



Raising the Bar – Quality and Responsiveness Institute Approach, Nepal

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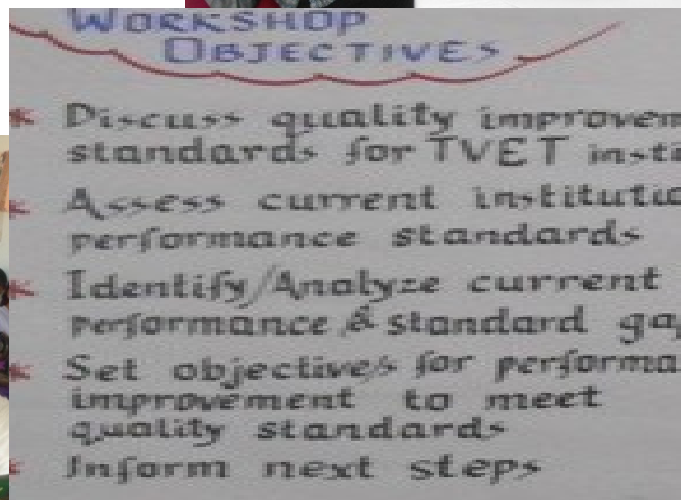
ADB, Manila, 1-2 Dec 2015



Raising the bar

Nepal does not have national quality standards but wants to raise the bar of quality in its technical schools

CTEVT Strategic Goal 2. *Ensure a quality, relevant and effective TVET System*



What can be done?

- Use an Institute approach to quality improvement
- Adopt quality standards for TVET at selected institutes



The QIP Standards

- Governance and Management
- Teaching and Learning
- Support to Students
- Teachers and Faculty
- Facilities and Equipment
- Budget and Resources
- Management Information Systems (MIS)
- Linkages to Industry and Enterprise



How to Start?

- Institutional Self-Assessment- institutes assess their own performance in relation to quality standards. Principals lead institutional self-assessment. Workshops are held regularly.



Leadership Matters!

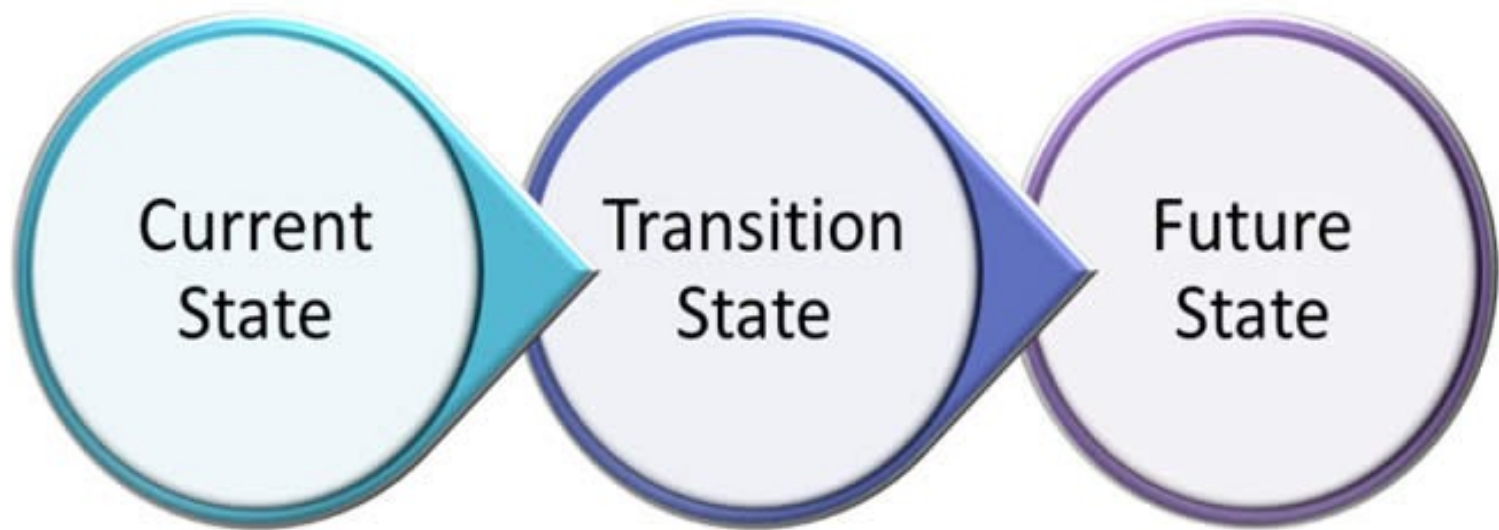
- Institute Leaders who take on a self-assessment of their school's performance, who look at the gaps they need to address and lead change for better quality, will achieve better results than those who carry on with business as usual.

***Leaders are people who do the right thing; managers are people who do things right.
(Professor Warren Bennis)***

Leadership is the art of getting someone else to do what you want done because he (she) wants to do it. (Dwight D. Eisenhower)



Self-Assessment builds shared ownership for change management



Next Step- Quality Improvement Program (QIP) Plans

- The 10 pilot institutes each developed QIP plans to address gaps between performance and standards. Plans included objectives, activities, timelines, person(s) responsible and resources required.



Support For QIP Plan Implementation

- The Training Institute for Technical Instruction (TITI) is contracted to deliver training for institute staff and management to support the QIP Program. Support and advisory services were provided by staff and consultants from the Skills Development Project funded by the ADB.



QIP Performance Audit

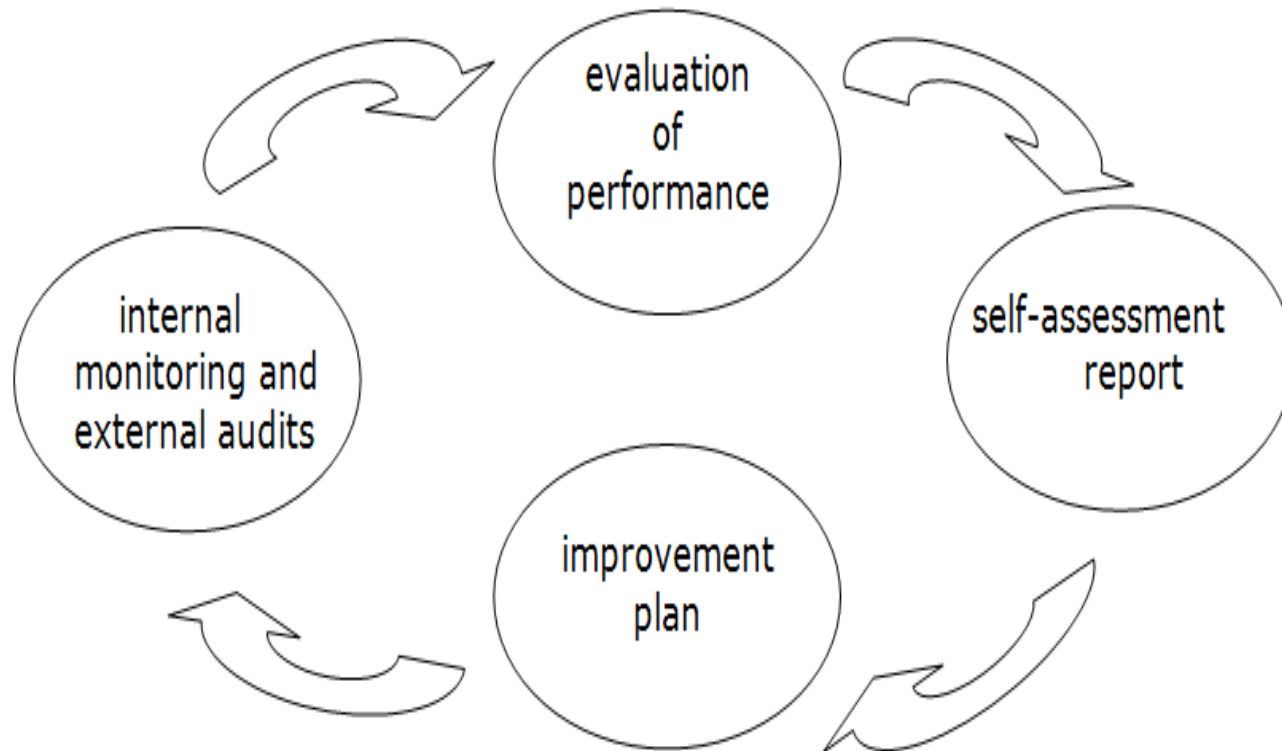
- The first QIP Performance Audit was conducted in July 2015

Num ber	Activity	Yes	No	Comments
Governance and Management				
1	A five year strategic plan is formulated and linked to the CTEVT strategic plan			
2	The annual operational plan is developed and linked to the strategic plan			
Teaching and Learning				
3	Lesson Plans are prepared for all classes			
Teachers and Faculty				
4	Annual performance Evaluation of teachers was conducted in June 2015			
Support to Students				
5	GESI sensitive Career Services and Placement Unit operational			
Budget and Financial Resources				
6	Revenue Generation Plan for 2015/2016 formulated			
Facilities and Equipment				
7	Facilities Maintenance Plan for 2015/2016 developed			
Management Information Systems (MIS)				
8	Participated in workshop with Database Consultant, SDP, to develop MIS plan for schools			
Linkages to Industry				
9	Enterprise Advisory and Partnership Committee notified and first meeting held			
Research and Development				
10	Teacher Study Plan developed for one program or course			



Annual Self Assessment Cycle

(Linus Pidhori Militaru Gheza Kelemen, Dan Ionel Lazar,
Fundatia Romano Germana, P.P.P. Timisora)



QIP Institute Approach: Issues and Solutions

Issue

- Institutes were candid in their self assessments but overly ambitious in their QIP Planning

Solution

- Negotiate with the institutes
Annual QIP Minimum Progress
Requirements and audit to
determine if minimum requirements
are met



QIP Institute Approach: Issues and Solutions

Issue

- Advisory and Support Services provided not sufficient to advance QIP in the institutes

Solution

- Recruit QIP Management Volunteers to work with each institution to provide guidance support and training





Observations

- In the absence of a National Quality Program, an Institute Approach can be used to initiate quality improvement in the TVET system
- Lessons learned from the Institute Approach can inform the development of a National Quality Program
- Institutions tended to be overly ambitious
- Significant support and training are required to enable institutes to implement quality improvement.



Thank You

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