

CONNECTING SKILLS TO OPPORTUNITY

BUILDING EMPLOYER-LED GOVERNANCE STRUCTURES WITHIN SCHOOLS: STEPS TO SUCCESS



The Strengthening Employer Engagement in CTEVT Schools (SEECs) project was established by Dakchyata to support the development of sustainable approaches for increasing the quality, accessibility and relevance of the CTEVT school sector's delivery through increased employer engagement.

SEECs was primarily implemented in nine identified Dakchyata Supported Schools (DSS) and extended through a SEECs school mentorship programme to four Dakchyata Supported School Mentored (DSSM).

A key objective of the project was to develop collaborative industry-led governance structures to enhance the quality and relevance of training programmes, assessment, learning materials and facilities.

SEECs established 5 vital steps that support employer engagement within schools.

Develop an employer engagement strategy and approach: Schools have traditionally been weaker in engaging industry and the private sector in their governance and operations. An assessment of existing school management and governance committees and existing employer relationships and networks should be conducted to identify gaps and weaknesses that could benefit from industry expertise. From this assessment, a strategy or short set of achievable goals should be built to direct private sector engagement. For many schools, development of an Employers Information and Counselling Committee (EICC) will be essential to this strategy.

Establish a school EICC: Employers Information and Counselling Committees (EICC) engage private sector actors within the governance of schools.

As a preliminary step, a clear Terms of Reference detailing the purpose, role, and requirements of the EICC needs to be established to shape the formation and structure of the committee. This should be reviewed on a regular

basis to update based on learning and progress and should be formalized into the governing documents of the school.

As the EICC grows and strengthens, the proportion of private sector membership would be expected to grow but at a minimum the aim should be to encompass a minimum of 40% private sector membership, with additional members being made up of Principals or senior leadership team, instructors and teaching staff, and, where possible, GESI representation. Whilst the size of EICCs may vary between schools, it is recommended that they have 7-10 members.

Identify employers with the right skills, experience and willingness: When establishing an EICC, it is important to recruit local employers who are specialists in their field, respected for their achievements and willing to use their skills and knowledge to benefit the school.

When identifying potential members consider:

- Willingness and enthusiasm to commit time- EICC members will attend meetings on a monthly or quarterly basis and will be asked to provide ongoing support to the school to strengthen resources and approaches.
- Relevance of their trade knowledge to ensure that it can benefit the school and help to modernise thinking and approaches.
- Strong communication skills to engage with a range of stakeholders, including other employers, school leaders, administrators and instructors, and students.
- Their existing networks- they will likely support the expansion of private sector engagement so they should have a strong pre-existing networks which they can draw from to benefit the school.
- Willingness to support students as they progress from training to work.

Support and prepare employers for their engagement

with schools: As many private sector actors have never engaged with the TVET sector before, it will be important to provide sufficient support to orient them on processes, structures and provide clarity on their expected role within the committee. Schools should create understanding amongst the private sector stakeholders on the longer-term value and impact their membership could have for the local economy and seek to build ownership and accountability.

Where EICC members are due to engage directly with students in training then it may be useful to provide a basic pedagogical training session to prepare them to transmit their knowledge more effectively.

Ensure the EICC has meaningful engagement with decision making and can influence the school: EICCs should support a range of tasks and processes that will

shape the design, implementation, and monitoring of training. The roles and responsibilities assigned to the committee and to the private sector should utilize their industry knowledge and experience. EICCs and private sector actors have been found to flourish and have greatest impact when involved in the following areas:

- **Upskilling instructors to support inspirational teaching:** Supporting instructors to modernize their industry skills through advice or direct training provision.
- **Market assessment and skills identifications:** Providing up to date information on the skills and jobs most needed within industry.
- **Commission the development of employer focused work-based programmes and materials:** Validating the skills being provided and the approaches for knowledge transfer.
- **Quality assurance:** Systematically reviewing educational programmes and processes to maintain and improve their quality, equity and efficiency and ensuring they meet industry standards.
- **Directly engaging with students:** Often through lectures, talks, or monitoring visits to review skills, share information about the world of work, and motivate trainees.
- **Support skills transfer:** Provision of training directly to students or through the provision of apprenticeships or jobs for them to continue to develop their skills within the workplace.
- **Bridging the gap between schools and industry:** EICC members should use their wider influence and network to improve the engagement and coordination between the two, this may include recruiting other private sector actors to provide market information or placements or jobs.
- **Build entrepreneurial spirit and skills within schools:** Support schools as they build their thinking and capacity on entrepreneurial pathways for students.

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.

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