

DAKCHYATA: TVET PRACTICAL PARTNERSHIP

A Platform for Lasting Change

Final Report
Executive Summary



Dakchyata

To strengthen and implement more effective TVET an integrated Public Private Partnership approach promoting the transition to a greener, climate resilient,

Government



Driving reform:

TSRP will drive reform across seven pillars: expansion, access, quality, integration, relevance, governance, and finance for the next decade.

Reform plans prioritise PPP approaches and market relevance of the sector.



Improved coordination:

TVET Coordination Mechanism defines how TVET coordination can work across a federalised governance structure.

Leading sector capacity development:



560 TVET personnel

improved knowledge of eight critical TVET competency areas defined through the first TVET Capacity Building Framework.



Valuing systematic monitoring:

182 recommendations identified across 19 TVET areas.

CTVET

Closer links to private sector in assessing market need.

ODT narrows supply and demand gap:

170 in demand occupations and **350** skills identified.



Quality Assurance (QA) Model implemented supporting improvements in sector standards.

Improved public awareness and perception of TVET

sector: Increased social media following by 60% from early 2020.



9.3 million people

reached with TVET messaging.

TVET is a pathway to jobs:

21%

Before the PIC: 21% of young people agreed.

78%

After the PIC: 78% of young people reached through the pilot now agree.



Increased demand for training places among participating CTEVT schools.

Achievements

policy responsive to labour market needs and to pilot in three economic sectors that offer opportunities for low-emission economy.

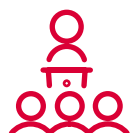
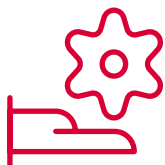
Private Sector

PPP WG established high-level public-private policy collaboration.



TVET PPP Policy Guiding Document (PGD) created 4 building blocks for TVET improvement.

PGD integrated into the design of TSRP.



Private sector serves as a TVET leader.



ELMS strengthened and formalised relationship with CTEVT.

Private sector define sector needs: 30 occupational standards developed.



Private sector conduct first national Labour Market Information (LMI) survey in three target sectors.

Collaborative



6,750 graduates completed Level-1 CTEVT-certified training: 86% passed NSTB testing.

Satisfaction rates: 41% increase in employers' satisfaction with TVET graduates.

14% increase in employment levels: 83% report an increase in income.



Decision-making platforms and structures have formalised private sector's influence on TVET provision.

GESI adoptions created more inclusive learning spaces and cultures: 260 underserved people accessed GESI training.



13 Gender Equality and Social Inclusion units established within CTEVT schools.



140 private sector, training providers and GoN representatives trained on green concepts.



Promising organisational changes to improve sustainability through better resource management (waste, water, and electricity).

A Platform
FOR LASTING
CHANGE



A Platform for Lasting Change

Dakchyata: TVET Practical Partnership is part of the EU-TVET Practical Partnership Programme (TVET-PP), a flagship skills development programme of the European Union in Nepal. The TVET-PP has sought to strengthen and implement a more effective TVET policy responsive to labour market needs through the piloting of an integrated Public Private Partnership (PPP) approach. The programme has also sought opportunities to promote transition to a greener, climate-resilient, low-emission economy. The TVET-PP has two distinct but interconnected projects: 'Sakchyamta', delivered by the Council for Technical Education and Vocational Training (CTEVT), and 'Dakchyata', managed and delivered by the British Council.

Dakchyata: TVET Practical Partnership

Dakchyata was designed to address defined TVET sector challenges related to a lack of private sector engagement and limited opportunities for employers to contribute to the design and delivery of training. TVET provision was typically theoretical and did not include practical or technical input that enabled the development of skills and competencies demanded by industry. TVET policy was often introduced without consulting employers or without alignment to economic and sector planning. This resulted in a sector that failed to produce learners with the skills they need to access employment opportunities and to grow business productivity and competitiveness. The project's baseline study, conducted from 2017 to 2018, highlighted challenges in the TVET sector's limited quality assurance processes, the lack of NVQ qualification frameworks, and associated gaps in the assessment of skills in terms of their relevance for the job market. In addition, the study showed that occupation standards were defined by government agencies without private sector consultation, leaving them indistinguishable from training or curriculum descriptions. In the baseline study, 48% of employers were found to be 'not at all satisfied' with the TVET sector's ability to meet their skills needs, calling for CTEVT to focus more on practical skills, market relevant curriculum and equipment, and improved monitoring and supervision processes.¹

Dakchyata began on 1 March 2017 and closed on 28 December 2022. The project delivered activities under Components² 2 and 3 of the overarching TVET-PP programme:

- Outcome 2: Testing and identification of PPP practices that enhance the relevance, quality, and sustainability of TVET provision in Nepal
- Outcome 3: Enhancing of Government of Nepal's (GoN) capacity to coordinate and govern the TVET system.

Dakchyata has made a significant contribution to Nepal's inclusive and sustainable growth through investment in human capital and creating better employment opportunities. The project's progress towards its impact statement has been built on a foundation of strong public private partnerships (PPPs) which has provided a platform for consultative driven TVET development between private and public sector partners. Project interventions have built employers capacity to contribute to TVET delivery and design, which has seen the introduction of industry defined national occupational standards and labour market studies. Employers have also been empowered to contribute to the delivery of training through the introduction of work-based learning models and employer-led councils embedded in TVET schools.

¹ Dakchyata baseline study data (2018).

² 'Component' refers to the activity packages delivered by both CTEVT and the British Council under the overarching TVET-PP programme. CTEVT delivered Component 1 and the British Council delivered Components 2 and 3.

Dakchyata has been committed to introducing models that embed gender equality and social inclusion (GESI) values into the Nepali TVET sector. This has included the introduction of school level of GESI strategies through the SEECs project and the establishment of a national network of school level GESI champions. Dakchyata's PPP Pilots focused on access and inclusion for underserved groups into TVET programmes and employment into the project's target sector. Dakchyata's support to build the Government of Nepal's capacity to govern and reform the sector has included a GESI focus. This intervention was manifested through the TSRP which references access and inclusion as core strategic objectives.

Significantly, the reforms introduced through the project have been formalised by the Ministry of Education, Science and Technology (MoEST) into a ten-year TVET Sector Reform Plan (TSRP)³, which will provide a sustained platform ensuring high quality, relevant and inclusive TVET delivery. In March 2023, TSRP was finalised and is now owned by MoEST as the national TVET Sector Strategic Plan (TSSP) has now been formally approved by the National Planning Commission and the Ministry of Finance. This represents an important project achievement and will ensure that its legacy will continue to shape the delivery of TVET in Nepal for the next decade. The employer associations supported by Dakchyata, under the leadership of FNCCI, have committed to continue to fund the employer-led labour market structures developed through the project.

The project's final evaluation⁴ found significant improvement in public-private partnerships in the TVET sector (89% of private sector actors reported that their involvement in public-private approaches are contributing to addressing the gaps between supply and demand) and strengthened capacity of the Ministry of Education Science and Technology (MoEST) to support and develop the sector in the future.

'Dakchyata has been exemplary in promoting and strengthening the public-private partnerships in the TVET system. Through its various approaches and workstreams, Dakchyata has succeeded in bridging the mismatch between the demand and supply and ensuring that the TVET sector of Nepal has the plans, structures and platforms, and relationships in place to support an employer-led, market-relevant system. This has been possible by strengthening the engagement of the private sector, supporting policy reform to influence TVET issues and priorities, and providing technical assistance to MoEST.' **Final Evaluation, 2023**

The British Council remains committed and ready to support the Nepali Government, development partners, and sector stakeholders in their endeavours to build on the successes of Dakchyata and to further develop TVET sector reforms that promote positive outcomes for learners and businesses, and ultimately support the ongoing federalisation process and transition to Middle Income Country status.

³ This report uses the term 'TVET Sector Reform Plan' (TSRP) throughout. This was the title and terminology used in its development and is reflective of project documentation. However, in December 2022 MoEST announced its intention to use the title 'TVET Sector Strategic Plan' (TSSP), for the ongoing development and delivery of the TSRP.

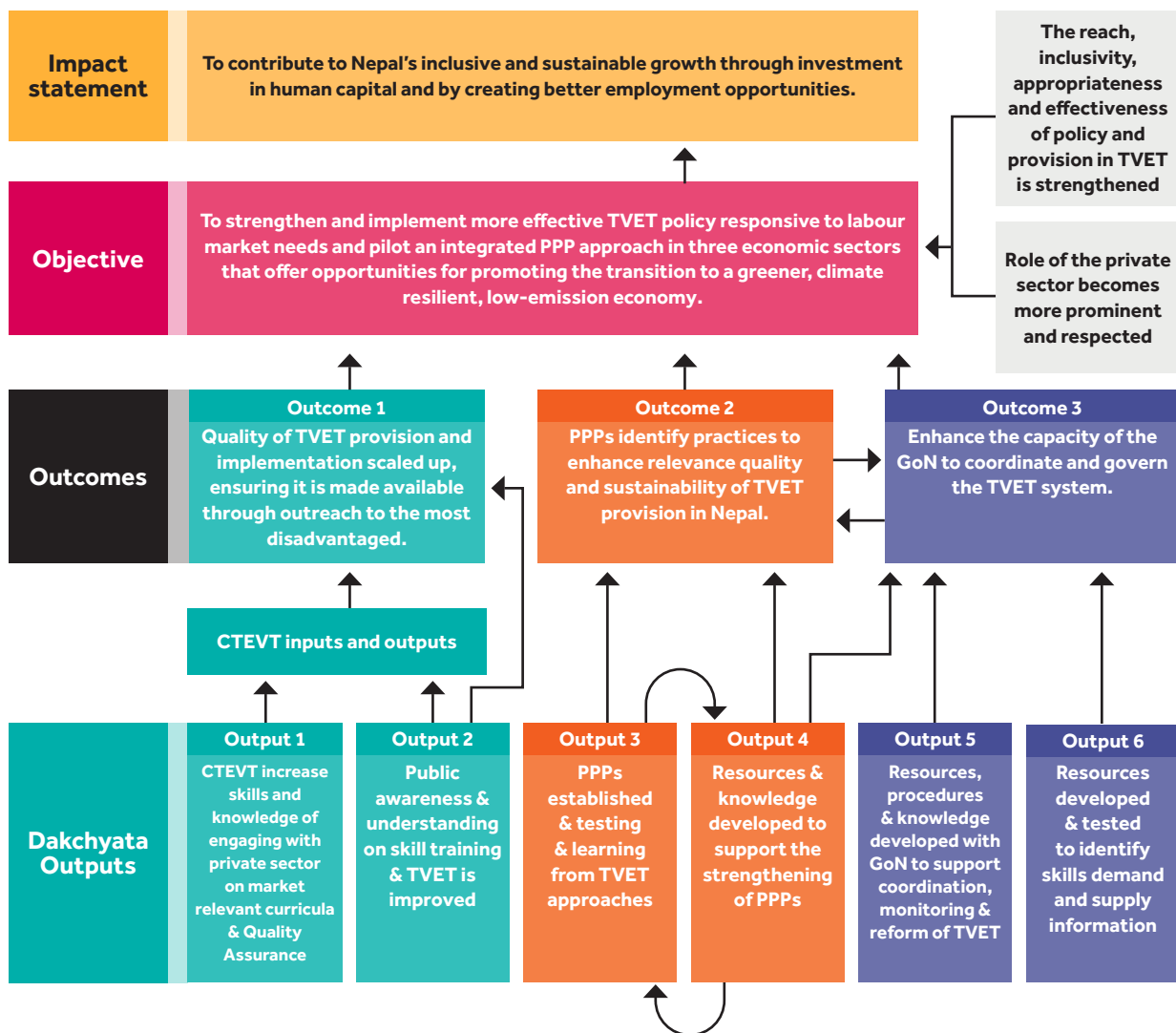
⁴ Dakchyata commissioned an independent evaluation in the final year of the project to assess the progress and emerging impact of the project. All references in this report are to that evaluation, unless otherwise stated. The EU also commissioned an evaluation to assess the overall TVET-PPP project, which was ongoing at the time of writing this report.

Introduction

This final technical report covers activities carried out over Dakchyata's entire implementation period from 1 March 2017 to 28 December 2022. The project has made excellent progress against its planned results and indicators. Outcome level achievements are impressive as are output level results, which have either been met or exceeded.

The project was delivered against the backdrop of a changing policy landscape, including multiple changes in Government of Nepal personnel, and had to address the significant challenges presented by the impact of COVID-19. It has been delivered in reference to its original Theory of Change but has taken a flexible approach that has allowed the project to adapt to its operating context, responding to emerging demands. This has included seizing opportunities for value addition, as demonstrated through the strategic partnerships established with three UN agencies to deliver the projects skilling of returning migrant workers grant stream. The British Council's management of the project has also ensured a focus on value for money through carefully planned adjustments and cost-effective delivery.

This section covers achievements at two levels: programme-level achievements which have had an impact on the overarching objective of the programme and the three programme outcomes; and achievements in terms of the six specific outputs designed to achieve those outcomes. The following graphic illustrates the hierarchy of programme ambitions:



Objective and Outcomes
ACHIEVEMENTS



Objective

Programme objective: To strengthen and implement more effective TVET policy responsive to labour market needs and pilot an integrated PPP approach in three economic sectors that offer opportunities for promoting the transition to a greener, climate resilient, low-emission economy.

The objective of Dakchyata was to strengthen and implement a more effective TVET policy responsive to labour market needs. The creation of meaningful public private partnerships (PPPs) was central to this objective. The project worked across three economic sectors and supported opportunities through its activities that promote transition to a greener, climate resilient, low-emission economy.

The project established PPP forums that have supported and enabled private sector representatives to contribute meaningfully to TVET policy dialogues, ensuring that their voices are being included in the development of sector policy that reflects labour market needs. These forums have included the introduction of a national Private Public Partnership Working Group (PPP WG), project meetings, workshops, events, international study tours, national, provincial, local, and institutional level councils and committees, and grant-funded project activities. Through Dakchyata, both public and private sector stakeholders have been capacitated to play a critical role in TVET policy reform and delivery. The private sector, through five national employer associations, now has an employer-led labour market secretariat that has formalised and structured industry input into labour market and TVET dialogues. The public sector, through MoEST, has an enhanced understanding of TVET sector policy models which has been manifested through the formal launch and approval of the TSSP. This newfound capacity to align industry demand with TVET supply, creating relevant and employment focused training, will have a direct impact on Nepal's growth through enhanced investment in its human capital. Dakchyata has ensured that the promoting of a transition to a greener economy has been embedded across its activities. This has included the embedding of green skills in occupational standards and training, and the introduction of green tools and awareness raising activities.

Private sector more engaged with TVET sector

Proportion of employers (representation from 3 targeted sectors) report increased opportunities to engage in TVET. Prior to project implementation, a limited proportion of private sector actors were engaged in the TVET sector, for example only 33% reported providing ad hoc equipment and resources to training centres. Dakchyata has supported widescale engagement of the private sector in TVET through the PP grant streams. Over 1,500 private sector actors have been engaged by the PP pilots, SEECs, and SRMW on a regular basis to identify in-demand skills, shape training approaches, and provide linkages to apprenticeships and jobs. In ELMS, 2,972 enterprises were engaged in the labour market information (LMI) survey in 2022, and a wider 1,000 employers were sensitised on private sector engagement in LMI approaches and the benefits it could serve. These spaces for private sector engagement were often not in existence prior to the project. 80% of surveyed private sector actors reported that Dakchyata had supported their engagement with training, apprenticeship, and job linkages.

Progress against baseline of Objective, Indicator 2

Outcome 2

PPPs identify practices to enhance relevance, quality, and sustainability of TVET provision in Nepal

Strengthened capacity and role of the private sector in TVET

The strengthening of the implementation and effectiveness of TVET sector public-private partnerships (PPP) was central to Dakchyata's objective. The project established a range of PPP forums that have supported and enabled over 4,400 private sector representatives to contribute to TVET dialogues, ensuring that their voices and labour market needs are reflected in the development of sector policy and practice. As a result of participation in market assessments, identification of labour market information and occupation standards, the adaption of curriculum design, workshops, and policy and decision-making committees, there has been a 47% increase⁵ in the level of engagement of the private sector in TVET because of PPP approaches supported by Dakchyata. Whilst the private sector has previously been disengaged and disempowered, with only 11% feeling that they could influence the sector, through improved opportunities to work together and build trust, 100% of the private sector respondents now report that their linkages to TVET stakeholders have increased.

The introduction of new collaborative models by Dakchyata provided a strong platform for implementing and testing PPP training interventions aimed at reducing skills gaps and enhancing employment opportunities. Dakchyata-supported grants projects have successfully trained 6,750 people (29% female, 47% aged 15-24 years old or from disadvantaged groups) in Level-1 CTEVT certified courses across the construction, agriculture, and tourism sectors (Output 3, Indicator 2). 3,919 graduates have completed National Skills Testing Board (NSTB) testing procedures to date, with 3,619 having received their results and 3,111 passing (the equivalent of an 86% pass rate). Whilst just under 50% of employers were previously found to be disappointed with the performance of TVET recruits, 89% of private sector actors reported that the project's PPP training had helped to address the skills gap and enhanced graduate employability.

Dakchyata has capacitated the private sector to play a critical role in policy dialogues through the creation of the PPP Working Group (PPP WG), which was formed of high-level public sector policymakers and private sector representatives. This format and the role of the private sector has been increasingly recognised and valued by the Government of Nepal. This has led to the PPP WG being asked to contribute to several high-level government TVET sector interventions. An important reform contribution driven through the PPP WG has been the introduction of a Policy Guiding Document (PGD), which has been used as a core reference point for shaping the development of the TVET Sector Reform Plan (TSRP) in 2022.



⁵ See Final Evaluation.

Outcome 3

Enhance the capacity of the GoN to coordinate and govern the TVET system

Improved capacity and resource of GoN to coordinate and govern TVET

Dakchyata has encouraged and supported MoEST in the realisation of sector transformation through the development of the TSRP which, 'represents the most coherent and advanced iteration of TVET policy and planning in Nepal in recent decades⁶.' The importance of the TSRP should also be understood in the context of MoEST's confidence and capacity to manage TVET sector reform.

The TVET sector has been restricted by fragmented coordination and technical capacity which was exacerbated by the ongoing federalisation processes. The TVET Coordination Mechanism established through Dakchyata, in partnership with MoEST, has supported central Government to identify appropriate and contextualised models for the devolution of responsibilities within the TVET sector to provincial and local levels, including as part of Nepal's federalisation ambitions. Dakchyata has further produced an endorsed resource for the identification of TVET sector personnel competencies across a range of roles and responsibilities. This Capacity Development Framework has provided MoEST with a detailed framework of sector competencies and associated capacity building requirements.

Dakchyata's investment in the annual monitoring of Nepal's TVET sector has been unprecedented and represents the introduction of the first comprehensive monitoring process in the sector's history. MoEST has been clear in its recognition of the value of this intervention and has integrated annual monitoring processes by the National TVET Coordination Committee within the TSRP. MoEST has actively engaged in annual monitoring conducted through Dakchyata and has indicated its intention to own this process, not least through its request for additional capacity-building support from Dakchyata.

Dakchyata supported over 140 key stakeholders attached to the PPP pilots, SEECs, ELMS and from private sector associations and businesses, and CTEVT, (Curriculum Division and TITI), with capacity building training on green concepts and skills to establish a basic and consistent understanding of green issues. 86% of participants reported that they had acquired appropriate knowledge, skills and understanding and would be able, with the support of four comprehensive toolkits, to apply sustainable approaches into their work.

Increased relevance of CTEVT approaches

Dakchyata has worked closely with CTVET/Sakchyamta in the realisation of Outcome 1 'Quality of TVET provision and implementation scaled up, ensuring it is made available through outreach to the most disadvantaged' (Outcome 1). This has involved Dakchyata supporting the development of Nepal's first Quality Assurance (QA) Model and Manual for TVET Institutions. Dakchyata has promoted the institutionalisation of this intervention by partnering with Sakchyamta to increase awareness of QA across the CTEVT school sector. Dakchyata further supported the development of a roadmap for curriculum development activities, supporting Sakchyamta to develop a detailed work plan, as well as establishing planning processes for training and learning materials development.

Dakchyata has worked closely with CTEVT on the design and implementation of three public information campaigns (PICs) that have been delivered by the projects to raise TVET sector awareness. The project's PICs have had a lasting impact on the confidence and skillset of CTEVT schools in the delivery of their public engagement. This increased capacity was also demonstrated through a significant growth in CTEVT's social media activities, with an increase in school followers of up to 60%, which the project's final evaluation found has remained high even two years after the PIC implementation.

⁶ Ibid

With Dakchyata support, CTEVT now has a fully operational and endorsed 'Occupational Demand Tool' (ODT). 270 stakeholders linked to three centres of excellence and CTEVT have been trained to use the tool. The utilisation of the ODT has seen 170 priority occupations and aligned skills being identified.

Learning identified to support ongoing reform of TVET sector

Insights from Dakchyata lead to four recommendations that can continue to strengthen and reform the TVET sector:

The private sector must sit at the heart of TVET design and provision and be supported to build sustained sector engagement and ownership.

The private sector must shape TVET design to ensure trainees have the skills they will need within the world of work.

The TVET sector must improve the sustainability of campuses, curriculums, culture, and stakeholder communities to develop green skills and jobs.

The TVET sector must continue to invest in inclusivity to ensure provision is accessible, attractive, attainable, and open for all.

Dakchyata has made strong progress against both of its Outcome statements. PPPs have been established which are now having a direct impact on the relevance, quality, and sustainability of TVET provision in Nepal. The National PPP WG has produced guidance, informed by public and private sector contribution, which represents a consensus on TVET policy across a range of sector pillars. PPPs have allowed employers to contribute to local level dialogues with CTEVT schools which have started to embed demanded skills into planning, resourcing and training delivery. CTEVT occupational profiles and curriculum development are now informed by employer defined occupational standards and there is a growing awareness of employer delivered training through the introduction of work-based learning models. The Government of Nepal's capacity to coordinate and govern the TVET system is clearly demonstrated by the introduction of the TSRP, and formal recognition of the TSSP, which embeds many of the reform activities introduced through Dakchyata. The GoN, through MoEST, actively consults with private sector partners and has emphasised its commitment to embedding the employer voice into future TVET sector reform interventions. MoEST also has a growing confidence in utilising tools that will allow it to monitor, build the capacity, and improve the performance of the TVET sector. This has manifested itself in the extensive consultative and data driven process conducted by the Ministry for the development of the TSRP and the willingness of officials to sustain sector monitoring activities introduced through the project.



Outputs
ACHIEVEMENTS



Output 1

CTEVT increase skills and knowledge of engaging with the private sector on developing market relevant curricula and quality standards

Dakchyata has worked closely with and continuously supported CTEVT through the Sakchyamta project to increase its skills and knowledge of engaging with the private sector on developing market relevant curricula and quality standards, and the associated realisation of Outcome 1 of the EU TVET PP 'Quality of TVET provision and implementation scaled up, ensuring it is made available through outreach to the most disadvantaged'. This has included initial capacity building support for Sakchyamta in establishing grant application mechanisms, practical advice on project management, monitoring and evaluation. Dakchyata has also provided technical input on core TVET concepts and aligned planning tools that have promoted private sector engagement. These interventions have included the design and delivery of an Occupational Demand Tool (ODT), Labour Market Information studies and approaches to embedding Quality Assurance in TVET delivery through CTEVT's centres of excellence.

Quality Assurance model is developed

The baseline established that there was no national TVET quality assurance model or framework for Nepal and general focus on quality assurance was based on monitoring and supervision or skills testing and curriculum development, which failed to fully capture if graduates were learning skills and competencies needed for employment.

A methodology for developing Occupation Standards was drafted and submitted to CTEVT in 2018, and further progressed by a Dakchyata produced Manual for Developing National Competency Skills Standard, developed in close collaboration with CTEVT, finalised in April 2019. Further inputs provided on QA include principles of quality management, a summary of QA best practice in vocational education and training for Centre's for Excellence, a summary of best practice in vocational education and training for centres for excellence, criteria for establishing a TVET Model "Centre for Excellence" and a draft strategic plan developed in collaboration with the national QA consultant to guide.

Dakchyata's inputs, alongside Sakchyamta's detailed activity planning in QA, have increased awareness on QA across CTEVT and improved recognition of the challenges facing Nepal's approach to TEVT qualifications.

Progress against baseline Output 1, Indicator 1



Output 2

Public awareness and understanding of skills training and TVET is improved

Dakchyata has successfully partnered with CTEVT to launch a series of Public Information Campaigns (PICs) promoting positive TVET outcomes, challenging negative perceptions and raising the sector's visibility. These activities have impacted on CTEVT confidence and skillset leaving a sustained legacy for sector advocacy. The campaigns included two 'Festivals of Learning', which Dakchyata led, that provided a platform for the dissemination of EU TVET PP Programme activities and the introduction of approaches into sector policy and practice.

CTEVT stakeholders are engaged and capacitated on public awareness campaigning

Prior to the start of the campaigns, there had been minimal engagement by CTEVT in public awareness raising on TVET. Engagements were limited to advertisements for the ongoing TVET programmes but no wider awareness strategies had been established.

CTEVT worked closely with Dakchyata on the design and implementation of the three campaigns held to raise awareness of PIC (2020, 2021, 2022). 41 DSS and CTEVT staff, who lead social media within the schools and CTEVT, engaged with the campaigns on a regular basis and built their campaigning and social media capacity through a series of supports. In 2020, a comprehensive social media training was provided covering eight core components of social media, such as social media policies, designing content, and Facebook algorithms. This approach built the foundational level of knowledge and 86% found the training useful in expanding their knowledge. In 2022, 25 representatives from CTEVT and selected technical schools participated in a "Communications Capacity Building Workshop", in which participants accessed a series of taster sessions to provide many of the key tools required to develop high quality communications planning on improving outreach, content development and dissemination.

CTEVT confirmed that the skillset provided by Dakchyata to the school level personnel familiarised them on how they can make use of cost-effective mediums to promote courses and programmes to their audiences, and how to engage with the potential students, answer their queries, and guide them in the process of admission.

Progress against baseline: Output 2, Indicator 1



Output 3

Practical Partnership Pilots established, and testing and learning from TVET approaches

Dakchyata has grant funded and supported the delivery of a range of practical partnership pilots in collaboration with private and public sector partners. These pilots have had a significant impact on the delivery of TVET in Nepal through introduction of models that enhanced training quality, access and relevance. Dakchyata's PP pilot activities included the support for 10 pilot projects concentrating on collaborative models between government, providers and employers that developed new understanding of work-based learning, inclusion and green skills. The project also supported the institutional capacity building of 13 CTEVT schools that has strengthened the sector's employer engagement activities. Dakchyata also worked with five national employer associations to pilot approaches to building governance structures and expertise that facilitate employer engagement with TVET policy dialogues. The project worked in partnership with three UN agencies to pilot three interventions developing TVET approaches that support the reintegration of migrant workers.

Dakchyata funded PPPs are established and supporting access to certified training

Whilst some training providers in Nepal had formed partnerships with the private sector to respond to industry demand, the nature and extent of these partnerships was not able to achieve the desired results due to limited engagement and participation of the private sector. It is understood that prior to the project, there had not been pilots established of the nature and scope introduced by Dakchyata. The grants funded by Dakchyata included:

Training pilots: The ten pilots tested new ways of organising and delivering TVET training in Nepal through collaboration between training providers, government, and employers. 3,843 trainees (44% female) were involved. The pilots ran from March 2020 to September 2022.

Institutional: Strengthening Employer Engagement in CTEVT schools' (SEECs) built models of quality training in the DSS and the wider CTEVT sector. These developed the skills employers consider relevant, leading to growth in livelihood, employment, and entrepreneurship. 435 people (39% female, 60% from an underserved group) were trained through 3-month long technical courses. Commencing in December 2019, SEECs was initially implemented in 9 identified Dakchyata Supported Schools (DSS), extending to another four Dakchyata Supported School Mentored (DSSM) in March 2022. The project closed in September 2022.

National (ELMS): Running from November 2020 to September 2022, the Employer-led Labour Market Secretariat project institutionalised Labour Market Information (LMI) activities under the leadership of the private sector by creating a model for five EAs to conduct harmonised demand side LMI activities.

Enhancing Returnee Migrant Workers Skills for Employment: The Skilling Returning Migrant Workers (SRMW) project was launched in February 2022 to support the skilling and reintegration of returning migrant workers into the labour market. 2,472 people were trained (5% female), with an average pass rate of 90%. 2,472 people were trained (5% female), with an average pass rate of 88%. The projects were run by three UN agencies, ILO, IOM, and UNDP and closed in December 2022.

Progress against baseline: Output 3, Indicators 1 & 2

Output 4

Resources and knowledge developed to support the strengthening of PPP options

Output 4

Dakchyata has introduced several approaches to building resources and knowledge that have strengthened approaches to PPPs. These interventions have included organising international familiarisation visits for private and public sector stakeholders to allow them to access global best practice and networks. Dakchyata has also conducted research and policy briefs focusing on effective approaches to market responsiveness and employer engagement. The TVET PPP Policy Guiding Document (PGD) was developed, with private public sector consensus, to set up future priorities for sector reform. Dakchyata also produced a suite of information briefs and learning papers which captured and disseminated learnings from project activities.

Spaces and mechanisms for engaging TVET stakeholders on international best practice in PPP are established

Few opportunities existed prior to Dakchyata to explore PPP concepts in the Nepal or wider international TVET sector.

Through Dakchyata, several key approaches have been used to support stakeholders to engage in international good practice, access emerging learning, and discuss and debate the implications for the TVET sector of Nepal. Over the course of the project, over 50, MoEST, CTEVT and private sector representatives have taken part in international seminars and capacity building across 5 countries (Belgium, Malaysia, the Netherlands, the Philippines, the United Kingdom).

Progress against baseline: Output 4, Indicator 1



Output 5

Resources, procedures, and knowledge developed with GoN to support coordination, monitoring and reform of TVET

Dakchyata worked extensively with MoEST to grow capacity to coordinate, monitor and reform TVET. A clear demonstration of the impact of this activity has been the introduction of TSRP, now officially titled TSSP, which outlines the GoN sector priorities for the next 10 years. Dakchyata played a central role in facilitating MoEST's development of the plan through sector analysis, policy advice, and the management of the stakeholder consultation process. Importantly, the TSSP's pillars are closely aligned with the employer led, inclusive models promoted through the project. Dakchyata conducted a series of TVET sector annual monitoring reviews which have provided valuable information for GoN planning and sector understanding. The project has built MoEST's capacity to conduct future reviews which will support the monitoring of TVET sector reform. Dakchyata introduced an extensive TVET sector competency framework for roles across different levels. This intervention will provide a framework for future capacity building activities and ensure a shared understanding of sector roles and responsibilities. The project's research on TVET sector co-ordination mechanisms, commissioned for MoEST, will support the ongoing federalisation process in preparation for the pending TVET Act.

GoN has a clear, well-defined reform plan to guide the TVET sector over the next 10 years

Prior to the start of the TSRP process, the existing legal and policy framework for TVET in Nepal was fragmented and lacking a clear basis for integrated reform initiatives. There were serious issues affecting quality, relevance and access in the system related to access, curriculum, qualifications, recognition, and governance. MoEST has, for the first time, produced a well-developed and highly relevant strategic policy and planning framework that will support government stakeholders to reform TVET systems and practices in Nepal.

Progress against baseline: Output 5



Output 6

Resources developed and tested to identify skills demand and supply information

Dakchyata has supported the development of an Occupational Demand Tool (ODT) for construction, agriculture, and tourism, prepared for CTEVT. The ODT has provided a structure and approach that supports local labour market coordination and understanding by enabling employers to identify skills gaps and labour requirements, which can be communicated to TVET providers (primarily CTEVT) to support effective curriculum and training provision. Dakchyata also promoted the uptake of the tool through dissemination activities and the development of advocacy resources.

Extent to which piloting of Occupational and Skills Demand tool generates timely, accurate and useful information within the 3 sectors

Prior to the development of the ODT methodology, attempts to establish occupation demand often failed to speak to the types of specific occupations that were needed. In addition, none of the common demand indicators used globally are used in Nepal for labour market analysis. Piloting in 2019 identified 17 sub-sectors, 70 occupations and 250 skills across the three sectors. Wider roll out of ODT by Sakchamta was delayed due to COVID-19. In March-April 2022, 80 school staff, instructors, and employers TITI from 3 COEs in Lahan, Pokhara, and Tikapur, trained and supported to use the methodology. 100 occupations identified alongside their relevant skills across the 3 CAT sectors. In November 2022, 11 TITI trainers received ToT in the ODT methodology and then rolled out training to 190 DSS/M staff. 97% achieved a grade 'A' or 'B' in the training assessment. Piloting and roll out of the ODT approach has identified 9 lessons regarding collaboration with employers, technical elements of the survey, and use of the results.

Progress against baseline: (Output 6- Indicators 2 & 3)



Learning and
RECOMMENDATIONS



Placing employer voice and engagement at the heart of TVET design and delivery

The importance of private sector engagement, a central theme of the Dakchayta project, was clearly illustrated through the TSRP's overall goal of supporting garikhane sikshya (employment-led education) leading to employment and a prosperous Nepal. Dakchayata has provided a platform to establish effective PPP models, which can now be institutionalised and applied widely across the TVET sector. Trust levels between the private sector and the TVET sector have traditionally been low, and, whilst this has taken time under Dakchayata to develop, the project has overseen enhanced relationships between public and private sector partners. Through project activities and research, Dakchayata has developed a consensus of how private sector partners can contribute to TVET design and delivery.

Partnerships are vital to strengthening TVET

Dakchayata grants highlighted the importance of local authority relationships in the successful delivery of TVET. The project identified that local level TVET planning and delivery was most effective when it is aligned with national policy initiatives. Dakchayata has demonstrated that effective private sector engagement requires strong structures for PPPs, and support for employers' input into TVET planning and implementation. This approach has supported the integration of market demand into the skills identification, curriculum development, training delivery, and links to the workplace, helping to ensure that TVET produces skilled, job-ready workers. The involvement of industry has ensured that curriculum and qualifications respond to the employment market, producing skills that are applicable to the world of work.

Private sector input can be captured through the development of PPP planning and policy forums (local and national levels) such as the PPP Working Group instigated by Dakchayata. These forums have provided an opportunity for employers to contribute to TVET policy reforms, and importantly, they have allowed supply and demand stakeholders to develop a shared sense of trust and understanding on sector issues.

Influencing policy reforms

The strategic advisory role played by Dakchayata in the introduction of the TSRP demonstrates the project's influence on MoEST's approach to sector reform. This positive outcome was dependent on the relationships created with high-level MoEST stakeholders and represents a significant shift in attitudes, perceptions, and priorities. The focus on PPPs, green skills, and GESI, represents a significant transition from previous TVET reform initiatives, with a more ambitious scope of activities being introduced.

Growing TVET capacity

Many TVET instructors were found to have had limited exposure to industry and lacked confidence in providing practical skills training. The application of PPPs provided an opportunity for employers to identify instructors' skills gaps and contribute to upskilling programmes. More widely, the findings of Dakchayata suggest that a review of practical pedagogical skills should be undertaken by TITI to ensure sufficient focus is placed upon practical teaching methods; this should be delivered in line with the Competency Framework for TVET Professionals (CD Framework).

Raising awareness of TVET

The public information campaigns (PICs) demonstrated the value of online social media campaigns and their ability to reach large groups and support attitudinal shifts. The success of the PICs was dependent on the increased understanding and capacity of participating schools and CTEVT to produce and implement high quality content and messages. Dakchayata identified the importance of introducing social media/campaigning aligned with associated training, resources, and implementation support.

Value of exposure to international practice

The impact of international capacity activities is dependent on stakeholders having the will and authority to build on insights developed through visits. The project's international visits were well received by participants and praised for providing space to reflect on models that could be replicated in Nepal. International visits were deemed to be most effective when they supported stakeholders who had a strong engagement with the project and had the capacity to introduce reforms, and less effective when they were viewed as standalone activities, emphasising the importance of alignment with wider capacity building activities.

Bridging the gap between TVET and work

All the curriculums developed through Dakchyata were reviewed for relevance and modified, where possible, in collaboration with private sector committees. Dakchyata has built a strong evidence base of skill sets needed by trainees to progress to work effectively, which include life skills, career counselling, and entrepreneurship training, with additional psychosocial counselling being highlighted for those at risk e.g., returning migrants or particularly marginalised groups. The continued sharing of good practice in this area is required to support an attitudinal shift in how TVET providers and personnel perceive and prioritise direct support for learners' transition to work from 'nice-to-have' to essential.

Sector monitoring

Dakchyata provided capacity building support and tools for TVET personnel to conduct annual sector reviews and it is recommended that capacity building is continued on an ongoing basis to maintain monitoring quality and to update procedures. The TSRP development process has further recognised the value of a robust monitoring system and has integrated annual monitoring by the National TVET Coordination Committee as a key reform and activity.

Inclusive TVET

Through Dakchyata, a series of initiatives have been trialled to codify what works when supporting gender equality and social inclusion (GESI) issues. These include approaches to recruitment and awareness raising, curriculum modifications, institutional resources and infrastructure. Dakchyata has developed knowledge of underserved groups, and tested models that would support TVET access and inclusion. This included introducing data sets and insights on underserved groups, with a focus on developing local knowledge of specific needs of groups. Through this approach the project was able to build an understanding of the most significant needs and barriers to TVET access, which promoted stakeholders to think more holistically about inclusion and move beyond a simplified view of GESI actions being solely about access to physical spaces. Dakchyata's work on inclusion has highlighted that there must be changes within the structures and resources of the wider TVET system for long-term goals to be achieved. Inclusion is best achieved when it is mainstreamed into all levels of delivery and governance. Dakchyata's results also demonstrated the impact of dedicated personnel, resources, and plans for inclusion.

The willingness of the private sector to engage a more diverse workforce is an important criterion for the development of a more inclusive TVET system. Dakchyata initiatives were designed to improve accessible training and transition to employment. However, this assumes that employers will mirror the introduction of inclusive TVET practices. TVET sector must build accessible routes to skills and qualifications and work closely with the private sector to improve awareness of the value of a diversified workforce that continues to build pathways to work for underserved groups. The building of more inclusive TVET routes has been supported by the introduction of the TSRP, which has identified access as a core sector pillar.

Green TVET to drive sustainable growth

Discussion and understanding of the urgent need to integrate and strengthen green skills, jobs, and practices within TVET provision has greatly improved since the commitments made by the Government of Nepal to be net-zero carbon by 2045 and negative thereafter. However, despite these national commitments, the TVET sector has not yet been able to fully implement green practices into curriculum and teaching processes.

Dakchyata has provided awareness raising of green growth issues and capacity building support in the form of expert consultancy to stakeholders from the PPP Pilots, private sector associations and businesses, and CTEVT.

Insights from the Dakchyata PP pilots identified 'four Cs' of greening TVET: Culture, Campus, Community, and Curriculum. This provided a valuable framework to shape dialogue and inputs on the green issues. This framing also reinforced the fact that greening TVET is complex and broad ranging and goes far beyond resource management and should be viewed and treated more holistically. The four Cs helped to deliver four core messages on greening of the sector, providing strong guiding principles for the future.

It is evident from Dakchyata's greening activities that the TVET sector will require a significant shift in the culture surrounding green concepts, its resourcing and investment. To date, there remains limited evidence of what green TVET approaches work within the Nepali TVET context. The TVET sector cannot work in isolation on green issues; environmental sustainability will only progress through collaboration with the private sector and wider communities of supporting stakeholders. There is an opportunity to build on cross-sector dialogues conducted through the project to introduce more formal model, such as a green skill working group, which could formalise collaboration and knowledge sharing between TVET stakeholders, the private sector, academia, and expert green practitioners, providing a space for identifying testable solutions.



Conclusion
A LASTING LEGACY



A platform for lasting change

Dakchyata leaves an important and sustainable legacy for Nepal's TVET sector. The project has created national and local forums for the private sector to have a fundamental role in TVET design and policy and demonstrate how the private sector can contribute to the delivery of TVET to ensure trainees have the skills they will need within the world of work.

Dakchyata has provided an impetus and platform for sector reform, including the TSRP, which will shape the delivery of TVET over the next decade. Importantly, the project has introduced a growing sector-wide understanding and commitment to green skills and sustainable practice and models, along with expertise and resources that promote a more inclusive TVET sector and greater access to quality and relevant training for all.

Dakchyata leaves behind strengthened understanding, skills, resources, and a clear roadmap for change for the Government and other TVET stakeholders to continue to improve the responsiveness and effectiveness of TVET policy and practice to meet Nepal's evolving labour market needs.







