

TVET Teacher Training Programmes and Institutions in the Asia and Pacific Region



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Nepal Introduction

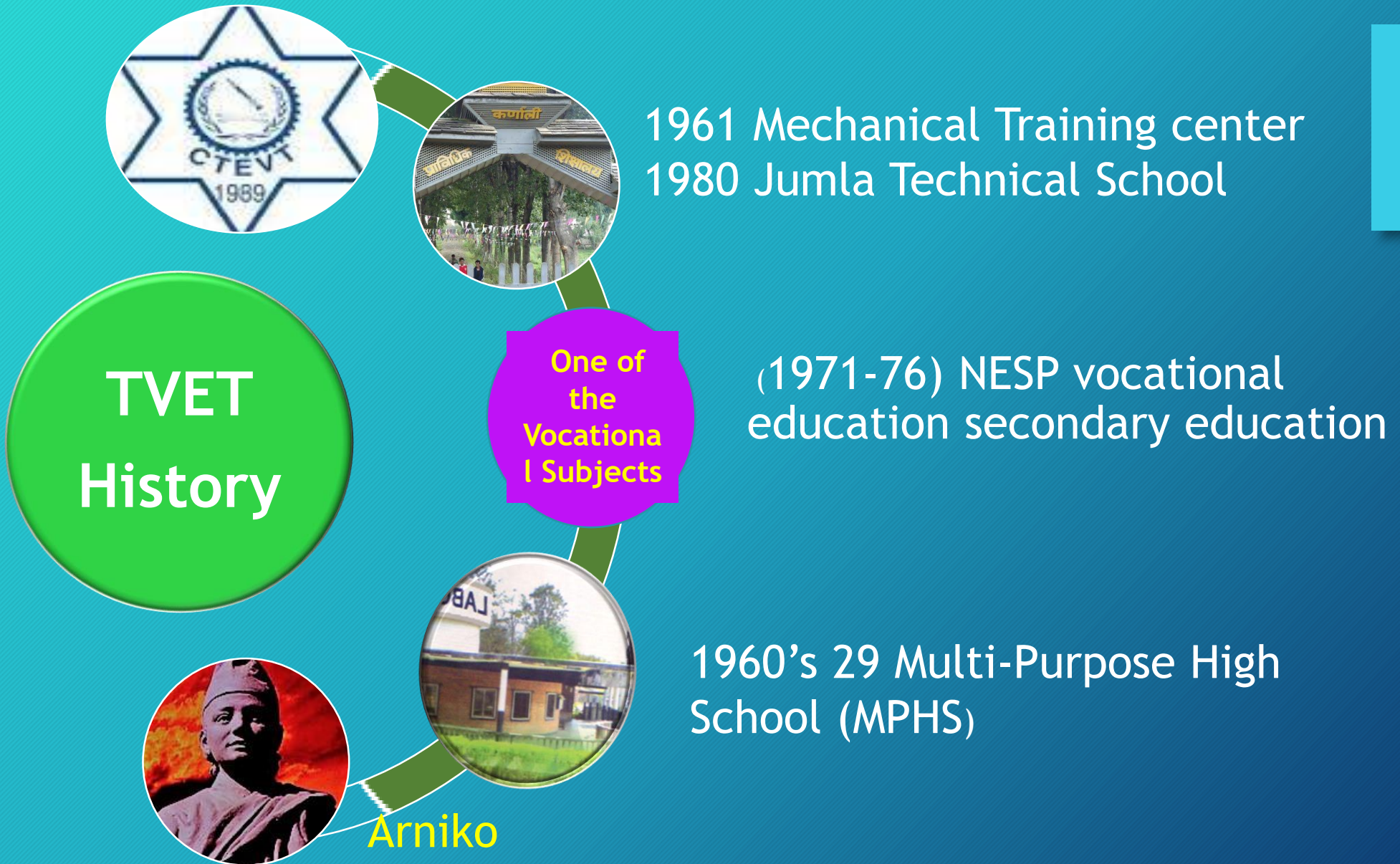
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- Nepal is land lock country situated between India and China.
- 26.5 million population with annual growth rate of 1.40%
- Area: 147,181sq.km
- Capital: Kathmandu
- Political System: Federal Democratic Republic
- Birth Place of Lord Buddha

TVET in Nepal

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- 34.9% of the population is 0-14; 59.8% is 15-64; and 5.3% is 65 years old and above
- Literacy: 55.6% adult aged 15 and above is (74.7% male and 53.1% female)
- 450,000 youth enter the labor market every year
- 100,000 youth participate in short term and long term training
- CTEVT short term and long term TSLC and Diploma TVET programs. Also grade 9-12 years Higher Secondary Certificate course is also running under DOE.



Objectives

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- Introduce issues, challenges and opportunities in TVET teacher training policies, programmes and institutions in Nepal
- Share the major findings case study of Nepal
- Recommend in developing and/or improving TVET policies

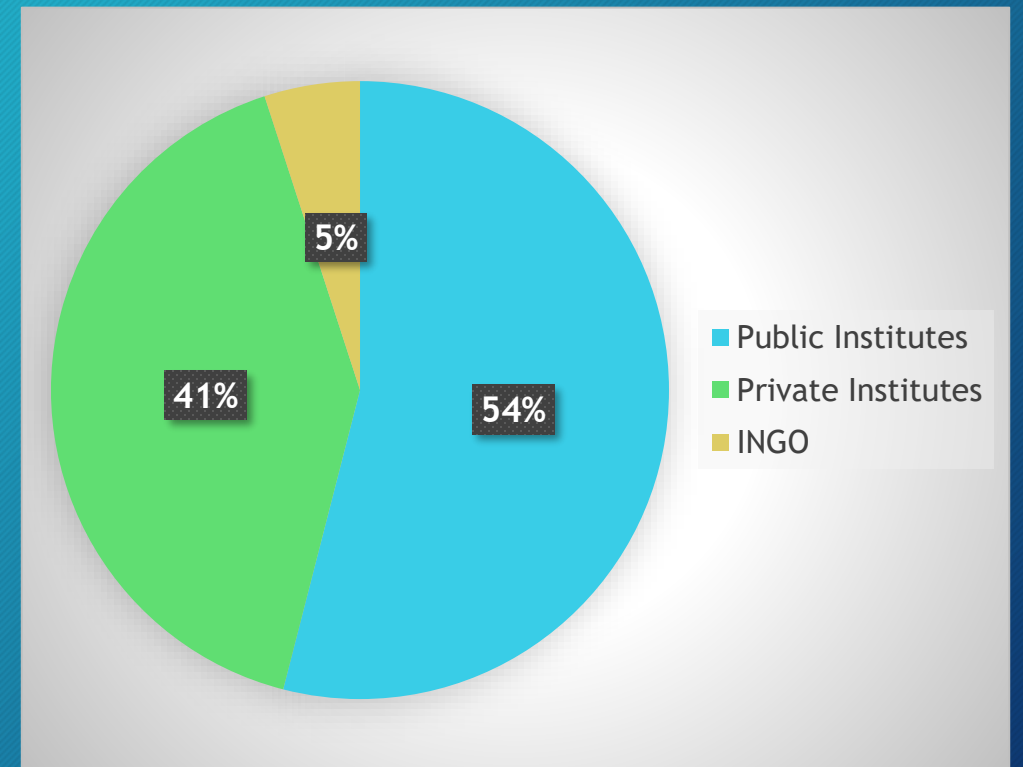
Limitation of the Report

- The report is based on the available information from published documents and perception of stakeholders on its performance gathered through interviews.
- Most of the findings and conclusion derived from the interviews of selected TVET stakeholders are also limited.
- Interviews with different stakeholders mainly focused on TVET teacher's qualifications, standards and competency profiles, admission to TVET teacher training institutions, teacher pre-service training structure and organization, Teacher pre-service training contents and TVET teacher policies.
- Due to time limitation, key informant interviews were conducted with officials of training institutions with limited training activities.

Methodology

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- **Case study:**
Content analysis and interview
- **Designations of the people interviewed:**
Directors, Manager, Program Coordinator, Principal, Chief Admin Officer, Training Coordinator/Trainer
- **Total number of officials interviewed:**
Male = 20 (74%)
Female = 7 (26%)



Four foundation components of a sustainable TVET teacher training framework for Nepal

1. The legal and regulatory framework;
2. Effective and efficient stakeholder dialogue (especially with the training providers, government agencies and industries) ;
3. Institutional governance and management arrangements (training providers and TVET teacher training institutions);
4. Quality assurance framework.

Three cross-cutting themes focusing tvet teacher training as a process

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Emerging themes, findings and way forward

Emerging Themes/Concerns	Key Informants interview Findings	Recommendations
<p>1. The legal and regulatory TVET Teacher Training Framework</p>	<ol style="list-style-type: none"> 1. At present, there is no legal/standardized TVET Teacher Training Framework. 2. There is no clear national policy related to TVET teacher qualifications, standards and competency profile. 	<ol style="list-style-type: none"> 1. Develop Law for the development of “policies and frameworks for professionalizing TVET staff, and develop and strengthen teaching standards for all levels.” 2. In future, Nepal is implementing a National Vocational Qualifications Framework (NVQF) System and under that System, an Apex body like Nepal Vocational Qualification Authority will be formed. This Body should ensure standard of training and education of TVET teachers. 3. The TVET teachers’ Standard should cover various skills like occupational skills, pedagogical skills, psychological skills, leadership skills, entrepreneurial skills, marketing skills, career counselling skills and communication skills. 4 A system of TVET teacher licensing framework should be established

Emerging themes, findings and way forward

Emerging Themes/Concerns	Key Informants interview Findings	Recommendations
<p>2 Effective and efficient stakeholder dialogue (especially with the training providers, government agencies and industries)</p>	<p>1 Very limited partnership of TVET teacher Training institutions with industries and training providers.</p> <p>2 The strengthening of linkages between TVET teachers and industries is considered as crucial in preparing TVET students to meet the dynamic work requirements.</p> <p>3 Many participants shared their successful experiences in this area, highlighting the need for a proactive and motivated approach and the conceptualization of industrial linkages as win-win partnerships with reciprocal benefits</p>	<p>1. As many TVET teachers do not have an industrial background and working experience, develop an Architecture of a TVET Teacher training institution and Industry linkage in the TVET sector. TVET teachers should be encouraged to develop such linkages, stressing the mutual benefits to both students and employees.</p> <p>2. Put in place incentive system to engage TVET teacher to have some industrial exposure</p>

Emerging themes, findings and way forward

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Emerging Themes/Concerns	Key Informants interview Findings	Recommendations
3. Continuing professional development for TVET teachers (Pre and In-Service Training)	<p>1 Continuing professional development is essential for TVET teachers to support their curriculum development and teaching methods, and also in terms of their teaching renewal license.</p> <p>2 The discussion promoted the concept of a professional growth plan as an instrument of continuing professional development.</p> <p>3 The pre-service preparation is a crucial stage in TVET teachers' education. As it represents the starting point on the long road to a teacher's improvement, it is necessary to overcome the pitfalls identified within TVET teacher preparation during this phase.</p>	<p>1 Introduce a system of customized and documented pre and in service TVET Teacher training Framework emphasizing lifelong education through the acquisition of relevant knowledge and skills, including teachers' active participation within industries.</p> <p>2 Introduce a Pre-Service TVET training system that will They reflect that pre-service TVET teacher education should offer a clear pedagogic distinction compared with other areas of teacher preparation, and should better incorporate current practices, standards and technologies used within industry.</p>

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Thank you!