

Replication of Inclusion in TEVT Education in Nepal: A Case Study of Poly-technique Institute

Nimananda Rijal

Principal, Gairi Campus, Lamjung Skill Development Foundation, Gairi, Lamjung

Abstract

Nepal government has given priority of establishing polytechnique institutes in the country in order to promote technical and vocational education. Developing skill and creating entrepreneurship are the major targets of intervention. Technical and vocational education is expensive and less possibility of access and hence private investment is a prime need. The case of Lamjung Skill Development Foundation has been a model in its arena. The campus established by the foundation has created a history of its own as a pioneering institute of its kind in the country. There are certain problems and challenges but also opportunities clearly visible to the campus, skilled human resource is the demand of the time. The quality of the training needs to be matched with the market demand and the campus is thriving towards the demand of the community.

Key words

Training, Employment, Skill development, Model and replication

Background

Developing skill and creating entrepreneurship are the major targets of intervention. The technical and vocational education is expensive and less possibility of access and hence private investment is a prime need. Nepal government has given a priority of establishing polytechniques in the country in order to promote the technical and vocational education.

Lamjung Skill Development Foundation (LSDF) has become a pioneering institute in the field of Technical and Vocational training of Nepal especially dealing with its difficult sector of the youth those were dropped in the waste box by the state. Throwing light in the dark tunnel of their life have done by the Foundation – Popularly known as Gairi Campus. Since the Inception of the campus, changes have been occurred in the country and technical training has become the part of the youth, especially to level one course – that are offered free of cost. The Level –I is for 390 Hrs. which is equivalent to 3 months. In the experience of LSDF, the course was conducted in 45 days with boarding facility. The course was intensive morning 8 to evening -6. Dealing with the difficult sector was a challenging task to the team of Gairi that has been taken up happily and implemented the 24 months Technical training courses with the financial support of DIGA foundation, Switzerland Infrastructure development, course design and implementing the course was a magical moment within short span of time. The campus has been working self-sufficient direction. So far the Campus has produced 166 graduates and they have successfully employed in different areas of Nepal and abroad, some of the graduates

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are becoming successful entrepreneurs in the respective field of the training. Some of the girls became technical Instructors in the country, they are proud to be the graduate of Gairi Campus. The Campus has some difficulties to retain the young people for two years in the course, some of them got jobs after the first year of the training some of them even after the first period of OJT. Those who retained have got jobs in different sectors. One most astonishing part is they compete with the Overseers produced by the different campuses of Nepal and got job in DDC of Lamjung, This made the campus proud and relevant of the course as well.

Looking Back to the History

Nepal was in transitional phase on 2007, political situation was changed, warring faction Maoist came in to the peace process with signing of comprehensive peace agreement (CPA). Many ex-combatants were out of the war and their integration in the community also a challenge, they have to be rehabilitated with renewed knowledge and skill. Gairi Campus has trained the combatant in numbers. One group was trained for skill level-3, since they were trained for level – II. Some of them admitted independently as a student in the Campus and completed the study. The social transformation was also in the process. The establishment of the campus to cater those who were drop out from the school one reason to other have given an outlet to re-integration in educational life with renewed energy to be upgraded up to the level of Leve-4, 5 and so on, equivalent to the engineers of their sector. So establishment of the campus was in right time with the right decision.

Establishment of the Institute

A joint effort made possible in establishment from people to people approach of Switzerland and Nepal of LSDF. DIGA Foundation lead by Late Beat Dithelm had a vision to support the disadvantaged youth of Nepal and Sister Annmarie (who is an honorary citizen of Nepal, she worked and led different organization during late 70s and 80s) took initiative with the support of Dr. Markus to coordinated the team of Nepal (Rijal, 2015). The Financial contribution has been made by the DIGA foundation, to construct the structure and some sector of equipment's and running cost. The Organization registered in Lamjung as an NGO and started its activities to purchase the land, the land was donated by the contribution of Nepalese Intellectuals. The event had live broad casted from Radio Marshyangdi. The effort of the people has created a history of Technical and Vocational Education especially to bring the waste basket into the mainframe of technical and vocational education.



Figure 1 Photos of first batch of students: Civil Construction

In September 2007, around 18 DIGA members had visited Gairi, Besi Sahar and the foundation stone way layed by Mr. Beat Diethelm, President of DIGA Foundation. This ceremony was attended by more than five hundred local dignitaries as well as people around Gairi and Besi

Shahar, Lamjung. Despite the heavy rain, the ceremony was very interesting and the function was covered live by the Radio Marsyandi.

Present Situation

The campus has been conducting 4 different faculties named Interior decorator and carpentry, Civil Construction Technician, Mechanical and Electrical and Electronics. The last two faculties were added on 2010/11. The First two faculties were conducted from 2008. The number of trainees is proposed 20 intake per faculty per year. It was supposed to 80 trainees/students per year but it is not happening, in reality 60% is achieved towards the later stage. It has been discussed on the basis of reality in the later part of the report. The campus has also conducting short term courses, and ruing production unit own its own, it need to be more activated to full fill the demand of the local community. The campus is active in community works, in the later stage Poverty alleviation program has been awarded from the competition in the district. The program will last for two years, if the achievement is to the level of satisfaction, it may be continue for further period.

Agriculture faculty is under development, since the scenario of the agriculture is rapidly changing, to tap the changing situation, the campus also adding a faculty so that , agricultural technology will be transferred after experimented new innovation before transferring to the famer. At present organic farming in mass production is increasing, agricultural technology is introducing in the field, cash crops are more attraction. Agricultural Technology is in high demand since the government also encouraging to the farmers to go for mass production even in joint ventures, around 15% of the national budget is also allocated in agricultural development, IFAD, UNWOMEN and other international organizations are also concentrating in the field of agricultural development even to the marginalized community. UNWOMEN is piloting agricultural activities among the 43, thousand women's from disadvantaged community. It means the situation is changing in this sector, so the campus should be a part of the changing situation. So the faculty was initiated.

Objectives of the Institution

Objectives of the campus are as below these are set during the time of establishment and the proposal also highlighted these objectives.

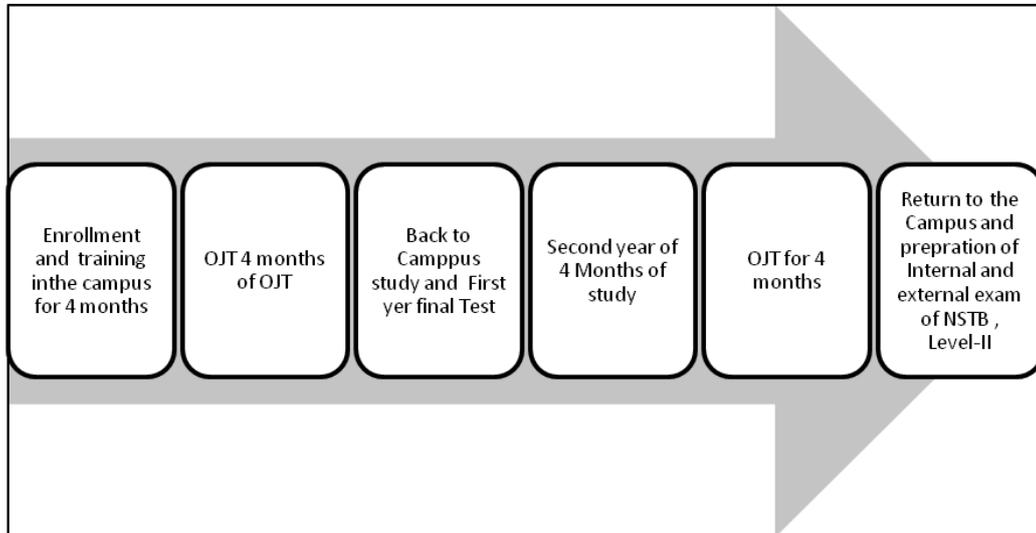
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1. Producing Semi skilled and skilled human resources in the selected fields of study.
2. Linking the skilled graduates to employment and self-employment at the local and, regional and national labor market. The Establishment objective was 100% employment facilitation for its graduates, the campus have also established a production unit.
3. Under SLC, Dalit, Janjatis, poor and disadvantaged community will be its target groups in priority for its program.

Program design

The program was designed to full fill its objectives. The design is given below.



Source: Project Proposal (2009)

Program Design and Its Impact

The program of the time was excellent to produce market sellable competent human resources. OJT period has given the leverage of Market orientation and working condition. This approach found extreme market oriented training that has brought market competent trainees. So they have become entrepreneurs and immediately sellable in the market as well.

Work ethics

These are also minutely observed. The work ethics such as no harm to others principles are observed. Calm and concentration to the work are asked with the trainees always. Completion of their work properly and precise are also given instruction, safety rules observation were also in line. If anything occurs during the process of work, asked to report immediately with the supervisor and teacher. The product should be given a warranty, it has been observed during construction time.

Difficulties faced with the OJT

This was identified during the course of interviews of the officer (Rijal -2015) for the study. The industrialist taken by them for four months in the condition of payment, the trainees are paid. But the returning of the students from the work place was difficult, in some situation, they were given jobs and encouraged to stay in the industry. It was discovered that there was a serious human resource shortage in the market. These OJT trainees were filling the gap of the trained personnel in the field.

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Infrastructure Development

The Infrastructure of the campus is for four faculties with workshops and class room, toilet facilities are also constructed for each faculties. The infrastructure development is not a onetime work for such institute since it is growing organization. The short term courses are increasing since Hydropower companies are operational in the corridor of Marshyangdi and its tributaries.

Courses offered in the Campus

During the time of proposal, the study was carried out, the study pointed out the following coursed are suitable to run in the campus for its first phase.

Long Term Courses : Campus has four faculties, Civil Construction Technician, Interior Decorator and Carpentry, Mechanical and Electrical and Electronics. Added agriculture, they have declared announced the course to the public consumption.

Graduated Students: These students records are taken as per the yearly basis those who have written the NSTB Exam. There some who have taken up jobs in between of the course; these are not considered to be recorded.

| Year | Subject | Male | Female | Total | Remarks |
|------------------|----------------------------------|------|--------|-----------|---------------------|
| 2067 (2009/10) | Interior decorator and Carpentry | 7 | 4 | 11 | Passed in NSTB Exam |
| 2068 (2010/11) | Interior decorator and Carpentry | 11 | 2 | 13 | Passed in NSTB Exam |
| 2069 (2011/12) | Interior decorator and Carpentry | 2 | 6 | 8 | Passed in NSTB Exam |
| 2070 (2013/14) | Interior decorator and Carpentry | 7 | 0 | 7 | Passed in NSTB Exam |
| 2071 (2014/15) | Interior decorator and Carpentry | 6 | 2 | 8 | Ready to NSTB Exam |
| | Total | | | 47 | |
| 2067 (2009/10) | Civil Construction Technician | 4 | 14 | 18 | NSTB Exam Passed |
| 2068 (2010/11) | Civil Construction Technician | 12 | 4 | 16 | NSTB Passed |
| 2069 (2011/12) | Civil Construction Technician | 8 | 3 | 11 | NSTB Exam Passed |
| 2070 (2013/2014) | Civil Construction Technician | 8 | 3 | 11 | NSTB Exam Passed |
| 2071 (2014/15) | Civil Construction Technician | 11 | 3 | 14 | Ready to write exam |
| | Total | | | 70 | |
| 2070 (2013/2014) | Mechanical | 12 | 0 | 12 | NSTB Exam Passed |

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|----------------|--------------------|----|---|------------|------------------|
| 2071 (2014/15) | Mechanical | 8 | 0 | 8 | |
| | Total | | | 20 | |
| 2070 (2014/15) | Electrical | 10 | 2 | 12 | Passed NSTB Exam |
| 2071 (2014/15) | Electrical | 15 | 2 | 17 | Passed NSTB Exam |
| | Total | | | 29 | |
| | Grand total | | | 166 | |

Source: Annual Report of Gairi Campus (2013)

Short term Courses: Short term courses are conducted almost every corner of the Lamjung, Tanahu, Gorkha, Arghakhanchi, Gulmi, Puythan and Dhading, Sindhupalchowk and other districts as per the demand. These courses are mobile in nature, some of the courses are also conducted in the Campus. These courses are conducted in joint venture with UBBC (Udhyog Bayabasaya Bikas Company), the company is well known as EDC.

Subject areas of the short term training: The short term training has been helpful to create a mass based technical manpower.

| S.N. | Subject Areas | District | Year | No of the trainees |
|------|----------------------------------|----------|--------------|--------------------|
| 1 | Carpentry | Lamjung | 2009-14 | 100 |
| 2 | Welding | Lamjung | 2009-14 | 100 |
| 3 | Mason | Lamjung | 2009-14 | 300 |
| 4 | House Painting | Lamjung | 2009-14 | 60 |
| 5 | Small Hotel and Lodge management | Lamjung | 2009-15 | 63 |
| 6 | Scaffolding | Lamjung | 2009-15 | 40 |
| 7 | Plumbing | Lamjung | 2009-14 | 60 |
| 8 | House Wiring | Lamjung | 2009-14 | 240 |
| | | | Total | 963 |

Source: Annual Report of Gairi Campus (2013)

Note: Some of these courses are conducted in Joint venture with EDC since its nature that requires company.

Geographical coverage

In other district, the training started when EFS has awarded the contract to carry out the mobile nature of the training, including Sindhupalchowk- 300 trainees were trained and appeared in the NSTB exam of Level-1. In 2011, there were 200 trainees awarded by EFS and other Financer such as BPC also given around 40 trainees. Choice Nepal also sponsored some in hospitality sector. In 2012, the EVENT program also sponsored the training, the number increased to 500 a year, with the changing situation, Micro Enterprise development program introduced by the sponsorship of EFS, and 40 trainees were trained. The campus has competing in the market in the sector of the training and having sponsored training programs. The Campus has created tailor made courses as required by the market such as Small hotel and Lodge Management,

Hospitality and so on. In Feb 2015, a hospitality training was conducted in the project of Sino hydro. The project is situated in Bhulbhule of Lamjung.

Employment situation of the Graduates

The trainees are employed in their respective field of training. The data below indicates that the 76 % trained graduates are employed. These trainees who are interested to work they are in the job. Some of the lady married and some of them continued higher education. Here the seasonal works are not considered, after the course all of them have employed in seasonal type of works. 10% of the girls found difficulties to continue the job after getting marriage, especially in seasonal jobs, after bearing the child they reported have to postponed the job.

(a) Technical Trainer

The Graduate of the Campus became the technical trainer, they were praised by many while delivered the contents, and they were through and require quality. Campus could work on this areas as an opportunity for its future course. The student who were troublesome in the first part of the first year in the Campus, Later one he became the most effective trainer in Panchakanya Training Institute – Pokahara.

Second batch student Named Chitra Bahadur, he has given teaching role in the Campus, he has been producing better students. He has been taking contract in different areas on behalf of the campus too.

Sustainability and the Campus

With its objective, the Campus has to be self-sustained. It could not reach to its target. Even in balance calculation, the campus had to generate extra five to six Lacs of Rupees per year. It indicate that “ Looking at this table, the Campus has to be supported from a third party source or has to generate other income sources in order to become financially self-sustainable’ (LSDF, Project lay out document- page 28)

Steps taken for self-sustainable: This is not a profit making institute, but it should be self-sustained without the help of out sider, so it has make some effort to move in this direction, students are asked to pay some of their cost especially for the training materials and their curricular activities, taking part in short term training , it could be said training fee and renting of hall and selling of expertise to support the community, selling of products in the market and producing of items to sell in the market, the campus has introduced production units under every faculties. Conducting special courses by charging the amount to the public for the interested one, with this effort campus reported, it is moving towards self-sufficiency. This is a most important part for its future development.

Problems and challenges

During the study period, it was discovered the organization have some problems and challenges like in other organizations. Those problems and challenges are as below. The identified problems during the study period are:

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1. Low intake and the students who failed SLC, seems slow to realize the alternative approach of education to move forward, even getting better education in Gairi, that is life oriented.
2. Fee payment: it seems the population is not that much eager to pay education fee and the prospective students are discouraged to be admitted even from the parents.
3. Some of the subjects are regarded to study by lower caste, it also hampered to have flow the students.
4. Negative approach towards the technical education by the most of the community.
5. Uncooperative government policies, the campus faced especially in designing new course required to the market, the government is not yet ready to change the program and its curricula, some of them are dated back to 1983.
6. Retention of the trainees/students: Student retention rate is low, it should be increased, the effort form the team should be put in and measure for sending the trainees focused on to those industries which are responsible to the welfare of the trainees.

The challenges identified during the study period, these challenges could be turned into the opportunities.

1. Changing Concept: It is difficult task to change the concept of the people within short span of the time though they are changing.
2. People did not see the future of the technical education, white color education is dominating the society, so most of them are unemployed and going to abroad in a meager salary of 12, 15 thousand rupees a month.
3. Intake and not returning students: This was due to the employer, most of the industry do not have qualified people to carry out the required tasks. After the four months of the training.
4. Program designed to the poor, vulnerable group of the community and matching with the concept with self-sustainability.

Future Course of the Campus

Changing Course Duration: Since 2007/14. There is a lot happening in the skill training areas, the EFS trained more than 55 thousand people in Level -1 program, Event is under the program for short term training program, Some of the INGOs such as GIZ also introduced the short term training program. What it means, there are organization to train the people in short term that is maximum for 390 Hrs. or 3 months of duration. These program has also created an environment among the people to the technical training is required.

How to accommodate those training who have Level -1 certificate and work experience, a challenge to the future course of the training, Is LSDF ready to face such challenge ? Need to think by all stake holders. Face the challenge or leave the ground, a situation that LSDF standing at this cross road. So the LSDF and its team has decided to face the challenge since this is a pioneer organization that has introduced such innovative program.

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Discussion of the study

The study has identified the most important aspects of the campus. These are listed below as sub topics.

Modality: Learning takes place by using hand mind both, a model that needed to be introduced to the economic development. It was talked and left in the air since long time. Learning by doing concept has bit broken by adding learning by imitation and innovation. LSDF is following the course in three different approaches as well. The Primary stage is followed by learning by doing, secondary approach used to imitate the products and third is innovate the products as per the need of the people. This model is innovative and need to be expanded in the community to full fill the need of the society, creating self-employment and producing enterprises.

Career opportunities: The skilled people have career opportunity by grading their skills in level so that they will be proud of their efficiency and skills. Skills are combined with the most important theoretical background. This is a very important aspect discovered of the campus program and verified by its graduates as well.

Deprived and dropout youth with vibrant workforce: These are the product of the campus, with this modality, the school dropout youth are converted as self employed entrepreneurs, vibrant workforce and some managed to further their education. They are capable of using computers and able to communicate properly of their feeling and ideas what they want to express.

Work ethics: It was a part of the course. The trainees re taught what are the work ethics such as completing their work without being dangerous to others. Clean the areas, if they make mess around. Concentrating on the job and communicating the truth. The communication should have clear and to the point. No harm policies implemented during the process of training.

Conclusion

The campus has created a history of its own as a pioneering institute of its kind in the country. There are certain problems, challenges and with all these problems and challenges, opportunities are also clearly visible to the campus, skilled human resource is the demand of the time. The quality of the training need to be matched with the market demand and the campus is thriving towards to full fill the demand of the community. Mechanical sector is active to see the mechanical problems in the market. Lamjung is a small market for the campus, the intake should be limited on market demand.

Recommendation

With the study of the campus program and its modality, the following recommendations have made.

1. The model of the study of the technical education need to follow in all technical training institutes.
2. Technical education should be linked with the market requirements in order for economic

- development.
3. Curriculum need to be prepared as per the market requirements that need to be updated frequently as technologies changes with the development of the production.
 4. Entrepreneur skill should also be a part of the education.
 5. Well trained Instructors are the prime requirements of successful technical training institutes.
 6. Staff training needed to be made as integral part of the institute.
 7. The institute has developed the third stage of knowledge development that is learning by innovating as well.
 8. The model of the education need to relocate all over the country at least one institute in one election area of the districts

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