

# The Way Paved by Tfe



Training For Employment Project (Tfe)

January 2000 - March 2008

# The Way Paved by TfE

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Training For Employment (TfE) Project

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## Publisher's Note

**L** launched in 2000, Training for Employment (TfE) project successfully completed its programs in March 2008. During this period, the project has left behind important marks in Nepal's education sector, particularly in technical education during this period. This publication contains the achievements of the project.

Technical and vocational education has yet to get due recognition in Nepal's education system. The available infrastructure, facilities and human resources are not adequate against the demand of such education in the country. There is a problem in uniformity, standard and legal status of the available programs. In this backdrop, TfE started its programs some eight years back and has been able to establish various bases for creation of skilled human resources, which is suited for national and international labor market. It has also made relevant stakeholders aware on present status of TEVT (Technical Education and Vocational Training) sector and laid foundation for future to make it quality oriented and well recognized.

In order to sustain the projects executed by TfE and to give continuity to these programs run over the years, this booklet has been published. The booklet is expected to provide basic guidelines for those working in technical education and vocational training and be a reference material for those interested. We believe that the booklet will be an important souvenir of TEVT sector.

The booklet contains introduction of TfE, present scenario of technical education in Nepal and future course, programs of the project and

brief information on working system. This publication also covers training package development of Tfe and its implementation, monitoring and evaluation, psycho-social approach, institutional development of training centers, creation of peer exchange group as well as human resource development fund created in making the trainings sustainable, self-reliant and pro-poor. It also highlights post training activities, employment situation of the trainees and changes in the TEVT institutions. The booklet is an overall picture of achievements and future lessons learned by Tfe over the years.

The booklet further contains various trainings organized by Tfe in partnership with different technical training centers, experiences of training providers, and success stories of the trainees. The booklet gives an overview of training programs executed as per Tfe programs in Nepal's map. Various graphics and charts will show the present scenario of technical education in national education system, future model of vocational education, duration of such training, prerequisite, partner training institutes, trainees and their classification, employment situation etc.

The publication is with you now. We hope the path drawn by the Training for Employment is certainly fruitful for you. We expect your comment, suggestion and critique for future improvement. ◆

**Training for Employment (Tfe) project  
Alliance for Social Mobilization (Alliance Nepal)  
Swiss Agency for Development and cooperation/Nepal (SDC/N)**



**Ek Bahadur Gurung**  
Senior Programme Officer  
SDC/N

## Private sector should take lead

**T**raining for Employment (TfE) has given many valuable and practical ideas, which will be helpful forever, even though the project is over. TfE programs have directly affected mass of youth of which majority belong to the category of out of school youths. Every year about 500,000 students quit school and enter the labor market. This youth mass has ample potential to contribute in the country's economy if they are given the right opportunity; TfE here played the role of eye-opener for many.

Although the state should be responsible for such programs, however, inefficiency and bureaucratic red tape has always been an impediment in this regard. The Council for Technical Education and Vocational Training (CTEVT) has rather played a facilitative role towards more than 300 private technical training institutions in the country. Therefore, the Training for Employment (TfE) Project came into scenario with support from Swiss Agency for Development and Cooperation and to be executed by a private sector organization – Alliance Nepal, to test the abilities of private institutions.

TfE has certainly not been able to provide support to all training providers, but some private and public institutions have benefited from the project. Saleable technical human resource is in the market today. The private training providers have started to properly manage, standardize, and bring in institutional reforms. There was no database on requirement of technical human resource for domestic use and what skills should Nepali youth learn for foreign employ-

ment. But with the launch of TFE, it became clear that Nepal should encourage producing skilled and semi-skilled human resources.

The proper utilization of Human Resource Development Fund with the District Development Committees (DDCs), which is targeted for poor and disadvantaged groups, is among the incomplete tasks of TFE. Multi-sectoral financial support from various NGOs and INGOs in the respective districts is required to make the fund more effective and sustainable. Monitoring for effective utilization in areas where it exists and expansion to other districts are the requirement.

TFE project has not only supported development of technical skills, but has also played a role in social reforms and changes. It is inclusive with overwhelming number of youth participation of excluded groups such as poor, women, Dalits. It has also broken the age-old tradition that elite shouldn't involve in technical and manual works.

The project significantly provided inputs in policy measures of vocational education system, which is clearly mentioned in the Three Year Interim Plan (2007-10) and the Technical Education and Vocational Training Policy. These two important policy documents have highly emphasized employment-oriented technical education and vocational training, open education system and social inclusion as tools for development. This is TFE's important contribution towards reforming Nepal's technical education and vocational training field.

Alliance Nepal has gained specialization and experiences in many fields including development of training programs, need assessment, selection of trainees, market survey, strengthening of training centers etc. during years of implementation of the project. Alliance Nepal today has become an umbrella organization in private sector for technical education and vocational training. Many new donors have shown interest in this field. Alliance Nepal should now take initiative with its 8 years long experience to continue the programs.

Setting of standard for technical and vocational education, increasing access of skill testing and certification system, expansion of training for trainers, institutional development of traditional skills and many more are yet to be done. Government's role in these endeavors is always there, but the private sector should also take a lead to realize above-mentioned challenges. And, Alliance Nepal is there to meet the goals. ◆



**Dev Bir Basnyat**  
Managing Director  
Alliance Nepal

## Social role of professional organization

**T**he Training for Employment (TfE) is the first pilot project in Nepal, executed by private professional organization in the field of technical education and vocational training, which is targeted for poor and socially excluded groups.

Alliance Nepal is a private professional organization working in the field of human resource development. Even though, we are a professional organization working in the field of human resource development, we have been successful in executing technical education and vocational training with high rates of success. With this, we are today known among the public, private, national and international sectors as well as concerned stakeholders in the field of technical education and vocational training. Their confidence has increased towards us.

TfE experience has widened the working area of Alliance Nepal. Alliance Nepal and its directors and colleagues are experts in natural sciences, human resource and institutional development as well as industrial engineering. However, the TfE project has added values and expertise in the field of technical education and vocational training. Some of Alliance Nepal's directors and partners have now devoted themselves into this field, which will ultimately benefit the organization.

The successful implementation of TfE has opened doors for other donors to work together with Alliance Nepal in the field of technical education and vocational training. A US development agency USAID-

funded project to develop curriculum, trainers training and program monitoring for agricultural technical education is being executed by Alliance Nepal. It has already carried out short-term training programs for the International Labor Organization. Some other projects are underway for contract agreement, while Alliance Nepal has participated in open competition for some others. New responsibilities and opportunities are being awarded to Alliance Nepal in the field of technical education and vocational training are mainly due to successful implementation of TFE.

There are plenty of vocational training programs and providers but they are not uniform. Alliance Nepal focuses on vocational trainings that are standard, highly qualitative and institutional. We will continue to strive at providing such trainings in the future.

We are ready to forge partnership with all public, private, donors and training providers. For this, Alliance Nepal has expanded its physical infrastructure and presence. Alliance Nepal has decided to open a field office each in eastern and western Nepal. ◆



**Devi Prasad Dahal**  
Project Manager  
TFE

## Need of expansion

**T**he Training for Employment project period has been completed. But its achievements over the period of its implementation is rather important than its phase out. Four-five major achievements of TFE in the last years can be clearly observed and seen. The first achievement is that the project provided technical and vocational trainings to about 90 percent out of school youths and opened doors for employment for them. Altogether 854 youths, who failed to pass class 10, benefited from the trainings in the last three years.

The success of technical education and vocational training depend upon the utilization of technical, social and other creative skills gained by the trainees, as well as the number of employed trainees. Of the trainees of TFE supported programs, 95 to 99 percent have been found to be ready for employment, while in some cases 100 percent have got jobs. Otherwise average 75 percent trainees are jobholders now.

The project has been able to cast away a belief that donors would not support long-term training programs and short-term trainings will not be helpful in creating employment opportunities. The project received support from 18 different donor agencies in 14 test training programs, while some showed interest to continue their support. Alliance Nepal and TFE had conducted a three-and-half-month program with support of the ILO, of which one month involved on the job training. After which 90 percent trainees acquired job opportunities.

This project has not only revealed the need of vocational training course

but has also helped to create a basic concept and infrastructure for the technical education and vocational training. The concept has been approved by the recently promulgated National Vocational Education Policy.

The peer exchange group (PEG) established with the help of TFE have expressed their commitment to continue many programs even after the termination of the project. These groups have set up standard for technical skills, established PCMU (placement, counseling and marketing unit) in training centers, publication of bulletin and nepalworkforce.com website. The women instructor's PEG has created database of women technical instructors and now in the process for formal registration of their group.

The institutional development of the training centers is yet another major achievement of the project. Various training centers including Nepal Polytechnic Institute, Nirdhan Polytechnic Institute, Mahakabi Devkota Higher Secondary School, Baijanath Engineering College, Madan Bhandari Memorial Academy etc. have now changed a lot in respect to physical facilities, training program expansion, managerial capacity and long-term plan development. Among these, Madan Bhandari Memorial Academy is preparing to develop as a technical university.

The human resource development fund is yet another initiative of TFE, which is aimed at providing technical education and vocational training for socially excluded groups. So far such funds have been created in seven DDCs and some of them have already started funding people from poor and disadvantaged groups to attend trainings.

CTEVT should give continuity to programs developed by TFE for the sustenance of the achievements of the project. The national skill testing system should be restructured and new national standard should be developed. All the concerned stakeholders and future projects will help provide support to continue TFE developed programs and initiatives such as PEG, PCMU and Human Resource Development Fund. ◆



# Training for Employment (TfE)



**W**ith the motive of closing in the cleavage between employment opportunities and project programs, Training for Employment (TfE) project was launched in January 2000. The project ended on March 2008.

Supported by Swiss Agency for Development and Cooperation Nepal (SDC/N), the project was implemented by private sector institution, Nepal Alliance for Social Mobilization (Alliance Nepal), working in human resource and institutional development. The main objective of TfE was to produce graduates through employment-centric vocational education and training system. To achieve this goal, the project supported institutional development of technical training providers along with quality enhancement of training programs to enable trainees to obtain employment.

During the introductory phase (2000-02), TfE disseminated information on the project and ensured that much of the graduates enjoyed access to employment opportunities. It extended support towards enhancing the quality of training and services, and maintaining good relations amongst the training centers, graduates, business and industry. During this time frame, about 2,600 youths were trained with two to six months training. Sixty-five percent of them got employment opportunity.

In the second phase (2003-07), the project concentrated more on the development of the training package, implementation, monitoring and institutional development of training centers. During this phase, the project educated political parties, parliamentarians and professionals on the shortcoming pertaining to Nepal's General Education and Technical Education and Vocational Training (TEVT) system. As a result, an alternative provision is being introduced to youths with below class 10 education. Technical Education and Vocational Training Policy endorsed by Nepal government of late is also a contribution of such activities.

A total of 854 youths were trained on 14 test models developed by TfE project.

Project's assistance was mobilized to establish an orderly system in technical training centers and promote mutual relations among all stakeholders.

As a consequence, Madan Bhandari Memorial Academy Nepal, Nepal Polytechnic Institute, Nirdhan Technical Institute, Shree Mahakabi Devkota Higher Secondary School — Annex Program, Baijanath Engineering College, Dolakha Multisectoral Training Institute, Far western IT Academy, which earlier implemented tests in TfE's support, continued the initiative in their own resources. By conducting regular vocational trainings, training centers opened up host of opportunities for hundreds of school dropout youths.

## TfE: Major concept of second phase

- Assist institutional development initiatives to establish good contact between training centers and the labor market. Taking this into consideration, the project will take up role of service provider or network training centers with other service deliverers such as technical training centers (Training Institute for Technical Instruction — TITI), professional institution, financial institution, exchange lessons learnt and support dissemination of good practices and correct working procedures.
- Conduct quality projects to enhance infrastructural and managerial capacity of training centers for institutional development.
- Support and promote appropriate training programs for special target groups. For example, 30 percent of trainees, who quit school before class 10, have to be women (out – of – school).
- Develop mechanism to record expenses, distribution and mobilization of finances.
- Promote common learning, exchange experiences of good practices in maintaining training center's contact with employers and process taken up to train out of school youth and women.
- Develop communication network to run programs to advocate and lobby in favor of policy formulation and professional education consistent with technical education and vocational training. ◆

### Target Group: Out-of-School Youths

TtE implemented its program with due focus on out of school youths, particularly those below class 10 education. The project laid utmost importance on social inclusion, with a priority on youths belonging to poor and backward groups.

Until recent times, 15 percent of those who

enrolled in class 1 passed SLC in Nepal. Despite some improvements, a majority of children of poor and backward community face similar situation in much of the government schools and villages. Much of the five million youths who enter the labor industry every year either never went to school or dropped school education midway.

Owing to the geography and socio-eco-

## Technical education and vocational training policy

Nepal Government on September 20, 2007 endorsed Technical Education and Vocational Training Skill Development Policy. The policy considers issues such as extension of training services and opportunities, easy access and inclusion to all citizens needy of the training, integration of various training procedures and training providers into a single system, streamlining content and production of training with the demand of the economic sector, and sustainable economic resource management to upkeep technical education and vocational training industry.

Conceding the fact that a majority of youths in Nepal quit school before class 10 and a sizeable section never attend school, this policy states that the graveness of the situation was heightened by the fact that such population are not included in technical education and vocational training, prepared for fruitful economic activities and not trained with useful vocational skill. Besides, conflict victims among others who have never been involved in the process of production add to the gravity. As a consequence, Nepal's labor resources have not been productive in both domestic and external labor market. This has negatively impacted employment and income generating opportunities giving way to widespread poverty.

Taking these shortcomings into consideration and highlighting the need to reach all levels of all professions with competence training, the policy emphasizes the need to include those who are devoid of the opportunity to partake in simple livelihood and career development opportunities such as gainful employment and self-employment so as to overcome existing inequalities and structural constraints. That is why this policy will focus on expansion, access to and inclusion in employment services and opportunities so that the whole of the society can enjoy respectable and equal access to work opportunities.

Highlighting the need of concerted effort from training and employment market sectors, the policy has expressed following commitment for the development of technical and vocational training system:

- Participation and commitment of all sectors of the economy and the society to provide plenty of quality training to Nepali citizens to the extent possible. The state will encourage and support such training providers by taking up liberal rule and law. The opportunity for technical education and vocational training is expected to grow four fold in the next ten years.
- Provide financial assistance to deserving citizens who need but don't have the access and lack in monetary capacity to pay for the training. Deserving candidates will be conferred scholarship for at least one basic training towards gainful employment.
- Develop new training curriculum by restructuring activities of National Skill Assessment Committee as standard professional capacity. As far as possible all training curriculum will include the provision of formal review and certificate.
- All formal and informal learning, training center or employment based, all methods can be recognized in such system. One can advance to higher educational level and change course on the bases of such norms.

In a nutshell, this policy has addressed all needs and demands pertaining to technical education and vocational training sector in Nepal. Everybody including citizens who wish to enhance productive capacity, training provider who wish to be a part of human resource development and employees who wish to provide employment and income generating opportunities to citizens of the country can reap benefits. ◆

conomic discrimination, a majority of the children in Nepal are deprived of good quality school education. It is in this milieu, technical education and vocational training centers across the country came short in meeting the demand, interest and capacity of such youth population.

The crux of the problems lies with the education system in the country, which stipulates a minimum criteria of class 10 if not SLC education to participate in formal technical education and vocational training system. That is why a chunk of productive youthful human resources seek employment opportunities in the lack of adequate technical skill and competence. In this scenario, they either don't land a job or else are low paid even in case of employment. A large section of the youth, who joined the armed rebellion, as believed, belonged to this category.

To allow the deprived youth population to seek employment opportunity as competent human resources, Tfe put together a training program in partnership with public and private technical training centers, business and industries. The project extended technical and infrastructural assistance to bolster capacity development of training centers as and when covering food, board and fee expenses of certain poor, socially discriminated and women trainees.

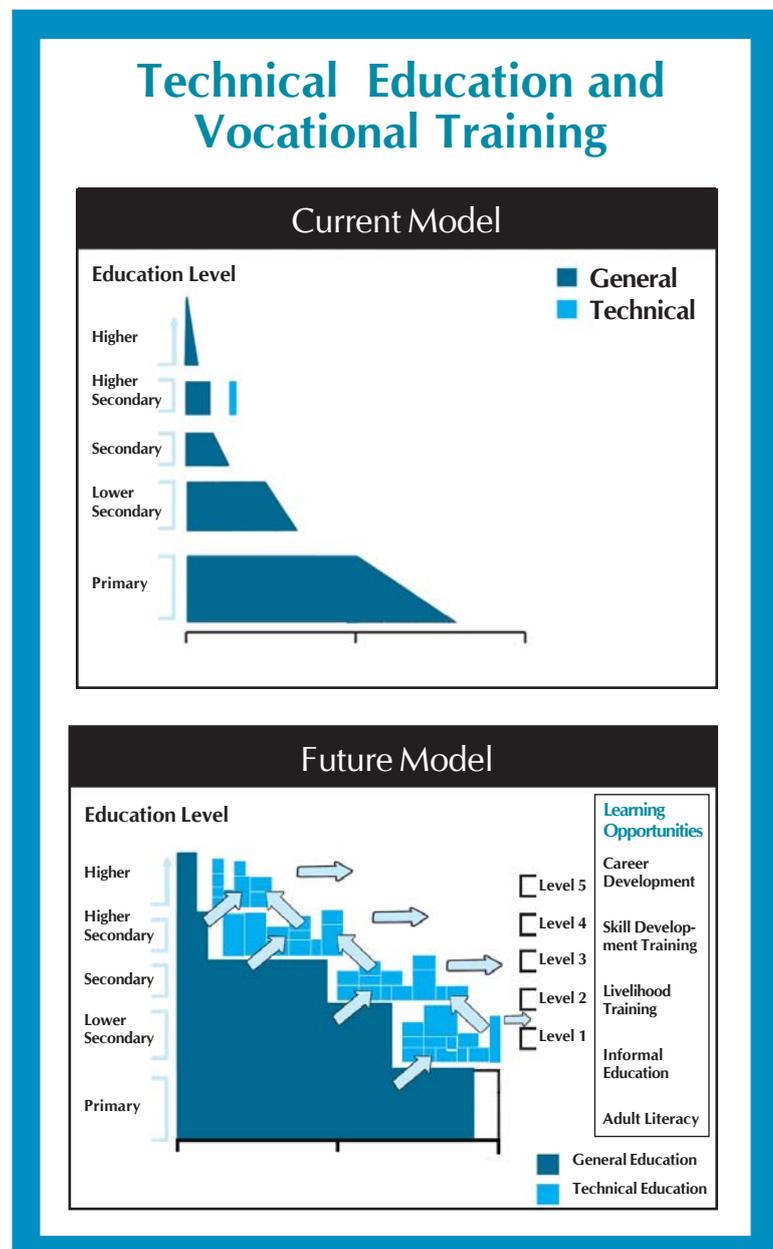
### Status of technical education

There has been an upsurge in the number of skilled and semi-skilled human resources given the skill development trainings imparted by government, public and private institutions. However, there is no uniformity in the standard and expertise of the trainees due to the dearth of specific training duration, subject, curriculum, testing system, trainer's qualification, laboratory, physical infrastructural among others.

Such trainees have not been able to meet the expectation pertaining to low and medium level of technical human resources in domestic and international labor industry. As a result, a sizeable chunk of laborers are imported into the country while thousands of youths are opting for foreign employment as unskilled workforce.

To produce skilled human resources, twin approach of formal education involving simple education and technical and vocational education need to be promoted. Both the education system should confer equal recognition to the other, and allow mobility for students to shift from one system to another.

Simple education system in Nepal has specific stages that allows upward mobility from primary to Phd. However, technical and vocational education only allows class 10 pass students to move up to certificate or diploma level education (see chart: Popular model). It is in this manner that the existing formal technical and vocational training system has not accommodated a large



SDC/KEK/TfE

chunk of the out of school youth force in Nepal.

Nepal's national education system which confers much recognition to simple education system does not given much consideration to technical and vocational education. Only three percent of those who seek vocational education enjoy certain opportunities. That is why it is important to confer opportunity of technical and vocational education to the deprived population, while making them quality based, able in addressing life needs and demands of the labor industry. This calls for groundbreaking improvement in Nepal's technical education and vocational training sector.

### Vocational Pathways

To avail Nepali youths with employment

opportunities, Tfe developed and piloted various training packages on skill and competency. The experience of training packages developed and implemented by Tfe has thrown up possibilities in developing technical education and vocational training as an integral part of Nepal's education system.

Tfe, supported by SDC, as a parallel alternative to general education introduced the concept of 'vocational pathway' targeting the out of school youths (see chart: future model, p17).

This is surely the way forward for a country like Nepal, which has failed to reap benefits despite all the potential due to the dearth of timely knowledge, skill and capacity in the labor industry. Hence, if Tfe training packages were to be fully implemented as per their conceptual design, there will come

## Impact on the activities of training centers that adopted vocational training cycle system in partnership with Tfe

### Pre-training stage

- Curriculum development through interaction with businesses and industries in accordance with the demand of employment agencies, donors and market requirement.
- Selection of appropriate trainees with support from local non-governmental institution, school, FM radio, newspapers, VDC and training graduates.
- Notification and orientation to trainers on training curriculum and study materials.
- Pre-training consultation with potential trainees through Placement, Counseling and Marketing Unit (PCMU).
- Identification of appropriate business and industry for employment based training.

### During training stage

- Conduct class as per class plan.
- Class monitoring by principal and vice principal.
- Regular consultation to trainees by PCMU consultants.

- Adequate experimental class facility inside and outside the training center.
- Utilization of business and industry personnel and experts as resource persons.
- On the job based training facility.
- Adoption of trainer-trainee two-way interaction model.

### Post-training stage

- Discussion with graduates on potential employment industry and possibilities of self-employment.
- Invite employment providers on graduation ceremony to bolster graduates' contact with potential employment industry, assist graduates with distribution of information on employment needs, bio data preparation and application writing.
- Consultation to graduates on prospective profession through PCMU.
- Develop graduates' contact with concerned law professionals, auditing firms, banks and other financial and supportive institutions.
- Study post-training situation of graduates.
- Review and upgrade curriculum through interaction with business and industry, trainers, graduates and other stakeholders. ◆

about a widespread improvement in employment, livelihood, career development and education along with the production of skilled human resources.

Vocational Pathways base has conceptualized a model that recognizes skill with knowledge on par with formal education. It thus seeks to confer the technically trained youth an opportunity for career development and bolster education and academic knowledge and level. Such a system confers equal recognition and has a definite entry/exit points from technical and vocational education system to general education system or vice versa.

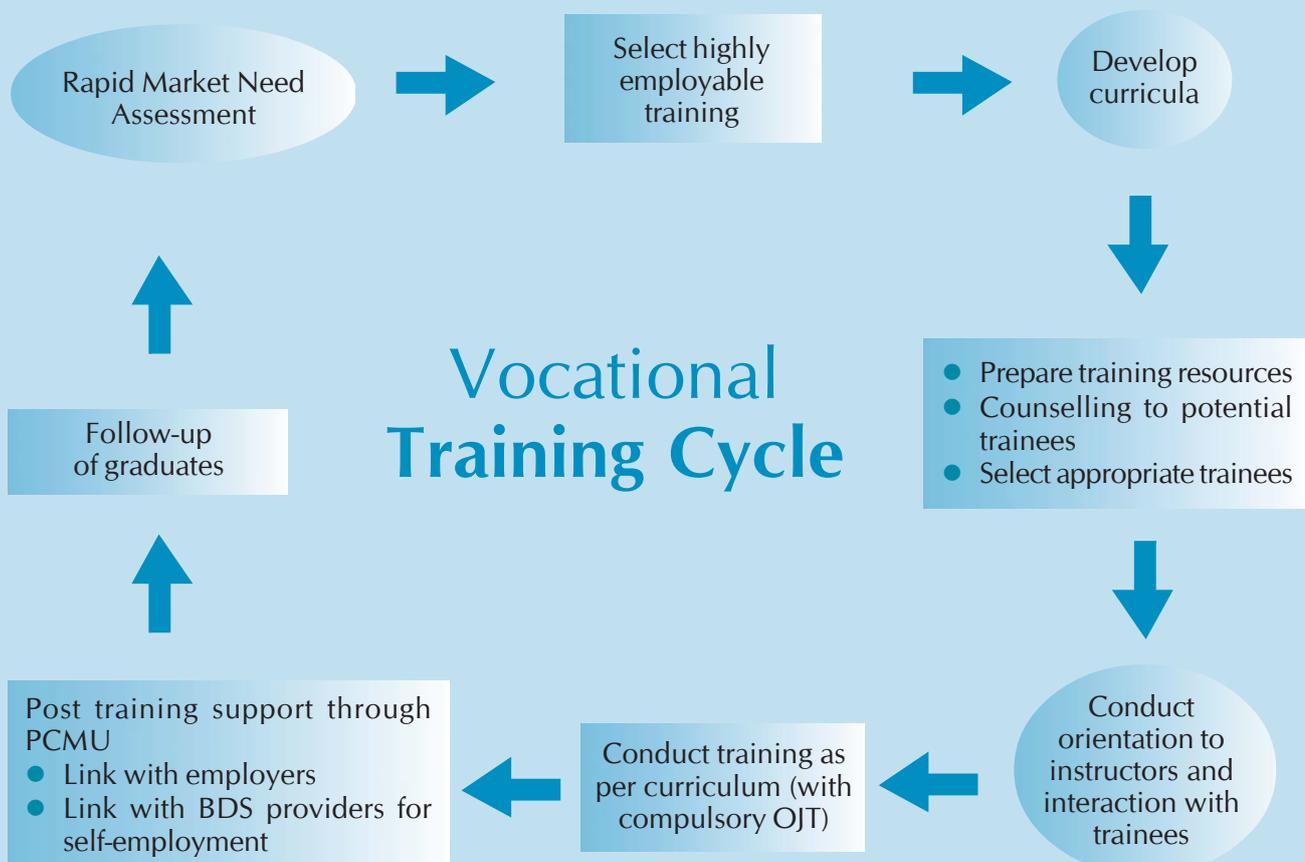
### Program and working modalities

TfE formulated its program to include youths who failed to complete school education or take up appropriate technical and vocational education. The program lays specific em-

phasis on youths who face poor economic condition and face backwardness due to social, ethnic and gender based factors.

The chief strategies of the program and working procedure developed with the intent of minimizing the void in technical and vocational education, supporting institutional development of training centers are listed below:

- To develop and implement training packages for out of school youths concentrating on employment and career path.
- Implement Individual Quality Projects (IQP) to contribute in the capacity development of partner training centers.
- Support establishment and operation of peer exchange group in common interest of professionals and organizations related



to technical education and vocational training.

- Collect and exchange information on labor industry to promote cooperation with institutions related to technical education and vocational training sector.
- Establish and operate local human resource development fund to ensure poor and disadvantaged groups' access to skill development training.

### Training package development and implementation

TtE has developed employment-centric training packages appropriate for youths whose education level stand between class five and ten. The package is also accessible to youths from poor and marginalized community. It is consistent with country's technical education and vocational training system, upholds institutional ownership and is easy to be regu-

larly managed by training centers.

The training package is developed to allow trainees to pursue educational development or opt for the options of salaried job if not self-employment.

The packages have helped maintain uniformity, standard and interlink technical and vocational education with the world of employment.

Identification of potential needs of training and labor market, interaction with experts and entrepreneurs, formation of curriculum working committee, adoption of workshop and seminar processes were taken into consideration while developing the training packages. Besides, curriculum guides and training manual was developed along with the curriculum.

It was implemented as a regular program

## 60 thousand income on training period

**P**rem Bahadur Chaudhary of Makwanpur, Musariya VDC, Kailali pocketed an earning of Rs. 60,000. He had taken up 15 months vocational training on construction technician from Baijanath Engineering College, Mahendranagar. Twenty-year-old Chaudhary, who has studied up to class 9, made the earning in course of employment based training by providing **wiring services** in local households. "Learnt a new skill and pocketed pretty good earning through **wiring and plumbing** jobs in course of the training," he says.

In a similar vein, Ram Prasad Ghartimagar of Dhodhari VDC, Bardiya earned Rs. 30,000. An Indian company has agreed to hire Ghartimagar, who had earlier worked as a **mason** in building construction project in Jogbudha, Dadeldhura and Bardiya, and road construction project in Shimla, India. Thirty-five-year-old Ghartimagar who graduated to the role of a mason by taking up jobs of labor and helper is now interested in taking up the role of an instructor.

Instructor Rajendra Paneru confirms that a majority of the 28 participants earned in between Rs. 4,000 to 20,000. Birendra Rana earned close to Rs. 20,000 through the construction of various houses, schools, toilets etc., house wiring jobs and maintenance work in

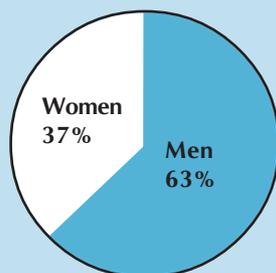
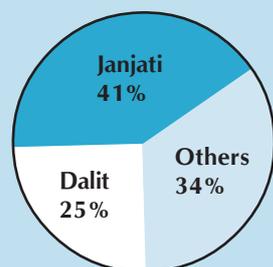
his own college in Kanchanpur.

Pradip Chaudhary earned Rs. 15,000 by working in a residential house and Siddhanath Multiple Campus in Mahendranagar, and a residential house in Kailali. Anish Chaudhary earned Rs. 12,000 by working in the construction of a government and a private house in Mahendranagar. Dhukharam Chaudhary and Tej Bahadur Malla respectively earned Rs. 10,000 and Rs. 14,000 by working in the maintenance of a government building, a private house and a college. Bandhu Rana, Shashi Chaudhary and Somnath Chaudhary earned in between Rs. 8,000 to Rs. 12,000 by working in Saraswati Higher Secondary School of Geta, Kailali.

Gagan Bogati worked in a house in Jogbudha and Community Development Front in Dhangadi in the far west in course of on the job training. The front by providing him four-month long suspension bridge construction training is offering him a monthly salary of Rs. 6,000 for the job of construction technician. Ganesh Saud is working in DDC building construction in Kailali and Sukhang-Bhajani road survey under the monitoring of **Redp** consultant. ♦

(Source: Kalapani Daily, Mahendranagar, Kanchanpur)

## Participation in Piloted Training Programs



at the training centers after testing whether it addressed the market demand, expectations of the training centers and participants. The curriculum was developed in keeping with Council for Technical Education and Vocational Training (CTEVT) system after carrying out tests in government, public and private training centers of rural and urban areas.

TfE developed 16 training packages lasting from six to 15 months. Amongst 14 packages were piloted and implemented in 26 training centers spread across 19 districts. A total of 854 trainees benefited from the training.

CTEVT has also approved of the 12 curriculum developed on different trades by the project. They include training on community agriculture assistant, community livestock assistant, welding, auto mechanic, nursery assistant, floriculture assistant, junior electrical technician, construction technician, dairy technician, sweet maker, computer hardware technician and bamboo handicraft worker.

A number of donor agencies that impart vocational training have also adopted the curriculum formulated by TfE. The packages were developed in accordance with the market need and demand considering the out of

school youths. That substantiates that the packages address technical education and vocational training sector's needs.

The 16 training centers which piloted training programs with the support of TfE have adopted the packages as a regular program and are operating them in their own resources. Many centers however, have not been able to implement the curriculum due

## Those conducting training in private resources

TfE supported piloting of 14 training program in 26 training centers. Sixteen of them are now imparting training on their own resources. This proves that TfE training programs are market-oriented and useful, and training centers partnered by TfE are capable.

Madan Bhandari Memorial Academy is conducting training on community livestock and agriculture assistant while Mahakabi Devkota Higher Secondary School is conducting training on auto mechanic for the third year now. Dolakha Multi-sectoral Training Institute is preparing to start third session of junior electrician training. Nepal Polytechnic Institute is also preparing to start the third session of training on community livestock assistant, nursery and floriculture assistant. Rapti and Seti Technical School have completed the second session of training on community livestock and agriculture assistant.



Balaju Engineering and Technical School on welding technician, Cemeca Human Resource Academy on construction technician, Eastern Polytechnic Training Institute on nursery assistant, Uttarpani Technical Institute on community livestock assistant and Far West IT Academy on computer hardware technician are now conducting training for the second year. Nirdhan Technical Institute on junior electrical technician and Makwanpur chamber of Commerce & Industry are now preparing to conduct training for bamboo handicraft workers.

While Sano Thimi Technical School has adjusted 15-month training for auto mechanic in its regular curriculum, Baijanath Engineering College and Butwal Technical Institute will conduct short training courses based on various models respectively on construction technician and welding technician. ♦

## Critics themselves praise achievement

**G**anga BK, who failed the sent up test two times in a row four years ago, now studies in class 11. The change came about through courtesy of technical and vocational training supported by Tfe.

Life had become a burden of sorts for Ganga when friends and family refused to support her following the failure. Her father who raised animals and stayed away from home most of the time did not support her. Life took a meaner course after her brother left for Delhi in search of work. This is how Ganga had no option but to share her sorrowful days with her mother dreaming of good times ahead.

Life however took a positive turn for Ganga after she joined nursery and gardening training, financially supported by Tfe. It was her maternal brother Dipak who informed her on the course. The training, consultation and environment at Eastern Polytechnic Training Center raised the confidence level and motivated her to take the test yet again. She completed the test in flying colors as and when passing the test and SLC exams. Even as a trainee, Ganga began to pay for her education courtesy the nursery she put up in the land provided by the training center.

Thanks to her commitment and skills, she was soon chosen a trainer for the three-month nursery course run by the center. A spirited individual, Ganga now bides her time in between private garden, nursery, takes up the role of a trainer and studies in class 11. Given the transformation, those who earlier poked fun at Ganga for her failure are now all praises for her exemplary endeavors. ◆

to constraints of financial resources, effective marketing and access to donors etc.

Regional and geographical balance, partnership with private and public training centers, training center selection and their progress report, infrastructural facility, trainer and commitment of the pre and post-training cycle to adhere to managerial commitment were taken into consideration during the implementation.

Women and backward community were given a prior-

ity during the selection of participants. As a consequence, 33 percent of the trainees were women while 41, 32 and 27 percent were respectively janajati, Dalit and others.

The policy of multi-sectoral assistance mobilization was adopted in course of the operation. As a consequence, more than 30 donors and partners extended support to various training centers. Amongst 15 donors established a network which allowed the training to be inclusive and equitable in favor of poor and oppressed groups.

### Monitoring and evaluation

Tfe does a regular and emergency monitoring and evaluation of its training programs. Various aspects of management and its standard, number and system were observed and evaluated through regular inspection and monitoring. Monitoring works were carried out for more effective program implementation and to tackle the challenges faced in implementation.

Tfe evaluated management and training system of the training centers. The centers were immediately provided with suggestions on the programs, while major issues and requirement for reforms were later provided in written format.

Preliminary inspection shows that all Tfe partner training centers have adequate physical facilities. Some of them are capable to conduct few Tfe developed programs, while a few amongst have facilities to run all programs.

The partner training centers have changed



their modalities for selection of trainees even for their regular training programs. Of late, they regularly visit local NGOs, schools and communities as well as use local FM stations and newspapers. All centers have included job-oriented (on the job training – OJT) training programs. They also focus on post-training activities for the graduates.

However, the partner training centers still follow traditional system in overall management. They have yet not been able to change their decision making process.

### Psychosocial Approach (PSA)

The project took a holistic approach to link the training with the work of world. The Tfe developed training packages not only consist of technical and vocational skills, but also encompasses social as well as personal development aspects of the trainees. The psychosocial approach adopted by Tfe has a positive impact on the trainees, which resulted in success of the trainings.

Psychosocial approach deals with the well being of an individual in given environment and sees the influence of interaction with other people and the society on person and how his or her sentiment and behavior affect the society. This tries to understand the impact of on a person's sentiment and thought processes through the interaction between an individual, society and materials.

The psychosocial approach has helped the trainees to understand their own surroundings and situation. The approach was first introduced with conflict-hit trainees in regards to their social, material and psychological feelings. With additional review, trainings and discussions with the experts, the approach found to be more effective and Tfe started this model in its two partner training institutions — Sano Thimi Technical School and Eastern Polytechnic Training Center.

The psychosocial approach was implemented with group discussion, especially for the conflict-hit trainees. But it was later proved helpful for all. This approach was adopted to ensure that the conflict-victims would not be isolated and discriminated.

## Training boosted confidence

**T**rained at Sano Thimi Technical School (STTS), Nandakala Pandey is the only woman mechanic working at Harati Automobile Works in Swayambhu, Kathmandu. She now aims to become the auto engineer.

Nandakala who hails from Narayanpur, Kailali has father, mother, five sisters and a brother in the family. A class eight graduate, she had come to the capital to enroll in sewing training. However, after she came to know of Sano Thimi Technical School through an acquaintance. However, encouraged by women participating in auto mechanic training, she decided to take up the 15-month course dominated by male trainees. This training implemented by STTS was developed by Tfe particularly catering to out of school youth.



For the likes of Nandakala, more and more women are now seen in auto workshops, traditionally a bastion of male domain. Nandakala who feels that no one can sustain without the required skills in this competitive time and age, talks of a unique working experience. She says: “There aren't much woman mechanics around. However, I am at complete ease with my work. I am surprised and happy with the relative ease that I could adjust with the role. This job has definitely boosted my self-confidence. Everybody from employer to colleagues is nice and helpful. Income is satisfactory.”

Placement, counseling and marketing unit of the Sano Thimi Technical School had helped Nandakala in landing the job in course of the training. Factors such as cooperation among the colleagues, group interaction based on psychosocial approach has been helpful, she admits. ◆

Sano Thimi Technical School has included the approach in its all regular courses, while Eastern Polytechnic Institute has integrated the system in some selected courses. Group discussions are held through PCMU (Placement, Counseling and Marketing Unit), which is an appropriate unit for psychosocial activities.

The implementation of psychosocial approach has found multi-facet benefits for the trainees as well as the training institutions. Some of the advantages are boosting up confidence of the trainees, maintain discipline in work, improvement in individual's

manner, establish cordial relationship among the colleagues, seriousness in on the job training, problem solving at their own attempt, and creation of conducive environment in the workplace, among others. The trainees have become responsible for their training and work.

The training centers have also benefited from the approach. The regular discussions have helped the trainees to solve problems at their own and they have reduced their visits to the officials with the problems, which has saved time. A tradition has been developed to listen and address the problems of the trainees. They discuss the problems in a healthy manner and exchange their views. The trainees can be monitored as per their participation in the discussion and responsibilities are given accordingly. Due to holistic approach taken in the process, there has been a cordial relation between the trainees and the management. It has helped to boost the image of the training centers.

## A successful farmer

Anita Bhandari lives with her four and two years old daughters in Dohara, Patan-9, Baitadi. A class eight dropout she now earns five to six thousand rupees from vegetable farming. Given the improved financial condition, Anita has enrolled the elder daughter in a local school and stitched good clothes for the two tiny tots. With her husband working away in India, she also supports her family expenses.

The change was brought about by the community agriculture assistant training provided at Seti Technical School, Doti. She was a regular and hard working trainee at the Tfe supported training. She did not miss many classes even during the post-delivery stage.

Besides cultivating food grains, Anita now rears seasonal and off season vegetables and sells them in Patan bazaar. She also helps fellow villagers by sharing technical know how and tips on agriculture production. She says, "I'm very happy with my profession. I live with my family and work with them in my farm land. I do not have to look for a salaried job."

Anita now wishes to become a successful and competent agriculture technician. Grateful of the opportunity provided by Tfe, she believes that other youths who could not afford school education should be conferred such training opportunities. ♦

These experiences show that the psychosocial system supports in making the trainings successful. Alliance Nepal, the implementing agency of Tfe, commits to adopt the system in its all future programs. The Alliance Nepal conducted vocational trainings in Bharatpur and Butwal with support of ILO had also included the same approach.

## Individual Quality Project for Institutional Development

Tfe has supported for strengthening of the training centers in their organizational and institutional capacities, while test implementing the training packages. Individual Quality Project (IQP) is such a program, which is aimed at development of institutional capacity and making them capable to cater quality trainings. Tfe implemented this program with a view to make the training centers self-reliant, easily accessible and able provider of job-oriented trainings.

Tfe supported to some training centers and their instructors as well as management officials for human resource development through IQP program. The supports are also included to improve physical facilities and laboratories, purchase of various equipment and tools, management of library, information system and education materials.

Under IQP, Tfe had supported those training centers, which had potentials for further improvement after the institutional development. Under this program, 23 centers were provided with equipment and tools, seven received training reference materials, HRD in eight centers and two had supported with audio-visual production and community programs. As an outcome, these institutes now have state of the art workshop; library with variety of reference materials; trained human resources (staff member) and well organized documentation.

In this way, Tfe has supported almost all partner training centers. Some of the training centers were further supported with special IQP and intensive trainings to improve their managerial capacity in order to give continuity to best practices observed during the implementation of the program.

It has helped to standardize training modules, establish relation between training and employment, and develop managerial capacity as well as institutional strategies.

Under Special IQP, TFE had supported Baijanath Engineering College to set up a resource centre and its management as well as consultancy and market unit. The resource centre has a good stock of required reference materials including books, internet access, magazines and journals and a fulltime employee has been deployed. A separate PCMU in the college provides support to the trainees to search job opportunities.

Dolakha Multi sectoral Training Institute was supported with capacity building of library and information system, where now-a-days trainees have easy access to books and reference materials. Internet facilities and MIS database have made study and training activities more easy and effective.

The resource centre established at Shree Gurans Higher Secondary School has not only helped the trainees, but the community and farmers have also benefited from the centre. Shree Mahakabi Devkota Higher Secondary School has purchased books and magazines related to automobiles, various training equipment and tools in the support of TFE. Out of which, development of training standard increase in management capacity, organized library and established as a quality service center has been possible.

Nepal Polytechnic Institute has developed strategic and business plan with the support of TFE. The PCMU established at NPI has helped its graduate to explore job opportunities; MIS has boosted management capacity and website to promote activities of the institute. Likewise, management information system, library and business plan development has aided Nirdhan Technical Institute (NTI) for organized and quality training delivery.

TFE has supported the Madan Bhandari Memorial Academy Nepal (MBMAN) to develop 15 year long vision and goals, five year strategic plan and two-year operational

## Changes in life

**T**wenty-three-year old Lalchand Rishidev lived a modest life in a thatched hut in Rajbanshi community in the village of Nibuwa in Morang district. The TFE supported training in Uttarpani Technical School Dhankuta transformed Lalchand into a responsible veterinary worker who was otherwise staying home after failing the sent up test.

Lalchand, who first went about cow sheds with thousand rupees worth medicines in his pouch, has indeed gone through a sea change. Each day, he cycles 50km into the inroads of the surrounding hamlets and gives away veterinary services and advices. Thanks to daily income ranging from Rs. 250 to 300, a corrugated sheet has replaced his thatched roof. Content with the achievements of his son, Lalchand's mother says: "Nobody would come to my doorstep considering me a Dalit. But now, not only those from our locality but people from surrounding villages come looking for Lalchand's services."

Fellow villagers too are equally grateful of Lalchand's services. "Motivated by my income, many of my friends and villagers now intend to participate in such trainings," he says referring to the transformation in his life away from the state of unemployment. "Nobody would take me seriously and my life had no sense of direction. But now I gain certain respect in my community and they listen to me. Life now has a new meaning." ♦

plan, which has transformed the institute into a reputed regional technical training centre in eastern Nepal. MBMAN is contemplating to develop into a technical university.

### Peer Exchange Group for Mutual Benefit

TFE has supported to establish and expand Peer Exchange Group (PEG), as a common forum of institutions and persons involved in technical education and vocational training. This is an informal network and provides a platform for those involved in this sector to exchange their views, to learn from each other and to promote their own professional skills. The forum also raises voices in common concerns of the stakeholders. Organization and people involved in PEG have been able to analyze one's strength and weakness; bring about improvement in work; identify and address needs; sharing of human resource, equipment and materials with mutual understanding and lesson the gap between policy

# Training Package

Seti Technical School, Dipayal



Community Livestock Assistant

Karnali Technical School, Jumla



Community Livestock Assistant

Western Region Community Skill Development Center, Baglung



Micro-Hydro Technician



Junior Electrical Technician

Makwanpur  
Commerce



Bamboo

Baijanath Engineering College, Mahendranagar



Construction Technician

Farwest IT Educational Academy Pvt. Ltd., Dhangadhi



Computer Hardware Technician

Shree Gurans Annex School, Sanoshree, Bardia



Nursery Assistant

Rapti Technical School, Dang



Community Livestock Assistant

Butwal Technical Institute, Butwal



Welding

Nirdhan Technical Institute, Butwal



Junior Electrical Technical



Micro-Hydro Technician



Auto Mechanic



Community Livestock Assistant



Nursery Assistant



Floriculture Assistant

Shree Mahakavi Devkota Annex School, Sunawal

Nepal Polytechnic Institute, Bharatpur



# es and Implementing Centers

pur Chamber of  
ce & Industries, Hetuda



Artisan

Balaju School of Engineering  
& Technology, Balaju



Welding

Sanothimi Technical School,  
Sanothimi



Auto Mechanic

Jiri Technical School, Jiri



Dairy Technician and Sweet Maker

Madan Bhandari Memorial  
Academy Nepal, Urlabari



Community Livestock Assistant

Durga Cottage  
Gardening Institute, Maitidevi



Nursery Assistant

Institute of Information &  
Telecommunication (IIT), Ravibhawan



Telecommunication Line  
Installer and Repairer



Community Livestock Assistant



Community Agriculture Assistant

Dolakha Multi Sectoral  
Training Institute, Charikot



Junior Electrical Technician

Morang Chamber of  
Industries, Biratnagar



Floriculture  
Assistant



Uttarpani Technical  
School, Dhankuta



Community  
Livestock Assistant

Elam Prashikshan  
Kendra, Damak



Bamboo Artisan

CEMECA Human Resources  
Academy, Chandranigahapur

Eastern Polytechnic  
Training Center, Dharan

Sunsari Technical  
School, Dharan

National Academy of Applied Science  
& Technology (NAAST), Dharan



Dairy Technician and Sweet Maker



Construction Technician



Nursery Assistant



Auto Mechanic



Dairy Technician and Sweet Maker



formulation and implementation.

With support of Tfe, nine such PEGs are active across the country. Of this, seven are of principals of training centers and one each consists of women instructors as well as placement, counseling and marketing unit coordinators.

Tfe had facilitated their meetings, training programs and other events as well.

Women instructor and eastern regional PEGs have now their own sources to run their programs. The Women Instructor PEG is in the process of formal registration as

non-profit organization. The PEG has 13-member committee and its office is stationed at Lalitpur-14, Talchhikhel and email is [wipegnepal@yahoo.com](mailto:wipegnepal@yahoo.com). They have created a fund to support their continuity and as their first project they also have conducted training for disadvantaged women. They also have recently published a roster of women instructors working across the country.

The PEG consisting principals of the eastern Nepal has operated a separate office at Itahari Skill Development Training Centre. The PEG has published a booklet 'Rojgar' and runs a website [www.nepalworkforce.com.np](http://www.nepalworkforce.com.np) to disseminate information on available vocational training programs; skilled human resource (trained graduates) and training centers.

PEGs like PEG – Bharatpur; Butuwal and Women Instructors encouraged their members to attend in various trainings. Of this, about 50 instructors have already received trainers training from the Technical Instructors Training Institute.

The PEG of principals in Kathmandu has prepared 'Technical Skills Delivery Standards', which is like an instruction directives

## Struggle of a 'little' doctor

**D**own and dejected after failing the sent up test, Meena Sunar of Asanaiya, Sunwal-7 heard of community livestock assistant training at Nepal Polytechnic Institute, Bharatpur from FM radio while working in the field. Being a Dalit woman eager to move ahead in life, she went on to obtain a scholarship from Tfe.

She was forever keen and diligent in course of the training. Her friends and instructors were hence convinced that she will land a suitable job after the training. However, she neither had the funds to start a venture nor collateral to obtain a loan. Her efforts to seek assistance from non-governmental organizations too went in vain. How-



ever, with a loan of Rs. 17,000 from her fellow villagers, she took off with agricultural and veterinary services.

Things however weren't easy as it seemed. Before initiating something of her own, Meena to network with local farmers and learn the tricks of the trade worked with an established Gayatri Agro Vet. She then started visiting households in Betlauri VDC and imparting awareness and services on livestock rearing. This 'tiny tot' soon gained fellow villagers' acceptance and confidence.

There was a time when she had to inject nine buffaloes at a go. Farmers, doubtful of her ability, watched her with

and is expected to help the training centers to maintain training modules and physical infrastructure.

This could also be used as monitoring tool for instructors and as a reference material for self development as an instructor.

The PEG of Bharatpur principals has published a 'PCMU- Handbook', which seeks to interlink training with employment in regards to pre, during and post training periods. The other PCMUs have also started various activities in their respective areas including updating database of trainees. Dhankuta Heath Sciences Institute has also established a PCMU, though it was not a program implementing partner of Tfe. The PEGs of mid and far-west Nepal have started data collection of technical training centers, trainees and employed graduates. All these work is carried out by an organization called VTIC (vocational training information center) which was registered by PEG members.

### Local human resource development fund

Human Resource Development Fund is a 'basket fund' set up with the ownership and



leadership of the District Development Committee (DDC) to produce skilled human resource at the local level to suffice local development activities. At the initiation of Tfe, the fund is being revived to ensure the access of the poor, disadvantaged and out of school youths to technical education and vocational training. Tfe has as well contributed to the fund.

Human Resource Development Fund by covering the training fee of trainees who cannot bear the training expenses helps produce

scrutinizing eyes. Meena recalls, "I felt that my existence as a woman was being questioned. Besides, that was a doubt cast over the curriculum developed by Tfe and training conducted by NPI. With all the courage and confidence, I injected all nine buffaloes. This incident changed the farmers' viewpoints on me."

It was thereafter that people started approaching Meena for services on livestock rearing. The word soon spread to nearby villages. The same faces who earlier questioned her abilities now say that "a daughter should be like Meena" and address her as "Meena ji", "doctor sab".

Content with the new found status, Meena is now happy giving away expert advices, veterinary services and useful tips. She also intends to start up a pig farm. "I'll first survey the market need and then obtain a loan. Thereafter, I'll select the site and handle the logistics." Meena's plans elucidate her clear understanding on the rudiments of entrepreneurial development; something she learnt during the livestock assistant's training. Besides, she intends to

broaden her knowledge base through further trainings.

"Tfe didn't serve me a fish but taught me how to fish. It gave me the tools to sustain myself. It had great significance particularly when my family had financial debts, owing to my father's treatment. Now we can fend for ourselves," she adds. In fact, after her father's demise, she has been fending for her mother, three sisters and two brothers and families. Meena has also enrolled one of her sisters in dairy technician training.

Minus the new found skills, Meena would be otherwise tilling the fields earning Rs. 80 a day. Credit it to the training, her family is now relieved of the burden of poverty along with new found societal status and self-confidence. Her contribution on animal husbandry has great significance to the village and society.

So to say, Meena's case is a fitting example of 'the right candidate for the right training program' consistent with conceptual framework designed by Tfe. ♦

skilled human resources at the local level. The core objective of the fund is to allow socio-economically disadvantaged youths with the opportunity to acquire technical and vocational skills towards employment and self-employment. This has added to their quality and capacity while enhancing their socio-economic status.

The DDC, political parties at the district level, donors, local units and training centers have to a common understanding and consensus to effectively implement Human Resource Development Fund. It is equally important to take note of publicity, formulation of rules and regulation, implementation directives, sustainability and market management and promotion.

The technical education and vocational skill fund established with Rs. 11,60,000 from

Morang DDC and Rs. 5,00,000 from TtE has begun to impart financial assistance to trainees. The fund along with the 13 trainees for sub-overseer, social mobilizer, live-stock, agriculture, floriculture, auto mechanic, bus truck driving, cooking, dairy technician training has invested Rs. 2,42,000 for a total of 93 trainees.

The TtE had respectively contributed Rs. 2,50,000, Rs. 2,50,000 and Rs. 2,00,000 to funds established with Rs. 2,00,000 contributions from Dhankuta, Okhaldhunga and Ramechhap. Similarly, TtE respectively contributed Rs. 3,00,000, Rs. 2,50,000 and Rs. 3,00,000 to the fund established by Dolakha, Kailali and Kanchanpur DDCs with the contribution of 5,00,000, Rs. 5,00,000 and Rs. 3,00,000.

With Rs. 3,78,700 contributed by the fund,

## Earning with learning

**F**loriculture, relatively, is a new trade in Nepal. Nonetheless there is growing need of expert hands well versed with the nitty-gritty of flower, flowering and decorative plants. Keeping this in mind, TtE developed a curriculum on nursery and floriculture assistant training, targeting youths who have studied up to class five. The package was tested through many partner training centers.

The trainings on nursery assistant and floriculture assistant, which started one-and-half years ago in Nepal Polytechnic Institute (NPI) in Bharatpur, Chitwan, has 20 participants each. They have planted 2,500 plants of cut flower gladiolas, which besides domestic consumption are exported to India, Middle East and other countries.

NPI, which started with importing flowers to suffice the market need, has begun to reap benefits of its investments. Each stick costs anything between Rs. 5 to 15.

The flowers are also produced during the off season. It

is best to plant these flowers from Bhadra to Mangsir while flower products are ready to be sold in Chaitra.

Coordinator of nursery and floriculture assistant training at NPI, Kalyani Mishra states that the trainees land up with placement opportunities soon after the training while others set up their own nurseries. "If those who seek to set up nurseries are from poor family background,

they will need some assistance in the initial stages. We are approaching various donors to address this need," says Mishra adding that she also trains the participants on marketing skills and market management concerning the products.

The training has begun to give away positive results.

Some trainees, even during the training, are employed at some nurseries and residential gardens on a part time basis. Himalayan Nursery and Standard Nursery have also pledged to employ some exemplary students. The fact that trainees are being employed in course of the nursery and floriculture assistant trainings at NPI proves that they are definitely learning useful skills. The training has prepared them to face any kind of situation while enhancing their competency. ◆



37 youths were trained on JTA, livestock, cooking, computer hardware, auto mechanic, plumbing, scaffolding, electrician, dairy technician, pickle, juice and masyaura making in Dhankuta.

In Okhaldhunga, with the expenses of Rs. 4,50,000, 29 individuals were trained on sub overseer, auto mechanic, motor cycle repair, dairy technician, computer hardware, livestock, bamboo work, cooking, micro hydro, mason, construction technician, **resin** collection and dry meat processing. While Kailali had pledged to train one individual from each VDC and Kanchanpur has vowed to support 25 in the district.

TfE project worked to establish local human resource development fund as a model believing that it will avail vocational training to the poor and disadvantaged youths through the national resources. TfE anticipates that initiative will be continued in other sectors as well.

Such a fund will not only produce skilled human resources for the good of the country but vocational training will also avail interested, needy and disadvantaged youths with an opportunity of career development.

All the DDCs have set aside human resource development fund in the annual budget. All the VDCs and municipalities too hold similar budgetary allocation. In addition to the existing funds, if funds received from bilateral and multilateral projects, national and international institutions, donor institutions were to be channeled; many youths could have ample opportunities for vocational skills.

### Post-training activities

Given the growing competition among business and industries, the demands for skilled, capable and creative entrepreneurs and workers too have gone manifold. Such an issue has now become an issue of focus for many a training institutions.

To address the demand, the Chitwan, Bharatpur-based Nepal Polytechnic Institute (NPI) formulated and is testing a curriculum on 'post-training activities'. This is the

first time that the concept has been adopted in technical education and vocational training in Nepal — such an approach has been successfully implemented by Don Bosco Technical Institute in India and 'Pika' in Indonesia.

The trainees during the workshop on 'Technical training and employment relations', organized by NPI, had highlighted that the internship training and curriculum on entrepreneurial development alone did not suffice their needs. They had thus stressed on the need of an orientation on post training activities.

In course of the workshop, the trainees also explored the possibilities of bee keeping, pig rearing, fishery, fruit cultivation, furniture, wiring, mineral water, saline water and milk production. Amongst, it was decided to test bee keeping, pig rearing and fishery. And a working plan was chalked out.

NPI extended a loan of Rs. 3,500 for six of the trainees — Meena Sunar, Bina Sunar, Meena Patta, Usha Gayak, Saraswati Gayak and Shova Karki — selected for pig rearing. The loan covered initial expenses.

From food, health to growth, the trainees were careful in looking after the four piglets that they reared. Initially, they weighed the piglets in two weeks interval while they took the measurement a months' interval.



## Gathering experience and capital

**T**wenty-one-year-old Buddha Lama who had somehow passed class seven was making a living working as a domestic help. A member of the household knowing of Buddha's interest and aptitude enrolled him in auto mechanic training, run in TFE's assistance.

Hard working and friendly in nature, Buddha successfully completed the 15-month training. Soon after the on the job Sripradi Trading Itahari offered him the job of junior technician. For someone who was wondering what to do after the training, the job was god sent blessing of sorts.

At work, he honestly and confidently applied all the theoretical and practical knowledge he'd gained in course of the training. "TFE gave me the skills and Sripradi gave money and respect. I'll work here for two to four years. Upon gaining some experience and collecting certain fund, I'll open up my own garage," he says. ♦

If they noticed any unusual development, sign or health related problems, the trainee would call on the trainers and learn of the remedy and implement the knowledge in practice.

At the initial stages, NPI looked after the expenses for pig fodder. However, to involve the trainees even more so into the process, they were asked to fend for themselves. The trainees first faced some hardship but the practice however reflected on their enhanced commitment and accountability. The process proved a morale booster and raised the level of self-confidence.

Ramesh Pariyar, Nar Bahadur Gurung and Bel Kumar Rai as a group took up fishery. The endeavor that started with Rs. 6,000 had fifty-fifty investment from the trainees and NPI. TFE assisted Ramesh Pariyar while the other two were helped by 'KADOORIE Agriculture Support Association' of the British Welfare Organization.

In a pond that could rear 500 to 1000 fishes, the group first raised 48 kg fry. The group members raised the fishes as instructed by the trainers. Since the fishes grew at a fast

rate in the beginning, the group members were hopeful that they would pocket some good earning. However, the growth rate eventually slowed down. This also added to their learning.

In Nepal's technical education and vocational training, much stress has not been laid on post-training activities. NPI, however, through successful experimentation has made things easy for other training centers. This is a good example for partner training centers, run with TFE assistance.

### Vocational training and employment situation

A tracer study jointly conducted by TFE and Alliance Nepal showed that 73 percent of the graduates had landed with employment opportunities. The study covered 206 graduates from 12 technical training centers on four trainings — community livestock and agriculture assistant, auto mechanic and welding. The study covered employment status, nature, area and income of the graduates. This stands very close to the set target of employing 75 percent of the graduates.

The study demonstrated that all the graduates who participated in auto mechanic training in Mahakabi Devkota Higher Secondary had secured a job. Likewise, 92 percent auto mechanics of Sano Thimi Technical Institute, 85 and 83 percent welders from Balaju School of Engineering and Technology and Butwal Technical Institute respectively secured employment opportunities. The least placement rating stood 30 percent in the case of community agriculture assistant graduates from Madan Bhandari Memorial Foundation.

Auto mechanic training graduates recorded the highest employment rate of 90 percent. Welding graduates followed close with 84 percent, community livestock assistant with 71 percent and community agriculture assistant with 50 percent. The trend elucidates higher probability with auto mechanic and welder trainees. This also depicts that special skill based training generates higher employment opportunities.

Forty-six percent graduates are in domestic

salary based employment, eight percent are self-employed and 16 percent are involved in foreign employment. Ninety-four percent auto mechanics landed with salaried jobs while others opted for self-employment. Amongst the welders, 61 percent were in domestic salaried jobs while the remainders were in foreign employment. Eighty-two and 79 percent livestock and agriculture assistants were engaged in self-employment respectively.

Among the TtE training program graduates, the rate of self-employment does not stand high. This lays bare certain weakness in terms of training and promotion of self-employment. TtE and training centers have not been able to give away much support in the post training situation, which is reflected in the rate of employment, particularly self-employment. This clarifies that training curriculum and teaching process have to be in tune with entrepreneurial development and promotion.

Ninety-five percent graduates are employed with the private sector while two and three percent are working with the public and national-international non-governmental organizations respectively. All the auto mechanic and welding training graduates were em-

ployed with the private sector. Two and five percent livestock and agriculture assistants were respectively employed with the public sector. Sixteen percent of the agriculture assistants were working with non-governmental sector.

So to say, private organizations and institutions were the chief employer for the technical education and vocational training graduates. That is why training programs should be in tune with the existing trend and meet the market demand. Sound relationship with the private sector at every phase of the training is another glaring need.

Highest among the employed graduates, 38 percent were earning a monthly income in between Rs. 4000 to 5000 while the least number of graduates earned more than Rs. 6,000 a month. Twenty-seven percent of the graduates earned Rs. 3,000 to 4,000, 14 percent earned Rs. 2,000 to 3,000 and nine percent earned Rs. 5,000 to Rs. 6,000. Likewise, 72 percent auto mechanics earned Rs. 3,000 to 4,000. Sixty-five and 53 percent of livestock and agriculture assistant graduates respectively earned Rs. 4,000 to 5,000 a month. Thirty-nine percent of the welding training graduates earned more than Rs. 6,000.

## Technical Training Providers and Employment

Technical Training Providers	Training	Graduates	Employment (%)
Balaju School of Engineering and Technology, Kathmandu	Welding	13	11(85%)
Butwal Technical Institute, Rupendehi	Welding	24	20(83%)
Madan Bhandari Memorial Academy Nepal, Morang	Agriculture	20	6(30%)
	Livestock	22	15(68%)
Nepal Polytechnic Institute, Chitwan	Livestock	26	22(85%)
Rapti Technical School, Dang	Livestock	26	15(58%)
Shree Mahakabi Devkota Higher Secondary School – Annex Program, Nawalparasi	Auto Mechanic	19	19(100%)
Seti Technical School, Doti	Agriculture	18	13(72%)
Sano Thimi Technical School, Bhaktapur	Auto Mechanic	12	11(92%)
Sunsari Technical School, Sunsari	Auto Mechanic	9	6(67%)
Uttarpani Technical School, Dhankuta	Livestock	17	13(76%)
<b>Total</b>		<b>206</b>	<b>151(73%)</b>



In response to the question: what helped them secure employment, many placed on the job training in the first priority. Those who responded with training centers' relation with the employer, family, kith and kin, advertisements, and in their own initiative respectively placed them at second, third, fourth and fifth priority.

According to the respondents, scarcity brought about by the deteriorating business and industries situation, the lack of infor-

mation in finding out employment opportunities, the lack of capital and knowledge in starting one's own venture, and the lack of adequate support from the training center were among the chief causes behind the state of unemployment.

They stressed on the need to focus on financial management, market plan, trade fair, placement and consultation in the case of post-conflict training situation. There should be PCMU units in each training center.

### Information and network

By concentrating on vocational educational pathways concept, social inclusion and improvement in technical education and vocational training system, Tfe has worked to disseminate information and take up advocacy, create pressure and lobby at the policy level.

Chief among Tfe's works are documentation and dissemination of good practices, concept of vocational pathways and PEG, financing mechanisms, journals and 'yellow pages directory' on the training centers – Yellow Pages of Technical Training Provid-

## Writing future course of action

This is a story of three girls from Ujjwalnagar, Gitanagar-1 in Chitwan who pocketed some earning through part time work even while being trained as nursery and floriculture assistant.

Sixteen-year-old Anita BK, who hailed from a **big** family, had to quit studies owing to poor economic condition. Her family possessed no land and what her father earned as agriculture laborer hardly sustained them. Other family members hence had to contribute to keep the family going. Despite the fact that her parents had sent her to school, Anita who had to look after her kid siblings and contribute to the family earning had to give up school after class six.

Eighteen-year-old Poonam BK, who quit school after class five, had a similar story to narrate. She too hailed from a big family. The family owned no land and both of her folks worked as agriculture laborers. Anita too had to contribute to the family earning and look after

her siblings.

Sixteen-year-old Sunita Sunar who hailed from Ujjwalnagar too had to quit school owing to poor economic condition. She lost her father at an early age. Her mother then remarried leaving behind her three sisters. Sunita, a class five student, then quit school to look after her kid sisters.

Despite the will, poverty had impeded these three girls' wish to study further. However, life took a different turn after they learnt of the training on nursery and floriculture assistant at Nepal Polytechnic Institute (NPI) in FM and other mass media. They thought opportunity had knocked on their door. So they filled up the form, dreaming of a great future.

Sunita and Poonam were chosen in Tfe's assistance quota. But Anita was not chosen in the process so she decided to meet the course expenses on her own. However, the first installment of the fee totaling Rs. 4,500 and monthly fee of

ers. The project by including its activities and achievements also has made a documentary: 'Trail blazed by Tfe' which highlights its approach and outcomes.

Appropriate training package development, training implementation process, assistance to PEG were among the initiatives taken through this approach. This has helped build good relations with the concerned agencies, donors and supporting institutions, training centers professionals and trainees, agencies associated with policy making on technical education and vocational training sector.

Tfe has also conducted media campaign on issues pertaining to the importance of technical education and vocational training sector and the need of vocational education for youths who are under class 10.

Various print and electronic media outlets in course of the campaign carried news and features added to the awareness level of the policy makers, trainers, employers and the whole of the society. So as to draw the attention of policy makers on the need of technical education and vocational training, a



roundtable was organized including the parliamentarians.

Much of the information and knowledge on technical education and vocational training has reached the concerned sector through publicity and advocacy efforts of the project. The value of vocational education has been instilled among educationists, professionals, training centers and policy level. This realization is also reflected in the three-year interim plan and technical education and vo-



Rs. 250 was beyond her capacity. Her friends Poonam, Samjhana and Sabita came to her rescue and gathered Rs. 500 each. She then joined the course with the help of that money.

The girls then requested instructor Kalyani Mishra for a job to support their food and board expenses. Moved by their interest and commitment, Mishra landed Sunita and Poonam a part time job in Mallika Nursery and a job for Anita in Tapasya Nursery.

The job which paid Rs. 12 on an hourly basis not only assisted them financially but also earned them practical knowledge. All this added to their commitment and confidence. According to instructor Mishra, though all three of them performed and worked in equal diligence, Anita was a cut above the rest.

Anita, Poonam and Sunita despite being out of school youth are now laden with a host of opportunities. Nonetheless there are a number of youths in Nepal who can not study further due to poverty and who are still deprived of such opportunities. ♦

## Beginning of sound record keeping

### ■ Krishna Luitel

PCMU Coordinator,  
Madan Bhandari Memorial Academy Nepal (MBMAN)

**M**adan Bhandari Memorial Academy Nepal now keeps record of its graduates. The process was initiated after PCMU was established with the support from Tfe. The academy now has separate records with complete and periodic details. The record includes details of those taking up on the job training and others who have obtained employment.

The unit has also facilitated coordination of on the job training after its establishment. This, while assisting market expansion of the trainings, has also facilitated the graduates with employment opportunities. The unit has also established contact with training and employment, trainees and employers. ◆

cational training policy of the Nepal government. It categorically covers employment-oriented technical and vocational education, open education system, entry and exit points and inclusion.

These highlight Tfe's contribution towards the development of technical education and professional training in the country.

### Transformation in partner training centers

Tfe's assistance has brought about tremendous transformation in the management, infrastructure and organization of training centers. Capacity development and enhancement of the training centers were the core business of the project's working area.

The following are the major changes seen in the training centers which have partnered with Tfe:

- High quality training due to trainer's training directive, adequate training materials, tools and reference materials.
- Development of expertise in some training centers on specific subjects. For example, Nepal Polytechnic Institute and Madan Bhandari Memorial Academy Nepal are established as livestock training centers.

- Diversification in programs. For example, Nepal Polytechnic Institute, Dolakha Multiple Training Cooperation, Eastern Polytechnic Institute, Seti Technical Education.
- Increment of experimental practical classes in the long-term regular programs in the training centers.
- Institutional management of on-the-job training in short-term training program.
- Concentration on post-training activities to enhance expertise of the graduates and employment potentials.
- Development of new mechanisms on trainee selection procedure. Besides resorting to advertisements in national publications, assistance sought from non-governmental organizations, VDCs, schools and donors.
- Enhanced participation of poor through good relation established with the donors (participation of the poor enhanced through their medium). Successful in seeking financial assistance and identify newer donors through the enhanced relation with national-international non-governmental organizations and donors.
- Substantive increment in the participation of women and backward groups in the training program.
- Success in community-based and skill development activities.
- Review of training programs by the training centers in their own initiative. Many repeated training packages developed by Tfe twice and thrice.
- Establishment and smooth functioning of placement, counseling and marketing units in training centers.
- Network expansion with various employer and stakeholders institutions.
- Training centers establish contact with foreign employment professionals for

employment opportunities in interest of the graduates. Balaju Engineering and Technical School sign memorandum of understandings with some foreign employment agencies.

- Rather than concentrating on internal issues, training centers begin to look outwards and start thinking outside the box.
- Systematic management system replaces offhand works at training centers. Training centers have professional way of cost calculation for programs.
- Annex schools start training programs based on practical concept of training programs. For instance, auto mechanic training for those who quit Mahakabi Devkota Higher Secondary School.

Despite the positive changes, the training centers need to focus more on issues such as regular functioning of vocational training, increment in practical classes, adequate training materials, interaction with external resource persons, improvement in education plan and management, laboratory facilities expansion, improvement in security system and measures, PCMU institutional norms and staff management, training centers need to be more market-oriented, group and transparent management, authority delegation and independent management of annex school.

### Main achievements and lessons

Implementation of Training for Employment (Tfe) project programs has recorded outstanding achievements in a short span of time as per its goals and objectives.

Even though the number of achievement maybe not be big however, in terms of need for restructuring overall education system of the country in keeping with the demand of times, the need to strengthen technical education and vocational training sector, strong relation between education and labor market, development of employment-oriented technical training and institutional development of training centers, it has provided a dependable alternative for the large chunk of youths, unable to complete school education.

The concept of vocational pathways pointed by Tfe intends to move the training in tandem with regular education system. A model of complete training cycle – from training package to employment developed by Tfe has been a source of inspiration for millions of youths who are out of the schooling system. Such a model by making a positive impact in the domestic and international labor market can open host of opportunities for Nepal and Nepalis. This can also include the disadvantaged, marginalized and backward groups and communities in the mainstream of development and reward them with a sense of social justice.

Concept of vocational pathways, technical and vocational training model of Tfe has also found a place in the government's interim plan and technical education and vocational training policy. This is an important contribution of the project. However, such achievement should enjoy institutional protection and continuation. For that Council for Technical Education and Vocational Training (CTEVT), which is the apex body of technical and vocational education in the country, should be ready to take up a leading role.

## New technology in Welding

**B** utwal Technical Institute (BTI) has gone through structural changes following the partnership with Tfe. Regular training calendar was prepared by introducing training for youths with education below class ten. And the number of such trainings has been increasing.

Along with the test run of the training developed by Tfe, TIG/MIG technology has entered into the BTI systems, where welding training is being conducted since a long time. Training on such a technology, which is much in demand in the international labor market, has also been completed. There has been improvement in the quality of the training. The institution has expanded its welding workshop, upgraded facilities and constructed a new workshop. ◆



## 'We have become professional'

### ■ Shrawan Kumar Kusuwah

Principal, Mahakabi Devkota Higher Secondary School  
(Annex Program)

**T**fe training program is first of its kind targeting out of school youths. The project has also supported institutional development of the school while testing its employment oriented training programs.



We have formulated our strategic plan.

We have started investing on human resource development. The quality of the training has improved following the training for trainers. The trainers in their own initiative have begun to seek training on management skill and style of presentation.

The process of monitoring, discussion and inspection has also begun in our institution. This has added to the motivation and activeness of the staff. The use of modern technology and practical tools has increased through the utilization of tools and equipment essential for the training. Our workshop is now ever more so ready for practical studies. We have prepared study materials with the help from Tfe. This has enhanced the quality of the training and added to the image of the institution.

Owing to the training run in the school, out of school youths hailing from poor economic conditions are working as mechanics beaming in confidence. All among the first batch of auto mechanic trainees earned placement. Now we have started with the second phase of training, where all the trainees are paying a fee. This will push the institution towards self-sufficiency rather than depending on the donors.

We also support the trainees in the post-training scenario. They now have a good rapport with institutions such as auto association and auto workshop which has in turn helped run on the job training. Many have landed placement in places where they took internship training. Important of all, Mahakabi Devkota Higher Secondary School has come about as a professional training institute. ♦

### Major achievement

- Technical training providers which ran sponsored programs only for the out of school youths now run regular programs for them.
- The government has introduced Technical Education and Vocational Training Policy in favor of quality and sustainable technical and vocational training. The in-

terim plan of Ministry of Education and Sports has outlined two specific provisions: basic education standard up to class eight, and two separate streams for general education and vocational education and training, thereafter. Even though Tfe has proposed class five as basic education level as the determining factor, this model is more vocational education based as compared to the existing model.

- Local Human Resource Development Fund under the District Development Committee is used to provide technical and vocational training facilities to youths belonging to poor and backward community.
- The means and an outline to include out of school youths in the long-term vocational skill development training have been developed. The concept of vocational pathways will open avenues for development of employable skills along with educational and career development.
- Awareness in enhancing the quality of training through the strengthening of institutional and organizational capacity of training centers has come about. Training centers have felt the need to follow complete cycle of training.
- Majority of training centers through the financial and technical support of the project has upgraded their quality and have started to run programs on their own, based on the training programs developed by Tfe.
- Many a training centers have begun to link training with employment. Establishment of placement, counseling and marketing units in training center along with on the job training, project work, exposure visit, entrepreneurship class are tangible indication at that.
- Many a donor agencies, including United Nations Development Program, working in the technical education and vocational training sector have adopted curriculum and guidelines developed by Tfe.

- There has been collective effort for productive result and mutual benefit through the utilization of networks such as PEG. Technical skill delivery standard, website, information center, common brochure of eastern training centers, PCMU guidelines are the outcome of such efforts.
- Partnership with donors and partners has started for long-term financial assistance in the training program. Thirty donor and partner agencies have extended support to various training centers for the training program.
- Human resource capable in moving ahead technical education and vocational training has come about. Supported by TfE, training centers themselves have invested towards the development of human resources required for quality training services.

### Lesson learnt by TfE

- TfE training curriculum based on the concept of vocational pathways are consistent with the vocational expertise standard of National Skill Testing Board and are also included in the skill testing. However, this seems not enough as participants expect national recognition of their skills like that of JTA, Sub – Overseer etc. This problem can be easily addressed if a standard on national vocational qualification were to be formulated.
- There is a lack of clear-cut standard to measure training quality and infrastructural base to impart quality training. Many of the training centers do not have institutional business plan.
- Despite the immense demand for quality and employment-oriented training, training centers have not successfully tapped on the potential. Many lack in the capacity to impart quality training.
- In spite of the quality and employment focused training programs, there is a need to develop a sustainable mechanism to overcome the low number of trainees who can afford to pay the fees.

## Contribution of Placement Unit

**P**lacement unit has remained active in the ‘UCEF Nepal’-run Sano Thimi Technical School since May 2001, with the help of Training Project for Employment. The institute had even earlier supported trainees for employment. However, there lacked a proper infrastructural base and the trainees were not adequately informed.

The placement unit informs the trainees on employment opportunities. It also interacts and informs the employment agencies on the availability of skilled human resource. Such trainings were first conducted on TfE’s support. It was later inducted in the regular curriculum of the institute. This has actually informed the trainees on the need, problem, technology entwined with the employees. This has not only added to the benefit of the trainees but also helped review the training of the institute.

Despite the fact employment agencies hold immense expectation from the institution, they have not been so attentive to the needs and interests of the trainees while on the other hand the trainees in some instances don’t give continuity to their work.

At times when the trainees held high expectations from the institute, TfE by training the staff members of the employment unit on psychosocial approach helped better manage the outstanding issues. The psychosocial training helped understand the sentiment of the trainees. Placement following detailed discussion on the role to be taken up by the trainees, expectation, problem, experience at work situation has brought about positive changes among the trainees. The process has also been taken well by the employees.

The regular group discussions have also reduced the extent of individual discussions. The trainees have also begun to raise and address many a questions and issues. ◆

*(Based on Interview with Sanju Bajracharya – Placement Officer – UCEP/ Sano Thimi Technical School, Bhaktapur)*

- Many training centers are conducting trainings with a traditional approach. There is lack of concentrated interaction among training center, trainee, employer and financial institution.
- As vocation and service are intertwined in technical education and vocational training programs, poor and backward groups are deprived of opportunities. National level initiative is required in assisting youths belonging to poor and disadvantaged groups. ◆

## Training Packages Developed by TtE

S.No.	Training Package	Duration	Qualification	Major Modules
1	Community Agriculture Assistant (CAA)	*2000 hours[12 months]	Class 8	Basic common with social mobilization, Out reach Program, Vegetable/Fruits/Ornamental Plant Production, Cereal/Pulse/Cash and Seed Production, Sericulture, Bee Keeping, Fish and Duck Farming, Marketing, Communication and Entrepreneur Development, On the Job Training (OJT)
2	Community Livestock Assistant (CLA)	*2000 hours[12 months]	Class 8	Basic common with social mobilization, Out reach Program, Livestock Management, Livestock Health Services, Livestock Production Management, Marketing, Communication and Entrepreneur Development, On the Job Training (OJT)
3	Welder	*1760 hours[12 months]	Class 8	Applied English, Applied Mathematics, Workshop Drawing, Fitter (Bench Work), Arc Welder (Shielded Metal Arc Welding, SMAW), Gas Welder (Gas Welding), TIG Welder (TIG welding), MIG Welder (MIG Welding), Small Enterprise Development and Generic Skills, On the Job Training (OJT)
4	Auto Mechanic	*2400 Hours[15 months]	Class 7	Applied English, Applied Mathematics, Workshop Drawing, Basic Fitter, Engine Fitter, Transmission Mechanic, Auto Service Mechanic, Auto Air conditioning Mechanic, Auto Electrician, Driver (Driving), Small Enterprise Development, On The Job Training (OJT)
5	Construction Technician	*1950 hours[15 months]	Class 7	Basic General Course, Masonry and Tiling, Shuttering Carpentry, Scaffolding & Bar Bending, Plumbing & House Wiring, On The Job Training
6	Junior Technical Assistant	*1920 hours[15 months]	Class 8	Bench Work, Building Electrical Installation, Industrial Electrical Installation, Electrical Distribution System, Electrical Repair and Maintenance, Basic Electronics, Entrepreneurship and communication, Skills, On The Job Training

S.No.	Training Package	Duration	Qualification	Major Modules
7	Floriculture Assistant	*1040 hours[8 months]	Class 5	Basic course, Soil Nutrients disease and Pest Management, Producing and sales, Distribution of Plants, Cut Flower, Arrangements and Decoration, On The Job Training
8	Nursery Assistant	*1040 hours[8 months]	Class 5	Basic course, Soil Nutrients disease and Pest Management, Nursery Management, Gardening, On The Job Training
9	Dairy Technician	*1180 hours[8 months]	Class 8	Basic course, Dairy Science and Technology, Entrepreneurship Development, On The Job Training
10	Sweet Maker	*500 hours[6 months]	Class 8	Basic course, Sweet Making, Entrepreneurship Development, On The Job Training
11	Bamboo Artisan	*1164 Hours[8 months]	Class 5	Basic Course, Basic Works and Decorative Articles Production, Entrepreneurship Development, On The Job Training
12	Cook- Indian cuisine	*1290[9 months]	Class 8	Basic Course, Indian Cooking, Entrepreneurship Development, On The Job Training
13	Cook – Chinese cuisine	*1290 hours[9 months]	Class 8	Basic Course, Chinese Cooking, Entrepreneurship Development, On The Job Training
14	Telecommunication Line Installer & Repairer	*1740 hours[12 months]	Class 8	Basic Module, Telephone Line Installation and Maintenance, Cable TV Installation and Maintenance, Computer Networking Cabling, Small Business Development, On The Job Training
15	Micro Hydro Technician	*1650 Hours[12 months]	Class 8	Basic Module, Basic Civil Works, Basic Electrical Works, Electro-Mechanical Installation Works, Arc Welding, Power Distribution Works, Testing and Commissioning Works, Micro-hydro Plant Management, Small Enterprise Development, On The Job Training
16	Computer Hardware Technician	*960 hours[6 months]	Class 8	Basic Skills, Computer Assembling and Configuration, Maintenance and Troubleshoot Hardware, Small Business Development, On The Job Training

## Participation in Pilot Trainings and Employment Status

S.No	Name of Partner TTP & Address	Training Program
1	Baijanath Engineering College, Kanchanpur	Construction Technician (15 m)
2	Balaju School of Engineering and Technology, Kathmandu	Welding ( 12 m)
3	Butwal Technical Institute, Rupendehi	Welding ( 12 m )
4	CEMECA Human Resource Academy, Rautahat	Construction Technician (15 m)
5	Chamber of Industries Morang, Morang	Floriculture Assistant (8m)
6	Dolakha MultiSectoral Training Institute, Dolkha	Junior Electrical Technician (15 m) Junior Electrical Technician (15 m)
7	Durga Cottage Gardening Institute, Kathmandu	Nursery Assistant (8 m)
8	Eastern Poly Technical Institute, Sunsari	Nursery Assistant (8 m)
9	Elam Trade School, Damak, Jhapa	Bamboo Artisan (9 m)
10	Farwest IT Education Academy Pvt. Ltd., Kailali	Computer Hardware Technician (6 m)
11	Institute of Information and Telecommunication (IIT),Kathmandu	Telecommunication Line Installer and Repairer (12 m)
12	Jiri Technical School, Dolkha	Community Livestock Assistant (12 m) Dairy Technician and Sweet Maker (12 m)
13	Karnali Technical School, Jumla	Community Livestock Assistant (12 m)
14	Madan Memorial Academy Nepal, Morang	Community Livestock Assistant (12 m) Community Agriculture Assistant ( 12 m)
15	Mahakavi Devkota High School ( Annex Program), Sunuwal	Auto Mechanics (15m)
16	Makwanpur Chamber of Commerce and Industry, Makwanpur	Bamboo Artisan (9 m)
17	National Academy of Applied Science and Technology ( NAAST), Sunsari	Dairy Technician and Sweet Maker (12 m)
18	Nepal Polytechnic Institute, Bharatpur	Community Livestock Assistant ( 12 m) Nursery Assistant (8m) Floriculture ( 8 m) Dairy Technician and Sweet Maker (12 m)
19	Nirdhan Technical Institute, Rupendehi	Junior Electrical Technician (15 m) Micro Hydro Technician (12 m)
20	Rapti Technical School, Dang	Community Livestock Assistant (12 m)
21	Sanothimi Technical School, Bhaktapur	Auto Mechanics (15 m)
22	Seti Technical School, Doti	Community Agriculture Assistant ( 12 m)
23	Shree Gurans Secondary School - Annex Program, Bardiya	Nursery Assistant (8 m)
24	Sunsari Technical School, Dharan, Sunsari	Auto Mechanics (15m)
25	Uttarpani Technical School, Dhankuta	Community Livestock Assistant ( 2 m)
26	Western Region Community Skill Development Center (WRSRTC), Baglung	Junior Electrical Technician ( 5 m) Micro Hydro Technician (12 m)
	<b>Total</b>	

	Trainees			Employment Status
	Enrolled	Leavers	Graduates	
	28	1	27	100% employment
	21	2	19	Foreign & Wage Employment
	24	-	24	100% Employment in Workshop & Industries
	28	4	24	Self & Wage Employment
	20	5	15	Self & Wage Employment
	24	4	19	100% Employment
	22	3	19	Completed Training Recently
	20	4	16	Wage Employment
	19	3	16	Self & Wage Employment
	26	6	20	Self & Wage Employment
	24	-	24	100 % Employment
	30	11	-	In "OJT"
	31	-	31	Self and Wage Employment
	28	-	28	Completed Training Recently
	29	2	27	Trainees are in wage & self employment
	34	1	33	Self & Wage Employment
	32	3	29	Self & Wage Employment
	24	3	21	100 % employment in various workshops
	32	3	29	Self & Wage Employment
	19	-	19	Self & Wage Employment
	30	4	30	Self & Wage Employment
	20	3	17	Self & Wage Employment
	20	2	18	Self & Wage Employment
	20	4	16	Self & Wage Employment
	26	2	24	Self & Wage Employment
	18	-	-	Training on going while preparing this data
	28	1	27	Self & Wage Employment
	24	4	20	100% employment in various auto workshops
	31	-	31	Self & Wage Employment
	24	8	16	Self & Wage Employment
	25	-	25	Wage Employment
	30	1	29	Self & Wage Employment
	21	3	18	Completed Training Recently
	20	-	-	Training on going while preparing this data
	<b>852</b>	<b>87</b>	<b>711</b>	



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