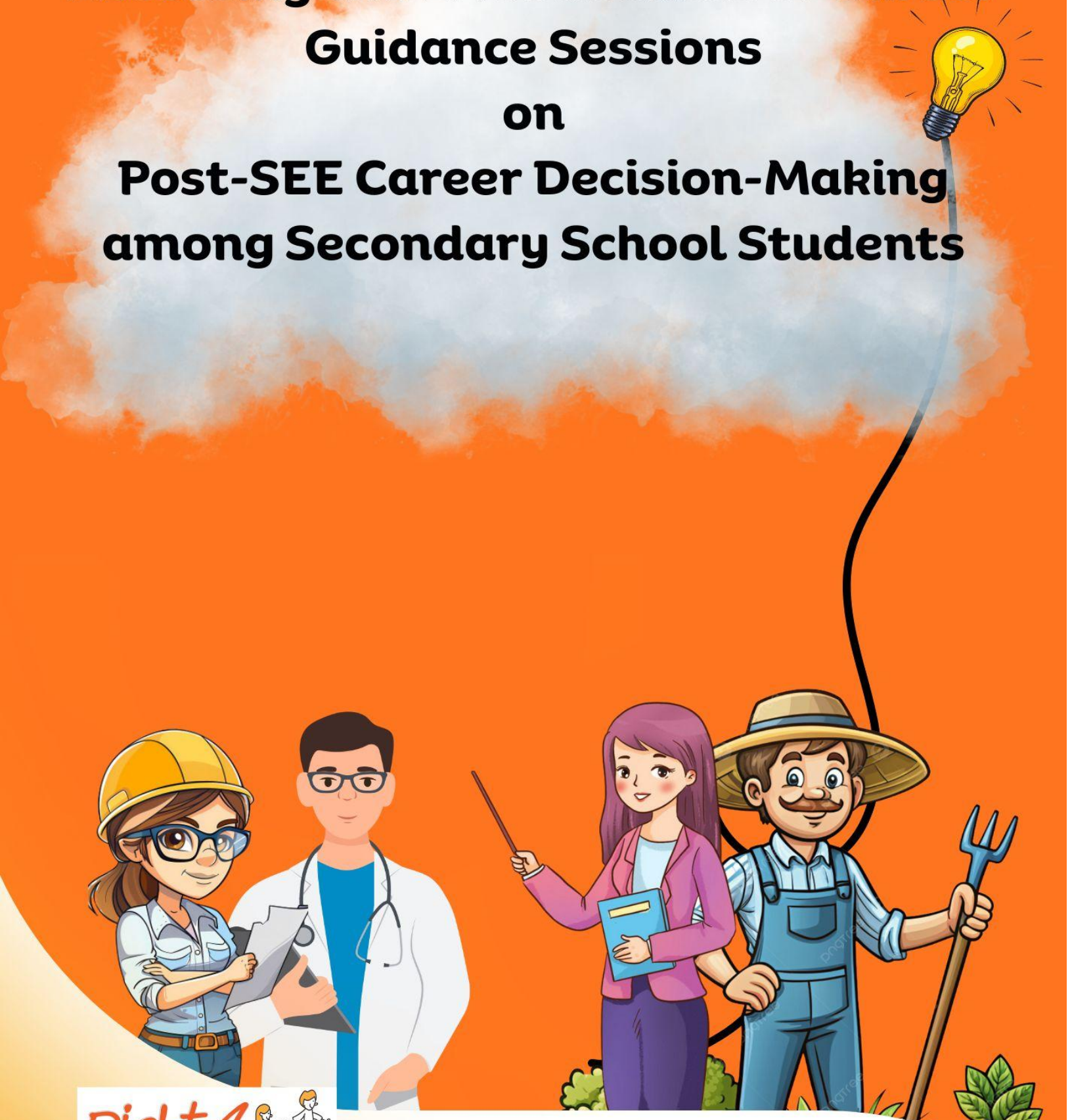
Assessing the Effectiveness of Career Guidance Sessions on Post-SEE Career Decision-Making among Secondary School Students



Right 4 Children
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Acronyms/ Abbreviations

AES	Adult Entertainment Sector
CG	Career Guidance
ECD	Early Childhood Development
MRM	Machhapuchre Rural Municipality
PMC	Pokhara Metropolitan City
PRAYASS	Protection from Risk and Assisting Young Girls and Women in Accessing Support Services
R4C	Right4Children
SEE	Secondary Education Examination
TVET	Technical and Vocational Education and Training

Executive Summary

Right4Children (R4C), through the PRAYASS Project (2023–2025), implemented Career Guidance (CG) sessions in 25 schools in Pokhara to support students, especially for girls to make informed education and career choices. Career guidance is a key preventive strategy that helps students understand their interests, strengths, education pathways, and future opportunities, particularly after the Secondary Education Examination (SEE).

In 2024, CG sessions reached 1,047 students, including 754 girls (72%) and 293 boys (28%). Of these, 130 students (12%) were from rural schools in Machhapuchre Rural Municipality and 917 students (88%) from urban schools in Pokhara Metropolitan City. Using proportionate stratified random sampling, 282 students were selected for the effectiveness assessment, closely reflecting the population distribution by gender and location, ensuring that the findings are representative and reliable.

Key Findings

Enrolment after SEE: Overall, **82% of students** were enrolled in further education after SEE, while **18%** were not enrolled, mainly due to being *Not Graded (NG)*. Among those continuing education, only **18%** were enrolled in Technical and Vocational Education and Training (TVET). Within TVET, **98%** were in technical education and only **2%** in vocational education. Enrolment patterns were similar by gender, with slightly higher non-enrolment among boys.

Knowledge Before and After Career Guidance: Before the CG sessions, students' awareness of career options was low to moderate, with an overall average score of **1.79 out of 4**. Rural students had lower baseline awareness than urban students, and awareness levels were similar for girls and boys.

After the sessions, understanding improved significantly across all groups, with the overall average score increasing to **3.22 out of 4**. Rural students showed slightly higher improvement than urban students, and boys scored marginally higher than girls. Most students reported that the sessions helped them *significantly* or *somewhat*, confirming the strong effectiveness of the intervention.

Confidence in Career Decision-Making: The sessions had a strong positive effect on students' confidence. After participating, **83.3% of students** reported feeling either *very confident* (33.7%) or *somewhat confident* (49.6%) in making informed career decisions.

Before vs. After (One-to-One Factor Analysis): The comparison of pre- and post-session indicators shows clear learning gains. The largest improvement was seen in understanding diverse career options and TVET pathways (+2.17). Students also showed strong improvement in identifying their interests and strengths, setting future goals, understanding the education system, and accessing career information. Overall, the shift from moderate pre-session knowledge to high post-session understanding confirms that CG sessions effectively addressed key information gaps.

Factors Influencing Subject Selection: Self-interest was the primary driver of subject choice for **59% of students**, followed by future career opportunities and parental guidance. Urban students tended to combine multiple factors (interest, future prospects, parents, peers), while rural students placed stronger emphasis on employment opportunities. Other challenges affecting choices included financial constraints, limited local options, family pressure, SEE failure/non-grading, and entrance exam barriers.

Exploration of Career Options: Most students explored career options through discussions with family and teachers. Direct exposure to professionals, institutions, and independent exploration remained limited, highlighting a gap that CG programs can further address.

Field of Interest and Career Goals: Finance/Administration emerged as the most preferred field overall. Girls showed higher interest in Finance/Administration, Health/Medical, and Education/Social Work, while boys leaned more toward emerging fields, Hospitality, Engineering, and other technical or non-traditional areas. Strong alignment between field of interest and career goals was observed in Hospitality, Health/Medical, and Beauty/Cosmetology. However, weaker alignment and higher confusion were noted in Finance/Administration, Arts & Music, and Sports, indicating areas needing stronger guidance.

Preferred Timing for Career Guidance: Students overwhelmingly preferred receiving career guidance earlier. **Grade 8** was identified as the most helpful stage, followed by Grades 10 and 9. Guidance introduced only after SEE was considered least effective.

Assessment of CG Sessions: The overall effectiveness score of the CG sessions was **3.8 out of 5**, indicating high satisfaction. Students rated learning about the education system highest, followed by identifying interests, understanding TVET, and decision-making skills. Developing a concrete action plan scored slightly lower, suggesting the need for more follow-up and individualized support.

Student Feedback and Suggestions: Students appreciated the sessions but strongly recommended making them **earlier, more frequent, interactive, and personalized**. Common suggestions included using videos and real-life examples, involving professionals, providing individual counselling, organizing exposure visits, and engaging parents and teachers.

Overall Conclusion

The Career Guidance sessions under the PRAYASS Project were highly effective in improving students' awareness, confidence, and readiness to make informed career decisions. The findings highlight the importance of sustained, structured, and early career guidance, especially for students facing academic, financial, or social barriers. Strengthening continuity, interactivity, professional exposure, and follow-up support will further enhance the impact of career guidance and help students transition more safely and confidently into post-SEE education and future careers

Introduction

Right4Children (R4C) is a nonprofit organization dedicated to improving the lives of disadvantaged children, young people, and families through education, protection, life-skills development, and career-building opportunities. As part of this mission, R4C implements the PRAYASS Project (2023–2025), which aims to protect girls and young women in Pokhara who are working in, or at risk of entering, the Adult Entertainment Sector (AES). The project focuses on prevention, rescue, rehabilitation, and reintegration through activities such as community awareness, educational support, ECD centres, remedial classes, career guidance, vocational training, job placement, counselling, health services, and workplace safety initiatives. Under PRAYASS, career guidance plays a key preventive role by helping students understand themselves and explore suitable education and career options based on their interests, strengths, and values. Many girls enter the AES due to limited awareness of career pathways or the belief that failing exams leaves no alternatives. Career guidance addresses this gap by providing accurate information about educational opportunities, technical and vocational courses, labour market trends, and the nature of various occupations. By empowering students with self-awareness and future planning skills, the sessions support informed decision-making and encourage them to pursue safer and more meaningful career paths. To measure the effectiveness of these efforts, career guidance assessments were conducted for students who received sessions in 2024, with results published in 2025. The assessment aimed to understand how the sessions helped students make informed career choices, identify the fields of study they selected, and evaluate changes in their confidence, knowledge, interests, and career preferences. The findings also help identify gaps, improve future sessions, and ensure that the career guidance program remains relevant, impactful, and beneficial for students' long-term growth and development.

Objectives of the study

The overall objectives of the study were

- To assess students' baseline understanding before attending the Career Guidance Session.
- To identify the number of students enrolled in General, Technical, and Vocational Education and Training (TVET) courses after SEE.
- To determine students' satisfaction with their educational and career choices.
- To identify students' career interests, goals, and future aspirations
- To identify the main sources of information and decision-makers regarding students' educational pathways.
- To evaluate the usefulness and effectiveness of different parts of the Career Guidance Session
- To collect students' experiences and feedback to improve future Career Guidance programs.

Study Population Methodology

This study focused on students who participated in the Career Guidance (CG) sessions organized by Right4Children (R4C) under the PRAYASS Project. Attendance sheets from the CG sessions served as the primary source for identifying and contacting potential respondents. However, many students had not provided personal phone numbers, as it is common practice in the community for students to own mobile phones only after completing the Secondary Education Examination (SEE). Consequently, parents' contact numbers were predominantly available. In such cases, parents were contacted first to obtain students' direct phone numbers or alternative means of communication.

Study Population

The survey targeted students who participated in Career Guidance sessions conducted in 2024 across 25 selected schools under the PRAYASS Project. The study population included both girls and boys, with particular emphasis on girls at risk of entering the Adult Entertainment Sector (AES).

Study Design

The study adopted a descriptive cross-sectional design to collect both quantitative and qualitative data in order to assess the outcomes and effectiveness of the Career Guidance sessions.

Population and Sampling Frame

- **Target Population:** All 1,047 girls and boys who participated in the Career Guidance sessions across the 25 project-supported schools.
- **Sampling Frame:** A complete roster of the 1,047 students was prepared, including unique identification numbers, school names, class/grade, and available contact information.

Sample Size Determination

The sample size was calculated using the standard formula for estimating a population proportion with a 95% confidence level and 5% margin of error, applying a finite population correction (FPC).

- Conservative estimate (maximum variability): $p = 0.5$
- Z-value (95% confidence level): 1.96
- Margin of error (d): 0.05
- Population size (N): 1,047

Using a Z-value of 1.96, an estimated proportion *(p)* of 0.5, and a margin of error *(ε)* of 0.05, the absolute sample size is calculated as 384.16,

$n_0 = (z^2 \times \hat{p}\,(1 - \hat{p})) / \varepsilon^2$

$n_0 = (1.96^2 \times 0.5\,(1 - 0.5)) / 0.05^2 = 384.16$

Using $n_0 = 384.16$, Applying the finite population correction, required sample size

$$n = \frac{N \times n_0}{n_0 + N - 1} \approx \frac{1{,}047 \times 384.16}{384.16 + 1{,}047 - 1} \approx 282$$

Accordingly, the required number of completed interviews was 282. To account for potential non-response, refusals, or incomplete responses, an additional 10% was added. Therefore, approximately 310 students were invited to participate in the survey.

Sampling Design

A proportionate stratified random sampling method was applied, with schools serving as strata. As school sizes varied, proportionate stratification ensured adequate representation from each school and reduced sampling variance compared to simple random sampling.

Proportionate Allocation

The sample for each school (n_h) was calculated using the following formula:

$$n_h = \text{round}\left(\frac{N_h}{N} \times n\right)$$

Where:

- N_h = number of students who were enrolled in CG session in school *h*
- *N* = total no of students enrolled in CG session (1,047)
- *n* = total sample size (282)

Selection Procedure

The selection process involved the following steps:

1. Preparation of Sampling Frame: A consolidated master list of all 1,047 students was prepared, including unique IDs and school identifiers.
2. Sample Allocation: The proportionate sample size (n_h) for each school was calculated and compiled into a final allocation table.
3. Sample Selection: Students were selected using a systematic random sampling method within each school.

4. Replacement List: For each selected student, two replacement students from the same school were pre-selected in ranked order to address possible non-response. Replacements followed the same randomization process.
5. Contact and Consent: Selected students and, where required, their parents or guardians were contacted to obtain informed consent/assent and to schedule interviews.
6. Response Tracking: A response log was maintained to document completed interviews, refusals, non-contacts, and replacements by school and student ID.
7. Final Dataset: After data collection, respondent status was finalized. Since proportionate sampling was used, no weighting adjustments were required during analysis.

Data Collection

Data were collected using Google Sheets. Prior to data collection, a workshop was conducted to develop, review, and finalize the survey questionnaire. A semi-structured questionnaire was initially designed in Google Sheets and once finalized, uploaded to the google form.

Five experienced enumerators were recruited for data collection. All enumerators received orientation and training on the data collection procedures, including detailed guidance on questionnaire content and the use of Google Sheets, to ensure consistency and data quality.

Data Analysis

Data collected through Google form were reviewed and cleaned on the same day of collection to ensure accuracy and completeness. Descriptive statistical techniques, including frequencies and average scores, were used to analyse the data. While the data were organized electronically in Google Sheets, the analysis was conducted manually to summarize, interpret, and present students' responses in a comprehensive manner

Limitations of the Study

Data often rely on participants' self-reported feedback, which may be influenced by personal bias, social desirability, or inaccurate self-perception.

Without a comparison group, it is difficult to determine whether observed changes are solely due to the career guidance session or other external factors

Findings and Results

Demographic Information

Gender and location Distribution in Population and Sample:

Career Guidance (CG) sessions were conducted in 25 schools, benefiting a total of 1,047 students in 2024. Of the total beneficiaries, 754 were girls and 293 were boys. In terms of location, 130 students were from rural schools (Machhapuchre Rural Municipality), while 917 students were from urban schools (Pokhara Metropolitan City).

Based on the sampling method applied, a total of 282 students were selected for the effectiveness assessment. This included 34 students from rural schools and 248 students from urban schools. Similarly, the sample comprised 212 Girls and 70 boys.

The sample distribution closely reflects the overall population composition by gender and location, ensuring that the findings on the effectiveness of the CG sessions are representative and reliable

Below is the percentage of population and sample distribution of the CG sessions effectiveness

Table 1: Boys and girls in sample

	Boys	Girls	Rural	Urban	Total
Population	28	72	12	88	100
Sample	25	75	12	88	100

Enrolment After SEE

Overall, 82% of students were enrolled in further education after SEE, while 18% of the enumerated students reported that they were not enrolled in any form of education. The reason behind the nonenrolment was Not graded.

Among those who continued their education, only 18% were enrolled in technical and vocational education. Within the technical and vocational stream, approximately 2% were enrolled in vocational education, while the remaining 98% were enrolled in technical education.

Table 2: Enrolment status of boys and girls

Gender	Not Enrolled After SEE (%)	Enrolled for Further Study (%)	Enrolled in Technical & Vocational Education (%)
Girls	17	83	18.18
Boys	20	80	17.85
Average	**18**	**82**	**18.00**

Note: All figures are presented in percentages

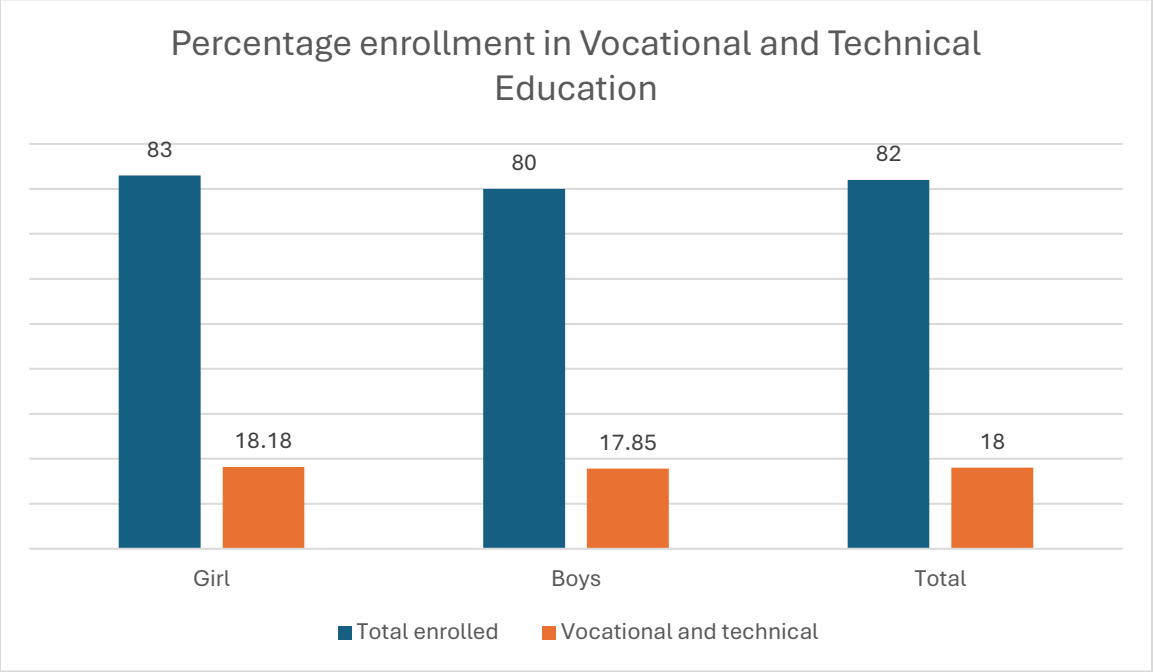

Figure 1: Enrolment of Students in VT

Knowledge about career options Before and After session

The career guidance sessions significantly improved participants' understanding of informed career choices across gender and location. Before the session awareness was low, particularly among rural participants, the post-session results demonstrate strong learning gains, highlighting the relevance and effectiveness of the intervention

Table 3:Understanding before vs after session

Category	Group	Sample Size (N)	Avg. Awareness Before Session (1–4)	Avg. Understanding After Session (1–4)
Location	Rural	34	1.65	3.29
	Urban	248	1.92	3.21
	Overall (Location)	282	**1.79**	**3.22**
Gender	Girls	212	1.79	3.20
	Boys	70	1.80	3.26

	Overall (Gender)	282	**1.79**	**3.22**
Grand Total	All Participants	282	**1.79**	**3.22**

1. Before Career Guidance Session (Awareness Level)
   - Overall awareness was low to moderate before the session (Grand Average Score: 1.79 out of 4).
   - Urban participants (1.92) had slightly better prior awareness than rural participants (1.65).
   - Awareness levels were almost equal by gender, Girls: 1.79 Boys: 1.80
   - A large proportion of participants reported "Very little" or "Nothing" knowledge before the session, indicating a strong need for career guidance interventions.
2. After Career Guidance Session (Understanding Informed Career Choice)
   - The session had a strong positive impact (Grand Average Score: 3.22 out of 4).
   - Improvement was observed across both genders and locations.
   - Rural participants (3.29) showed slightly higher improvement than urban participants (3.21), suggesting higher marginal gains in rural settings.
   - Boys' participants (3.26) showed marginally higher scores than girls' participants (3.20), though the difference is minimal.
   - The majority of respondents selected "Significantly" or "Somewhat", confirming the effectiveness of the session

Confidence in Career Decision-Making

The data indicate that the career guidance sessions had a strong positive effect on students' confidence in making career-related decisions. Overall, 83.3% of students reported feeling either very confident (33.7%) or somewhat confident (49.6%) after the session, demonstrating a high level of perceived usefulness

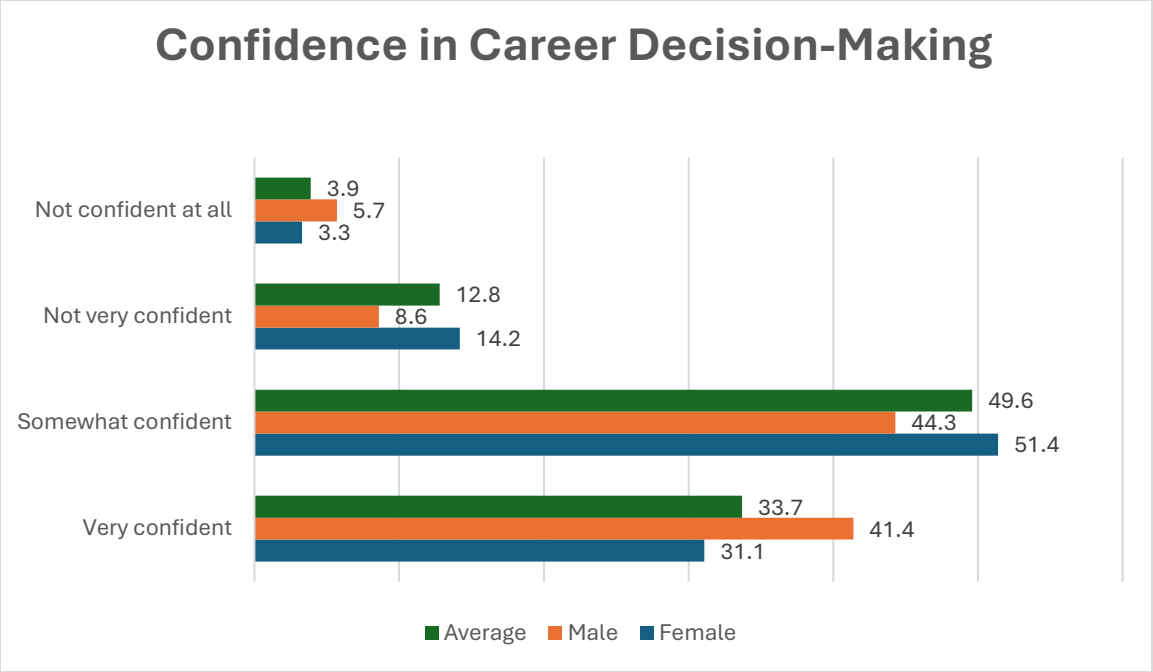

Figure 2:Confidence in Career Decision-Making

Before vs After Career Guidance Session

Below is a one-to-one factor analysis comparing participants' realization after the career guidance session with their knowledge before the session

Table 4:Before vs After Career Guidance Session

Before Career Guidance (Knowledge Level)	Avg. Score (Before)	After Career Guidance (Realized Importance)	Avg. Score (After)	Change (↑)	Interpretation
I had a clear idea of what I wanted to do after SEE	2.73	Career guidance helps me to set my future goal	3.88	+1.15	Students moved from unclear post-SEE plans to clearer future goal setting after the session.
I understood the skills and qualifications required for my preferred career	2.53	Career guidance helps me to identify my interest and strengths	4.03	+1.50	Strong improvement shows guidance helped students link self-interest with career requirements.

I felt confident discussing my career choices with parents or teachers	2.91	It encourages students to join courses of their interest	4.02	+1.11	Increased confidence translated into readiness to pursue interest-based courses.
I understood the importance of technical and vocational education	1.93	Career guidance helps me to explore different career options	4.10	+2.17	The largest gain, indicating major exposure to diverse and vocational career pathways.
Overall understanding before session	2.53	It helps me to know and understand the education system and subjects/courses	3.98	+1.45	Guidance substantially improved understanding of education systems and pathways.
Average Information access before session	2.53	It improves access to career information	3.94	+1.4	Students recognized better access to reliable career information post-session.

Key Insights

1. Clear Knowledge Gap Before the Session

Pre-session average scores ranged from 1.93 to 2.91, showing low to moderate awareness, especially regarding, technical and vocational education, required skills and qualifications

Career planning after SEE

2. Strong Realization After the Session

Post-session average scores are consistently high (3.88 to 4.10), indicating: Improved self-awareness (interest & strengths), better understanding of education pathways, increased motivation to choose interest-based courses

3. Highest Impact Area

The largest improvement (+2.17) is seen in understanding career options and vocational pathways, showing that career guidance effectively broadened students' perspectives beyond traditional choices.

4. Overall Effectiveness

The shift from an overall pre-session average of ~2.53 to post-session averages near 4.0 confirms that the career guidance session was highly effective in addressing information gaps and enabling informed decision-making

Factors Influencing Subject Selection

59% students' choice the subject only from their interest. Clearly while choosing the subject other factors also come arises with the self -interest. Self -interest, future perspectives/opportunity and the parents' guidance are major subject choice driver for the students.

The analysis of subject-choice motivations by gender and location indicates that self-interest is the primary driver for both rural and urban students, and for both boys and girls. Urban students demonstrated more complex decision-making patterns, often combining self-interest with future career prospects, parental guidance, or peer influence. Rural students showed a stronger emphasis on future employment opportunities as a primary factor.

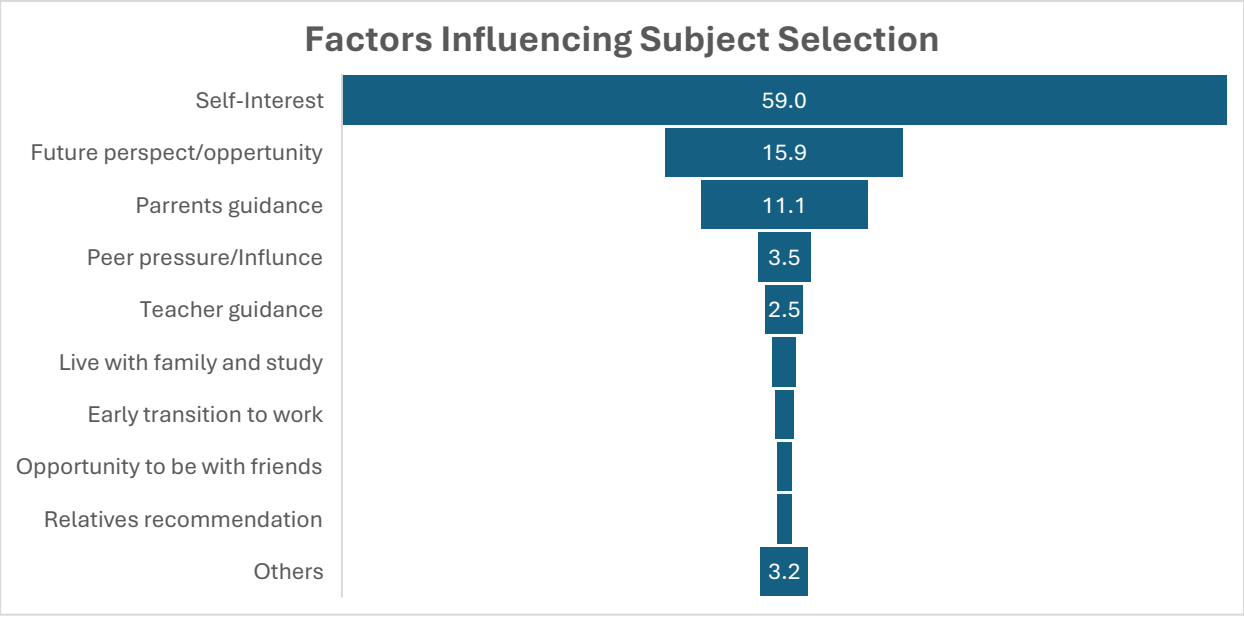

Figure 3:Factors Influencing Subject Selection

Others factors that students highlighted are financial problems, limited option in homeland etc.

Exploration of Career Options

Most students explored future career options through family and teacher discussions, while direct engagement with professionals and institutions remained limited, highlighting an area for strengthening career guidance interventions

Table 5:Exploration of Career Options

Action Category	**Girls**	**Boys**	**Total**	Key Insight
Discussed with family (alone or with others)	64.15	62.86	63.83	Primary source of career guidance
Discussed with teachers (alone or with others)	23.58	21.43	23.05	Important secondary influence
Discussed with professionals from interested field	9.43	15.71	10.99	Limited exposure to professionals
Explored different courses	7.08	1.43	5.67	Low independent exploration
Visited institutions	6.13	4.29	5.67	Minimal institutional exposure
Others (specified by students)	4.25	4.29	4.26	Minor alternative support

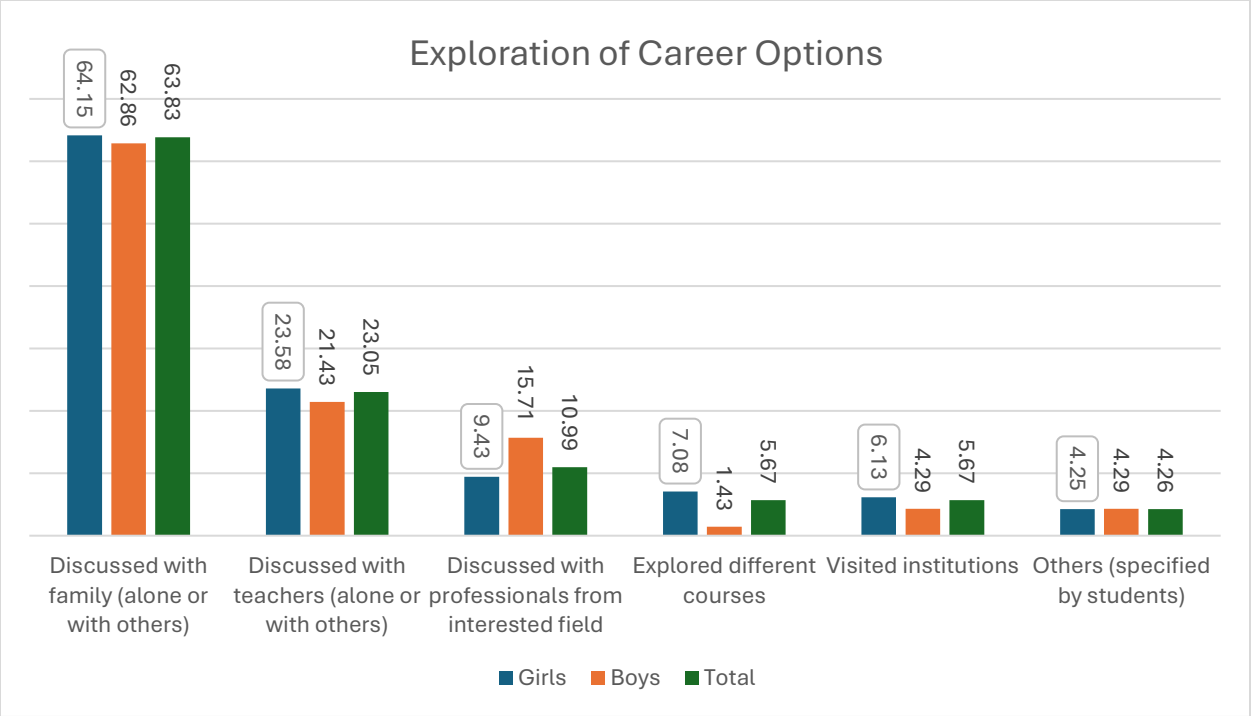

Figure 4:Exploration of Career Options

Field of Interest and Career Goal

The data show clear gender-based differences in career interests. Girls' students demonstrate a strong preference for Finance/Administration (36.8%), followed by Health/Medical (20.1%) and Education/Social Work (12.6%), indicating higher interest in professional, service-oriented, and care-related fields. In contrast, boys' students are more inclined toward Other emerging fields (26.8%), Finance/Administration (23.2%), Hospitality (14.3%), and Engineering (12.5%), reflecting a broader spread across technical and non-traditional options. Notably, Health/Medical and Beauty/Cosmetology are almost exclusively girls-dominated, while Engineering, Sports, and Security Services show higher boys' participation. Overall, Finance/Administration (33.5%) emerges as the most preferred career field across both genders, followed by Health/Medical (15.7%) and Hospitality (10.4%), highlighting both shared interests and persistent gender patterns that underscore the need for career guidance promoting informed and non-stereotypical choice

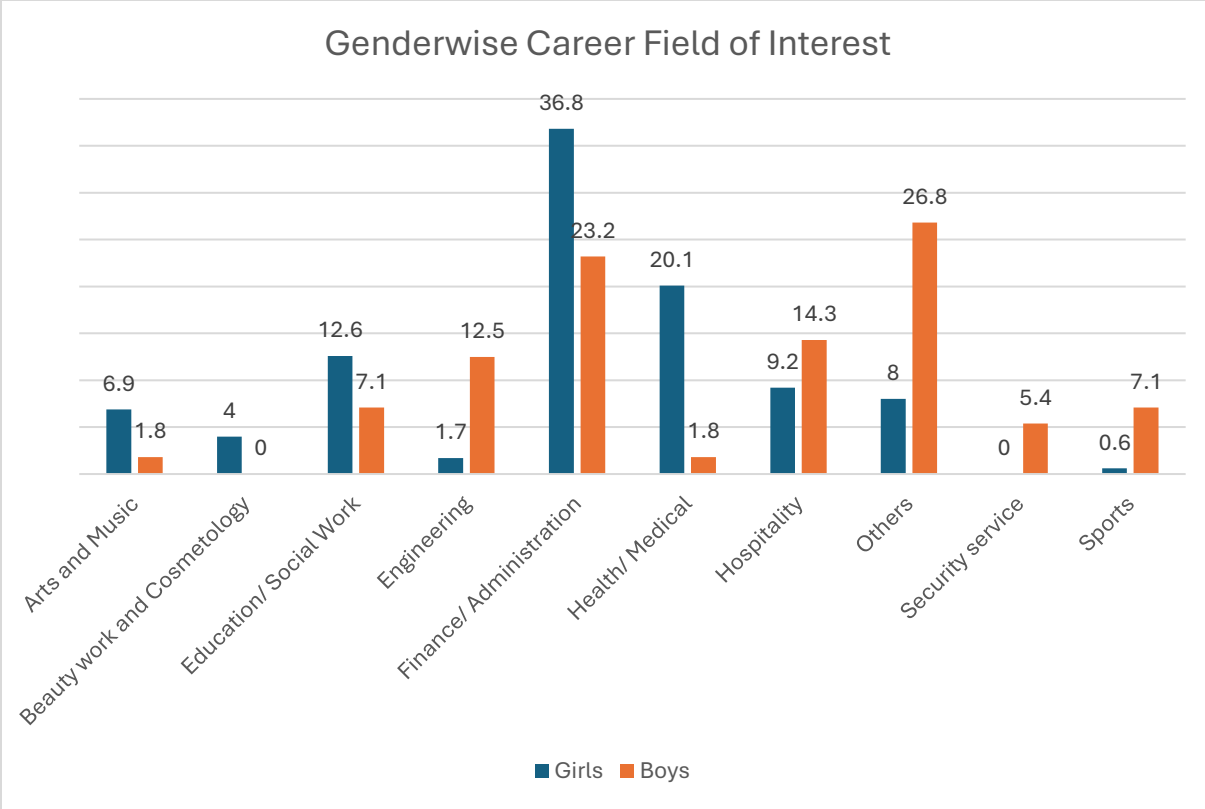

Figure 5:Field of Interest and Career Goal

Alignment with career goal

Here study measured how field of interest and career goal of the students are aligning. Below is the summarized form of alignment of field of interest and career goal.

Table 6:Field of Interest and Career Goal

FIELD OF INTEREST	ALIGNMENT WITH CAREER GOAL	NOTES
HOSPITALITY	⭐⭐⭐⭐⭐ (Very strong)	Most students who selected *Hospitality* opted for culinary, hotel, or hospitality-related career
HEALTH/MEDICAL	⭐⭐⭐⭐⭐ (Very strong)	Students choosing this field have the most specific and clear career goals, mostly nursing and medicine-related
BEAUTY/COSMETOLOGY	⭐⭐⭐⭐⭐ (Very strong)	All responses align directly with the beauty sector
EDUCATION/SOCIAL WORK	⭐⭐⭐⭐ (Strong alignment)	Mostly teachers and few social workers

ENGINEERING	⭐⭐⭐⭐ (Strong alignment)	Many students aim for careers Software engineer, Civil engineer, IT/computer field, Cyber security
SPORTS	⭐⭐ (Weak alignment)	Some sports students aim for athletic careers; others relate foreign employment and Lahure
ARTS & MUSIC	⭐⭐ (weak alignment)	Students selecting Arts often express: Uncertainty, desire to go abroad, few specific Arts-related careers except film maker or dancer
FINANCE/ADMINISTRATION	⭐⭐ (Weak alignment)	Many students aim for careers in banking, accounting, or business, matching the field. However, high confusion; many undecided

This suggests weak of clear career guidance observed in the field of Sports arts & Music and Finance/Administration.

Suggestion for More Effectiveness of the Session

The analysis indicates that students value career guidance sessions but seek greater depth, continuity, and practicality. Their suggestions clearly point toward a demand for more frequent, interactive, and experience-based career guidance, complemented by professional exposure and individualized support. Incorporating these elements would strengthen the effectiveness of career guidance sessions and better equip students to make informed and confident career choice

Based on repeated responses, students' suggestions can be grouped into seven major improvement areas, ranked by prominence:

1. Conduct Sessions More Frequently Throughout the Year

This was the most frequently mentioned suggestion. Students expressed the need for career guidance to be an ongoing process rather than a one-time session, allowing them to revisit career decisions as their interests and understanding evolve.

2. Include More Interactive Activities and Group Discussions

A large proportion of students emphasized the importance of interactive and participatory methods. They prefer discussions, group work, and engagement over lecture-based sessions, suggesting that interactive approaches enhance understanding and retention.

3. Show More Videos and Real-Life Examples

Students strongly recommended the use of visual materials and real-life success stories. Videos, case examples, and practical illustrations were seen as effective tools to make career options more relatable and motivating.

4. Interactions with Professionals from Different Fields

Many respondents highlighted the need for direct interaction with professionals. Exposure to real practitioners helps students better understand job realities, required skills, and career pathways beyond textbooks.

5. Provide More Time for Individual Guidance and Questions

Students expressed a need for personalized counselling, where they can ask questions and discuss their individual interests, strengths, and concerns in more depth.

6. Organize Exposure Visits to Technical or General Colleges

Exposure visits were frequently suggested as a way to experience learning environments firsthand, helping students make informed decisions about technical, vocational, and general education streams.

7. Organize Discussions with Students from Different Streams (VT, Technical, General)

Some students suggested peer-to-peer learning through interactions with students already enrolled in different education streams, which could provide practical insights and realistic expectations.

8. Other Suggestions

Responses under “Others” indicate diverse and context-specific ideas, reflecting students’ interest in customized and locally relevant improvements to career guidance delivery

Preferred Grade for Career Guidance Sessions

The findings indicate that students believe career guidance is most helpful during the lower secondary to early secondary levels, with Grade 8 emerging as the most preferred grade overall.

- Grade 8 received the highest preference, with 50% on average (46% girls and 61% boys), suggesting that students feel career awareness should begin before major academic and subject-stream decisions are made.
- Grade 9 followed with 14%, reinforcing the importance of sustained guidance across middle secondary grades.
- Grade 10 was identified as the second most important stage (20% on average), reflecting the need for guidance prior to SEE-related decisions.
- Below Grade 8 was preferred by 11%, indicating that a segment of students supports early exposure to career concepts.

- After Grade 10 was least preferred (5%), suggesting that students consider career guidance less effective if introduced too late, after key academic decisions have already been made.

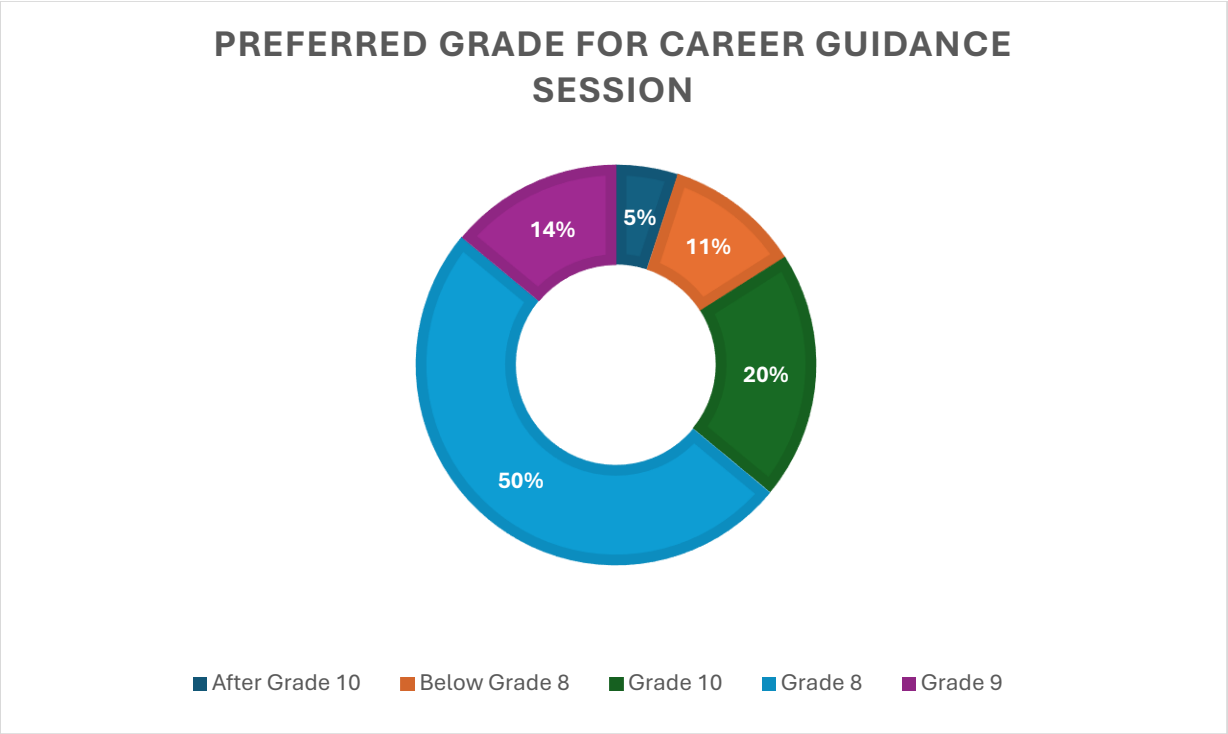

Figure 6: Preferred Grade for CG Session

Assessment of Career Guidance Sessions

The overall average score of 3.8 (out of 5) indicates that participants rated the career guidance sessions as highly effective across all assessed dimensions.

- Learning about the education system (3.9) received the highest score, suggesting that the sessions were particularly successful in helping students understand available education pathways, streams, and progression options.
- Identifying interests and strengths (3.8) and understanding TVET opportunities (3.8) were also rated highly, indicating that the sessions effectively supported students' self-awareness and exposure to technical and vocational education options.
- Learning the steps to make informed career decisions (3.8) reflects strong alignment of the sessions with practical decision-making needs.
- Learning about the labour market (3.7) scored slightly lower but still positively, suggesting that while students gained useful insights, there is room to strengthen labour market information and real-world job exposure.

- Developing an action plan (3.6) received the lowest score, indicating that students may need more hands-on support, follow-up sessions, or individualized guidance to translate learning into concrete career plans.

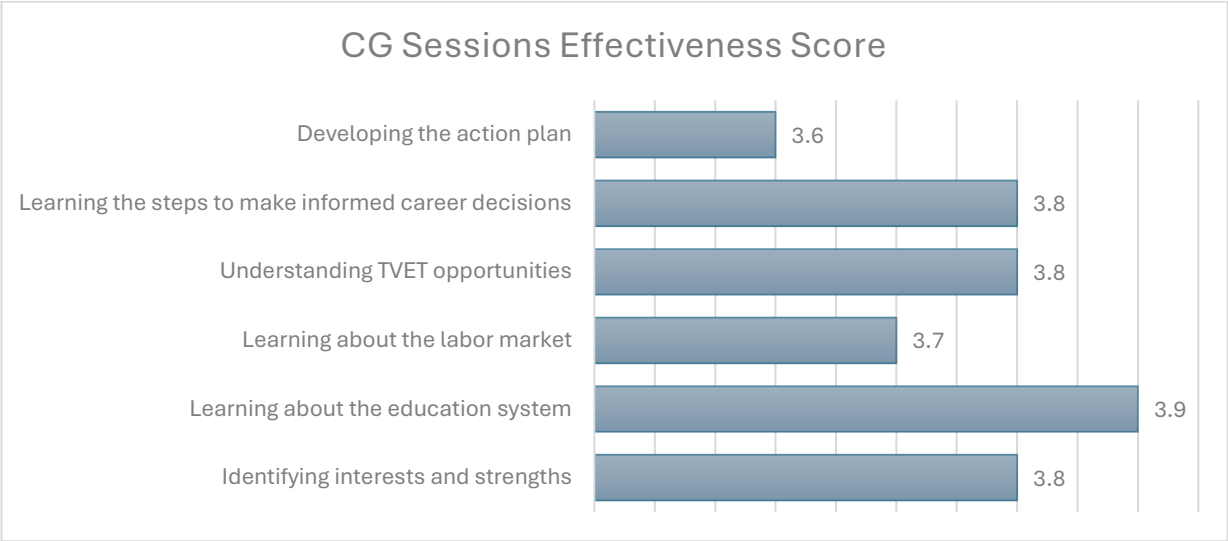

Figure 7:CG Session Effectiveness

Challenges Faced While Choosing the Subject

Students face multiple and interconnected challenges after SEE, with SEE failure/non-grading, entrance exam barriers, family pressure, and financial constraints emerging as the most significant obstacles to informed subject and course selection

Feedback for the CG session

The feedback clearly indicates that the career guidance sessions are well-received, relevant, and impactful, but students strongly recommend making them earlier, more frequent, interactive, and personalized. There is a clear demand for long-term, structured career guidance programming rather than isolated sessions.

Recommendations

1. *Introduce Career Guidance Early and Make It Continuous*: Start career guidance from Grade 8 and continue through Grades 9, 10, and post-SEE, rather than conducting one-time sessions. This will support students before key subject and stream selection decisions.
2. *Increase Frequency and Duration of Sessions*: Conduct multiple sessions per year instead of single-day interventions to allow reflection, follow-up, and reinforcement of career decisions.

3. *Strengthen Individual Career Counselling*: Integrate one-to-one or small-group counselling within CG programs, particularly for students who are undecided, non-graded, financial, or family pressure.
4. *Make Sessions More Interactive and Practical:* Shift from lecture-based delivery to interactive methods, including group discussions, activities, career mapping exercises, and Q&A sessions.
5. *Expand Exposure to Real-World Career Information:* Include professionals from diverse fields, real-life case studies, and video-based learning to improve understanding of labour market realities and emerging career options.
6. *Organize Exposure Visits and Peer Learning:* Facilitate visits to colleges, technical institutes, and training centres, and create opportunities for interaction with students already enrolled in different education streams.
7. *Engage Parents, Teachers, and Local Stakeholders:* Involve parents and teachers in career guidance activities to reduce family pressure and support informed, interest-based career choices.
8. *Provide Additional Support for At-Risk Students:* Design targeted guidance for non-graded and financially vulnerable students, including alternative pathways, re-exam options, and realistic career planning.
9. *Strengthen Action Planning and Follow-Up:* Improve support for career action planning by introducing simple career plans, follow-up sessions, and tracking students' progress after SEE

Conclusion

The Career Guidance (CG) sessions conducted in the schools were highly effective in improving students' awareness, confidence, and ability to make informed career decisions. The sessions significantly increased understanding of education pathways, technical and vocational options, and personal strengths. Students valued the sessions but highlighted the need for **earlier, more frequent, interactive, and personalized guidance**, including exposure to professionals, real-life examples, and follow-up support. Targeted support for non-graded, financially constrained, and at-risk students is essential. Overall, sustained and structured career guidance programs can meaningfully enhance students' preparedness for post-SEE education and career choices.

Annexes:

List of Schools

S.N	School Name	Focal Teacher
1	Shree Nispaksha Secondary School	Ram Prasad Dahal
2	Shree Kanya Secondary School	Bolanath Poudel
3	Shree Sukla Gandaki Secondary School	Suraj Pokheral
4	Shree Sharada Secondary School	Netra Prasad Lamsal
5	Shree Brahma Rupa Secondary School	Shiva Raj Tiwari
6	Shree Janaki Secondary School	Tulasi Giri
7	Shree sukraj Balbhadra Secondary School	Sita Roka Karki
8	Shree Gaurishankar Secondary School	Narayani Sharma
9	Shree Siddha Secondary School	Prativa Lamsal
10	Shree Rameshwori Secondary School	Radha Pokheral
11	Shree Tal Barahi Secondary School	Drona Raj Bhurtyal
12	Shree Pardi Secondary School	Govinda Subedi
13	Shree Bishnu Paduka Secondary School	Prem Bahadur Thapa
14	Shree Mahendra Secondary School(MRM)	Bidur Chandra Dhakal
15	Shree Chorepatan Secondary School	Megha nath Poudel
16	Shree Kalika Secondary School	Basanta Sigdel
17	Shree Gaurishankar Manilal School	Manju Thapa
18	Shree Bhadrakali Secondary School	Min Bahadur Sawand
19	Shree Laxmi Secondary School	Gangadhar Baral
20	Shree Gogan Secondary School	Saraswoti Basnet
21	Shree Nabin Secondary School	Sabita poudel
22	Shree Laxmi Adarsha Secondary School	Kopila Dhital
23	Shree Mahendra Secondary School (Valam)	Dhak Pun
24	Shree Bindabasini Secondary School	Shiva Prasad Devkota
25	Shree Macchapucchre Secondary School	Govinda Prasad Acharya

Table 7: List of Schools

Questionnaire

1. School Name

2. Address

3. Location (Urban / Rural)

4. Name of Student

5. Age (in years)

6. Gender (Male / Female / Others)

7. Did you attend the career guidance session provided by Right4Children? (Yes / No)

Understanding Before the Career Guidance Session

8. Before the career guidance session, how much did you know about different career options?

(A lot / Some / Very little / Nothing)

Post-Session Learning and Decision Factors

9. Please rate how much you agreed with the following statements before attending the session (1 = Strongly Disagree, 5 = Strongly Agree):

- I had a clear idea of what I wanted to do after SEE.

- I understood the skills and qualifications required for my preferred career.

- I felt confident discussing my career choices with parents or teachers.

- I understood the importance of technical and vocational education.

10. After attending the sessions, did the session help you in understanding the importance of informed career choice?

(Significantly / Somewhat / Very little / Not at all)

11. Have you enrolled in any course after SEE? (Yes / No)

12. If yes, what type of course have you joined?

(General Education / Technical Education / Vocational Training / Others)

13. Please specify the subject you are studying.

14. What were the main reasons for choosing your current subject? (Select all that apply)

- Self-interest
- Peer pressure
- Parents' guidance
- Teachers' guidance
- Future prospects
- Others

15. Have you taken any actions to explore future career options?

- Discussed with family
- Discussed with teachers
- Visited institutions
- Explored courses

16. What is your field of interest career-wise?

17. What is your career goal / What do you want to be in the future?

18. If No, what is the main reason you have not enrolled in any course after SEE?

Importance of Career Guidance Session

19. Rate the following statements (1 = Strongly Disagree, 5 = Strongly Agree):

- Career guidance helps identify interests and strengths.
- Helps explore career options.
- Helps understand the education system.
- Helps set future goals.
- Improves access to career information.
- Encourages joining courses of interest.
- Identifies labor market needs.

20. How can career guidance sessions be made more effective?

21. After the session, how confident are you in making informed career decisions?

(Very confident / Somewhat confident / Not very confident / Not confident at all)

22. In which grade do you think career guidance sessions will be most helpful?

(Below Grade 8 / Grade 8 / Grade 9 / Grade 10 / After Grade 10)

23. What challenges did you face while choosing a subject/course after SEE?

24. Please share any suggestions or feedback to improve the career guidance sessions.

"Thank you"