
Capacity Needs Assessment of NAVT to implement Workplace-based Training/OJT

A Draft Report



**Submitted to
Helvetas Swiss Intercooperation, Nepal
Lalitpur**

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March 2025

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Abbreviation

ADDIE Model	Analysis, Design, Develop, .Implement and Evaluation Model
CNA	Capacity Needs Assessment
CTEVT	Council for Technical Education and Vocational Training
EDP	Entrepreneurship Development Program
KII	Key Informant Interview
ISD Model	Instructional System Design Model
MoLESS	Ministry of Labour, Employment and Social Security
NAVT	National Academy of Vocational Training
OJT	On-the-job Training
OJOSUI	On-the-Job Skill Upgrading Initiative Project
POM	Program Operation Manual
TVET	Technical Vocational Education and Training
WBT	Workplace-based Training
WBT PG	Workplace-based (Apprenticeship) Training Procedural Guideline 2081

Executive Summary

The Helvetas Swiss Intercooperation, Nepal, with the financial support of the World Bank Group Nepal, has conducted a Capacity Needs Assessment of National Academy of Vocational Training (NAVt) as a component of the On-The-Job Skill Upgrading Initiative (OJOSUI) project to effectively implement the workplace-based (Apprenticeship) training. The assessment was carried out from January to March, 2025.

The primary objective of this assessment is to support the NAVt in identifying the existing capacity of the personnel of NAVt and to find out the capacity needs to implement Workplace-based (Apprenticeship) Training (WBT) in the coming days along with the capacity development plan.

The assessment employed a combination of desk research, consultation meetings, and key informant interviews (KIIs). Data collection tools included a semi-structured interview guide. In total, 10 KIIs were conducted with the personnel of NAVt at the central level and two vocational skills training centers.

The personnel of NAVt have been categorized into three groups: Management group, Implementation group, and Vocational Skills Training Centers group. This assessment assessed the multiple dimensions of the capacities, and the competencies required to effectively implement a workplace-based training under NAVt in Nepal.

The core functions have been taken from Instructional System Design (ISD) Model and TVET basic themes such as: Leadership and Governance, Planning of WBT, Programs Design and Development, Implementation of Training Programs and Monitoring and Evaluation of WBT. These core functions have been broken down into specific competencies while assessing the capacity needs and developing the capacity development plan.

Additionally, five interviews were held with employers and representatives of employer associations during field visits at Kathmandu to gather outsiders' perspectives and their roles on the effective implementation of WBT. The facts findings are also asked to the groups of NAVt.

The study identified significant gaps between the existing capacity possessed by NAVt personnel and those required for the implementation of WBT.

High turnover rates due to frequent transfer of Government employees according to their transfer policy provision, insufficient number of employees, strict procurement rules and regulations, and long bureaucratic process were notable issues leading to the effective implementation of WBT.

Chapter One: Introduction

1.1 Background

The Government of Nepal has established the National

Academy of Vocational Training (NAVt) in 2080 under the Ministry of Labour, Employment and Social Security (MoLESS), as per the Development Committee Act, 2013 on 4 December 2023. NAVt Bhainsepati, Lalitpur was designated as the secretariat, while the offices in Itahari and Butwal were retained as provincial level vocational training centers under the academy. NAVt provides vocational skills training to help individuals find employment or start their own businesses. NAVt offers a wide range of vocational skills development courses, including general mechanics, electrical connections, plumbing, hairdressing, cutting and sewing, electronics repair, mobile phone repair, motorcycle repair, auto mechanics, computer skills, cooking, housekeeping, and cleaning.

The 16th Plan (Fiscal year 2081/82 – 2085/86) focuses on transformative strategies targeting youth entering the labour market by conducting employment-oriented technical and vocational training programs and enhancing the capacity of training providers. The plan emphasizes supporting the availability of vocational training along with initial capital, technology, and market access. It also aims to provide demand-driven and technology-based training, improve curricula, and expand training centers as part of its strategies. The plan includes the integration and strengthening of vocational and skills development training and the implementation of workplace-based learning models that combine earning with learning as key programs.

1.2 Objectives of the Capacity Needs Assessment

The objective of NAVt's Capacity Needs Assessment (CNA) is to undertake a comprehensive review of the capacity of the human resources functionaries of the institution to implement the WBT and plan accordingly. The specific objectives of this assignment are:

- Conduct capacity needs assessment of the NAVt personnel, including training centers in Butwal and Itahari to evaluate the type of capacity needed to effectively implement workplace-based learning programs
- Develop training plan based on the capacity needs assessment with the objective of institutionalizing the WBT within NAVt and scaling the WBT in emerging sectors.
- Organize capacity-building activities like training/workshops, coaching and mentoring approaches to both NAVt personnel and industry partners.

1.3 Scope of Work

This component of the OJOSUI project involves the CNA of NAVt team to implement the WBT. The CNA revolved core functions of the NAVt in connecting the effective implementation of the WBT. The core functions have been selected based on the international practices of training and education i.e Instructional System Design (ISD) Model

i.e analysis, design, development, implementation and evaluation also known as ADDIE Model. Workplace-based (Apprenticeship) Training Procedural Guideline 2081 (WBT PG) of NAVT has also been considered while choosing these functions. They were selected from the broad responsibilities/functions related to WBT to ensure that the capacity assessment remains manageable and within the terms of reference.

(Source: Department of Defense, Handbook Instructional Systems Development/Systems Approach to Training and Education)

1.4 Capacity Needs Assessment Methodology for Implementing WBT/OJT

1.4.1 Approach for Conducting Capacity Needs Assessment of NAVT

This assessment was conducted using a participatory approach, in collaboration with key staff from the NAVT responsible for the implementation of WBT. The NAVT team has been divided into three groups:

i. Management Group

The Executive Director and the Director of NAVT are part of this group. This group is responsible for overall planning and management of the NAVT at the central and regional level. This group plays a role in leadership, governance, planning and overall management of NAVT.

ii. Implementation Group

Under this group, the personnel of the Training Management Section the Curriculum and Standardization Section, the Administration Section and the Finance Administration Section are categorized. The personnel under the Administration and Finance Section are more concerned with the day-to-day administration and finance-related work. The WBT is more related to the Training Management Section and the Curriculum Standardization Section.

Training Management Section

There are five positions in this section: one Section Officer, two Instructors and two Assistant Instructors. At present, the Section Officer leads the section and one Instructor from Mechanical Engineering and one Assistant Instructor from the Information Technology background are working.

Curriculum and Standardization Section

Section Officer, Curriculum and Education, leads the section and is responsible for identifying the training needs and developing curricula for NAVT.

Administration and Finance Section

Day-to-day administration work and finance-related work are performed by these two sections and support all other sections of NAVT in matters relating to administration and finance.

iii. Vocational Skill Training Centers Group

Under this group, the personnel of Vocational Skill Training Center, Itahari and Vocational Skill Training Center, Butwal are categorized. These two training centers are under NAVT and implement the vocational skills development training at the regional level.

1.4.2 Capacity Needs Assessment Stages

The assignment was undertaken in four stages:

Stage 1: Desk review and central NAVT consultation:

Desk study on the relevant policy, governance structure, mandates, funding, human resources availabilities and physical facilities holding of the NAVT and regional vocational training centers, etc., were conducted. Similarly, key personnel of central NAVT were also consulted.

Stage 2: Interview with the key personnel of NAVT

In-depth interviews were conducted with the key personnel of NAVT at the central level.

Stage 3: Field Visits

Field visits of Vocational Training Center, Itahari in Koshi Province and Vocational Training Center, Butwal in Lumbini Province were conducted to physically observe the centers under the NAVT. Capacity needs assessment was conducted during the field visits.

Stage 4: Preparation of Capacity Needs Assessment Report and Development of Capacity Development Plan.

1.4.4 Capacity Needs Assessment Limitations

This assessment primarily aims to assess and identify existing capacity of NAVT personnel and capacity gaps in the implementation of the workplace-based training of NAVT. However, the study is subject to the following limitations:

The primary data and information collected for this assessment were obtained through interviews with selected personnel of the NAVT. Therefore, the conclusions drawn may have limited generalization and data on their personal views, feelings and perceptions.

The study had to be completed in a very limited timeframe, as a result, certain aspects of the study may not have been explored in as much detail as desired. These limitations should be taken into consideration when interpreting the findings and conclusions of the assessment.

Chapter Two: Review of Existing NAVT Human Resources Provision and their Roles

2.1. Introduction

The historical development of NAVT traces back to 2034 BS when the Hairdressing Training Center at Putalisadak, Kathmandu, was established under the initiative of the then Royal Palace and the Department of Labour (MoLESS). The effort marked the beginning of short-term employment-oriented vocational and skills development training programs in Nepal. In 2080, the Government of Nepal published a notification in the Nepal Gazette establishing the National Vocational Training Academy Development Committee under the Ministry of Labour, Employment, and Social Security, as per the Development Committee Act, 2013.

Bhainsepati, Lalitpur, was designated as the secretariat, while the offices in Itahari and Butwal were retained as vocational training centers under the Academy. The legal provision also established that the NAVT Development Committee will function under the chair of the Secretary of MoLESS. There are 12 members in the committee including representation of line ministries and employer associations. Executive Director of NAVT works as a member secretary of the committee.

2.2. Programs under NAVT

NAVT has been involved in various skills development training programs. The following are the major programs currently in operation.

a. Primary Skills Based Training

NAVT has been providing basic skills-oriented training courses of one to six months duration using practical and theoretical approaches. Semi-skilled workforce is being produced from the academy's workshop or under the auspices of training providers. In the fiscal year 2080-2081, NAVT plans to train 2340 persons in different vocational training courses. Two different training implementation modalities will be adopted. 2040 persons will be trained by procuring the service from the private training providers and 300 persons will be trained by organizing training programs at NAVT's premises.

b. Skills Improvement Training

Skills improvement training program is another major activity of the NAVT. Those who are already trained in a basic vocational and skills-oriented training program and are actively engaged in jobs are the target group of this training course.

c. Entrepreneurship Development Training

Entrepreneurship development training program (EDP) has been used so far to bring about positive changes in the attitude, knowledge, and behavior of trainees and help them acquire the knowledge and skills required to obtain self-employment.

d. Trainer Training

Training of Trainers (ToT) is another important activity of the NAVT. The training is provided to the instructors who deliver skills training to the trainees.

e. Pre-Departure Orientation

Regarding labour agreement signed by the Government of Nepal with foreign countries, expatriate workers have to undergo pre-departure orientation. NAVT conducts pre-departure orientation programs to the migrant workers help them prepare for their migration journey, including health and safety.

f. Workplace-based Training (Apprenticeship)

Workplace-based training is new to NAVT. The Government of Nepal has drafted Workplace-based Training (Apprenticeship) Training Procedural Program Implementation Guideline- 2081, and it is in the approval process from the concerned authority. In this fiscal year (2080-2081), NAVT plans to train 200 persons in five highly demanded occupations by applying this modality. The capacity needs assessment of NAVT is intended to facilitate the effective implementation of workplace-based training.

(Source: Skills Handbook for Employment, NAVT 2080)

2.3. Strategic Direction of NAVT

The NAVT vision, goal and strategy are as follows:

Vision: The academy dream for economic development which ensured social justice from highly skilled, competent, and productive human resources who are able to compete in the labour market. The vision seeks to create employment, promote good industrial relations, eliminate child labour, and support social insurance for all.

Goal: The ultimate goal of the academy is to produce as well as facilitate the production of skilled, competitive, and entrepreneurial human resource as per the demand of any national and international labour market.

Strategy: The academy's strategy includes conducting, expanding, and improving skills-based and entrepreneurship development training programs. It aims to produce skilled human resources aligned with the demands and needs of the labour market, ensuring easy access to training for target groups.

(Source: Skills Handbook for Employment, NAVT 2080)

2.4. Duties and Responsibilities of NAVT Development Committee

In accordance of the National Vocational Training Academy Development Committee Formation Order, the committee's duties and responsibilities include the following.

Formulate long-term and short-term policies for operation and management of necessary training programs required to produce skilled, competitive and entrepreneurial individuals.

Identify and decide the possible areas of training as per the demand of labour market.

Endorse the annual plan, programs and budget of the committee.

Endorse the requirements of training programs operated by the committee as well as their standards.

Make arrangement for the committee's training programs to be recognized by foreign bodies.

Assist in the development and use of training-related sectoral as well as comprehensive data and information systems.

Develop and submit implementation reports to the ministry on policy requirements on eligibility criteria for listing, monitoring, and affiliating training provider institutions.

Work with local industries, host countries and other training institutions to encourage active participation in training related activities.

Manage the necessary training to aid modernization of the existing practices and businesses of the handicrafts and trades of the Dalit and other disadvantaged sections of the society.

Evaluate, standardize, and validate competency levels, skills and professional capabilities achieved by trainees.

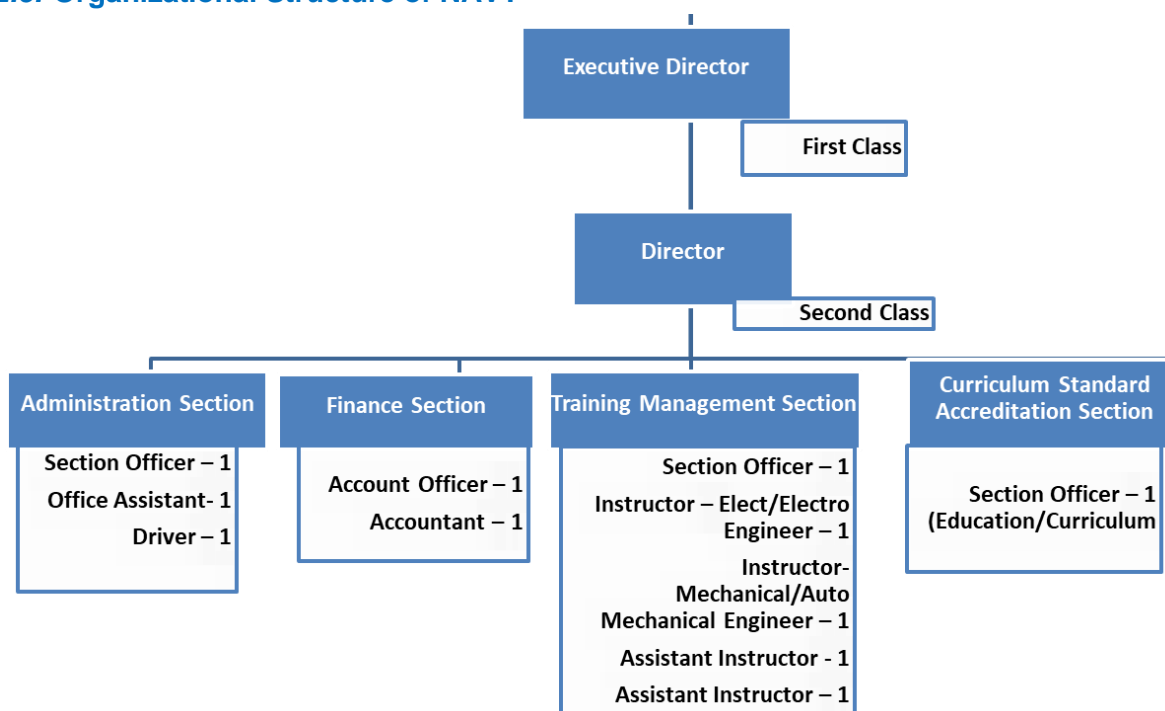
Monitor, evaluate and review for its effectiveness and impact.

Determine the curriculum and duration of training programs conducted by labour-intensive training providing institutions and evaluate the training conducted by such institutions.

(Source: www.vsdta.gov.np)

The existing organization structure of NAVT mentioned in the National Vocational Training Academy Development Committee led by the Executive Director is shown below. The Executive Director is the member secretary of the committee and the Chief Executive Officer of NAVT, responsible for performing the above-mentioned functions.

2.5. Organizational Structure of NAVT



2.6. Functions and Responsibilities of the Director:

As per the job description of the Director of NAVT, the following are the functions and responsibilities of the Director of NAVT.

Prepare vocational skill development training related policies, planning, periodic annual program.

Implement, coordinate, monitor and evaluate vocational skills development training programs.

Implement curriculum drafting, revision, conduction of vocational skills development programs.

Coordinate with training providers, employment service providers for employment generation and human resource mobilization.

Coordinate with government, private and other training agencies.

Perform research work on job market, demand and supply of human resources and training needs assessment.

Coordinate with province and local level training providers for establishment of institutes, capacity building, curriculum development along with policy formulation work.

(Source: www.vsdta.gov.np)

2.7. Functions and Responsibilities of Other Sections:

Administration Section	Finance Section	Training Management Section	Curriculum Standard and Accreditation Section
<ul style="list-style-type: none">• Internal day to day administrative work• Maintain organizational structure, positions and job descriptions and performance evaluation of the NAVT personnel• Store and public purchasing related work• Maintain inventory of assets, records• Perform office cleanliness and management	<ul style="list-style-type: none">• Perform finance administration work• Perform income and expenditures work• Prepare annual budget• Maintain records of all income and expenditure	<ul style="list-style-type: none">• Perform works related to vocational and skill development policies, law, planning, standardization, and infrastructural development• Identify employment related areas and training of skilled human resources• Coordinate with other agencies for organizational development• Conduct employment and self-employment related orientation to target groups• Draft and coordination works for behavior and	<ul style="list-style-type: none">• Coordinate, promote, draft, revise skilled development training curricula• Set the qualification of instructors• Determine physical and human resources and training facilities• Identify new curricula and draft curricula based on the job market• Coordinate with training providers, CTEVT and other government agencies• Develop curricula standards• Prepare concept paper, cost estimation,

		<p>work culture</p> <ul style="list-style-type: none"> • Coordinate with employers and training providers to generate employment opportunities • Coordinate with training institutions and training providers for institutional development • Implement and manage skilled oriented training • Implement programs related to policies and work procedure of apprenticeship and internship programs • Perform works related to training needs assessment and job market • Work related to training providers, trainees application and trainee selection • Draft training plan of training programs • Maintain records of government training providers and private sector training providers • Work related to record of graduates, certification and other training related documents 	<p>agreement, contract of short, medium and long duration vocational skill oriented training program</p> <ul style="list-style-type: none"> • Monitor and supervise workplace, laboratory, workshop, including tools and equipment of skills oriented training program • Coordinate with other sections of NAVT • Coordinate and cooperate with Training Management Section
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(Source: www.vsdta.gov.np)

Chapter Three: Assessment of Existing Capacity of NAVT to Implement Workplace-based Training

3.1. Introduction

This chapter consists of an assessment and interpretation of the data obtained from the key informants of this assessment to explain and explore the adequacy of capacity needed for the implementation of workplace-based (apprenticeship) training. The informants for this assessment were the personnel of NAVT at the central and the vocational skill training centers, Itahari and Butwal and potential employers who could implement the workplace-based (apprenticeship) training in their industries.

Various kinds of information such as the capacity of the NAVT personnel to carry out WBT, minimum requirement on the competencies to implement WBT and normal practices of the modality were collected during the assessment. As mentioned above, the informants have been categorized under different groups: management group, implementation group and vocational skills training centers.

The capacity needs assessment revolved the components of Instructional System Design Model focusing on the effective implementation of WBT. Workplace-based Training (Apprenticeship) Training Procedural Program Implementation Guideline- 2081 of NAVT has also been considered while selecting the components. These components have been divided to different selected group such as:

Group	TVET Components or Themes	Major Competencies
Management Group	Analysis and Evaluation components	<ul style="list-style-type: none">• Leadership and Planning• Monitor and supervise the training• Overall supervision of the training programs
Implementation Group Curriculum Section	Design Components	<ul style="list-style-type: none">• Assess the needs of the job market• Design curriculum• Revise curriculum• Orient the instructors for effective usages of curricula
Implementation Group Training Management Section Center and Vocational Skill Training Centers (Itahari and Butwal)	Implementation, Development and Evaluation Component	<ul style="list-style-type: none">• Procure the training services• Instructional Materials Development• Manage training programs• Implement training programs• Monitor training programs• Assess the quality of training programs• Provide post training supports

These components have been broken down into specific competencies while assessing the capacity needs such as: Leadership and Governance, Planning of Workplace based training, Training Programs Design and Development, Management and Implementation of Training Programs and Industry Partnerships, Instructional Assessment/Technical Monitoring and Evaluation of WBT.

3.2. Capacity Strengths and Gaps for Implementing Workplace based training/OJT at Management Group

Capacity strengths and gaps have been analyzed at the level of the management group of NAVT based on the self-assessments and face to face interactive interviews. Comparing the size of gaps allowed the CNA team to identify patterns highlighted below:

S.No.	Competencies	Low Capacity	Adequate Capacity	Competencies to improve in the existing capacity
1	Leadership and Governance		✓	<ul style="list-style-type: none"> • Legal mandate available • Experiences in management of overall training programs
2	Planning of Workplace based training (WBT)		✓	
3	Coordinate with stakeholders: Government agencies		✓	
4	Coordinate with Private Sector: industries and employer association	✓		Have competencies in coordination with government line agencies but not with private sector
5	Supervise in evaluation Technical & financial Proposal		✓	
6	Management of Industry Partnership and agreement		✓	
7	Expose to the regional and international practices	✓		Needed some exposure visits

The management group takes the responsibility for overall management of NAVT and coordinates with the stakeholders. The personnel working at this level came with rich experiences in TVET and other management areas. They expressed their views that the Government of Nepal published a notification in the Nepal Gazette establishing the National Vocational Training Academy Development Committee under MoLES, as per the Development Committee Act, 2013 provided the legal mandate to run vocational skills training across the country. Thus, NAVT is planning to increase its human resources from 47 persons to 98 persons in different levels and areas. NAVT is also planning to conduct Organizational Management and Needs Assessment (OMN) in the coming days.

Since most of the personnel in NAVT are from administrative background from government service, the group viewed that the personnel of NAVT need to know in detail about the technical and vocational training specially on ideal vocational skill training system in developed countries, modern practices of training, new technology in vocational skills training, and international exposures with the training and development.

The group provided their suggestions that additional human resources are required to implement the WBT program. This group has been in consultation with MoLESS to approve

the required technical human resource positions from the Academy's side. Thus, new structure of the NAVT will have two different groups of personnel: one administrative part is from government resource and another technical part is from Academy resource.

3.3. Capacity Strengths and Gaps for Implementing Workplace-based Training at the Implementation Group

Under this group, the personnel of the Training Management Section the Curriculum Standardization Section, the Administration Section and the Finance Administration Section are categorized. The personnel under Administration and Finance Administration Section are more concerned with the day-to-day administration and finance-related work. The workplace-based training is more related to the Training Management Section and the Curriculum Standardization Section. A detailed capacity needs assessment of the Training Management Section and the Curriculum Standardization Section have been done as below.

3.3.1 Capacity Strengths and Gaps for Implementing Workplace-based (apprenticeship) Training of the Curriculum Standardization Section

NAVT has a Curriculum Standardization Section responsible for designing/revising curricula of vocational training. The section is led by a Section Officer (Curriculum/Education) and he is the only person in the section. It has its own system of developing curricula and has more than 30 developed curricula. It has a Curriculum Facilitation Committee and a Curriculum Drafting Committee with representatives from the industries. It has its own curriculum format (refer annex: curriculum format).

Conceptual Clarity on Occupational Curriculum Development Process

There is no trained person in this section, and the person responsible for curriculum development is self-trained who has theoretical knowledge in designing curriculum. He is quite aware of DACUM (Develop A Curriculum) approach. He has theoretical knowledge of designing curricula. Thus, the section needs hand-on-practical skills on the occupational curriculum development process.

Training Programs Identification

NAVT is implementing the training programs which have been identified for a long time. They have not conducted a training needs assessment recently. The personnel felt that they do not have the skills in conducting the training needs assessment based on the job market. This reflects that there is a capacity need in providing skills to conduct training needs assessment to this section.

Occupational Curriculum Development

Occupational curriculum development process stands on some basic principles. There is a fundamental difference between institution-based curriculum and workplace-based curriculum. A unique process is followed while developing the occupational curriculum development process. Occupational analysis is the first step in developing a curriculum. The section should be equipped with the skills on conducting such analysis. DACUM is one of them.

Select Expert Workers and Subject Matter Experts for the Curriculum Development Workshop

Occupational curriculum is developed by expert workers and subject matter expert. The quality of a curriculum depends on the selection of the team members. There is a particular process for selecting such experts. The person who works in the section should be trained in the process.

Curriculum Development Facilitation Process

Once the occupational analysis is conducted, the next step is to conduct subject matter expert workshop to design the curriculum. The people who work in the curriculum development section should know how to conduct such a workshop.

Orientation on the Application of Developed Curricula

Effective application or usage of developed curricula play a vital role in the quality WBT. The section should be equipped with the necessary knowledge and skills to orient the instructors of workplace-based training providers in proper use of the developed curriculum.

Curriculum Revision Process

The section has a practice of revising the existing curricula. However, there does not seem to be a set rule on when the curricula should be revised. The section revises the curricula once they received several requests from the employers. The section does not have standard procedures for revising the curriculum.

Table 2: Capacity Needs Assessment of the Curriculum Section

S.No.	Competencies	Low Capacity	Adequate Capacity	Competencies to improve the existing Capacity
1	Conceptual clarity on curriculum development of Education		✓	• Well knowledge on curriculum development of Education
2	Curriculum Structure and Framework		✓	• Practices of developing and revising curricula from out-sources using available curriculum structure and framework
3	Conceptual Clarity on Curriculum Development and occupational curriculum development	✓		• Understand and Clarity on curriculum development process
4	Training Program Identification	✓		• Conduct Training Needs Assessment
5	General procedure of workplace-based curriculum development process	✓		• Explain procedure of curriculum development for workplace based training
6	Select expert workers and subject matter experts for the curriculum development workshop	✓		• Select expert workers and subject matter expert for workshops
7	Conduct Job Analysis	✓		• Facilitate DACUM workshop
8	Conduct Task Analysis	✓		• Facilitate Task analysis workshop
9	Provide Orientation to the instructors for implementing the curriculum	✓		• Orient the instructors for application or usages of developed curriculum
10	Manage curriculum development from outsiders (hiring experts)		✓	• No need
11	Curriculum Revision Process	✓		Conduct curriculum revision workshop

3.3.2 Capacity Strengths and Gaps for Implementing Workplace-based (apprenticeship) Training at Training Management Section

Conceptual Clarity on Vocational Skills Training and Instructional System Design

The personnel in Training Management Section come from the general administrative background according to the present practice. They lack information on differences between institutions based training and workplace- based training. In the same way, they have heard about the curriculum, but they do not know how occupational curriculum looks. Supervision of instruction is one area that they need to develop their knowledge and skills in the most. They know how to supervise administrative work but not how instruction should be monitored and supervised.

Instructional Skills

The personnel of the section know how to check occupational safety and hygiene since they have worked before under the MoLESS. Even the personnel with the technical background do not have instructional skills. They lack skills on preparing session plans, handouts, visuals, assignment sheets, etc. These skills are important for supervision of instructions for high-quality workplace-based training.

Instructional Assessment – Technical Monitoring

One of the important aspects of workplace-based training is instructional assessment of the instructor and the instruction. It is a method of evaluating an instructor's knowledge and skills to determine how they deliver the instruction. It can also be used to improve teaching and learning methods. Instructional assessment can be done for the theory session and the practical session. Assessment can be done in the following areas:

- Preparing the session
- Introducing the session
- Delivering the session
- Demonstration of the skills
- Practice Activities
- Assessing the learners
- Concluding the session

During the capacity needs assessment, the related questions were asked and it was found that The Training Management Section lacked knowledge and skills to monitor or supervise the training conducted in the workplace of the industry. They also lacked the knowledge and skills to monitor whether instructors provided right demonstration of the skills to instruct the trainees. Supervision of instruction is one of the deemed areas where the section needs to improve their skills and knowledge.

Procurement of Services

Since workplace-based training (apprenticeship) is been implemented by employer partners, the skills of procuring the services is needed. Training Management Section led by the Section Officer in NAVT deals with the implementation of training programs. There are two different training implementation modalities followed by this section. The first one is implemented directly by the section by hiring instructors and using their own physical facilities, such as the training venue and training materials. This type of training is normally conducted in the NAVT premises. The second one is procured from the outsider training providers. In this modality, the section advertises in the newspaper calling for "Expression of Interest" to conduct the training programs. It has standard formats of "Expression of Interest", "Request for Quotation" and "Terms of References". In order to evaluate the

“Technical and Financial Proposal” it also has set criteria. It is found that the section has no problem in hiring instructors and procuring the services from the training providers.

Selection of Industry Training Providers for Workplace-based (apprenticeship) Training

Since workplace-based (apprenticeship) training program is new to the section, it is revealed that this section does not have skills in identifying industries that could provide such training. The section does not have set criteria for selecting industries to provide workplace-based training. Thus, the assessment criteria on training workplace venue, physical facilities, tools and equipment, trainers, craft persons, supervisors, occupational health and safety should be developed and training on these should be provided to the section for selecting the right industries for WBT.

Partners Engagement

Since workplace-based (apprenticeship) training is implemented by employer partners, the skills on partner management such as team work, partnership skills, problem solving techniques, etc., should be provided.

Provide Post Training Supports (Tracer Study or follow-up study of the graduates)

One of the important M&E activities in workplace-based training is the follow-up or tracer study of the graduates. A tracer study of technical graduates is a survey of graduates (generally six months or more after training completion). It allows to identify and measure the effectiveness of the training programs and to understand how graduates view their experiences and transition to the job market. The assessment team reflected that the section showed a great interest having knowledge and skills from out sources in this area.

The end result of the vocational skills training is the job placement of training graduates. The personnel in this section lack the knowledge and skills for job placement. Employment creation and entrepreneurship development skills should be given to the personnel of the section. In the same way, career guidance and counseling are also important areas the personnel in this section needs to equip themselves with. Once the WBT (apprenticeship) database is established, the personnel responsible for maintaining the database also should be trained on managing and maintaining the database.

Table 1: Capacity Needs Assessment of Training Management Section

S.No.	Competencies	Low Capacity	Adequate Capacity	Competencies to improve the existing Capacity
1.	Conceptual Clarity on Vocational Skills Training and Instructional System Design	✓		<ul style="list-style-type: none"> • Clarity on Instructional System Design (ISD) and its phases • Familiar with New technology in vocational skills training
2.	Instructional Skills	✓		<ul style="list-style-type: none"> • Familiar with workplace based training, teaching learning principles, Adult Learning Strategies
3.	Instructional Materials Development	✓		<ul style="list-style-type: none"> • Prepare and Assess Instructional Materials
4.	Instructional Assessment Skills – Technical Monitoring	✓		<ul style="list-style-type: none"> • Monitor Platform Skills of instructors • Perform Instructional Assessment
5.	Provide Post Training Supports	✓		<ul style="list-style-type: none"> • Conduct Tracer Study • Maintain graduate database • Support graduates for wage

				and self-employment linkages
6.	Selection of Industry for Workplace based training	✓		<ul style="list-style-type: none"> Identify Industry partners of WBT Select Industry partners of WBT
7.	Training Procurement from training providers		✓	No needed
8.	Manage training programs by hiring external instructors		✓	No needed
9.	Maintain Roster of Instructors		✓	No needed
10.	Arrange training materials for conducting NAVT based training programs		✓	No needed
11.	Partners Engagement and Management	✓		Manage Industry partners of WBT
12.	International exposures with the training and development.	✓		Exposure visit

3.3.3 Capacity Strengths and Gaps for Implementing Workplace-based (apprenticeship) Training of the Administration Section

The Administration Section in NAVT is responsible for internal day-to-day administrative work, maintaining organizational structure, positions and job descriptions and performance evaluation of the NAVT personnel, store keeping and public purchasing related works, maintaining inventory of assets, records and performing office cleanliness and management. With regard to the implementation of workplace-based training, the section has a supporting role not a major role. The section participates in the meeting to select the implementing partners for the workplace-based training. Along with this role, this section also provides support in writing invitation letters, etc.

3.3.4 Capacity Strengths and Gaps for Implementing Workplace-based (apprenticeship) Training of the Finance Administration Section

NAVT has a separate Finance Administration Section which is responsible for performing finance administration works, income and expenditure works, annual budget and maintaining records of all income and expenditure. Similar to the administration section, the finance administration section also has a supporting role in the implementation of workplace-based (apprenticeship) training. The section provides support in maintaining the financial rules and regulations including the procedure, so that there are no audit issues in the procurement of the services from the implementing partners. The section is responsible for the management of expenditures incurred in the implementation of the training programs.

3.4. Capacity Strengths and Gaps for Implementing Workplace-based (apprenticeship) Training at Vocational Training Centers Group

At present, two Vocational Skills Training Centers under NAVT are in operation. These province level centers are conducting vocational skills training on different training courses. They follow norms and curricula of the NAVT. The Vocational Training Center's Chief leads the center and is responsible for overall management of the center. There are two Section Officers: one responsible for administrative works and another responsible for the implementation of the vocational skills training. He takes the role of Training Coordinator. There is also a position of Accountant, Store Keeper and Computer Operator. Since they are following the curricula developed by the NAVT central level, they do not need to develop

curriculum on their own. The team has interviewed with the Chief of the Vocational Training Center, Itahari and Butwal. The following are the descriptions of capacity needs:

S.No.	Competencies	Low Capacity	Adequate Capacity	Competencies to improve the existing Capacity
1.	Conceptual Clarity on Training	✓		<ul style="list-style-type: none"> • Clarity on Instructional System Design (ISD) and its phases • Familiar with New technology in vocational skills training
2.	Instructional Materials Development	✓		<ul style="list-style-type: none"> • Prepare and assess Instructional Materials
3.	Instructional Assessment Skills – Technical Monitoring	✓		<ul style="list-style-type: none"> • Assess and evaluate Instructional Assessment Skills
4.	Selection of Industry for Workplace based training	✓		<ul style="list-style-type: none"> • Identify Industry partners of WBT • Select Industry partners of WBT
5.	Training Procurement		✓	No needed
6.	Partners Engagement and Management	✓		Manage Industry partners of WBT

Chapter Four: Capacity Development Plan for NAVT Personnel to Implement Workplace-based Training

The analysis demonstrates that there are a number of areas that NAVT is stronger in at the central level. This reflects the existing initiatives and law framework in NAVT at the central level which is stronger. However, to some extent the existing capacity of the NAVT personnel is not sufficient in order to implement workplace-based training at the central level. Thus, the following capacity development plan is suggested:

Capacity Development Plan

Purpose	The main purpose of the training program is to increase the capacity of the personnel of the NAVT and the implementing partners to implement workplace-based training based on demanded occupations of the industry partners.
Duration	The duration of each of the training program is for one day. The training requires full time attendance and active participation of all the participants. The training will be conducted in Nepali.
Target Group	Personnel of NAVT, Lalitpur; Vocational Skills Training Center, Itahari; Vocational Skills Training Center, Butwal.
Objectives	<p>At the end of the course, participants will be able to:</p> <ul style="list-style-type: none">• Conceptualize TVET and Vocational Skills Training• Familiar with Instructional System Design• Process of Training Needs Assessment• Develop Instructional Skills• Conduct Instructional Assessment and Technical Monitoring• Engage Industry Partners to implement WBT
Group Size	The group size of this training will be maximum 15 to 20

Event I: CapacityPlan on Training Analysis and Training Design

Topics	Learning Objective (LO)	Estimated Time Hours
Opening and Remarks	<ul style="list-style-type: none"> • NAVT Executive Director • Team Leader • 	30 minutes
Conceptual Clarity of Training Needs Analysis	<ul style="list-style-type: none"> • Explain about the conceptual clarity of demand analysis • Define needs, wants, demands • Identify different types of needs 	60 minutes
Familiarization with Occupational Sectors/sub-sectors and Occupations	<ul style="list-style-type: none"> • Define occupational sectors, sub-sectors and occupations • Explain reasons for conducting WBT on specific occupations 	60 minutes
Familiarization with occupational training design Process	<ul style="list-style-type: none"> • Overview of Training Content Identification • Overview of Training Design 	120 minutes

Total Hour 4.30 hours (from 11:00 to 4:00)

Event II: Capacity..... Plan on Training Development and Technical Monitoring

Topics	Learning Objective (LO)	Estimated Time Hours
Opening and Remarks	<ul style="list-style-type: none"> • Team Leader • NAVT Executive Director 	30 minutes
Conceptual Clarity on Vocational Skills Training	<ul style="list-style-type: none"> • Overview of training, mobile training and training package • Apply adult learning strategies • Principles of teaching learning process 	60 minutes
Familiar with Instructional Materials Development	<ul style="list-style-type: none"> • Develop Instructional Materials • Evaluate instructional Materials 	60 minutes
Instructional Assessment	<ul style="list-style-type: none"> • Instructional assessment of Theory Session • Instructional assessment of Practical Skill Session 	120 minutes

Total Hour 4.30 hours (from 11:00 to 4:00)

Event III: Capacity Development Plan for Mixed Group on Partnership, POM, Monitoring Framework and Knowledge Management

Topics	Learning Objective (LO)	Estimated Time Hours
Opening and Remarks	<ul style="list-style-type: none"> • Team Leader • NAVT Executive Director 	30 minutes
Conceptual Clarity on Partnership to implement WBT	<ul style="list-style-type: none"> • Overview of Partnership • Types of Partnership • Roles in each type of partnership 	60 minutes

Familiar with POM	<ul style="list-style-type: none"> Discuss on proposed POM <p>POM Durga Baral</p>	90 minutes
Monitor Implementing Partners	<ul style="list-style-type: none"> Discuss proposed Monitoring Framework <p>Monitoring Framework Banu Shrestha</p>	60 minutes
Knowledge Management	<p>Discuss proposed Knowledge Management</p> <p>Rajid Saiju</p>	60 minutes

Total Hour 4.30 hours (from 11:00 to 4:00)

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Annex 1: Assessment Tools

Interview Guide

A. Management Group

Executive Director, Director, Administration Officer and Account Officer

1. When are you planning to implement workplace-based training?
2. What is your role in implementing workplace-based training?
3. How do you implement workplace based training in NAVT?
4. Who is the focal person of Industry in NAVT?
5. How do you manage WBT?
6. How do you monitor the WBT
7. Which section is more connected to implement workplace-based training in NAVT?
8. What additional skills and knowledge are needed for your colleagues to implement WBT?
 - a.
 - b.
 - c.
 - d.

Matrix of Assessing the Capacity Needs

S.No.	Competencies	Low Capacity	Adequate Capacity	Competencies to improve in the existing capacity
8	Leadership and Governance			
9	Planning of Workplace based training (WBT)			
10	Coordinate with stakeholders: Government agencies			
11	Coordinate with Private Sector: industries and employer association			
12	Supervise in evaluation Technical & financial Proposal			
13	Management of Industry Partnership and agreement			
14	Expose to the regional and international practices			

B. Implementation Level

Section officer, Training Management Section, Curriculum Officer, Technical Officer (Mechanical Engineer) Information Officer

1. Please tell me something about workplace-based training.
2. What is your role in implementing workplace-based training?
3. Do you prepare Terms of Reference and Request for Proposal for WBT? If yes, how do you prepare it?
4. Do you evaluate the technical and financial proposal? If yes, how do you do that?
5. Do you identify the demand for the training? If yes, how

6. Do you develop or revise curriculum? If yes how
7. Do you develop training materials? If yes how
8. How do you select industry for WBT?
9. How do you orient the industry for WBT?
10. Do you prepare agreement with Industry for WBT?
11. How do you monitor industry for WBT?

Matrix of Assessing the Capacity Needs of Curriculum Section

S.No.	Competencies	Low Capacity	Adequate Capacity	Competencies to improve the existing Capacity
11	Conceptual clarity on curriculum development of Education			
12	Curriculum Structure and Framework			
13	Conceptual Clarity on Curriculum Development and occupational curriculum development			
14	Training Program Identification			
15	General procedure of workplace-based curriculum development process			
16	Select expert workers and subject matter experts for the curriculum development workshop			
17	Conduct Job Analysis			
18	Conduct Task Analysis			
19	Provide Orientation to the instructors for implementing the curriculum			
20	Manage curriculum development from outsiders (hiring experts)			
11	Curriculum Revision Process			

Matrix of Assessing the Capacity Needs of Training Management Section and Vocational Training Centers

S.No.	Competencies	Low Capacity	Adequate Capacity	Competencies to improve the existing Capacity
13.	Conceptual Clarity on Vocational Skills Training and Instructional System Design			
14.	Instructional Skills			
15.	Instructional Materials Development			
16.	Instructional Assessment Skills – Technical Monitoring			
17.	Provide Post Training Supports			
18.	Selection of Industry for Workplace based training			
19.	Training Procurement from training providers			

20.	Manage training programs by hiring external instructors			
21.	Maintain Roster of Instructors			
22.	Arrange training materials for conducting NAVT based training programs			
23.	Partners Engagement and Management			
24.	International exposures with the training and development.			

Annex 2: Participants of Capacity Needs Assessment

National Academy of Vocational Training
Bhesipati, Lalitpur

S. No.	Name	Position
1	Mr. Ramesh Kumar Bakhati	Executive Director, NAVT
2	Ms. Binda Acharya	Director, NAVT
3	Mr. Narayan P. Niraula	Section Officer, Curriculum Standardization Section
4	Mr. Yubraj Acharya	Information Officer
5	Mr. Basuki Nath Jha	Section Officer
6	Ms. Nisha Thakur	Mechanical Engineer
7	Mr. Bishwo Mani Upreti	Assistant Instructor, Information Technology
8	Mr. Kailash Kumar Chauhan	Account Officer

Butwal Vocational Training Center, Lumbini Province

S. No.	Name	Position
1	Kamal Jnawali	Vocational Training Center Chief
2	Suman Panthi	Section Officer
3	Dhanishor Panthi	Section Officer
4	Tek Raj Panthi	Non gazette first class officer
5	Sri Ram Ghimire	Accountant
6	Bhoj Raj Neupane	Computer Operator

Itahari Vocational Training Center, Koshi Province

S. No.	Name	Position
1	Ashok Shah	Acting Chief
2	Siba Raj Khadka	Non gazette first class officer
3	Krishna Prasad Pokharel	Accountant
4	Labaraj Bhattarai	Computer Operator