

Dakchyata - TVET Practical Partnership

Summary of Practical Partnership implementation models for effective engagement of the private sector in the Technical and Vocational Education and Training system

Introduction

Public Private Partnerships in technical education and vocational training (TVET) can take many forms. This report summarises a range of specific PPP models that have been developed as examples of different types of and approaches to employer engagement in TVET provision. This overview has been drafted to introduce potential Dakchyata implementing partners to different ways of involving private sector in the development and delivery of TVET services, to support the development of new and innovative models for testing and piloting in Nepal.

Section 1 - Common features of all models

This first section covers common features of all proposed models.

Demand Assessment

The ultimate aim of vocational skills training is to provide future and existing employees with the specific skills and knowledge required by employers. Involvement from employers and employer associations at an early stage is vital to ensure that trainees are being equipped with the right skills and knowledge to meet business requirements. Therefore, the foundation of any partnership model begins with a robust assessment of market demand.

Business and Industry Associations (BIAs)/ enterprises together with training provider need to assess the demands for particular trade or industry. As far as possible, this assessment needs to be undertaken through **fresh data collection** (including needs for new trades if applicable), to indicate the number of people that can be trained and employed. Based on this assessment, they will prepare technical and financial proposal. This needs to form the basis for developing each proposal by the proposers.

Curriculum Development

Once the demand for a particular trade has been identified, partnership projects should work **in collaboration with CTEVT** to assess the availability of relevant occupational standards and curriculum. Where a relevant course already exists, the project needs to make provision for review and revision as necessary, in collaboration with CTEVT. Irrespective of type of model, workplace exposure should be a compulsory component of training. Collaboration with the CTEVT Research and Information Division/ Sakchyamta in this process is preferred.

National Certification

Training providers and BIAs/employers must make compulsory provision for skills tests and certification. The test and certification fees will need to be factored in the financial proposal.

Financing

For sustainability of the models, the project encourages cost sharing from BIAs/employers in cash or in kind.

Sustainability

In Nepal, although collaboration with private training providers for training implementation is common, such collaboration with employers and employers' associations is rare. There have been some experiences of PPP in Nepal but without institutionalisation they remain unsustainable. Therefore, partners of all models need to consider institutionalisation and sustainability while developing proposals.

Section 2 – Models

Model 1

Complete Workplace-based Training and Employment (CWTE)

Summary

Under this model, both theoretical and practical training are conducted in the workplace. Trainees are in the actual work environment from day one. Employers/enterprises can take the lead in training with support from training providers or vice versa.

Objective of CWTE Partnership Model

The objective of this training is to train new employment market entrants primarily to meet specific industry/market needs. However, depending upon the industry needs, even existing workers could be included in training.

Special features of the CWTE Partnership Model

This model has features as mentioned below:

- i) As denoted by its name, the whole training is conducted within the industry premises.
- ii) Both the theoretical and practical training are done simultaneously in the industry/workplace itself.
- iii) Employer has day-to-day engagement in or oversight of the training in progress.
- iv) Trainer could be hired as per need basis or, depending upon the scale of the industry, a training wing could be established with trainers managed as regular staff.
- v) Trainees are prepared in the actual workplace from day one, and are thus mentally prepared to take up the job on completion of training
- vi) Business and Industry Associations (BIAs) or employers play a key role in this model, but training providers also have significant role.
- vii) Employment potential is expected to be more than 70% but this target depends on whether the training is only aiming to address the demand requirements of a particular industry or wider.

Applicable Sectors

- i) Tourism
- ii) Construction,
- iii) Agriculture,

This model is most suitable to the first two sectors. However, given the need for training farmers in the field, with careful preparation it could also be applicable in the agriculture sector.

Pre-requisites for the Partnership

- i) Leadership role by business and industry associations (BIAs)/ employers is critical
- ii) Needs assessment of industry to identify needs for the additional skills workforce.
- iii) Provision of a theoretical training classroom with the required training environment.
- iv) Practical training facility connected with the employer's own business or with other BIA members – in which case a written MoU must be included
- v) Partnership between training providers and employers unless the particular employer manages all training resources by itself.
- vi) Proven capacity or inclination to work with CTEVT and other federal and provincial government agencies.

- vii) Either curriculum/ standard is already available, or the partnership is ready to cooperate with CTEVT to develop new curriculum and standards.

Roles and Responsibilities

SN	Partnership Activities	BIAs/employer	Training Provider	CTEVT	Project
1	Demands analysis	x - lead	x		x
2	Employment analysis	x	x - lead		x
3	Curriculum development/revision	x	x - lead	x	x
4	Proposal preparation and submission	x - lead	x		
5	Training Planning	x	x - lead		x
6	Management of theoretical training classroom	x - lead			
7	Management of practical training facilities	x - lead			
8	Putting safety measures in place	x			
9	Training Implementation	x - lead	x		
10	Orientation and counselling	x	x - lead		
11	Trainees identification	x - lead	x		
12	Competency Monitoring		x		
13	Overall monitoring		x		x
14	Tests and certification		x - lead	x	x
15	Employment planning and facilitation	x	x - lead		
16	Toolkits provision	x			x
17	Financial linkages		x - lead		x
18	MIS linking NSTB	x	x- lead	x	x

Benefits of the Partnership Model

SN	Employers/BIAs	Training Provider	TVET system/ Government
1	Training as per their needs or competency standards as they would like to see	Assured practical training.	Relevant training
2	Opportunity to select trainees	All practical training needs addressed by concerned employer/BIA	High level of employment potential
3	Direct control on quality of training	High potential of employment	
4	Availability of workforce from day one	Requirement of OJT met	
5	Meeting own workforce needs		

Model 2

Semi Apprenticeship and Employment (SAE)

Summary

This model primarily targets existing workers but could also be offered for new labour market entrants. Training institutes have a limited yet critical role to play to make this model a success. This model relies on the utilisation of roving instructors who collaborate with existing expert workers in the enterprise to deliver training to existing workers to raise skills to a specific skills level.

Objective of SAE Model

Promoting employment and productivity by skilling, reskilling and upskilling of the existing workers in an industry or any relevant workplace. However, in agreement with employers/enterprise owners, participants could also include new labour market entrants.

Special Features of the Partnership Model

Semi apprenticeship is a modification of the formal apprenticeship model, with the following features:

- i. This model provides real practical training opportunities for reskilling/upskilling existing workers in their own existing workplace. It can also include theoretical training.
- ii. Trainees do not need to leave their workplace and therefore can continue their employment whilst being trained
- iii. A 'roving instructor' works with identified 'master craftsmen' or a senior experienced worker in the specific workplace.
- iv. Opportunities to train workers who the employer intends to upgrade and/or retain.
- v. An effective training methodology for transferring complex skillsets, including for high-technology occupations;
- vi. No additional salary or allowance required to be paid; however, small toolkits could be provided to the trainee as incentive.
- vii. Enables companies to better cater for immediate and future skills needs;
- viii. Enhances opportunities to enable TVET systems to become more responsive to skills shortages and skills mismatch.
- ix. Duration not specific as training is less structured - may take longer to complete than under the A&E model.
- x. In case of training of existing workers, continuation of employment of more than 90% trainees is expected. This target may vary with training of new entrants.

Applicable Sectors

SAE model is expected to be feasible in all the following sectors:

- i) Construction,
- ii) Tourism
- iii) Agriculture

Partnership Requirements

This approach has various pre-requisites and requirements as mentioned in this section.

- i) BIAs/employers are willing/ready to train existing workers
- ii) Employers/BIA's willing to assume major responsibility
- iii) Skills gap analyses of existing workforce takes place
- iv) Collaboration with an **Apprenticeship Coordination Committee** could be helpful. It may comprise of: i) Chair of relevant association as Chair; ii) representative of business or industry offering apprenticeship scheme as member; iii) concerned trade union representative as member; iv) representative of local government as

member; and v) institute head offering apprenticeship as member secretary. The project representative may remain as 'observer'.

Other general requirements:

- v) Partnership between training provider and BIAs/employers is critical
- vi) Inclination to work with CTEVT and other federal and provincial government agencies
- vii) Either curriculum/standards are available or the partnership is ready to cooperate with CTEVT to develop curriculum/standards.

Demand Assessment – requirements specific to this model

Identification of trainees must be based on a clear demand assessment. Training needs may vary by worker. Ideally the 'roving instructor' should be included in this process to allow planning of training as per individuals' needs. In this sense, this model is very different from other models set out in this report.

Management of Literacy and Numeracy inputs

Experiences have shown that many existing workers in formal or informal sector lack even basic numeracy and literacy skills. Therefore, provisions need to be made in proposals for including such support.

Summary of Partnership Responsibilities

SN	Partnership Activities	BIAs/employer	Training Provider	CTEVT/ ACC*	Project
1	Skills gap analyses	x-lead role	x		
2	Management of roving instructor	x	x-lead role		
3	Management of senior worker	x			
4	Curriculum development/revision	x	x-lead role	x	
5	Identification of apprentices	x	x		
6	Individual needs assessment, planning and training	x	x-lead role		
7	Monitoring of apprenticeship program			x	x
8	Keep evaluation record of the apprentices		x		
9	Proposal preparation and submission		x		
10	Training Planning and management	x	x-lead role		
11	Management of theoretical training classroom	x-lead role	facilitation		
12	Management of practical training facilities	x			
13	Management of numeracy and literacy training	x	x-lead role		
14	Coordination among relevant stakeholders	x	x		
15	Putting safety measures in place	x-lead role			
16	Orientation and counselling		x		
17	Competency Monitoring		x		
18	Overall monitoring		x		x
19	Tests and certification		x	x	
20	Employment planning and facilitation	x	x		

21	Toolkits provision		x		
22	Financial linkages		x		
23	MIS linking NSTB		x		x

*ACC- Apprenticeship Coordination Committee

Benefits of Semi Apprenticeship Model

SN	BIAs/ Employers	Existing Workers	Training Provider	TVET system/Government
1	Trainers coming to own industry/ workplace	Trainers coming to own industry/workplace	Training to be provided in the workplace	New approach to train large number existing workers
2	Training as per BIAs/employers needs and also for enhancing productivity	Skilling, reskilling and upskilling opportunity	Opportunity to work with BIAs/employers	Relevant training
3	Decision in trainees' selection	Skilling without leaving work	Less risk of unemployment	Collaboration between training system and BIAs
4	Direct control on quality of training	Learning basically with own workplace supervisor/senior	No worries for on the-job-training (OJT)	
5	Availability of workforce of various capability from day one	No compromise with the existing income	Coordination easy with BIAs	
5	Fulfilling workforce needs avoiding workers absence		Shared responsibility	

Model 3

Field based Apprenticeship for Agriculture Training (FBA)

Summary

Under this model, agricultural training providers collaborate with farmers' associations and cooperatives to deliver training which takes place on farms. Additional training on enterprise skills including financial and market linkages are provided. For this model to be successful, trainers work with farmers in the farm environment with only very limited institute-based training.

Objective of FBA Model

Promoting agricultural enterprises by skilling, reskilling and upskilling of the existing farmers, agricultural entrepreneurs and workers.

Special Features of the Partnership Model

- i. Training is carried out in the farmers' fields as per their own needs, for example, longitudinal and crop cycle-based training.
- ii. Not just one-time training delivery but rather continuous skilling opportunities
- iii. It could be delivered close to the apprenticeship model and on site.
- iv. This model provides training opportunities for farm workers in their existing workplaces.
- v. The model supports the skilling, reskilling and upskilling of farmers, agricultural entrepreneurs and existing workers through a value chain approach.
- vi. Trainees do not need to leave their workplace/farm and continue doing what they were doing before. In other words, training institutes reach out into farmers' fields.
- vii. A 'roving instructor' approach can be used.
- viii. And finally, leading/successful farmers could be used as resource persons for training, allowing other farmers to deliver training in their own language.

Applicable Sectors

This partnership is applicable only in agriculture enterprises or farms.

Pre-requisites for the Partnership

- i) Agricultural training institutes or NGOs with capacity to deliver training as and where clients require.
- ii) Farmers, agricultural entrepreneurs and workers are ready to participate in such training.
- iii) Partnership among training institutes, farmers' associations/Cooperatives, Community Based Organisations and agricultural NGOs.
- iv) Training on enterprise oriented products with market potential.
- v) Strong partnership between training providers, farmers' associations, cooperatives and BIAs/employers.
- vi) Inclination to work with CTEVT and other federal and provincial government agencies.
- vii) Either curriculum and standards are already available, or partnerships and ready to cooperate with CTEVT to develop curriculum/standard.

Demand Assessment-requirements specific to this model

Farmers' Associations, Cooperatives or BIAs/employers working in the agricultural sector together with training providers need to assess the demands for particular agricultural

enterprises. Based on this assessment, they will identify prioritised trades and trainee farmers for this training.

Roles and responsibilities of relevant stakeholders

SN	Partnership Activities	BIAs/ employer	Training Provider	CTEVT	Project	Farmers Associations/ Cooperatives
1	Agricultural training identification and prioritization	x	x			x-lead role
2	Curriculum development/revision		x	x		x-lead role
3	Identification for training location		x			x-lead role
4	Social mobilisation					x-lead role
5	Identification of trainee farmers		x			x-lead role
6	Training of (roving) instructors		x			x
7	Management of lead/ resource farmers		x			x-lead role
8	Management of field training equipment		x			x
9	Training Planning and management		x			x-lead role
10	Monitoring of trainees		x			
11	Keep evaluation record of the trainees		x			
12	Proposal preparation and submission		x-lead role			x
13	Management of theoretical training classroom		x-lead role			x
14	Management of practical training facilities		x			x-lead role
15	Management of numeracy and literacy training		x			x
16	Coordination among relevant stakeholders	x	x			x
17	Putting safety measures in place		x			x
18	Orientation and counseling		x			
19	Competency Monitoring		x			
20	Overall monitoring		x		x	
21	Tests and certification			x		
22	Continued farm practice with new skills		x			x-lead role
23	Toolkits provision		x			x
24	Financial linkages		x			x
25	MIS linking NSTB		x		x	

Benefits of Field Based Apprenticeship for Agriculture Training Model

SN	Training Provider	Farmers/ Farmers' Associations/Cooperatives	Existing Agricultural Workers	TVET system/Government
1	Opportunity to offer training in farmlands/communities	Training as per their needs and time	Skilling, reskilling and upskilling opportunity for	Potential to train large number farmers and existing agricultural workers

			agricultural workers	
2	Possibility to offer training for large number farmers	Training in their own farm lands and communities, i.e. skilling opportunity without leaving work	Skilling without leaving work	Orientation towards agricultural enterprises
3	OJT and employment may not be a big challenge.	Ample opportunity to interact with trainer, roving instructor and resource persons	Ample opportunity to interact with trainer, roving instructor and resource persons	Opportunity to enhance production and productivity
4		Working with cooperatives may facilitate market linkages		
5		Opportunity to learn business skills.		

Model 4 Training and Market Outlet Model (TMO)

Summary

Particularly relevant in the hospitality and tourism sector (although this could equally apply in certain agriculture or construction sub-sectors), this model sees theoretical training being conducted in institutes' classroom whilst providing trainees with the opportunity to work in the actual world-of-work environment from the beginning. Even in the very early stages of training, trainees can be placed in work under close and strict supervision of their senior workers or instructors.

Objective of the Training and Market Outlet Model

The objective of this model is to physically or otherwise connect the institute directly with the market, allowing trainees to gain knowledge on market needs, as well as potentially providing them with economic benefits whilst being trained.

Special Features of Training and Market Outlet Model

- i. Training institute has a market outlet - can be physically attached to their premises;
- ii. The outlet could be linked with other market agents or larger industry in the value chain.
- iii. Trainers and trainees have opportunity to interface with the market continuously even during training, helping trainees to acquire skills relevant to the market.
- iv. Both training providers and trainees have earning opportunities during the training

Applicable Sectors

- i) Hospitality
- ii) Construction,
- iii) Certain subsectors of agriculture and construction

Partnership Requirements

- i) Institutes readiness to work directly with the market.
- ii) Institutes have either physical facility to link with the market or are willing to open market outlet allowing buyers to buy the trainees'/institutes' products.
- iii) BIAs/employers willing to be connected with the institute for trainees' products.

Roles and Responsibilities

Training institute is the major stakeholder in this model, although project and public sector/TVET system have important roles to play. However, in some cases, the institute may collaborate with BIAs/employers to manage the outlets or display and sell products prepared by trainees during training:

SN	Partnership Activities	BIAs/ employer	Training Provider	CTEVT	Project
1	Demands analyses	x - lead	x		x
2	Employment analyses	x - lead	x		x
3	Curriculum development/revision	x	x - lead	x	x
4	Proposal preparation and submission	x	x - lead		
5	Training Planning	x	x - lead		x
6	Management of theoretical training classroom		x - lead		
7	Management of practical training facilities		x - lead		

8	Putting safety measures in place	x	x - lead		
9	Training Implementation	x	x- lead		
10	Managing outlets	x- lead	x- lead		
11	Orientation and counselling	x	x - lead		
12	Trainees identification	x	x - lead		
13	Competency Monitoring		x		
14	Overall monitoring	x	x		x
15	Tests and certification		x - lead	x	x
16	OJT planning and facilitation	x	x - lead		
17	Employment planning and facilitation	x - lead	x		
18	Toolkits provision	x	x - lead		x
19	Financial linkages		x - lead		x
20	MIS linking NSTB	x	x- lead	x	x

Benefits of Training and Market Outlet Model

SN	Training Provider	TVET system/Government	Trainees	Employers/BIAs
1	System in place to offer trades with demand in market or offering training with products with market demand	Training for financially weak people and reduced burden for stipend	Market relevant skills	Either covering their workforce needs or they get product inputs from such institutes
2	OJT can be managed in the institute outlets.	Potential to improve industry institute linkages (IIL)	In some cases, the trainees' products are sold to the market - earning potential whilst still under training.	
3	Opportunity to also link with BIAs/employers for addressing latter's' needs in terms of skilled workers or products	Enhancing training relevance	Get direct feedback on their skills	
4	Institutes could get additional training business	Country's workforce is trained		
5	Spontaneous link with market			
6	Clients could provide direct feedback to the institutes			

Model 5 Space Sharing

Summary

The main objective of this model is to make use of unused or underutilised training space of training providers. This model benefits both trainer providers and business and industry by ensuring optimal utilisation of training facilities and increase enrolment capacity of training system, and providing enterprises in need of infrastructure the facilities to develop a trained workforce.

Objective of the Space Sharing Model

The main objective of the space sharing model is to avail trained workforce for business and industry by facilitating optimal utilisation of preferentially the public training facilities and increase enrolment capacity of training system.

Special Features of Space Sharing Model

- Stakeholders interested in offering training are not required to invest in training facilities
- Often such training facilities are in state-of-the-art status as they are procured and owned by government and hence, the machine and equipment could be expected to meet the training requirements.
- BIAs/employers, if they are proposer of training, know exactly the trade and number of people to be trained.
- Utilisation of the underused facilities could be helpful for reducing the cost of the training, contributing to sustainability

Applicable Sectors

This model is particularly relevant to the construction and hospitality sectors

Pre-requisites for the Partnership

- Agreement between training provider and BIAs/ employers clearly outlining responsibilities for arranging all the agreed training resources and making payment.
- Demands/need for training is known by the proposer of training and by BIAs/ employers.
- Machinery and equipment, or even facilities for practical or theoretical training, need to be suitable for offering training.
- Unless residential training is proposed, it should be accessible by trainees.
- Training proposers should be able to manage training during off-hours, for example in the mornings, evenings or weekends.
- Training institutes must be able to allocate required training instructors for ensuring unhindered quality training.
- Agreement for utilisation of training space should strictly correspond to the approved curricula to be used.
- Agreement on provision to terminate the contract by either side must be possible, but without adversely affecting any particular training already in process.

Summary of roles in Space Sharing Approach

SN	Partnership Activities	BIAs/ employer	Training Provider	CTEVT	Project
1	Demands analyses	x - lead	x		x
2	Employment analyses	x - lead	x - lead		x
3	Curriculum development/revision	x	x - lead	x	x
4	Proposal preparation and	x - lead	x - lead		

	submission				
5	Training Planning	x	x - lead		x
6	Management of theoretical training classroom		x - lead		
7	Management of practical training facilities	x	x - lead		
8	Putting safety measures in place	x	x - lead		
9	Training Implementation	x	x- lead		
10	Orientation and counselling	x	x - lead		
11	Trainees identification	x - lead	x		
12	Competency Monitoring		x		
13	Overall monitoring	x	x		x
14	Tests and certification		x - lead	x	x
15	OJT planning and facilitation	x - lead	x - lead		
16	Employment planning and facilitation	x - lead	x - lead		
17	Toolkits provision	x	x - lead		x
18	Financial linkages	x	x - lead		x
19	MIS linking NSTB	x	x- lead	x	x

Benefits of Space Sharing Model

SN	Training Provider	TVET system/Government	Employers/BIAs
1	Optimum utilisation of the underutilised training facilities with training providers – public or private	Preparing larger number of training graduates	Training required number of workers
2	Potential for increasing training portfolio	Increase enrolment capacity	
3	Enhancing linkage with BIAs	Possibility for outcome oriented training.	Training as per their own needs.
4	Possibility to offer demand driven training		Enhancing linkage with training providers
5	Enhanced linkages with BIAs/ employers		Making training cost effective.

The Dakchyata – TVET Practical Partnership project is funded by the European Union, and managed by the British Council in Nepal under the leadership of the Ministry of Education, Science and Technology and in coordination with the Council for Technical Education and Vocational Training.

Disclaimer: This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of British Council and do not necessarily reflect the views of the European Union.