

COMPETENCY FRAMEWORK FOR TVET PROFESSIONALS

Summary

The Government of Nepal regards a well-functioning, market-relevant Technical and Vocational Education and Training (TVET) system as the key to increased economic growth and national prosperity and is committed to investing in skills development and employment creation opportunities to reduce poverty.

Nepal has made good progress in developing specific areas of the national TVET system in recent years. However, gaps remain, and the Ministry of Education, Science and Technology (MoEST) concluded that a key tool in addressing those gaps would be a comprehensive overview of the capacity development requirements of roles across the sector.

Even within government, there is no systematic process for inducting and building the knowledge of those in TVET related roles, making it particularly difficult for new appointees who are often drawn from a diverse range of professional backgrounds and may not necessarily have had prior exposure to TVET. Real progress can only be achieved by ensuring that those involved in designing, delivering, and monitoring TVET have the relevant skills and knowledge to perform effectively in these roles, and more fundamentally, a shared understanding of what those competencies are.

This Information Brief provides an overview of key findings and recommendations from the Comprehensive Report on Competency Framework Guidelines for TVET Professionals, developed in 2020 in partnership with the Training Institute for Technical Instruction (TITI), with strong support from the MoEST and CTEVT. The report is based on research and a series of workshops conducted with TVET professionals from across the public and private sector to develop a competency framework for professionals working in roles clustered under five TVET categories:

The research process identified TVET competency requirements across a total of eight critical competency areas: access, equity and expansion; quality and relevance; governance and management; structural and legal arrangements; research and innovation; sustainable financing; and industry/institute linkage and coordination.

This Information Brief highlights the minimum competency requirements of staff working in TVET, including the TVET Division of MoEST, CTEVT and its schools, the National Skill Testing Board (NSTB), and other TVET stakeholders, ensuring that TVET staff and others are provided with the minimum knowledge and skills needed to perform their jobs to the best of their potential. The full report can be accessed [here](#).



TVET POLICY
MAKERS.



TVET
CO-ORDINATION
ROLES.



TVET
IMPLEMENTATION
STAFF.



SUPPORT
FUNCTIONS.



PROPRIETORS,
PRIVATE
INSTITUTIONS,
AND EMPLOYERS'
ASSOCIATIONS.

Key Findings



POLICY MAKERS AND OFFICERS

Joint Secretaries and Directors of TVET related ministries and institutions, alongside other senior personnel, play a key role in formulating and advocating policies and guidelines for TVET. The research identified the requirement of 32 key competencies for personnel in policy making positions. These competencies relate to all work areas but focus particularly on the following four: access, equity and expansion; quality and relevance; sustainable financing and; industrial linkage and coordination.

Key competencies include the ability to identify policy issues and challenges, formulate appropriate responses and review the existing TVET quality assurance framework/system and develop TVET research policy to apply the up-coming National Vocational Qualification Framework. Evaluating and appreciating the role of employers in formulating TVET policies was also highlighted as key.



PROPRIETORS, PRIVATE INSTITUTIONS AND EMPLOYERS' ASSOCIATIONS

Proprietors, personnel working in private institutions and employer associations require sufficient knowledge of TVET – its history, the different types and the socio-economic content and barriers to access and equity – to be able to discuss the subject and promote understanding.

They must also be able to understand and discuss key skills of the training programs, examination, certification and quality assurance processes and explain the roles of the different players involved in internships, on-the job training, and apprenticeships. In addition, they require an understanding of the key components of TVET governance, and relevant legal and national and international policy issues.

This group also needs relevant knowledge to be able to describe Public Private Partnerships in TVET, the roles of private sector in TVET development and the nature of industries involved in the TVET system.



SUPPORT STAFF

The administration and finance divisions of TVET institutions play significant roles in delivering the financial planning, institutional sustainability, and viability of their institutions. Support personnel must therefore be familiar with the basic concepts and knowledge on TVET.

More specifically, they must be able to define TVET and its importance, its components and define its expansion in terms of access and equity. They need to be able to understand quality and relevance issues of TVET and list quality assurance parameters. Beyond this, they must be equipped to apply graduate and trainee support skills in their day-to-day work.

They must have a good knowledge of key terms and concepts associated with the TVET system and have broad basic knowledge of key areas, from academic and career counselling, Public Private Partnerships and the TVET research process to TVET business incubation centres and funding mechanisms and administration of TVET trainees and costing of the different types of TVET programmes.



IMPLEMENTATION STAFF

Instructors, section officers, monitoring officers, programme coordinators and lower level managers are instrumental in ensuring quality assurance and systematic operations of the design, delivery, and evaluation of TVET in Nepal. However, in addition to the technical expertise that they have demonstrated in their own fields they also require knowledge and skills related to the TVET sector more broadly.

The TVET expertise required mainly relates to four competency areas: access, equity and expansion in TVET, quality and relevance to TVET, sustainable financing in TVET and industrial linkage and; coordination with TVET Industries. For example, they need the skills to be able to design and development of TVET programmes, apply different TVET training delivery approaches, , develop a TVET quality standard/tools qualification framework and its accreditation, implement TVET institutional/ school guidelines, manage networking with different institutions and industries and establish linkages with institutions and industries.



COORDINATING FUNCTIONS

TVET coordinators such as principals, under-secretaries, and deputy directors from different TVET institutions involved in the coordination category act as the bridge between policy and implementation for quality assurance and the systematic operations of TVET in Nepal. Though their job is basically to coordinate with different stakeholders of TVET, this should be backed up by profound knowledge and skills related to the TVET system.

They need strengths in access, equity, and expansion in TVET; quality and relevance to TVET; sustainable financing in TVET and industrial linkage and coordination with TVET Industries. Amongst many other competencies, they must be able to map programmes for expansion and equity, deliver results-based monitoring and evaluation, perform academic and career counselling and develop tools and instruments such as management information systems and income generation plans.

Recommendations

As a result of the research and workshops undertaken to develop the TVET Competency Framework, a number of key recommendations have emerged that will support the further development and implementation of key competencies for the effective management and implementation of TVET in Nepal:

- The Competency Framework should be adopted for use by the TVET units of different ministries to establish a common understanding regarding different areas of TVET.
- Framework contents should be incorporated into in-service training for the staff of MoEST, CTEVT and other organisations and institutions which touch upon the TVET sector. They should also be used as an administrative tool in CTEVT/ NSTB.
- TITI should itself adopt the framework within its regular training activities.
- Framework contents should be reflected in the curricula of schools which have been running TVET programmes.
- The framework should be translated into Nepali languages to disseminate it at local and provincial levels responsible for TVET programmes.
- The glossary developed by TITI as part of the framework development process should be physically integrated within the framework, so they are seen as one.



The Competency Framework for TVET Professionals provides an instrument for MoEST and other decision-makers to guide the capacity development of all categories of TVET personnel across the entire sector. It has been designed to help reduce fragmentation in the sector overall, through contributing to the development of a common understanding of the role and potential of TVET in Nepal.

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