



FNCCI

■ **Trade School Programme**

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**FNCCI role in TEVT development
through public private
partnership approach**

TEVT Scenario of Nepal

- Nepal is facing the development challenge of massive poverty and unemployment and seeking various ways of reducing poverty, increase employment opportunities of its people and improve overall economic performance of the country
- Trained human resources can speed up the development process be it economical or industrial sectors

- A Council for technical education and vocational training (CTEVT) was created in 1989 under the technical education and vocational training act of 1988.
- As an apex body, CTEVT formulation policies, ensures quality control, coordinate all the TEVT related stake holders and providers services to facilitate TEVT programs

- CTEVT and the private sector needs to be strengthened to overcome the problem of skills mismatch
- CTEVT should phase itself out of certain areas as create where as private sector can do well and increase its focus on coordinating and controlling the quality of TEVT

- The development and growth of TEVT, substantial gaps in the sub sector need to be filled
- The national system is perceived to be irrelevant, ineffective and inefficient with weak links to labor market
- The results are higher rate of unemployment among the uneducated, underemployment among Nepalese job seeker, orientation of most training programme in rural areas to subsistence activities rather than employability

- Government trust to FNCCI as leading role in TEVT development in the country

Trade School Concept

- The Trade school concept which has been implemented in Nepal as an initiative between the government of Nepal and FNCCI
- Essential between the two in order to make vocational training programs need responsive and relevant to the needs and requirements of the community and the individuals

- Considering the importance of public private partnership in skill development for enhancing national productivity and poverty reduction
- FNCCI came up with an idea or concept of establishing the “Trade schools” in the year 2003 as a public private partnership scheme
- Trade school offer a vocational training in a number of different trades and skills

Trade School at a Glance



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- According to the PPP concept trade school was established in 2003
- 5 schools was established in 2003 A.D. in the regional concept at Damak, Nuwakot, Nawalparasi, surkhet, kanchanpur districts
- 3 Schools has been established in 2007 as zonal concept at Dharan, Siraha, Bara districts

contd...

- 6 school is proposed to NRN with mutual understanding as per tripartite (Government, FNCCI, NRN) agreement
- NRN will select district in the Janakpur, Gandaki, Dhawalagiri, Rapati, Seti and Karnali Zone

Goals

“Economic empowerment and
Poverty reduction in the country”

Mission / Vision of Trade School

*“Increase Employment, Quality and
productivity through skill training
of Nepalese youths”*

Objectives

- Increase quality and productivity in Business and industries conducting skill-upgrading training.
- Minimize the problem of employment-oriented training to unemployed youths of Local Level.

Activities

- Need Assessment / Demand collection
- Develop need based training package
- Conduct quality training
- Support local business and industries through consultancy services
- Placement support

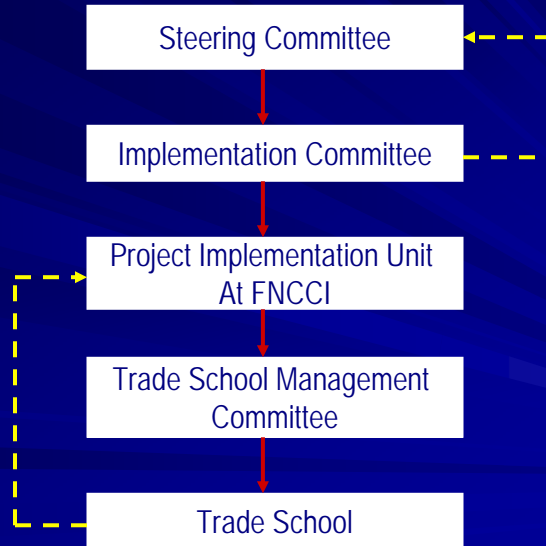
Training Offer

- Tailor made/ Request from industries and Business
- Need based training in country employable/ self employable
- Foreign employment oriented trades
- Need based curriculum
- Individual or sponsorship (No free training cost)

Establishment Fund Mechanism

Government of Nepal	- 25 Lakhs each
FNCCI	- 1 Lakhs
Local Chamber	- 4 Lakhs

Execution structure



Certification

- Provision for skill testing from National Skill Testing Board (NSTB)
- During training evaluation and Final test

Product status

School	Number of Trainees	Employed	Self Employed	Total
Damak	590	260	263	523
Nuwakot	560	203	243	446
Surkhet	233	110	82	192
Kanchanpur	315	130	95	225
Dharan	15	8	5	13
Bara	30	5	15	20
Nawalparasi	65	30	25	55
TOTAL	1808	746	728	1474

Major occupation which has been conducted

- Dhaka Weaving (*Expert*)
- Embroidery (*Expert*)
- Sewing & Cutting (*Expert*)
- House Wiring
- Basic Electrical
- Marketing (*Expert*)
- Computer Application
- Computer Basic
- Computer Hardware
- Computer Account Package
- Radio TV Maintenance
- General Mechanics
- Auto Mechanics
- Waiter and Waiters
- Plumbing
- Arc Welding
- Off-season Vegetable
- Bamboo Handicraft (*TFE Curriculum*)
- Driving (*Expert*)
- Commercial Cooking
- Tikuli and Pote making (*Expert*)
- Board Painting (*Expert*)
- Fabric Painting (*Expert*)
- House Painting (*Expert*)
- Pickle Making
- Backing

Organizational task management system

- Policy formulation and amendment by steering committee
- Implementation policy formulation, planning, budgeting, monitoring, coordination, collaboration and networking by implementation committee with stake holders
- Programme conduct, local level information collection, government local level coordination, placement support by management committee

Opportunities and Challenges

opportunities

- FNCCI Strong net work in the Municipality and district level which have 90 associate members in the country
- easy to establish linkages between training and employment.
- the steering committee of trade school program is composed of high ranking officials of both business/industry and the government, adequate support from the national level is expected.

- Skill development program under public and private partnership is a new and innovative program for Nepal. Since it is directly related to poverty reduction, adequate funding support can be acquired from the government and development partners.
- A potential to get funding and other non-monitory support from the local government and from the business/industry community.

- Trade school program can be instrumental for “One village one product scheme”
- Increase in the involvement of business and industrial community in trade school program would be beneficial for other TEVT programs.

Challenges

- Trade school programs will suffer if adequate support is not available from partner organizations
- Question will be raised for sustainability in the absence of partner
- Inadequate infrastructure and equipment for quality programs,

- Other training providers offer training for free of charge and also provide free lunch

Question Please??

