



Vocational Education

ABOUT

Share Nepal is a Nepalese non-governmental organization (est. 2011) that serves approx. 700 families in an area of rural central Nepal that was heavily damaged during the 7.8M and 7.3M earthquakes of 2015. ParticipAid is a US based research project-in-development with the National University of Natural Medicine and Portland State University in Portland, OR. ParticipAid and Share Nepal worked together to coordinate emergency relief for the 70-family village of Karmidanda immediately following the devastating earthquakes, and continue their recovery work through a pilot “Community Led Rebuilding Program” for the larger area. This is a request for partnership drawn from the outcomes of the assessment and planning portions of the program. It is representative of one of Share Nepal’s 18 recovery plans for their constituency. Share Nepal board members and local facilitators will implement and manage all on the ground activities in coordination with the Council for Technical Education and Vocational Training, a government agency, and local School Management Committees, coalition groups of parents and teachers. ParticipAid will provide guidance and support on administrative, logistic, and project management challenges as needed. Both organizations seek your support in contributing to the activities described below to help this community recover from the disaster in a way that is self-determined, and locally managed.

Please contact us for more details about partnering in this project!

Ram Sharan Acharya – Share Nepal Chairperson [acharya.ramsharan@yahoo.com]

Erin Moore – ParticipAid Co-founder [doctorerin@particip-aid.org]

Kamal Phuyal – ParticipAid Co-founder [kamalphuyal@gmail.com]

LOCATION

Nepal, Rasuwa District, Laharepauwa VDC, Ward 6 secondary school

BACKGROUND

According to the baseline survey, 266 men and women have left Laharepauwa Village, and moved abroad in search of an income. This migration of the working class is an issue all across Nepal, and government and non-government agencies have responded in part by offering vocational skills trainings to rural populations. About half (47%) of surveyed families reported to have at least one member who had received some form of training to enhance their income-generating skills, e.g. agriculture and animal husbandry. However, the baseline survey found that many of the trained people have not utilized their learned knowledge and skills. Two primary reasons were reported to explain this; that they didn’t learn the skill properly, and they didn’t feel the training was relevant to them. It was also learned in the survey that the dropout rate increases as students advance through their education. This combination of disengaged youth and local unemployment creates many social problems for local families. This project aims to reduce the local unemployment rate and increase student retention by engaging students in a vocational curriculum at the secondary school. Additionally, a vocational library and lab are proposed to provide a permanent and supportive environment for school-aged youths to develop new income-generating skills that are relevant to them.

BENEFICIARIES

This project will be offered to the 409 high school aged (14-18 years old) youth of Laharepauwa Village. It will directly increase their employability, thereby extending the benefit to their families as well.



Vocational Education

ACTIVITIES

Vocational Curriculum

[Estimated Budget: \$3,100 USD]

Provide training to three local qualified adults to become vocational teachers. Train them in a skills-based curriculum designed to increase employment rates of graduating students, e.g. courses in computer training, mobile repair, hair-cutting, or plumbing.

- Coordinate with CTEVT to design relevant vocational curriculum for students and select teacher trainees. (Timeline: 1-3 months).
- Vocational teacher training (Timeline: 3 months).
- Monitoring and support (Timeline: ongoing with annual evaluations).

Library and Skills Lab

[Estimated Budget \$6,700 USD]

Establish library and skills lab, with computers and various tools of trade appropriate to support vocational curriculum.

- Staff and equip lab space (Timeline: 1-4 months).
- Monitoring and support (Timeline: 12 months).

IMPACT

- Skilled human resources will be developed.
- Youths can more easily access jobs and opportunities to generate income.
- Social relations will improve when youths are engaged in school and work.
- Youths will contribute to development of the community.

COMMUNITY CONTRIBUTION

- Formation of a committee to coordinate the activities described above.
- Donation of land and available resources needed for library and lab construction
- Contribution of labor equivalent to 15% of the total budget
- Commitment from parents to send children to school on time, motivate and monitor children, and create a favorable study environment at home.
- Active support of and participation in training programs as needed.

MONITORING & EVALUATION

The following are potential M&E indicators identified by Share Nepal members. Final indicators will be developed with funding partner.

Monitoring indicators	Evaluation indicators
1. Appropriateness of site for library construction.	1. Establishment of library.
2. Children's behavior and study habit.	2. Students' attendance in the library.
3. School attendance.	3. Installation of laboratory facility.
4. Number of participants in training programs.	4. Regular attendance of computer class.
5. Parents perception of their children's education.	5. Teacher performance.
	6. Student performance.

Vocational Education

<p>6. Contents of lesson plans and teaching methods used.</p> <p>7. Teacher compliance with academic schedule.</p>	<p>7. Number of local skilled youth.</p> <p>8. Number of vocational students using skill for employment.</p> <p>9. Socioeconomic status of vocational students.</p>
--	---

BUDGET

	Budget Head	Unit	Target	Rate	Amount (NRs.)	Amount (USD)
A.1	Curriculum design & implementation					
	Coordination meeting with CTEVT	Meeting	3	5000	15,000.00	137.54
	Transportation and communication	Meeting	3	3000	9,000.00	82.52
	Meeting with SMC and teachers	Meeting	5	3000	15,000.00	137.54
	Management and facilitation cost				10,000.00	91.69
	Total				49,000.00	449.29
A.2	Vocational teacher training					
	Training in CTEVT for 3 teachers	Months	3	20000	180,000.00	1,650.47
	Transportation and communication	Participant	3	5000	45,000.00	412.62
	Stationaries and handouts	Participant	3	10000	30,000.00	275.08
	Management cost				30,000.00	275.08
	Total				285,000.00	2,613.24
B.	Library and skill lab					
	Lab establishment (voc. equipment)	Number	1	300000	300,000.00	2,750.78
	Transportation and communication	Month	12	5000	60,000.00	550.16
	Lab running cost	Month	12	15000	180,000.00	1,650.47
	Books and stationaries				50,000.00	458.46
	Management and facilitation cost	Month	12	20000	140,000.00	1,283.70
	Total				730,000.00	6,693.56
	Grand Total – Both Vocational Education Projects				1,064,000.00	9,756.10

CLICK HERE TO GET INVOLVED