

## TVET MODELS FOR SKILLED, JOB READY WORKERS: LESSONS FROM PRACTICAL PARTNERSHIP PILOTS



### Introduction

A key principle of TVET is that it should be based on and directly respond to current and future market needs. When employers and industry experts define this market needs, it supports the implementation of TVET models that develop skilled, job-ready workers who can be of value to the economy from day one of their career.

Dakchyata supported ten skills development partnership models in the tourism, construction, and agriculture sectors. Launched in March 2020, they aimed to encourage closer engagement between public and private sector actors and develop new ways of working for the TVET sector in Nepal. Through these practical partnership pilots, Dakchyata has sought to learn more about how TVET models can be designed, adapted and implemented to maximise trainees' skills and work readiness.

Dakchyata has identified three phases that TVET providers must invest in to support more effective TVET approaches and models:

- 1 Assessment of market needs which draws on the valuable insights and involvement of the private sector.
- 2 Adaption of curriculums to ensure that what is taught is in line with local market needs and maximizes the job readiness of trainees.
- 3 Delivery of training happens in a work setting in a way that allows trainees to learn and practice skills they will use in the world of work.

### Key findings

#### 1 Effective market assessments draw on the insights and involvement of the private sector

The Dakchyata pilots used market assessment mechanisms to identify in demand skills that are required within the market or by employers, from which they can shape their trainings to meet the demands. These were found to work best when they allowed for open dialogue and discussions amongst stakeholders and were held in a forum approach rather than merely collecting quantitative data. In addition, when held as an iterative process rather than singular event, stakeholders could be kept informed on progress and provide continual advice on the model.

Pilots also used these assessments as a first step to engage the private sector in their project. In some cases, such assessments led to the involvement of private sector actors in technical or leadership groups and committees to help steer and quality assure implementations.

## 2 **Curriculums are adapted to ensure what is taught is in line with local market needs and maximizes the job readiness of trainees**

Pilots used this accumulated knowledge to make necessary adaptations to curriculums; this ensured that training included the skills needed in the market and by employers. This was done in close collaboration with private sector actors to ensure that the adaptations and inclusions made were appropriate and reflected the specific local needs of markets; in some cases, adaptations were seen to be the first-time local needs and context had been truly reflected in curriculum.

Pilots also, used this opportunity to develop and promote new skills, such as life skills, which would add value to trainee's skillset and employability. Complementary resources were also produced by the pilots to support the delivery of trainings and serve as sustainable learning aides for trainees; these resources often focused on skills or areas that had previously received limited focus in the curriculum.

## 3 **Delivery of training happens in a work setting and in a way that allows trainees to learn and practice skills they will use in the world of work**

The pilots have predominately worked across two TVET models- semi apprentice and employment and farm-based apprenticeship models. Whilst the models perform differently and have key factors to consider, both models maximise the time spent by trainees practicing their skills. Trainees spent a maximum of 20% within a 'classroom' setting learning theory; the rest of the time would be spent learning and practicing within a work setting, whether in a hotel workplace, construction site, or a model farm.

Trainees apply and develop skills on the job. The rate of learning through this approach is found to be much higher than other models and was recognised by private sector actors as supporting job-readiness amongst trainees.

The models used by pilots all considered the role of technical expertise very carefully. Expert instructors, often taking a roving role overseeing trainings, have effectively worked alongside industry supervisors and guest lecturers from the relevant sectors. The blend of technical pedagogical understanding alongside industry expertise has worked well in the project to guarantee training quality.

## Next steps

To continue to improve and integrate the TVET models being used in the sector, there is a need for providers and stakeholders to focus on:

- 1 **Identifying and integrating local market needs** into curriculums and working with CTEVT to endorse these approaches.
- 2 **Investing in practical based TVET learning models** to maximise trainee exposure to work-place skills and environments.
- 3 **Building market linkages and entrepreneurial skills amongst trainees** to expand their options, especially for those working in the agricultural sector.
- 4 **Integrating life skills as a standard learning module** to support resilience, understanding, and critical thinking amongst trainees.



For more information, visit the Dakchyata website: <https://www.dakchyata-nepal.org/>

**Dakchyata:** TVET practical partnership is a skills development programme, funded by the European Union and delivered by the British Council in partnership with the government of Nepal, to realise the potential of young people who – equipped with the right skills – can contribute to national economic success in the agricultural, tourism and construction industries.

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