

CHAPTER I - INTRODUCTION

1.1 Background of the Study

Human beings are living beings having sensitive system which makes them superior among all of its' kind. It is the human beings sensitivity due to which they do everything in well manner and incorporate findings for improvement in the next attempt. Due to sensitivity they first analyze the circumstances and then make decision before doing anything. Very beginning from the past, we are able to find various evidences which show that humans were practicing their super sense to fulfill their needs. The growth of humans and their sensitive systems had a gradual process. It has been assumed that there were different stages that human beings completed to arrive at the present stage. Pertaining its sensitivity humans were gathered together to live in a composite form which we called society. In this sense, society is the network of human beings and its' circumstances. The definition presented by famous sociologist *Giddins* would be taken as remarkable one to define society more clearly. According to him, "*Society is the union itself, the organization, the sum of formal relations in which associating individuals are bound together.*" There are different views about the development of society by various sociologist and anthropologist. A very lucid description about development of society has been discussed below in an aerial view.

According to famous American anthropologist Lewis Henery Morgan (L.H. Morgan), the evolution of society took place through the three different distinct stages. They are namely,

- a) *Savagery Stage*
- b) *Barbarism Stage and*
- c) *Civilization Stage*

The period of savagery, the early part is known very little. It has been divided, provisionally, in to three sub-periods. These may be named respectively, Older, the Middle and the later period of savagery and the condition of the society in each respectively may be distinguished as the Lower, the Middle and the Upper Status of savagery. These three sub-periods has been distinguishably discussed as here under.

- *Lower Status of Savagery:* This period commenced with the infancy of the human race, and may be said to be ended with the acquisition of fish subsistence and of knowledge of the use of fire. Humans were then living in their original restricted

habitat, and subsisting upon fruits and nuts. The commencement of articulate speech belongs to this period.

- *Middle Status of Savagery:* It commenced with the acquisition of fish subsistence and knowledge of the use of fire and ended with the invention of the bow and arrow. Humans, while in this condition, spread from their original habitat over the greater portion of the earth's surface.
- *Upper Status of Savagery:* It commenced with the invention of the bow and arrow, and ended with the invention of the art of pottery. It leaves in the Upper Status of Savagery and this closes the period of Savagery.

In identical manner, the period of Barbarism is also divided naturally into three different sub-periods, which is called respectively, the Older, the Middle and the later period of barbarism and the condition of society in each, respectively, can be distinguished as the Lower, the Middle, and the Upper Status of barbarism.

- *Lower Status of Barbarism:* The first sub-period of barbarism commenced with the manufacture of pottery, whether by original invention or adaptation. In fact, it is the termination of savagery period and the commencement of barbarism. People also practiced for cultivation of maize and plants by irrigation and domestication of animals was introduced in this period. The use of adobe-brick and stone in house building have been selected as sufficient evidence of progress to work a transition out of the lower status into the middle status of barbarism.
- *Middle Status of Barbarism:* It commenced with the domestication of animals in the eastern hemisphere, and in the western with cultivation by irrigation and with the use of adobe-brick and stone in architecture as shown. Its termination may be fixed with the invention of the process of smelting iron ore.
- *Upper Status of Barbarism:* It commenced with the manufacture of iron, and ended with the invention of a phonetic alphabet and the use of writing in literary composition. Here civilization begins. This leaves in the upper status.

This is how the present civilized status was about to develop. The status of Civilization has been discussed here under:

- *Status of Civilization:* It commenced, as stated, with the use of a phonetic alphabet and the production of literary records, and divides into ancient and modern. The ancient period was the post barbarism period and the modern period is the present.

Each of these periods has a distinct culture and exhibits a mode of life more or less special and peculiar to itself.

Thus, we are in the present modern civilized society and thus human beings to live in the society. As superior organism, mankind needs various things to adopt in the society. They need some physical as well as environmental factors which let them exist in the society. According to Bronislaw Malinowski, there are seven distinct individual biological needs to cope with the society. They are scheduled as below:

Basic Needs	Cultural Response
i. <i>Nutrition (Metabolism)</i>	<i>Commissariat</i>
ii. <i>Reproduction</i>	<i>Marriage and Family</i>
iii. <i>Bodily comforts</i>	<i>Domicile and Dress</i>
iv. <i>Safety</i>	<i>Protection and Defense</i>
v. <i>Relaxation</i>	<i>Systems of Play and Repose</i>
vi. <i>Movement</i>	<i>Set Activities and Systems of Communication</i>
vii. <i>Growth</i>	<i>Training and Apprenticeship</i>

Synoptic survey of Biological and Derived needs and their satisfaction in culture as of Bronislaw Malinowski have been presented here under for more clarity about the biological needs of human beings:

Table No. 1: Synoptic Survey of Biological and Derived Needs and Their Satisfaction in Culture
 (Source: *High Points in Anthropology* by Paul Bohannan and Mark Glazer (2nd Edition))

S	A	B	C	D	E	F
N	Basic Needs (individual)	Direct responses (Organized, i.e. collective)	Instrumental needs	Responses to instrumental needs	Symbolic and integrative needs	Systems of thought and faith
1	Nutrition (Metabolism)	Commissariat	Renewal of cultural apparatus	Economics	Transmissi on of experience by means of precise,	Knowledge

					consistent principles	
2	Reproduction	Marriage and family				
3	Bodily comforts	Domicile and dress	Charters of behavior and their sanctions	Social control		
4	Safety	Protection and defense			Means of intellectual, emotional, and pragmatic control of destiny and chance	Magic religion
5	Relaxation	Systems of play and repose	Renewal of personnel	Education		
6	Movement	Set activities and systems of communication				
7	Growth	Training and apprenticeship (a person learning from skilled manpower)	Organization of force and compulsion	Political organization	Communal rhythm of recreation, exercise and rest	Art, sports, games, ceremonial

On the basis of Malinowski's stated in the table above, we can clearly see training and apprenticeship is the prime direct response of human beings for gradual growth. By virtue of

which, Training is needed for the proper growth and development of human beings themselves as well as the society.

In general, we can define training as the bridge between present state and the desired state (i.e. problem state to solution state). Training is the structured and planned events through which trainees are expected to be conditioned to perform the trained things in high-quality manner. The duration of training depends upon the subject matter to which training is to be conducted. Usually, the training periods extend from few weeks to a year. Nowadays, trainings have a wide range from different business houses to grass root level. In most of the grass roots cases training is supplementary to formal education system. F-SKILL training is also of the preceding type and this incorporates Technical Education and Vocational Training (TEVT) in a mobile arrangement. By name, we can easily know that the TEVT is the combination of technical education and the vocational training and more emphasis is given to practical education rather than theoretical. In short, the training is the package of Knowledge, Skill and Attitude (KSA).

This shows that, if people participate in trainings then, they are equipped with the better knowledge, skill and attitude and ultimately they get the more chances to get employment. Employment on the other hand, is the action of giving work to someone. This means people with training have greater opportunities to get employment. This is why; training is needed for the personal growth of the people and the entire growth of the society.

1.2 Statement of the Problem

Nepal as a least developed country (LDC) is one of the poorest countries in the world. Its workforce of about 10 million suffers from a severe shortage of skilled labor. The rate of unemployment and underemployment approaches half of the working-age population. Thus, many Nepali citizens move to India, the Gulf countries and other Middle East countries in search of work. Every year more than 400,000 young people are added to the work force of the country [NLFS, 2008]. Some of them still work in agriculture. A few opportunities also exist for employment in government offices, factories, trading houses and other organizations. However, there are not enough employment opportunities to absorb such a large number. The main viable alternative to agriculture and wage employment is self-

employment. People should be capable of utilizing local resources and they have to use the skill in income generating activities by taking advantage of local markets and opportunities. If thousands of people become enterprising, the businesses they start will not only be means for their livelihood, but for the people they work with too. This type multiplier effect through human resources development could be a major poverty alleviation measure for the country.

The skill development centre is springing up in Nepal like mushroom not only in the capital but also in the remotest parts of the districts including the inner terai region. In recent years, a huge amount of domestic and foreign resources are being channeled in Nepal through NGOs CBOs, Technical Training Providers [TTP], Employment Service Providers [ESP], Training Centers etc for the betterment of poor and less privileged people through various skill trainings all over Nepal and also in inner terai region. Numerous and diverse organizations including grass root groups, are providing various services to both the rural and urban communities in Nepal. It is estimated that many smaller, unregistered groups exist in local communities throughout the country emerging as skill development training centers. The main area of interest of most of the skill development centers in Nepal is social and community development. Very few of these centers are directly involved in imparting vocational skills or income generating skills types.

Thus, the stated study about the mobile vocational training is more relevant. The study is incorporating the impact of mobile vocational training graduates especially in generating employment opportunities among youth, a part of the society. This is why, the study is sociological. The other important things, the study is oriented about the study of employment status of youth who are considered as pillars of nation building. The study bring into being the general idea about the employment status and overall impact study of mobile vocational training among training graduated youths and this might be the useful information for the governmental body as well as other researchers to make their strategy action oriented. The prime mission of this study is to collect actual information about the impact of training programme provided by F-SKILL. This is expected to be a fruitful guideline for F-SKILL to go through its mission, vision, goal and achieve them easily.

1.3 Objective of the study

The general objective of the study is to examine and trace out the circumstances of Vocational Training graduates in Chitwan District. To be exact, the objectives of the study have been bulleted as follows:

- To look at the perception of the respondents of vocational training;
- To learn the determinant factors of vocational training and
- To outline the circumstances of vocational training.

1.4 Rationale of the study

Poverty in Nepal is pervasive, largely chronic, and reflected in dimensions of social and human progress. Nepal is one of the poorest countries in terms of not only per capita income but also in all socio-economic aspects such as life expectancy, infant and maternal mortality rate, adult literacy, per capita calorie and malnutrition. Nepal's population of 27 million continues to experience high levels of poverty, especially rural poverty, and high levels of unemployment and underemployment. It is estimated that approximately half of the available work time of Nepali adults is underutilized. Poverty came down to 31 percent in 2008 due to the onset of remittances rather than due to efforts and development outcomes within the country meaning that the development efforts in the country remained as shambles. The problem is further aggravated by the widening gaps in the economy between the haves and have-nots giving rise to a society of duality.

Another critical issue carrying out the economic hardship is growing unemployment and underemployment, which increasingly has become an urban phenomenon as much as a rural phenomenon. The growth rate of around four percent is highly inadequate to absorb 400,000 young people entering into the job market each year. Large scale failing youths in secondary and higher education find it more difficult to get jobs adding to the bulks of disenfranchised. The economic scenario, thus, is hardly encouraging to bring forth the increasing population into the arena of growth and development.

It is important, therefore, to gain a better understanding of the extent of contribution and capacity of Nepal's skill developing centers to deliver gainful employment oriented vocational training services. Till now, no such study has been undertaken in Nepal. As a consequence, this research student is encouraged to conduct the present study. It is hoped that this study will throw some lights on the extent of skill developing centers contribution being

made to help alleviate the employment problem of poor and less privileged members of the Nepalese communities.

1.5 Organization of the study:

The dissertation has been divided into six distinct chapters. Chapter one deals with the introduction. It includes statement of the problem, objectives of the study, rationale of the study. Chapter two deals review of the relevant literature. Chapter three deals with the methodology. Chapter four presents the contour of the organization & study area. Chapter five present the circumstances of the vocational training and finally chapter six presents the summary, conclusions and some recommendations for the betterment of the F-SKILL as training providing organization.

CHAPTER II – LITERATURE REVIEW

2.1 Theoretical Literature Review

“Poor people are bonsai people. There is nothing wrong with their seed, they just don’t have enough space to grow”
– Muhammad Yunus

Poverty is a complex phenomenon. It has different meaning to different people depending on the perspective. What constitutes poverty depends very much on who defines it. The view of the politicians, development practitioners, researchers and the ‘poor’ may diverge substantially. Along with the shift in the development paradigm, there has also been evolution in the concept of poverty. The first attempt at measuring poverty in Nepal was in 1977 when the National Planning Commission conducted a comprehensive survey to determine the status of ‘Employment, Income Distribution and Consumption Patterns’

(NPC.1978). It measured poverty in terms of inadequate income to supply minimum calorie requirements. This narrow income based poverty measure has its merit since income represents the capacity of households to access necessities of life. In the absence of other appropriate measures it does serve as a partial proxy of well-being. The concept of poverty has evolved substantially during the decade of the nineteen-nineties and it is now accepted internationally that poverty entails much more than income poverty. The following definition given in the Human Development Report 1997 is perhaps the most inclusive.

“From a human development perspective, poverty means the denial of choices and opportunities for a tolerable life. It is in the deprivation of the lives people lead that poverty manifests itself. Poverty can mean more than a lack of what is necessary for material well-being. It can also mean the denial of opportunities and choices most basic to human development-to lead a long, healthy, creative life and to enjoy a decent standard of living, freedom, dignity, self-esteem and the respect of others” (UNDP, 1997).

Obviously, many of the elements that constitute poverty cannot be measured. And no definition can incorporate the implication of being poor which not only makes life miserable for the current generation but also tends to replicate the situation for the next generation. Reflecting these concerns, poverty is now being measured in Nepal in terms of its various dimensions – mainly income, health, and education. But income measure still predominates and comes in the forefront in any poverty discourse.

Nepal continues to remain one of the poorest countries in the world with a per capita GDP of less than 300 US dollar. While 78 percent of its total workforce remain in agriculture, the sector contributes only 39 percent of the country GDP, clearly underscoring the high degree of unemployment (5% nationally) and under-employment (47%) in the rural economy. But the surplus labor force, which is generally unskilled due to limited access to social service mainly education cannot move to non-agricultural occupations for two reasons. First the non-agriculture sector remains chronically miniscule due mostly to the country landlocked position. Secondly, only 20 percent of job in the manufacturing sector, otherwise the biggest employer of labor, are for the unskilled. For most people the available holdings are far too meagre to assure them food security, or to buy health services and decent education for their children. The situation is obviously much worse for the landless or near landless people in the rural community. According to the national planning commission’s own admission in the tenth plan, what growth has taken place in the country has been largely urban-centered. This

situation has always the explosive core of the country's socioeconomic condition, and has been enormously exploited by the Maoist insurgents to argue for their ranks in recent years.

Poverty in Nepal is mainly associated with the availability of economic opportunities and engagement of the population in gainful employment. Under employment is a significant problem in Nepal. More importantly the problem is growing every year. It indicates that the same volume of work is being shared by a larger population resulting in increasing underemployment. Increasing unemployment has been mainly responsible for exacerbating poverty. The labor force in Nepal is growing faster than the population of the pressure on employment is increasing. ILO/SATT estimated the growth rate of 3 percent for 1990-2000 for employment seekers. Job has not been created commensurate to demand causing severe problems of unemployment and underemployment. This is an increasing pressure to absorb low skilled population in the labor market. The down turn in economy in the last few years has further worsened this situation resulting in the net growth in unemployment rates both in rural and the urban areas.

2.2 Skill Development Training: The Ultimate Approach for Poverty Mitigation

Skill training is considered as a tool for Human Resource Development (HRD). Nowadays it is an omissible step in each and every developmental process of human being. It has immense potential in transferring and utilizing of latest technical knowledge, skill and attitude. The skill training incorporates the different training events more likely, the leadership development, organization of people, formation of self help group, mobilization of people, entrepreneurship development as well as technical education and vocational training etc. These all are considered as essential components of HRD.

Hayword (1989) identified training as one of the key factors in implementing extension and observed that extension design and planning should include training for all staff at all levels as a basic mechanism for inculcating competence professionalism and service morale. For all these an appropriate training methodology is very much essential.

Skill transfer training has been provided to enhance the technical efficiency of the potentials and existing community enterprise. Technology is transferred in the form of improved technology or upgrading the old technology through training or financial assistance for the efficiency enhancement of the enterprise and dissemination of such technology to the

communities such as spices making machines. Environmental mitigation and employment opportunities are considered while transferring the technologies (UNDP, 2003).

The cost-intensive nature of vocational education and the financial limitations dictate that a modest beginning in this direction will have to be made. The opponents of vocationalization of school education program were launched in the seventies. Nevertheless, the inability of this scheme to achieve the desired objectives cannot be construed as a failure of the concept. The vocational education program scheme could not achieve the intended objectives due to several reasons. Despite all these, such types of skill training packages are needed to which everyone would have the ease off connection and F-SKILL in this sense is conducting skill training in mobile base. Which is somewhat accessible for grass rooted people to their own places without having training cost to bear free. This makes us to think that the skill training packages irrespective to formal education system in Nepal is more reliable and affordable means for minimizing the unemployment rate and would be taken as an ultimate approach for poverty mitigation.

2.3 The Overview of Technical Education and Vocational Training (TEVT)

2.3.1 Introduction:

The acronym “TEVT” is made up of two educational concepts Technical Education; and Vocational Training. To understand the acronym, then requires an understanding of both concepts. The following definitions are taken from The European Training Foundation’s excellent resource, Glossary of Labor Market Terms and Standard and Curriculum Development Terms.

2.3.2 Technical Education

Education which enables learners to acquire and practice the skills required for occupation and jobs involving the application of science and technology. In many education and training systems, technical education is often an alternative to academic education for those learners whose interests and aptitude are for the application of scientific and technological principles and methods

Sometimes the term is used to describe the education which people with academic qualifications (for example, an engineering degree) may require in order to enter the world of

work after their academic studies. So, the related terms are Education, Technical Occupation and Vocational Education and Training.

2.3.3 Vocational Education and Training (VET)

The literal meaning of VET is Education and Training which aims at equipping people with employable skills. The system is used to provide education and training which equips people with employable skills. VET aims at preparing people for the work and also for all aspects of the social, economic and technical environment rather than merely passing on task-specific skills (**Skilbeck, 1985**)

VET refers not only to task-specific practical instruction but also for a more broad and transferable type of learning which is required for continuing effectiveness in the work role and during the whole of an individual's working life. As a system VET is usually expected to achieve the following purposes:

- To prepare people for working life – the purpose of pre-vocational education and training
- To enable learners to acquire the broad repertoire of knowledge and skills necessary to enter an occupation – the purpose of initial vocational education and training
- To provide opportunities for people to update, add to, upgrade or change their occupational skills and qualifications – the purpose of continuing vocational education and training.

The first of these purposes is usually met within the education system. The second and third may be met within the education system or by more specialized provision (such as induction training, job training, management training, team training, training in problem solving, training in a particular new technology or technique) from the private or public sectors of the training market, whether supported or subsidized by the state or not.

CHAPTER III – RESEARCH METHOD

3.1 Research Design

Based on the objectives of the present study, an idiographic approach to social science has been followed as a method base for the present study. The idiographic method stresses the importance of letting one's subject unfold its nature and characteristics during the process of investigation (Burrell & Morgan, 1979, pp. 6-9). This idiographic approach was also meant to obtain firsthand knowledge of the respondents under investigation.

3.2 Selection of Research Area and its Rationale

In order to achieve a representative geographical sample, the research was undertaken in both urban and rural areas which were benefited from the F-SKILL training in Chitwan district. The researcher visited places such as Birendranagar, Khairahani, Ratnanagar, Bharatpur, Saradanagar, Meghauri, Shukranagar, and Patehani VDCs of Chitwan district to carry out the field survey.

The above selected places were taken as research areas because of the following reasons:

- Places in Ratnanagar and Bharatpur would represent the urban areas and
- Places in rest of the VDCs Khairahani, Saradanagar, Meghauri, Shukranagar and Patehani represent the rural areas.

Thus, the selection of survey locations and the subsequent interview with graduates, local partner organizations, partner franchisees and clients by a methodology which ensured randomness, guaranteed that findings of this study area representative of the graduates of F-SKILL training programme in Chitwan district. Another reason for purposive selection is acquainted with researcher's accessibility as the mentioned cluster is the work place of researcher as well as the researcher belongs to Chitwan district.

3.3 Universe and Sampling Procedure

The present study has involved formal interviews with altogether 100 F-SKILL extranees (i.e. about 25.18% of the total F-SKILL graduates in the Chitwan district), who had

undergone F-SKILL training courses on various trades from December, 2005 to December, 2010. Total of 100 extrainees were taken from Birendranagar VDC, Khairahani VDC, Bharatpur MP, Meghauri VDC, Ratnanagar MP, Mangalpur VDC, Saradanagar VDC, Patehani VDC and Kumroj VDC respectively.

3.4. Nature and Source of Data

The study started with secondary research. In this stage the researcher reviewed the various reports and information available at the programme implementing organizations' office on its training activities. This was essentially done in order to gain a deeper understanding about the current status of training. It was also used as a base to develop variables for interviewing and for discussions with training graduates. It must be emphasized that, throughout this study, views and responses of graduates are the real unit of analysis. This interview and discussions with local training coordinators, local partners and trade instructors and direct observations were used to gain a better understanding of the training effectiveness and current status of trainees. Both qualitative and quantitative data have been used for completing this study.

Primary data helped to explore the present situation of respondents and secondary data explored the past situation. Both source of data helped to compare the impact of the training programme.

3.5 Data Collection Tools and Techniques

3.5.1 Interview

A coordination scheme was prepared on which checklists and interview schedules were constructed. A semi- structured interview schedule was prepared containing both closed and open-ended questions. Questions were designed to obtain data on socioeconomic characteristics, impact of skill training attitude towards skill training etc. For this sake following are selected stakeholders of training programme:

- Selected Trainees, who attended the training programme in the past and
- Selected Local Clients, who have used skill trainees for jobs in the past

Primary data was backed up, where possible, with informal discussions with local training coordinators, partner franchisees, trade instructors and trainee graduates. It was also cross checked with information collected from secondary sources. All this had been done for the sake of making study more authentic and reliable.

3.5.2 Observation and PRA

Face to face interview and informal interaction, observation with the respondent and key informant survey tools were used for the collection of necessary information. PRA was done

for SWOT analysis and Focus Group Discussion (FGD) at Birendranagar and Bharatpur consisting of 15-20 graduates in each group to have some reliable and first hand information from group.

3.6 Pilot Survey

Pretesting of questionnaire was done at Birendranagar VDC, Khairahani VDC and Bharatpur MP. Modification in the questionnaire was made after administering questionnaire to some of 25 training graduates from above stated VDCs. Especially, respondents' family background, satisfaction regarding training programme and customers view about training graduates' service were included after pilot survey.

3.7 Data Analysis, Presentation

Due to the nature of the study, a simple descriptive analysis was adopted in the present study. The analysis of research findings was undertaken by comparing the results by frequency distribution, such as percentage distribution, mean and standard deviation. Both primary and secondary collected data were coded, tabulated, and analyze by using Microsoft Excel.

The vocational training programme is evaluated on the basis of selected evaluation criteria, such as content and relevancy of the training courses and activities in relation to the expectations of the local training coordinators, customers and local market, to the expressed needs of trainees and to the needs of the less educated and disadvantaged members in society; organization and management of the training courses in relation to the expectation of both local partners and trainees, contribution of training in generating employment or self-employment to the trainees; and suggestions for future training strategy and training implementation.

Thus, questions were asked about how training packages have been designed and used in relation to the overall goals of the programmes as well as the particular objectives of the training activities.

3.8 Limitation of the Study

The present study attempts to assess the role and contribution of vocational training organizer in generating employment and self-employment to the disadvantaged youth. Although, it does provide some valuable insight into this area, it is limited in the following ways:

- Since the study results are based on the expressed opinion of the respondents, it may or may not be free from individual biases and prejudices. However, every possible care would be taken to dig out maximum accuracy right from the beginning of the research to the end.

- Most of the data on evaluation of the training programme are based on recall by the trainees, local partners and clients as well as observation. So, these data have to be interpreted cautiously because they are obtained for three times in the year only.
- The research is centrally focused to Chitwan district where the training programme organizer has conducted number of training programmes. On the behalf this, organizer encompasses some of the VDCs and MPs of Chitwan districts namely; Birendranagar, Khairahani, Ratnanagar, Bharatpur, Saradanagar, Shukranagar, Meghauri, Patehni etc. The research would be carried out throughout these VDCs and MPs of Chitwan district and the research finding would merely depends only these work place, may not resemblance with the national frame work.
- Despite these limitations, the research student has prepared this study as objectively and analytically as possible to make research finding liable and truthful.

CHAPTER IV – CONTOUR OF THE ORGANIZATION & STUDY AREA

4.1 An Initiation

About 12 years of experience with NGO SKILL which proved to be successful in offering both basic & upgrading occupational skills through a mobile training approach to socially deprived young and adult and 2 years of preparatory work and action research in the year 2002 and 2003, F-SKILL has expressed that it has learned the following lessons that need to be taken into consideration while designing, delivering and connecting (linking with further training or education or linking with gainful employment) activities

- Short-term mobile training is a viable approach to address the skill development and self-employment needs of rural unemployment youths, but this approach proved to be less relevant in urban areas. It is also learnt that skill training would be more effective if training has a correct mix of theory and practice.
- Since the demands of skill change over time, vocational training providers should have capability, scheme for flexibility and a variety of training packages for addressing the diverse needs and program offerings in a variety of occupational areas and for enterprises in various locations.
- Low training cost is possible if the training program and support are directly related to income and earnings. Potential target group will be interested to participate in training without allowances if it ensures their employability.
- In Nepalese culture, youths have a strong desire of progressing in career through opportunities to advance their skills or education. Therefore, it is realized that training initiatives should have provision for linking them with next levels of training or education. A modular approach with a system of recognizing the prior learning would be a viable approach.

4.2 Unique Features of the F-SKILL Approach

Implementation of a variety of short-term technical/vocational courses, which prepare the individual to engage in modest trade or access the beginning levels of the formal/informal labor market, has been proved to be an appropriate strategy. This has helped in improving the livelihood of deprived segments of the population. In fact, the objective of FSKILL is to improve the "employability" of young people particularly those who have neither the

schooling nor the base of technical skills that would ensure their successful absorption in the labor market.

4.3 F-SKILL Working Modality

The main thrust of F-SKILL is to facilitate employment and earning of out-of-school youths by accessing funds from supporting agencies and organizing market-driven skill training utilizing franchisees. The franchisor grants an independent business person (the franchisee) the right to duplicate its entire business format (FSKILL®) at a particular location and for a specified period under terms and conditions set forth in the contract (franchise agreement). The franchisor also provides all the support needed to set-up the business and on-going assistance to the franchisee as to the franchise agreement. A franchisee buys the rights to duplicate FSKILL ® (the franchise package) by paying franchise fees under terms and conditions set forth in the franchise agreement. A franchisee gets from the franchisor a business plan, franchising manual, training and all the support needed to start her/his business (as to the franchise agreement). The franchisee aims at putting as many trainees as possible from the predefined target group into the working process (self employed or employed). In order to facilitate expected results through franchisees, it establishes strong networking and cooperation with supporting agencies and employment market. Realizing the importance of basic skill training leading to employment and income, FSKILL has incorporated the following unique features different from conventional vocational training being offered by other agencies:

- Rapid appraisal of skill needs and identification of training needs in a particular location
- Development of training packages
- Selection and deployment of appropriate enterprise under franchising arrangement and funding support under the following conditions:
 - (a) Program participants should be youth with education below Tenth grade (literate, neo-literate, grade 5 pass, grade 7 pass,
 - (b) 80 percent employment of the training completers is mandatory in order to get 100 percent reimbursement of the training cost,
 - (c) Linking skill training with national Skill Testing board.
- Transversal contents such as HIV aids and reproductive health is included as mandatory in the program,

- Support for Transition from training to work through Skill plus (Mentoring, Job network, Business Enterprise Center, assessor training package)
- Strong regular monitoring arrangement to ensure the quality of training delivered,
- Coordination, partnership and networking among the concerned agencies to facilitate F-SKILL activities
- There is incentive provision if women, Dalits and disadvantaged are provided with employment-based skill training.

4.3.1 Working Approach and the Core Principles

a) The core principles of the F-SKILL approach include:

- Focus on employment
- Selection of training participants done on the basis of a defined list of criteria
- Income verification of training participants (before training)
- Demand-driven, market-led mobile training
- Outcome financing
- Differential pricing mechanisms
- Development and regular updates of training packages in line with occupational skills standards
- Regular updates on labor market
- Social aspects included in all training: gender, HIV/AIDS, Reproductive health, legal aid, and labor rights
- Entrepreneurial skills included in training course
- Psycho-social counseling for youth affected by the conflict, and for those who plan to take up employment overseas
- Post training monitoring

b) F-SKILL is taking responsibility for:

- Development and regular updates of training packages in line with occupational skills standards
- Income verification of training participants (before and after training)
- Regular updates on labor market
- Psycho-social counseling
- Post training monitoring system

- Skill Test
- The other elements of the F-SKILL approach are within the responsibility of the franchisee.

4.3.2 Working Modality

The F-SKILL training and Employment model is different than that of training provided by other training providers. The main thrust of the F-SKILL modality is ensuring that participants from disadvantaged groups are provided quality training in line with employment market needs. The core concepts of the F-SKILL training modality are discussed below:

a) Focus on Employment

Before implementation of any training, a rapid market assessment is conducted to ensure that the training being implemented is in line with employment market needs. All training manuals are regularly updated and trainers are provided orientation about latest trends and innovations every year. Till date, out of the 20,990 youths have participated in F-SKILL training, over 84 per cent is gainfully employed in various sectors both within the country and abroad.

b) Partnership Approach

F-SKILL implements its training activities through a network of partners, also known as franchisees. Under the F-SKILL franchising model, F-SKILL grants partners the right to duplicate its entire business format (F-SKILL®) at a particular location and for a specified period under terms and conditions set forth in the contract. At present, F-SKILL partners are based on various regions throughout the country from Kanchanpur and Kailali in the West to Jhapa in the East.

c) Mobile Training

All F-SKILL training is mobile; i.e. training is implemented wherever there is training needed with a high possibility for employment or self-employment. The idea behind this approach is to ensure that all people in Nepal, wherever they reside, are provided the opportunity to participate in training wherever there is an employment opportunities are available.

d) Rapid Market Assessment

Rapid Market Assessments (RMA) help to ensure that all training implemented under the F-SKILL brand are in line with employment market needs. Partners are required to conduct RMA prior to implementation of training. Partners are provided with training and orientation on conducting localized RMAs after joining the F-SKILL franchising network. Regular refresher courses are also provided to the Partner Franchisees. These are some of the factors that make F-SKILL model different than the training provided by other service providers.

e) Outcome Based Financing

F-SKILL implements its activities through a network of partners spread throughout the country. Under the outcome based financing model, partners are only paid when training participants are gainfully employed earning a predefined sum.

f) Differential Pricing Mechanism

Inclusion of disadvantaged groups remains the main thrust of the programme. To ensure that the core target groups are given precedence in the selection, F-SKILL has introduced the differential pricing mechanism. Under this mechanism, partners are paid a higher incentive for putting participants from disadvantaged groups in the training and placing them into related work hence increasing employability.

g) Post Training Monitoring System

One of the key success factors of F-SKILL is its strict monitoring mechanism. Unlike regular training programmes which only monitor ongoing training programmes, F-SKILL closely monitors each trainee for at least six months after completion of training.

4.4 Blue Channel Concept and F-SKILL's Contribution

World Education data based upon the Government of Nepal Census Report 2001 indicates that annually approximately 600,000 out of 700,000 grade one age group children born in 1985 (more than 85 per cent) fall out of 10th grade school education every year. As 350,000 children do not even complete primary school every year, many of the out-of-school youths are illiterates to neo-illiterates, who enter into the labor market without any skill at hand. General observation indicates that these out of school children/youths generally come from the underprivileged groups of dalit, ex-kamaiyas, haliyas, badis, ethnic and isolated

communities, girls and remote area backgrounds. The Tenth Plan (NPC, 2002) targeted to increase school enrolment from 80 per cent to 90 per cent of the primary school age children; still ten percent of the primary age children are away from school even if the targeted enrollment is achieved. Similarly it intends to have 58per cent to 65per cent, 37 per cent to 45 per cent and 23 per cent enrolments in the lower secondary, secondary and higher secondary education respectively. As shown figure below, the plan document does not have any education and training scheme for children who cannot complete their schooling. There is some limited and sporadic skill training and on the job learning (OJL) opportunities for the out-of school youths before they land in the world of work. Except the CTEVT implemented technical education as TSLC and Diploma programs for secondary level completers, there are no tangible programs available in the country for the vast number of primary and lower secondary education completed youths, who are not in the formal education stream. There is a big gap between educational/ training provisions and needs, which could be filled in by systematic and institutionalized skill development programs that allow the youths to land in the world of work with some appropriate skill at hand. The shaded boxes, for which SDC has proposed the "Blue Channel " concept is an area where F-SKILL can contribute by providing access to vocational skill development at each exit level (Primary, Lower Secondary, Secondary below 10th grade) and prepare them for gainful employment and provide opportunity to advance their career through appropriate built in training at the next level.

The market-oriented skill training with modular approach linked with skill testing system could provide skill development opportunities as per market needs to the needy youth and allow their vertical and horizontal career development. In this way a collateral entry possibility could be assured by the education system so that anybody would have educational and training opportunities for their horizontal and vertical promotion. Since the idea of non-formal education and knowledge/ cognition testing system cannot be implemented through the TEVT sub-sector alone nor can F-SKILL influence it, support and partnership arrangement with CTEVT would provide the morale boost that facilitates a political decision from the Ministry of Education (MOE) in The TEVT Sector F-SKILL's Contribution consultation with all sub-sectors of education. As a solution to the massive unemployment and underemployment problems, there will be a continued demand from social and political forces for the expansion of Technical Education and Vocational Training programs in the Country. In response to the poverty reduction strategy of tenth development plan, there will be continued support adequate investment from the\ government and donor community for

employment-based technical and vocational training programs. F-SKILL needs to make its partners capable of delivering employment-based technical and vocational training programs. Past experience shows that people also invest for their education and training if the training guarantees their employment and earning. Due to the economic stagnation, there will be limited opportunities for higher wage employment. The industrial establishments have been steadily declining in recent years. This trend is not favorable for the employment market. Since the population below the poverty line is very large and the employment potential in the formal sector is limited, training programs which facilitate enterprise creation and promote self-employment will also receive top priority. Training programs contributing to the small business creation and self-employment promotion will have the greater market. Job opportunities for Nepalese workforce in the international job market are increasing in recent years. Construction, manufacturing and service sectors are the three potential areas in which significant number of skilled workers is demanded in the foreign job market. F-SKILL will have to modularize its training packages in order to provide flexibility, promote wider participation, increase the system's responsiveness to changing skill needs, and encourage more student centered learning. A dynamic training institution which is always aware of the changing demands of the labor market and adjust its training programs to fulfill the market demand will have always have high market potential. A system of recognizing prior learning and skill level based on which opportunities to move vertically and horizontally in careers should be in place. In order to enhance the market potential, It will be necessary to acquire support, information and input on a regular basis for training package modification, program revision, and placement of the graduates, placement of on-the-job trainees, skill standard development, and skill testing.

CHAPTER V – THE CIRCUMSTANCES OF VOCATIONAL TRAINING

5.1 Socio-Demography of Respondents

5.1.1 Training Graduate Respondents' Personal Profile

In this Chapter, some personal characteristics of interviewed training graduate respondents are presented. It is expected that the data described below provides information on the circumstances of vocational training and also useful in understanding the interpretation of the data presented below.

a) Age Group

Age is a definite and highly visible psychological fact. Most of the society recognize five main age statues such as; infancy, childhood, adolescence, adulthood and old age. The change from childhood to adolescent period and then to adulthood is of tremendous importance. During this transactional period obvious psychological and mental changes do take place in the individual. The individual who has been absorbing culture now starts participating in it. The change to adulthood is widely recognized in ceremony, custom and law. That is why, the training organizer has the mandate to incorporate candidate of the age group 16 – 35 in its’ training programme.

Table 5.1: Distribution of Respondents by Age.

SN	Age in Years	Count	Percentage
1	16-24	47	47
2	25-30	29	29
3	30-35	24	24
Total		100	100

About 47% of the training graduates of training provider fallen under research study were found in the age group of 16 – 24, 29% of the training graduates were from the age group of 25 – 30 and 24% of the training graduates were from the age group of 30 – 35 years.

b) Ethnicity

Ethnicity is also one of the major factors of social stratification. In general, ethnicity is the emotional attachment with the culture and ritual that the ancestor used to have in the past. We can find common language, religion, social norms and values, behavior, rituals and history etc in the identical ethnic groups. These days, ethnicity is also termed as nationalities too. According *Morris Ginsberg*, “An ethnic group is a distinct category of the population in a larger society whose culture is usually different from other.” Most of the trainee belongs to discriminated and marginalized group; this is because of training provider’s priority to enhance the livelihood of these groups through technical skill development.

Table 5.2: Distribution of Respondents by Ethnicity.

SN	Ethnicity	Count	Percentage
1	Dalits	17	17
2	Janajatis	59	59
3	Others i.e. Brahmin, Chhetri	24	24
Total		100	100

17% respondent graduates under study represent the Dalit Community, 59% represents the Indigenous Community and rests are from other castes like Brahmin, Chhetri etc. The

huge number of Indigenous Community and Dalit Community is due to higher priority to these groups. The training provider has made classification of these communities as “A” for Dalit, “B” for Indigenous Community and “C” for Other including Brahmin, Chhetries etc and also made the provision of providing bonus on the basis of above mentioned category.

c) Gender

Normally, sex and gender is considered as a similar term having identical meaning. Gender is one of the important factors of social stratification. Sex differentiates in two categories biologically as man and women but gender is the achieved social, cultural and psychological attributes by human being as per the social values and norms. According to *Smit*, “Gender is the socially and culturally determined differences in behavior, role and status of men and women.” In the training programme, female groups are highly prioritized. Similar findings have been collected in the study too.

Table 5.3: Distribution of Respondents by Gender.

SN	Gender	Count	Percentage
1	Male	38	38
2	Female	62	62
Total		100	100

62% of the surveyed respondent graduates are Female and rests 38% are the Male graduates. The figure clearly shows the organizer’s motivation towards more women participation. The organizer has conducted more female oriented training and has always encouraged the female participation in its training programmes. Certain amount would be awarded as bonus to LPOs/PFs i.e. training implementing organization if they are able to train female candidate in the training programme.

d) Education Level

100% respondent graduates in the study area have been less than SLC Level Education. The percentage of count has been recorded as Illiterate 11%, Literate (Praudh Shiksha) 18%, below 8th grade 41%, 8th – 10th grade 30% respectively. The count shows all the graduates trainees were from the school drop category. The training organizer has set the school drop, under SLC as its basic education level to take part in the training programme so as to minimize the un-employability of these kinds of groups. Note to be done here, 11% among the trainees were illiterate which, in fact, is quite interesting.

Table 5.4: Distribution of Respondents by Education Level

SN	Education Level	Count	Percentage
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1	Illiterate	11	11
2	Literate (Praudh Shiksha)	18	18
3	Below 8 th Grade	41	41
4	8 th -10 th Grade	30	30
5	SLC and Above	0	0
Total		100	100

One likely explanation for the presence of such a high proportion of less educated people in the training programme may be related to the very objective of programme which is to attract people who have been failed in pursuing formal higher education. Another reason, perhaps, could be that the training offered reflects a clear market need as well as a natural wish of training.

e) Size of Landholding

The respondent training graduates have mostly been found least land holders. 23% of total graduates are the landless, 48% have about 1 Kattha land, 20% have 1-5 Katthas and 9% graduates have about 6-14 Katthas land. No one has fallen under 15-20 or above category with respect to size of landholding.

Table 5.5: Distribution of Respondents by size of landholding

SN	Land Size	Count	Percentage
1	Landless	23	23
2	About 1 Kattha	48	48
3	1-5 Kattha	20	20
4	6-14 Kattha	9	9
5	15-20 Kattha and above	0	0
Total		100	100

This means the majority of respondent graduates are the landless or least landholding people. This is because of the training organizers' importance to leased land holding people in the training as well as may be due to impact based training programme.

5.1.2 Respondent Graduates' Motivation to Training Programme

a) Source of Information about Training Programme

The training organizer has a strong channel to disseminate the advertisement about training programmes at the respondent trainee graduates level. This has been possible through its' LPOs/PFs like local level cooperatives, user groups, informal education centers, local electronic and paper media etc.

Table 5.6: Source of Information about training programme

SN	Source of Information	Count	Percentage
1	Local Media	10	10
2	Local Organization	65	65
3	Ex-trainees	7	7
4	Relatives/Friends	12	12
5	Others	6	6
Total		100	100

Respondent graduates find the information about training programme from different Medias and sources namely, 10% from the Local Media, 65% from the Local Organizations i.e. Sana Kissan Krishi Sahakari Sanstha Limited, 7% of the graduates got information from the Ex-trainees of training, 12% from the Relatives/Friends and 6% from other sources

b) Motivation and Expectation of Respondent Graduates

Expectation of gainful employment or self employment has been reported by a large number of respondents (i.e. 77% - Mainly Women Graduates) as the prime motivation for joining the training course, while 16% (Mainly Male Graduates) indicated to join other employment centers and rest only 7% didn't have actual destination before training participation. One likely reason for determining self employment by female graduates could be the family support and easy to get well established in the local level. Regarding male graduates case, they are free to move from place to place for employment.

Table 5.7: Motivation and Expectation of Respondent Graduates

SN	Motivation and Expectation	Count	
1	Self-Employment	77	77
2	Employment	16	16
3	Others	7	7
Total		100	100

Similarly, when asked about the level of their expectation fulfillment from the training, 89% of them have clearly revealed that the training, indeed, helped fulfill pre-training expectations, while 8% gave progress reactions on it and 3% clearly said 'No'. In fact it is not surprising to hear such a mixed reaction from those who are still on the way to employment and those who have still no chances of using the knowledge and skill learnt due to various factors. Look at the expectation fulfillment percentage it is quite remarkable about 89% of training graduates able to fulfill their determination after training, which proves itself the effectiveness of training.

Table 5.8: Expectation fulfillment from training programme

SN	Expectation Fulfillment	Count	Percentage
1	Yes	89	89
2	In Progress	8	8
3	No	3	3
Total		100	100

5.1.3 Relevancy and Adequacy of Training Programme

In this section, an attempt has been made to analyze the relevance and adequacy of the courses being offered in relation to the training organizers' objectives, and trainees' needs.

a) Relevancy of Training Course and Respondent Graduates' Perceive Needs

When reactions to the relevancy of training programmes were discussed with respondent graduates, 88% of the 100 surveyed graduates indicated that they are very relevant to the requirements of the electrical, parlor, tailoring and embroidery job, but felt that they still have shortcomings when dealing with customers' needs in the actual works.

Table 5.9: Relevancy and Adequacy of training programme

SN	Relevancy and Adequacy	Count	Percentage
1	Yes	88	88
2	No	8	8
3	Can't say any thing	4	4
Total		100	100

b) Further Training Needs

The interviewed graduates strongly felt that it is not sensible to expect them to perform all sorts of jobs with their limited skill and educational level. They, therefore, made a strong case for further training to upgrade their knowledge and skill, as it is insufficient, in itself, for meeting the increasing needs of customers, such as "three phase wiring" and "repair and maintenance of water pumps, fans", different hair cut styles and other fashion related latest updates. Importantly, many of the interviewees also expressed a feeling of lack of necessary skills for marketing their services and also lack of support from their LPOs/PFs necessary to gain a job.

Table 5.10: Further training needs

SN	Further Training Needs	Count	Percentage
1	Yes	76	76
2	No	20	20
3	Can't say any thing	4	4
Total		100	100

In particular, a majority of electrical, parlour and tailoring graduates in the surveyed areas (except Meghauri VDC, Saradanagar VDC and Patehani VDC), who gave interviews tended to emphasize the need for further training and upgrading of their knowledge and skills in their own fields, seeing themselves vulnerable to criticism for their limited vocational skills.

The research suggests that graduates do feel requirement of additional skills on their technical subject and on social and marketing aspects of management to sell their services effectively. It would be good if some exposure could be given to the trainees in the aspects of future courses, such as, developing self-confidence at work, managing and flexible service charge (i.e. pricing) techniques, customer dealing etc. At present they are given very little or minimal focus in the curriculum of training programme. Exposure to these would help them; it is hoped, to place them in a better position in the competitive labor market.

c) Willingness to Attend Refresher or Upgrade Course

When the respondent graduates interviewed were asked about their willingness to attend refresher or upgrading course, if organized in their related fields, 87% of them have shown a strong willingness to take-up the course even if they have to pay certain fees for it, 9% have no idea about their willingness to take-up the course and only 4% of the total graduates didn't refer the course.

Table 5.11: Willingness to attend refresher course

SN	Willing to attend refresher course	Count	Percentage
1	Yes	87	87
2	No	4	4
3	Can't say any thing	9	9
Total		100	100

They also suggested that at present training should be continued in the coming days as well.

d) Sufficiency of Tools and Materials

Regarding the sufficiency of tools and materials for doing practical works, about 81% of the interviewees felt them sufficient, while the 15% of them partially satisfied and remaining 4% of them viewed that the tools and materials made available to them for

practical work in the training were inadequate when compared with the trainee number and time allocated for practical works.

Table 5.12: Sufficiency of Tools and Materials on training programme

SN	Sufficiency of tools & materials	Count	Percentage
1	Completely	81	81
2	Partially	15	15
3	Not Satisfied	4	4
Total		100	100

In the case, of electrical training, the following is the list of equipment which graduates have reported as insufficient during practical works; drilling machines, hacksaws, wire stripper, multimeter. In Beauty parlour case, they were the hoot steamer, threading chair, facial bed, perming machine, extension iron. In case of Tailoring, it was Interlock machine only. Similarly, in furniture carpentry they were electric plainer. In case of Hand Embroidery, it was different design booklets and for bicycle repairing it was wielding machines.

5.1.4 Training Method

In this section, a range of questions were asked about the methods adopted for different types of training undertaken by the training organizer. Methods have to be appropriate for the purpose. The main purpose of the training may be seen as imparting basic skill and knowledge to less educated groups of people in vocational trades, such as house wiring, parlor, hand embroidery, tailoring, and embroidery jobs. Not all training programmes can rely upon single training style and method. It depends largely upon the nature of the course content or topic, but also upon other factors, such as duration of the session, lay-out of the training room, and the learners' and trainers' personal characteristics.

Table 5.13: Appropriateness of the training programme

SN	Appropriateness	Count	Percentage
1	Very appropriate	89	89
2	Average	9	9
3	Below Average	2	2
Total		100	100

An effective training method is the one which creates, maintains and sustains interest and curiosity in the learners. Observations and findings on training methods reveal that training methods tend to participate and involve groups' works. Learner centered training methods,

such as learning by reflection, trainees' active participation and practical demonstrations are reported to be widely used in all the programmes.

Table 5.14: Knowledge and skill of trainers

SN	Knowledge and skill of trainers	Count	Percentage
1	Excellent	92	92
2	Satisfactory	6	6
3	Labor more	2	2
Total		100	100

The majority of the graduates interviewed (89% - Table 5.13) think that suitable training methods have been adopted by trainers and question from them are encouraged and entertained. The findings of studies also suggest that almost all graduates (92% - Table 5.14) interviewed are very satisfied with trainers, with their knowledge and training experiences.

Training Duration

When asked to comment about the overall duration of training period, about 74% of respondent graduates, interviewed felt that the current training is excellent, while 17% of respondents said their training duration was about right and 9% of the respondents said the training duration was a little short i.e. need to extend (Table 5.15).

Table 5.15: Time duration of training programme

SN	Time Duration	Count	Percentage
1	Excellent	74	74
2	About right	17	17
3	Need to extend	9	9
Total		100	100

In order to get a better understanding of the issue of training time and duration, the responses of different trade related graduates interviewed, are separately analyzed. Interestingly, a majority of the different trade related graduates have shown no significant differences in their answers about the length of the present training period. Nonetheless, all the training groups suggested that the built-in practical works of training programme are needed to be increased, preferably to be at least half months to one month long in two months course and more emphasis be given in real life practical works.

5.1.5 Comments on Local Partner Organizations (LPOs)/Partner Franchisees (PFs)

a) Role of Local Partner Organizations/Partner Franchisees' Organizing Capacity

When the graduates' respondents were asked about the capability of their Local Partner Organizations/Partner Franchisees to help organize and manage the training programme, 63% of them opined that their LPOs/PFs have helped in organizing programme well and are also capable of organizing the programme (Table 5.16).

Table 5.16: LPOs/PFs Organizing Capability

SN	Organizing Capability	Count	Percentage
1	Very Good	63	63
2	Average	33	33
3	Below Average	4	4
Total		100	100

But there are some criticisms of the LPOs/PFs in the way they helped to provide logistics to the training programme. Satisfaction of graduates with LPOs/PFs' logistics arrangement is at best average (59%), while the percentage of graduates very satisfied with local partners is found to be significantly low (only 38%) even 3% of them rated it as a poor one (Table 5.17).

Table 5.17: LPOs/PFs Logistics Arrangement

SN	Logistics Arrangement	Count	Percentage
1	Very satisfied	38	38
2	Average	59	59
3	Poor	3	3
Total		100	100

When asked about the reasons for lower satisfaction with logistic arrangement of LPOs/PFs, many respondents commented that LPOs/PFs did not care much in selecting the training site, training hall and sites for practical works, storing and caring of training materials, handling emergency casual works, monitoring of the training programme and in selecting the training participants.

This can be seen as a clear message to organizers' management that due care should be given in future while deciding upon the local partnership for implementing training programmes. Also, the criteria for LPOs/PFs selection may need to be reviewed and modified.

b) The role of LPOs/PFs in helping respondent graduates to find jobs

The majority of graduates (60%) openly indicated that they did not get much assistance from LPOs/PFs to find jobs. Although, it may be major responsibility of LPOs/PFs, many of the graduates complain about the indifferent attitude and inability of the LPOs/PFs to help find job for its graduates.

Table 5.18: LPOs/PFs Help in finding jobs

SN	Help in finding jobs	Count	Percentage
1	Good Enough	34	34
2	Not Good	60	60
3	Just so so	6	6
Total		100	100

Further, they felt that even if the LPOs/PFs are unable to help them in providing direct employment they should at least extend all possible help to respondent graduates either to establish their own enterprises through raising some funds as seed money or by providing guarantee to the trainees for institutional credits or in giving detailed information on institutional credits and technical advice. Surprisingly, only 34% of the interviewed graduates appreciated the support of LPOs/PFs in finding jobs and 6% of the interviewed graduates called it as just so so help in finding the jobs. This is one of the areas, which calls for further study.

c) Contact with LPOs/PFs

It is encouraging to note that 59% of the interviewed graduates do still have regular contact with LPOs/PFs though many of them have complained as mentioned earlier about the indifferent attitude of LPOs/PFs towards finding employment/work for them.

Table 5.19: Contact with LPOs/PFs

SN	LPOs/PFs' Contact with Graduates	Count	Percentage
1	Promptly	59	59
2	Occasionally	41	41
3	Never	0	0
Total		100	100

41% of the interviewed graduates told the LPOs/PFs contact is occasional only. One likely explanation for it may be that many of them are the local people: they visit the LPOs/PFs local contact office for reasons other than employment, such as to collect information about new training, other social activities etc.

d) Satisfaction Level over Trainee Selection Procedure for Training

The present study has shown that the majority of respondents (89%) in the training programme are fully satisfied with the way or procedure adopted by LPOs/PFs in selection candidate for the training programme, while 11% of the respondents are partially satisfied with the trainee selection procedure (Table 5.20).

Table 5.20: Satisfaction regarding the trainee selection process

SN	Satisfaction	Count	Percentage
1	Fully satisfied	89	89
2	Partially satisfied	11	11
3	Not satisfied	0	0
Total		100	100

Most of the graduate trainee appreciate organizer during selection process and simultaneously, they recommendate the presence of organizers' representative while conducting selection process. As per them, this makes the disciplined and much transparent regarding the process. They believe that LPOs/PFs might not be influenced by their local near and dear.

5.1.6 Employment Status of Respondent Graduates

The present study reveals that almost 90% of the respondent graduates are able to use the skills and knowledge learnt during the training and 10% of them are not working currently due to various reasons. 67% of them are conducting their own business and 23% of them are involved in some paid work at their locality while some of them are working in the neighboring areas (Table 5.21).

Table 5.21: Employment status of respondent graduates

SN	Employment Status	Count	Percentage
1	Self-Employment	67	67
2	Employed	23	23
3	Not working	10	10
Total		100	100

63% of the respondent graduates are satisfied from the present employment status; where as 33% of they were not fully satisfied with the present employment status (Table 5.22).

Table 5.22: Satisfaction form the present employment status

SN	Satisfaction from work	Count	Percentage
1	Yes	63	63
2	No	33	33
Total		100	100

The availability of work opportunity varies from place to place. In Birendranagar VDC, Ratnanagar MP and Bharatpur MP, Most of the respondent graduates are regularly getting work and conducting own shop whereas few graduates of Meghauri VDC, Patehani VDC are successful in finding a training related work after training. Most of the girls trained in

parlor, tailoring and embroidery are reported to be mostly engaged in the work after training graduation.

The study finding suggests that the proportions of work opportunities are significantly higher in the electrical, parlor, furniture, tailoring vocation in comparison to other. The opportunity of bicycle repairing is enormous and high might be due to terrain territory and maximum use of bicycle as a transportation means. Despite of this, the working in the same field after training is recorded very few. In researcher’s opinion, this might be due to the social respectability as the job is not highly respectable in our society. People think themselves inferior while involving in these types of work. This is why; it appears that the bicycle repairing trade has a relatively limited scope of job opportunities. Further, this could be either due to the limited job market in the locality or due to lack of cooperation from the training organizing agencies working in the community and indifferent attitudes of local line agency offices in utilizing local manpower or it may be due to tough and aggressive competition from outsiders; e.g. Indian workers. This also may need further study.

a) Time Taken to find the job and Reasons for Not Getting Work

About 53% of the graduates managed to get work (full-time, self conducting) in less than 1 month after training while 37% could do so only after 3 months. In the survey, the respondent graduated found unemployed and the percentage of unemployed graduates is 10 % (Table 5.23).

Table 5.23: Time taken to find the first job

SN	Time Taken	Count	Percentage
1	Less than 1 months	53	53
2	1-3 months	37	37
3	3-6 months	0	0
4	More than 6 months	0	0
5	Still unemployed	10	10
Total		100	100

The employment ratio is quite encouraging in a sense that most of the graduates under went for job in a very short time after training completion. Probably this is due to the mandatory follow up practice in quarterly basis after training completion till 3rd quarter and other reason for this would be the positive impact of Training. In the course of the survey, the unemployed graduates (10% out of 100 – Table 5.24) were also asked to identify the possible reasons for not getting any jobs after the training.

Table 2.24: Reasons for not getting start work

SN	Reasons for not getting start work	Count	Percentage
1	Short of financial resource	4	40
2	Unavailability of loan on time	2	20
3	Unavailability of other inputs materials	0	0
4	Would start later on	1	10
5	Delayed due to personal/family reasons	1	10
6	Abandoned forever	0	0
7	Time constraint: Lack of time/improper time	2	20
8	Others	0	0
Total		10	100

A striking reason from among the reasons attributed by unemployed respondent graduates (40%) for not getting any paid work or self conducting work is due to short of financial resource (Meghauli VDC and Patehani VDC respondents Graduates). The second important reason cited by unemployed graduates (20%) is related to the unavailability of loan on time from local cooperatives. Similarly 20% of the graduates define it as due to time constraint: lack of time or improper time. While 20% is in plan to start later on and 20% said it is delayed due to personal or family reasons.

As described earlier, some graduates (10%) again commented that although the subject matter of training is very relevant, they still have shortcomings when dealing with customers' need in the field. The knowledge and skills are inadequate for satisfying the increasing demands of customers on the one hand and competing with Indian workers on the other. Surprisingly, 10% of them still unemployed graduates complained that LPOs/PFs did not offer meaningful support to them after the training programme.

b) Respondents' Present Income from the Job

Encouragingly, respondent graduates income range recorded per months 3000-5000 was 72% while as 23% of them earning 5000 and above. Some of 5% of the graduate told their income in the range below 3000 per month. This shows the effectiveness of training programme.

Table 5.25: Respondents present income from the job

SN	Income Range/Month	Count	Percentage
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1	Below 3000	5	5
2	3000-5000	72	72
3	5000 and above	23	23
Total		100	100

This might be due to employment oriented training modality and the training plus support after training to the graduates. The training plus support incorporates the Psychological Counseling, Provision of Loan Facilities by local partner organizations especially Small Farmers' Agricultural Cooperative Limited (SFACL) like cooperative organization.

c) Overall Change Status of Respondent

After training and employment, the qualitative change in different factors of trainees' status has been recorded. 92% of the surveyed trainees are found to be quite changing in their sanitation. 84% of them also got changed on their food habit. Similarly, 81% are found to be more sincere about their health. 38% have managed some important amenities like TV, fridge, sofa etc in their house. More interestingly, 11% of them have got success in changing and repairing their housing condition, too (Table 5.26).

Table 5.26: Overall change status of respondent

SN	Qualitative Change in	Count	Percentage
1	Food Habit	84	84
2	Housing condition	11	11
3	Sanitation	92	92
4	Health	81	81
5	Amenities	38	38

The positive change might have occurred due to different off- training matters that the training organizer used to integrate in their training like Reproductive Health Session 2 days package, Legal Affairs Session 1 day, Life Skill Training 5 days package etc. These could be the essential parameters of F-SKILL training for happening these all positive change in the respondent after training.

5.1.7 Suggestions for Improvement of Training Programme:

With a view to knowing their feelings towards the programme, a few questions were asked to respondent graduates.

Table 5.27: Suggestions for improvement of training programme

SN	Suggestions & Improvements	Count	Percentage
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1	LPOs/PFs active help in promoting the graduates	62	62
2	Apprise possible benefits, opportunities and problems before the training	15	15
3	Select locally popular & well respected LPOs/PFs to maintain good contact with local line agencies and potential clients and the employers	27	27
4	Arrange upgraded & refresher training and introduce some additional subjects/skills in the training programme	65	65
5	Use of competent trainers and resource persons	5	5
6	Sufficient availability of training materials	4	4
7	More focus on practical training	13	13

Above 65% of the respondents have a very positive attitude towards the training programme and proposed the following suggestion (in order of importance) for strengthening the future training programmes (Table 5.27):

- LPOs/PFs should be made truly committed to help promote the graduates to local line agencies and potential clients at least for some time after the training.
- Before the implementation of the training programme, both the training organizer and LPOs/PFs should appraise well the scope of opportunities and threats in the proposed training catchment area in relation to the post-training utilization of graduates.
- LPOs/PFs should be selected only after thorough assessment and evaluation process (preferably with the involvement of local would be trainer for the location). As far as possible, a less political (if it was not possible to find a non-political one) but locally and well respected organization/agency should be selected as a LPOs/PFs in organizing the programme. This would, it is hoped, help avoid or alleviate the aforementioned complaints about LPOs/PFs.
- LPOs/PFs should be purposefully encouraged and persuaded to maintain a good rapport with staff of local line agencies and potential employment agencies.

- Although the majority of respondent graduates are highly satisfied with the present training and its usefulness, an upgraded advance training course of appropriate duration is required for them to meet the rapidly increasing demand of the clients. Some additional subjects or topics should be more emphasized on practical use of tools and materials.

5.1.8 Graduate Respondent Family Perception about Training Programme

It is encouraging to note that, almost 82% of the families of graduate respondents have a very positive perception about the training programme. In fact, many parents are of the opinion that the economic condition of their family has been improved due to gainful employment of their family members after training.

Table 5.28: Graduate respondents family perception about training

SN	Family Perception	Count	Percentage
1	Very Good	82	82
2	Good	14	14
3	Not so Good	4	4
Total		100	100

These remarks could be seen as evidence that the training imparted by the training organizer has indeed helped to create spread effects in the local economies of Chitwan though in a limited scale given the nature of training programme and low level of investment.

5.1.9 Willingness of Graduate Respondent in Recommending Training Programme to Others

Another important finding of the present study is that almost all interviewed graduate respondent (92%), have shown willingness to recommend their friends, relatives and neighbors to receive training in future. Despite of this only 5% of them said “No” and 3% said “Can’t say” about the recommendation of organizer to others.

Table 5.29 Willingness to recommend programme to others

SN	Willingness to Recommend	Count	Percentage
1	Yes	92	92
2	No	5	5
3	Can’t Say	3	3
Total		100	100

5.1.10 How can the training organizer help graduates to promote or improve their employment or self-employment opportunities?

The present study reveals that the most of the graduates interviewed, have appreciated the usefulness of the training. They strongly feel that it has provided a unique opportunity to those who cannot afford to pursue formal school education. During our interview with graduate respondents, many of them have expressed a number of expectations from training organizers' management for improving its training programmes. The following are the major ones bulleted here under (Table 5.30);

Table 5.30: Training organizer's help to promote or improve graduates employment opportunities

SN	Organizer help to promote graduates employment opportunities	Count	Percentage
1	Organizer Should extend good contact with LOPs/PFs/Other Local NGOs/Potential Clients/Potential Employers/Local Technician	57	57
2	Create some seed money for self-employment activities	38	38
3	Help update the knowledge, skills and competency of graduate respondent in a planned and regular way	25	25
4	Selection of LPOs/PFs be done carefully	7	7
5	Arrange Periodic visits by F-SKILL/LPOs/PFs	11	11
6	Help to establish Alumni Association of graduate respondent in order to promote rapport amongst graduates and LPOs/PFs (through an appropriate mechanism)	5	5
7	Facilitate through LPOs/PFs in promoting partnership programmes between the graduates & local businessmen/shop keepers/contractors/local technicians (on profit or on	36	36

	commission/job basis)		
8	Help encourage competent and merit graduates as associate trainers in coming training programmes	15	15
9	Arrange on the spot demonstration visit by F-SKILL/LPOs/PFs to make aware of the purposes and benefits from training	17	17

- The training organizer, with the cooperation of LPOs/PFs should develop a good rapport with local line agencies, potential local employers/clients and prominent community leaders in order to help promote or improve employment and self-employment opportunities (57%)
- In order to help initiate the self-employment process amongst graduate respondent, the training organizer should either create some fund as seed money by itself or help earmark some funds through local cooperatives or financing institutions as a micro-credit programme for the self-employment activities of industrious graduates, who are in need of funds (38%).
- As the knowledge and skills are inadequate for catering to the increasing demands of customers/clients on the one hand and competing with other cheaper Indian workers in the market on the other hand, the organizer should seriously consider organizing special short term backstopping type upgrading training programmes (25%). Currently, the only way to enhance their knowledge and skills is through self-experience and provision of further training, but it is completely lacking.
- The decision regarding the selection of local social organizations, community or other type of local NGOs as local working partners (or LPOs/PFs in short) should be done only after their careful assessment (7%).
- In order to gain a better understanding of graduates' employment status, rapport building and providing on-the-spot backstopping services, if required. It is essential that some mechanism of periodic visits to graduates by organizers' field officers say once in a year should be developed (11%).
- To date, the training organizers' management has shown less interest in receiving establishing alumni association of graduates. The training organizers' should do so in order to promote rapport amongst graduates and LPOs/PFs through an appropriate mechanism (5%).

- The training organizer should make arrangement to help encourage competent and merit graduates as associate trainers in coming training programmes. This make and positive impact among the graduates for positive change (15%).
- Either the training organizer take a leading role or facilitate its' LPOs/PFs in promoting partnership programmes between the graduates and local businessmen/shop keepers/contractors/local technicians on profit or on commission/job basis to help graduates in find the job after training completion (36%).
- Spot demonstration visit by F-SKILL/LPOs/PFs should arrange to make aware of the purposes and benefits from the training (17%).

CHAPTER VI – SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary and Conclusions

In this section the main findings and conclusions are drawn together in summary form.

6.1.1 Age and Education Level of Respondent Graduates

About 90% of the training in the study areas is in the age group of 16 to 35 years (the average age being 25). Similarly, 70% of the respondent graduates in the study area have less than School Leaving Certificate (SLC) level education (average level of education being 7th grades). One likely explanation for the presence of such a high proportion of less educated people in the training programme may be due to the very objective of programme which is to attract people who have been unable to pursue formal education. Another possible reason could be due to the basic nature of the training programmes which do not require a higher level of formal education.

6.1.2 Gender Issues

Most of the skill trainings conducted by the organizer oriented much towards women. It was unique in the sense that this is the first of its kind for the country as a whole with sufficient focus on women's participation in training. However, with the exception of some locations, there has been no attempt by other local partners to include females in training programmes. The presence of female candidates in the training is remarkably high as the organizer has focused its' training programmes to improve the livelihood of females. Nonetheless, males are also the major candidates of the training programmes.

6.1.3 Relevance and Adequacy of Training Programme

From interviews with both respondent graduates and concerned partner franchisees/local partner organizations, it has been found out that the programmes are very relevant as per the needs of the local area. This has been the most significant aspect of the training activities. In addition to them, opinions of respondent graduates' parents and guardians toward the programmes are positive and equally encouraging.

According to the respondent graduates, little has been done, however, by the local partner organizations/partner franchisees in extending post-training assistance or supports, such as help in finding works or developing contact with local potential clients/employers, including line agencies.

6.1.4 Training Method

The majority of graduates interviewed think that suitable training methods have been adopted by trainers. The study of findings also suggests that almost all graduates interviewed are very satisfied with trainers and with their knowledge and training experiences.

6.1.5 Training Duration

Interestingly, a majority of all training graduates and LPOs/PFs have shown no significant differences in their answers about the length of the present training period. Nonetheless, both the training groups suggested that on-the-job practical works of F-SKILL training programme need to be increased, preferably to be at least one month long in a two month course and more emphasis be given in real life practical works.

6.1.6 Selection of Participant Trainees

The majority of graduates interviewed are satisfied with the trainee selection procedure adopted by F-SKILL LPOs/PFs. The presence of field staff during selection process is an added plus point of the procedure. During an informal discussion with participants, some of them, however, complained that the selection of trainees was not done fairly and strictly as per criteria, such as, poor, motivated and willing to be a skilled entrepreneur. A sizeable number of graduate respondents has also identified the need for more homogeneity among the trainees (e.g., in terms of education level and age), which essentially may increase the effectiveness of the learning process.

Some of the LPOs/PFs, on the other hand, have said that they have had to slightly relax selection criteria due to some practical difficulty in findings an adequate number of participants for the training. The main reason cited for the difficulty was that as it was introduced for the first time, some potential participants were not very sure about the nature of the programme and, therefore, could not foresee the possible benefits from it. But many of the graduates are not happy with this LPOs/PFs explanation and argue that the so-called limited interest of people in training was mainly due to the inability of LPOs/PFs to promote and publicize the programme effectively in the target area.

6.1.7 Subject Matters/Areas Covered

The programmes, from the view point of theoretical concepts and practical field exposure, are intensive and comprehensive enough to be provided for the local needs. But the knowledge and skills learnt are reported to be inadequate for satisfying the increasing demands of customers on the one hand, and competing with Indian and other local technicians on the other.

They tended to emphasize the need for additional technical skills, seeing them to be vulnerable to criticism for their limited professional knowledge. Considering this vulnerability of the graduates in the competitive job market and necessity of building self-confidence in them, the graduates therefore have made a strong case not only for further training to upgrade their knowledge and skills but also for incorporation of the following topics and subjects depending upon the local needs in the future training programme. In addition, many of the interviewees have also expressed a feeling of lack of necessary skills in them for marketing their services. Specifically the common areas are;

- Entrepreneurship development
- Inter-personal relationships
- Marketing own services/salesmanship
- Leadership skills
- Life skills
- Communication skills

It appears that the subject matter of training programmes is well received by those who participated in them. What appear to be lacking are the simultaneous efforts on the part of training organizer in extending additional job related and need based technical knowledge and skills accompanied by some service marketing and confidence building skills. The requirements of disadvantaged sections of the population are more difficult to assess. Needs and interests may be expected to vary greatly according to the particular resources available to people and the ecological and market within which they find themselves.

6.1.8 Willingness to Attend a Refresher or Upgraded Course

It is interesting to note that 87% of the graduate respondents have shown a strong desire to attend advance courses even if they have to pay a certain amount of fees for them. It clearly demonstrates the acceptance of F-SKILL and its programmes by graduates as an institution/programme which can deliver useful training package to them.

Similarly, while almost all the interviewed LPOs/PFs have shown willingness to organize again similar training programme in future, most of them have said that they would be happy to organize the programme without any hesitations/strings. One likely explanation for this high percentage of LPOs/PFs showing readiness to repeat the programme in future could be related to the quality training of the organizer itself and the increasing demands of low level technicians at the local level in Chitwan.

6.1.9 Performance of F-SKILL's PFs/LPOs

Satisfaction of respondent graduates with LPOs/PFs logistic arrangement is at best average, while the percentage of graduates very satisfied with LPOs/PFs is found to significantly low. Findings of the present study suggest that many graduate respondents are not happy with their LPOs/PFs activities, such as 'trainee selection process', 'training class room & practical sites arrangements', 'storing & caring of training materials', 'handling emergency casual works', 'motoring of the programme', and 'post training helps' such as, job/business hunt for the graduates. This can be seen as a clear message to the organizers' Management that due care should be given while deciding upon the LPOs/PFs for implementing training programmes.

6.1.10 Employment Status

The present study reveals that about 90% of respondent graduates are able to find works or use their skills and knowledge by doing some paid works, of which 23% are working in their locality while the remaining is conducting own small business. The situation of the work opportunities availability varies from location to location.

6.1.11 LPOs/PFs Help in Getting Work

A majority of graduates (60%) openly indicated that they did not get much assistance from LPOs/PFs to find work/job/business. Only 34% of the graduates interviewed appreciated support of LPOs/PFs in finding work/job/business. Interestingly, 28.57% of the interviewed LPOs/PFs also honestly admitted that they could not be of much help to respondent graduates in finding work for them.

Perhaps, one reason for this less support extended by LPOs/PFs in finding jobs for respondent graduates may be either due to limited job market in the locality; non-cooperation or less attention from local based donor agencies and related NGOs, local technicians, tough and aggressive competition from outsiders, e.g., Indian workers or LPOs/PFs less enthusiastic and ineffective helps. Another possible explanation for less interest of LPOs/PFs on extending post-training obligations may due to the differences in motive of LPOs/PFs and graduates in relation to training programme; for example, LPOs/PFs are seen to be more keen in implementing the training programme and attaining its targets than undertaking post training obligations, such as, follow-up monitoring and job help to graduates, while the sole motive of graduates, after training, was found to be gainful employment.

6.1.12 Work Quality of respondent graduates

Out of 92.86% of respondent LPOs/PFs, who are satisfied with work quality of respondent graduates, 64.29% feel that the quality of work performed by respondent graduates is extremely good. According to them, they have heard no complaint about the work performance of respondent graduates from clients. In like manner, 65.22% of client, who obtained services from respondent graduates, are found to be equally satisfied with the work quality of respondent graduates.

6.1.13 Contact with Respondent Graduates and Maintaining Their Roster

It is important to note that a considerable number of LPOs/PFs (59%) have maintained and updated the contact addresses while 41% of the interviewed LPOs/PFs reported that they have not yet maintained the respondent graduates' roster. Similarly, more than 73% of clients, who have used respondent graduates for various works in the past, still remember the name and current address of them. Also, almost all these clients revealed their interest to prefer and reuse the respondent graduates again, if required.

6.1.14 Geographical Reach of Training Programme

The accompanying dot map indicates that most training courses have drawn participants from a widespread range of locations benefiting in total 397 participants from 10 different VDCs and MPs of Chitwan District.

6.1.15 Perception of LPOs/PFs on Benefits to Community through Training Programme

All the interviewed LPOs/PFs acknowledged that training programmes have helped the local community in many ways like in creating income-generating opportunities for poor, less educated and less advantaged people, thereby helping to improve the economic conditions of their household; helping the community to be less dependent on outsiders for basic but essential household jobs, such as electrical works, bicycle repairing works, tailoring works etc, and raising the self-confidence of previously unemployed local youths.

6.2 Some Recommendations

Most LPOs/PFs, (92.86%) are found to be happy and satisfied for having an opportunity to organize the training programme. In the same manner, more than 65% of clients have applauded the workmanship and sincerity of respondent graduates. But some of the LPOs/PFs suggested that some thoughtful actions are needed for marking the training more

useful and attractive from the point of view of both respondent graduates and clients. The present courses need to be modified by adding some theoretical elements, emphasizing more practical works and introducing some business entrepreneurship skills.

I. Pre-Training Phase

a. Need Assessment

It is learnt from the training organizer management that training courses are designed and formulated after assessing the local needs. Yet, to improve the capability of the trainees more meaningfully as per the local needs and to enhance the job performance of trainees a broader process of needs assessment is required. The work place, work environment and their needs have to be carefully assessed and actual tasks to be performed had to be taken into account. The course design should also incorporate relevant suggestions obtained from the follow up and evaluations of the programmes done before.

At present, selection of local partners and assessment of training needs in collaboration with local partners are mostly decided upon solely by the training organizer Management without an active involvement of trainers. The need assessment process of training could be more effective and efficient if the would be trainer is also involved in the training finalization process (i.e., during the visits to the proposed training site for assessing the training needs and capability of local partners to implement the programme. Although this might involve some additional costs to the training organizer management, one could say that it would definitely enable the training organizer management to make its programme implementation more effective.

b. Appraise Opportunities and Threats

Before the implementation of training programmes, it is suggested that both the organizer and LPOs/PFs should appraise well the possible opportunities and threats in the proposed training catchment area and identify the prospect of potential job market (in both private and public sectors) for the graduates.

c. Assessment of LPOs/PFs

LPOs/PFs should be selected only after their through assessment and evaluation works. As far as possible, the LPOs/PFs, to be selected, should have similar programme goals

with that of organizer. It should be less politicized, popular and well respected organization/agency in the local community. Similarly, there is a need to enforce more effectively the current training feasibility format of organizer, including the identification process of possible realistic clients. This is, besides other things, to ensure that potential clients and partners are also consulted before an organizer activity is undertaken.

d. Trainee Selection Procedure

The training organizer, in collaboration with LPOs/PFs, should try to develop its trainee selection strategies in such a way that they can be more responsive to the identified categories of poor and disadvantaged members, those who live in poor communities and those who are in poor households within wealthier communities. In both cases, there is a knowledge problem; who are these people, what resources do they have their disposal and how do they relate to others within the social system. The answers are, of course, many because this is a complex environment. If these answers were to rely upon research the task would go on forever. So, the training organizer field staff and LPOs/PFs should seek, instead, to get a feeling for the situation (e.g., management by walking around!) and then try something experimental. Common sense experiment is not to be discouraged.

e. Future Development

Two types of training that should be pursued in the future are a continuation of 390 hours professional skills training, including subject matter, personal skills and on-the-job practical works. New technical skills oriented short courses should also be developed in response to expressed needs and as required by potential clients, line agencies and development projects.

f. Refresher and Upgrading Programmes

The current knowledge and skills of graduates are, in most cases, found to be not enough for satisfying the increasing needs of customers/clients on the one hand and competing with Indian immigrant workers on the other. So, to help update the knowledge and skills of its graduates, both employed and unemployed, the training organizer should seriously consider organizing special backstopping type of upgrading training programmes. In such programmes preference should be given to those who have already completed

training. Also, some additional subjects and topics should be included as mentioned above in the conclusion section in the future training programmes with more emphasis to on-the-job practical use of tools and materials.

g. Introduction of Multi-disciplinary Programme

In some selected cases, inter-disciplinary knowledge and skills may be very essential. For example, electrical trainee faces a problem of 3 phase wiring etc. Therefore, the organizer should consider introducing some multi-disciplinary training programmes with appropriate blending of electrical and parlor training in the same programme, depending upon the nature of the place, market needs, education level of participants, etc.

h. Exposure on Business and Salesmanship Skills

Similarly, in addition to the vocational subject matters, some theoretical & practical inputs on business operation, salesmanship, and inter-personal relationship and entrepreneurship skills need to be included in each training course to enable the graduates to get better job/business prospects.

i. Availability of Training Logistics

The training organizer management together with LPOs/PFs should ensure the availability of appropriate training sites, both for theory and practical sessions, training materials, tools and other logistic supports adequately.

II. During Training Phase

a. Use of Pre and Post Tests

The pre-test of trainees before the training session and post-test at the end of the training course are good, practices for evaluating the trainees' knowledge and skills level before and after the training programme, particularly for technical subjects.

Modification and improvement in course contents and teaching-learning methods based on pre and post course evaluation exercises appear to be very useful, but their use has been found to be moderate in programmes. Therefore, modification and improvement in course contents and methods of training should incorporate the relevant findings of those evaluations.

b. Develop Broad Based Training Manual

Innovation in course content and focus should be supported by the production of training manuals, reading materials covering the subject matter of the courses. It is suggested that there should be a presentation of the concepts, techniques, important information and relevant materials on training modules in written form, rather than blow by descriptions of a course as in some teachers' manuals.

c. Training Method

Training methods have to be appropriate for the purpose. The main purpose of training may be seen as imparting basic skills and knowledge to less educated group of people on vocational trades, such as electric jobs. Not all training programmes could rely upon one single training style and method. It depends largely upon the nature of the course content or topic, but also upon other factors, such as duration of the session, lay-out of the training room, and the learners and trainers personal characteristics. An effective training method is the one which creates, maintains and sustains interest and curiosity in the learner. For practical based courses, such as training, a greater emphasis upon participate and learner centered styles involving group works would be more appropriate and should be given due considerations.

d. The Use of Ex-Trainees (Graduates) as Trainers

The survey findings have convinced us that innovative and industrious respondent graduates have equally good potential for improved dissemination of skills and knowledge. This kind of trainee-to-trainee technique of skills and knowledge transfer could be a valuable method of effectively utilizing dedicated and innovative trainees as associate trainers. This may also help reduce the currently increasing overload of trainers at the centre, thereby helping to spread a multiplier effect. This process should be seen as an encouraging base to help and sustain the training organizer's future training strategy as a better learning process and as such needs to be implemented further.

e. Activate LPOs/PFs

Active involvement of LPOs/PFs should be ensured during the entire training period from planning to implementation, monitoring and the evaluation stages of the programme.

f. Promotion and Publicity of Programme

Importantly, concrete efforts should be made both by LPOs/PFs and the training organizer management to ensure that all concerned field level and central agencies and the potential employers are aware of the training programme. As a means of a public relations drive and promoting the training organizer and its training courses, perhaps the closing ceremony of training courses could be used, as far as possible, for the exhibition of trainees selected practical work outputs (at least in electrical training courses). On such occasions, all those concerned agencies and potential clients need to be invited, which may, in turn, be helpful in getting support and understanding from them in future. “Seeing is believing!”

III. Post Training Phase

a. Relationship with Local Line Agencies

Although the training programmes do create more opportunities for local employment, one should not ignore the role of local line agencies in helping and utilizing respondent trainees’ skill. From discussion with concerned line agency officials in the study areas, it is revealed that the information and notice about the training programmes are not informed and publicized well to all the stakeholders in the locality. Probably, this has been the reason why many of the concerned line agencies in the study areas are found to be indifferent about the programmes and its graduates. So, there is a need for better contact and coordination be established between LPOs/PFs and concerned line agencies and other potential employers in the locality. This can be pointed out while briefing the local partners before the programme implementation. Truly, the invitation for participation of the concerned line agency officials and potential donors should not be limited to “ribbon-cutting” ceremonies only.

b. Recognition from the Government

The line agency officials of GoN, like District Electricity Authority wish that they could support the training, but they are showing their helplessness to hire/employ respondent graduates on the ground even if CTEVT (government) has provided recognition to respondent graduates. Skill Testing Board of CTEVT, GoN has established a basis for grading of technicians into various levels on the basis of their knowledge and skills.

Although the objective and thrust of training programmes are more oriented towards providing practical skills to less educated and under privileged members of society for

employment or self employment, it will not be harmful for the training organizers management to take initiatives for getting necessary official recognition as well for its training programmes. This will, in fact, make it easy for local line agencies to hire respondent graduates for them or recommend to others, such as petty contractors.

c. Feedback

The training course does not end even after the trainees go back to their respective work places. In order to get their feedback, a more structured approach should be adopted through involving trainees in finding out responses through messages and through the training organizers' training staff visiting the field to observe and encourage their trainees in action.

A more structured approach to feedback would be to,

- Build a regular communication mechanism or network by trainees would be made responsible for sending the answers to questions about the training they have received back to the trainers through the local partners.
- Involve, truly and effectively, LPOs/PFs and clients in assessment of training effectiveness and trainees' performance after training.
- Plan and encourage for periodic visits by trainers (say once a month) to meet ex-trainees with the purpose of assessing training effectiveness as well as exploring potential opportunities for the trainees and providing backstopping services to trainees, if required.

d. Establish F-SKILL Alumni Association

It is felt that some mechanism needs to be developed at the trainees' level through which the graduates get the updated information about F-SKILL & its activities, information on the availability of work opportunities and a forum for experience sharing. So, in order to encourage exchange of information and experience among respondent graduates and between themselves and the training organizers' management, it is suggested that training organizer, with the cooperation of LPOs/PFs, should help/initiate for the establishment of an 'Alumni Association of respondent graduates'. In order to initiate this endeavor, at the beginning, some seed money (say for stationeries, postage charges, quarterly newsletters publication and distribution of souvenirs, such breast pins, T-Shirts, hats) could be earmarked by F-SKILL itself.

e. Provision of Seed Money

In order to help promote the self-employment process amongst economically poor respondent graduates, training organizers management should both create some fund on its own as seed money or help ear-mark and disburse short term loans through local banks, cooperatives and micro financial institutions (on its guarantee) as a micro-credit programme for the self-employment activities of industrious respondent graduates, who are in need of funds.

f. Tools Set

It is noticed that in most cases the graduates could not get work simply due to unavailability of necessary tools with them. So, for the benefit of those poor but industrious graduates, it is worthwhile to provide a set of tools at the custodian of LPOs/PFs or local chapter of F-SKILL alumni of the exclusive use by local respondent graduates. For this, a tools utilization and operation mechanism could be developed.

g. Train and Retrain the Trainers

Upgrading of the knowledge and experience of trainers from time to time is necessary as per increasing and diversified needs of clients and job market. Finally, there is evidence that the training programmes are well received by those who participated in it (via. respondent graduates & their family, local partners and clients). Furthermore, our findings have also shown that interviewed LPOs/PFs acknowledged that training programmes have helped the local community in many ways like in creating income-generating opportunities for poor, less educated and less advantaged people, thereby helping them to improve the economic conditions of their households; helping the community to be less dependent on outsiders for basic but essential household jobs, and raising the self-confidence of previously unemployed local disadvantages youths. In the same manner, the work performance of respondent graduates is well appreciated by those clients, who have used them. This can be seen as an evidence that the training imparted by the training organizer has indeed gained due recognition from the public and helped create spread effects in the local economies though in a limited scale as per the nature of given training programme and low level of investment. This is in sharp contrast to some other community based development projects/programmes without tangible spread effects in the target communities.

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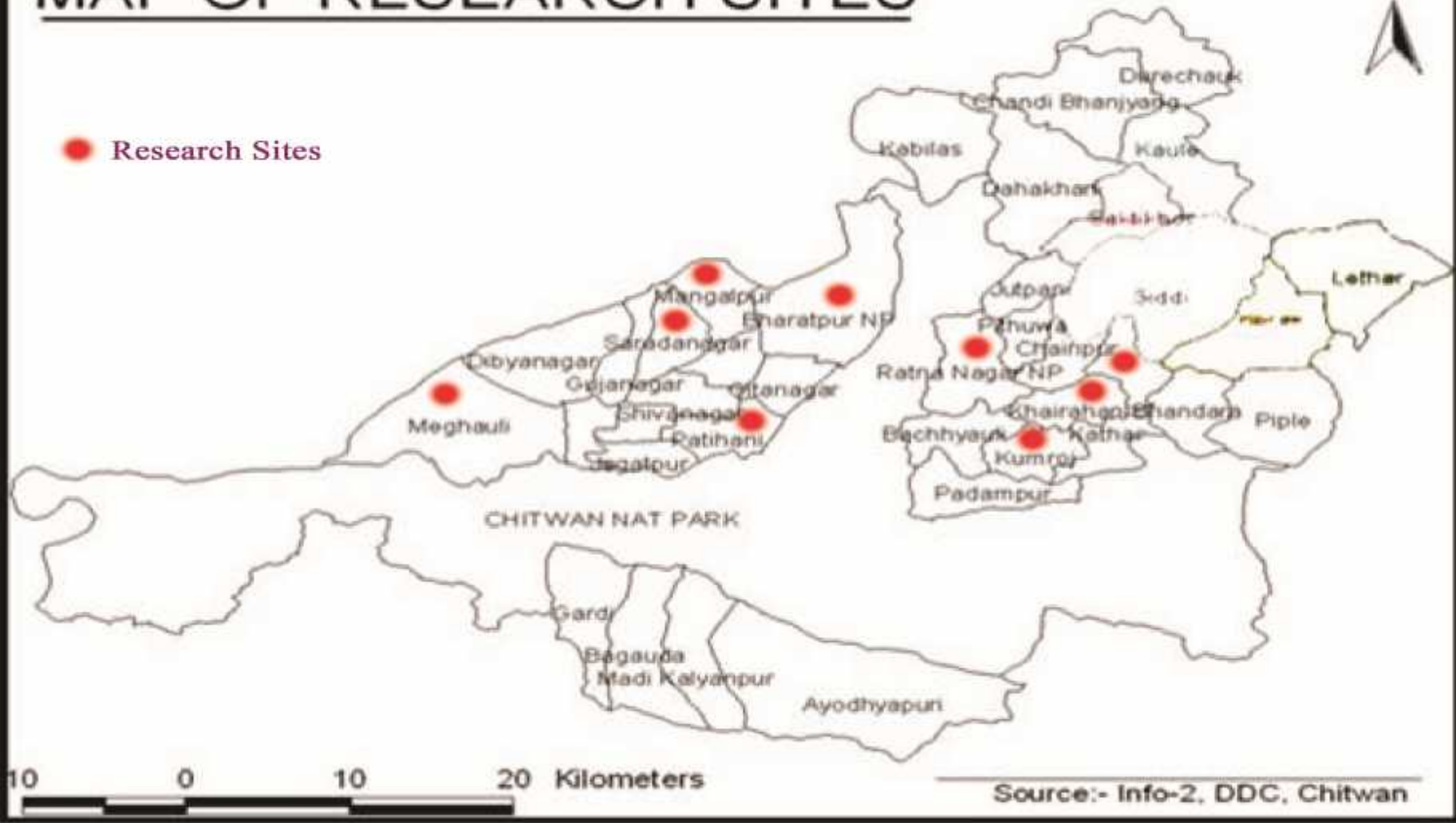
Months →	November, 2010	December, 2010	January, 2011	February 2011	March, 2011	April, 2011	May, 2011	June, 2011	July, 2011	August, 2011
↓ Activities										
Review of literature	Blue	Blue	Blue							
Development of research proposal	Grey	Grey	Grey							
Seminar on research proposal			Green	Green						
Interview schedule preparation and pretesting			Brown	Brown	Brown					
Field survey				Brown	Brown	Brown	Brown			
Data entry and analysis	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Synthesis report preparation					Purple	Purple	Purple	Purple	Purple	Purple
Seminar on research findings					Red	Red	Red	Red	Red	Red
Thesis preparation					Green	Green	Green	Green	Green	Green

Annex C: Different Maps



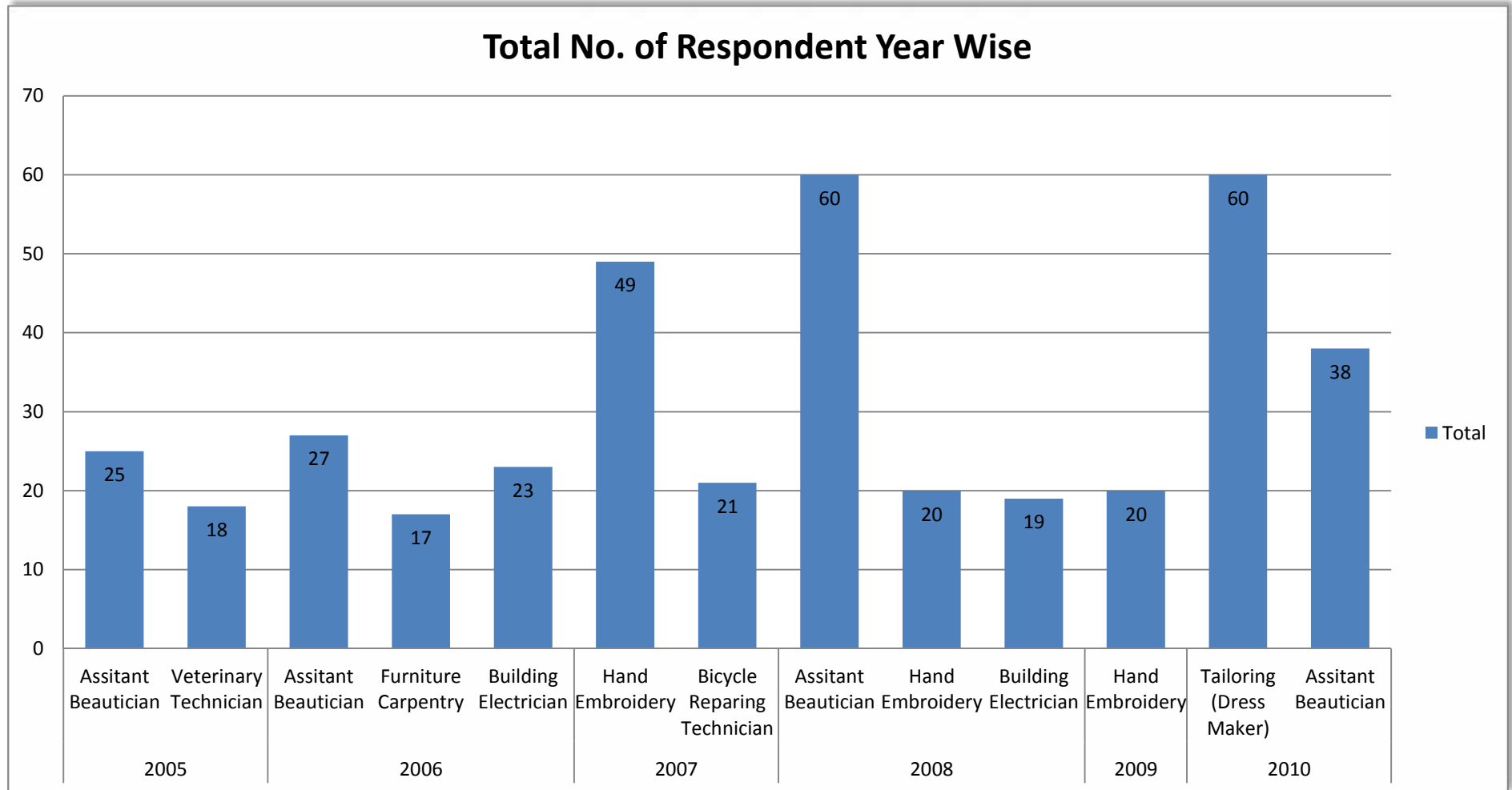
MAP OF RESEARCH SITES

● Research Sites

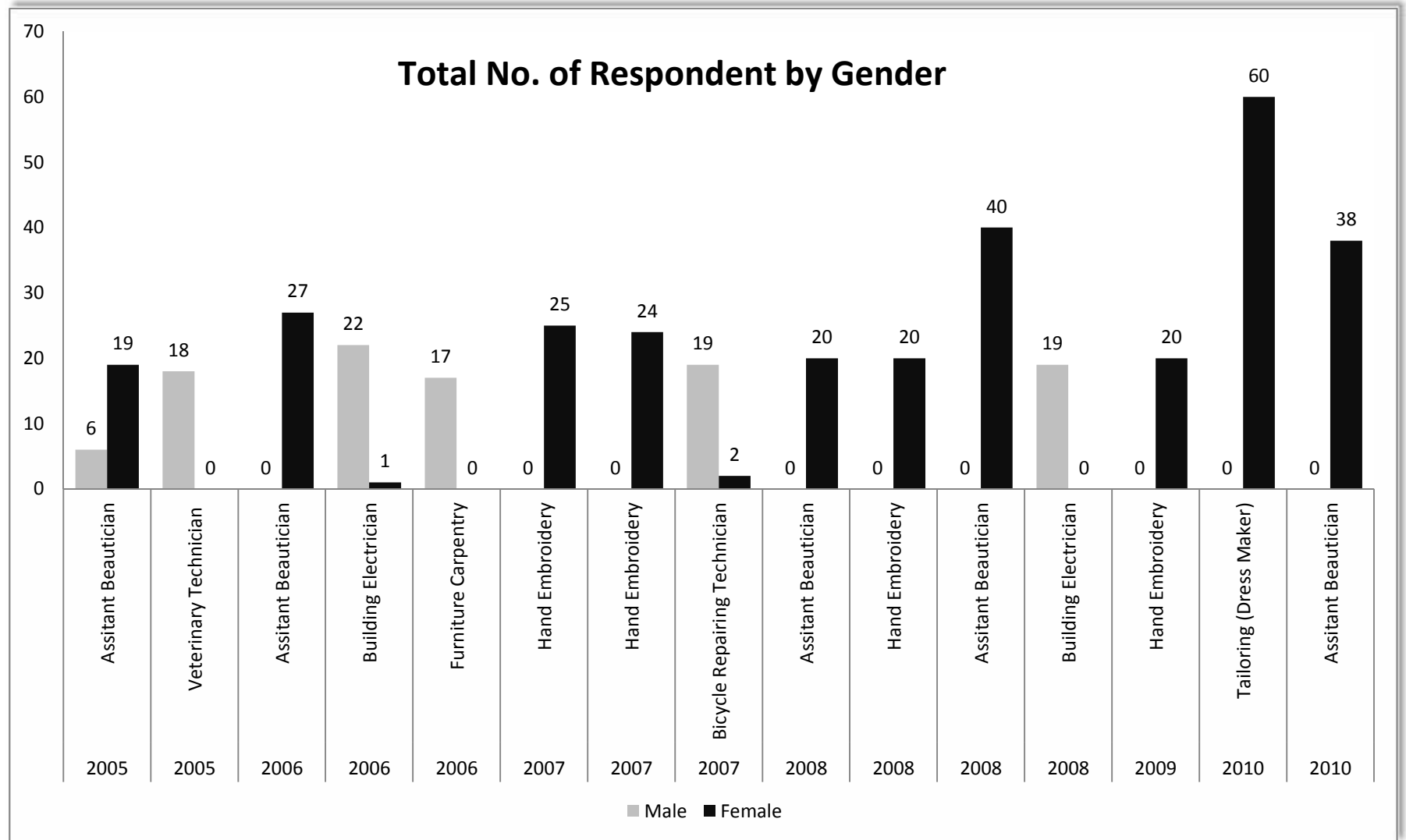


Annex E: Different Graphs

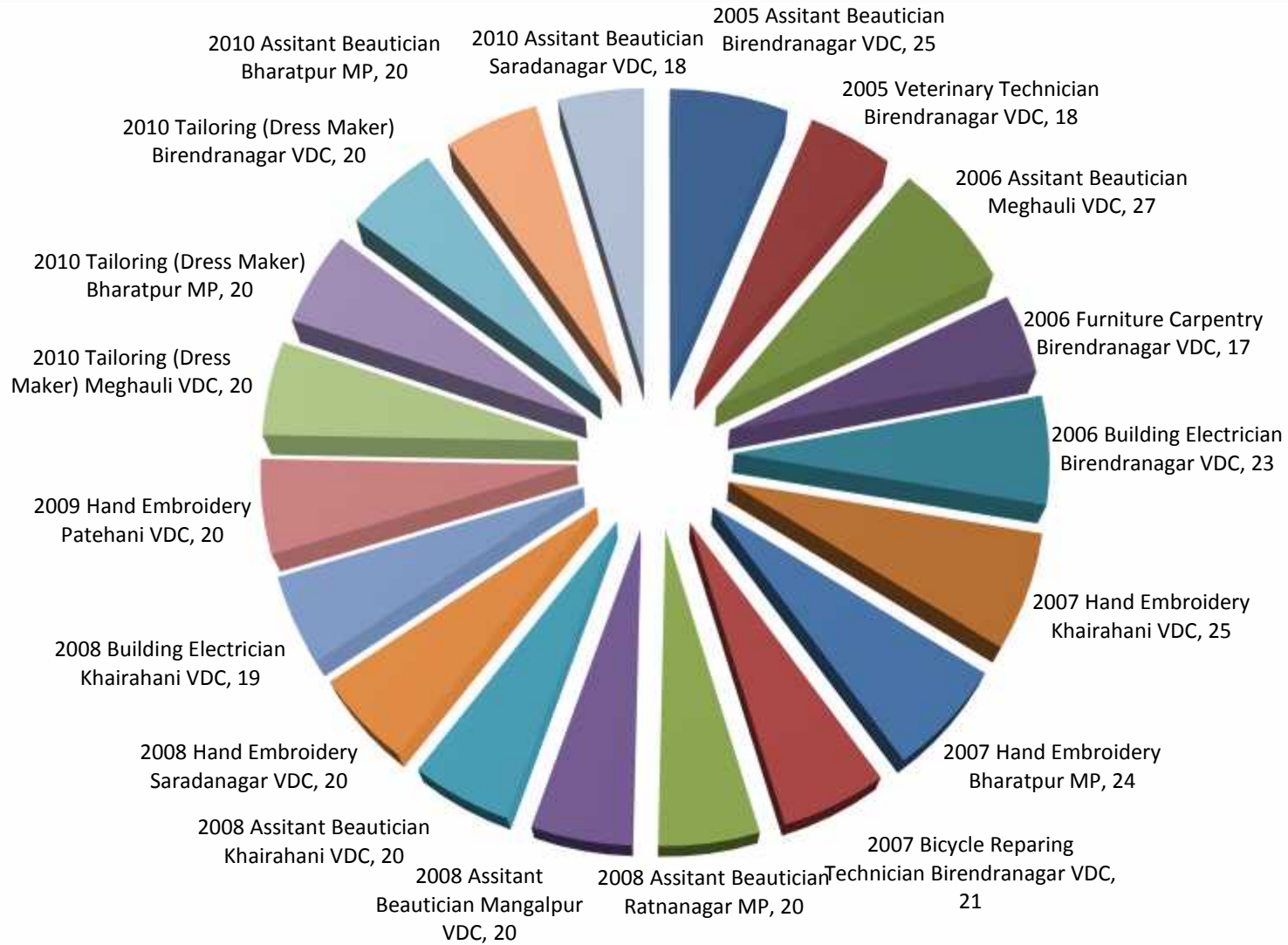
Graph No. 1: Total Nos. of Respondent year wise (Year 2005 – 2010)



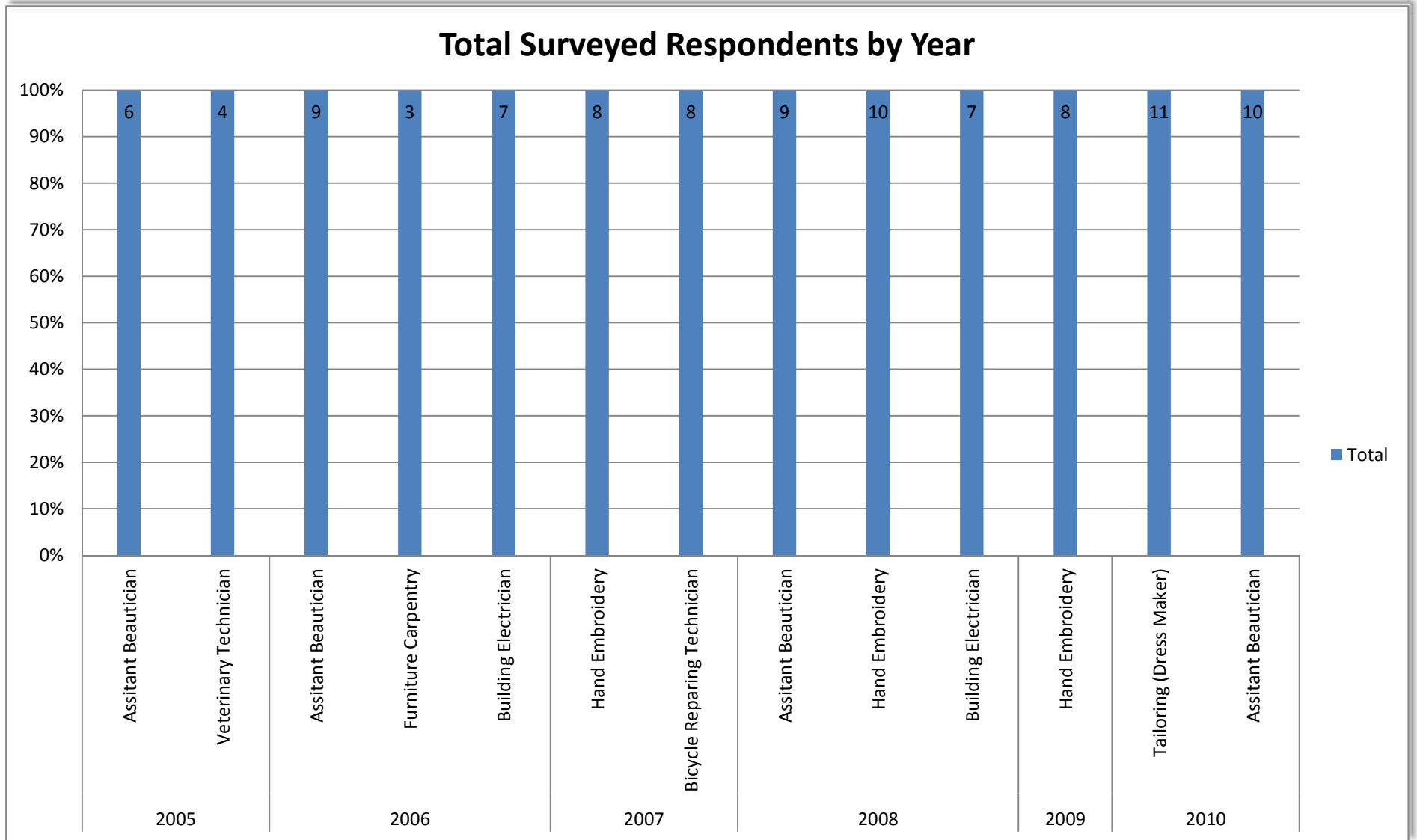
Graph No. 2: Total no. of Respondent Graduates by Gender wise (Year 2005 – 2010)



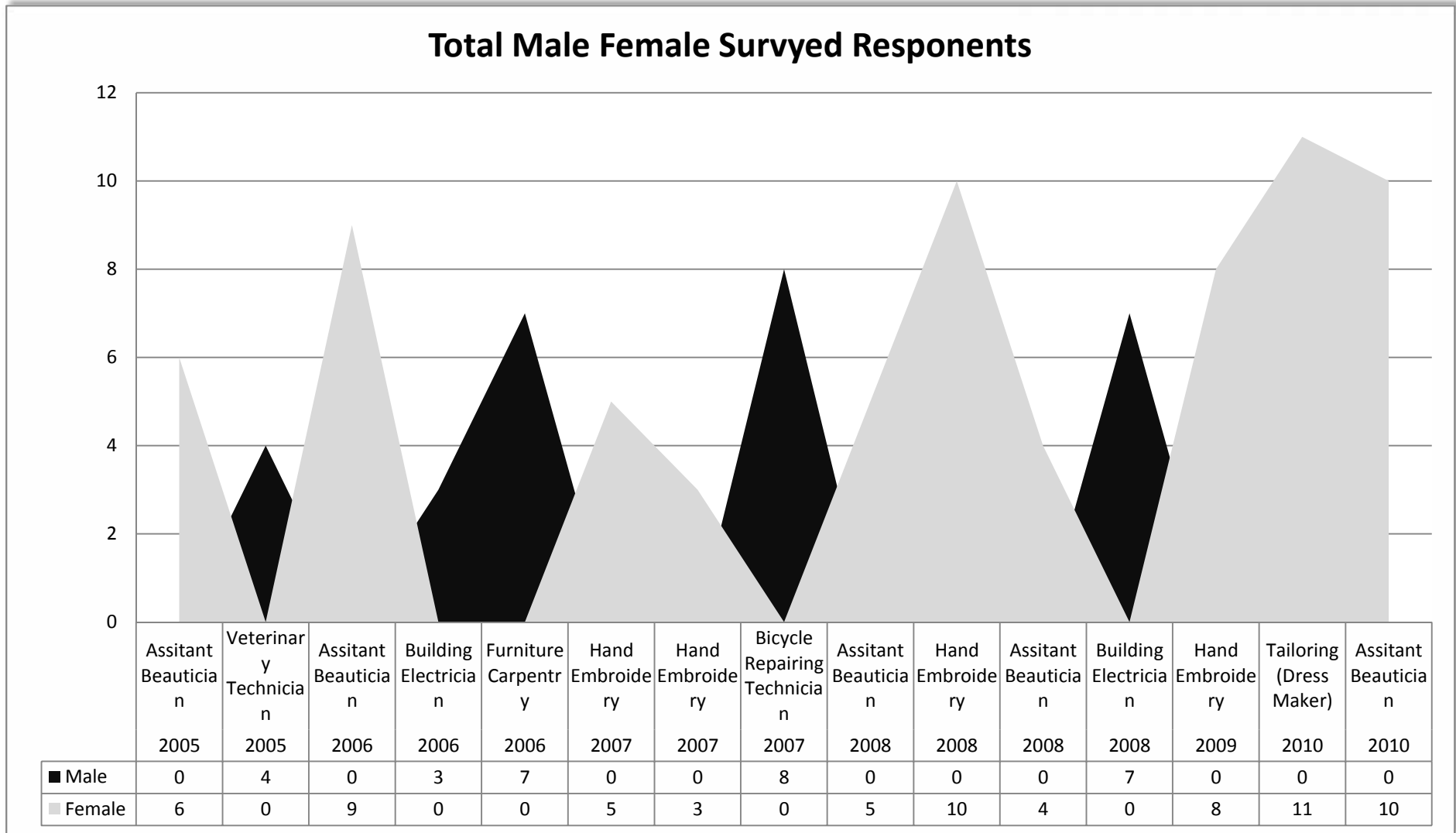
Graph No. 3: Total no. of Respondent location wise (Year 2005 – 2010)



Graph No. 4: Total no. of Surveyed Respondent Year wise (Year 2005-2010)

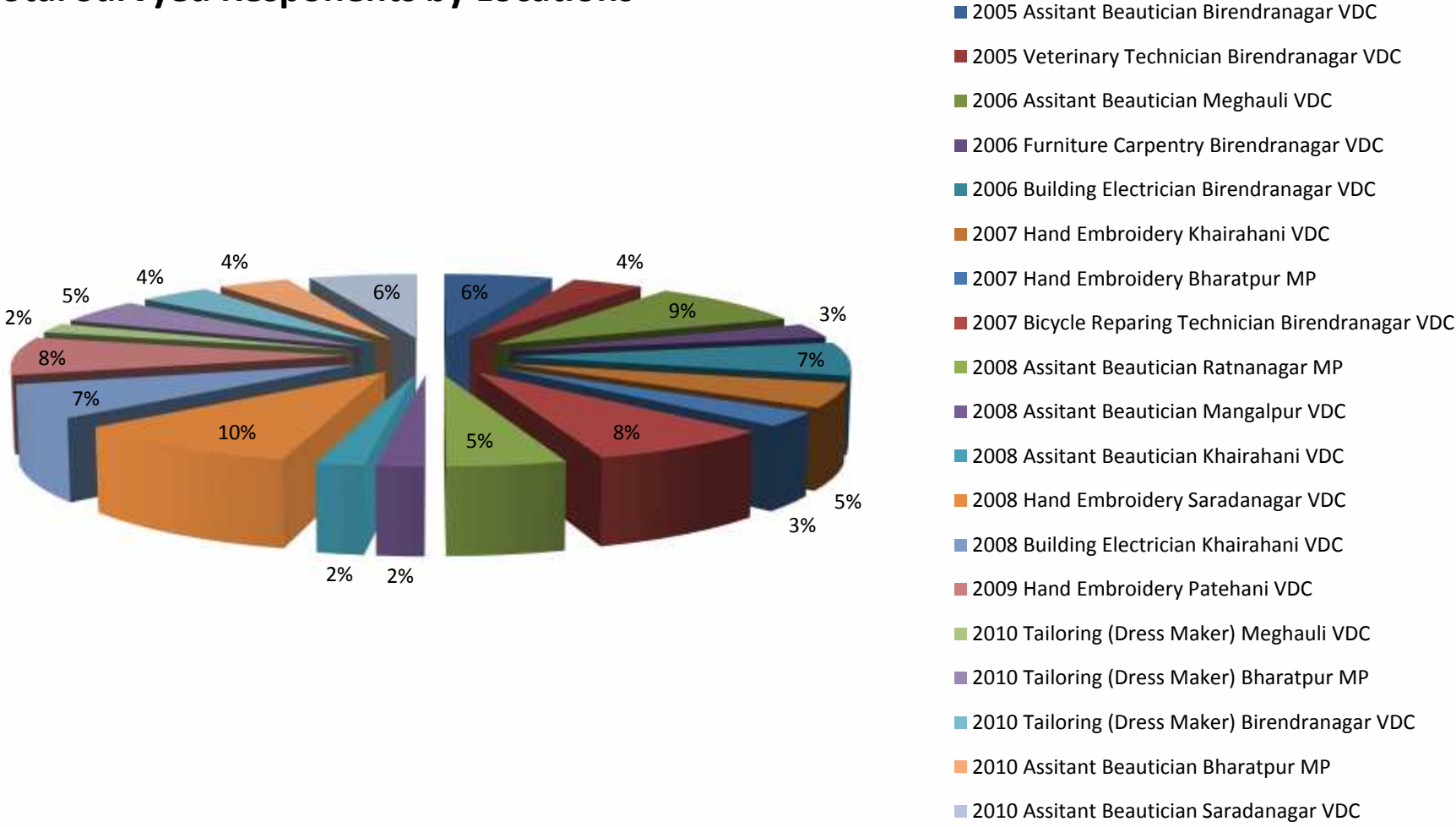


Graph No. 5: Total no. of Surveyed Respondents Gender wise (Year 2005-2010)



Graph No. 6: Total no. of Surveyed Respondents Location wise (Year 2005 – 2010)

Total Survyed Responents by Locations



Annex F: Interview Questionnaire Set

Name of Interviewer:

Date:-

1.0 Respondent Graduates' Personal Profile

a) Name _____ of _____ respondent:

.....

b) Are you a household head? a. Yes b. No

c) Age (Years completed)

d) Caste/Ethnicity: a. Dalit b. Janajati c. others

e) What is your family type?

i. Joint (Parents, Brother and Sister) ii. Nuclear (Husband, Wife and Children)

f) Sex: i. Male ii. Female

g) Family Background

S. N.	Name	Age	Sex	Relation with Respondents	Educational	Nature of Educational Institution, GO	Occupation	Physical Status	Remarks

h) Educational level of the respondent: i. Illiterate ii. Literate: a. Non-formal iii. Formal Education Completed iv. SLC and above

i) How much land does your family have?

i. Landless ii. About 1 Kattha iii. 1-5

Kattha

iv. 6-14 Kattha v. 15-20 Kattha and above

2.0 Source of Information about Training Programme

a. How did you come to know about the training programme?

i. Local Media ii. Local Organization iii. trainee

- iv. Relatives/Friends v. Others

3.0 Respondent Graduates' Motivation to Training Programme

- a) What were your motivation and expectation of Training Programme?
i. Self-Employment ii. Employment iii. Others
- b) Did your expectation fulfilled from the training?
i. Yes ii. In progress iii. No

4.0 Relevance and Adequacy of the Training Programme

- a) Do you think the training programme is much relevant in the present scenario?
i. Yes ii. No iii. Can't say any
- b) Do you think, the further training is needed like refresher training, upgrading training after regular training completion?
i. Yes No
- c) In your opinion, what are the subjects to which the training organizer should conduct further training in integrating with its usual training package?
i. Should follow the present trend (specific topics are ;)*

ii. No need to change the trend
iii. Can't say any thing
- d) Lets' suppose, if the organizer organized further training as per your wish but, you has to pay fees this time, do you fond of taking part in these events?
i. Yes No iii. Can't say any
- e) How did you find the organizer strategy on keeping more focus on practical field work?
i. Very Useful ii. Need iii. Less useful
- f) Did you satisfied with the sufficiency of tools and materials on training?
i. Completely Satisfied ii. Partially Satisfied iii. Not Satisfied

5.0 Training Method and the Trainers

- a) How appropriate was the training programme?
i. Very appropriate ii. Average iii. Below average

b) What is your view about training programme respective to its time duration (teaching hours)?

i. Excellent ii. About right iii. Need to extend

c) What is your opinion about the knowledge and skills of trainers?

i. Excellent ii. Satisfactory iii. Labor more

6.0 Comments on Partner Franchisee (PF)/Local Partner Organization (LPO)

a) What is the name of Partner Franchisee/Local Organization implementing the training programme?

i.

ii.

b) What did you think about the capability of LPO/PF?

i. Very good ii. Average iii. Below average

c) How was the logistics arrangement provided by LPO/PF?

i. Very good ii. Average iii. Poor

d) Did LPO/PF help you in finding the jobs?

i. Good enough ii. Not good iii. Just so

e) How frequently did the LPO/PF communicate with you after training?

i. Prompt ii. Occasionally iii. Never

f) How do you rate the overall satisfaction with LP/PF performance?

i. Highly satisfied ii. Satisfied iii. Not so satisfied
iv. Not satisfied v. No mention

7.0 Employment Status

a) What types of employment status do you have now?

i. Self-employment ii. Employed iii. Not working

a.1.) If self-employment then, please provide

🚩 Name & types of business house:

🚩 Date of commencement:

🚩 No. of investor:

🚩 Net capital funded during initiation:

🚩 Approx. average income/month/person: (Excluding employee)

a.2.) If employed some where then, please provide

- 🚩 Nature of works:
- 🚩 Name of employment center:
- 🚩 Address:
- 🚩 Name of principal person of employment center:
- 🚩 Date of attachment from:
- 🚩 Designation:
- 🚩 Salary per months:
- 🚩 Other benefits that provided by employment center, if any:

b) Are you satisfied with the present employment status?

- i. Yes
- ii.

c) How long time did you taken to find the first work?

- i. Less than 1 month
- ii. 1-3 Months
- iii. 3-6 Months
- iv. More than 6 months
- v. Still unemployed

d) If you did not start the enterprise after getting the training, what were the reasons?

- i. Short of my own financial resource
- ii. Unavailability of loan on time
- iii. Unavailability of other inputs materials
- iv. Would start later on
- v. Delayed due to personal/Family reasons
- vi. Abandoned forever
- vii. Time constraint: Lack of time/ improper time
- viii. Others

e) What is the level of income only from your enterprise in the beginning and at present?

Income in the beginning	Income at present	Difference
Rs/per month.....	Rs/per month	

f) If the income from enterprise has increased, what significant changes have you made?

Food Consumption and food habit changed by	Housing condition	Sanitation Safe drinking water = 1 Toilets = 2 Separate animal shed and residence = 3 Cleanliness of surrounding by ornamentation = 4	
<ul style="list-style-type: none"> - Quantity - Quality - More nutritious - Balanced diet - New preserved food items consumption 	Remodeled = 1 New home constructed = 2 As it was before=3	Before Training	After Training and Enterprising
Health		Amenities	
Before Training	After Training and Enterprising	Before Training	After Training and Enterprising
1. Medical cost Rs..... <u>2. Child mortality</u> Pre-natal (no.)= After birth (no.)=	1. Medical cost Rs..... <u>2. Child mortality</u> Pre-natal (no.)= After birth (no.)=	1. T.V 2. Telephone -Lane line - Mobile 3. Furnishing - - - 4. Furniture - - -	1. T.V 2. Telephone -Lane line - Mobile 3. Furnishing - - - 4. Furniture - - -

g) How much time taken for you to find the first work?

- i. Less than 1 month ii. 1-3 months iii. 3-6 months
iv. more than 6 months v. still unemployed v. No answer

h) What is the possible reason (ss) for not getting work?

- i. Lack of recognition from the community
ii. Lack of salesmanship iii. Limited job market
iv. LPO/PF not aware of the required help
v. Course contents not enough to find jobs vi. No answer

8.0 Suggestions for Improvement of Training Programme

- a) What are the suggestions for improvement of training programme in future?
 - i. LPO/PF's active help in promoting the graduate
 - ii. Apprise possible benefits, opportunities and problems before the training
 - iii. Select locally popular & well respected LPO/PF to maintain good contact with local line agencies and potential clients and the employers
 - iv. Arrange upgraded & refresher training and introduce some additional subjects/skills in the training programme
 - v. Use of competent trainers and resource persons
 - vi. Sufficient availability of training materials
 - vii. More focus on practical training

9.0 Trainees' Family Perception about Training

- a) What is your perception about the training?*
- i. Very good
- ii. Good
- iii. Not so good

10.0 Willingness of trainee in recommending training programme to others

- a) Do you willing to recommend training to others?
 - i. Yes
 - ii. No
 - iii. Can't say

11.0 Promotion or improvement of employment or self-employment opportunities by the trainee graduates

- a) How can the organizer help the graduates to promote or improve their employment or self-employment opportunities?
 - i. The organizer should extend good contact with LPO/PF/Other Local NGOs/Potential Clients/Potential Employers/Local Technician
 - ii. Create some seed money for self-employment activities
 - iii. Help update the knowledge, skills and competency of graduates in a planned and regular way
 - iv. Selection of LPO/PF be done carefully
 - v. Arrange periodic visits by F-SKILL/LPO/PF
 - vi. Help to establish Alumni Association of graduates in order to promote rapport amongst F-SKILL, graduates and LPOs/PFs (through an appropriate mechanism)
 - vii. Facilitate through LPOs/PFs in promoting partnership programmes between the graduates & local businessmen/shop keepers/contractors/Local technicians (on profit or on commission/job basis)

viii. Help encourage competent and merit graduates as associate trainers in coming training progr

ix. Arrange on the spot demonstration visit by F-SKILL/LPO/PF to make aware the purpose and benefits from training

12) Suggestions and Recommendations to F-SKILL

a) What are the Suggestions and Recommendations to F-SKILL for improvement in future days?

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Annex G: Different Photographs