scores after the intervention, and c) scores of students in intervention schools would be significantly higher than the scores of students in the waiting-list control group who had not yet received the intervention.

The Intervention

As planned, the ACGP intervention was implemented over six sessions as a within-school programme. Each session had four to six activities. These sessions were implemented each day with a gap between the third and fourth day to give time to career guidance implementers to develop students' potential profiles based on their responses to the SAQ and responses to activities in the first three days of the programme. Each session comprised 110 minutes for implementation and 10 minutes for preparation. Therefore, the school spent approximately two hours each day for the career guidance sessions for six days.

Sample

The ACGP intervention was implemented in eight community schools of Kathmandu valley and Chitwan districts of Nepal. Sampling was purposive with 12 schools recruited in Kathmandu and Chitwan districts. 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. Of the schools that opted to participate, four schools were randomly allocated to the control group (i.e. randomization was at the school level). A total of 635 high school students (boys: 250) studying in Grade 9 with an average age of 15.42 years (range: 12 to 19 years) participated. Among these, 103 students were in the waiting-list control group.
Informed consent was obtained from each participant as well as the school authorities. Students were free not to participate if they did not want to. The intervention was implemented across all the schools in six sessions, as described above.

Findings and Discussion

The CPSQ pre- (T1) and post-intervention (T2) mean scores obtained by the intervention and control groups are shown in Table 1. The findings are as follows:

Low career preparation status in both groups at the pre-intervention stage.

The mean CPSQ scores were well below the maximum obtainable score of 35 before the intervention, at Time 1. Scores on all sub-components of the CPSQ were low for 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 (*ns*) at Time 1 (CPSQ: $t(634) = -1.688$; General Orientation (GO): $t(634) = -.410$;
SU: $t(634) = -.604$; World of Work (WoW): $t(634) = -1.816$; Career Alternatives (CA): $t(634) = -1.072$; Career Preparation (CP): $t(634) = -1.410$; all results are *ns*). In other words, the career preparation status of the intervention and waiting-list control groups was statistically similar and any change seen in the intervention group following the career guidance programme is suggestive of specific impact of the ACGP intervention.

Table 1. Mean CPSQ Scores (SD) at Time 1 and Time 2 for the Intervention and Waiting 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 Gr. (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 Gr. (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.
1. * Significant at the .001 level.
2. CPSQ = Career Preparation Status Questionnaire, GO = General Orientation, SU = Self-Understanding, WoW = understanding the World of Work, CA = Career Alternatives and CP = Career Preparation.

Overall improvements in the intervention group was significant following the career guidance programme.

The mean CPSQ scores and the mean sub-component scores were substantially higher for the intervention group than the control group (see T2 columns in Table 1). Independent samples *t* tests showed 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 subcomponents 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 ACGP, 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, again, 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 2, career preparation status increased more significantly for the intervention group when compared with the control group.

Taken together, the activities on self-understanding in the ACGP intervention appear to have helped the participating students understand the meaning of interest, aptitude, and potential. In particular, the SAQ appears to have helped individual students identify their potentials. In parallel, sessions in the ACGP interventions that focused on the world of work appear to have made a positive impact. Through the help of the career dictionary and career information books, students were able to develop career alternatives. Three to four careers were selected by students on the basis of their potentials, and they demonstrated that, following the intervention, they were more aware of the relevant career paths for their selected careers.

Table 2. *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 Gr.	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 Gr.	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.
1. * Significant at the .001 level.
2. CPSQ = Career Preparation Status Questionnaire, GO = General Orientation, SU = Self-Understanding, WoW = understanding the World of Work, CA = Career Alternatives and CP = Career Preparation.

Further analysis of the gain scores, showed:

- The difference scores were higher for girls than boys on the CPSQ and all its subtests, indicating that the girls in the sample had gained more than boys. This could be reflective of a wide range of factors including higher levels of motivation, better language comprehension or higher levels of career maturity amongst high school girls compared to boys in the same grades. While attributing such reasons to these variations is only conjectural, what is undisputed is the gender differences in the results, and calls for gender-mediated differences in career development to be an important theme for further research in Nepal.

- While all students gained from the intervention, students in the 12 to 13 years age range showed the greatest change when compared to older students with age ranging from 14 to 19 years, indicating that the younger students gained the most from the intervention. It is possible that early intervention yields greater change or that the younger children in Grade 10 have had less failures or disruptions in schooling and are therefore more quick to access the information in the career guidance programme. Further investigation is needed to understand these age effects on response to the programme.

Conclusion

It is clear that the difference in outcomes over Times 1 and 2 between the intervention and control groups are statistically significant. 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 showed no significant changes. This finding points towards the strong likelihood that the Antarang Career Guidance Programme could have substantially contributed to the improvement of the career preparation status of students who received the intervention when compared with students who did not receive such an intervention. In other words, this preliminary initiative in Nepal with a community school-based programme showed that students' readiness to make career decisions could be improved using a culturally-sensitive

approach to intervention development. Subsequently, this programme was extended to all seven provinces of Nepal covering approximately 50000 students in about 50 schools. Even so, a limitation of the current effectiveness trial is that it follows a quasi-experimental design. A more robust claim of the impact of the ACGP on young people's career preparation status can be made with a randomised controlled trial. This second study is recommended especially because it is anticipated that in due course the intervention will receive government support for a roll out across all schools in Nepal.

About the authors

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Appendix 1

The Toolkit of the Antarang Career Guidance Programme

Training Manual: Designed for training career guidance teachers or counsellors to deliver the programme to students, the guidebook explains step by step implementation of the 37 activities held over six sessions.

Flip charts: These charts were designed to support almost all activities in the programme.
Worksheets: Worksheets are for students to write down their learning within each activity. These worksheets are taken away by students so that they could be used as a reference for their career growth.

Learning Cards: The small group activities in each session are supported by large learning cards. The cards contain anecdotes related to Nepali culture and history designed to inspire and create role models. For example, anecdotes are about famous Nepalis including Mahakavi Laxmi Prasad Devkota (acclaimed poet), Anuradha Koirala (internationally recognized for work against girls' trafficking), and Prabal Gurung (renowned fashion designer). There are anecdotes of international figures as well (e.g., Albert Einstein). The stories and information on these cards are designed to facilitate discussions among the students when they fill their worksheets. The material carried on the cards connect students with their own history and culture in relation to the ideas about work and careers. The underlying objective here is to promote self-mediation, self-expression, and peer learning.

Career Dictionary: 150 careers were defined in the dictionary and categorized according to the five potentials. The listed careers had their formal curriculum within Nepal.
Career Information Book: This information book has details of all careers that were mentioned in the career dictionary. This book includes career name, tasks to be done in this career, primary and secondary potentials, eligibility, career path, working areas and further development path for each of the 150 occupations.