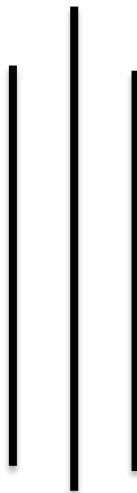


Formation and Functioning of Sector Skill Committee

Process Guide, 2079



Council for Technical Education and Vocational Training (CTEVT)

National Skill Testing Board (NSTB)

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Published date : Kartik, 2079 B.S

Forewords

Council for Technical Education and Vocational Training (CTEVT) has been coordinating and collaborating with various stakeholders and the government for the development and expansion of technical and vocational training programs for equitable access, quality assurance, curriculum development, accreditation, and skill testing. In this context, the National Skill Testing Board (NSTB) an autonomous body of CTEVT has been working for more than four decades to develop national skill standards and certify the skill of candidates from Level 1 to Level 4 in different occupations. With the objective of systemic reform in technical education and vocational training, the Government of Nepal and the Swiss Government signed a bilateral agreement to establish a National Vocational Qualifications System (NVQS) to be implemented through the support of Nepal Vocational Qualifications System Project (NVQS-P). The project is implemented by the CTEVT/NSTB on behalf of the Government of Nepal at the federal and by the Ministry of Social Development or respective education-related ministries in the Provinces. Whereas, the Swisscontact provides Technical Assistance to the project on behalf of the Swiss Agency for Development and Cooperation (SDC).

CTEVT has taken lead to establish National Vocational Qualifications System (NVQS) and for this purpose Council of Ministers approved a National Qualifications Framework (NQF) which also integrates National Vocational Qualifications Framework (NVQF) on 3 May 2020. Many foundational works for the implementation of NVQF are ongoing, which include the formation of the Sector Skill Committee (SSC) for the development of National Competency Standards (NCS), sectoral mapping, monitoring of skill assessment, and providing sector-specific inputs at the policy level for the development of TVET. This process guide for the formation and strengthening of sector skill committees is prepared with the learnings from different countries with functional SSCs and also from our own past experience in the formation of sector skill committees and technical sub-committees. The technical inputs of the international experts were also instrumental to the finalization of this process guide.

This process guide will be helpful for the learners, skill assessment management unit, and other stakeholders as it provides a concrete guidelines on sector skill committee formation and ensuring the involvement of the private sector participants in the committee. It will also work as a quality assurance tool for the proper functioning of the formed committees.

Finally, I would like to thank the team members from National Skill Testing Board (NSTB) and Nepal Vocational Qualifications System Project (NVQS-P) for their effort in preparing this process guide.

Member Secretary
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Introduction

National Vocational Qualifications System (NVQS) refers to “developing broad systemic approaches to qualifications” (OECD, 2007) and using them to build the strength of human resources needed for the country. It assists in assessing people’s capability and certifying their learning outcomes in an appropriate level. Nepal Vocational Qualifications System project (NVQS-P) provide technical support to National Skill Testing Board (NSTB) to improve the skills testing and certification services, and to develop vocational qualifications frameworks (VQFs) for selected trades and occupations. NVQS-P is also working to gradually transform the NSTB into a fully developed National Vocational Qualifications Authority (NVQA) with adequate technical and physical capacities as the apex autonomous national organization. As end results of the project, it is expected that the formal and informal workers, especially from disadvantaged groups, will benefit from an improved as well as recognized vocational qualifications system. This will further increase their chances to get access to increased employment within and outside the country and to perform at higher productivity levels leading to sustainable employment.

As a key driver of current efforts to reform technical and vocational education and training (TVET) in Nepal, the private sector plays a vital role to identify and create the skills demand of industries and supply the qualified people that meets industries or job market requirement. It is therefore critical to strengthen the linkages and collaborations between industry and the national training system and its stakeholders. Hence, it is important that Sector Skill Committee (SSC) in each sector is established which provides strategic input to the government and training providers so that industry skills needs are met, and the training system supports ongoing industry development leading to economic development.

Objectives:

This Process Guide for the formation and strengthening of sector skill committees is designed to ensure the quality and effectiveness of Sector Skill Committee (SSC) across the country.

Specifically, the process guide is prepared as a facilitation and monitoring tool for the implementing authority as it :

- 1 Guides to develop the scope for Sector Skill Committee
- 2 Ensures systematic approaches in the formation of Sector Skill Committees
- 3 Establishes system in NSTB/NVQS in regards to the smooth operation of Sector Skill Committees as per its mandate

Acronyms

CTEVT	Council for Technical Education and Vocational Training
NSTB	National Skill Testing Board
NVQS	National Vocational Qualification System
NVQA	National Vocational Qualifications Authority
NVQS-P	Nepal Vocational Qualifications System Project
TVET	Technical and Vocational Education and Training
AP	Assessment Package
APD	Assessment Package Development
AC	Assessment Centre
ASAC	Accredited Skill Assessment Centre
AT	Assessment Tool
CoC	Certificate of Competence
NOSS	National Occupational Skills Standard
NCS	National Competency Standard
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
SSC	Sectors Skills Committee
TSC	Technical Sub Committee
TC	Technical Committee
TE	Technical Experts

Glossary

Formal TVET :	It is systematic, organized and regular programs for technical and vocational education and training provided by the TVET institutions. The objectives, contents and learning procedures are administered by the curriculum and are governed by given set of laws and norms.
Non-Formal TVET :	Generally, adult literacy, life skills, occupational skills, and other life-long learnings related training programs fall under the non-formal TVET. The trainings can take place in training institutes or at workplace and are based on loose curriculum. Basically, short-term training program falls under this category.
Assessment	It is the process of deciding whether a candidate possess the competencies mentioned in the National competency standard/ National occupational skill standard through the verification of evidence presented by the candidates. It does not discriminate whether one has acquired the competencies through formal means or through non-formal, informal learnings.
Lifelong Learning	The process of acquiring knowledge or skills throughout life via education, training, work and general life experience.
Accreditation	In relation to assessment and certification, it is the process of recognizing and/or empowering a person and/or an entity/organization to perform certain roles or responsibilities on behalf of the NSTB.
Accredited/ Licenced assessors	An individual who meets the required qualifications to be authorized by the NSTB to assess whether a candidate possess certain competences, or all the competences defined by an occupational qualification level.
Assessment Centre	An establishment officially authorized by the NSTB to manage the assessment of candidates for certification.
Assessment Package (AP)	Instruments to be used by the Assessor in the process of collecting evidence that will support his/her judgment of whether the candidate has possessed the competence/s required by the qualification level.
Certification	A formal process of recognizing that an individual is qualified in terms of the required knowledge, skills and proper work attitudes based on the occupational standards set by industry.
Competence	The possession and application of knowledge, skills and proper attitude to the standard of performance in the workplace.
Certificate of Competence (CoC)	A document issued by NVQS/NSTB to individuals who were assessed as competent in a single unit or cluster of related units of competence.
Competency Standard	A standard that defines the performance criteria on how a unit of competence is to be executed under certain underpinning knowledge and skills and with the presence of a range of variables.
Recognition of Prior Learning (RPL)	The acknowledgment of a person's skills and knowledge acquired through previous training, work or life experience, to award a TVET qualification upon proof of competence through assessment and without prior attendance of a TVET training program.
Qualification	A defined set or group of units of competence identified by the industry which meets workplace requirements.
Qualification Levels	Details the scope and composition of qualifications and degree of responsibility a qualified person can assume in the workplace.
Technical sub-committee (TSC)	It is a group of technical experts, organized by the NSTB/NVQS that develops draft deliverable(s) i.e., Occupational Standard (OS), Assessment Tools (ATs) in the context of the scope and work program of the NSTB board. It works within clearly defined policy guidelines from the direction of NSTB.

Purpose

The purpose of the process guide for the formation and strengthening of sector skill committees is to help the stakeholders, and readers to understand the processes and procedures in formation and strengthening of SSCs.

Furthermore, the process guide will enable the authoritative units to follow the systematic approach by establishing a system for formation and strengthening of SSCs.

Scope

The scope of the process guide for the formation and functioning of sector skill committees are:

1. The process guide will cover the specific processes on the formation and strengthening of the sector skill committees.
2. The process guide provides information about the procedures for strengthening sector skill committees.
3. The process guide will be a guiding document to form and strengthen the sector skill committees.

Process Input

The decision to form the SSC in specific sector is made on the basis of market demand.

1. The demand can be from the businesses and associations of the specific sector and/or through the desk analysis of different studies and reports available which is related with TVET sector.
2. For concluding to form SSC in a specific occupation, there has to be growing economies and larger scope in the sector. (Some sectors can be too small i.e. limited occupations only. One needs to verify that if such demands appear then whether it can be a separate sector or merged with another related sector).
3. The Term of Reference (ToR) should be finalized for the related sector before initiating the process of SSC formation.

Process Flow

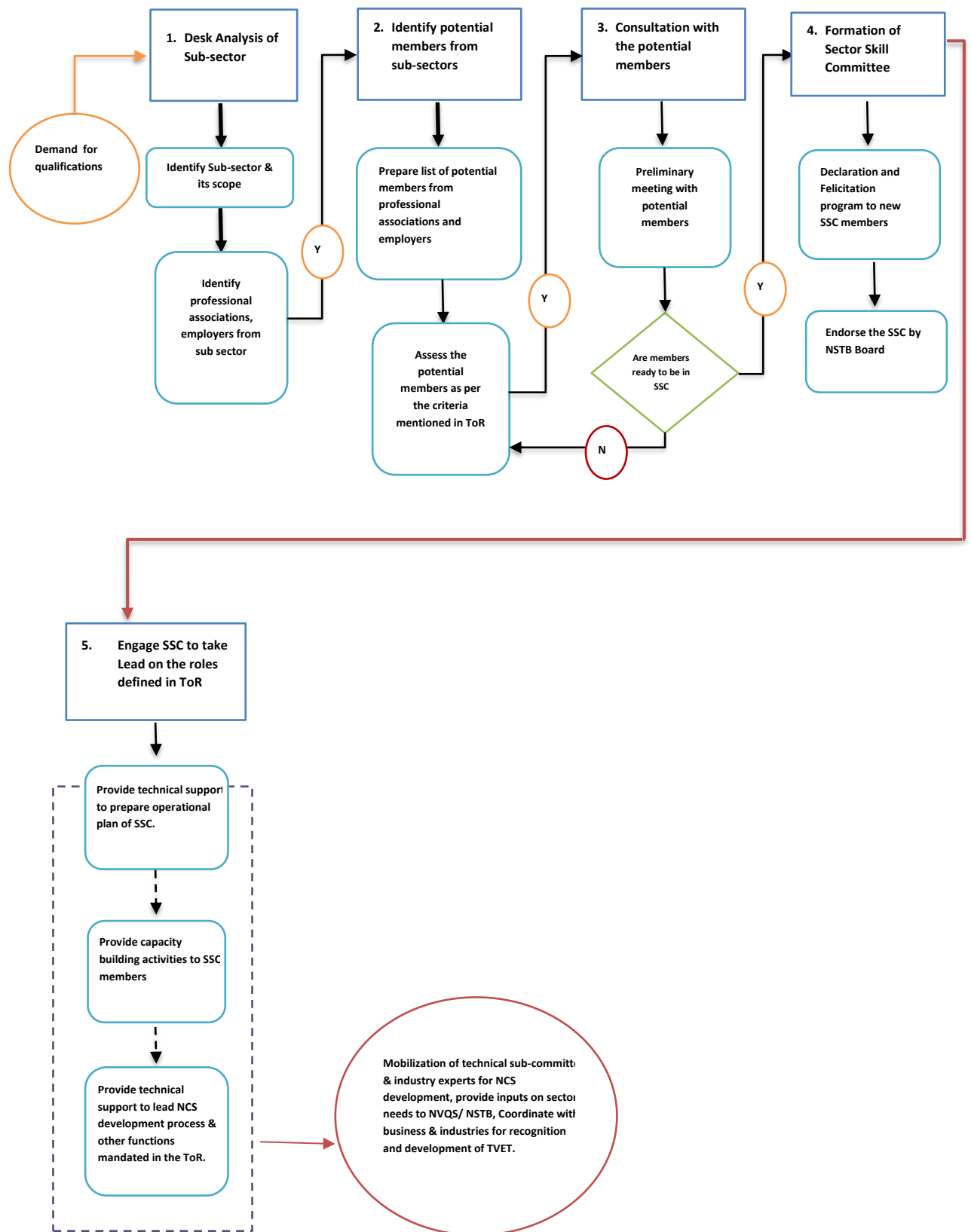


Figure 1 Process flow diagram for Formation and strengthening of SSC

Formation and strengthening of Sector Skills Committees process starts with identification of sector through analysis of demand in the job market. The analysis can be the demand from the business and industries, and/or the demand from the learners and workers in the specific sector. To determine the sector reference can be taken from the International standard Industrial classification (ISIC) and Nepal Standard of Industrial Classification (NSIC). Further, other reference from economic sector in Nepal can be taken to identify the new sector.

A sector is an area of the economy in which businesses share the same or related business activity, product, or service. Sectors represent a large grouping of companies with similar business activities, such as the extraction of natural resources. *W. Kenton, Investopedia, 2021*. Hence, based on the analysis of business activities and job creation in certain sub-sectors, the sector will be identified and the Term of Reference (ToR) will be prepared to initiate the formation of the Sector Skill Committee in that sector.

Stage 1; Desk Analysis of Sub Sector:

Once the sector has been identified and ToR to form the Sector Skill Committee has been developed, then the desk analysis of the sub-sectors will be conducted. Desk analysis of the sub-sector involves two substages:

- i. **Identify sub-sector and its scope:** While conducting the desk analysis, the current and historical trends of the business and its jobs in particular sectors must be taken into consideration. Identifying the current state of the industries including growth or market saturation from different reports, publications, and studies available about the sector. Further consultations with relevant stakeholders in business and academics can be done to take appropriate decisions.
- ii. **Identify professional associations, and employers from the sub-sector:** Another important task is to identify the businesses and industries in the particular sub-sectors. During the identification process, a list of businesses, industries, and associations that can be large or small and formal or non-formal must be listed and reviewed as far as feasible. Furthermore, the professional associations associated with the sector and TVET institutions that delivers the education and training program also need to be studied and listed. The reason behind the identification of businesses and industries, its professional associations, and TVET institutions is to access the actual status of the sector and forecast the need of qualifications in the sector so as to create more ample opportunities in the sector. Specifically, listing and reviewing the business and associations also helps to incorporate the emerging and existing occupations of the sector and represent the strategic body to take lead for their sectoral development.

Stage 2; Identify potential members for SSC:

Once the business, industries, and professional associations are identified, then the potential members for SSC are sought from the listed businesses and associations. There can be many businesses and industries listed from the related sector. It would be reasonable to list the professional associations of such businesses and industries as they can represent and provide information related to similar businesses. If no such associations are available in certain occupations, then based on the status and reach of such industries few industries can be listed, which would represent the whole occupation.

After the professional associations and businesses are listed, the requirements for the potential members from these associations and businesses are assessed as per the criteria mentioned in the Term of Reference.

The basic criteria to be a member of SSC can be but not limited to:

- A qualified person with a business/technical/management degree or higher;
- An active member of a professional association and owns a business/enterprise;
- Has at least worked in the profession for more than ten years in real world of work;
- Served as a member of skill development system/TVET system;
- Has received technical/professional training through reputed organisations;
- Has knowledge and understanding of the overall TVET system in Nepal and beyond;
- Has an overview of skills development policy and practices;
- Has experience and ability to network with public, private and development sectors; and
- Has know-how and ability to advocate sector-wise labour market needs and skill gaps.

Stage 3; Consultation with the potential members:

Once the potential members and their associations has been finalized, a preliminary consultation program with the business and associations have to be initiated. To organize preliminary consultation, an invitation letter signed by the Director of NSTB has to be sent to the listed business, associations, and academia. During the preliminary consultation program, the participants will be shared about:

- Introduction to CTEVT, NSTB, and its functions and roles.
- Introduction to National Vocational Qualifications System and its need for TVET Sector development.
- Introduction to Sector Skill Committees, its objectives, roles and responsibilities, and eligibility criteria for becoming the member.

The preliminary consultation program will help businesses, industries, and associations of the related sector to understand the need and roles of SSCs for leading the TVET for the overall development of that particular sector.

The participants will also have a chance to provide their insights and inputs for incorporating the priorities of the sector in the context of TVET. The participants will further suggest on how the SSCs should be formed and put forward their views as to who should be the members of the committee. Since this stage is only the preliminary consultation, the members of the SSC will not be finalized in this stage, but it will be the basis for finalizing the members of the committee.

Stage 4; Formation of Sector Skill Committee:

The output of the preliminary consultation with the potential members will be the input for finalizing the members of the sector skill committee. Based on the inputs regarding the members of the SSC, NSTB/NVQS will review the profile of the potential members, verify the requirements as per the eligibility criteria, and prepare the final list of the members of the SSC.

Membership: The ideal number of members for the sector skill committee is 7 to 11. However, based on the size of the sub-sectors and professional associations, the committee size can be extended up to 15 members. The structure of the Sector skill committee will be:

- Chairperson - 1
- Co-Chairperson -1 (if deemed necessary)
- Member Secretary -1 (From NSTB)
- Members – (7-11 based on requirement)

There should be maximum representation from the private sector (enterprises, industry associations and union bodies) in the SSC. However, one representation from academia in the TVET sector and a member secretary from NSTB is mandated for the representation of key stakeholders in the related sector. Membership for each SSC may include a seat for the Federation of Nepalese Chambers of Commerce and Industry (FNCCI) as an invitee. From the gender equality and social inclusion perspective, at least 30% of the members should be female, and 14% members from marginalized groups. The committee will be encouraged to bring in key stakeholders to participate in the meetings of SSC as observers.

The selection of the chairperson and co-chairperson will occur at the first meeting of the SSC. The Director of NSTB and the Team Leader of the NVQS project will open the first meeting and call for nominations. A vote will be taken if more than one nomination is received. If the vote is tied, discussions will be held out of the session with the members to resolve the impasse.

Tenure of the SSC: The membership of the committee will be reviewed on a two-year cycle basis in case of need. The structure and roles of the newly formed or renewed committee will be approved by the board of NSTB.

Stage 5; Engage SSC to take lead on the roles defined in ToR :

Once the sector skill committee is finalized and formed, the members of the SSC might be unaware of how to get into the roles. NSTB/NVQS will work to onboard the SSC members by orienting them about the detailed functions of the sector skill committee, Terms of Reference (ToR), and about the functions of the NSTB and National Vocational Qualification System.

Further to engage the members of the Sector Skill Committees to take lead on the roles defined in ToR NSTB/NVQS will:

Provide Technical support to prepare an operational plan: NSTB/NVQS will arrange a workshop for the members of the sector skill committees. While doing so, experts can be used to facilitate the preparation of an operational plan. The contents of the workshop will be:

- Brief information about the NSTB/NVQS project.
- Realizing the roles and responsibilities of SSC members.
- How the SSCs can support the implementation of the Vocational Qualifications System.
- Preparation of Operational Plan for SSCs.

The operational plan is very vital to set the direction of sector skill committee. It also supports to plan the capacity development program of the SSC members.

While preparing the operational plan; the facilitator should consider the scope of the SSC and let the members brainstorm how they can contribute to lead the sector. Facilitator also need to support to

map the key stakeholders of the sector and identify the emerging and absolute occupations within the sector. Besides that, facilitator will facilitate to identify the major activities, strategy to accomplish the task, timelines, responsibilities and required support and resources have to be mentioned.

Provide capacity building program for SSC members: Considering the scope of the SSC members, they need to be engaged in different capacity development programs. Capacity development is a continuous process hence, based on the requirements and provisions, members will be involved in different training programs, workshops, orientations, interactions, discussions, and learning visits. For this, the operational plan also needs to be considered by NSTB/NVQS.

Provide technical support to lead NCS development and other functions mandated in ToR: Sector Skill Committee is a body that leads the development of NCS/NOSS, assessment packages, and curriculum through the mobilization of experts in the related sector and technical sub-committee. However, mapping of the sector, identification of emerging occupations, and their functions are within the scope of SSC. Hence, NSTB/NVQS will closely coordinate and collaborate with SSC for:

- Sectoral Mapping
- Identification of new and absolute occupations within the sector
- Functional analysis of the sector
- Mobilization of technical sub-committee
- Development of NCS/NOSS, assessment packages, curriculum etc.
- Establish linkages and networks with businesses and industries in the related sector.

Output of the formation and functioning of SSCs Process Guide

As an output of the formation and strengthening of SSCs process guide, the users of this guide will be able to understand how the sector skills committee will be formed and supported for the effective functioning of SSCs. The users will also be aware of the critical stages of SSC formation process. The effectiveness of the committee lies in the active and meaningful engagement of the private sector in developing the competency standards, providing inputs regarding sectoral needs and identification of new and emerging occupations, and coordination with businesses and industries for the recognition of qualifications awarded by NSTB/NVQS.

Exceptions to Normal Process Flow

The selection of appropriate members in the sector skill committee is one of the critical tasks during the formation of the SSCs. Sometimes the steps or sequence mentioned in the process guide might get altered. Specifically, there is a chance that the right members may not be reached at the initial stage of the formation process due to various reasons. In such cases, headhunting approach can be carried out based on the discussion with the specific person, or sometimes, the committee can be formed with fewer members than the ideal size of 11 members. Later, upon the need and viability of specific members based upon system requirements, more members can be added and can be accommodated up to 15 members.

If this process of selecting members for SSC is altered because of various reasons, then NSTB/NVQS should ensure it is done by incorporating the overall requirements of SSC members.

Process Table for formation and functioning of SSCs

S.No	Processes	Responsible Unit	Responsible person	Documents	Result/ Outputs
1	Desk analysis of sub-sector	NCS/ NOSS Development Unit	Focal person/ Member secretary TSC	Profile of industries/ associations	Name, contact details and business status extracted.
2	Identify potential members for SSC	NCS/ NOSS Development Unit	Focal person/ Member secretary TSC	Profile of individuals extracted	Name, contact details and status of individuals verified.
3	Consultation with the potential members	NCS/ NOSS Development Unit	Focal person/ Member secretary TSC	Invitation letter	Consultations report prepared.
4	Formation of Sector Skill Committee	NSTB	Focal person/ Member secretary TSC	Meeting minute NSTB board approval	Sector skill Committee formed.
5.	Functioning of SSC	NCS/ NOSS Development Unit	Members/ Focal person	Operational plan. Developed standards.	Operation plan followed.

Process Monitoring

The private sector is one of the key stakeholders for TVET. The members of SSCs are solely from the private sector. Hence, it requires a monitoring guide for incorporating the representation of the various sub-sectors within the particular sector and for the effective functioning of SSCs. Some of the elements to be monitored while formation and functioning of SSC are:

Key step	Elements to be monitored	Control points
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Identify potential members for SSC	List of profession associations, businesses and industries	The list should cover as many associations, businesses and industries as possible related with the sector. The portfolio of potential members should match our requirement.
Consultation with the potential members	Effective communication with the potential members	The listed members should be contacted and verified so as to confirm their participation. During the discussion program, the program outline needs to be prepared to focus the discussion and meet the objectives of the program.
Engagement of SSC to take lead roles.	Operational Plan	The activities should be realistic and achievable. It should support the effective functionality of the SSCs.
	Capacity building	A mechanism should be developed to ensure that each member participates in capacity-building programs.
	Technical support	Working together for selecting technical experts for standards development. Facilitating the standard development workshop. Facilitating resource mobilization.

Annexes

- Terms of Reference (ToR)