

# Training for Employment



Participants of the Dairy Technician and Sweet Maker's training in National Academy of Applied Science and Technology (NAST), Dharan

New Initiative in Vocational Education

# Training for Employment (TfE)

**T**he Training for Employment Project (TfE) was launched in 2000 with an aim to fill the widening gap between training programs and employment opportunities. The project is being implemented by Alliance Nepal with support from Swiss Agency for Development and Cooperation – SDC. Alliance Nepal is a professional organization involved in human resource and institutional development activities.

The first phase of TfE project, from January 2000 to December 2002, introduced the project and provided two to six months long vocational training to 2,600 youths. Sixty five percent of the trained manpower during this phase have been able to find employments. The second phase of the project – from January 2003 to June 2007 – was mainly focused on the development of training packages, their implementation and monitoring, and institutional development of training centers. Continuing with the current activities the project will last till December 2007.

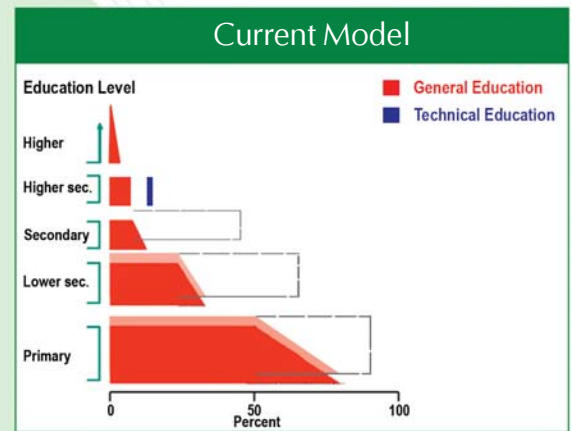
## Target: School Drop-out Youths

The target group of TfE project is youths who have not been able to complete class 10 and special preference among them is given to youths from poor and disadvantaged communities. School drop-out rate in Nepal is very high. 80 percent – around five hundred thousand – of the



Auto-Mechanics Training at Mahakavi Devkota Higher Secondary School, Sunwal.

## Formal Technical Education and



students enrolled in class one does not complete standard 10 and 90 percent - SLC (School Leaving Certificate). This vast number of youths needs special vocational training in accordance with their interests and skills, and in par with the demand in the employment market. But the technical and vocational training centers in the country have not been able to provide this type of services.

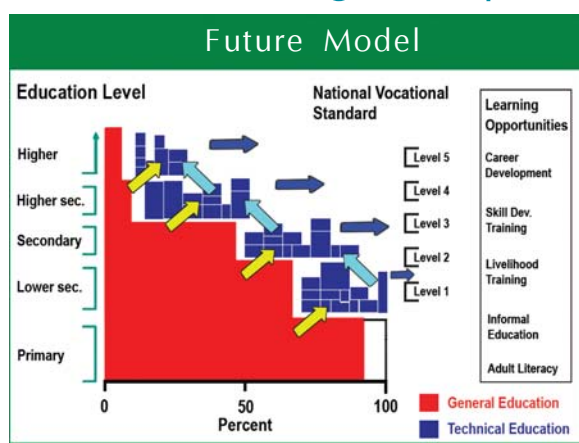
The main problem lies with the country's education system. A student is not allowed to enroll in technical education and vocational training (TEVT) system unless he/she completes at least standard 10 formal educations. In some cases, minimum prerequisite for enrolling in TEVT is SLC. As a result, a large number of youths is barred from acquiring suitable technical and vocational skills. They are entering the job market without specific skills. They either do not find employment or are not able to earn as desired. It is also believed that young boys and girls involved in the armed conflict of last decade are from this section of the society.

TfE has, through public and private technical training centers, as well as in collaboration with industrialists, been imparting training for employment to the youths excluded from such training. Technical and physical assistance are provided for institutional capacity development of the training centers, while trainees from the poor, socially excluded and women are provided lodging and fooding facilities along with training fees.

## Status of Technical Education

Of late, the number of skilled and semi-skilled manpower has been increased in Nepal. These people have been trained by various training institutions, operated by government, public, and private sector. However, there is no uniformity in their course contents and no required standard are maintained in terms of training periods, contents, methodology, qualifications of trainers, laboratory and physical infrastructures. Therefore, the people trained this way have not been able to meet the requirements of the demands in local and foreign employment. As a result, Nepal is hiring skilled manpower from other countries, while hundreds of thousand of Nepalese are going abroad as

## and Vocational Training in Nepal



SDC/KEK/TFE

unskilled manpower.

For producing skilled manpower required for the country's development activities, there is a need of balanced development of general as well as technical and vocational education systems. This could be done through the flexible approach, where students, after completing basic education, can switch from general to technical and vocational education and vice-versa. But Nepal so far does not have such system of education. There is a clear path from primary to Ph D levels in general education system, while students of technical and vocational education, who have completed class 10, can receive only 'Diploma', equivalent to certificate level of the government education system (See the chart – current model). As the result, a vast number of school drop-outs have not been addressed by current formal technical and vocational training system. They have been excluded from receiving technical and vocational education.

Nepal's national education system ignores technical and vocational education and gives priority to general education. Only three percent of the total number of students that need technical and vocational education have access to it. There is a need of change in this system. Students excluded from general education should have opportunities to attend technical and vocational education. Such education should be qualitative, livelihoods-oriented and in accordance with the demands of job market.

### Future Model: Vocational Pathway

For the purpose of imparting skills training to Nepali youths required by the job market, TFE has developed various training packages and tested those through piloting at different training centers. The training packages developed by TFE and experiences gained through their implementation have prepared a model for making technical education and vocational training an indispensable part of the national education system. TFE, with assistance from SDC, has presented a 'vocational pathway' as an alternative to general education to those who have not been able to attend school or are dropouts. The TFE's training packages are employment and livelihoods-oriented. In addition,

these packages are useful for the advancement of educational qualification as well. The implementation of vocational pathway could remarkably assist in producing skilled manpower, required both by local as well as foreign job markets.

The vocational pathway has envisioned a system in which technical education would be equally recognized as formal education. This could lead to the development of educational-academic development of youths. (See chart – future model). Nepal has vast human resources which should be developed through skills and capacity building. The country has not been able to utilize its human resources. The vocational pathway is the way which can meet the demands of employment markets.

### Programs and Modalities

TFE has developed its programs in such a way that can address the needs of those youths who have not been able to complete school education and are excluded from receiving technical and vocational education. The program focuses to socially backward sections, excluded castes and gender. The following strategies have been developed by the project for filling the gaps in the sectors of technical



Community Livestock Assistant Training at Nepal Polytechnic Institute, Bharatpur.

education and vocational training and for institutional capacity building of the training centers:

- Develop and implement training packages for out-of-school youths to promote employment and career building;
- Assist in establishment and operation of Peer Exchange Groups that work for the welfare of technical and vocational training professionals and institutions;
- Launch Individual Quality Projects for capacity development of training centers;
- Collect information on training and job markets, and exchange the same for the promotion of partnership

# Training Package

Seti Technical School, Dipayal



Community Livestock Assistant

Karnali Technical School, Jumla



Community Livestock Assistant

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

Nirdhan Technical Institute, Butwal



Junior Electrical Technical

Butwal Technical Institute, Butwal



Welding

Shree Mahakavi Devkota Annex School, Sunawal



Auto Mechanic

Nepal Polytechnic Institute, Bharatpur



Community Livestock Assistant



Nursery Assistant



Floriculture Assistant

Western Region Community Skill Development Center, Baglung



Junior Electrical Technician

Makwanpur Commerce



Bamboo Art



# Centers and Implementing Centers

Makawanpur Chamber of Commerce & Industries, Hetuda



Bamboo 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



CEMECA Human Resources Academy, Chandranigahapur



Construction Technician

Eastern Polytechnic Training Center, Dharan



Nursery Assistant

Sunsari Technical School, Dharan



Auto Mechanic

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



Dairy Technician and Sweet Maker

Uttarpani Technical School, Dhankuta



Community Livestock Assistant

Elam Prashikshan Kendra, Damak



Bamboo Artisan



Assistant



Dairy Technician and Sweet Maker

- among technical and vocational training institutions;
- Establish and operate human resource development fund at local levels to ensure access of the poor and disadvantaged groups to skill development trainings;

## Training Package Development and Implementation

TfE has developed employment-oriented training packages. The packages are: suitable for the youths who have completed school education of at least class 5 and utmost class 10; suitable to be adopted in regular training programs of training centers; have provision of on-the-job training (OJT); acceptable to the country's technical and vocational training system; and have criteria for institutional ownership. These packages have helped maintain standards and uniformity, and have provisions in linking technical and vocational education with the real world.

During the preparation of the training packages, market needs were identified, interactions with experts and entrepreneurs were conducted and curriculum task force was constituted. In addition, training guidelines have also been prepared along with the training courses. The courses have been adjusted in par with the national skill test system set forth by Council of Technical Education and Vocational Training (CTEVT). The courses are in accordance with the market needs, of rural as well as urban areas. It has also been tested on the expectation of the trainees in various training centers.

TfE tested the course contents of 16 different trade related training packages of four months to 15 months duration through pilot training in 26 partner training centers spread across 19 districts. Around 800 participants were trained during the process. 33 percent of these trainees are women while Janajati, Dalit and others are 41, 32 and 27 percent respectively. The training centers involved in the pilot implementation process have now incorporated the packages into their regular training courses. Nepal Polytechnic Institute (NPI) of Chitwan and Madan Bhandari Memorial Institute are among those adopting the TfE training courses. Many training centers are not able to adopt these courses due to the lack of resources, effective marketing and access to the donors.

The policy of mobilization of multi-sectoral assistance

has been adopted for conducting the training. The result, around 30 donors are providing supports the trainings. A network of 15 donors has been established. The network is helping poor and excluded sections of the society that has also helped promote equity and inclusiveness.

## Exchange for Common Interests

TfE has helped in the formation and extension of Peer Exchange Groups (PEG). The group is a common forum of institutions and individuals actively involved in technical education and vocational training. The groups are informal. They regularly interact among themselves and discuss on issues of common interests, exchange/share information and experiences, and work for the common interests. Institutions and individuals of this network have been supporting each other on policy formation, equipment sharing and so on. They also help each other in identifying weaknesses and problems and overcome them.

Nine Peer Exchange Groups are currently functioning in the country. Principals of technical training centers are affiliated with seven such groups while one each center belongs to women trainers, and Placement, Counseling and Marketing Unit (PCMU) coordinators. TfE is also providing supports to the groups in meetings, training programs and implementation of feasible projects.

A group of principals of Kathmandu has developed Technical Skills Delivery Standards (TSDS). A type of training guideline, these have helped maintain standards of the instructional methods and physical infrastructures in various training centers. The PEG of principals of Eastern Development Region has set up its own office and is spreading words on technical and vocational education among national as well as international institutions. They are publishing a booklet named '*Rojgar*' (Employment) and have launched a website – [www.nepalworkforce.com.np](http://www.nepalworkforce.com.np). Peer Exchange Group of Mid and Far Western Regions, located in Dhangadhi, has set up a Vocational Training Information Center. The center has been collecting information on technical training centers, trainees and employed graduates in the region.

The PEG of women trainers and principals of Eastern Region, Butwal and Bharatpur have been encouraging the group members to take instructional skills training. Around fifty trainers have already taken institutional skills training from the Training Institute of Technical Instructors (TITI). The women group has initiated the schemes for continuation of such trainings by establishing a common fund for it.

The Principals' group of Bharatpur has published a PCMU- Hand Book on activities incorporating: before, during and after training activities with the objective of linking training with employment. On the initiation of PCMU Coordinators of Eastern Region database on trainees has been maintained by various training centers including, NAST College-Dharan, Skill Development Training Center-Itahari, and Uttarpani Technical School-Dhankuta. Even Dhankuta Health Science Institute, who is not a partner of TfE,



Peer Exchange Group of Women Instructors, Kathmandu.



Construction Technician Training at Baijnath Engineering College, Mahendranagar.



Junior Electrical Technician Training at Dolakha Multipurpose Training Institute, Charikot.

has set up a Placement, Counseling and Marketing Unit.

### Individual Quality Project for Institutional Development

Individual Quality Project is a program aimed at upgrading and institutional development of training centers. Under this provision TFE is supporting for the organizational and institutional capacity building as well as the quality improvement of the training institutes. The self-sufficient training centers have not been provided such supports.

The Individual Quality Project of TFE has helped in human resources development of some technical training centers by providing training to their trainers and management employees. Supports have also been extended for physical infrastructures, laboratory, purchase of equipment and tools, library, information system and educational materials. TFE has also adopted psycho-social method in some training centers, to trainees and on-the-job trainees.

### Information and Networking

TFE has been disseminating information with special focus on vocational pathway, social inclusion and technical and vocational training system. This information flow includes, record keeping and dissemination of best practices, and the publication of Yellow Pages Directory of training centers.

Efforts have also been made through information dissemination and networking to develop training packages, training processes and supports to PEG's programs/activities. It has helped establish effective networks among technical education and vocational training sectors' stakeholders, including policy making bodies, donors, partner organizations, professionals and trainees.

### TEVT Fund at Local Levels

TFE has put forward a concept of establishing a technical education and vocational training fund at the local level. The purpose of this fund is to assist poor and backward people who have no access to technical education and vocational training at district level. The fund is owned and led by District Development Committees. TFE has also contributed to this fund.

The technical education and vocational training fund is set up with the aim to produce skilled manpower at the local level by providing training to those who can not

afford for it. The main objective of the fund is to help socio-economically disadvantaged group of youths in receiving technical and vocational skills, which in turn will help them in self-employment. It is expected that this would upgrade their capabilities and their socio-economic status. Technical Education and Vocational Skills Development Fund, set up in Morang DDC has already started providing such supports. Funds have been set up in Kanchanpur, Kailali, Dolakha, Ramechhap, Dhankuta and Okhaldhunga. Process is underway for setting up the fund in Chitwan

To make the local human resource development fund effective, there is a need of consensus among DDC, political parties, donors, local bodies and training centers. Attention is also necessary on information dissemination, formulation of fund operation regulations, sustainability and market management and promotion.

### Major Achievements and Lessons Learned

The training packages developed by TFE Project have shown remarkable results. Though the achievements may not be huge in terms of number, yet the project has presented alternative education system to the large group of school drop-out youths. The project has presented the reliable alternatives of restructuring the country's education system; strengthening the technical education and vocational training sectors; and establishing linkages between education and job market.

TFE's 'vocational pathway' has envisioned the development of technical and vocational education parallel to general education. TFE training packages have become a focal-point for hundreds of thousand of school dropout youths in terms of employment opportunities. This model can play a great role in opening up the new vistas for Nepalis at national as well as international job markets. In addition, this can develop a feeling among the disadvantaged group of youths of equity and inclusion into mainstream of national development. These are the major achievements gained by TFE through its concept of vocational pathway and technical education and vocational training model.

However, mere existence of concepts and models will not work. These have to be institutionalized and given continuity. Institutions, such as CTEVT, should come forward for this purpose.

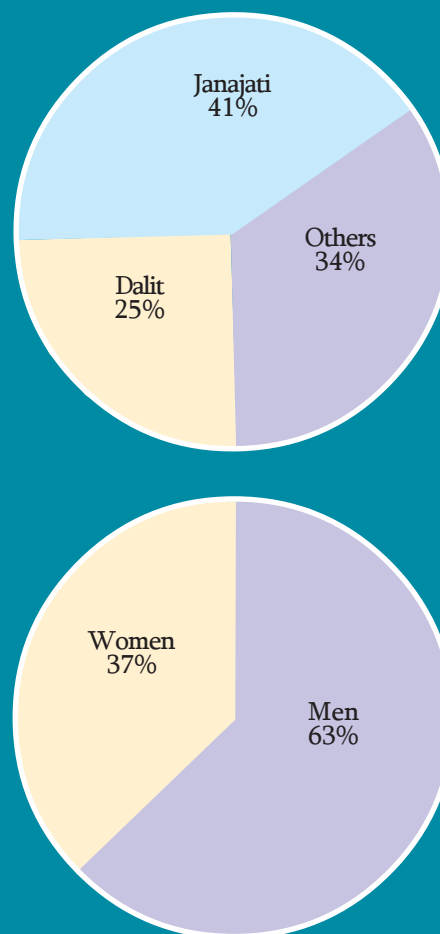
## Major Achievements of TtE

- Possibilities of vocational development training have been chalked out for out-of-school youths. This will open up opportunities to them in employment-oriented skill development and education;
- Consciousness has been raised in standardization of training. Training centers have realized that the training cycle should be completed;
- Training is linked with employment. On-the-job training, project works, educational tours, entrepreneurship classes and establishment of Placement, Counseling and Market Units are some of the examples in this context;
- Collective initiatives have been in place for common interests though networks, such as, Peer Exchange Groups. Standardization of technical training capability, website development, information centers, common introductory booklet, PCMU-guidelines etc., are the results of these initiatives;
- Partnerships among donors and other supporters have been developed for long term financial supports to trainings. More than one dozen donors and supporting organizations have extended assistance;
- Human resources have been developed, which is competent to carry technical education and vocational training development program forward;
- Technical education and vocational training funds are being set up at local level under DDCs. This fund is meant for the promotion of technical education and vocational training among poor and disadvantaged groups of population;
- New policies are in the offing favorable to qualitative and sustainable technical education and vocational training. Ministry of Education and Sports has in its interim plan proposed that up to class 8 be recognized as basic education and general as well as technical and vocational education be developed parallel. TtE has been demanding that up to class 5 be recognized as basic education, and technical education and vocational training be taken parallel thereafter. By any mean, the government proposed system is also one step forward in terms of development of technical education.

## Lessons Learned by TtE

- Since the vocational training, developed by TtE, is not recognized by current education system of the country, its marketing has not been easily done. For the same cause, training centers are not encouraged to incorporate these training packages into their regular training courses;
- Training centers have not been able to cash the market, though there is a huge demand for quality and employment-oriented training;
- Many training centers lack training capabilities. Little works have been done to address the out-of-school youths;
- The trainings are standard and employment-oriented. But few trainees intend to pay fees for the training. Thus, there is a need of sustainable structure for generating financial resources;
- Many training centers use traditional training methods. There lacks active interaction among training centers, trainees, employers and financial institutions;
- There is a lack of clear standards for measuring the quality of the training. Lack of infrastructures is another problem. A number of training centers do not have professional planning;
- Technical education and vocational training programs involve both profession as well as services. This results into the exclusion of poor and disadvantaged people from receiving the training. Thus, there is a need of initiative at national level to assist the poor and the excluded youths.

## Participation in Pilot Trainings



## Training for Employment (TtE)

(A project implemented by Alliance Nepal with SDC support)

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