**Nepal Skill Initiative Project (NSIP- Nepal)**

**Training Policy, 2024**

***Prepared By:***

***NSIP Nepal***

**Acronyms**

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| **Acronyms**  | **Definitions**   |
| EDO  | Education Development Officer   |
| TT  | Training Team   |
| TM  | Training Manager   |
| TS   | Training Specialist  |
|  PD  | Program Director  |
| FM  | Finance Manager   |
| DM  | District Manager   |
| MEAL  |  Monitoring, Evaluation, Accountability and Learning   |
| EDCU  | Education Development Coordination Unit   |
| DCC  | District Coordination committee   |
| KT  | Key Teacher  |
| HT  | Head Teacher  |
|  CEHRD  | Centre for Education and Human Resource Development  |

# 1.0 Introduction

 The Nepal Skill Initiative Project (NSIP-Nepal) is a non-profit, nongovernmental organization dedicated to safeguarding and advancing the learning environment and education system in Nepal and globally. Registered in Kathmandu, NSIP-Nepal is committed to promoting an equitable social system and providing opportunities for all stakeholders to participate in the decision-making process for the improvement of the environment and education system in rural and mountainous regions of Nepal. Recognizing the need to consolidate and enhance existing teacher training programs, NSIP-Nepal has developed a comprehensive training policy. This policy aims to empower stakeholders with the requisite skills, knowledge, and attitudes aligned with the organization's objectives, strategies, and vision. The organization is dedicated to optimizing the talents, skills, and abilities of its workforce, ensuring that all stakeholders, irrespective of age, marital status, disability, race, color, ethnic or national origin, or sexual orientation, benefit from targeted teacher training programs. The training policy is adaptable to the organization's evolving needs, offering a foundation and focus for all training activities while elevating professionalism among stakeholders. Additionally, the policy guides the allocation of organizational resources, including trainers, finances, and time, providing a clear direction for training activities and defining the authority and limits of the training department. This training policy serves as a crucial tool for evaluating the organization's success in achieving its strategic objectives.

# 2.0 Context

 The roots of NSIP-Nepal were planted in 2023 with the vision to train teachers, initiated by team of experts. While teacher training remains a focal point, NSIP-Nepal has expanded its initiatives to include material assistance packages, scholarships for disadvantaged children, and support for school materials, school construction, climate action, Gender and Social Inclusion, Emergency Response as per CHS standards. Presently, NSIP Nepal impacts more than 600 schools across Nepal, driven by a dedicated team of 20 staff members.

# 3.0 Objectives

 The objectives of NSIP Nepal's training policy align with ‘Sustainable Development Goal’ (SDG) targets and the strategic priorities outlined by the Nepal Government. The objectives are:

•Ensure that stakeholders receive comprehensive training aligned with the current competency standards, as prescribed by the Centre for Education and Human Resource Development (CEHRD), enabling them to effectively contribute to the field of Inclusive & Innovative Quality Education including in emergencies.

* Equip stakeholders with the necessary knowledge-skills-aptitudes to adapt to changes in responsibilities, particularly in the context of federalism, fostering resilience and preparedness for evolving roles and responsibilities.
* Promote the continuous development of stakeholders by encouraging the enhancement of their skills and competencies.

 This empowerment facilitates their progression and enables them to reach their full potential, contributing effectively to the objectives outlined in the national curriculum and supporting the broader SDGs related to education and sustainable development in Nepal.

# 4.0 Scope

 This comprehensive training policy of NSIP Nepal applies to all organizational stakeholders, emphasizing a collaborative effort among employees, managers, and the Human Resources (HR) department to cultivate a culture of continuous professional development. It underscores the shared responsibility of stakeholders to actively seek new learning opportunities, contributing to the enhancement of quality education in rural areas of Nepal.

 The delineation of responsibilities are outlined as follows:

* Employees: Stakeholders are responsible for proactively pursuing new learning opportunities to support the organization's commitment to quality education in rural Nepal.
* Managers: It is the duty of managers to coach their teams, identify employee development needs, and foster a conducive environment for continuous learning.
* HR Department: The HR department is responsible for facilitating staff development activities and processes, ensuring alignment with organizational objectives.

 The scope of NSIP Nepal's training policy encompasses a diverse range of training modules and programs, including:

* Certified teacher training or TPD across various modules.
* All ‘Early Grade Learning’ trainings.
* Gender Equality and Social Inclusion or DEI training.
* Vocational and Life Skills training.
* Training on Disaster Risk Reduction (DRR), climate change, and environmental awareness.
* Monitoring and Evaluation (M&E) training.
* Child club training.
* School Management Committee/Parent-Teacher Association (SMC/PTA)/Community Engagement training.
* Library management training.
* English medium instruction training.
* Information and Communication Technology (ICT) training.
* Community Orientation Program.
* Subject-specific refresher trainings through short-term modular courses.
* Job induction training.
* Professional Development Training for staff.
* Employee coaching and mentoring initiatives.

 By strategizing in alignment with these standards, NSIP Nepal aims to create a robust framework for continuous learning and development, ensuring the highest standards of education delivery in rural Nepal.

# 5.0 Implementation Procedures

The implementation of training activities will adhere to the following procedures/methodologies:

* Training Needs Assessment (TNA): Trainers and Education Development Officers (EDOs) will conduct a comprehensive assessment of training needs four months prior to the scheduled training sessions.
* Program Planning: Trainers/EDOs will engage in collaborative discussions to identify potential training programs, content, and methodologies, providing valuable input and suggestions.
* Training Manual Development: The training team will craft a detailed training manual one month before the execution of the training sessions. This manual will be shared with all EDOs and the senior management team for review and alignment.
* Training of Trainers (TOT): If deemed necessary, the training team will conduct Training of Trainers sessions, ensuring that all EDOs are well-equipped to deliver the training content effectively. These sessions will be conducted in suitable locations.
* Monitoring and Evaluation (M&E): M&E indicators will be established during the course design phase. EDOs will consistently evaluate the entire training using predefined parameters. Evaluation reports will be submitted to the training and M&E department, influencing the planning cycle for subsequent projects.
* Financial Consultation: The training team will collaborate with the finance team to determine budgeting patterns, ensuring financial alignment with the training objectives.
* Key Performance Indicators (KPIs): The assessment of training needs, budgeting, schedules, and activities/strategies will be conducted based on Key Performance Indicators (KPIs) provided by the M&E department. This approach ensures a structured and performance-driven framework for training initiatives.

# 6.0 Operational Mechanism

The operation of the training programs at NSIP Nepal encompasses several key aspects:

* Evaluation and Monitoring: The M&E department will consistently assess training programs to

ensure their effectiveness.

* Employee Selection: The HR department, guided by specific Key Performance Indicators (KPIs), will be responsible for selecting employees for training programs within the organization.
* Training Logistics: The determination of the availability and location of training sessions will be a collaborative effort between Education Development Officers (EDOs), District Program Managers (DPMs), and the training team.
* Program Decision-Making: The senior management team of NSIP Nepal will decide on the types of training programs to be conducted, aligning them with organizational objectives.
* Resource Standards: The M&E department and training team will evaluate the standards of training resources based on the types of training and the local context.
* Expert Involvement: External experts will be invited for programs beyond the current competencies and experiences of the training team and EDOs.
* Policy Revision: Policy revisions will be conducted periodically, considering development needs and donor requirements.
* Performance Appraisal: Employee performance appraisals will be based on the impact of training in the targeted areas.
* Audit and Recording: NSIP Nepal, functioning as a training organization, will undergo audits based on training activities and impact, documented using departmental skills/matrix or individual personnel files.
* Gender and Climate Inclusive Practices: The entire training system will promote gender and environment awareness, including the development of gender and climate friendly training curriculum and texts. Special provisions such as scholarships, accommodation facilities, and support schemes will be adopted to encourage participation from female and disadvantaged groups.
* Trainer Preparation Course: A mandatory trainer preparation course will be required for all newly recruited training professionals before assuming their positions, available in government or private training institutions, or both.

 (For details, kindly refer to SOP and TNA guideline.)

#  7.0 Roles & Responsibilities

 The roles of the management team and Education Development Officers

(EDOs)/trainers/specialists/technical team are strategically outlined below:

**Management Team's Role:** The management team at NSIP Nepal plays a crucial role in shaping

the training landscape by:

* Demonstrating a steadfast commitment to training and developing employees aligned with the organization's objectives.
* Conducting inductions for new trainers/EDOs/employees.
* Collaborating with employees to jointly identify training needs that align with organizational/program’s objectives.
* Formulating comprehensive training plans.
* Providing on-the-job instruction and coaching to enhance skills.
* Disseminating awareness of training and development trends among all EDOs/trainers/technical teams.
* Ensuring that trained individuals share their knowledge/skills/competencies with others whenever possible and appropriate.
* Evaluating the effectiveness of training events concerning the organization's/program’s objectives, involving all relevant stakeholders.
* Facilitating on-the-job training for all trainers within the senior management team, aligning with evolving training trends and organizational requirements.

**EDOs/Trainers'/Technical Team’s Role:** The roles and responsibilities of EDOs/trainers/Technical Team encompass:

* Identifying stakeholders' training needs in harmony with organizational goals and their own personal development, based on the current curriculum of the relevant level.
* Staying aware of available training and development opportunities.
* Conducting training sessions according to the provided training manual and the organization's Annual Plan of Action (POA).
* Collaborating with line managers to evaluate the effectiveness of training programs.
* Actively sharing acquired knowledge with colleagues, fostering a culture of continuous learning.
* Ensuring that every new joiner or individual undergoing a role change receives induction training from the training team.

 This strategic delineation ensures a cohesive and purpose-driven approach to training, aligning organizational/program goals with individual development needs.

(For details, kindly refer to SOP.)

#  8.0 Qualifications

 The policy envisions to ensure the recruitment of qualified, competent, and dedicated trainers or technical team within the organization. To achieve this, NSIP Nepal has been formulated this policy with regard to qualifications, experience, and recruitment procedures, in alignment with the priorities set by the Nepal Government.

Position Details:

* Education Development Officer/Training Officer o Minimum Qualification: M.ED/other degree with one year B.ED
	+ Experience: 3 years training experience or 5 years teaching experience with TPD training from Nepal Government
	+ *Remarks:* Positive discrimination provisions of the Nepal Government will be adhered to in all selection processes.
* Training Specialist/Thematic Experts:
	+ Minimum Qualification: M.ED/other degree with one year B.ED
	+ Experience: 5 years training experience or 7 years teaching experience in the related field with TPD training from Nepal Government
* Training Manager o Minimum Qualification: M.ED/other degree with one year B.ED
	+ Experience: 5 years training and 3 years managerial experience in development, aligned with TPD training from Nepal Government

 In this context, the training team/EDOs/thematic experts may necessitate the aforementioned qualifications for the following reasons:

* To uphold or enhance the skills required in the profession or associated with the position.
* To fulfill the requirements of the training organization.
* To meet the accreditation/certification standards set by the Nepal Government.

(For details, kindly refer to SOP.)

#  9.0 Competencies & Skills

 In the context of development in NSIP Nepal, professional competencies, often referred to as core competencies, go beyond mere job skills or routine tasks. These competencies encompass attributes essential for effectively carrying out job duties. Trainers/EDOs/Technical Experts require analytical and critical thinking skills to interpret educational laws and formulate strategies, such as developing plans, indicative of sound judgment and high-impact decision-making capabilities.

 These competencies reflect confidence, initiative, and motivation, crucial for making decisions that significantly impact the workplace. Additionally, fostering interpersonal relationships is a vital professional competency, emphasizing collaboration and an understanding of group dynamics, essential for success in team-oriented work environments. Key competencies for teacher trainers/EDOs/Technical experts in the context of NSIP Nepal include:

* Group management and communication
* In-depth subject knowledge
* Familiarity with the current curriculum and essential pedagogy
* Awareness of cross-cutting issues
* Basic proficiency in MS Word, Excel, and PowerPoint
* Understanding of current policies, laws, and provisions
* Strong interpersonal, communication, and facilitation skills
* Knowledge about the local context and adaptability
* Proficiency in report writing
* Stress and time management skills
* Planning and supervisory skills

 These competencies underscore the multifaceted skill set required for effective training within the specific developmental context of NSIP Nepal.

#  10.0 Monitoring & Evaluation

 To enhance the quality of educational programs in alignment with Nepal Government's priorities, NSIP Nepal will adopt the following ‘Monitoring and Evaluation’ consideration:

* Competency Application Assessment:
	+ Evaluate how trainees apply learned competencies in classroom settings.
	+ Align assessments with Nepal Government's prescribed competency standards.
* Impact on Student Learning:
	+ Measure the impact of teacher training on students' academic performance.
	+ Align assessments with national curriculum objectives and learning outcomes.
* Alignment with Federalism:
	+ Assess the adaptability of teacher training programs to changes in the education system post-federalism.
	+ Ensure programs contribute to the decentralization objectives of the Nepal Government.
* Incorporation of Cross-Cutting Issues: o Monitor the integration of cross-cutting issues (e.g., gender, environmental sustainability) in training content.
	+ Align with Nepal Government's priorities for inclusive and sustainable education.
* Utilization of ICT in Education:
	+ Evaluate the effectiveness of training in incorporating Information and Communication Technology (ICT) in teaching.
	+ Align with the Nepal Government's emphasis on technology-driven education.
* Community Engagement and Involvement:
	+ Assess the involvement of local communities in the training process.
	+ Align with the Nepal Government's emphasis on community-based education initiatives.
* Teacher Retention and Career Progression:
	+ Monitor the impact of training programs on teacher retention and career advancement. o Align with Nepal Government's priorities for teacher development and retention strategies.
* Feedback Mechanism:
	+ Establish a robust feedback mechanism involving stakeholders for continuous improvement.
	+ Align with Nepal Government's commitment to participatory governance in education.

 These considerations ensure that the monitoring and evaluation of NSIP Nepal's training programs are closely aligned with the key priorities and objectives set forth by the Nepal Government for the enhancement of the education sector.