

TRAINING FOR THE PRIVATE SECTOR:
THE DEMAND AND THE SUPPLY

SUBMITTED TO:

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT/NEPAL
KATHMANDU, NEPAL

AND

GERMAN AGENCY FOR TECHNICAL ASSISTANCE (GTZ)
KATHMANDU, NEPAL

Submitted by.



Management Support Services Pvt. Ltd.

Museum Road, Chhauni
P.O. Box No. 1217
Kathmandu, Nepal

June 1987

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PREFACE

This report is the product of a team effort. The study on which this report is based was conceived, designed, implemented, and finally analyzed by a number of individuals who brought to the effort a variety of backgrounds and perspectives. I hope that I have been able to adequately represent, report and reflect the hard work of all the team members in this text, and that those who accept the challenging task of implementing the recommendations, find this study useful.

The following individuals were responsible for conducting in-depth interviews with some 300 entrepreneurs and managers.

Mr. Janam Jay Banjade
Ms. Sukh Maya Bohra
Mr. Devi Gyanwali
Mr. Om Rajbhandari (also, Co-Director of the Project)
Ms. Laurie Zivetz

In addition, they made invaluable contributions to both the initial conceptual formulation of the study, as well as the analysis of the findings. The fact that each of these individuals had a network within the private sector which they were willing to make available, was invaluable in the data collection process.

Mr. Megh Ratna Shakya was responsible for reviewing training institutions. His insightful comments on the potentials for strengthening local training institutions were important in putting this study together.

Mr. Roop Jyoti, entrepreneur and doctoral student at Harvard University, initially suggested the Critical Incident methodology for the study, and provided important advice in both the conceptual and final draft stages of the study. Both Mr. Jyoti and Mr. Bijay K. Shrestha, (owner, Beltronix Pvt. Ltd.) brought practical and innovative suggestions to the design and analysis phases of the study.

Professor Upendra Pradhananga, provided continuity with past efforts and kept us in touch with national priorities.

This study was extremely fortunate to have the backstopping of a highly competent and committed support staff.

Mr. Manjil Joshi worked long hours to input and analyze the mass of data generated by this project. His thoroughness and persistence are much appreciated. Mr. Arjun Rajbanshi of Interface Pvt. Ltd. was also of great assistance in organizing the original computer program.

Ms. Anita Shrestha, Mr. Shyam Shrestha, and Mr. Ram Prasad Kumal all helped in different ways in keeping the logistics of the project going.

A special note of appreciation goes to Mr. Sayep Ashok Malla, field coordinator, whose organizational competence and unflagging dedication to the work kept all the various threads of this complex effort on course.

Secretarial Support Services (P) Ltd. provided a great deal of secretarial services as fast as demanded during the pressing hours of this study. Thanks are due to them for their valuable services.

Management Support Services gratefully acknowledges the financial support of USAID/Nepal and GTZ/Nepal. We are also grateful to Mr. Virgil Miedema, USAID, and Mr. Jim Tomecko and Mr. Ed Canela, Small Business Promotion Project, each of whom made not only important substantive contributions to the study, but were also a source of constant personal support to the team.

We truly hope that this effort will be of some assistance to all of the entrepreneurs and managers who generously shared their time and concerns with us, as well as their colleagues in the private sector.

Laurie Zivetz, Project Director
MASS
June 1987

Abbreviation Used

ADB	=	Asian Development Bank
ADB/N	=	Agricultural Development Bank/Nepal
ACTI	=	Agriculture Credit Training Institute
APROSC	=	Agricultural Projects Services Centre
BA	=	Bachelor of Arts
BITAC	=	Bangladesh Industrial Technical Assistance Centre
BPWC	=	Business and Professional Women's Club
BTC	=	Bankers' Training Centre
BTI	=	Butwal Technical Institute
CBS	=	Central Bureau of Statistics
CDO	=	Chief District Officer
CEDA	=	Centre for Economic Development and Administration
CIDA	=	Canadian International Development Agency
CIDB	=	Cottage and Village Industry Development Board
CIE	=	Cottage Industry Emporium
CSI	=	Cottage and Small Industry Project
DANIDA	=	Danish International Development Agency
DCVI	=	Department of Cottage and Village Industries
DRCG	=	Development Research and Communication Group
EEC	=	European Economic Commission
ESC	=	Export Service Centre
FNCCI	=	Federation of Nepalese Chambers of Commerce & Industries
FOM	=	Faculty of Management
GDP	=	Gross Domestic Product
GTZ	=	German Agency for Technical Assistance
HMG	=	His Majesty's Government
HMTTC	=	Hotel Management and Tourism Training Centre

IA	=	Intermediate of Arts
IDA	=	International Development Association
IHDP	=	Integrated Hill Development Project
ILO	=	International Labor Organization
IOE	=	Institute of Engineering
IRDP	=	Integrated Rural Development Project
ISC	=	Industrial Service Centre
K-BIRD	=	Karnali-Bheri Integrated Rural Development Project
KGARDEP	=	Koshi Hill Area Development Project
LDC	=	Least Developed Countries
LDO	=	Local Development Officer
LSC	=	Labor Supply Centre
MBA	=	Master of Business Administration
MASS	=	Management Support Services (P.) Ltd.
MPLD	=	Ministry of Panchayat and Local Development
NASC	=	Nepal Administrative Staff College
NGO	=	Non-Government Organization
ODA	=	Overseas Development Agency
RFP	=	Request for Proposal
RNAC	=	Royal Nepal Airlines Corporation
SAARC	=	South Asian Association for Regional Cooperation
SATA	=	Swiss Association for Technical Assistance
SBPP	=	Small Business Promotion Project
SIRDP	=	Sagarmatha Integrated Rural Development Project
SLC	=	School Leaving Certificate
STC	=	Survey Training Centre
TRUGA	=	Training for Rural Gainful Activities
TSSP	=	Technical School System Plan
TTC	=	Telecommunication Training Centre

TU = Trivhuvan University
UMN = United Mission to Nepal
UNIDO = United Nations Industrial Development Organization
UNFPA = United Nations Fund for Population Activities
USAID = United States Agency for International Development
USAID/N = United States Agency for International Development/Nepal
WSDP = Women Skill Development Project
WTC = Women's Training Centre

EXECUTIVE SUMMARY

Training Needs for the Private Sector: the Demand and the Supply

I. Introduction

This study was carried out in an attempt to determine the management and technical training needs for the private sector in Nepal. It also looked at in-and-out of country training capabilities in an effort to determine what training resources exist in Nepal, and how local institutions can be strengthened to meet the needs of the private sector.

The findings include an in-depth look at training needs, based on 'critical incidents' gathered from interviews with some 300 entrepreneurs and managers from a cross-section of types and sizes of manufacturing and service industries in half a dozen locations in the country. In response to the question for instance 'could you tell me about a time when you were not satisfied with something one of your subordinates did?', one respondent answered:

A few days back I trained my accountant in book-keeping and I was expecting good accounting service from him. But it was just the opposite: he never came back!

This incident, then was coded as a deficit skill for: 1) staff motivation and 2) training and recruitment of staff. The frequency with which certain skills (whether positive or negative) reoccurred among the entire sample, or subsamples based on size or type of industry, provided the basis for defining training needs.

II. Findings

The single greatest problem facing the private sector today is working with the government. Some critical incidents which were heard often:

Last time I needed to get facilities to import my raw materials it took three months and I had to make several extra trips to Kathmandu just to get the work done. The raw materials were so delayed that I was late on my order.

We have to get the thread from India, as the thread supplied by CIE is not good enough quality. The customs people don't know how much to charge. It depends on their whim.

The highest ranking skill need which relates to problems internal to the industries is delegation/supervision of staff, followed by motivation of staff. In particular, entrepreneurs and managers alike complained about the high mobility of employees, underperformance, absenteeism, lack of loyalty etc. There is a strong preference for Indian (and in smaller industries, family) laborers as a result of these phenomenon.

I have a hard time supervising my workers. If I am present, productivity is high; if I am absent, it goes down.

In the beginning I hired relatives. Their performance was not so good so I started hiring outsiders. But they started cheating us and again I started hiring relatives.

These problems indicate deficiencies in personnel and organizational structures within industries as well as poor communications networking between employers/management and staff. Other skill needs which ranked relatively high include: 1) training and staff development/recruitment, and manpower planning and recruitment, both indicating a need for skill training; 2) inventory management, which reflects several issues including problems with obtaining government facilities for importation of raw materials, working capital for stockpiling raw materials, fluctuations in supply and price of raw materials etc.; 3) marketing strategies and research; and 4) technology: choice, procurement and maintenance.

The skill deficits of large industries are more focused on working with government, while smaller industries have more problems with marketing and technology. Personnel issues seem to be universal, although the smaller the firm the more critical it is to hire and be able to hold skilled manpower because often the firm depends on a single individual for technical and/or management expertise.

The report reviewed skill deficits, including technical training needs which were articulated by the respondents by type of industry as well. More than 40 types of industries were sampled in this study.

In addition, the special training needs of women entrepreneurs and managers, who made up 17% of the sample, was discussed. In general, women have similar problems to men, though as a group (and particularly among small and cottage industries) they tend to lack self confidence and exposure.

III. Training Institutions

An in-depth review of nearly 2 dozen training institutions in Nepal was conducted. The finding of this review was that although relevant training capability exists in the country (primarily within public sector institutions), the private sector has never become a serious client of these institutions. In addition, those agencies who are engaged in training for the private sector are largely ineffective. Nepali training institutions as a whole lack credibility in the eyes of the private sector; they are, as a rule, too theoretical, and some are not relevant to the real life problems of the private sector. At present most industrialists rely on ad hoc, on the job training, or send staff to India.

IV. Recommendations

MASS recommends that in order to stimulate a more 'entrepreneurial' and client-oriented approach on the part of local training institutions, grants be offered on a cost sharing basis to support 1) training of trainers; 2) curriculum development; 3) training courses. Likewise it was recommended that proposals from industry be solicited to provide partial support in management and technical areas. The competitive and cost sharing components will provide industrialists an opportunity to take a hard look at their internal training needs, and require them to commit themselves to investing time and resources into training for themselves or their staff. This process will also give a further indication of precisely what the training needs of the private sector are and will allow donors to refine criteria and procedures for supporting training.

MASS also recommends that a contract be awarded to an Apex, or coordinating body to manage the considerable logistical and monitoring functions of the follow-on project. This agency should be identified from the private sector based on competitive bids.

V. Meeting the training needs

Various approaches for addressing the skill needs as defined by the data were put forward. In general, short courses, focusing on a minimum of theory and a maximum of problem solving were recommended. Also, given the level of positive skills in the private sector, stronger networking between established entrepreneurs who have resolved some of the pressing issues of the private sector, and those who are still grappling with them, was recommended. Apprenticeship training was also suggested, particularly for technical needs. This approach strengthens the ties between training and industry, and also facilitates employment links.

VI. Conclusions

In general, the report suggests that the follow-on training grant funding be used, insofar as possible to:

1. Simulate more entrepreneurship and responsiveness to private sector needs among indigenous training institutions;
2. Provide forum and dialogue opportunities a) within the private sector to strengthen it's ability to define its objectives and organize strategies for dealing with it's own problems; and b) between the private sector and government to enhance a mutuality of understanding and problem solving;
3. Provide industries with the opportunity of assessing their training needs and benefiting from the support available through the follow-on grant;
4. Explore further how training can most effectively address constraints in the private sector.

CHAPTER I: INTRODUCTION
OBJECTIVES, METHODOLOGY AND SAMPLE

A. Objectives of the study: an Overview

The non-agricultural private sector is very small in Nepal. While agriculture contributes 60.3% to GDP and engages 91.14% of the labor force: manufacturing contributes only 4.6% to GDP, and employs only 0.48% of the labor force, a total of 81,050 individuals. Within the manufacturing sector, modern industries and cottage industries contribute 3.2% and only 1.4% to GDP respectively. The construction industry contributes 7.5% to GDP, but employs only 0.03% of the laborforce, and the tourist sector contribute only 3.7% of GDP.<1> A full 28% of the industrial laborforce is drawn from India, highlighting the dual dilemmas of Nepal's dependence on her southern neighbor for trained personpower and the dearth of indigenous trained technicians, laborers and even managers.<2>

Despite their limited numbers and contribution to GDP, service and manufacturing industries are expected to be increasingly important sources of employment and national income in years to come. The private sector, to date, has not had access to opportunities for training such as has been available to various government agencies over the years. This project, then is an effort to determine 1) what the training needs of the private sector are, 2) what local and external institutions are available to meet those needs, and 3) how local training capabilities can most effectively be mobilized to meet the training needs of the private sector. No comprehensive study has been carried out on the training needs for the private sector, although several sectoral studies have been done in this regard.<3>

To this end, MASS has interviewed some 300 entrepreneurs and managers from a cross-section of types and sizes of industries to determine the training needs. We have also under-taken a comprehensive review of training institutions in Nepal, and corresponded with over 300 training institutions abroad.

B. The Methodology

The methodology used for this project differs in many respects from the conventional methodology commonly used for needs assessment studies. Rather than asking the respondents for their felt needs, which often provides the researcher with opinions rather than facts, the Critical Incident Method, which was employed in this study, asks the respondent to recall specific incidents or situations which are pertinent to the issue at hand.

In the present study, entrepreneurs and managers from a cross-section of industries were asked to recall incidents where they were pleased or displeased with something that happened as a result of skills which they

<1> Development Research and Communications Group, A Study on Non-Agriculture Private Sector Enterprises, Kathmandu, 1984

<2> ibid

<3> See for instance, the report mentioned above and Suvedi, Purushottam; Koirala, Kiran; Upadya, Narottam; Pathak, Jaya Krishna, Industrial Enterprises in Nepal: Management Practises and Training Needs, Kathmandu, 1985

Cummings, I.G., Report of ILO Mission on Management Development in Nepal, International Labor Organization, Geneva, May, 1983

Bales, J.A., Report on Mission to Nepal, Sponsored by ITC, UNCTAD/GATT, IBACPA, Tribuvhan University, Trade Promotion Center, and Irish Technical Cooperation Program, Ireland, March, 1980

themselves possessed, or, in subsequent questions, situations involving a partner or colleague, a subordinate, or a superior, (as appropriate to the individual's status in the company) where they were pleased or displeased with what someone else did.

These incidents were then coded according to whether a positive skill was indicated, or a skill was lacking, as indicated by the situation. A list of the skill categories used for coding is presented in Figure I.1. After the critical incident segment of the interview was complete, individuals were asked directly about their opinions of the training needs of their specific institutions, which served as a double-check on the responses. Then the interviewee was asked whether if the types of training he or she identified as necessary were available, he or she would be willing to pay for such training. This was asked to indicate the level of interest and potential commitment to participation in future training courses. In addition, basic information on the firm was collected. A copy of the questionnaire is included in Appendix I to this report.

Figure I.1: Skill categories

1. Manpower planning and recruitment
2. Job allocation and scheduling
3. Training and staff development
4. Staff evaluation and appraisal
5. Salary and wage administration, including incentive and bonus schemes
6. Communications/information networking
7. Delegation/supervision
8. Relative management
9. Crisis management
10. Office management
11. Self confidence/self assessment
12. Staff motivation
13. Financial management/project appraisal
14. Working capital/cash management
15. Book-keeping, accounting, auditing
16. Credit management: bank, relative, customer
17. Marketing: strategies and research
18. Pricing
19. Sales promotion: advertising, packaging, branding, customer incentives
20. Distribution management
21. Personal salesmanship
22. Product identification and diversification
23. Opportunity seeing and action
24. Plant layout/location/safety
25. Production planning
26. Quality and cost control
27. Technology management
28. Inventory forecasting, procurement and storage
29. Research and Development
30. Subcontracting
31. Business/government relations: influence management (source and force)
32. Knowledge of HMG rules and regulations
33. Working with government
34. Business establishment
35. Long-term planning/goal setting
36. Business diversification

This study was the first time the Critical Incident Method was used in Nepal. While it generated a richness and depth of information which would have been impossible to gather had we used closed-ended questioning, it was also apparent that there was a resistance on the part of many respondents to recount actual stories. Often several hours of patient probing were required to loosen the interviewee up enough that the critical incidents began to unfold. This can be attributed in part to the fact that many respondents were alert to the fact that internal business practises and problems might be construed to reflect individual weaknesses, and in some cases might even be incriminating to the firm. Thus, while the Critical Incident Method may be most appropriate for a less sensitive or perhaps less savvy population, it did, in this case, offer a valuable insight into the problems of the private sector, and indicate where training might be an appropriate intervention.

C. The Sample

The sample was purposively selected to provide representative distribution vis a vis geographic location, type and size of industry. The distribution of types of industries is provided in Table I.1. Of the total 300 industries sampled, 50% were cottage industries, 25% were small, 15% were medium, and 10% were large, according to government definitions. 217 or 72% were owner/managers and the remainder were managers. Women represented 17% of the interviewees. As shown in Figure I.2. the sample was distributed regionally, with representation from the Eastern, Western and Central Terai, the Hills as well as various locations in the Kathmandu Valley.

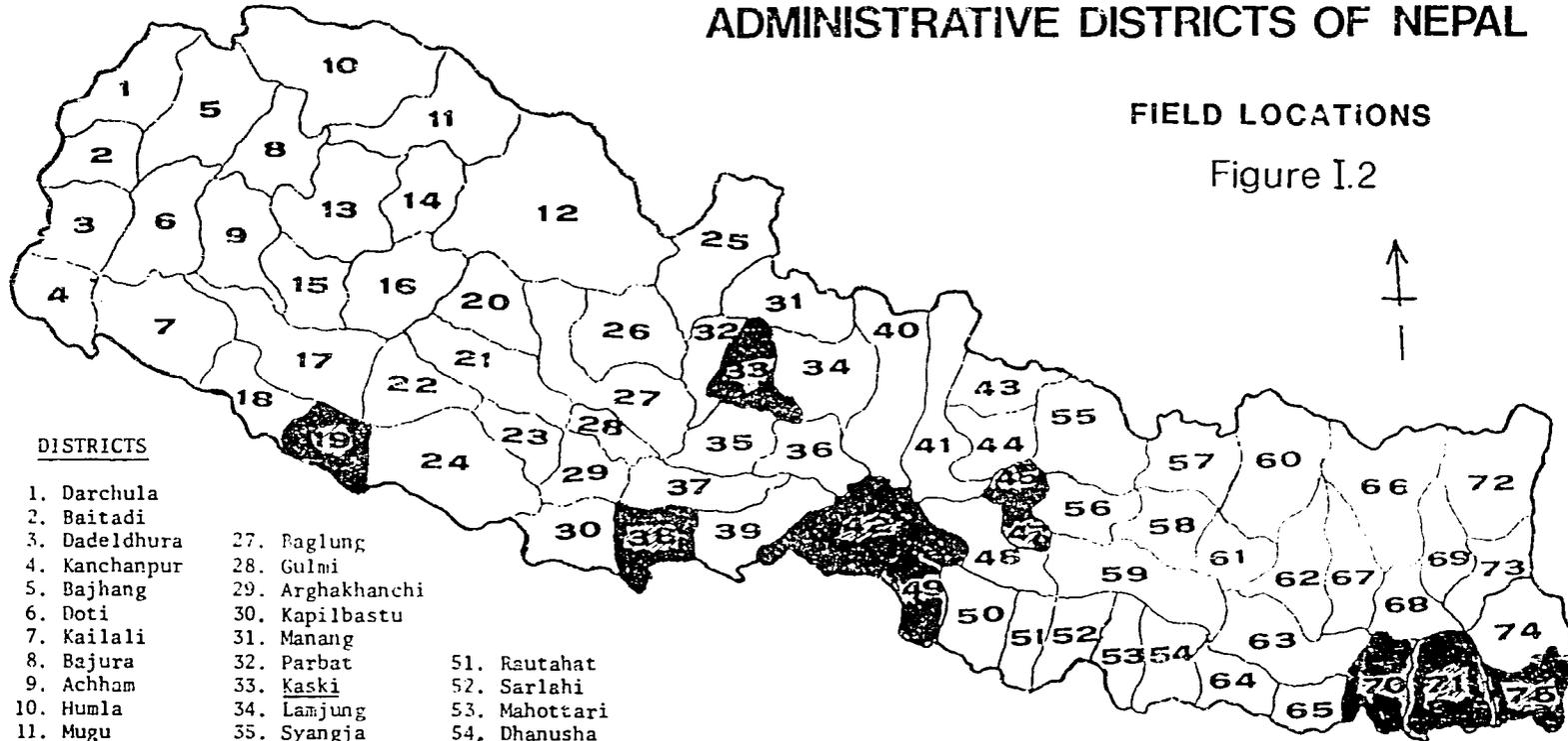
Table I.1 Sample Distribution of Interviews by
Type of Industry: MASS

Type of Industry	Total Interviews
Animal Feed	5
Bakery	6
Bidi	1
Brewery/distillery	5
Bricks/tiles	3
Carpets	6
Cement/cement products	4
Construction	15
Drugs/medicines	2
Engineering	9
Food processing	12
Footwear/shoes	4
Hotel/restaurant	23
Iron	4
Jewellery	11
Jute	1
Knitting/hosiery	9
Leather	2
Manufacturing others	19
Matches	2
Metal working	16
Milk products	4
Oil and grain mills	15
Paper/paper products	3
Polythelene pipes/plastics	7
Printing press	6
Repairing workshops	11
Research firms	5
Saw mills	4
Secretarial firms	2
Service others	9
Soaps	6
Steel/steel furniture	5
Steel and wood furniture	2
Sugar	1
Tailor/garments	11
Tea	5
Travel/trekking agencies	11
Training institutions	10
Wood/forest based products	12
Yarn/textiles	12
TOTAL	----- 300

ADMINISTRATIVE DISTRICTS OF NEPAL

FIELD LOCATIONS

Figure I.2



DISTRICTS

- | | | |
|-------------------|----------------------|---------------------|
| 1. Darchula | 27. Raglung | 51. Rautahat |
| 2. Baitadi | 28. Gulmi | 52. Sarlahi |
| 3. Dadeldhura | 29. Arghakhanchi | 53. Mahottari |
| 4. Kanchanpur | 30. Kapilbastu | 54. Dhanusha |
| 5. Bajhang | 31. Manang | 55. Sindhupalchok |
| 6. Doti | 32. Parbat | 56. Kavre Palanchok |
| 7. Kailali | 33. <u>Kaski</u> | 57. Dolakha |
| 8. Bajura | 34. Lamjung | 70. <u>Sunsari</u> |
| 9. Achham | 35. Syangja | 71. <u>Morang</u> |
| 10. Humla | 36. Tanahu | 72. Taplejung |
| 11. Mugu | 37. Palpa | 73. Panchthar |
| 12. Dolpa | 38. <u>Rupandehi</u> | 74. Ilam |
| 13. Jumla | 39. Nawalparasi | 75. <u>Jhapa</u> |
| 14. Tibrkot | 40. Gorkha | |
| 15. Dailekh | 41. Dhading | |
| 16. Jajarkot | 42. <u>Chitawan</u> | |
| 17. Surkhet | 43. Rasuwa | |
| 18. Bardia | 44. Nuwakot | |
| 19. <u>Banke</u> | 45. <u>Kathmandu</u> | |
| 20. Rukum | 46. <u>Bhaktapur</u> | |
| 21. Rolpa | 47. <u>Lalitpur</u> | |
| 22. Salyan | 48. Makawanpur | |
| 23. Pyuthan | 49. <u>Parsa</u> | |
| 24. Dang Deokhuri | 50. Bara | |
| 25. Mustang | | |
| 26. Myagdi | | |
| | | 69. Terhathum |

D. The Audience for the Study

This document should be useful for those concerned with understanding and assisting the private sector in Nepal. Not only does it identify problems, but it suggests how those problems can be addressed through training. As such, it should be useful for donors wishing to support training for the private sector, government planners and practitioners in prioritizing resources and developing project plans, as well as training institutions in clarifying target populations and appropriate courses which could assist the private sector.

CHAPTER II: THE FINDINGS
TRAINING NEEDS OF THE PRIVATE SECTOR

A. Introduction

In this chapter the main findings of the study are presented. Data gathered by the critical incident method allowed identification of both positive and negative skills for the private sector. The words 'positive' and 'negative' are used for simplicity's sake. Essentially, they imply the absence or presence of a skill as indicated by the critical incidents recounted by the interviewees.

Before looking at the data, an important general finding concerning the push-pull towards training in the private sector is examined. Following this, the data is considered, first by looking at an overview of the most important skill categories, then by addressing the needs of industries by size, and finally by type of industry. The special training needs of women are also examined. Because technical training needs were more specific to types of industries they are considered separately, by industry.

B. The 'Catch 22' of training for the Private Sector

Training, whether technical or management, for the private sector in Nepal is not a straightforward equation of supply and demand. There is a more subtle, culturally-based paradox involved, which makes entrepreneurs face the prospect of better trained people, and indeed the availability of training courses in or outside of the country, with trepidation. This is based on a particular type of experience that seems virtually universal within the manufacturing and service sectors in Nepal.

We give the workers training, and they run away to start their own business or find a better paying job.

If I hire outsiders and train them, they always tend to ask for advance and run away with the advance; this has happened many times.

One of our active partners left us and started his own factory. He got practical experience with us, established contacts with customers, got management training through this factory, and finally left us.

Even at the highest managerial level, the issue of loyalty is paramount in the minds of entrepreneurs.

In general there is a tendency for the workers to leave the company when they gain skills. To save myself from it I have hired laborers from my locality. We have a kind of family relation among us.

While imitative entrepreneurship (that is, when an individual who has skills gleaned from experience in one firm leaves to establish a similar or complimentary firm) is not always detrimental at a national level, it does present major constraints to the extension of training, when it happens with such predictability and frequency as it seems to in the current environment in Nepal.

If we send them to a course, they will meet others and may be lured away to another firm.

said many, particularly large and medium scale entrepreneurs. For the small entrepreneur it is rather the dilemma of investing time and resources, perhaps in an apprenticeship training on the job with an imported Indian technician,

only to find that the person slips away to another firm. Thus, while there is nothing intrinsically undesirable about professional and labor mobility from a national standpoint--and indeed it indicates growth and diversification in the private sector--it is a very real deterrent to send staff for training.

There is an important underlying issue in the high mobility of skilled and managerial talent within the private sector, which is perhaps as yet unrealized by many entrepreneurs themselves. When a person is sent for training, presumably his value to the business increases in terms of additional output or efficiency. If the individual returning from training sees that he or she can get a better salary, a more prestigious position or even independence (re-owning his or her own firm) certainly there will be strong pulls away from the sponsoring institution.

Thus, training must be part of a large package of staff development, which provides incentives for the trainee to remain in the firm. Training courses must include an emphasis on a business ethic which links the trainee immediately back to his or her specific job, so that training courses are not blamed for the sudden flight of individuals after the course. The specifics of how such issues can be addressed through training require considerably more thought and perhaps also some trial and error in consultation with the user group in order to meet both the skill and employment needs of individual industrialists. These issues, while more nebulous than skill training in accounting or a specific technical skill, merit serious consideration in the context of future training courses, if the mobility of the laborforce in Nepal is to be addressed.

A corollary to this issue is that of motivation, and in particular the hierarchy of choice currently prevailing in the job market. While unskilled laborers were reported to be more 'loyal' and less mobile in the marketplace, middle level managers, that is those with S.L.C, I.A., or B.A. degrees, generally prefer civil service or government corporations to private sector employment. Although the private sector pays better, the status and possibility for additional 'incentives' implicit in government positions has tended to draw indigenous talent away from the private sector.<1> Indeed while the private sector is sometimes a first job or training opportunity for individuals with some education, their eye is oftentimes upon the government, and when the opportunity arises, they gravitate in that direction. This 'brain drain' is of considerable concern to private sector entrepreneurs, as it should be to national policy makers seeking to promote and develop the private sector.

There is very little legal recourse available at the moment, even for the entrepreneur who invests in training and upgrading the skills of his or her managers, to hold employees accountable even when there is a written contract. Thus, while many entrepreneurs, particularly in large and medium scale industries, complain that there are no professional managers in Nepal, their solution has been to promote traditional styles of management in which performance standards are secondary to personal relationships, and loyalty is borne out of a mutually reciprocal system of patronage. At a time when there is a bigger demand in the marketplace for managers than there is a supply, naturally entrepreneurs will be forced to 'up the ante' to attract good people. In the current context, this includes not only better wages and working conditions, but special concessions for personal problems, including individual financial needs on a case by case basis, overlooking

<1> There is some evidence that this situation is turning around, given freezes in government hiring and increasing awareness of the possibilities for making good money in business.

underperformance and lack of motivation in favor of retaining the person at all costs. One employer recounted:

The day after payday most of my workers don't come. But I can't say anything or they may leave me for good.

The severe lack of technical manpower in particular contributes significantly to this trend. In many cases the entrepreneurs have found it easier and more efficient to employ Indian laborers who are at once more technically sound and reliable in terms of output and attendance, or to retain family laborers who are more trustworthy.

This 'personalized' approach to management is not unique to the private sector in Nepal; it reflects a style which prevails in the public domain as well. It is, however, perhaps a costlier proposition for the industrialist who is not functioning in an insulated economy but must produce and sell in a marketplace in which his or her products are ultimately competing with imported goods produced in factories where perhaps the managerial costs are not as heavy.

Clearly then, training for the private sector can resolve some of these issues by inverting the supply and demand matrix so that there is increased competition for jobs. When this day comes, performance standards will be easier to enforce. In the present situation, however, it is a seller's market; this is unlikely to change given annual growth rates in industry which consistently outpace growth rates in the availability for managerial or technical labor.

Perhaps the greatest service that management training can provide to the private sector as a whole is to infuse a professional ethic at all levels in which performance merits promotion, both financially and professionally. Technical training, on the other hand, can be made more 'useable' through stronger links with industry.

While the capability for management and technical training within Nepal is embryonic, most of the entrepreneurs and managers who were interviewed felt strongly that "outside training is a waste of time and money". Many do send their people for training in India, and many use Indian technicians to conduct on-the-job training. The high percentage of Indian skilled laborers in Nepali industries speaks, in part, to the inability of present training institutions to furnish the necessary manpower to the private sector. We maintain, however, that the potential is there to upgrade the training capabilities and facilities in the country, and concur with the entrepreneurs, and indeed with the donors who funded this study, that in-country training institutions should receive the bulk of assistance if Nepal is to produce it's own manpower for the private sector, utilizing the resources available in the most cost effective manner as possible.

C. Training Needs of the Private Sector: An Overview

The most frequently cited positive and negative skills of the private sector are presented in Tables II.1 and II.2 below. These tables provide important insights, not only into the management strengths and weakness of the private sector, but also, more generally, into the major issues in the minds of entrepreneurs and managers. That is, the frequency with which issues were raised, whether they indicated a positive or negative skill, reveal the most important management issues facing the private sector today.

Table II.1: Twelve Most Frequently Cited Deficit Skills of the Private Sector Overall

SKILL CATEGORY	FREQUENCY OF RESPONSE
1. Working with government	137(11)
2. Influence management: source and force	121(10)
3. Delegation of responsibility/supervision of staff	118(10)
4. Staff motivation	112(9)
5. Training and staff development	107(9)
6. Inventory management	106(9)
7. Marketing: strategies and research	97(8)
8. Knowledge of HMG rules and regulations	95(8)
9. Manpower planning and recruitment	87(7)
10. Technology: choice, procurement, maintenance	84(7)
11. Production planning	76(6)
12. Self confidence	70(6)

Total	1210(100)

Table II.2: Eight Most Frequently Cited Positive Skills of the Private Sector Overall

SKILL CATEGORY	FREQUENCY OF RESPONSE
1. Training and staff development	125(19)
2. Staff motivation	93(14)
3. Quality control	80(12)
4. Marketing: strategies and research	76(12)
5. Manpower planning and recruitment	73(11)
6. Delegation of responsibility/supervision of staff	73(11)
7. Self confidence	64(10)
8. Salesmanship	62(10)

Total	646(100)

Some general trends emerge from this data:

1. While 'external' issues of dealing with the government rank highest on the deficit list, 'internal' issues which rank high on the deficit list are also being addressed in positive ways in the private sector. In particular, skills related to staff motivation, delegation/supervision, and training are high priority as indicated by their high ranking in both positive and negative skill lists.
2. Nepali entrepreneurs, from their own recounting, excel more at identifying and capitalizing on opportunities in the marketplace to improve upon a product, a marketing strategy, or diversify into a new product line--than they do in developing such options for themselves in working with the government.
3. It is clear that training is a major issue in the minds of Nepali entrepreneurs and managers, as indicated by it's high ranking in both negative and positive lists.

4. Deficits in 'internal' skills relate to personnel, raw materials and marketing respectively.

D. Specific training needs of the private sector

The top ranking deficit skill areas are explored in depth in this section.

1. Working with the government

Most industrialists expressed frustrations of some sort in obtaining promised facilities from HMG. In particular, obtaining facilities for raw material procurement was a common dilemma. A 'topi' (cap) manufacturer complained:

We have to get the thread from India, as the thread supplied by DCVI is not good enough quality. The customs people don't know how much to charge. It depends on their whim.

Respondents from metal-based industries in particular complained about the bureaucratic hassles in obtaining promised facilities for importation of raw materials:

I have faced a constant hassle in getting raw materials because of the bureaucracy. I would never start another business that needed imported raw materials again.

Echoing the sentiment of many small and cottage industrialists, other entrepreneurs stated:

I need working capital, but it is such a problem getting a license and a loan that I haven't done anything about it.

I needed money to expand my business. So I applied to the bank, but the attempt at getting a loan wasted several months and was useless.

Finally, a common story from the carpet industry:

Two years ago the government promised us a rebate on our exports, so I shared this profit with my partner as an incentive to him. But I am still waiting for this rebate, and have been left without any profit.

And...

We are, by law, entitled to custom's exemption, but customs always creates problems. Many times we just pay the duty to get our goods out.

Changing policies also hinder long-term planning:

Our output is mostly exported to third countries like Japan, the Middle East and so on. In exporting there are so many complications. The government changes its rules and procedures too often. Due to this we cannot meet the orders in time.

Even the most skilled and influential entrepreneurs and managers face logistical problems in obtaining promised facilities in a timely manner. Training can only go so far in alleviating this major stumbling block to

private sector development. The problem will only truly be resolved when structural changes within the relevant government departments are effected. As far as training is concerned, entrepreneurs, particularly from small, micro and non-Kathmandu based enterprises, would benefit from practical training in working the system: the optimum use of source and force, influence management, understanding rules and regulations, and utilizing their time and contacts most efficiently. In addition, organized interest groups could be mobilized to effect certain changes in the system through lobbying efforts.

2. Influence management: source and force

A corollary to the issue of working with the government, is the ability to use influence--'source' or 'force' to make the system work. This means, essentially, having the necessary contacts, or being able to offer the necessary 'incentives' to get ones work done in the government. Some examples:

We import all our raw materials from India. This is based on a quota agreement between Nepal and India. But this quota is grabbed by the people with connections and they charge us high prices; the quality is not constant (we have to take whatever they give). We don't want to do #2 business but we have to buy from these people to survive. Sometimes we get the quota ourselves but it comes so late we are delayed in meeting our orders.

If there is a problem working with the government, I must go myself, even to the lowest officer. They want to see the Director of the firm.

My factory was closed for a long time because of the problem of raw materials. I need plastic granules which are imported from a third country. But the government is not helping; rather they are creating problems. They give licenses to others, but not to me. I met big shots also to ask for help; all of them talk nice, but they do nothing.

Large industries are allowed to import raw materials from third countries, but we are not allowed. I do not know whether the law itself is like this or hidden factors are behind it.

This is also true in the banking sector:

When I applied for a loan in the beginning, the bank was hesitant to finance. One foreigner from the project visited my factory and my loan was sanctioned in two days.

Influence management is an important skill for the successful entrepreneur or manager in Nepal as reflected by the high priority it takes in the list of deficit skills. Despite it's negative connotations, this skill need cannot be ignored. A positive incident may highlight this fact:

I personally have a contact with a V.I.P. in Kathmandu, and other places in the world, so it is easier for me to get things done in any of my lines of work.

Whether training can really address this deficit skill need can only be determined through trial and error. Suggestions on how training could help to strengthen the influence management skills of entrepreneurs and managers are

discussed in Chapter IV.

3. Delegation of responsibility/supervision of staff

This skill category is the highest ranking of the 'internal' management problems, and, as such, is most amenable to training. It reflects a basic problem in the personnel structure of industries, and the ability of management to supervise employees.

Said one manager in a travel agency:

When I first joined this office, I found the situation was not very good. There were problems everywhere and staff were not properly controlled. There was no discipline in the office, and management was weak. I was so confused and naturally felt very unhappy.

Incidents from two small industries highlight deficiencies in delegation:

Once I instructed the workers to finish a job on time. I had to go out, and when I came back they were only 50% finished. Workers lack a feeling of responsibility.

Sometimes I have to take leave because of an exam or some other work. Often when I come back from my leave, I find production low, quality deteriorated, workers absent, and, ultimately, sales poor.

The hierarchical structure of most industries makes it difficult for heads of industries or departments to effectively share information and delegate responsibility. Likewise subordinate staff are unable to share their problems and points of view with their superiors in an effective manner. Deficiencies in delegation and supervision skills also relate back to the general culture of suspicion within the business community, which characterizes employer/employee relations as well:

We cannot delegate jobs relating to financial transactions to our subordinates because this is where leakages occur. So all purchasing and major marketing decisions and transactions are made and overseen by the senior partners.

In the Nepali system, ascriptive status, i.e. power based on title rather than competence, sometimes make it difficult for subordinates to function optimally--because an individual is the owner or boss, he is always 'right'. The personalized approach to management which characterizes most businesses implies that a challenge to his decisions is also a challenge to his personal prestige.

Despite his technical knowledge of this business, the owner has very little knowledge of management. For example, no one in this organization knows his job. Everybody is confused.

You know, the boss is like a king here--he can do whatever he wants. But he is the boss, so we cannot say anything.

While information sharing ideally makes subordinates feel more a part of the institution, information is often equated with power, and is therefore withheld. It is more common for the superior to 'instruct', and 'command', rather than share problems, so that subordinates do not feel a part of the

problem or process. As a result they feel disinclined to take part in identifying or working towards the solution. Reports one medium scale industrialist:

We give our staff salary increases based on their performance. But we do not tell them why. If they come to ask, we explain. Recently one staff came to grumble about his salary so we said we would refer the issue to the head office, so he is quiet now. But in a few months he will grumble again.

Another, from the hotel industry explained:

The clients often complain that the food is too expensive and not very good. So I talk to the cook and tell him to improve. We had a cook who was not doing so well, so we transferred him to a difficult job in another hotel, and finally he quit.

Because management is so personalized, it is easier to make life difficult for the delinquent employee than to reprimand him or provide direct feedback on his performance. On the other hand, it may be easier to hire people who are known or bound by some external source of loyalty:

In general there has been a tendency for the workers to leave the company when they gain skills. To save myself from it I have hired labourers from my locality. We have a kind of family relation among us.

4. Motivation of staff

The issue of motivation of subordinate staff is a major stumbling block to efficient functioning of many industries in the private sector. The problem of motivation is evident in high rates of absenteeism, underperformance on the job, and frequent turnover of staff. These sentiments are reflected in the following comments:

Nepali laborers don't want to work hard. They think the work is too small. So we prefer to hire Indians.

Mostly the Nepalese just want the table and chair; they don't want to work and we have a hard time motivating them.

Some specific incidents highlight this problem:

My workers want high profits but they don't want to work hard. They go to the cinema 8-9 times a month and they also want to include that money in their earnings.

We have a problem with the spinners. Most are wives of farmers or military men who spin in their free time. We need a constant supply of spun wool to keep our carpet production going, but they work according to their whim. We tried making a shed where they could work steadily together but the same problem arose: they would not show up regularly. So we have to make do.

In order to motivate workers, we have to pay some advance to them. But many run away with the advance as well as small equipment. It is very difficult to know who is genuine and

who is not genuine.

The problem of motivation plagues the entire private sector, and has resulted in the preference for Indian labor, or relatives.

At the risk of over-generalizing, we would suggest that problems of motivation in the industrial laborforce in Nepal are due to the fact that this laborforce is, by and large, first generation. Indeed patterns of and attitudes towards work in Nepal are typically grounded in agrarian cycles of hard work, balanced by feasting.

Mostly during the cropping and harvesting season we have the highest rates of absenteeism.

Once I had a lot of orders for my product. I had a deadline to supply them. The next morning when I came to the factory to tell them to produce so much I was surprised to see no one here. They did not come because they said they were unhappy with the management. Such events happen every now and then when there are local festivals, harvest seasons or cultivation seasons.

Motivation problems are also based on the fact that there are not predefined rewards or opportunities for professional advancement which would encourage superior performance. A positive incident may highlight this fact:

One of my technicians is very good. He was trained in India. He can do the work even better than I can. I have paid a good amount to motivate him. Our workers come exactly on time. They are paid extra for their overtime and they work with their heart. I also supervise and instruct them properly.

In general, the dialogue between employers and workers needs to be strengthened so that each may better understand and be able to deal with the problems and objectives of the other. Incentives which reward good work, and allow for professional growth within an industry are key elements in the motivation process.

5. Training and staff development

This skill category addresses two recurrent issues: 1) the concern on the part of entrepreneurs that they cannot find adequately trained people; 2) when they train staff in-house, the staff often leave to find a better paying job. While the first issue is most commonly resolved by on-the-job training, the second issue raises its head and makes training seem futile. Says one large-scale entrepreneur:

We have a hard time getting trained people, especially technical and management. We give them training but they run away. So it's better to bring people from India. Also the Nepalese steal our secrets: we cannot feel free to share important information with them because they lack loyalty to our firm and will take any chance to run away with it. They prefer to join the service of the government corporation.

We sent 2 young men for training to Dubai. After three months of working with us they both decided to run away. So we've decided not to send anyone outside anymore, but to

bring trainers to Nepal instead.

But this is also true for smaller industries as well:

A few days back I trained my accountant in book-keeping. I was expecting good accounting service from him. But it was just the opposite: he never came back.

In the beginning I was training the raw people. But it had a negative impact; the trained ones used to leave my factory. After that I started hiring skilled workers.

Many of our new employees are slow learners. They make mistakes and damage the machinery. This is very time consuming, and the machines require constant maintenance.

Our staff is difficult to manage, especially the weavers. We have to train them in the factory, because we don't get the experienced ones.

Entrepreneurs and managers also realize their own limitations.

My colleagues and even myself do not have training in management. So we don't know how to handle our labor. The labor doesn't work on schedule. They come to work as they like.

We are very weak in management. Our main problems are time management, labor management, and how to contact government offices. Since we lack these skills we have not been able to perform well.

I realize that I have not been able to run my business as effectively as my competitors. I think one of my limitations is lack of my educational background.

In the beginning I had done only an orientation training in computers. Since this is a technical matter, on several occasions I lost business due to inadequate knowledge about computers.

And the limitations of locally available training:

HMG training is not sufficient so I have to impart training myself.

This training need, while addressed as a management skill need, also reflects the level of demand for training in the country. In addition, there is no organized employment facility or referral agency which can help entrepreneurs to screen candidates:

We have incurred losses because of the lack of skills of the workers. People come and claim that they are very skilled. We believe them, but in fact they are not skilled.

6. Inventory management: forecasting, procurement and storage

In general, this skill relates to the ability of the individual responsible for procuring raw materials to plan procurement well enough in advance (taking into account the inevitable delays in licensing, transportation, and seasonal

availability in some cases) that raw material constraints do not become an obstacle to maximal production.

An example from the trekking industry:

Last year I organized a group to go out to a fairly remote area. Because I'd never been there before, I underestimated the amount of food needed for the group and the 'sardar' and cook had a hard time providing the clients adequate fare.

A common story from the carpet industry:

In 1985 the wool price was Rs 55/kg and within 20 days it went up to Rs 105/kg. I had a limited supply of wool at the time so I had to buy at the inflated price after which I was unable to sell the carpets to compensate for the higher price of raw materials. After that the price dropped again.

We lose confidence of our buyers because the wool price fluctuates so much and so our carpet price fluctuates.

A restaurateur in Pokhara said:

Our major problem is filling our gas cylinders. There is an agency here which sends them to Kathmandu for refilling, but they are very slow and sometimes we have to resort to kerosene and if that is unavailable, to wood.

Where there are limited controls on the quality or price of raw materials, small entrepreneurs in particular are vulnerable:

The market price of the raw material is not stable. Many times we have to pay double the price.

Many times I was cheated by raw material suppliers; they put the bad goods inside and wrap it up. Some of the suppliers ran away after they got an advance for the raw materials. Strict control should be exercised on them.

Dependence on government facilities or raw materials supplies through government or government corporations creates further obstacles to inventory management:

From a distillery:

We are having a problem getting raw materials. The Birgunj Sugar Mill is asking exorbitant prices and I am unable to procure from India. So we are running at 1/3 capacity and I am waiting for things to change.

From a metal industry:

To get raw materials we have to depend on quotas. Sometimes we cannot get our quota through so we have to face raw material shortages.

From a soap industry:

There are many soap industries, so competition is very high. We cannot compete with big factories because they are

importing raw materials from third countries.

From a furniture factory:

Recently the government decided not to give any wood to us. We will have to close down as soon as the existing wood is finished.

For industries which rely on orders to determine the nature and pace of production, inventory management becomes even more critical. This is particularly critical for metalworking industries wherein facilities for importing raw materials must be obtained on a case by case basis:

We are forced to go through the government procedures each time we get a new order. This year we were very late on two orders because of delays in getting our raw materials. Now we've decided to produce two kinds of machinery for sale so we can at least have a steady market for these products.

For this industry, marketing and the identification of orders involves longterm, future planning which must be gauged against the raw material supply and production capacity of the industry. In addition, it also requires sufficient working capital in order to maintain adequate supplies of raw materials in anticipation of production needs.

A small scale entrepreneur told us:

I have a hard time stock-piling because of lack of working capital. So I have to make frequent trips to Kathmandu to purchase more raw materials.

The owner of a grain mill said:

My family has a policy of not taking loans, but we take 6 month loans sometimes because the wheat season is so short and we can buy the raw materials at a lower price and store for the whole year. Still, we cannot store enough to keep the factory running at full capacity for the whole year.

While working with the government, and fluctuations in the supply and price of raw materials are external problems which are not always controllable, the ability of the entrepreneurs to predict delays and facilitate procurement are important skills which would help to alleviate this problem.

7. Marketing strategies and research

In general, entrepreneurs identify and define their market without the benefit of market statistics or even formalized feasibility studies. At present, marketing research is confined in large measure to hunch and/or imitation of other successful businesses. Thus 'it' relies on the self confidence and intuitive capacity of the individual. This is particularly difficult for small and cottage industries, and for industries without links to central offices which would have a better feel for shifting market tastes and demands.

Reported one cottage industrialist in Pokhara:

Nylon sweaters are not as popular anymore so we're losing our market. When we made woolen sweaters they sold well.

Another entrepreneur from the same industry recounted:

A few years back, I was in the hosiery business. I could not sell the products well. I tried to make contacts with my relatives and friends and sell through their stores, but I could not succeed. To sell hosiery products my main market was Chitwan. I have friends there, but one of my dealers cheated me.

Commented other rural entrepreneurs:

In this area people prefer low quality and low price products. This is difficult for us because our product is of good quality. But there is no market.

We did not feel the need to advertise the mill before, but now we do because there are so many other mills that have come up and we face keen competition.

Because this category also ranked among the top positive skill categories, one can conclude that entrepreneurs also see this as an important key to their success in business.

A problem articulated by a distillery owner, which is shared by members of the construction industry as well is:

The government is giving out so many distillery licenses that there is too much competition for a very small market. I cannot do anything about this, so I am leaving it up to God!

The problem of market also can relate back to working with government.

8. Knowledge of HMG Rules and Regulations

This skill need is consistent with the first two skill categories in Table II.1 above. It relates not only to lack of knowledge by the private sector vis a vis government rules and regulations, but also to perceptions as to how such rules and regulations hinder effective business operations.

For instance, two comments from the construction sector:

There are too many competitors in this business and the overhead is high because of the investment in machinery. I think HMG should limit the number of licenses it gives to construction firms in specific categories. Also they should give incentives because I generate a lot of income, especially to farmers as a supplement agriculture.

One of the major problems we face is rising prices in the market. We have to bid on the basis of current prices, but by the time we start the work the prices have already increased. We are entitled to claim compensation for such price increases, but due to the complexities of government rules and regulations, it is next to impossible to get the compensation.

Many industrialists in the textile industry told us:

We face stiff competition from Indian textiles. Why isn't the government protecting us?

Banking procedures also came under criticism from a large scale industrialist:

Five years ago I applied for a bank loan for a small 'khansadi' mill. I ran it for 3 years and sold it. Years later the bank came and told me they could only give me 25% of the loan I had asked for!

However, for a small entrepreneur the problem is more critical:

I do not have capital to invest. I wanted to expand my factory, but I don't know how to get a loan.

9. Manpower planning and recruitment

The issue of manpower planning and recruitment is closely linked to the issues of training and motivation, which also ranked high in the skill deficit list. At present, recruitment of manpower is extremely ad hoc in the private sector. The identification of new employees is often done through personal contacts and word of mouth. This reduces professionalism in the screening process, and may even make it more difficult to supervise the employee in the long run.

About 14 months ago I hired a worker who told me he had had training for one year. My cousin brought him here. He said he knew various designs. I hired him, and within one month he destroyed products worth Rs 2000. Later on I fired him.

The major problems related to manpower planning and recruitment relate to finding and holding the right person for the job. It is true that in Nepal the optimal candidate for any position, whether managerial or technical, may not, in fact exist. However, with limited formalized employment information networks, (and virtually no employment agencies), most entrepreneurs do not have the advantage of being able, at very least, to find the best available candidate for any given position.

We cannot find local technicians to work in our factory, because they are not as skilled as Indians. So we have to bring them from outside.

A traditional metalworker said:

My father used to make pots by hand. Last year I bought machines to make jugs and lamps by machine. I could not find good labor in Nepal so I had to bring workers from India.

The issue of holding staff is far less straightforward. A large industrialist reported:

The turnover in our plant is so high that it is hard to plan. They come to us, get experience, and go to a smaller factory where they can make Rs. 300 more per month because they are the only skilled person. Just saying they have worked in our factory is enough to get them a job.

The manager of a branch of a major hotel reported:

Most of our staff are not trained when we hire them. We train our senior staff in our hotel in Kathmandu, and the junior staff here, on the job. After they are trained, some run away to get a better paying job. We cannot pay them more.

The latter incidents relate back to the issues of motivation and structural incentives within industries, which provide disincentives to mobility.

One contracting firm has found a partial solution to the problem:

We have a directory of available manpower. Whenever we need somebody, we just ask whether they are available. So most of our staff are on short-term contracts.

10. Technology: choice, procurement and maintenance

The choice, procurement and maintenance of machinery is a problem which particularly plagues small and cottage level industries. Information about which machine to choose is not readily available, and the bureaucratic hassles involved in importing machinery are not dissimilar from those related to raw material procurement.

Said one owner of a flour mill:

We had machines from India, but they broke down. Now we have machines from Poland and Germany. We have requested IMG for another machine, but the request has been in the bureaucracy for one year.

Maintenance of machinery is particularly critical for small industries wherein an in-house mechanic is not economical, and entrepreneurs are forced to rely on imported mechanics, from Kathmandu or even India.

A few months back the sales of 'maida' (flour) declined. This is because the quality was poor which was due to a lack of qualified technicians who could use and maintain the machinery properly.

We have a hard time maintaining our machines because we don't have a mechanic in our industry. So we have to go to Kathmandu or India.

When the machine breaks down I have to take it to India, which is time consuming.

Exposure and information is also a problem in the private sector:

I am not intending to introduce new technology into my firm. I decided this for two reasons: 1) it needs fresh capital investment which I don't want; 2) I have been so efficient in this line that I can squeeze maximum oil with the present technology.

11. Production Planning

Production planning hinges on issues of manpower, raw material availability, technology maintenance, marketing, and accounting. Hence many of the issues

discussed above come into play. While large and medium scale industries may have formal plans, small and micro industries often function from week to week without long-term plans concerning inputs or production.

Deficiencies in the ability to plan and project are evident in these incidents:

Right now we are working 1-2 months a year and then sitting idle for the rest of the time because we have used up our quota.

There are many occasions when things go wrong. Mostly we run short of time for supplying the goods according to the agreement. It is just bad planning.

My carpet business was so small that fluctuations in the market and availability of raw materials forced me to close it altogether.

Production planning is amenable to short-term training courses, and if the skills are immediately relevant to the problems facing the enterprise, they could be quite effective.

12. Self confidence

Motivation is not only a negative skill for employees, but plagues entrepreneurs on a different dimension. The ability of the entrepreneur to sell him or herself, to clients, employees, and government offices in large part determines his or her success. Achievement often depends on self confidence :

I do not have a sufficient number of machines because I am not sure whether this business will prosper or not.

I wanted to get more loan to expand but the manager in the Bank is transferred so I am not sure whether I will be able to get it.

I have been involved in the hotel business for 18 years. In the beginning I was not sure whether what I was doing was right or wrong. I lacked self confidence. Later on, I went to Hawaii for hotel management training. After that I was sure about my performance.

Achievement Motivation Training Courses offered through the Small Business Promotion Project have been found effective in helping entrepreneurs identify their personal strengths and weaknesses vis a vis business, but also offer a supportive peer group atmosphere in which these problems can be shared and addressed.

13. Summary

To summarize, then, the major skill training needs of the private sector fall into four major categories:

1. Working with the government bureaucracy;
2. Manpower issues are related to management structure, skills, motivation, and interpersonal communications;

3. Production issues, in particular planning, raw material procurement and technology; and

4. Marketing strategies.

While none of these issues are cent percent amenable to training, each lends itself to a certain extent to resolution through training.

E. Management training needs of specific sizes of industries

The problem which face entrepreneurs and managers, while generally similar, vary in nature and degree according to the size and age of industry. While large and medium scale enterprises may have devised more sophisticated techniques of recruiting and holding staff, production planning, and influence management, when similar problems arise in small and micro scale industries their impact is often magnified severalfold. Within a small or cottage scale enterprise, one individual is often responsible for many aspects of the business which are otherwise handled by several individuals in a large or medium scale firm. In an industry employing 10 unskilled laborers, for instance, the entrepreneur him or herself necessarily takes charge of production planning, raw material procurement, capital management, marketing etc. etc. By default, therefore he or she is required to be an expert in all of these fields.

Long-term training in a diversity of business-related fields would obviously go a long way towards upgrading the skills of entrepreneurs. This is pragmatically impossible, even undesirable, given the very pressing training needs of the private sector. The major management skill needs, which are identified in the tables below, should be considered as priorities which merit immediate attention vis a vis training.

Tables II.3 to II.6 present the positive and deficit training needs by size of industry. Since the number of industries interviewed in each size category was different, the findings have been presented separately. The relative weights of specific skills are provided with the incidence of skill presence or absence vis a vis the total number of skills, for the 10 most frequently mentioned skill categories. In cases where the frequency for lowest ranking skill categories is the same for more than the 10th ranking, more skill categories are listed. The five top ranking positive skills are also presented by size of industry.

Table II. 3 Deficit and Positive Skills: Large Scale Industries

A: DEFICIT SKILLS

SKILL CATEGORY	INCIDENCE OF SKILL
1. Working with government	17(15)
2. Influence management: source and force	17(15)
3. Motivation of staff	15(13)
4. Manpower planning & recruitment	12(10)
5. Training and staff development	11(9)
6. Delegation/supervision of staff	9(8)
7. Production planning	9(8)
8. Communications/information networking	8(7)
9. Market strategies/research	7(6)
10. Inventory management	6(5)
11. Quality Control	6(5)
Total	117(100)

B: POSITIVE SKILLS

1. Training and staff development	15(25)
2. Self confidence	12(20)
3. Manpower planning	11(19)
4. Production planning	11(19)
5. Delegation/supervision	10(17)
Total	59(100)

Table II.4 Deficit and Positive Skills: Medium Scale Industries

A: DEFICIT SKILLS

SKILL CATEGORY	INCIDENCE OF SKILL
1. Influence Management: source and force	36(18)
2. Working with government	34(17)
3. Inventory management	18(9)
4. Knowledge of HMG rules and regulations	16(8)
5. Training and staff development	15(8)
6. Motivation of staff	15(8)
7. Delegation/supervision of staff	15(8)
8. Manpower planning and recruitment	13(7)
9. Production planning	12(6)
10. Technology: choice, procurement, maintenance	11(6)
11. Communications/information networking	11(6)
Total	196(100)

B: POSITIVE SKILLS

1. Motivation of staff	25(28)
2. Training and staff development	21(23)
3. Manpower planning and recruitment	16(18)
4. Quality control	14(16)
5. Delegation/supervision of staff	14(16)
Total	90(100)

Table II.5 Deficit and Positive Skills: Small Scale Industries

A: DEFICIT SKILLS

SKILL CATEGORY	INCIDENCE OF SKILL
1. Motivation of staff	37(14)
2. Delegation/supervision of staff	37(14)
3. Working with government	32(12)
4. Training and staff development	31(11)
5. Inventory management	25(9)
6. Manpower planning and recruitment	24(9)
7. Production planning	22(8)
8. Technology: choice, procurement, maintenance	22(8)
9. Self confidence	21(8)
10. Market strategies/research	21(8)
Total	272(100)

B: POSITIVE SKILLS

1. Training and staff development	39(31)
2. Motivation of staff	22(18)
3. Opportunities management	22(18)
4. Delegation/supervision of staff	21(17)
5. Salesmanship	21(17)
Total	125(100)

Table II.6 Deficit and Positive Skills: Cottage Industries

A: DEFICIT SKILLS

SKILL CATEGORY	INCIDENCE OF SKILLS
1. Marketing strategies and research	59(11)
2. Knowledge of HMG rules and regulations	59(11)
3. Delegation/supervision	57(11)
4. Inventory management	57(11)
5. Working with government	54(10)
6. Influence management: source and force	51(10)
7. Training and staff development	50(10)
8. Technology: choice, procurement, maintenance	47(9)
9. Motivation of staff	45(9)
10. Self confidence	40(8)
Total	519(100)

B: POSITIVE SKILLS

1. Training and staff development	50(24)
2. Quality control	42(20)
3. Marketing strategies/research	41(20)
4. Motivation of staff	40(19)
5. Technology: choice, procurement, maintenance	35(17)
Total	208(100)

Several noteworthy trends emerge from the sizewise distribution of skill deficits. In particular:

1. The importance of working with government as a problem decreases with the size of industry. Nonetheless, the importance of government linkages is indeed critical for all sizes of industry, as indicated by the fact that it ranks among the top six deficit skill categories for all sizes of industries. Large, medium and many small scale industries rely on the government for facilities to import raw materials, technologies, and banking facilities whereas cottage industries need information on how to use the system, as indicated by the fact that 'Knowledge of HMG rules and regulations' ranked second in that sector.

From a medium scale entrepreneur:

When the government changes its policy in a way that is detrimental to our business, I cannot go and tell them directly. They will think I am doing this for my own profit. So I have to bear it.

2. Motivation of staff ranks relatively high for all sizes of industry, but it ranks #1 for small scale industries. This is explained, on the one hand, by the fact that large and medium size industries may not feel the pinch as much if one individual doesn't show up for work or runs away to another job, and, on the other hand, that micro entrepreneurs rely more commonly on family members (with whom the issue of motivation is generally less of a concern) than outside laborers. For the small entrepreneur, who typically depends on a few employees, the problems of absenteeism, low productivity, or the sudden decision to leave the firm are clearly most critical.
3. Consistent with the issue of motivation, staff training is likewise important for large, medium and small firms who rely on outside laborers.
4. Delegation/supervision ranks high for all types of industries, but relatively higher for small and cottage industries. Structural personnel problems beset all sizes of industries, but are more critical in smaller firms.

From a cottage industry:

I had to close this business when I was sick and once when I had to be away. This business is not so large that I could hire someone and it is not easy to hire someone for a short time. I used to give my workers short notice before closing.

5. Likewise, inventory management ranks among the top five skill categories for cottage, small and medium scale industries; it varies loosely in an inverse fashion with size of industry in importance. In particular, reliance on imported raw materials is a problem for many large, medium and small industries, whereas the ability to forecast and procure the right quantities of raw materials faces cottage industrialists.
6. Lack of skills related to marketing strategies become relatively more significant as the size of industry declines. It is the #1 skill need for cottage industries. Indeed the smaller the enterprise, the less access it has to information, exposure, and an organized network of clients and outlets. In addition, the smaller the enterprise, the less specialized

the staff. Whereas large and medium scale industries might have an individual or whole division devoted to marketing, the responsibility for marketing in smaller enterprises falls on the shoulders of the entrepreneur who is also juggling production, manpower, cash flow etc.

7. Issues related to technology become relatively more important as the size of industry decreases. Procurement, and particularly maintenance of machinery are the critical problems in this regard.
8. Self confidence is generally a problem of smaller industries. It is the #2 positive skill category for large industries, however.

Some mention of positive skills is also in order. Overall, the ability of entrepreneurs and managers to motivate and train staff in-house were major strengths, irrespective of size of industry. The fact that these issues were mentioned so frequently, indicates not only their importance in the minds of the private sector, but also that solutions are being identified and implemented, however ad hoc they may be. As discussed below, these solutions merit wider sharing, and a better dialogue between largescale smaller industrialists on this and other issues of concern.

F. Management and technical training needs of specific types of industries

An overview of the findings with respect to the management and technical training needs of specific types of industries is presented in this section. Appendix III gives the tables and some brief commentary on the top five deficit skill under each type of industry. This is essentially an enlargement of Figure II.1 below which presents the same information more graphically. Figure II.2 lists the technical training needs reported by the interviewees in response to the direct question, posed at the end of the interview: 'what are your most pressing technical training needs?'

Figure II.1(a) Management Training Needs By Type of Industry:
Manufacturing Sector

Skill Category	Animal Feed	Bakery Products	Bids	Breweries	Bricks and Tiles	Carpet Making	Cement Products	Drugs/Medicines	Food Products	Footwear	Iron Based	Jewellery/Curios	Jute	Knitwear/Hosiery	Leather	Matches	Metal Working	Milk Products	Oil/Grain Mills	Paper Products
1. Working with Government	X		X		X	X			X						X	X	X			
2. Influence Management	X		X			X					X				X	X	X			
3. Delegation/Supervision				X		X	X	X									X			
4. Staff Motivation		X			X			X	X				X						X	
5. Training/Staff Development	X						X	X	X		X	X		X					X	X
6. Inventory Management			X	X	X	X			X		X	X		X	X	X		X		
7. Marketing	X	X	X	X		X					X					X	X			
8. Knowledge of HMG Rules	X										X	X				X				
9. Manpower Planning				X								X		X						
10. Technology	X										X	X		X					X	X
11. Production Planning			X			X	X	X											X	X
12. Self Confidence						X														X
13. Communications	X			X				X												
14. Quality Control					X	X			X											
15. Organizational Skills	X				X															
16. Distribution Management					X												X			
17. Cash Management						X	X												X	X
18. Evaluation and Appraisal														X						X
19. Business Diversification									X										X	
20. Promotion								X												
21. Salesmanship									X											
22. Book-Keeping							X													
23. Sub-Contracting						X														
24. Credit Management	X																		X	
25. Opportunities Management											X									
26. Long-Term Planning																			X	
27. Financial Management																			X	X

Figure II.1(a) continued

Skill Category	Type of Business										
	Polythelene/Plastics	Saw Mills	Comp	Steel Products	Aluminum	Sugar	Tailoring/Furniture	Ten Products/Garments	Wood/Forest Prod.	Yarn/Forest Based	Other
1. Working with Government						X	X				
2. Influence Management	X	X	X			X	X	X			X
3. Delegation/Supervision	X			X			X	X	X		
4. Staff Motivation			X	X	X		X			X	
5. Training and Staff Development				X						X	
6. Inventory Management	X		X							X	X
7. Marketing			X				X	X			X
8. Knowledge of HMG Rules	X	X	X			X	X	X		X	X
9. Manpower Planning				X		X		X		X	X
10. Technology	X		X								
11. Production Planning		X					X		X		
12. Self Confidence						X	X				
13. Communications						X					
14. Quality Control								X			X
15. Cash Management							X			X	
16. Evaluation and Appraisal				X							
17. Business Diversification		X									
18. Promotion			X								
19. Salesmanship			X								
20. Long-Term Planning			X								
21. Crisis Management		X									
22. Research and Development						X					

Service Sector

Skill Category	Construction Co.	Engineering Firms	Hotel/Restaurant	Printing Press	Repairing Works	Research Firms	Secretarial	Travel/Trekking	Training Inst.	Other
1. Motivation of staff		X	X	X	X		X	X	X	
2. Training/Staff Development		X	X	X	X		X	X		X
3. Delegation/Supervision		X	X	X	X		X			X
4. Self Confidence		X	X				X	X		
5. Salesmanship					X					
6. Man Power Planning		X	X	X				X	X	
7. Communications		X					X	X		
8. Opportunities Management								X		
9. Marketing					X			X		
10. Promotion					X					
11. Working with Government	X	X			X		X			X
12. Influence Management	X	X			X	X	X			
13. Production Planning	X									
14. Knowledge of HMG Rules	X	X			X					X
15. Crisis Management	X						X			
16. Job Allocation							X			
17. Technology						X				X
18. Long Term Planning					X					
19. Office Management							X			
20. Credit Management							X			
21. Inventory Management							X			
22. Ownership Management								X		
23. Book-keeping									X	

Figure IT.2 List of Technical Training Areas

MANUFACTURING SECTOR

- | | |
|----------------------------------|--|
| 1. Animal feed | a) Feed technology, including mixing
b) Hatching technology
c) Chicken diseases |
| 2. Breweries and distilleries | a) Boiler servicing
b) Brewery master training |
| 3. Bricks and tiles | a) Alternative ways of baking bricks
b) Checking optimum baking point |
| 4. Carpet making | a) Weavers' training
b) Color matching, design
c) Dying |
| 5. Cement and cement products | a) Handling the machinery |
| 6. Drugs and medicines | a) Training in pharmaceuticals |
| 7. Food products | a) Spice milling and mixing technology
(available in Calcutta and Delhi)
b) Food drying
c) Food packaging
d) Machine Operators
e) Electricians
f) Mechanics |
| 8. Footwear | a) Shoe design
b) Shoe technology |
| 9. Iron based industries | a) Supervisor level training
b) Mechanical & general fitters training
c) Machinery maintenance
d) Electrical Engineering |
| 10. Jewellery and curios | a) Electroplating machine operation
b) Latest design familiarization
c) Gems cutting, polishing, appraising |
| 11. Knitwear/hosiery | a) Machine operation and maintenance,
including interlock and sewing machine
b) Cutting and sewing
c) Design |
| 12. Metal products/metal working | a) Lathe machine operation
b) Maintenance of machinery
c) Handling the machinery
d) Mechanical Engineering
e) Mechanical Calculations
f) Metal working for Nepali workers
g) Metal fabrication |
| 13. Milk and milk products | c) Machine operation and maintenance
b) Milk preserving
c) Production efficiency |

- | | |
|--|---|
| 14. Oil/grain mills | a) Mechanical training |
| 15. Paper and paper products | a) Binding
b) Manufacturing boxes, magazines, catalogue cards etc.
c) Technical knowledge on good quality paper |
| 16. Saw mills | a) Technical orientation |
| 17. Soap | a) Soap technology (available in Tata Chemical Research Institute, Tatanagar, India)
b) Pipe fitters, middle and high level |
| 18. Steel furniture/
steel products | a) Technical Familiarization
b) Apprenticeship training to diversify products
c) Quality control systems |
| 19. Steel and wood furniture | a) Interior decoration |
| 20. Sugar | a) Wastage utilization |
| 21. Tailoring/garments | a) Fashion design
b) Sample/pattern development
c) Tailoring
d) Checkers |
| 22. Wood working/forest based | a) Internal decoration/furniture design
b) Carving
c) Boiler maintenance
d) 'Kattha' processing |
| 23. Yarn/textiles | a) Silk weaving
b) Designing
c) Handling heavy machines
d) Textile technology: powerlooms |
| 24. Other | a) Mechanical training
b) Computers
c) Machinery maintenance
d) Dying, color schemes
e) Bamboo craft (in Philippines or Singapore)
f) Manufacturing of dry cells
g) Engineering: Quality control
h) Foaming technology
i) Rice milling plants
(in Korea, Singapore for turner, body fabrication)
j) Box making
k) Metal sheet working
l) Production engineering
m) Ball pen making |

SERVICE SECTOR

1. Construction companies
 - a) Civil overseers
 - b) Basic practical skills related to construction
 - c) Engineering and building
2. Engineering firms
 - a) Bachelor in engineering
 - b) Exposure to modern developments
3. Hotel and restaurant
 - a) Cook training
 - b) Waiter training
 - c) Room service training
 - d) Receptionist/front desk training
 - e) Hotel management
 - f) Trekking and rafting
 - g) First aid
4. Printing press
 - a) Operation of sophisticated machinery
 - b) Repairing of machinery
 - c) Color printing
 - d) Block work
5. Repairing works
 - a) Modern auto, mechanical technology and engineering
 - b) Familiarization with new technology
 - c) Mill engineering
 - d) Video deck repair
 - e) Rickshaw repair
6. Secretarial/typing institutions
 - a) Maintenance
 - b) Operation and handling of printing machines
 - c) Knowledge of new machines, patterns and design
7. Training institutions
 - a) Computer training
 - b) Carpet weaving
 - c) Advanced tailoring
 - d) Knowledge of new machines, patterns and design
8. Other
 - a) Use of health club machines
 - b) Quality printing for photographs
 - c) Knowledge of chemicals for hair styling

N.B.: All of the types of industries sampled does not list technical training needs.

It may also be useful to look at the skill needs of the manufacturing and service sectors separately. Table II.7 and II.8 present this data.

Table II.7 Top ten negative and positive skills for manufacturing industries

A. Deficit skill

Skill category	Incidence of skill
1. Inventory management	93 (13)
2. Working with government	89 (12)
3. Influence management: source and force	81 (11)
4. Motivation of staff	75 (10)
5. Marketing: strategies and research	75 (10)
6. Delegation/supervision of staff	69 (9)
7. Knowledge of HMG rules and regulations	67 (9)
8. Training and staff development	64 (9)
9. Technology: choice, procurement, maintenance	63 (9)
10. Production planning	56 (8)

Total	732 (100)

B. Positive skill

Skill category	Incidence of skill
1. Training and staff development	81 (17)
2. Quality control	61 (13)
3. Marketing: strategies and research	54 (11)
4. Manpower planning and recruitment	46 (10)
5. Motivation of staff	45 (9)
6. Product identification and diversification	40 (8)
7. Technology: choice, procurement, maintenance	39 (8)
8. Delegation, supervision of staff	37 (8)
9. Opportunities management	36 (8)
10. Production planning	35 (7)

Total	474 (100)

Table II.8 Top ten negative and positive skills for service industries

A. Deficit skill

Skill category	Incidence of skill
1. Motivation of staff	47 (15)
2. Training and staff development	44 (14)
3. Delegation/supervision of staff	35 (11)
4. Self confidence	32 (10)
5. Salesmanship	30 (10)
6. Manpower planning and recruitment	27 (9)
7. Communications/information networking	25 (8)
8. Opportunities management	24 (8)
9. Marketing: strategies and research	23 (7)
10. Promotion	22 (7)

Total	309 (100)

B. Positive skill

Skill category	Incidence of skill
1. Delegation/supervision of staff	50 (14)
2. Working with government	46 (13)
3. Training and staff development	43 (12)
4. Influence management: source and force	40 (11)
5. Motivation of staff	37 (11)
6. Manpower planning and recruitment	34 (10)
7. Knowledge of HMG rules and regulations	27 (8)
8. Communications/information networking	26 (7)
9. Self confidence	26 (7)
10. Marketing: strategies and research	21 (6)
Total	350 (100)

There is nothing startling about these findings. The service sector, reliant as it is upon the performance of the staff, rates, motivation, training, and supervision highest. The manufacturing sector on the other hand is more concerned about raw materials and procuring government facilities. It is interesting, however, that working with government and influence management rate high as positive skills in the service sector, versus the manufacturing sector where these skills do not appear in the positive list at all. Likewise, marketing is a deficit skill for the service sector, while manufacturing industries as a whole demonstrate some strength in this regard. Motivation occurs in both sectors in positive and negative categories.

G. Special training needs of women entrepreneurs and managers

1. Introduction

There is a growing awareness in Nepal that national development cannot be achieved without the participation of women. While women do more agricultural labor than men, and make an equal number of farm-based decisions, (Acharaya and Bennett, 1984) very few women have entered the job market in the industrial sector, particularly in the roles of entrepreneur or manager. As a rule, women from Himalayan trading groups are more economically mobile than women from other ethnic communities in Nepal. Women from these communities have carved out a niche in hotel, restaurant and other industries in semi-urban towns, particularly in the hills of Nepal. Women from other communities are also represented to some degree in traditional or small cottage industries like tailoring, weaving, hosiery, beauty saloons, boutiques, and the travel industry, many based in urban areas. There are no large or medium scale industries which are owned by women, although there are some women in managerial positions in larger firms in the travel business. Women are also found in complimentary, managerial roles in small, family-based businesses, although they are rarely the prime decision-makers in such industries.

The reasons for the low participation of women in business are mostly cultural, reflecting the familial division of labor which defines women's primary role as that of wife and mother. When a woman wants to become involved in business, she confronts the options of balancing household responsibilities with business, or forgoing a family entirely in order to make her way in the business world. Widows and women with grown children find it easier, in this regard, to be involved in business.

The choice to be an entrepreneur or to seek employment in a managerial or technical position in business is socially controlled. Women find it more difficult to achieve levels of credibility which are automatically accorded

to their male counterparts, unless they are either 1) in traditional female types of industry, or 2) very well educated, or from a well established family, and hence can use their status to move in the business world. The flipside of this is that most women face the constraints of lack of education and lack of self-confidence which inhibit entrance into the industrial private sector. Women tend to be more afraid of dealing with government bureaucracies, banks, and business clients and less well informed about rules and regulations than men. Often they depend upon the approval of their families:

My family is against my procuring more loans. Though the business is doing well, I cannot expand unless my family supports me.

All of these factors present serious constraints to independent movement into business. This situation is deeply embedded in the cultural context of Nepal, and can only be expected to change as cultural attitudes change, and as women begin to establish themselves as credible managers and entrepreneurs, thus providing role models for others to follow.

In this section, the skill needs of women are discussed, and recommendations for engaging more women in the private sector are put forward.

2. Findings

Table II.9 presents a breakdown of the types of women industrialists and managers interviewed by this study. While the sample was selected at random, it is a fair representation of the types of positions women currently hold in the manufacturing and service sectors.

Table II.9: Women managers and entrepreneurs interviewed for this study

Type of Industry	Size of Industry	Position of woman		Total
		Owner	Manager	
Brewery	S/L	2		2
Carpet	S	1		1
Construction	L	1		1
Engineering	S	1		1
Food processing	CI	2		2
Hotel/restaurant	CI/S/M	7	1	8
Iron works	S	1		1
Jewellery	CI	3		3
Knitwear/hosiery	CI/S	5		5
Paper	CI	1		1
Printing press	S	1		1
Tailoring	CI	3		3
Textiles	CI	1		1
Training institution	CI	3	1	4
Travel/trekking	M/L	4	1	5
Wood	S		1	1
Manufacturing, other	S/CI	4		4
Service, other	CI/S/L	5	1	6
Total		45	5	50

Note: S = Small, CI = Cottage, M = Medium and L = Large

A breakdown of deficit and positive skill categories is presented in Table II.10.

Table II.10: Negative and Positive Skills of Women Entrepreneurs and Managers

A: NEGATIVE SKILLS

Skill category	Incidence of skill
1. Training and staff development	28(15)
2. Production planning	23(12)
3. Communications/information networking	19(10)
4. Motivation of staff	18(10)
5. Delegation/supervision of staff	17(9)
6. Self confidence	17(9)
7. Manpower planning and recruitment	15(8)
8. Technology: choice, procurement, maintenance	15(8)
9. Inventory management	14(7)
10. Working with government	11(6)
11. Marketing: strategies and research	11(6)
Total	188(100)

B: POSITIVE SKILLS

1. Motivation of staff	28(22)
2. Self confidence	28(22)
3. Delegation/supervision of staff	25(20)
4. Communications/information networking	25(20)
5. Technology: choice, procurement, maintenance	21(17)
Total	127(100)

Several important comments can be made with respect to this table:

- a. Many women enter business without adequate training, which limits not only their own ability to grow in the business, but also to train and manage staff, and to expand their market.
- b. While women tend to need training in personnel management, motivation of staff, and communications, these skills are also a major strength as well. In general, in cottage industries, female entrepreneurs are employing either other family members or other women, so they are easier to control.

Said the owner of one cottage industry:

My daughters are trained; they supervise the business during the day as they joined the morning campus for their studies. I can rely on them.

However, in larger firms where women are in managerial positions, they may have to work harder, with less trained skills, to win the confidence of junior (and even senior) staffs.

I meet a lot of tussle from my colleagues and subordinate male staff. Being a woman boss, it is hard for them to accept me. I have to exert extra energy to deal with them.

It was found that women in top management positions in larger firms are quite self confident--i.e. once they achieve a measure of success in handling staff, they can operate confidently from that base. This is not always the case with smaller entrepreneurs or less experienced managers:

When the boss went out of the hotel, 8-10 tourists came in and I was nervous about how to handle them.

- c. Lack of business skills and contacts also hinders production planning, as women face problems in controlling staff, obtaining inventory, maintaining machinery, and hustling a market. While these problems are not significantly different than those of small entrepreneurs in general, they are especially critical for women who are additionally limited by social restrictions on mobility in the marketplace as well as the additional burden of household responsibilities.
- d. Working with government ranks relatively low for women, which raises some interesting points. While women as a group have been shown to be more reticent in working with bureaucracies than men (Acharaya and Bennett, 1985), it is also the case that they may have an easier time getting their paperwork done because they are women. It is unlikely that most women are aware of this factor, however, and again, it is more likely that the lack of self confidence over-rides any advantages they may have in this regard.

3. Recommendations

While the skill categories that can be addressed through training are not significantly different for men and women, as discussed above, it would be facile to assume that women will come forward independently to the same extent as men to take advantage of training courses. If the follow-on training project maintains an objective of promoting female entrepreneurship, and encouraging more women to enter managerial positions, several programmatic approaches can be suggested which might stimulate more female involvement. These approaches are mainly devised to boost the self-confidence and exposure of women in the business world, and to provide increasing opportunities for dialogue and mutuality of support among business women and between business men and women. The training should build on women's abilities as household managers to realistically help them to become business managers.

- a) A certain percentage of training grants should be put aside especially for women. Preference should also be given to institutions who propose female candidates for training of trainers;
- b) These training grants should be allocated to both special training courses for women, and involving as many women as possible in other types of group or individual trainings. The more that women become involved in heterogeneous training courses, the more exposure and self confidence they gain by interacting with male counterparts. Indeed, if trainers make a special effort to involve women in mixed groups, the more contacts and peer support women will gain;
- c) Special training courses for women should be two-pronged. Achievement Motivation Training courses for women (as used by SBPP in it's NBC courses) have been developed in India. These courses could be adapted and integrated into women-specific training courses in Nepal. Achievement Motivation should be conducted in the context of a substantive course. Such courses could include, for instance:

- Production planning
- Marketing strategies

- Inventory control
- Manpower planning/motivation/communications
- Loan preparation
- Working with the government
- Technology choice
- Personal development: literacy, self confidence, achievement motivation

Women need these skills as much, if not more than men, and their ultimate success in the marketplace depends upon both motivation and skills;

- d) Dialogue and forum for women entrepreneurs and managers should be encouraged to share information, provide networking and support. Female managers and entrepreneurs are under-represented at present in the Business and Professional Women's Club, which is the only such forum for dialogue between professional women in the country. This is in part because most women entrepreneurs are not well educated, nor do they reside in Kathmandu, which is the focal point for the BPWC. SAARC has in recent months also stimulated a South Asian network of women in business, and this could be an alternative base for dialogue among women entrepreneurs;
- e) Apprenticeship training for women in both management and technical areas will help them in gaining skills, confidence, as well as job placement. Incentives to industrialists to engage women in apprenticeship training should be provided to the extent that suitable candidates can be identified. Aggressive marketing on the part of facilitating and placement agencies is essential in this regard;
- f) Study tours for women in neighboring countries where women are involved in industry, will give women more exposure, ideas, and also help them to assess their own potentials and constraints;
- g) An in-country training capability based on skill training by and for women should be developed. This could be conceived as a cell within an existing institution or by an institution already targeted towards women (eg BPWC, the Center for Research on Women, the Production Credit for Rural Women project under MPLD). If a group of men and women trainees are sent together for training outside of Nepal, presumably a basis for peer group affiliation among trainers will develop.

The position of women in the private sector cannot be expected to change overnight. Incremental steps forward, which engage more women, will increase the number of women in the labor force, help to change attitudes within the business environment, and provide more role models which will encourage more women to enter the labor force.

CHAPTER III: THE SUPPLY
ASSESSMENT OF TRAINING INSTITUTIONS

A. Overview

This chapter summarizes the inventory and assessment of in and out-of-country training institutions carried out under this study. At the outset of the study, it was agreed that the training grants would be allocated based on the following geographical prioritization: 1) within Nepal; 2) South Asia; 3) South East Asia; 4) the United States; 5) other developing and developed countries.

Because of logistical constraints which donors and HMG have faced in organizing training for Nepalese in India, lower priority was given to training in India. This is unfortunate as India's geographic proximity and cultural and industrial similarities make it the obvious first choice for external training. Indeed the majority of entrepreneurs who utilize external institutions for training rely on India. MASS recommends that administrative mechanisms for facilitating training in India be explored further to see if the current obstacles can be removed. This might be possible by giving training grants directly to private sector industrialists and letting them make their own arrangements directly with the training institution, rather than going through government channels. Alternatively, a contract to a logistical consulting firm in the private sector to organize such trainings could be explored.

The emphasis of this chapter is on training capabilities within Nepal. Details on individual in-country institutions are provided in Appendix IV to this report.

Following the discussion of Nepali training institutions and recommendations for strengthening them, an overview of the external institutions contacted by MASS is presented. In the process of exploring external institutions MASS acquired the Directory of Training Institutions and Resources in Asia and the Pacific, compiled by the National Manpower and Youth Council, Philippines, 1983 for ILO, which provides a detailed inventory of training institutions regionwise. Section F of this chapter on external training institutions is meant to compliment this report.

B. Training institutions in Nepal: Background

The history of management and technical education in Nepal is less than 50 years old. It is, therefore, not surprising that only a limited number of technical training institutions, and an even fewer number of management training institutions exist in the country. Most of these institutions are in the public sector, and their focus to date has been on providing manpower to the public sector. Only in very recent times have a handful of public and private sector institutions, projects, and associations turned their attention to meeting the training and manpower needs of the private sector.

During the 1950's, planning documents placed emphasis on the development of technical and vocational education, but little progress was achieved in this domain. The National Education Committee in 1954 specifically recommended the provision of technical education. Since 1956, successive Five year National Development Plans have discussed and outlined the skilled manpower needs of the country, though in general the private sector has been ignored in this regard. Technical schools and training programs conducted through various departments since the 1960's have promoted training, though again their orientation has been towards the needs of the public sector.

In the early 1970's the New Education System Plan experimented with the centralization of technical, vocational, and management education at both the

high school and university levels. Due to various reasons, this experiment failed, and in 1979 the Technical School System Plan (TSSP), which is currently operating, came into being. Under this scheme, technical education below the university level is available through a network of technical and vocational schools. The TSSP is different from the New Education System Plan, in that the former aims to promote smaller, but more manageable schools which can produce quality technical manpower for basic and middle level technical skills. The whole concept of TSSP is to minimize the possibility for technical schools from becoming a back door to higher education, which was occurring under the New Education System Plan. The TSSP is designed to provide terminal technical training for lower and secondary school levels; it grants a Technical School Leaving Certificate, which carries less academic weight than the School Leaving Certificate.

Basic and middle level skill training in various trades is also provided through formal and informal training courses offered through various government ministries, departments, integrated rural development projects, and projects aimed at specific skills or specific populations. University education in engineering is available through the Institute of Engineering under the Tribhuvan University system. Vocational and trade schools offer basic training in various engineering skills. Skill training for cottage industries is offered through the Department of Cottage and Village Industries (DCVI), the Cottage Industries Development Board (CIDB) and the Labor Supply Centers of the Department of Labor.

Management education at the secondary school level is offered in only a few technical and vocational schools. Certificate, Bachelor's and Master's level courses are conducted by Tribhuvan University through campuses of the Faculty of Management. Management and entrepreneurship training are carried out through the New Business Creation (N.B.C.) courses offered by the Small Business Promotion Project (SBPP), and training courses which are offered from time to time by the Management Association of Nepal. The Industrial Services Center (ISC) is currently the only government body which offers management training to existing entrepreneurs and managers, though entrepreneurship training courses a la SBPP are being planned by CIDB.

As a rule, management and technical training in Nepal has tended to be heavily theoretical and conceptual. With a few exceptions, technical training lacks attention to application and problem solving. In addition, the problem of finding employment after training is a missing element in most training courses. The ability of technically trained individuals to translate their skills into marketable 'commodities', either as entrepreneurs or employees, does not figure in as an important component of most training courses. Indeed, the most successful technical training programs (where success is measured in terms of individuals who become self-employed or find employment in the private sector) are those that include an apprenticeship or placement component. BTF is the prime example in this regard.

Likewise, management training at the university level is highly theoretical and has not been adapted to the practical management skill needs which face the graduate in the workplace. With the exception of the New Business Creation courses, which to date have reached only a limited audience, and ad hoc courses offered by M.A.N. to existing managers and entrepreneurs, little practical management training exists in the country.

As a result of these factors, the manpower which is coming out of existing training schools and courses has not been able to adequately meet the demands of manufacturing or service industries in the private sector. No efforts to date have been made to identify their training needs. The private sector in Nepal has been left to grow on it's own. The extent to which existing

institutions have been able to meet the needs of the private sector is not based on planning or predefined targets and objectives, but on a haphazard flow of manpower into the still quite disorganized private sector. As a result, many entrepreneurs depend on external training and expatriate manpower to upgrade and fill both technical and management positions. Even in important sectors such as tourism and agro-industries, little has been done to address the training needs of private sector enterprises.

The situation which emerges from this picture is that while a critical demand exists for training for the private sector, and capabilities to meet these demands are also latent within the public sector array of training institutions, the marriage between demand and supply has been tenuous and uncoordinated when it does occur. This is reflected by the lackluster and ad hoc approach to defining and addressing realistic training needs for the private sector on the part of existing training institutions. Indeed, the general consensus from managers and entrepreneurs alike indicates that indigenous training institutions are neither relevant nor interested, and thus not a credible resource, in meeting their most pressing training needs. The recommendations presented below discuss several strategies for strengthening the linkages between training institutions and training needs in a way which could be more mutually beneficial to both parties.

C. The Supply: training institutions in Nepal

The specific institutions offering technical and management training in the country are considered briefly below. Appendix IV provides details on each of these institutions, including staff capability types of courses carried out to date, types of individuals trained, and the strengths and weaknesses of each institution in meeting the training needs of the private sector. Figure III.1 which follows these descriptions gives an overview of the extent to which existing institutions are prepared to meet the most pressing training needs of the private sector.

Taking an overview of these institutions, it is fair to generalize that in the prevailing situation the existing institutions tend to be: 1) focused on the manpower needs of the public sector; 2) too theoretical in their approach; 3) lacking in specific objectives and client-oriented approaches to meet the practical needs of industries in the private sector. There are, of course exceptions to this.

1. Management training

The key institutions offering management training to the private sector in Nepal are:

Industrial Services Center, under the Ministry of Industries

This public sector institution is fully endowed with the necessary physical infrastructure, training equipment and experience in training entrepreneurs. However, due to the low priority placed on training, and lack of an institutional ability to address the immediate needs of the private sector, ISC's training capability has been underutilized.

Small Business Promotion Project, under the Ministry of Industry, with funding from the German Agency for Technical Assistance.

This project, which offers entrepreneurship training and consulting services to smallscale entrepreneurs, was

established as a model for other training institutions in the country. Specifically, SBPP offers New Business Creation Courses, Project Identification Courses, Management Training, Small Business Consultancy Course, Training of Trainers Course (now at international level), as well as other short courses as requested by NGO's and Integrated Rural Development Projects. With a workable, efficient management structure and well trained staff, the project is one of the only institutions currently effectively conducting training for the private sector. Resources are limited, however, and only a small population has been reached to date.

Management Association of Nepal

This is a private association of entrepreneurs, managers and academics from many sectors in the country. It has been able to offer successful short-term training courses for the private sector, based on it's ability to draw on the expertise of it's membership. The Association has significant potential in addressing some of the immediate management training needs of the private sector on issues which can be covered in intensive, short-term courses.

Center for Economic Development and Administration, under Tribhuvan University

With excellent physical infrastructure, training facilities, highly qualified, trained manpower, and an established training tradition, CEDA is one of the foremost management and administrative training and research institutions in the country. However, this institution is relatively stagnant at the moment, and it's primary focus is on improving the skills, efficiency and quality of management and administration in the public sector. Given adequate incentives, CEDA could mobilize it's manpower towards private sector training.

Faculty of Management, under Tribhuvan University

The Faculty of Management under Tribhuvan University is the largest institution providing management education in the country. The relevance of the management courses to practical application in the Nepali context is virtually absent. Under these conditions, therefore, the FOM is not at present a viable training institution for the private sector.

Nepal Administrative Staff college, under the Ministry of General Administration

Nepal Administrative Staff College's corporate objective does not include the private sector. However, NASC, with it's abundant physical and modern training facilities and well trained manpower has surfaced as a leading public institution designed to train the employees of HMG and Public Enterprises. If the objectives and orientation of NASC were expanded to include the private sector, it could be an effective management training institution for private industry in the country.

While there are many institutions which provide management training, only two out of the six mentioned above are solely oriented towards the private sector, and only one of those two (SBPP) carries on regular training programs. The private sector is not an articulated target population for any of the other institutions, although the Faculty of Management presumably aims at developing managers who could work in either private or public sector agencies. What this description indicates, however, is that a critical mass of management training capability exists in Nepal, though at the moment it is not consolidated within any one institution. At present, the management training capability is not only fragmented, it is also not geared towards the private sector in it's objectives, curricula, training style, or 'trainee' orientation.

The demand for management training in the private sector is most tangibly demonstrated by the impressive response to various types of training offered by SBPP and MAN. SBPP normally gets about 50-100% more applicants in urban towns for it's New Business Creation training program than the spaces available in the course. The course incorporates not only a feasibility study for the proposed industry, which can then be submitted for registration and also allows the would-be entrepreneur hands-on experience in defining raw material, technology and manpower resources and costs as well as markets, and also involves loan preparation and, ultimately presentation to a loan officer. The latter is a major part of it's appeal. Likewise, entrepreneurship training courses offered by consultants from SBPP to intending entrepreneurs in Kathmandu elicited three times the number of applicants as seats available. MAN's training courses, which are short, and skill specific, have drawn managers from medium, small, and even large industries in the public and private sectors. All of these courses demand tuition payment, consistent with the ability of the trainee group's ability to pay. The tuition component does not seem to be a deterrent to participation, and, we would surmise, increases the commitment of trainees to gain from the course. In addition, since payment is required, the institution has an in-built incentive to maintain quality and responsiveness in order to maintain it's reputation.

2. Technical training

Technical training in Nepal is provided through the following institutions:

Department of Cottage and Village Industries, under the Ministry of Industries

This Department is one of the oldest government institutions providing basic and middle level skills to the small and cottage manufacturing sectors. It boasts a nationwide network of offices. The quality of training by DCVI has fluctuated significantly and deteriorated sharply in recent times as trainers have begun to stagnate, tool machines, and training equipments have been worn out and gone unreplaced, and training curricula have undergone revisions without a clear view of objectives or trainee needs. Most recently, DCVI has realized many of it's weaknesses; significant reforms will have to be instituted to make it an efficient technical training body in the future.

Cottage and Village Industry Development Board, under the Ministry of Industries

CIDB, through it's wide network of offices, provides basic skill training leading to either wage employment or self-employment. Assistance in obtaining loans, as well as extension services are provided, particularly to micro level

manufacturing units. The quality of training and other services has not focused on some of the real marketing issues facing the small entrepreneur in the definition or implementation of it's training programs.

Technical Schools, under the Directorate of Technical and Vocational Education, Ministry of Education

The Technical Schools in Nepal include:

Name of the Institution	Location	Supported by
Dhankuta Technical School	Dhankuta	ODA
Jiri Technical School	Jiri	SATA
Karnali Technical School	Jumla	UMN
Lahan Technical School	Lahan	ADB Loan
Mechanical Training Centre	Balaju	SATA
Patan Junior Technical School	Jawalakhe	OXFAM
Sano Thimi Technical School	Sano Thimi	DANIDA

The Butwal Technical Institute does not fall under the Technical School System of the Ministry of Education, and receives funding by several bilateral and NGO organizations.

Almost all of the technical schools have relatively modern training infrastructure, adequate equipment, and physical facilities, because they are supported by foreign financial and technical assistance. However, there is a general shortage of trainers and instructors in these schools due to poor support on the side of HMG, which is obligated to provide manpower in this regard. The balance between applied and theoretical training varies among these institutions, but as a rule, those with most success in supplying the private sector place most emphasis on applied training, and direct linkages with industry in the form of apprenticeship training.

Butwal Technical Institute is particularly noteworthy, as it's program is based on an apprenticeship program which requires strong linkages with local industries. The number of individuals who have left BTI to start their own, viable industries is impressive.

Apart from these schools, the following six additional schools have been proposed to be established in the near future.

Bheri Technical School, Surkhet
Dhawalagiri Technical School, Mustang
Hetauda Technical School, Hetauda
Rapti Technical School, Dang
Seti Technical School, Doti
Women Polytechnic School, Sano Thimi

Institute of Engineering, under Tribhuvan University

This Institute has campuses in Pulchowk, Thapatali, Pokhara and Dharan. In the past all of the campuses offered technical school level courses. At present, Pulchowk campus also provides diploma level course in engineering. The Institute aims at producing candidates with higher technical

proficiency than the Technical Schools.

The faculty basically lacks pedagogical and practical training and orientation. In addition, since they are under the Tribhuvan University system, the administration and implementation are not as flexible as they might be. The Thapathali and Dharan campuses, however, do outside work on contract, for which participating experts are paid an extra stipend. This model, as well as an apprenticeship program, could strengthen the practical aspects of the training provided by the Institute of Engineering.

Hotel Management and Tourism Training Center, under the Ministry of Tourism

This is the only hotel and tourism-related training institution in the country. Previously staffed by expatriate experts, the institution could not support this staff, and the current training programs are mediocre, and not highly relevant to the needs of this sector which it is designed to serve. The Center is in large part idle. As a result of these factors, the major hotels conduct their own, internal training programs.

There is a significant articulated demand in the tourist sector for training for a diversity of staff. Either the Center should be upgraded, or a new, similar establishment encouraged.

Labor Supply Centers, under the Department of Labor

The Labor Supply Centers have three objectives: 1) development and dissemination of employment information; 2) manpower training in basic skills; 3) provision of employment services. Overall, the LSC's have not been able to meet these objectives because of administrative constraints and the lack of recognized standards for training. Curricula is also weak and a market orientation to skill training lacking. As a result, the LSC's have made only minimal impact in training employable manpower or entrepreneurship.

Women's Training Centers, under the Ministry of Panchayat and Local Development

With regional training centers in Jawalakhel, Pokhara, Dhankuta and Surket, the WTC's have the infrastructure necessary to address the training needs of women towards their greater employment and income generating potential. To date, training has been offered in a limited number of skills, perceived to be relevant to women such as handicraft, kitchen, gardening, poultry etc. The real income generating potential of such skill training is questionable. However, through it's network, significant scope exists to expand and upgrade the training offered by the WTC's.

Women's Skill Development Project, under the Nepal Women's Organization

This is one of the most successful projects which addresses the income generating needs of poor, largely urban women. It is a model for how a NGO involvement in micro industrial

promotion for women can be effective. The project is small, and offers skill training in block printing, sewing, knitting and spinning. The project provides a market outlet.

Integrated Rural Development Projects, under the Ministry of Panchayat and Local Development

There are many community development and integrated rural development projects that have significant activities in training the rural people of Nepal to improve their marketable skills. The following seven projects have special training components:

Project	Supporting Agency
Integrated Hill Development Project	SATA
Karnali-Bheri Integrated Rural Development Project	CIDA
Kosi Hill Area Development Project	ODA
Mahakali Integrated Rural Development Project	IDA/World Bank Loan
Rapti Integrated Development Project	USAID
Rasuwa-Nuwakot Integrated Rural Development Project	IDA/World Bank Loan
Sagarmatha Integrated Rural Development Project	ADB Loan

Generally, the trainings provided by the Integrated Rural Development Projects are most successful when follow-up in terms of marketing, loans and raw material procurement is also available from the project.

In addition, the UMN conducts training program for rural employment. The TRUGA project likewise focuses on basic skills for rural people in one locality. Several NGO's have an income generating component, including the Manichur Community Development Project, conducted by ActionAid.

Within the private sector, several small training institutions have sprung up in response to a demand in urban areas for specific skill training. These include training institutes offering courses in 1) computers; 2) tailoring; 3) typing and secretarial skills; 4) radio and television repair; 4) English language. Such schools provide an excellent model for how the private sector can effectively meet it's own needs. Since these institutions function based on paying clients, their success is dependent upon being able to offer courses for which a real demand exists. Management training for such institutions may help them to expand, diversify, and more effectively market their services.

While this is an impressive list of technical training institutions, and indeed the target population is varied and, in theory, addresses the manpower requirements of a diversity of industries, in reality it is clear that the output of trained manpower is insufficient to meet the needs of the private sector, as indicated by a continuing presence (and preference for) expatriate technicians in many industries in the private sector. Based on feed-back from industrialists, it is fair to generalize that technical training in Nepal lacks a practical component which allows a smooth transition to the day-to-day application of skills in the workplace.

Figure III.1 looks at the major training needs as identified in the last chapter, and the extent to which existing training institutions are addressing those needs.

Figure III.1: Training Needs Versus Training Institutions

Training Institutions	Types of Training							
	DELEGATION/SUPERVISION	TRAINING AND STAFF DEVELOPMENT	INVENTORY MANAGEMENT	MARKETING	KNOWLEDGE OF HMG RULES	TECHNOLOGY	PRODUCTION PLANNING	SELF CONFIDENCE
A. MANAGEMENT TRAINING								
1. ISC			X	X				X
2. SBPP	X		X	X			X	X
3. MAN			X	X				
4. CEDA					X			
5. FOM				X	X			
6. NASC	X	X			X			
B. TECHNICAL TRAINING								
1. DCVI						X		
2. CIDB						X		
3. Technical Schools						X		
4. IOE						X		
5. HMTTC						X		
6. LSC						X		
7. WTC						X		
8. WSDP						X		
9. IRDP's						X		

Note:

- | | |
|-----------|--|
| 1. ISC | Industrial Services Centre |
| 2. SBPP | Small Business Promotion Project |
| 3. MAN | Management Association of Nepal |
| 4. CEDA | Centre for Economic Development and Administration |
| 5. FOM | Faculty of Management |
| 6. NASC | Nepal Administrative Staff College |
| 7. DCVI | Department of Cottage and Village Industries |
| 8. CIDB | Cottage and Village Industries Development Board |
| 9. IOE | Institute of Engineering |
| 10. HMTTC | Hotel Management and Tourism Training Centre |
| 11. LSC | Labor Supply Centre |
| 12. WTC | Women's Training Centre |
| 13. WSDP | Women Skill Development Project |
| 14. IRDP | Integrated Rural Development Project |

It is clear from figure III.1 that there are very few institution providing courses in the most pressing skill needs of the private sector today.

D. The private sector perspective

In addition to a systematic assessment of training institutions in Nepal, feedback was also solicited from entrepreneurs and managers about in-country training institutions. This information was not elicited in a structured way, but has been culled from comments made in the course of the 300 interviews carried out for this study.

In-country training institutions suffer from a lack of credibility in the private sector.

Once the Labor Supply Office sent us 2 trainees. Instead of increasing production, they spoiled the work. They knew nothing about handling the machines.

Once I hired a boy who pretended that he was skilled. I did not test him before, because he was a graduate of a technical school. I assigned him a job and found him not only unskilled, but he destroyed some of the machines and even damaged the finished products.

While large scale entrepreneurs complain that skill and management training is too theoretical and not up to the appropriate level of their industries, small entrepreneurs are often unaware of or lack access to training courses. Large industrialists rely on on-the-job training, send staff to India, or recruit Indians for technical and/or managerial jobs. Some, particularly in the hotel industry, run their own in-house training.

In general, the trainings given by DCVI, CIDB, and the Department of Labor, which are targeted to small, and particularly micro enterprises, suffer from a lack of follow-up. Individuals who receive skill training in a particular trade are then left on their own to identify technologies, and most importantly, markets. While DCVI has made an attempt to buy the products of trainees, this creates an artificial market for subquality goods which have no real, local outlet, and face competition from better made imported items from Kathmandu, India, or China. Furthermore, such skill training lacks both practical and motivational components. Feedback on the Hotel Management and Tourism Training Institute indicates that trainers are less aware of the real problems, and skill needs than the trainees themselves.

One can also infer from the feedback from the private sector that training institutions, particularly those in the public sector, have not developed aggressive marketing programs for promoting their services. In Dharan, for instance, a training institution which is located across the street from the Industrial Estate is vastly under-utilized by the industries in its locality. Most industries do not know what services it offers. Internal management lethargies limit its ability or motivation to actively market its services to potential clientele.

The lack of aggressive marketing indicates that training institutions do not perceive promotion of their training courses as a priority. Since HMG normally offers stipends for trainees, the roles of consumer and provider are inverted: trainees often take courses for reasons other than the skill training itself. The fact that government training programs offer stipends for attendance significantly reduces the need for promotion, as many people are ready to attend just to collect the remuneration. The impact of such programs on entrepreneurship and employment is questionable.

The disorganization of internal information and production linkages as well as an ethic of internal secretiveness and coveting of information and innovations

also hinders cross-fertilization of ideas within the private sector. Many large-scale industries have developed management styles and technical adaptations which could benefit other, smaller firms. The incentives to sharing such innovations openly are limited in the context of the culture of suspicion which pervades the private sector today. There is a very real fear, expressed by many entrepreneurs, that sharing of ideas and disclosing full information, within and outside of the firm, places the firm in the vulnerable position of being copied. Indeed the fear of trained personnel running away to work in another firm or establish their own, similar industry, is a major hindrance to sharing information, even within a firm. While this type of imitative entrepreneurship indicates expansion in the private sector, the by-product of suspicion is unfortunate. If larger or more innovative firms could be encouraged to conduct trainings or apprenticeship programs, or to send representatives to share ideas and to 'brainstorm' creatively with other entrepreneurs and managers, many of the critical issues facing firms, particularly in the management and even technical fields, could be alleviated.

Since the private sector has not yet become a serious client of training institutions, attention to the real, immediate training demands of the private sector have not been a major priority of training institutions. If local training institutions are to establish themselves in a responsive, servicing modality, it is clear that not only is considerable internal reorientation of objectives and curricula in order, but a redressing of public relations and marketing strategies is also essential. In particular, institutions must become not only more aggressive in their marketing strategies, but more practical in their training approach:

My son is a M.B.A. from India but he lacks practical experience. So I have asked him to assist me and observe the performance carefully.

We are the only institute producing manpower for different skills; our activity is expanding and since our quality is good, we get a large number of applicants. From this year, we have started advanced level training. Our trainees appreciate us, and they are in high demand because the training is practical.

E. Summary: Institutions in Nepal

What should by now be clear about local training institutions in Nepal is that:

1. Very few are geared up to meet the most pressing needs of the private sector;
2. There is a lethargy on the one hand and a lack of credibility on the other which characterizes even those training institutions (particularly government) which are mandated to provide training for the private sector;
3. The facilities, manpower, and even access to international funding and support which could be mobilized to meet the training needs of the private sector are mostly concentrated in government and semi-government institutions; and
4. To date no concerted effort has been made to identify the training needs of the private sector or mobilize resources towards meeting them. This of course, is the challenge of the current project. The ways in which such needs could be met is discussed in the following two chapters.

F. External training institutions

Appendix V provides a list of training institutions outside of Nepal which were contacted for this study. A detailed inventory of training institutions in the region is available in the Directory of Training Institutions and Resources in Asia and the Pacific, published by ILO. In addition, the Guide to Training Opportunities for Industrial Development, published by UNIDO in Austria, 1986, provides information on specific training courses. More detailed information on institutions which were contacted by MASS, is included in Appendix V. Beyond this information, it was difficult to ascertain the actual scope, nature and relevance of specific institutions and/or courses, even though many of them appear relevant to the training needs of Nepal. Some comments about the potentials of specific countries to meet these needs are, however, in order.

Based upon correspondence with external institutions, information from conversations with various individuals in Nepal, and the ILO handbook, the following countries are considered most appropriate for training Nepali trainers, entrepreneurs and technicians:

1. India
2. Philippines
3. Thailand
4. Singapore
5. Sri Lanka

India

India can meet almost the entire needs of the Nepalese training requirements both technical and managerial. Geographic proximity, language, cultural familiarity and free access make Indian training institutions most acceptable to the Nepalese. The fact that the majority of machines, tools, and know-how in Nepal come from India, further testifies to the practicability of Indian training for Nepal.

Philippines

Virtually every kind of managerial and technical training--both long and short-term--are available in the Philippines. Many of the Nepalese who have been trained in the Philippines have found such training more useful and applicable than that provided in other LDC's of Asia and the Pacific region.

Thailand

Thailand has become a very popular country for training due to the presence of the Asian Institute of Technology in Bangkok. Though there are other training programs--particularly technical--which are usually conducted in Thai language, they cannot be tapped for the benefit of Nepal se.

Singapore

Singapore is particularly good for technical training. The training programs are generally of long-term duration, ranging from 2-3 years. There are short term courses to upgrade certain skills. Relative to the other countries recommended, the training cost as well as the cost of living in Singapore is higher.

Sri Lanka

In Sri Lanka a few institutions offer technical (vocational) courses relevant to Nepal's strong needs particularly in construction, radio and electronics and several skills leading to self employment. Course fees are relatively cheap, of short-term duration (1 month to 6 months), and are conducted in Sinhala and English.

CHAPTER IV: MEETING THE TRAINING NEEDS: RECOMMENDATIONS

A. Introduction

Ideally, this chapter would be a simple matching of training needs to training institutions which could, with a little support, provide training courses to address those needs. No such luck! As we saw in the previous two chapters, many of the most critical problems of the private sector are not easily dealt with by training, and even for those where training is an appropriate intervention, the institutional ability in-country to respond to these training needs is extremely limited.

This chapter, then, recommends 1) the types of courses which would be most appropriate for meeting the training needs; 2) prioritizing types of training; and 3) institutional arrangements which might be most appropriate to conduct the training for the private sector.

B. Training approaches

Eight types of approaches to training suggest themselves. These are enumerated and described briefly below. Figure IV.1 presents MASS' recommendations as to which approaches are most suitable to respond to specific training needs. While some commentary on particular training approaches are described in brief at the end of this chapter, details on these specific recommendations indicated in Figure IV.1 can be found in Appendix VI. This discussion has been appended only for brevity's sake; MASS considers it an essential component of its substantive recommendations.

The types of training which could be supported to respond to the training needs of the private sector are as follows:

1. Training of trainers particularly in problem-solving, group dynamic and practical training approaches. Trainers with substantive expertise in a technical or management area need skills which will help them communicate those skills most effectively to the private sector clientele;
2. Curriculum development, is necessary to adapt theoretical concepts to problem-solving techniques and make them relevant to the Nepali context;
3. Apprenticeship training which is either linked to long-term training or coordinated independently to allow the technician or manager to learn new skills or upgrade existing skills through short-term, hands-on training. Apprenticeship training may also facilitate employment linkages;
4. Short-term trainings focusing on a specific skill or issue, which can be provided at the training institution or organized in the field;
5. Mobile consulting units conducting specific types of skill training or problem-solving workshops within an industry or in a regional setting as per the demands of industry;
6. Study tours to nearby countries either for intending entrepreneurs to learn about a specific industry, or for existing entrepreneurs or managers to gain new ideas and perspectives on technical or managerial subjects;
7. Dialogue seminars between 1) civil servants and entrepreneurs; 2) management and employees within an industry; 3) entrepreneurs (of both sexes) in a locality to discuss problems of mutual concern and develop strategies for strengthening internal linkages and acting on those problems;

Fig. IV.1 Training Approaches for Specific Training Needs

Skilled Need	Training of Trainers	Curriculum Development	Apprenticeship Training	Short Term Training	Mobile Consulting Units	Study Tours	Dialogue Seminars	Long Term Academic/ Practical Training
Working with Government	X	X		X	X		X	
Influence Management	X	X		X	X		X	
Delegation/Supervision	X	X		X	X		X	
Staff Motivation	X	X		X	X		X	
Training and Staff Development			X					X
Inventory Management	X			X				
Marketing				X		X		
Knowledge of HMG Rules	X			X	X		X	
Manpower Planning			X	X				
Technology			X	X		X		X
Production Planning		X		X				
Self Confidence				X				

8. Long-term academic cum practical training in management and particularly technical fields to expand the pool of technically trained manpower in the country.

Based on the training needs identified in the preceding chapter, Figure IV.1 above presents the types of approaches which are appropriate for each training need.

All of these specific approaches are outlined in more detail in Appendix VI. However, mention of some approaches which are not so straightforward may be helpful here. These are addressed in clusters, as several of the skill needs lend themselves to the same type of training.

1. Working with government
Influence management: source and force
Knowledge of HMG rules and regulations

Despite the fact that this skill need is not easily addressed through training, its importance, not only as identified in these skill needs, but also in other areas cannot be ignored. Rather than pretending that they will go away with time, training programs can help to address some of the problems inherent in this skill need.

MASS recommends that this issue be dealt with pragmatically by 1) strengthening the dialogue between entrepreneurs who have learned how to 'work the system' and those who have not (primarily, then, between large and small industrialists) and 2) through strengthening the capability and availability of facilitating agents which assist entrepreneurs in working with government.

2. Delegation of responsibility/supervision of staff
Staff motivation

The issues of underperformance, absenteeism, and high turnover of staff are not cent percent amenable to training, embedded as they are in larger cultural complexes. However, training can have an impact in terms of 1) helping managers and employees improve their dialogue and understanding of one another's needs, 2) assessing and restructuring management organizations within a firm, and 3) strengthening dialogue and cooperation between and among employers and employees in the private sector as a whole. In the short run, the major support should go to training of trainers.

3. Training and staff development
Manpower planning and recruitment

This issue relates to the need for better trained manpower in general as well as the ability to 1) match the need with the person and 2) hold the person in the job once he or she is identified. MASS recommends that the creation of an employment agency which also coordinates apprenticeship training be supported.

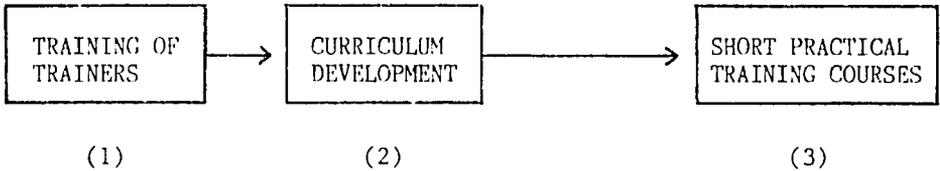
4. Technology: choice, procurement and maintenance

MASS recommends that the creation of small, local 'repairing firms' be supported to respond to the pressing need for mechanics, particularly on the part of small scale entrepreneurs. Apprenticeship training could be linked to such firms. Apprenticeship training is essential to compliment existing technical training courses.

C. Prioritizing support for training

In the short run, priority should be placed on grants which support 1) training of trainers; 2) curriculum development; 3) short, specific, practical training courses which take a problem-solving approach. This is depicted in Figure IV.2.

Figure IV.2 Flow of Support to Training Institutions



As discussed in the preceding chapter, the institutional capability in the country to respond to most of the training needs of the private sector is weak. Thus, trainers need to be trained in many of the relevant substantive areas. It is recommended that either this training be offered outside of Nepal, or that expatriate trainers be brought into Nepal to conduct training courses for trainers.

The fact that current training has been criticized for being too theoretical or not immediately applicable to the needs of industry, also indicates a need for curriculum development support. Following this, training courses of short duration, which are targeted at a specific skill, take a problem solving approach, and conform to the time and monetary constraints of industry are most appropriate. Figure IV.3 indicates MASS' estimation, given the review of training needs and training institutions (presented in the next chapter) of which skill needs will require training of trainers and curriculum development.

Figure IV.3 Skill needs where institutional support for training of trainers and curricula development is necessary

SKILL NEEDS	TRAINERS TRAINING NEEDED	
	YES	NO
Working with government	X	
Influence management	X	
Delegation/supervision	X	
Motivation of staff	X	
Training/staff development	X	
Inventory management		X
Marketing		X
Knowledge:HMG rules and regulations		X
Manpower planning/recruitment	X	
Technology	X	
Production planning		X
Self confidence		X

As a rule, most of the skill areas where training of trainers is not needed, are being addressed effectively in training courses provided by the Small

Business Promotion Project. The relevant modules could be adapted by other training institutions. Training of trainers from other institutions at SBPP might be appropriate in this regard.

In terms of prioritizing support for particular skill needs, since working with government and the dual issues of motivation and delegation/supervision are clearly the most pressing skill needs, priority should be given to supporting institutional training capabilities and training courses that can address these issues in pragmatic and practical ways. Although the former is clearly the most challenging and difficult to address, it cannot be ignored. Indeed, while it is listed as a discrete category, working with government cuts across most of the skill needs: even if an industry is able to plan and market, if it cannot get its raw materials or other promised facilities in a timely and equitable manner, what good is internal efficiency? By addressing 'working with the government' as a skill need, other management problems will be covered, and vice versa.

D. Moving from theory to practise to employment: some logistical considerations

Several additional recommendations and comments concerning the logistics, setting and design of training courses also deserve some mention:

1. Long-term training in both management and technical fields should have a greater emphasis on application. In this regard, MASS proposes that the implementing agency take a serious look at the successes achieved by Butwal Technical Institute and the Dharan Campus of the Institute of Engineering, in moulding theory with practise through apprenticeship programs. Institutionalizing the apprenticeship model is desirable not only in terms of improving the quality and relevance of training, but also in facilitating employment opportunities for Nepali technicians and managers in the private sector.
2. The private sector should be encouraged to meet its own training needs. As mentioned above, information, techniques and solutions to basic problems are available, but not widely so. If more informed, more innovative firms can be encouraged to share their knowledge, other firms stand to gain, and the private sector as a whole can be expected to benefit from increased dialogue and networking.

An example may serve to highlight the issue of internal communication and production linkages. In Pokhara Industrial Estate many industrialists suffer from lack of trained mechanics. Many bring technicians from India when their machines break, which is expensive in terms of the cost of importing the mechanic and down-time of the machinery. In the same Industrial Estate there is also an industry which produces machinery on contract. This industry has difficulties maintaining a constant level of production because of fluctuations in orders. There is an obvious latent demand for the services of this industry on the part of other industries in the Industrial Estate. But something is missing in communications, linkages, or credibility. This might be remedied through a grant to the mechanical industry to send a few of its staff for training in training methodologies. Following this, the industry could offer consulting services and training to other industries in the Industrial Estate.

From another industry: many medium and small scale firms in the tourist sector complain that they lack skilled people in front desk management, ticketing, cooks and service etiquette. Most resort to ad hoc, on the job training and develop their staff basically by trial and error without

the benefit of outside guidance. Several of the large scale hotels and travel agencies conduct their own internal training programs. Perhaps these institutions could be encouraged to provide training courses for other firms, if sufficient incentives were available.

The point is this: the issues which are most critical for the private sector are being addressed on a day to day basis by entrepreneurs, managers and technicians alike. Some have come up with viable, innovative solutions. These people are the real experts, and should be the real trainers as well. This does not imply that they must be uprooted from their current job and shoved into the classroom. It means that they should be encouraged to become involved in sharing their views and their solutions with a wider audience. Training institutions which are able to draw on and integrate this approach will, ultimately be the institutions of choice for the private sector.

3. The timing, location and staffing of training courses is extremely important. Entrepreneurs cannot afford to give staff leave or take time off themselves for extended periods of time. For the private sector, time is money, and there must be an obvious return to the industry for the time invested by the trainee. While individuals may be willing to invest 40 hours in a training program which is spread out over several weeks in evening sessions, they may not like to divert an entire week away from the workplace for such training. There are obvious costs to consider, particularly when the trainers are brought in from the outside. Based on feedback from the interviews, a training course of 1-2 weeks, for a few hours every day, is optimal.

Likewise, while an entrepreneur in the Terai may elect to send a manager for training in his own city, he may have misgivings about the expense involved in sending him all the way to Kathmandu. There is a trade-off which must be considered here too. While training in a specific locality will obviously attract more people from that locality, Kathmandu-based training carries more prestige which is a partial incentive to the trainees.

This applies to trainers as well. It is often the case that the outsider carries more status, whether he is actually more of an expert than the internal person or not. In this regard, too, experts from one part of the country are a vehicle for cross-fertilization and sharing of ideas, and forging greater linkages within the private sector. In the course of our interviews we met many outstanding entrepreneurs and officers in chambers of commerce, who would be excellent trainers on specific subjects, particularly as new faces in other cities.

These factors, as well as the relative scarcity of trained trainers in the country suggests that mobile training courses could adequately meet, on the one hand the time and location constraints of industrial employees and, on the other hand, offer short-term training to a wider audience.

4. Study tours are also an appropriate mechanism for training. Indeed many entrepreneurs identified their businesses while 'wandering around' India or abroad, or visiting with friends who gave them a good idea. Exposure is an important aspect of training, and can infuse the observer with new ideas and new motivation.

E. Summary: Meeting Training Needs

To summarize the recommendations presented above then: the focus of the first several years of the training program should be on training of trainers and

curriculum development. That is: strengthening the in-country institutional capability to respond to the priority training needs. Short-term training courses on specific topics are most appropriate to the time and logistical constraints of the private sector. Training related to working with government as well as staff motivation and supervision/delegation should be given highest priority.

Having said this, it is necessary to add that these recommendations should not exclude the other substantive areas or training modalities which have been mentioned above. Indeed, there are training areas where courses could be supported in the short run (for instance, in inventory management, certain technical skills, production planning etc.) which would be of immediate benefit to the private sector. The use of forum and dialogue sessions is an immediately implementable, cost-effective mechanism for stimulating closer linkages within the private sector, which would also help to address both internal and external management problems.

F. Who Will Do The Training?

The fact that only a very few institutions are effectively involved in conducting training for the private sector at present raises the question: which institutions might logically assume this responsibility in the future? Given the current situation in which most of the human and physical resources for conducting training are in the public sector, the possible scenarios which might emerge once funding is available for training of trainers, curriculum development, and subsidies/scholarships for training institutions are as follows:

1. Totally private training institutions, founded by 'out-migrants' from public sector training institutions or recently returning trained management or technical experts;
2. Existing public training institutions;
3. Joint venture public or semi-public like ISC, CIDB etc. and private ventures wherein the facilities and much of the expertise is drawn from the public sector, but the logistics of implementing training programs are carried by the private institution;
4. Joint venture foreign plus local private training institutions;
5. Joint venture foreign plus public or semi-public training institutions.

Figure IV.4 suggests the relative virtues of each configuration based on some fundamental criteria. This Figure may be useful in selecting training institutions for training grants. MASS' recommendation is that the private sector be given as much priority as possible in meeting its own training needs. The Figure uses numbering to evaluate each institution according to the criteria as follows: 3= positive; 2=neutral; 1=negative.

Figure IV. 4 Institutional Options For Training: Relative Merits

CRITERIA	PRIVATE	PUBLIC	PUBLIC/PRIVATE	EXPAT/PRIVATE	EXPAT/PUBLIC
1. Need for upgrading	1	2	2	3	3
2. Length of upgrading period	1	2	2	3	3
3. Cost of upgrading	1	2	2	3	3
4. Cost to client	3	2	2	1	1
5. Alternative access to (external) funding	1	3	2	2	3
6. Flexibility re. implementation	3	1	2	3	2
7. Institution-building	3	2	2	3	2
8. Private sector participation	3	1	2	2	1
Total	16	15	16	20	18

It is clear from the figure that the combination of expatriate and indigenous institutions is, in theory, the optimal institutional arrangement. In terms of building a national training capability, this option may only be viable in the short run, or in the case of specific training needs. In the next chapter the approach to selection of institutions and candidates for training grants is outlined.

CHAPTER V: IMPLEMENTING THE TRAINING PROJECT: RECOMMENDATIONS

A. Introduction

The challenge of the follow-on training project will be to stimulate and mobilize training institutions in the private sector to meet the training needs of the private sector. This chapter provides specific recommendations for how this process can be catalyzed and institutionalized in a way which will encourage sustainability. The basic tenant of this approach is to make training institutions more entrepreneurial by stimulating the creation of new training institutions in the private sector, and encouraging them to be more client-oriented by instituting a competitive mode of grant awarding. In brief, MASS suggests that the project:

1. appoint a coordinating and monitoring agency which will administer grants to training institutions and industries;
2. require that all grants be awarded on a competitive bid basis which entails institutional cost sharing;
3. allocate a large percentage of grants to training institutions for training of trainers and curriculum development;
4. encourage training institutions to aggressively market their courses by making follow-on grants contingent on consumer response;
5. closely monitor and evaluate the impact of grants to specific institutions and for specific types of training to be able to determine optimal allocation of resources in the future.

These points are discussed in the following sections.

B. The Apex Agency

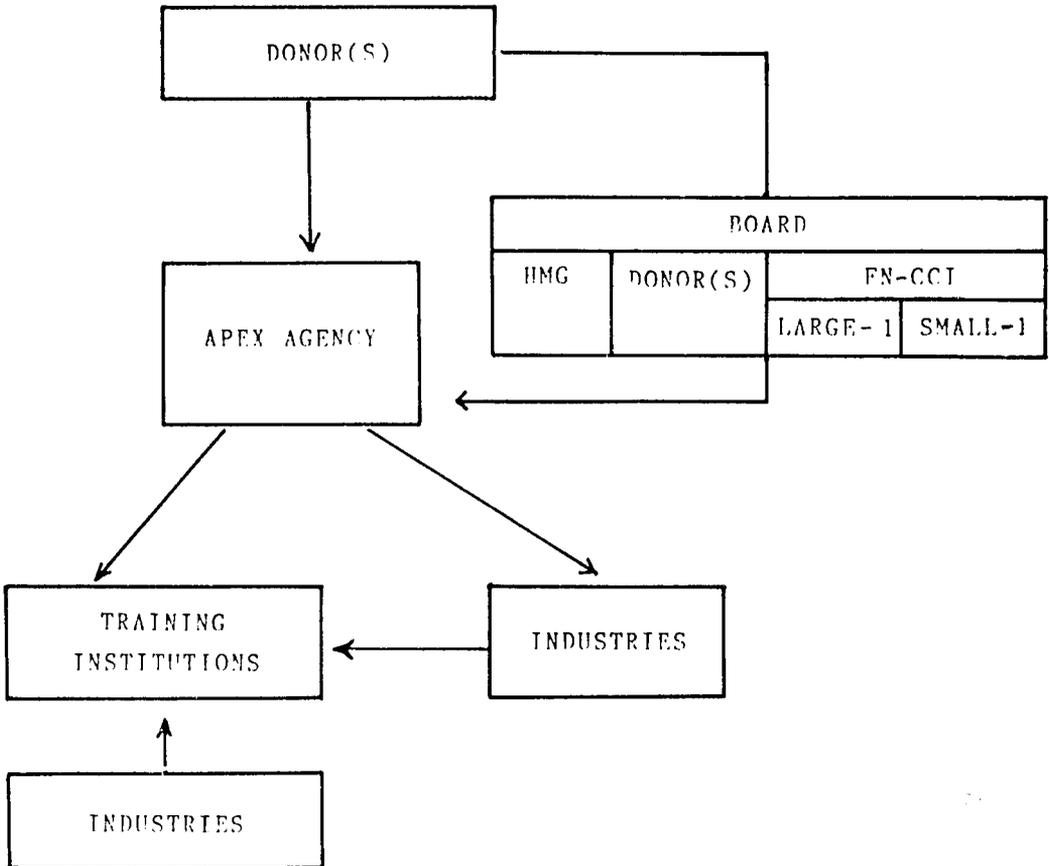
In order to minimize the bureaucratic burden of soliciting, awarding, coordinating and monitoring a variety of grants to training institutions and industry, MASS recommends that the donor(s) subcontract this responsibility to an Apex agency. The specific responsibilities of this agency would be to:

- a. solicit proposals from training institutions and firms based on the recommendations made in Chapter IV;
- b. review proposals and make recommendations on candidate selection, under the guidance of the executive board;
- c. coordinate training activities in-country and abroad;
- d. maintain a network and roster of seminars and training courses particularly in the South/South East Asian regions;
- e. monitor the impact of grants given for training of trainers and training courses, and, on this basis, revise targets and objectives of the training effort.

The institutional relationship between the Apex agency, the donors, the board, training institutions and industry is depicted in Figure V.1. The Apex agency will be selected by and ultimately responsible to the donors. However, a board composed of representatives of the donor agency(s), HMG, and two entrepreneurs who are nominated by the Federation of Chambers of Commerce and Industries (one from a large and one from a small industry) will be involved in an executive capacity in 1) reviewing and approving all proposals submitted by training institutions and industry; 2) reviewing the work of the Apex

agency on a biannual basis and recommending renewal or termination of its contract. As described above, the Apex agency will coordinate and monitor sub-grants to training institutions and industry as per the guidelines laid down in its original agreement with the donor agency. Recommendations for what this agreement might contain are provided below.

Figure V.1: Relationship Between Agencies



FNCCI = FEDERATION OF NEPALESE CHAMBER OF COMMERCE AND INDUSTRIES

1. Selection of the Apex agency

It is recommended that a competitive bid process be used to select the Apex agency. The agency must meet the following criteria:

- a. It should have strong linkages with the private sector and expertise in working with the private sector;
- b. It should have a demonstrated capability to be able to administer a complex, multi-institutional program;
- c. It should have expertise in data collection and analysis, preferably in a computerized modality.

Several institutions or institutional configurations suggest themselves in this regard:

- i. A private consulting firm;
- ii. The Federation of Chamber of Commerce and industries;
- iii. A joint arrangement between a private consulting firm and the Federation;
- iv. A special cell within an existing project or donor agency.

The pros and cons of each of these alternative approaches are outlined in Appendix VII. Given the need for administrative flexibility and responsiveness, MASS recommends that the contract to coordinate and monitor the training grant be awarded to a private sector consulting firm, based on competitive bidding.

While the Federation has the necessary network within the industrial sector, it does not presently have the staff or orientation necessary to manage the considerable logistics required by this project. While the joint arrangement between a private firm and the Federation is desirable from some perspectives, MASS feels that it may be too administratively cumbersome to be operationally efficient. The major potential drawback to using a private consulting firm is that responsibility for decision-making is centralized in one institution. To provide guidance and monitoring of this institution, the Executive Board, as depicted in Figure V.1, should be actively involved in prioritizing objectives, planning, reviewing proposals, and, ultimately, reviewing the performance of the Apex agency.

2. Relationship between the donor and the Apex agency

A cooperative agreement should be drawn up between the donors and Apex agency specifying the respective responsibilities of each party to the other. It would be expected that while the Apex agency would be involved in the day to day logistics of implementing the project, the donor would be involved in major planning decisions as well as final review of proposals--i.e. as the convenor of the executive board. The Apex agency would be responsible for submitting quarterly reports and planning documents to the donors, and the donors would likewise be required to respond within a preagreed upon time to revisions or suggestions proposed by the Apex agency.

Figure V.2 outlines the various tasks and areas of decision-making anticipated in the implementation of the training grant and defines the respective responsibilities of the major players: the donors, the board, the Apex agency, the training institutions and the clients: industry.

Figure V.2 Tasks and Roles of the Major Actors in the Training Project

Tasks	Donors	Board	Apex Agency	Training Institutions	Industry
Identification of Priorities	X				
Planning document w/goals and timeframe	X		X		
Development of Request for proposals	X		X		
Solicitation of proposals			X		
Response to RF.'s				X	X
Review of proposals for funding and awards	X	X	X		
Coordination of training grants			X		
Training				X	
Monitoring of training & feedback on training			X		X
Recommendations on reprioritization of grants			X		
Annual review of process	X	X			

C. Selection of candidates

MASS believes that the competitive bid process is the optimal approach for selection of both training institutions and industries for support under the follow-on project. This process requires institutions and industries not only to identify priority needs, but to commit funds and invest human resources--in the proposal writing, in the training time, and in the cost sharing aspect, described below. Thus, it automatically selects for those training institutions and industries which are most committed to the results of the training, and inferentially, might make the maximal use of the training. The competitive process has the additional advantage of stimulating a more client-oriented approach on the part of training institutions who will naturally wish to draw more trainees to their courses.

In the following sections, MASS recommends procedures and criteria for selection of training institutions as well as entrepreneurs and managers from different sizes of industries for training grants.

1. Selection for training institution support

As discussed in the previous sections, the upgrading, reorientation and institutionalization of an indigenous training capability is an essential

prerequisite for addressing the person-power needs of the private sector. As such, MASS has recommended that training of trainers and curriculum development be major areas for support to existing or newly created training institutions.

Requests for proposals to conduct training in specific areas would be solicited on the basis of the training needs identified in this report. That is, the proposals would include not only requests for the support of training of trainers and curricula development but should also specify training courses which would be offered by the institution based on the newly training trainers's capabilities and curricula. It is anticipated that the availability of funding to support training institutions will stimulate the emergence of new institutions. It is envisioned for instance, that within existing institutions in the public sector, innovative professionals will organize themselves to respond to requests for proposals either within or outside of the framework of their institution. If the history of private sector consulting firms in Nepal is any indication, this phenomenon is predictable, and indeed desirable under the circumstances. MASS does not recommend that public sector training institutions be excluded from the competitive bid process. In fact, joint proposals between public and private training institutions might be optimal in some cases. However, public sector institutions will have to demonstrate their ability to perform in the long run.

The institutional proposals would be evaluated based on the following criteria:

- a. background of the individual and institution vis a vis it's substantive capability to respond to the specified training need;
- b. the extent to which the requested training would upgrade the ability of the institution to carry out similar and related training in the future;
- c. the practicability and applicability of the proposed training approach;
- d. the modality with which the institution envisages attracting candidates to it's training courses;
- e. a willingness to assume part of the cost of training of trainers and curriculum development;
- f. a commitment on the part of the proposing institution and proposed trainee that person will remain with the proposing institution for a fixed period of time.

The latter is especially important, since it is likely that candidates will find it to their benefit to move on to other positions with the increased earning power or status aquired through the training. While there is nothing to say that this person will not contribute as a result of the training, even in another setting, objectives a)-c) would not be achieved because the institution which sponsored the trainee would not then be able to utilize his or her new expertise. A preagreedupon commitment on the part of the individual to stay with the proposing institution for a fixed period of time is deemed essential.

The cost sharing requirement is likewise important in establishing the training institution's long-term commitment to institutionalizing a training capability for the private sector.

To insure that contracts between institutions and the donor agency are adhered to, MASS recommends that short-term training courses for trainers be provided in the first year of the project, and that close monitoring of the performance of the institutions be carried on after the return of the trainee. If the institution is able to meet the targets which it outlined in its original proposal, and can demonstrate that its ability to provide training has been strengthened because of training grants it has received, then more of such training grants should be forthcoming to that institution. Follow-up monitoring is important in this regard.

The major criteria of success should come from the trainees themselves. Feedback from entrepreneurs and managers about the usefulness of specific training courses offered by local institutions will provide the donors with an indication of the performance of training institutions. Demand for the courses, based on willingness to pay, is one important yardstick of success. In addition, feedback from trainees should be solicited immediately after the training course, and after a period of time. The second interview in particular should include questions which probe for how applicable the training has been. After some time has elapsed, trainees will be able to assess how much they have been able to apply what they learned in the course to their work. If an employee underwent the training, it will also be important to get the entrepreneur's view of how much the training improved production, efficiency, output etc. within their industry. All of this feedback will provide insights into how training courses--both in terms of content and approach--could be improved. This information will be gathered and tabulated by the Apex agency.

2. Selection for Entrepreneurs/Managers/Technicians

Consistent with our overall approach, MASS recommends that what funding is channeled to directly support training for industry--whether it is in-country or external--be awarded on the basis of competitive bid and that it require cost sharing. The rationale is, as above, that when firms are required to invest time and money in articulating and following through on their training needs, they are more likely to be committed to the learning process, and maximally utilize the training. Furthermore, by requiring firms to cost share, the donor circumvents to some extent the dependency relationship which could occur were trainings subsidized outright.

Since the training needs of large and medium (and some better established small enterprises), as well as their ability to respond to requests for proposals, will be substantially different from those of small and cottage industries, MASS proposes a two-tiered approach to selection of trainees.

a) Selection of trainees from large and medium size industries

i) Procedure

MASS recommends that nationwide solicitation for proposals be conducted quarterly. The solicitation would include a list of training courses which the donor is supporting, or offering partial scholarships for. Proposals from firms wishing to send individuals for training in areas not specified in the priority list would also be accepted. This is especially important in technical fields, which tend to be more industry-specific. Thus, for instance, in one quarter, the Apex agency might advertise in-country seminars on inventory management and staff motivation, which would be offered at a subsidized rate. Several scholarships might be available as well. In addition, perhaps there is a seminar in Manila on innovative marketing strategies, for which four seats are being offered. In this

hypothetical quarter as well, the Apex agency might advertise the availability of two study tours to India for technician training, and four apprenticeship positions in specified industries. Industries wishing to take advantage of these opportunities, then, would have to prepare proposals listing the person(s) to be sent, and rationale for how the firm would benefit from this training. In the case of the study tours to India, firms would be in a position to request support for specific skill training based on their most urgent training need.

The request for proposals would be circulated widely through newspaper advertisement, Chambers, and Federations of Commerce and Industries, and Association networks.

ii) Evaluation Criteria

The criteria for selection of trainees would be based on the ability of the proposing firm to demonstrate:

1. a specific training need, and how such training would alleviate production or management problems within the firm;
2. the specific individual or individuals and their qualification relevant to the training;
3. the incentives to be provided to the trainee after the course and/or the contractual agreement which binds the trainee to the proposing institution for a preagreed upon period of time following the training;
4. relevance of the training to national needs and priorities;
5. cost sharing commitment on the part of the firm.

In addition, the age of the firm and tenure of the proposed staff with that firm should also be taken into account. Additional weightage should be given to firms outside of the Kathmandu Valley and to female applicants.

Large and medium scale entrepreneurs will be expected to share part of the cost of in-and out-of-country training programs. The dual requirements of cost sharing and proposal generation will require firms to take a hard look at their most pressing training needs, to articulate them, and to demonstrate a commitment to the person or persons to be trained.

iii) Selection panel

The Board of the Apex Agency will serve as the review panel for the proposals.

b) Selection of trainees for small and cottage industries

Because of the dispersed nature of small and cottage scale industries, the absence of established communication links (most smaller industries do not belong to Chamber of Commerce or Associations), and the fact that many entrepreneurs from the small and cottage sector may be unable to develop formal proposals, selection of trainees from this sector is more logistically difficult. Clearly, advertising and promotion will be an important component of the selection process, to insure that as many firms as possible have access to information and

application channels. Newspaper can provide a primary modality for advertising, but Chamber of Industry and Commerce, National and Local Associations, SBPP offices and relevant project agencies should also be actively engaged not only in the process of solicitation, but in assisting entrepreneurs to formulate their proposals.

A list of priority areas and training institutions or courses should be developed as guidelines but new ideas should also be entertained. To facilitate the proposal process, a form should be developed which the entrepreneur could fill in. This form would include the same information described above, indicating the need, proposed trainee(s), etc. Criteria for selection should be similar to that described above.

Since ability to pay is a major disincentive for smaller firms to send staff to training courses, it is recommended that either (i) the cost of courses for smaller firms be subsidized outright; (ii) scholarships be made available to individuals who clearly merit training, but are not in a position to absorb the entire cost; or (iii) a sliding scale be established based on some easily measurable criteria (eg. total capacity or profit of the industry, age, etc) which would determine the tuition fee. So as not to discourage training institutions from developing courses for this sector, which clearly offers a smaller potential profit margin, the donors may have to consider a combination of all of these compensatory mechanisms. It is, however, recommended that some remuneration be required from all trainees. Even a token tuition strengthens the perceived value of the training and commitment to the trainee on the part of the sponsoring industry.

We do not recommend that a disproportionate share of the training grants necessarily go to the relatively smaller industries, but that grants be provided based on demand. As one observer commented, 'cottage industries are not a holy cow'. This is not to say that training courses should not be made available to the smaller industries. In the initial stages it is anticipated that it will be the forward thinking entrepreneurs, from all sizes of industries, who will recognize the benefit of training and take advantage of training courses. In addition, it should not be forgotten that large and medium scale industries can support smaller industries and even spin-off entrepreneurship, so that strengthening the larger enterprises provide benefits for smaller industries as well.

c) Willingness to pay

It may be relevant in this regard to examine the response of 300 entrepreneurs and managers to the question 'if appropriate training courses were available, would you be willing to pay for them?'

Table V.I Willingness to Pay for Training Courses

RESPONSE	NUMBER OF RESPONSES
Yes	197(66)
No	60(20)
Don't know	19(6)
No response	24(8)
Total	300(100)

It is clear that the majority of firms (and this is irrespective of size) are ready to pay for training, if they perceive that the training will benefit them. Payment also reflects commitment. Ability to pay should not be the only criteria for supporting training programs, as this clearly discriminates against smaller firms. However, the experience of public sector training courses, which remunerate the clients for attending a training, has not been successful. Indeed, it is likely that the fact that trainees are paid a stipend for their attendance further detracts from the credibility of the courses. On the other hand, the experience of SBPP in offering a Project Identification Course which required an entrance fee, was that there was no dearth of applicants, and ability to pay did not seem to be a constraint.

CHAPTER VI: CONCLUSIONS

A major component of economic development is industrialization. The private sector has a central role to play in this process. In Nepal, the private sector is still small, disorganized, and fraught with its own internal and external constraints, many of which have been discussed in this report. Some of these problems are intrinsic to the structure of both government and businesses themselves; some relate to trained manpower constraints; some relate to Nepal's tenuous market position between two superpowers. Because the private sector is still in a formative stage, external assistance will undoubtedly shape its evolution. While training in itself cannot resolve, in totality any of these issues, it can help.

The thrust of the recommendations in this report have focused on how Nepal can better meet its own training needs more effectively. The relative cost/benefit of such an approach was beyond the scope of the study, but must be considered in defining the boundaries of in-country training. Clearly Nepal will not, in the short run, be in a position to develop training capabilities which can respond to all of the training needs--particularly technical--which the industrial sector requires now and will require as it grows and diversifies. MASS would caution the donors, therefore, to focus on what is immediately doable given local capabilities and priority needs, and to prioritize external training grants in terms of their multiplier effect in the private sector.

The recommendations which address the process of prioritization and selection of grants to training institutions and industries have attempted not only to give the donors an itemized list of training needs (based on feedback from the entrepreneurs and managers interviewed), but more importantly, perhaps, a strategy which would strengthen the private sector's ability to better define, prioritize and meet those needs itself. We feel that if the training project is able to catalyze a more entrepreneurial approach to training in Nepal, it will be doing the private sector a tremendous service, even if each and every training need is not met in the short run. The institutionalization of relevant training capabilities (which implies a greater awareness of and responsiveness to private sector training needs) should be priority #1 of the training grant project as a whole. If training institutions can be assisted in making themselves more credible to industry, the project will have addressed an important stumbling block.

Finally, we would like to suggest that the follow-on to this project must be able to act entrepreneurially as well--to take opportunities, risks, and to innovate and change even at the risk of being unpopular. This is what the private sector, by definition, is doing, and only by offering a 'new' and attractive product, will the private sector respond to the opportunities inherent in the training project. On the other hand, if the project becomes a social welfare activity, whereby 'needy' firms receive band-aid assistance, or well established training institutions are favored because of their status, title or previous position, the project cannot be expected to achieve lasting results which benefit the real target population. There is considerable scope for the follow-on project to have a real impact and provide real assistance to the private sector--but new and possibly untried approaches must be entertained if such an impact is to be achieved. Good luck!

TRAINING FOR THE PRIVATE SECTOR:
THE DEMAND AND THE SUPPLY

APPENDICES

SUBMITTED TO:

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT/NEPAL
KATHMANDU, NEPAL.

AND

GERMAN AGENCY FOR TECHNICAL ASSISTANCE (GTZ)
KATHMANDU, NEPAL

Submitted by:



Management Support Services Pvt. Ltd.

Museum Road, Chhauni
P.O. Box No. 1217
Kathmandu, Nepal

June 1987

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Appendix I
Questionnaire

Appendix II
Sample frame and details of methodology

Appendix III
Management training needs by type of industry: tables

Appendix IV
In-country training institutions

Appendix V
Out-country training institutions

Appendix VI
Training approaches for specific skill needs

Appendix VII
Options: Apex: Pros and Cons

APPENDIX I: QUESTIONNAIRE

Code No: _____
 Date: _____
 Location: _____
 Checked: _____
 Signature: _____

Background Information

The Company:

Interviewee:

- | | |
|---|---|
| 1. Name of Company: _____ | 1. Name: _____ |
| 2. Other Industries: _____
_____ | 2. Age: _____ |
| 3. Type of Industry: _____ | 3. Sex: M ___ F ___ |
| 4. Size of Industry: ___ CI, ___ S, ___ M, ___ L | 4. Education: ___ 1-5, ___ 6-SLC,
___ SLC, ___ SLC-BA ___ MA/PHD |
| 5. Age of Industry: _____ | 5. Status in Company: ___ Owner,
___ Owner/Manager, ___ Manager |
| 6. Type of Technology:
___ Hand Tools
___ Electrical Machines
___ Sophisticated Machines | |

7. Number of Employees:

Type	Family	Non Family						TOTAL
		Local			Foreign			
		PERM.	TEMP.	DAILY	PERM.	TEMP.	DAILY	
Management/Technical								
Skilled/Unskilled								

8. Number of Partners: _____
 (Including self)

Notes:

61

Code No: _____

Critical Incidents (1)

Own skill

- Situations when you did well

Skill Category
Code

- Situation when you didn't do well

Code No: _____

Critical Incidents (2)

Colleague/Boss (Superior)/Subordinate's Skill

- Situation when C, B, or S did well because of certain skills/knowledge

Please Specify
Skill Category
Code

- Situation when C, B, or S didn't do well because of lack of skills



Code No: _____

Critical Incidents (3)

Colleague/Boss (Superior)/Subordinate' skill

- Situation when C, B or S Did well because of certain skills/knowledge

Please Specify
Skill Category
Code

- Situation when C, B, or S didn't do well because of lack of skills

Code No: _____

Critical Incidents (4)

Impact/need of Training

- Situation when any of you did well because of Training

Skill Category
Code

- Situation when you felt a need for training

- Management Training Areas:

- Technical Training Areas:

Willing to share/pay cost ? Yes _____ No _____

Comments:



APPENDIX II: SAMPLE FRAME AND DETAILS ON METHODOLOGY

A. Defining the Sample

Details on the sampling frame and methodology are provided in this Appendix. Table II.1 provides an overview of the importance of various manufacturing industries with respect to employment, value added, and capacity utilization. These statistics were used in part to determine the stratification of the 300 interviews conducted by MASS.

The 'number of industries' is drawn from a study carried out by Development Research and Communication Group, Kathmandu, in 1984, and provides the only organized breakdown of industries presently available. DRCC did not sample the entire universe of industries in the country, but these statistics adequately reflect the distribution of industries in the manufacturing sector.

Table II.1: Basic Statistics Concerning Various Types of Industries in Nepal (1981/82)

Type of Industry	Number of Industries in DRCC sample	Labor as % of total*	Value added as % of total production**	Capacity Utilization***
Animal Feed	15	0.7	3.2	
Bakery Products	53	1.8	1.1	
Bidi, Cigarettes, & Matches	87	13.9	22.0	62
Bricks and Tiles	191	19.9	1.4	52
Cement and Cement Products	7	0.6	0.7	63
Caps	8	0.5	0.04	
Carpets and Rugs	67	3.3	3.1	
Distilleries	15	0.6	0.7	106
Drugs and Medicines	7	0.1	0.2	
Fruit Canning & Bottling	10	0.4	0.7	
Footwear & Tanning	14	1.2	2.5	68
Furniture	245	4.4	4.7	
Ice and Ice Cream	36	0.3	0.03	
Jute Processing	8	7.4	3.8	78
Jewellery & Curios	4	0.2		
Knitting Mills	30	1.4	1.1	
Metallic Vessels	29	1.0	0.9	
Oil & Grain Mills	3532	20.0	37.2	
Paper & Printing Press	141	3.2	1.7	
Plastic & Rubber Products	15	0.2	0.3	
Polyethelene Pipes	9	0.3	1.8	
Repairing Works	26	0.4	0.1	
Sugar Refineries	11	4.5	4.2	92
Saw Mills	63	1.2	2.6	
Soaps	19	0.4	0.7	
Tea Packing	17	3.5	0.2	
Yarn & Textiles	145	4.8	0.9	
Iron Products	60	2.4	1.2	
Milk & Milk Products	6	0.9	0.9	
Other Activities	35	1.4	1.9	
Total	4903	100.0	100.0	

* Total labor, including permanent, contract and family labor is estimated at 81,050 persons. That is, an average of 16.53 persons per establishment.

** Total value added for all industries was estimated as Rs 2,361,292,000 (then equivalent to about U.S.\$200,000,000)

These statistics are from the census of 1980 which is the most up-to-date national information available. Presumably these industries do not include part-time labor which farmers may engage in to supplement agricultural production. The relative share of these industries to the whole can be expected to have shifted in recent years. The absence of the garment industry from the census is notable, for example.

*** This data was available for only some industries. The statistic quoted for Bricks and Tiles is for the public sector industry only.

Note: This table includes both public and private sector industries.

Source: Table compiled from: Statistical Handbook, 1986, CBS, Kathmandu

In addition to a cross-section of types of industries, geographic representation and size of industry were also important criteria in obtaining a representative sample. Tables II.2 and II.3 below present the distribution of size and location of industries sampled by MASS respectively.

Table II.2 Size of Industries Sampled Including Type of Individual

Size of Industry	Type of Individual		Total Interviews
	Owner/manager	Manager	
Cottage	121	29	150
Small	54	21	75
Medium	27	19	46
Large	15	14	29
Total	217	83	300

Note: I. For hotels the size is determined according to their star category: 5 star and 4 star = L; 3 star = M; 2 star and 1 star = S; No star = CI

II. For contracting and construction, categorization is based on government-determined class as follows: A class = L; B class = M; C class = S

Table II.3 Location of Industries Sampled

Location	Number of Industries Sampled
Biratnagar	16
Butwal	20
Dharan	24
Kathmandu Valley	154
Nepalgunj	15
Pokhara	44
Bhairahawa	20
Jhapa	4
Others	3
Total	300

Note: 'Others' include Birgunj and Narayanghat.

B. Selecting the interviewees

Once the number of specific industries in each category was determined, lists of industries in the selected localities were developed based on information gathered from Industrial Estates, inventories of small industries compiled by SBPP, and information provided by various Chambers of Commerce and Industries. On this basis, the sample was defined. In addition, where the interviewer was familiar with entrepreneurs or managers, such individuals were given preference, as long as they fit into the sample frame. Because of the nature of the interviewing process, (described below) confidence and trust in the interviewer was a critical aspect of eliciting candid and honest responses. The fact that all of the interviewees are working in the area of business, was a significant advantage in this regard.

C. Appropriateness of the methodology for Nepal

The Critical Incident Method has never been utilized before in Nepal. As a result, this project provided an opportunity for testing it as an alternative to opinion surveys. The results are mixed. While entrepreneurs and managers were both articulate and forthcoming concerning the major problems facing their industries, their ability to recall, or openly share specific situations was limited. Often several hours of patient probing was required on the part of the interviewer to get to the point where the respondent was comfortable enough to relate isolated incidents which would inform our data collection effort. More vague responses like 'Nepali laborers are not motivated' or 'The government never delivers what it promises' were forthcoming rather than a specific incident related to the problem--like, 'Mr. x came to work for a month, then he took a week off, just in the middle of our peak production season, because he said he had to attend a ceremony', or 'I heard about 'x'

facility, but when I approached the right person, he sent me to someone else, and I ended up wasting weeks running from one office to the other, and never got what I was looking for'--which is what we were after. The problem with statements, like the former two examples, is that they are generalization, opinions, and often reflect the common wisdom rather than a specific incident which rather provides concrete, factual substance to that wisdom.

The problem, in context of the Nepalese situation, is that respondents were alert to the fact that internal business practises and indeed problems might be perceived to reflect the personal weaknesses of the individuals involved. Additionally, where information was perceived as possibly incriminating to the firm, respondents were understandably reticent to share specific incidents. In particular, stories related to partners or superiors would be quite sensitive information in any situation, and in particular in Nepal where anonymity, even in an 'objective' research study such as this, might be considered dubious on the part of the respondent.

Finally, because very few of the incidents related directly to the need for specific technical training, the direct question which followed the situation component informs the bulk of the results and recommendations on technical training needs.

In the Southern African study, carried out by Dr. John Montgomery of Harvard University, from which much of the framework for this study was drawn, respondents were asked to fill in questionnaires, rather than engage in a face-to-face dialogue with an interviewer. This was deemed inappropriate in Nepal where 1) the level of literacy varies considerably within the private sector, and indeed the population as a whole; and 2) there is a psychological resistance to writing anything down because then it becomes somehow public information and might be potentially incriminating. Additionally, person-to-person interviews offer more scope for candid, spontaneous responses. All interviews were tape recorded, and critical incidents were extracted, written down on questionnaire forms, and coded after the interview.

Furthermore, in the course of the critical incident component of the interview, we expected that both entrepreneurs and managers would tend to recount stories related to 'external' constraints: that is, to blame the government or extenuating circumstances which they perceived to be beyond their control for problems within the industry. While these constraints should not be underestimated in terms of their impact on efficiency and productivity, they are less amenable to direct intervention through training, and so of secondary concern to this study. The interviewers, all experienced professionals in the field of small business promotion, guided the interview towards 'internal' problems, while still allowing the respondents to recount incidents relevant to external constraints.

We can conclude, therefore, that while such an instrument might be appropriate for a less sensitive or perhaps a less savvy population, it does have it's drawbacks in the context of the private sector in Nepal. Nonetheless, the interviewers were able to generate a critical mass of critical incidents which far exceeded our original expectations. While it is impossible to calculate how much more reliable this data is than what would have been gathered by an opinion survey, it is our sense that this indirect approach is indeed more revealing, despite it's limitations.

APPENDIX III: MANAGEMENT TRAINING NEEDS BY TYPE OF INDUSTRY:
TABLES

The number of entrepreneurs and/or managers who were interviewed from each type of industry is indicated in brackets beside the type of industry. When the sample of industries in a certain sector is less than four the results must be taken with some skepticism. In addition, only skill categories where a minimum of 2 critical incidents reported the same skill are presented below.

The first five deficit skill needs are presented for each type of industry. At the end of the interview, a direct question concerning the specific types of management and technical skill needs which the respondent felt would be useful, was posed. The data on technical training needs is primarily drawn from the responses to that question.

MANUFACTURING SECTOR

1. Animal feed (5)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Marketing: Strategies and research	4 (25)
2. Training and staff development	3 (19)
3. Credit management	3 (19)
4. Working with government	2 (12)
5. Influence management: source & force	2 (12)
6. Knowledge of HMG rules and regulations	2 (12)

	16 (100)

Competition in this industry has grown steadily over the years, and firms outside of Kathmandu face marketing problems.

2. Bakery and bakery products (6)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Technology: choice, procurement, maintenance	4 (22)
2. Communications/information networking	4 (22)
3. Staff motivation	4 (22)
4. Establishment/organizational skills	3 (17)
5. Marketing: strategies and research	3 (17)

	18 (100)

3. Bidi (1)

There were no skill categories that exceeded 1 because of the small size of this sample. That industry did not indicate a technical skill need either.

4. Breweries and Distilleries (5)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Marketing: strategies and research	5 (28)
2. Working with government	4 (22)
3. Influence management: source and force	3 (17)
4. Inventory management	3 (17)
5. Production planning	3 (17)

	18 (100)

Since this industry is tightly controlled by the government, and the raw materials come, in large measure, from a government corporation, working with government is a major skill need. Marketing, including distribution is another important aspect because the industry has become highly competitive in recent years.

5. Bricks and Tiles (3)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Delegation/supervision of staff	5 (36)
2. Inventory management	3 (21)
3. Marketing: strategies and research	2 (14)
4. Manpower planning and recruitment	2 (14)
5. Communications/information networking	2 (14)

	14 (100)

Because this industry is very labor intensive, the supervision of staff is most critical.

6. Carpet making (6)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Inventory management	7 (28)
2. Working with government	5 (20)
3. Motivation of staff	5 (20)
4. Quality control	4 (16)
5. Distribution management	2 (8)
6. Ownership management	2 (8)

	25 (100)

Consistent raw material supply is the major problem facing this industry. In addition because it is an export-oriented industry, quality control is important.

7. Cement and cement products (4)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Working with government	4 (16)
2. Influence management: source and force	3 (12)
3. Inventory management	3 (12)
4. Production planning	3 (12)
5. Sub-contracting	2 (12)
6. Working capital/cash management	2 (8)
7. Self confidence	2 (8)
8. Delegation/supervision of staff	2 (8)
9. Marketing: strategies and research	2 (8)
10. Quality control	2 (8)

	25 (100)

Because many cement industries rely on imported raw materials, working with the government is important.

8. Drugs and medicines (2)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Book-keeping/accounting, auditing	2 (33)
2. Training and staff development	2 (33)
3. Delegation/supervision of staff	2 (33)

	6 (100)

9. Food products (12)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Working capital	5 (19)
2. Delegation/supervision of staff	5 (19)
3. Communications/information networking	4 (15)
4. Training and staff development	3 (12)
5. Promotion	3 (12)
6. Production planning	3 (12)
7. Motivation of staff	3 (12)

	26 (100)

Personnel issues rank highest for this industry, although working capital is also constraint for small scale food manufacturing units who need a lot of up-front capital to purchase and store raw materials.

10. Footwear (4)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Working with government	7 (27)
2. Motivation of staff	6 (23)
3. Quality control	4 (15)
4. Production planning	3 (12)
5. Training and staff development	3 (12)
6. Inventory management	3 (12)

	26 (100)

Because of competition with the government shoe corporation, and dependence on the government leather corporation for raw materials, working with government is a major problem for this industry. Manpower issues are also important. The footwear industry competes with imported shoes, so quality control is considered important.

11. Iron based industries (4)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Business diversification	3 (60)
2. Salesmanship	2 (40)

	5 (100)

Iron industries often depend on special orders for their major business, so that diversification is utmost in their minds.

12. Jewellery and curios (11)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Technology: choice, procurement, maintenance	5 (19)
2. Opportunities management	5 (19)
3. Knowledge of HMG rules and regulations	4 (15)
4. Training and staff development	3 (12)
5. Influence management: source and force	3 (12)
6. Inventory management	3 (12)
7. Marketing: strategies and research	3 (12)
	<hr/>
	26 (100)

Opportunities management is basically a marketing skill: the ability to identify alternative expansion possibilities and act on them.

13. Jute (1)

From this single industry sample, the only skill category that was reported more than once was plant location/layout.

14. Knitwear/hosiery (9)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Motivation of staff	8 (21)
2. Inventory management	7 (18)
3. Manpower planning and recruitment	7 (18)
4. Technology: choice, procurement, maintenance	6 (16)
5. Knowledge of HMG rules and regulations	5 (13)
6. Training and staff development	5 (13)
	<hr/>
	38 (100)

15. Leather (2)

Because this sample was small, the total deficit skill categories did not exceed 1.

16. Matches (2)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Working with government	6 (32)
2. Manpower planning and recruitment	3 (16)
3. Training and staff development	2 (10)
4. Evaluation and appraisal	2 (10)
5. Influence management: source and force	2 (10)
6. Inventory management	2 (10)
7. Technology: choice, procurement, maintenance	2 (10)
	<hr/>
	19 (100)

A critical incident from this industry:

Basically our problem is getting wood for match sticks. Government rules and actual implementation is not the same. Huge quantity of wood is exported to India while on the other hand, we are not getting it for our production.

17. Metal products/metal working (16)

Skill category	Incidence of skill
1. Working with government	13 (25)
2. Marketing: strategies and research	11 (21)
3. Knowledge of HMG rules and regulations	10 (19)
4. Influence management: source and force	10 (19)
5. Inventory management	9 (17)
	53 (100)

The metal industry faces in particular, problems in obtaining facilities to import raw materials, which is why the issues related to government are so crucial. In addition, many metal industries rely on orders for their business, and as such have a hard time planning their production. This is also related to marketing -- the ability to identify alternatives to the dependency on one-shot orders.

18. Milk and milk products (4)

Skill category	Incidence of skill
1. Working with government	8 (38)
2. Influence management: source and force	4 (19)
3. Marketing: strategies and research	3 (14)
4. Distribution management	3 (14)
5. Delegation/supervision of staff	3 (14)
	21 (100)

The fact that problems with government rank so high reflects (1) competition with government corporations; (2) constraints in the dairy industry because of price fixing; (3) raw material shortages based on an increasing reliance on imported powdered milk, which is controlled by the government. Distribution management has to do with marketing networks and transportation constraints.

We have to purchase milk at a higher rate from farmers but we do not have the freedom to fix the price; we are forced to follow the government price.

19. Oil/grain mills (15)

Skill category	Incidence of skill
1. Inventory management	13 (25)
2. Technology: choice, procurement, maintenance	11 (21)
3. Working capital/cash management	8 (15)
4. Motivation of staff	5 (9)
5. Credit management	4 (7)
6. Financial management	4 (7)
7. Product identification and diversification	4 (7)
8. Long-term planning/goal setting	4 (7)
	53 (100)

The issue of raw material supply as well as working capital necessary to buy and store raw materials, which are seasonal for this industry, are the most pressing management issues.

ALC

I have a problem of storing the paddy. I do not have enough space to store and working capital to buy paddy.

20. Paper and paper products (3)

Skill category	Incidence of skill
1. Self confidence	4 (17)
2. Technology: Choice, procurement, maintenance	3 (13)
3. Training and staff development	3 (13)
4. Working capital/cash management	3 (13)
5. Staff evaluation and appraisal	2 (9)
6. Delegation/supervision of staff	2 (9)
7. Credit management	2 (9)
8. Promotion: advertising, packaging, branding, customer incentives	2 (9)
9. Manpower planning and recruitment	2 (9)
	23 (100)

This is a new industry so technology and manpower are still problematic.

21. Polythelene pipes/plastics (7)

Skill category	Incidence of skills
1. Inventory management	6 (25)
2. Influence management: source and force	6 (25)
3. Technology: choice, procurement, maintenance	6 (25)
4. Knowledge of HMG rules and regulations	3 (13)
5. Delegation/supervision of staff	3 (13)
	24 (100)

This industry relies exclusively on imported raw materials, which explains the need for influence management in obtaining importation facilities. In addition, the issue of technology, both in terms of procurement and maintenance, is important. Despite the emphasis on technology, there were no specific technical needs stated by industrialists in this sector, and in fact one commented that production of plastic bags was 'not difficult technically'.

22. Saw mills (4)

Skill category	Incidence of skill
1. Influence management: source and force	3 (25)
2. Knowledge of HMG rules and regulations	3 (25)
3. Product identification and diversification	2 (17)
4. Crisis management	2 (17)
5. Production planning	2 (17)
	12 (100)

23. Soap (6)

Skill category	Incidence of skill
1. Influence management: source and force	6 (18)
2. Marketing: strategies and research	5 (15)
3. Promotion	4 (12)
4. Salesmanship	3 (9)
5. Knowledge of HMG rules and regulations	3 (9)
6. Inventory management	3 (9)
7. Technology: Choice, procurement, maintenance	3 (9)
8. Long-term planning/goal-setting	3 (9)
9. Motivation of staff	3 (9)
	33 (100)

Because the soap industry is so competitive in Nepal, marketing and promotion are important skill areas. Says one rural producer:

Many of the soap factories are closed down. The main problem is competition.

24. Steel furniture, steel products (5)

Skill category	Incidence of skill
1. Delegation/supervision of staff	6 (25)
2. Manpower planning and recruitment	5 (21)
3. Motivation of staff	5 (21)
4. Training and staff development	4 (17)
5. Staff evaluation and appraisal	4 (17)
	24 (100)

25. Steel and wood furniture (2)

The only skill deficiency in the management area related to motivation, however, personnel issues are essential in this industry.

26. Sugar (1)

Skill category	Incidence of skill
1. Influence management: source and force	4 (25)
2. Working with government	3 (18)
3. Communications/information networking	3 (18)
4. Self confidence/self assessment	2 (13)
5. Manpower planning and recruitment	2 (13)
6. Research and development	2 (13)
	16 (100)

A critical incident from this industry:

At the moment we have unsold stock of 100 tons of sugar; but the government is importing sugar.

98

27. Tailoring/garments (11)

Skill category	Incidence of skill
1. Working with government	6 (18)
2. Delegation/supervision of staff	6 (18)
3. Marketing: strategies and research	5 (15)
4. Knowledge of HMG rules and regulations	4 (12)
5. Production planning	3 (9)
6. Self confidence	3 (9)
7. Motivation of staff	3 (9)
8. Working capital/cash management	3 (9)
	33 (100)

Working with government has become critical for this industry because of the imposition of quotas, and duties on importation of cloth. In addition, identifying market is a problem, particularly for smaller firms.

Quota is our main problem. At present our quota is only 10% of our full capacity. In 1986, we had a huge quantity of garments, and just at that time the government fixed the quota. As a result our product was stocked and unsold and we incurred a heavy loss.

28. Tea Production (5)

Skill category	Incidence of skill
1. Influence management: source and force	3 (33)
2. Training and staff development	2 (22)
3. Manpower planning and recruitment	2 (22)
4. Knowledge of HMG rules and regulations	2 (22)
	9 (100)

29. Wood working/forest based (12)

Skill category	Incidence of skill
1. Working with government	7 (20)
2. Quality control	7 (20)
3. Marketing: strategies and research	5 (15)
4. Production planning	5 (15)
5. Influence management: source and force	5 (15)
6. Delegation/supervision of staff	5 (15)
	34 (100)

There are two types of industries under this category: furniture making and forest based products. Because the supply of wood is tightly controlled, working with the government is important.

30. Yarn/Textiles (12)

Skill category	Incidence of skill
1. Training and staff development	10 (26)
2. Knowledge of HMG rules and regulations	7 (18)
3. Delegation (supervision of staff)	6 (16)
4. Manpower planning and recruitment	5 (13)
5. Working capital/cash management	5 (13)
6. Motivation of staff	5 (13)
	38 (100)

Clearly, the availability of skilled manpower is of concern to this industry, as well as the supervision of staff. Because this industry faces competition from imported commodities, working with government is also of concern.

31. Other (19)

The types of industries included in this section include:

1. Assembling of sound and appliance equipment
2. Duplicators
3. Bamboo furniture
4. Chalk
5. Chawali (woven trays) (2)
6. Valves
7. Sand paper
8. Foam rubber (2)
9. Boxes
10. Brush and bristles (3)
11. Pens
12. Batteries
13. Cosmetics
14. Tobacco
15. Rice milling plant production

The management training needs for these industries as a group include:

Skill category	Incidence of skill
1. Marketing: strategies and research	10 (22)
2. Influence management: source and force	10 (22)
3. Inventory management	9 (20)
4. Quality control	8 (18)
5. Manpower planning and recruitment	8 (18)
	45 (100)

SERVICE SECTOR

1. Construction companies (15)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Working with government	21 (35)
2. Influence management: source and force	18 (30)
3. Production planning	10 (17)
4. Knowledge of HMG rules and regulations	8 (13)
5. Crisis management	3 (5)
	<hr/>
	60 (100)

Since this industry relies in large measure on government contracts, the bulk of the problems in this industry related to working with government.

Considering that prices in the market might increase, but we are bound by our contract, we aim to start and finish a job as quickly as possible. But we cannot do this as the government functions unimaginably slow.

2. Engineering firms (9)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Communications/information networking	5 (16)
2. Manpower planning and recruitment	4 (13)
3. Working with government	4 (13)
4. Influence management: source and force	4 (13)
5. Knowledge of HMG rules and regulations	3 (9)
6. Self confidence	3 (9)
7. Delegation/supervision of staff	3 (9)
8. Training and staff development	3 (9)
9. Motivation of staff	3 (9)
	<hr/>
	32 (100)

Because this industry relies on highly trained staff, personnel issues are most important.

3. Hotel and restaurant (23)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Training and staff development	13 (22)
2. Self confidence	12 (21)
3. Delegation/supervision of staff	12 (21)
4. Manpower planning and recruitment	11 (19)
5. Motivation of staff	10 (17)
	<hr/>
	58 (100)

Because this is a service industry, staff development and supervision is most important. Many restauranters and hoteliers said they were frustrated because they could not find trained people, and had to train waiters, cooks, front desk and other staff in-house. Special courses for these skills are in high demand.

4. Printing press (6)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Delegation/supervision of staff	10 (30)
2. Motivation of staff	6 (18)
3. Job allocation/scheduling	4 (13)
4. Training and staff development	4 (13)
5. Manpower planning and recruitment	4 (13)
6. Technology: choice, procurement, maintenance	4 (13)
	<hr/> 32 (100)

Personnel management is the most important management need of this industry.

5. Repairing works (11)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Delegation/ supervision of staff	11 (31)
2. Influence management: source and force	7 (20)
3. Training and staff development	6 (17)
4. Knowledge of HMG rules and regulations	6 (17)
5. Motivation of staffs	5 (14)
	<hr/> 35 (100)

Personnel and working with government issues are both important management issues for this industry.

6. Research/consulting firms (5)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Salesmanship	4 (22)
2. Marketing: strategies and research	4 (22)
3. Working with government	3 (17)
4. Influence management: source and force	3 (17)
5. Promotion	2 (11)
6. Long-term planning	2 (11)
	<hr/> 18 (100)

This industry relies on contracts to keep it afloat, so that marketing and skilled manpower are important.

7. Secretarial/typing institutes(2)

<u>Skill category</u>	<u>Incidence of skill</u>
1. Delegation/supervision of staff	3 (27)
2. Training and staff development	2 (18)
3. Communications/information networking	2 (18)
4. Technology: choice, procurement, maintenance	2 (18)
5. Motivation of staff	2 (18)
	<hr/> 11 (100)

8. Travel and trekking agencies (11)

Skill category	Incidence of skill
1. Training and staff development	6 (20)
2. Motivation of staff	4 (13)
3. Communications/information networking	3 (10)
4. Crisis management	3 (10)
5. Office management	2 (8)
6. Self confidence	2 (8)
7. Credit management	2 (8)
8. Working with government	2 (8)
9. Influence management: source and force	2 (8)
10. Job allocation/scheduling	2 (8)
11. Inventory management	2 (8)
	30 (100)

Because this is a service industry, trained manpower is clearly the number one concern and skill deficiency.

9. Training institutions (10)

Skill category	Incidence of skill
1. Marketing: strategies and research	5 (24)
2. Self confidence	4 (19)
3. Ownership management	3 (14)
4. Manpower training and recruitment	3 (14)
5. Motivation of staff	3 (14)
6. Opportunities management	3 (14)
	21 (100)

Since training institutions depend upon market demand, marketing was the greatest skill need, including the ability to identify and act on new opportunities. Personnel issues are also important.

10. Other (9)

Other service industries include:

1. Boat rental: Pokhara
2. Film processing
3. Beauty parlour
4. Transport services (2)
5. Physical fitness center (2)
6. Boutiques
7. Handicraft Center

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The skill needs listed under this industry include:

<u>Skill category</u>	<u>Incidence of skill</u>
1. Working with government	6 (17)
2. Delegation/supervision	6 (17)
3. Technology: choice, procurement, maintenance	6 (17)
4. Book-keeping/accounting, auditing	5 (14)
5. Training and staff development	4 (11)
6. Knowledge of HMG rules and regulations	4 (11)
7. Manpower planning and recruitment	4 (11)
	<u>35 (100)</u>

APPENDIX IV: IN-COUNTRY INSTITUTIONS

TRAINING INSTITUTIONS: NEPAL

I. Private Sector Institutions

1. Business and Professional Womens' Club (BPWC)
2. Management Association of Nepal (MAN)
3. Management Support Services Pvt. Ltd. (MASS)

Profile of Training Institution

Business and Professional Women's Club (1975)

Bhotebahal, Kathmandu

Tel: 2-24647

COURSES	1. Secretarial Service of high standard. 2. English language for secretaries.
DURATION	5 months
ENTRANCE REQUIREMENTS	Intermediate pass
ENROLLMENT CAPACITY	15 persons
COST OF TRAINING	Rs. 200 per month USAID and Department of Labor have provided financial assistances
QUALIFICATION OF TRAINERS	Local trainers experienced in secretarial practices
TRAINING NEEDS OF THE INSTITUTION ITSELF	Training of trainers is essential as there are not enough well trained instructors.
FEED-BACK FROM THE IMPLEMENTING AGENCIES	BPWC also provides employment services to the trainees.
	OBSERVATION
STRENGTHS	BPWC does have typewriters, photocopy machines and other equipments required to conduct trainings.
WEAKNESSES	BPWC does not have enough physical facilities. At present training is being conducted in a rental house. Other physical facilities are very inadequate.
OTHER COMMENTS	BPWC also runs Day Care Centres in Hetauda, Lalitpur, Balaju and Pokhara. BPWC has 150 members.

Profile of Training Institution

Management Association of Nepal (MAN) 1980
G.P.O. Box 3032, Ramshahi Path,
Kathmandu
Tel: 410691

COURSES	<ol style="list-style-type: none"> 1. Internal Audit 2. Marketing Management and Sales (In company training) 3. General Management 4. Inventory Control and Warehousing to Management 5. Finance for Non-Finance Managers 6. Entrepreneurs Skill Development (Planned for future)
DURATION	3 days to 15 days
ENTRANCE REQUIREMENTS	<ol style="list-style-type: none"> 1. Internal auditors (for 1) 2. Up to 9th level officers in corporations (for 2) 3. Senior to middle level managers for (3) 4. Middle level managers in private sector (4) 5. Senior and middle level non-finance managers in the private sector (for 5) 6. Entrepreneurs (for 6)
ENROLLMENT CAPACITY	25 in each course
COST OF TRAINING	Rs. 250 to Rs. 1650 each for courses 1,3,4,5 and 6 Rs. 45000 for course 2 for the whole group
QUALIFICATION OF TRAINERS	<ol style="list-style-type: none"> 1. Chartered Accountants 2. Professionals in their respective disciplines
NUMBER OF INSTRUCTORS TRAINED	MAN has 246 individual members and 38 institutional members. Of the 246 individual members, 32 are MBA's and 6 are Chartered Accountants.
STRENGTHS	<ol style="list-style-type: none"> 1. MAN possesses support from management experts and teachers in the country by virtue of their being members. 2. MAN can do aggressive marketing of its training programs because of its rich resource personnel. 3. MAN has a number of films on Motivation, Disci- pline, Delegation, Time Planning, Planning, Meetings, Profile of a Manager, and Role of Manager. 4. MAN can be responsive to specific training needs on short order because of its management flexibility and manpower resource base.

MAN Cont'd.

WEAKNESSES	<ol style="list-style-type: none">1. MAN does not have any physical facilities of its own to conduct training programs. So far training halls and equipments are being rented.2. The trainers are providing services either on voluntary basis or at nominal honorarium. There are no full time instructors.3. There is no staff support to prepare training materials such as case studies etc.4. The institution is financially very weak.
OTHER COMMENTS	<p>MAN plans the following courses for the future:</p> <ol style="list-style-type: none">1. General management (with case studies)2. Internal Auditing3. Personnel Management4. Secretarial Training5. Supervision6. Supplies and materials management7. Site Management8. Transit warehousing Management9. Entrepreneurship Development10. Board of Directors11. Corporate Planning <p>Considering the tremendous support of management experts through their membership, MAN has significant potential to develop as a major management training institution to offer trainings to existing and prospective entrepreneurs.</p>

Profile of Training Institution

Management Support Service Pvt. Ltd. (MASS) (1985)

Museum Road, Chhauni, Kathmandu

Tel: 216157, Telex: 2576 MASS NP

COURSES	<p>Management related trainings as per the needs of the clients. Examples of the training courses conducted on client's request;</p> <ol style="list-style-type: none">1. Audio-Visual Aid Management2. Laboratory Equipment Management3. Accountants Training <p>Trainings one and two were organized for Institute of Agriculture and Animal Science, T.U., under the sponsorship of the Utah State University Phase II Project. Accounting training was meant for eight accountants deputed to Family Planning and Maternity Child Health Care Project under a contract with USAID/N, Office of Health and Family Planning to clear back logs.</p>
DURATION	<p>Varies as per the nature of the course and the need of the client.</p>
ENTRANCE REQUIREMENTS	<p>Made to suit the need of the clientele's organization.</p>
ENROLLMENT CAPACITY	<p>Small group per training per course to allow maximum course exercise.</p>
TYPE OF CERTIFICATE	<p>Certificate of participation.</p>
COST OF TRAINING	<p>The cost of training is determined as per the course contents, period of training and budget of the client.</p>
QUALIFICATION OF TRAINERS	<p>Professionals with standard university degree in the chosen field.</p>

II. Projects

1. Agricultural Projects Services Centre (APROSC)
2. Cottage and Small Industry Project (CSI)
3. Export Service Centre (ESC)
4. Integrated Hill Development Project (IHDP)
5. Karnali-Bheri Integrated Rural Development Project (K-BIRD)
6. Kosi Hill Area Development Project (KHARDEP)
7. Mahakali Integrated Rural Development Project (MIRDP)
8. Rapti Integrated Rural Development Project
9. Rasuwa-Nuwakot Integrated Rural Development Project
10. Sagarmatha Integrated Rural Development Project (SIRDP)
11. Small Business Promotion Project (SBPP)
12. Training for Rural Grainful Activities (TRUGA)
13. United Nations Fund for Population Activities (UNFPA)
14. Women's Skill Development Project

Profile of Training Institution

Agricultural Projects Services Centre (APROSC) 1975

Panchayat Plaza, Singh Durbar, Kathmandu

Tel: 215971, 215967, 215095

(Ministry of Agriculture, IPC)

COURSES	<ol style="list-style-type: none">1. Agricultural Project Planning2. Management Skill Development3. Monitoring and Evaluation on Agricultural and Rural Development Projects4. District Agriculture Planning and Implementation
DURATION	2 to 5 weeks
ENTRANCE REQUIREMENTS	Gazetted II class officers
ENROLLMENT CAPACITY	25
TYPE OF CERTIFICATE	Recognized by the Ministry of Education for promotion
COST OF TRAINING	Rs. 7000 per month
QUALIFICATION OF TRAINERS	First degree in Nepal and second degree from USA, UK, Australia, Philippines and other overseas countries.
NUMBER OF INSTRUCTORS TRAINED	Professionals from 8 various disciplines such as agricultural economics, statistics, sociology, management, and communication etc.
TRAINING NEEDS OF THE INSTITUTION ITSELF	Since FAO is assisting the centre both financially and technically there is no immediate need for training.

APROSC Cont'd

<p>COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS</p>	<p>Not applicable.</p>
	<p>OBSERVATION</p>
<p>STRENGTHS</p>	<ol style="list-style-type: none"> 1. APROSC has its own training hall and 3 syndicate rooms. 2. Other physical facilities include audio-visual and production units, off-set printing press, Xerox, and Secretarial services. 3. It has a well developed documentation centre. 4. FAO has continually provided financial and technical assistance.
<p>OTHER COMMENTS</p>	<p>The main purpose of APROSC trainings is to develop the manpower required by various rural development institutions in the field of project identification, formulation, appraisal, management, monitoring and evaluation. So far this centre has focused its training programmes to suit the needs of the public sector only. Given the consideration that the centre possesses excellent physical infrastructure and trained manpower, this institution could be entrusted responsibility to train enterprising farmers especially on management skills required to manage their farms, cottage and village industries.</p>

Profile of Training Institution

Cottage and Small Industry Project (CSI)

C/O Cottage and Village Industry Development Board

Chhetrapati, Kathmandu

COURSES	Skill up-grading courses to artisans particularly in the carpet and knitting industries under the Export Services Centre.
ENROLLMENT CAPACITY	Training Target: 3000 artisans
	OBSERVATION
STRENGTHS	CSI is focused on providing one-window access to resources and services for specific export-oriented industries. It also focuses on strengthening linkages between small producers and retailers, as well as facilitating access to loans for cottage industries. Skill training in spinning, knitting, wool dyeing is on-going. Entrepreneurship training is being planned.
WEAKNESSES	The project has been unable to meet its objectives because of weaknesses in project design and complexity of involved institutions and target populations. Training in the wool industry has benefitted many small producers, but marketing avenues especially for knitwear are insufficient to absorb the trained manpower.
OTHER COMMENTS	CSI project is being launched in Kathmandu, Lalitpur, Bhaktapur, Gorkha, Lamjung, Tanahu, Manang, Kaski and Syangja. Basic objective of this project is to aid rural people in their earnings through expanded economic activities and commercial operation of cottage industries. Necessary training, consultancy and extension services are provided to the local artisans. UNDP and World Bank's IDA have provided assistance and loan to finance this project.

Profile of Training Institution

Export Service Centre

Lazimpat, Kathmandu

P.O. Box 3076, Tel: 411286

(Ministry of Commerce, HMC)

COURSES	<ol style="list-style-type: none">1. Graphic Designing and Pattern Making2. Color Dying3. Wool Spinning4. Knitting
DURATION	3 weeks
ENTRANCE REQUIREMENTS	*Candidate should be an employee of an exporting firm. *Able to knit.
ENROLLMENT CAPACITY	10 persons in each skill. Basic level training: 6 times Advancing level training: 6 times
COST OF TRAINING	Free
NUMBER OF INSTRUCTORS TRAINED	Dying: 3 instructors Wool Spinning: 1 Master Knitting: 2 Instructors All together 6 Instructors.
	OBSERVATION
OTHER COMMENTS	The basic objective of ESC is to promote the export of Nepal's products such as readymade garments, ethnic fashions specially textiles, handknotted carpets, handicrafts and handmade paper by providing services to exporters in Nepal and buyers from abroad. Training is one of the many functions of ESC to ensure quality products for exports. Though the idea is excellent, ESC has been able to provide its training services to only a limited number of exporters and producers.

Profile of Training Institution

Integrated Hill Development Project

C/O SATA, Jawalakhel

P.O. Box 113, Kathmandu

(Ministry of Panchayat and Local Development, HMG)

COURSES	Various skills: 1. Nutrition 2. Tailoring 3. Knitting 4. Kitchen Gardening 5. Basic Entrepreneurial Skill 6. Mason 7. Plumbing 8. Agriculture & Extension 9. Textile 10. Forestry
OTHER COMMENTS	Assisted by SATA, this project operates in Sindhupalchowk and Dolakha Districts. This project aims to improve the living standard and quality of life of the people in the two districts.

Profile of Training Institution

Karnali-Bheri Integrated Rural Development Project (K-BIRD)

C/O Ministry of Panchayat and Local Development

Pulchowk, Lalitpur

COURSES	Various skill development trainings.
	OBSERVATION
OTHER COMMENTS	K-BIRD is financed by Canadian Government and it operates in Surkhet, Dailekh and Jumla Districts. Apart from the various skills, in particular, mechanical training, this project provides industrial promotion and consultancy services to prospective entrepreneurs. Further assistance to secure credit, raw materials, machines and tools is also provided.

Profile of Training Institution

Kosi Hill Area Development Project (KHARDEP)

Lainchaur, Kathmandu

P.O. Box 106, Kathmandu

(Ministry of Panchayat and Local Development, HMG)

COURSES	<ol style="list-style-type: none">1. Agricultural Extension2. Cooperative Store Management3. Fly Shuttle Loom Weaving4. Women Extension Works5. Cottage Industry Production
	OBSERVATION
OTHER COMMENTS	Under the financial and technical assistance of the Great Britain, KHARDEP is providing trainings to upgrade local skills and generate supplementary sources of income through employment opportunities in cottage industries in the four districts of East Nepal: Dhankuta, Bhojpur, Terathum and Sankhuwasabha. This project extends loans to the local entrepreneurs through Agricultural Development Bank.

Profile of Training Institution

Mahakali Integrated Rural Development Project
(Ministry of Panchayat and Local Development, HMG)
Pulchowk, Lalitpur

COURSES	Skill trainings such as: 1. Wool Knitting 2. Farm Management 3. Communication
	OBSERVATION
OTHER COMMENTS	Funded under World Bank/IDA loan, this project covers Darchula, Baitadi, Dadeldhura in Mahakali Zone. The aim of the project is to create employment opportunities through promotion of cottage industry. Therefore, apart from the trainings to develop the various skills, the project provides necessary technical and extension services. This project also assists the local entrepreneurs in securing credit, machines and raw materials.

Profile of Training Institution

Rapti Integrated Rural Development Project

C/O Ministry of Panchayat and Local Development

Pulchowk, Lalitpur

COURSES	Various skills training: <ol style="list-style-type: none">1. Hosiery2. Carpentry3. Cotton Textile4. Woolen Hosiery5. Dyeing skill6. Bee Keeping7. Leather work8. Black Smith9. Accounting10. Bio-Gas
	OBSERVATION
OTHER COMMENTS	Aided by USAID, the project provides skill training to upgrade the local skills for income generation. This project provides all necessary industrial promotion and extension services in the five districts in Rapti Zone. Creation of design, supply of raw materials, establishment of pilot industrial units to motivate entrepreneurs, and marketing of the products produced by the project assisted entrepreneurs.

Profile of Training Institution

Rasuwa-Nuwakot Integrated Rural Development Project

C/O Ministry of Panchayat and Local Development, HMG

Jawalakhel

COURSES	Upgrading skills in various local trades such as: <ol style="list-style-type: none">1. Bee keeping2. Fruit and vegetables processing & preservation3. Weaving4. Leather shoes5. Wood works6. Blacksmiths7. Tailoring8. Livestock and Dairy
OTHER COMMENTS	Funded by loan from IDA/World Bank, this project aims to promote cottage industries to provide employment opportunities. The project assists the local people in their skill training, acquiring credit, raw materials and machineries, and arranging product buying through institution network.

Profile of Training Institution

Sagarmatha Integrated Rural Development Project

C/O Ministry of Panchayat and Local Development

Jawalakhel, Lalitpur

COURSES	Skill training in: 1. Textile Weaving 2. Hosiery 3. Woolen Garments
	OBSERVATION
OTHER COMMENTS	Funded by the Asian Development Bank, this project covers the areas of Siraha, Saptari and Udaipur. This project aims to increase industrial production based on local skills and raw materials. Assistance is provided to entrepreneurs to erect buildings and sheds for skill training, to acquire machines, tools and raw materials for cottage industries.

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Profile of Training Institution

Small Business Promotion Project (SBPP) 1983

Thapathali, Kathmandu

Tel: 213187, 214723

COURSES	NBC, Small Business Consultancy (SBC), Management Training (MT), Training of Trainers (TOT), Other Courses for NGO's engaged in income generation projects, Project Identification Course (PIC).
DURATION	NBC/SBC - 7 weeks TOT - 7 weeks PIC - 5 weeks (2 hours/day) Others - 2 to 5 weeks MT - 2 weeks (All outside Kathmandu)
ENROLLMENT CAPACITY	About 20 trainees per course.
COST OF TRAINING	NBC - Rs. 50,000 (Approx) SBC - Rs. 40,000 " MT - Rs. 25,000 " PIC - Rs. 30,000 " Others - Cost Reimbursable basis
QUALIFICATION OF TRAINERS	Master's degree, advance training in UPISSI, Philippines (University of Philippines Institute for Small Scale Industries), Technonet Asia - Singapore, Small Industry Extension Training Institute (Hyderabad) and Institute for Entrepreneurship Development (Lucknow).
FEED-BACK FROM THE IMPLEMENTING AGENCIES	50% of NBC trainees have started business 70% of SBCs become consultants 100% success in MT 20% in PIC
	OBSERVATION
STRENGTHS	<ol style="list-style-type: none">1. SBPP has very clear-cut objectives to train entrepreneurs interested to promote small manufacturing industries which employ 5-9 persons.2. It has highly efficient trainers and business consultants who stay close to the entrepreneurs and offer their services to solve their problems.3. It focuses entirely on private individuals and small firms.4. Conducted an international Training of Trainers course where 2 Filipinos, 3 Germans, 4 Africans and 16 Nepalese were trained.5. Active in assisting NGOs engaged in Income Generating Projects.

WEAKNESSES	<ol style="list-style-type: none">1. In spite of the successes of SBPP, the organization has remained very small with extension services available at Bhaktapur, Pokhara, Butwal, Chairawa, Nepalgunj, Narayanghat and Dharan.2. SBPP does not provide training to large entrepreneurs.
OTHER COMMENTS	<p>SBPP is a small but very efficient organization whose trainings on entrepreneurial skill development has produced results. The strategy adopted by it is to integrate the existing institutional base available for small businesses in Nepal in such a way that a single door provides all the services required for the business. This has induced existing and prospective entrepreneurs to come forward to initiate businesses. To provide continuous support, entrepreneurial skill extension services are made available through SBPP's field agents. In order to monitor the efficiency of the SBPP's advisory and technical services, cost effectiveness, as measured by the incremental gains in the business, are looked at.</p> <p>SBPP has emerged as a model for other institutions. Since there exists a considerable demand for the training services provided by SBPP, there is a need for some other institutions to come forward. SBPP has started to sub-contract private consulting and training institutions to provide the trainings as demands have overflowed from CIDB, Plan International, Save the Children Fund, SATA, Dhading Development Project, Nabil Bank etc.</p>

Profile of Training Institution

Training for Rural Gainful Activities (TRUGA) 1983

Tripureswor, Kathmandu

(Ministry of Industry, HMG)

COURSES	<ol style="list-style-type: none">1. Weaving2. Warping3. Sewing4. Knitting5. Pottery6. Tile making7. Textile8. Hand sewing9. Machine sewing10. Hand knitting (2)11. Machine knitting12. Carpentry
DURATION	11 weeks
ENTRANCE REQUIREMENTS	<ul style="list-style-type: none">- Illiterates- Poorest of the poor in the villages.
ENROLLMENT CAPACITY	<p>Quite flexible.</p> <p>Training in a particular skill is given to the limited number based upon the market survey carried out by TRUGA before commencing training.</p> <p>The TRUGA trainees are given assistance by the project and receive loan of Rs. 2000 to Rs. 3000 from the Agricultural Development Bank to initiate their own enterprise.</p>
COST OF TRAINING	Cost of training is borne by the project.
QUALIFICATION OF TRAINERS	Skilled people in their trades.
NUMBER OF INSTRUCTORS TRAINED	10 Instructors

TRUGA Cont'd

TRAINING NEEDS OF THE INSTITUTION ITSELF	Not applicable.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	Not applicable.
FEED-BACK FROM THE IMPLEMENTING AGENCIES	So far 235 trainers have benefitted from TRUGA. Employment and income generation have been positive.
	OBSERVATION
STRENGTHS	<ol style="list-style-type: none"> 1. TRUGA makes door-to-door follow up to the trainees to start their business with the loans duly secured. 2. TRUGA approach has one very effective element i.e. the identification of employment opportunities as a prerequisite for training provision.
WEAKNESSES	TRUGA is still a pilot project, focusing on basic skills for the poorest of the poor in the country.
OTHER COMMENTS	<p>TRUGA is an ILO pilot project supported by the Swedish International Development Authority (SIDA) and executed by ILO. It is a methodology which applies a system approach to the design and implementation of employment-oriented rural training programs focused on the rural poor. The scope of TRUGA is too limited, hence it can not serve to offer training programs to develop entrepreneurial skill required by the private entrepreneurial sector of Nepal.</p>

Profile of Training Institution

United Nations Fund for Population Activities

Pulchowk, Lalitpur

(United Nations)

COURSES	1. Carpet 2. Hosiery 3. Textile 4. Book keeping 5. Accountancy
	OBSERVATION
OTHER COMMENTS	UNFPA's project on Cottage Industry for Women aims to create job opportunities for low income rural women scattered throughout the country.

Profile of Training Institution

Women's Skill Development Project (1971)

Lazimpat (behind Hotel Ambassador)

P.O. Box 1314, Kathmandu

COURSES	<ol style="list-style-type: none">1. Block printing2. Sewing3. Knitting
DURATION	6 months
ENTRANCE REQUIREMENTS	<ul style="list-style-type: none">- 15 - 60 years old- Able to read and write- Destitute and Disabled women
ENROLLMENT CAPACITY	30 in each skill/trade.
COST OF TRAINING	<ul style="list-style-type: none">- Borne by Old Neighbor, OXFAM, Canadian Government, VSO (UK) and Appropriate Technology International USA (in 1980).- Accumulated profit from sales of product is also used to finance the training-about 15% profit.
NUMBER OF INSTRUCTORS TRAINED	3 Instructors trained by DCVI
TRAINING NEEDS OF THE INSTITUTION ITSELF	There is a need to train the instructors on the wide use of chemicals, combination of colors other than red and black, designing and marketing.
FEED-BACK FROM THE IMPLEMENTING AGENCIES	<ul style="list-style-type: none">- Self employment of trainees- Employment in garment factories- Employment in the WSD Project itself (about 40 women)

W.S.D.P. Cont'd

	OBSERVATION
STRENGTHS	<ol style="list-style-type: none"> 1. WSDP has enough tools, machines, chemicals and other raw materials to run training programs. 2. A hostel facility for 200 persons is available in its building in Pulchowk.
WEAKNESSES	<ol style="list-style-type: none"> 1. Need for more technical manpower for training is felt. 2. Other needs are ironing machines, washing machines, and new materials.
OTHER COMMENTS	<p>This organization is affiliated with Nepal Women's Organization. This project provides very practical training to underprivileged and destitute women leading to income generating employment. This is a small project and intends to stay small for some time limiting its training activities to Kathmandu.</p>

III. Training Institutions under various HMG Ministries

1. Agricultural Credit Training Institute
2. Bankers Training Centre
3. Butwal Technical Institute (BTI)
4. Civil Aviation Training Centre
5. Cooperative Training Centre
6. Cottage and Village Industry Development Board (CIDB)
7. Department of Cottage and Village Industries (DCVI)
8. Department of Labor
9. Hotel Management and Tourism Training Centre
10. Industrial Services Centre (ISC)
11. Legal Service Training Centre
12. Mechanical Training Centre (MTC)
13. Nepal Administrative Staff College
14. Panchayat Training Centres:
 - (i) Jawalakhel
 - (ii) Jhapa
 - (iii) Janakpur
 - (iv) Nepalgunj
 - (v) Pokhara
 - (vi) Jiri
15. Postal Training Centre
16. Revenue Training Centre
17. Royal Nepal Airlines Corporation (RNAC)
18. Survey Training Centre
19. Telecommunication Training Centre
20. Trade Promotion Centre (TPC)
21. Women's Training Centres:
 - (i) Jawalakhel
 - (ii) Dhankuta
 - (iii) Pokhara
 - (iv) Surkhet

Profile of Training Institution

Agricultural Credit Training Institute (1977)

Agriculture Development Bank, Singh Durbar

(Ministry of Agriculture, HMG)

<p>COURSES</p> <ul style="list-style-type: none">* Pre-service* In-service* Refresher course* Workshop/seminars* Farmer's training	<ol style="list-style-type: none">1. General Management2. Loan Management3. Financial Management4. Small Farmers Development Program and Cooperative Management
<p>DURATION</p>	<p>2 weeks to 3 months</p>
<p>QUALIFICATION OF TRAINERS</p>	<p>University degree from TU and advanced training abroad.</p>
<p>NUMBER OF INSTRUCTORS TRAINED</p>	<p>5 professionals 2 administrative officers 1 Librarian 1 Audio Video Specialist</p>
	<p>OBSERVATION</p>
<p>STRENGTHS</p>	<ol style="list-style-type: none">1. ACTI has its own modern building with adequate physical facilities like class rooms, rooms for faculty, training halls, 1 video, 2 overhead projectors, 2 slide projectors, two 16 mm sound film projectors, numerous sets of microphones, cameras etc.2. It has two vehicles.3. It has its own library.

Profile of Training Institution

Bankers' Training Centre

Nepal Rastra Bank, Thapathali

Tel: 214992

(Ministry of Finance, HMG)

COURSES	<ol style="list-style-type: none">1. CSI lending 1 month officer level and assistant level2. Middle Level Management - 1 month3. Refresher Course on CSI - 8 days4. Commercial Banking Management - 1 month5. Priority Sector Lending - 35 days6. Export Finance - 1 month7. Project Analysis - 1 month8. Agricultural Finance - 1 month9. Financial Management - 8 days10. Workshop on Training Methodology - 8 days11. Management Seminar - 7 days12. Seminar on Office Automation - 8 days13. Priority Sector Lending - 40 days14. Commercial Banking - 1 month15. Public Debt, Foreign Exchange and Govt. Account - 1 month16. Central Banking - 1 month17. Course for Cashier - 7 days18. Letter of Credit - 15 days <p>No. 2 to No. 12 for officers No. 13 to No. 18 for office Assistants from the Public Sector, Commercial Banks and other financial institutions.</p>
ENROLLMENT CAPACITY	20 - 25 per course.
TYPE OF CERTIFICATE	Recognized by Government for promotions.
COST OF TRAINING	All cost is borne by the Nepal Rashtra Bank.
QUALIFICATION OF TRAINERS	Most of the instructors are trained as trainers in the Reserve Bank of India, Bombay, and Nepal Administrative Staff College.

BTC Cont'd

NUMBER OF INSTRUCTORS TRAINED	17 instructors.
STRENGTHS	<ol style="list-style-type: none">1. BTC has its own training building with 3 Seminar halls, 2 class rooms, 3 syndicate rooms.2. It has a library and sufficient training equipment including audio-visual aids, TV, Video etc.3. BTC has good access to resource personnel from the various financial institutions in the country to contribute to the trainings.
OTHER COMMENTS	BTC does not provide training to the private sector at present, and there is no plan to offer any training to this sector in the near future. However, BTC recognizes the need to offer such training to the private sector in order to make banking operations in Nepal more efficient. BTC also has noted that if there is a definite need of the private sector for banking training, BTC may consider in the future to offer its services to this sector. BTC once thought of conducting an entrepreneurial skill development course in 1985 but due to high cost estimates, (about Rs. 500,000) this did not materializes.

Profile of Training Institution
Butwal Technical Institute (1963)

Butwal

COURSES	<ol style="list-style-type: none">1. Wood works2. Fitter Mechanic3. Welder Mechanic4. Auto Mechanic5. Electrician6. Surveyer7. Industrial Office works
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VIII pass Aptitude Test Knowledge Test
ENROLLMENT CAPACITY	16 in each trade
TYPE OF CERTIFICATE	Technical SLC
COST OF TRAINING	Rs. 350 to Rs. 400 per person per month.
	OBSERVATION
STRENGTHS	<p>BTI training is workshop oriented, on-the-job learning in one of the industrial enterprises associated with the institute.</p> <p>BTI is independent from the technical school system.</p> <p>BTI's educational and training activities are funded by the associated companies by absorbing the cost of the practical training on the job within their normal production cost.</p>

B.T.I. Cont'd

WEAKNESSES	BTI's enrollment capacity falls too short of the real demand for the training in the various disciplines it offers.
OTHER COMMENTS	<p>BTI has an apprenticeship training approach, which allows the trainee a complete exposure to the real working environment which includes all the odds and hardships. The trainee earns while learning. This highly motivates trainee to dedicate himself to the job. The apprenticeship training is cost effective as the trainee is fully engaged in productive activity rather than in theoretical training activities during which period there is no productivity.</p> <p>Considering these positive points of BTI, the other technical schools should adopt this approach of on-the-job training if not entirely on apprenticeship basis but at least a certain minimum period of time be spent in the industries to let the trainees get a total feel of the real working environment in Nepalese industries.</p> <p>BTI training is strongly recommended.</p>



Profile of Training Institution

Civil Aviation Training Centre (1976)

(Department of Civil Aviation, HMG)

Sinamangal, Kathmandu

COURSES	<ol style="list-style-type: none">1. Air Traffic Control (1 year)2. Communication Operation (1 year)3. Radio Maintenance (1½ year)4. Fire Fighting and Control Basic (10 weeks)5. Public Addressing Techniques (5 weeks)6. Pilot Orientation (1 week)
DURATION	10 weeks to 18 months
ENTRANCE REQUIREMENTS	Be a university graduate between 20-25 years.
COST OF TRAINING	Rs. 789/- per course financed by HMG/Nepal.
NUMBER OF INSTRUCTORS TRAINED	21 well qualified professional staff 12 support staff
	OBSERVATION:
STRENGTHS	<ol style="list-style-type: none">1. The centre has its own building with one training hall, 3 class rooms and laboratories.2. It has 4 overhead projectors, 4 film projectors, 1 slide projector, 1 video and other equipments.3. It has 3 vehicles including one minibus to provide transport services to the trainees.4. It has a library containing 1150 books, 15 journals.
OTHER COMMENTS	The main purpose of this institution is to train manpower required for the government and public sector (so far 30 have been trained) involved in civil aviation. Therefore, this institution is not relevant to the private sector.

Profile of Training Institution

Co-operative Training Centre

New Baneshwor, Kathmandu

(Ministry of Land Reform, IMG)

COURSES	<ol style="list-style-type: none">1. Cooperative officer (6 months)2. Cooperative Inspector/Sub-Inspector/Manager (3 months)3. Salesman/Accountant4. Farmer's Group Leader/Deputy Leader5. Population Education for cooperative members.6. Cooperative education for officials, members and non-members.
DURATION	2 days to 6 months
COST OF TRAINING	Rs. 529.00 per course.
NUMBER OF INSTRUCTORS TRAINED	The centre is headed by a principal and 7 faculty members.
	OBSERVATION
STRENGTHS	Own building with hostel facility. One seminar room and 4 class rooms. One overhead projector, 2 film projectors and 1 slide projector. One jeep and one minibus. One library (5,000 books).
OTHER COMMENTS	This centre provides training to the staff of the Department of Cooperatives with a view to mobilize human and local physical resources in the villages. CTC could be developed as training centre for the rural people in the private sector but this would require a shift in the government's approach to use the cooperatives from the present parastatal organization to more involvement of private sector.

Profile of Training Institution

Cottage and Village Industry Development Board (1974)

Cihetrapati, P.O.Box 3254, Kathmandu

Tel: 211039/216938

(Ministry of Industry, HMG)

COURSES	<ol style="list-style-type: none">1. Sewing/Hosiery - 3 months2. Textile - 6 months3. Woolen carpet - 3 months4. Bamboo and cane - 3 months5. 'Ketuki' carpet - 3 months6. Carpentry - 3 months7. Dhaka weaving - 3 months8. Iron Smiths - 3 months9. 'Dhakia' - 3 months10. Jute Carpet - 3 months11. Entrepreneurial Skill Development-1½ months12. Metal works - 15 days13. Refresher Course - 15 days14. On-the-job - 1 month
DURATION	15 days to 6 months
ENTRANCE REQUIREMENTS	<ul style="list-style-type: none">* Able to read and write* Age 16 to 45 years
ENROLLMENT CAPACITY	15 in each skill
COST OF TRAINING	<ul style="list-style-type: none">* Borne by the project. Rs. 5 per day as snack allowance is given to trainees.* CTDB receives loan assistance from the World Bank.
QUALIFICATION OF TRAINERS	<ul style="list-style-type: none">* Mostly trained in Nepal by DCVI, CTDB and MTC.* Some are trained in India, in particular, Ahmedabad.
NUMBER OF INSTRUCTORS TRAINED	There are 101 Instructors in 31 districts where CTDB operates.

CTDB Cont'd

<p>TRAINING NEEDS OF THE INSTITUTION ITSELF</p>	<p>Except in the Textile, Sewing and Hosiery, there are training needs in other skills for the instructors.</p>
<p>FEED-BACK FROM THE IMPLEMENTING AGENCIES</p>	<p>About 40% of the trainees are self-employed.</p>
	<p>OBSERVATION</p>
<p>STRENGTHS</p>	<ol style="list-style-type: none"> 1. Course curriculum has been made available to set a minimum standard for trainings. 2. Most of the CTDB offices have training halls and class rooms. 3. Tools are sold to the trainees at 25% discount rate. 4. CTDB gives recommendation to Nepal Rastra Bank and the commercial banks to extend loans to the trainees.
<p>WEAKNESSES</p>	<ol style="list-style-type: none"> 1. No hostel facility is available with CTDB. 2. Inputs and raw materials are supplied by the Cottage Industry Emporium which does not have adequate network for distribution to all districts where CTDB operates. 3. Quality control is a serious problem in the CTDB trainings. Hence, the products face marketing problems. 4. CTDB has found difficulty in establishing good coordination among the various services involved in the cottage and small industry development project (CSI) in particular the commercial banks, the Nepal Rastra Bank and Cottage Industry Emporium.

14/3

OTHER COMMENTS

CIDB provides technical and managerial training, extension services to cottage industry entrepreneurs and artisans under Cottage and Small Industry Project (CSI) and different Integrated Rural Development Projects. It also extends operational and common facility services through Product Development Centres to assist development rehabilitation of promising cottage industry activities. CIDB develops marketable product designs and makes them available to craftsmen and entrepreneurs. One important task of CIDB is to undertake short term Entrepreneurial Development Programmes.

Considering the network of CIDB offices in various districts and its training activities along with the above functions, it is highly recommended that CIDB be widely mobilized for technical and skill trainings in Nepal.

Profile of Training Institution

Department of Cottage and Village Industries

Tripureswor, Kathmandu

(Ministry of Industries, HMG)

COURSES	<ol style="list-style-type: none">1. General Electrician2. General Mechanics3. Textile4. Sewing and Tailoring5. Wood works (furnishing)6. Carpet weaving7. Knitting and Hosiery
DURATION	Regular course: 2 years Mobile Training Courses: 3 months
ENTRANCE REQUIREMENTS	16-25 years of age Grade V Test Pass (Certificate + Marksheet)
ENROLLMENT CAPACITY	20 per trade per year
TYPE OF CERTIFICATE	Non-Gazetted II Class
COST OF TRAINING	Rs. 6000 per trainee per year (Rs. 400 to Rs. 700 per month for raw materials and stipend)
QUALIFICATION OF TRAINERS	Trained in Nepal, W. Germany, Japan, Israel, Pakistan, Philippines and India.
NUMBER OF INSTRUCTORS TRAINED	<ol style="list-style-type: none">6 Electrical5 Mechanical6 Furnishing (wood works)3 Textile5 Hosiery and Knitting2 Sewing and Tailoring4 Carpet weaving <hr/> <p>31 Instructors</p>
TRAINING NEEDS OF THE INSTITUTION ITSELF	There is a need for refresher training of about 1-3 months duration to officers and chief officers. The instructors need a training of about 3-6 months.

DCVI Cont'd

<p>FEED-BACK FROM THE IMPLEMENTING AGENCIES</p>	<p>Trainees generally get employment in the public sector. Janakpur Cigarette Factory, Agriculture Inputs Corp., Bansbari Shoe Factory and Birgunj Sugar Factory are the major employers for DCVI Graduates.</p>
	<p>OBSERVATION</p>
<p>WEAKNESSES</p>	<ol style="list-style-type: none"> 1. The institutional base is weak. 2. The training standard and training period along with the course contents are changed frequently. 3. The faculty is in utter frustration due to lack of incentives and promotion. The faculty has reached its saturation point and requires fresh replacements. 4. Staff turnover is extremely high, as some staff had to wait 25 years for a single promotion. 5. Budget is too low to cover raw materials, tools and equipments. 6. Instructors have difficulty because there is no standard course book and hand outs.
<p>OTHER COMMENTS</p>	<p>DCVI needs to be converted from department to a training institution. New replacement of machines, tools, and instructors are desirable. There is a considerable scope in expanding the various trades in the DCVI trainings. Of late, DCVI has realized that for technical training it is quality that counts rather than quantity. Considering the pioneering role it has played in the past and the extensive networks in the various regions in the country, DCVI should be strengthened more in a form of a technical school and expand its services in all the regions where it has offices already.</p>

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Profile of Training Institution

Department of Labor

Putali Sadak, Kathmandu

COURSES	<p><u>13 Basic Trades:</u></p> <ol style="list-style-type: none">1. Carpentry2. Masonary3. Stitching and cutting4. Weaving5. Press compositing6. Hair dressing7. Hair cutting8. House wiring9. Slate cutting10. General Mechanics - 1 year11. Bamboo and Cane - 6 months12. "Pattayasi" - 3 months13. Pottery - 1 month <p style="text-align: right;">- 6 months</p>
ENTRANCE REQUIREMENTS	<ul style="list-style-type: none">- Able to read and write.- Grade V pass for General Mechanics.
ENROLLMENT CAPACITY	20 per trade per labor supply centre.
TYPE OF CERTIFICATE	Certificate not recognized.
COST OF TRAINING	Rs. 9000 per trade per person which includes Rs. 200 stipend per person per month.
QUALIFICATION OF TRAINERS	Trained in the DCVI, Sanothimi Campus, MTC and Department of Labor.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	India
FEED-BACK FROM THE IMPLEMENTING AGENCIES	Successful in providing wage employment or self-employment in rural areas. Trainings in pottery, masonary and 'Pattayasi' proved not fruitful.

	OBSERVATION
WEAKNESSES	<p>LSC's have not been able to function in line with its objectives to impart effective income generating skills training. LSC do not have a universally recognized standard for the various skills and trades which resulted mainly due to the absence of the curriculum development program. Most of the instructors are recruited under local contract for part time. In the absence of a standard curriculum, it is natural that the instructors provide trainings based upon their own experience and skills. The LSC's are very poor in the physical facilities, even the basic training requirements, machines, hand tools are grossly inadequate.</p>
OTHER COMMENTS	<p>Labor Supply Centres were set up with three distinct objectives: collection and dissemination of labour market information, the training of manpower in basic skills and the provision of employment service. The progress in each activity have not been satisfactory. The labor market information is not collected regularly. The trainings have not been fully institutionalized with a basic minimum standard and course. The attempts in the employment services have not succeeded. It is, therefore, not possible that the LSC's shall be able to contribute to the training needs of the organized manufacturing sector in Nepal specially with regard to skilled occupations and skills.</p>

Profile of Training Institution

Hotel Management and Tourism Training Centre (1972)

Ravi Bhavan, Kalimati, Kathmandu

Tel: 215073, 213605

(Ministry of Tourism, HMG)

COURSES	<ol style="list-style-type: none">1. Food Preparation and Control2. Food and Beverage (Restaurant)3. House Keeping4. House keeping (medium)5. Front Office6. Travel and Tour7. Tourist guide8. Trekking cook9. Trekking guide and trekking waiter.
DURATION	3 weeks to 1 year
ENTRANCE REQUIREMENTS	Able to read and write Nepali to Diploma.
ENROLLMENT CAPACITY	25 in Travel and Tour. Varies in other trades.
COST OF TRAINING	Rs. 1600 to Rs. 40,000
QUALIFICATION OF TRAINERS	Diploma holders from foreign institutions.
NUMBER OF INSTRUCTORS TRAINED	15 instructors with diploma and advanced courses in their fields from UK, Australia, Italy and other European countries.
TRAINING NEEDS OF THE INSTITUTION ITSELF	Short term refresher training is required to up grade the instructors.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	Switzerland, USA, UK and France.

IMTTC Cont'd

<p>FEED-BACK FROM THE IMPLEMENTING AGENCIES</p>	<p>Trainees receiving training on travel and tour get employment very easily as there is legislation stipulating the employers to employee certificate holders. The status of other trainers are not known.</p>
	<p>OBSERVATION</p>
<p>STRENGTHS</p>	<ol style="list-style-type: none"> 1. Adequate physical facilities such as class rooms, equipments, restaurant, bar pantry, kitchen, laboratory, laundry etc. 2. There is well trained manpower.
<p>WEAKNESSES</p>	<ol style="list-style-type: none"> 1. The centre is facing financial difficulties to run training programs. 2. There is very poor institutional support from HMG. 3. The centre provides only basic and middle level training on the technical areas mentioned above in the course description. Management training is not yet provided. Middle level and Top level managements are far from the centre's sphere of activity. 4. It can not provide practical training on its premises especially on hotel training. 5. Available physical facilities are not kept up-to-date and running condition. 6. Trainers are poorly motivated to work resulting in poor quality of training.
<p>OTHER COMMENTS</p>	<p>IMTTC, given due support in financing its programs, can emerge as an effective training institution for hotel and tourism trade. The present situation of this centre is not encouraging as it is lying idle most of the time and its infrastructure and manpower are wasted. The various training programs conducted by this centre should be based upon the real needs of the tourism industry. So far no systematic study of the needs of the industry has been done nor the evaluation as to whether the trainees have benefitted commensurate to their training. IMTTC, however, realizes all these weakness, and is prepared to adjust itself to the needs of the industry. It is even ready to conduct regional or mobile training programs for the various regions the country if sponsorship is available.</p>

Profile of Training Institution

Industrial Services Centre (1974)

Balaju, Kathmandu

(Ministry of Industry, HMG)

COURSES	<ol style="list-style-type: none">1. Office management (Assistant level)2. Accountancy (Assistant)3. Entrepreneurial Development Program4. Project Plan and Analysis5. Marketing (Advertisement for marketing officers)
DURATION	7 - 15 days
ENTRANCE REQUIREMENTS	(1) Intermediate Pass (2) Inter-mediate Pass (3) SLC (4) Graduate (5) Graduate
ENROLLMENT CAPACITY	24 24 24 24 24
COST OF TRAINING	Rs. 2000/-
NUMBER OF INSTRUCTORS TRAINED	There are 60 professionals in ISC, majority of whom are trained in Business Administration and Economics.
TRAINING NEEDS OF THE INSTITUTION ITSELF	ISC realizes the strong need for training within the organization itself.

I.S.C. Cont'd

<p>COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS</p>	<p>India, Philippines</p>
	<p>OBSERVATION</p>
<p>STRENGTHS</p>	<ol style="list-style-type: none"> 1. ISC is quite well off physically. It has good class rooms, training hall, equipments such as overhead projector, video screen and deck, white board etc. 2. It has well trained manpower.
<p>WEAKNESSES</p>	<ol style="list-style-type: none"> 1. There is no long term manpower development plan, hence no resources are allocated for this activity resulting in no periodic assessment of training needs. 2. ISC feels their professionals need to develop training skills.
<p>OTHER COMMENTS</p>	<p>ISC has a potential to meet the demand of private sector in the field of management and entrepreneurial skill training. ISC has not only physical infrastructure and training facilities but also has the necessary experience in the field. It is, therefore, highly recommended that this institution be mobilized to conduct the management trainings for the private entrepreneurs. Sponsorship and other financial assistance to ISC to conduct training programs for the private sector would be a good beginning. In addition some pedagogical trainings to the ISC trainers and some technical assistance in the production of training materials and case studies would be required to enhance the training programs of the ISC.</p>

Profile of Training Institution

Legal Services Training Centre (1981)

Thapathali, Kathmandu

(Ministry of Law and Justice)

COURSES *Pre-Service *In-Service	Legal Training to HMG employees administering law in Nepal.
DURATION	3 weeks to 8 weeks
	OBSERVATION
STRENGTHS	<ol style="list-style-type: none">1. It has a library with a collection of 276 books and 336 journals.2. It has a car.3. It has one overhead projector and film projector.
WEAKNESSES	It has no building of its own.

Profile of Training Institution

Mechanical Training Centre (1962)

Balaju Industrial District, Kathmandu

Tel: 410228

(Ministry of Education and Culture, HMG)

COURSES	1. General Mechanics) 2. Electrician) 3 - year course 3. Sanitary Fitters) 4. Instructor Courses 5. Short Term Courses 6. Upgrading Courses
DURATION	3 years
ENTRANCE REQUIREMENTS	X Grade pass. Entrance examination, aptitude test Open to students from all over the country
ENROLLMENT CAPACITY	24
TYPE OF CERTIFICATE	Senior Technical SLC
COST OF TRAINING	Rs. 20,000 per student per year
QUALIFICATION OF TRAINERS	Trained as instructors in MTC, India, Pakistan and Switzerland.
NUMBER OF INSTRUCTORS TRAINED	24 Technical, 2 General and 3 Section heads.
TRAINING NEEDS OF THE INSTITUTION ITSELF	MTC is continuously short of instructors who could handle the increasing demand for technical trainings. The presently employed instructors should be provided refresher courses from time to time.
COUNTRIES APPROPRIATE PRIVATE FOR TRAINING THE TRAINERS	CTI, Madras (for fitter, turner, machinist, welder and electrician) and NTTF, Bangalore for upgrading course for instructors with higher level of pedagogy are appropriate.

MTC Cont'd

<p>FEED-BACK FROM THE IMPLEMENTING AGENCIES</p>	<p>MTC graduates have found work with HMG (32.7%) corporations (30.4%), private industries (18.0%), T.U. (6.5%) -own workshop (8.3%) -ad other trades (4.1%). The MTC graduates have good vocational prospects.</p>
	<p>OBSERVATION</p>
<p>STRENGTHS</p>	<ol style="list-style-type: none"> 1. MTC graduates have broad based technical knowledge. This speaks highly of the quality of training in MTC. 2. MTC possesses adequate and appropriate physical facilities in terms of workshops, classrooms, machinery and equipments required for good training. 3. MTC is independent from HMG in respect of recruitment of instructors and budgeting. 4. MTC has both financial and technical Swiss aid.
<p>WEAKNESSES</p>	<ol style="list-style-type: none"> 1. HMG support to MTC is poor specially in the provision of section heads, instructors, assistant instructors and administration staff. 2. Hostel facilities are inadequate. 3. MTC training does not include apprentice work during the training period. 4. MTC do not keep strong links to industries, as part of the training hence it is missing important information such as the needs of the industries and how MTC can meet such needs.
<p>OTHER COMMENTS</p>	<p>MTC has offered one of the best trainings on skilled mechanics, electrician and sanitary fitters in the country. However, the evaluation report on MTC's training courses and their effectiveness, done in 1984 recognized a need to introduce a practical industrial training of 2-3 months like apprentice training as a part of the whole training course to prepare the students to real working conditions of the industries.</p>

MTC Cont'd

Given the pioneering role played by MTC in providing technical trainings, with the present status of a good training centre, MTC is recommended to be fully utilized by the private sector.

In order to strengthen this institution, additional instructors should be recruited, and sent for training abroad.

Source: - Mechanical Training Centre An introduction, Balaju, September 1986.
- Mechanical Training Centre (MTC) An Evaluation Report, July 1984.

Profile of Training Institution

Nepal Administrative Staff College (1982)

Jawalakhel, Lalitpur

P.O. Box 2152, Kathmandu

Tel: 522-002, 522-003, 522-160

(Ministry of General Administration, HMG)

COURSES	Designed to meet the needs of the particular levels in the civil service and public enterprises both pre-service and post-service	<ol style="list-style-type: none">1. Management skills2. Planning and Project Analysis3. Financial Management4. Development Administration
DURATION		Few days to three months
ENTRANCE REQUIREMENTS		Officers from civil service and public enterprises
ENROLLMENT CAPACITY		25-30 persons
TYPE OF CERTIFICATE		NASC training is recognized by HMG for job promotions.
COST OF TRAINING		Borne by NASC
QUALIFICATION OF TRAINERS		All the faculty staff are well trained and qualified for the role of trainer. Most of them are trained in UK and Australia.
NUMBER OF INSTRUCTORS TRAINED		36 professionals 2 local consultants

	OBSERVATION
STRENGTHS	<ol style="list-style-type: none"> 1. NASC is an autonomous national level institution governed by a Council from the Ministry of General Administration. 2. It has a well trained manpower, stock and modern physical facilities which are essential ingredients of a successful training program. 3. It has its own permanent building with numerous class rooms, syndicate rooms, conference room, library, offices for trainers. EEC is assisting to expand this facility to include hostel for the trainees.
WEAKNESSES	<p>NASC provides training programmes which sound good but are not very appropriate to the government machinery which adopts its own age old bureaucratic management. There is no good balance in the course offered by the NASC and the expectations of the government employees.</p>
OTHER COMMENTS	<p>NASC is a training institution specifically created under Nepal Administrative College Act 1982 to provide necessary training for the employees of HMG and public enterprises. This institution is being supported financially and technically by Great Britain. Under the present circumstances and in the near future as well, there is no chance that the resources of this institution, both physical and manpower, will be utilized to provide administrative and management training to the private sector. If, however, the NASC's scope of training is expanded to cover private sector through the changes in its corporate objective, it could be one of the best management training institution in Nepal.</p>

Profile of Training Institution

Panchayat Training Centres

(Jawalakhel, Jhapa, Janakpur, Pokhara, Nepalgunj, Jiri)

(Ministry of Panchayat and Local Development)

COURSES	<ol style="list-style-type: none"> 1. Seminars for Panchas 2. Seminar for Divisional Chiefs 3. Training for CDO's 4. Training for LDO's 5. Seminar for Trainees 6. Seminar for Community Leaders 7. Training for Village Panchayat Secretary 8. Trainer's Training 9. Training for Panchayat Training Officers/Assistant 10. Training for Assistants & Local Development Officers 11. Seminar on Community Development 12. Accountancy 13. Panchayat Development Officer Training 14. Seminar on Land Development Tax. 				
NUMBER OF INSTRUCTORS TRAINED	Jawalakhel Janakpur Jiri Jhapa Pokhara Nepalgunj	11 7 8 9 7 8	Total 50		
OBSERVATION					
STRENGTHS	Janakpur Nepalgunj Jiri Jawalakhel Jhapa Pokhara	2 3 1 2 4 4	Class Room capacity 100 100 50 100 100 120	Hostel capacity 28 - 50 60 136 45	Equipments Film projector 2 film projectors 3 slide projector 1 Tape recorder - - - 16 mm projector slide projector

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P.T.C. Cont'd

OTHER COMMENTS	The basic objective of these centres is to train political leaders devoted to Panchayat System. Therefore these training centres have very little to do with entrepreneurial skill and management development of the private enterprises.
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Profile of Training Institution

Postal Training Centre

Shaheed Gate, Kathmandu

(Ministry of Communication, HMG)

COURSES	<ol style="list-style-type: none">1. Primary Postal Training2. Supervisor's Training (Non-Gazetted First Class and Second Class)3. Postal Banking (Saving, Fund Transfers).
DURATION	Primary Postal Training -- 10 weeks Supervisor's Training -- 1 month Postal Banking -- 2 weeks
QUALIFICATION OF TRAINERS	All trained abroad.
NUMBER OF INSTRUCTORS TRAINED	<ol style="list-style-type: none">1 Chief Training Administrator2 Trainers5 Supporting Staff
	OBSERVATION
STRENGTHS	<ol style="list-style-type: none">1. It has its own building with one room for class and one room for seminar-cum-library (1800 books).2. It has 1 film projector, 1 slide projector and 1 tape recorder.
OTHER COMMENTS	Postal services are state concerns, and the postal trainings are provided to the employees of the Department of Postal services.

Profile of Training Institution

Revenue Training Centre
Harihar Bhawan, Lalitpur
(Ministry of Finance, HMC)

COURSES	<ol style="list-style-type: none">1. Revenue Administration for Customs Department2. Public Accounts for Different Departments3. Revenue Administration for Tax Department4. Revenue Administration for Land Revenue Department5. Revenue Administration6. Seminar on Revenue Administration
DURATION	5 weeks
	OBSERVATION
STRENGTHS	<ol style="list-style-type: none">1. The centre has one overhead projector, one film projector, one slide projector and one camera.2. The centre has one Jeep and one Minibus for training programs.3. It has a library consisting of 565 books.4. The centre has it's own building.

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Profile of Training Institution

Royal Nepal Airlines Corporation

New Road, Kathmandu

Tel: 220757, 214628

COURSES In-service training	<ol style="list-style-type: none">1. Management Development Programme2. Office Management3. Marketing Management4. Financial Management5. Accounting6. Station Manager's Seminar on Management Development7. Customer Service and Sales
QUALIFICATION OF TRAINERS	Well trained in their respective fields.
NUMBER OF INSTRUCTORS TRAINED	<ol style="list-style-type: none">14 Flight operations5 Technical subjects6 Marketing2 Management
	OBSERVATION
STRENGTHS	<ol style="list-style-type: none">1. RNAC possesses a few training equipments consisting of overhead projector, slide projector, film projector, and a photocopy machine.2. West Germany and CTDA, Canada have provided technical and financial assistance for RNAC's training programs.
WEAKNESSES	<ol style="list-style-type: none">1. RNAC does not have its own building to conduct training. A rented house in Thapathali with 5 training rooms, 4 rooms for trainees is being used.
OTHER COMMENTS	<p>RNAC plans the following courses in air traffic and technical operation field Basic, Refresher and Advanced courses depending upon the needs:</p> <ol style="list-style-type: none">1. Ticketing and Fares2. Traffic control3. Cargo Handling4. Cabin Crew and Cockpit Crew5. Flight operations6. Flight Dispatcher's Conversation Course.

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Profile of Training Institution

Survey Training Centre (1978)

New Baneshwor, Kathmandu

(Ministry of Land Reforms, HMG)

COURSES	<ol style="list-style-type: none">1. Amin (1 year)2. Junior Surveyor (1 year)3. Senior Surveyor (1 year + 4 months)4. Special Course on Geoidetic observation (3 months)5. Special cartography (3 months)6. Special photogramatic course (3 months)7. Special course in Map Re-production (3 months)															
ENROLLMENT CAPACITY	125 in all per year.															
COST OF TRAINING	Rs. 2,102 per course.															
QUALIFICATION OF TRAINERS	Principal, Vice Principal and Instructors are graduates in Geography and or survey engineering and have been trained in India, Japan, UK and Netherlands. Assistant Instructors are high school graduates with advanced training in surveying techniques.															
NUMBER OF INSTRUCTORS TRAINED	1 Principal, 1 Vice Principal, 8 Instructors, 10 Assistant Instructors.															
	OBSERVATION															
STRENGTHS	<ol style="list-style-type: none">1. The centre has the following equipments: <table><tr><td>Slide projector - 1</td><td>Cadinetograph</td><td>- 1</td></tr><tr><td>Telescope Aldine-68</td><td>Automatic leveler</td><td>- 1</td></tr><tr><td>Theodelite -18</td><td>Plain, chain compas</td><td></td></tr><tr><td>Geodemitre - 1</td><td>and related</td><td></td></tr><tr><td>Photocopy machine-1</td><td>equipment</td><td>- 1 set</td></tr></table>2. It has a library with 519 books	Slide projector - 1	Cadinetograph	- 1	Telescope Aldine-68	Automatic leveler	- 1	Theodelite -18	Plain, chain compas		Geodemitre - 1	and related		Photocopy machine-1	equipment	- 1 set
Slide projector - 1	Cadinetograph	- 1														
Telescope Aldine-68	Automatic leveler	- 1														
Theodelite -18	Plain, chain compas															
Geodemitre - 1	and related															
Photocopy machine-1	equipment	- 1 set														
OTHER COMMENTS	STC provides trainings to meet the needs of the public sector in the field of surveying.															

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Profile of Training Institution

Telecommunication Training Centre (1973)

Babar Mahal, Kathmandu

(Ministry of Communication, HMG)

COURSES	<ol style="list-style-type: none">1. Basic Telecommunication2. Power Technical and upgrading3. Microwave, Digital, VHF, PCB Transmission4. Switching and exchange, outside plant technician5. Telephone, Trunk, Teleprint operator6. Telex Technician7. Management, Accountancy and Store Supply
DURATION	2 weeks to 35 weeks depending upon the subject matter.
COST OF TRAINING	Rs. 224/- per course
NUMBER OF INSTRUCTORS TRAINED	10 Technical staff well trained in their subjects 20 other instructors
	OBSERVATION
STRENGTHS	<ol style="list-style-type: none">1. TTC has its own training hall and 5 class rooms. There are 6 overhead projectors, two 16 mm and one 8 mm film projectors, one slide projector, 1 video, 1 TV and 1 film sound strip projector.2. TTC has 2 minibuses to serve the trainees.
OTHER COMMENTS	TTC has so far trained 492 personnels in the various subjects of Telecommunications. TTC's main clientele is the Government and the public enterprises. The private sector has not been offered any of their trainings.

Profile of Training Institution

Trade Promotion Centre

Lazimpat, Kathmandu

Tel: 412771/412772

(Ministry of Commerce, HMC)

COURSES	No regular courses are made available.
	OBSERVATION
WEAKNESSES	TPC is a very weak organization as reflected in its performance as a single foremost organization with its kind of specialized responsibility. This is also reflected in the numerous reports made by Irish Export Board, Dublin; Integrated Development Systems, Nepal and others.
OTHER COMMENTS	Though export training is its responsibility, no single training has been provided so far. However, TPC has been able to provide numerous seminars and workshops on the topics like export promotion, medicinal herbs development, export marketing, export financing, export market research, Generalized System of Preferences etc. These seminars have been organized on-and-off whenever foreign assistances were forthcoming. TPC with its present status can not be recommended for any substantial trainings for the private sector.

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Profile of Training Institution

Women's Training Centres (Jawalakhel, Dhankuta, Pokhara, Surkhet)

(Ministry of Panchayat and Local Development, HMG)

COURSES	<ol style="list-style-type: none">1. Refresher Courses for Women Workers2. Training for women volunteers3. Training for women supervisors4. Seminar for panchas5. Workshop on family planning6. Skill Development <p style="text-align: center;">Subjects:</p> <p style="text-align: center;">Clothing, handicraft, nutrition, community development, health and hygiene, mother and childcare, functional literacy gardening, home management, poultry etc.</p> <ol style="list-style-type: none">7. Training for Socially Disadvantaged women												
DURATION	1 month to 1 year depending upon the nature of the course.												
QUALIFICATION OF TRAINERS	University education at B.A. level.												
NUMBER OF INSTRUCTORS TRAINED	<table style="margin-left: auto; margin-right: auto;"><tr><td>Jawalakhel:</td><td style="text-align: right;">4</td></tr><tr><td>Pokhara :</td><td style="text-align: right;">4</td></tr><tr><td>Dhankuta :</td><td style="text-align: right;">8</td></tr><tr><td>Surkhet :</td><td style="text-align: right;">5</td></tr><tr><td colspan="2" style="text-align: center;"><hr style="width: 10%; margin: 0 auto;"/></td></tr><tr><td>Total</td><td style="text-align: right;">21</td></tr></table>	Jawalakhel:	4	Pokhara :	4	Dhankuta :	8	Surkhet :	5	<hr style="width: 10%; margin: 0 auto;"/>		Total	21
Jawalakhel:	4												
Pokhara :	4												
Dhankuta :	8												
Surkhet :	5												
<hr style="width: 10%; margin: 0 auto;"/>													
Total	21												
	OBSERVATION												

STRENGTHS	Class rooms	Class room capa- city	Hostel capacity	Equipment
	Jawalakhel	2	75	50 Film projector Slide projector
	Pokhara	2	35	25 Slide projector Power generator
	Dhankuta	4	200	45 Slide projector Film projector Cassette player/ camera
	Surkhet	1	75	32 Film projector Slide projector
Physical facilities and trainers are already available at 4 centres in the country.				
WEAKNESSES	While skill development trainings are provided, lack of follow up skills for marketing or entrepreneurship makes the usefulness of income generating trainings questionable.			
OTHER COMMENTS	One of the principal objectives of the Women's Training Centres are to help rural women to supplement their family income by providing them income generating skills. There is a tremendous scope in enlarging the number of skills and trades covered in the present list. In order to make these centres capable of offering trainings of higher level than the presently offered basic income generating skills, these centres need to be upgraded institutionally. Special training to women trainers on entrepreneurial skill will be highly desirable. It is, therefore, recommended that these training centres be motivated and mobilized to formulate training programs to attract women to develop their entrepreneurial skill and managerial capability.			

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IV. Training Institutions under Tribhuvan University (TU)

1. Centre for Economic Development and Administration (CEDA)
2. Faculty of Management
3. Engineering Campus, Pokhara
4. Institute of Engineering, Dharan
5. Institute of Engineering, Pulchowk, Lalitpur
6. Institute of Science and Technology, Dharan
7. Sanothimi Vocational Campus
8. Thapathali Mechanical Campus

Profile of Training Institution

Centre for Economic Development and Administration (CEDA) (1969)

Tribhuvan University, P.O. Box 797

Kirtipur Tel: 213325, 213851

COURSES	<ol style="list-style-type: none">1. Executive Development Training for Under Secretaries of HMG/Nepal.2. Management Training of Top and Middle Level managers of both private and public sectors.3. Seminar on Research Methodology.
DURATION	* Not less than 10 days in case of training * One day or more in case of seminars
ENROLLMENT CAPACITY	25 - 35
TYPE OF CERTIFICATE	* Certificate of attendance * Recognized by other institutions.
COST OF TRAINING	Rs. 30,000 to Rs. 50,000 for a traing event of 10 days duration.
QUALIFICATION OF TRAINERS	Masters and Ph.D's Business Administration, Economics, Statistics, Geography, Political Science, Cultural Anthropology and other relevant fields.
NUMBER OF INSTRUCTORS TRAINED	8 Management 5 Research Methodology
TRAINING NEEDS OF THE INSTITUTION ITSELF	Not required.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	Not applicable.

CEDA Cont'd

	OBSERVATION
STRENGTHS	<ol style="list-style-type: none"> 1. CEDA has excellent physical facilities such as training halls, syndicate rooms, equipments, hostel facilities (unfortunately not used). 2. A highly qualified and trained faculty. 3. Established tradition, experience and credibility in trainings.
WEAKNESSES	<p>"CEDA is in very low shape at present" says the vice chancellor of the Tribhuvan University.</p>
OTHER COMMENTS	<p>CEDA's major thrust is on the improvement of the efficiency, skill and quality of service especially of the public sector. The private sector is not of immediate interest to CECA. CEDA, nevertheless, possesses considerable human and physical resources that can be utilized for the training of private entrepreneurs. This institution has expressed its willingness to open its doors to private trainings if sponsorships are available.</p>

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Profile of Training Institution

Faculty of Management

T.U., Kathmandu

COURSES: Three Levels - Proficiency - certificate - Diploma - Masters	<ol style="list-style-type: none">1. Business Management2. Marketing3. Management and Financial Accounting4. Economics5. Business law6. Finance and Insurance7. Statistics and Quantitative Analysis
DURATION	2 years in each level
QUALIFICATION OF TRAINERS	Most of the teachers have Master Degrees in Business Administration and Economics.
TRAINING NEEDS OF THE INSTITUTION ITSELF	Training to the instructors in the FOM is a vital need as they can be instrumental in providing practical academic courses to the students.
	OBSERVATION
STRENGTHS	The teaching faculty is young, and hence possesses potential for improvement.
WEAKNESSES	<ol style="list-style-type: none">1. The nature of courses are basically theory, and the approach taken by FOM is academic. The courses are borrowed from Indian and American schools (lately). The relevance of these courses in the context of Nepali environment is doubtful except to the extent of conceptualization.2. Practical relevance of the courses to the Nepali entrepreneurs are remote.3. FOM does not conduct any training programs for industrial entrepreneurs.

OTHER COMMENTS	<ol style="list-style-type: none">1. There is a tremendous potential of developing the staff of FOM in offering practical trainings in managerial skill development required by the business community along with the requirements of the university students, public service, teachers and instructors.2. Use of participative method, problem solving and decision making methods should receive more emphasis than the presently employed lecture method.3. Practical experience in management is highly desirable element in management teaching.4. The FOM infrastructure can be used to fulfill the management training needs of the private sector given some changes in the present teaching approach. <p>A clearly designed staff development program is a matter of priority for any improvement in the FOM management education.</p>
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Sources: - Report on Mission to Nepal (December 17, 1979 - January 9, 1980), J.A. Bates, The Queens University of Belfast, 17 March 1980.

- An Assessment of Export Training Needs of Nepal, IDS, November 1981.

Profile of Training Institution

Engineering Campus (1986)

(Tribhuvan University)

Pokhara

COURSES	1. Construction 2. Electrician 3. Mechanics
DURATION	3 years
ENTRANCE REQUIREMENTS	Grade VII pass 16 years completed
ENROLLMENT CAPACITY	Construction 64 Electrician 32 Mechanics 64
TYPE OF CERTIFICATE	Trade certificate equivalent to SLC.
COST OF TRAINING	Rs. 200 per month, free hostel, meals to be paid, Rs. 150 stipend to 25% of the students.

Profile of Training Institution

Institute of Engineering

Tribhuvan University

Dharan

COURSES	<ol style="list-style-type: none">1. Mechanical: Welding, Fabrication, Autobody Mechanics, Air Conditioning, Refrigerating2. Electrical: Domestic and Industrial Wiring, Motor Rewinding3. Construction: Plaster, Brick-laying, Carpentry
DURATION	2½ to 3 years
ENTRANCE REQUIREMENTS	<ul style="list-style-type: none">. VII Grade Pass. 16 years old. Nepali Citizen. Health. Entrance Examination. Interview
ENROLLMENT CAPACITY	Mechanical : 72 Electrical : 48 Construction : 72
TYPE OF CERTIFICATE	Technical SLC
COST OF TRAINING	Rs. 18,000 per student per year but this cost is fully subsidized by T.U. The students are provided free tuition and a stipend of Rs. 200 per month.
TRAINING NEEDS OF THE INSTITUTION ITSELF	There is a strong need for training the trainers required by this campus. Currently, 65 instructors have been trained by the Pulchowk Engineering Campus. 30 have been pursuing higher level training. 10 more trainers are getting B.E. level study this year.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	India and Asian Countries
	OBSERVATION
STRENGTHS	<ul style="list-style-type: none">. Adequate manpower. Modern physical facilities. Physically, this campus is fully equipped with training equipments.

WEAKNESSES	<ul style="list-style-type: none"> . Inadequate fund for raw materials procurement. . Underdeveloped library . Inadequate linkage between the institution and the industrial sector . Rigid administration of T.U.
OTHER COMMENTS	<p>Inspite of the excellent physical infrastructure and trained manpower availability, the Dharan Campus has not been able to fully utilize its facilities. The linkage with the private sector needs to be established. In order to make the campus more effective in its operation and enhance its reputation as a strong technical training institution, the following are suggested:</p> <ol style="list-style-type: none"> 1. Provision of funds to adequately procure the training materials which are, at present, in short supply. 2. Development of laboratory facilities. 3. Organization of exhibitions of the work the institution has done successfully. 4. Promotion of the institute itself through marketing approach. 5. Expansion of the technical consultancy services that the institute is presently rendering to the general public more on the style of a private sector industry. 6. Formation of a management committee comprising T.U., private sector industrialists of the region, and representatives from the Federation of Chambers of Commerce and Industries.

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Profile of Training Institution

Institute of Engineering

Pulchowk, Lalitpur

Tribhuvan University

COURSES	<u>Certificate level</u>	<u>Bachelor level</u>
	1. Civil Engineering 2. Architectural " 3. Electrical " 4. Radio Electronics 5. Air conditioning	1. Civil Engineering
DURATION	3 years	4 years
ENTRANCE REQUIREMENTS	* High SLC score in aggregate * SLC pass with high score on Mathematics and English	* Proficiency certificate * Written test
ENROLLMENT CAPACITY	<u>Certificate level</u>	<u>Bachelor level</u>
	Civil Engineering 300 Architectural " 70 Electrical " 24 Radio Electronics 24 Air conditioning 24	48
TYPE OF CERTIFICATE	Certificate level Bachelor level	
NUMBER OF INSTRUCTORS TRAINED	Engineers : 100 General subject Teachers : 50 Instructors: 150 <hr/> All together 300	

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IOE Pulchowk Cont'd

FEED-BACK FROM THE IMPLEMENTING AGENCIES	Employment prospect for the graduates of this institute is good.
	OBSERVATION
STRENGTHS	All the physical facilities and training equipments are modern as they are received under foreign aided projects.
WEAKNESSES	<ol style="list-style-type: none"> 1. The majority of the teaching staff of the institute lack both practical industrial experience and pedagogical training. 2. The institute is under the Tribhuvan University administration whose rules and regulations give many obstructions in the efficient functioning of the institute. 3. The institute has financial difficulties.
OTHER COMMENTS	The institute has undergone a number of changes in its status as a training institution. After much discussions IOE has decided to its present courses of proficiency level (3 years) and bachelor level (4 years) scrapping all the basic skill and trades level courses. Considering the advantages of having good physical infrastructure and equipments, this institute can be recommended for further consolidation with trainings to its teachers.

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Profile of Training Institution

Institute of Science and Technology

Tribhuvan University, Dharan Campus

Hattisar, Dharan Tel: 226

COURSES	<ol style="list-style-type: none">1. B. Tech. (4 years after I.Sc. or I. Tech.)2. I. Tech (2 years after SLC)3. I.Sc. (2 years after SLC-general courses)
ENTRANCE REQUIREMENTS	SLC pass in II division for I. Tech. and I.Sc. I.Sc./I.Tech. pass for B. Tech.
ENROLLMENT CAPACITY	20 in each level every year.
TYPE OF CERTIFICATE	I.Sc. Certificate B.Tech. Degree
COST OF TRAINING	Full fee payment of Rs. 220 for 3 months payable in installments. 10% of the students receive free tuition. 30% of the students receive Rs. 2000 stipend per year.
QUALIFICATION OF TRAINERS	Science post graduates from T.U. and specialized degrees in food technology, food engineering, dairy technology from foreign universities.
NUMBER OF INSTRUCTORS TRAINED	37 faculty members
FEED-BACK FROM THE	I. Tech. Course is not in demand. But B. Tech. Course is popular. The graduates of this institute have been employed by many public and private industries in Nepal.
	OBSERVATION
STRENGTHS	<ul style="list-style-type: none">. Adequate physical facilities. Well trained manpower. Special expertise on food technology

IOST Cont'd

<p>WEAKNESSES</p>	<ul style="list-style-type: none">. Lacks autonomy in campus administration as it is under T.U. which has rigid regulations.. Limited financial resources, not sufficient to procure training materials. It is shameful to note that the students have to bring them for experimental purposes.. Inadequate library facility.. Inadequate hostel facility.
<p>OTHER COMMENTS</p>	<p>T.U. should allow the institute to function in an autonomous way. T.U. or government should appropriate a reasonable amount of fund to this institute. Since the institute produces manpower required by the private sector, particularly in food technology, the latter should be asked to participate in this institution by making some financial and other contributions. A board constituting the T.U., HMG and the private sector involved in food industry should be constituted to make general policies of the institute and the course curricula. Since teaching alone does not utilize the faculty fully, industrial consultancy service be promoted further. This consultancy service can be specialized in food items.</p>

V/V

Profile of Training Institution

Sanothimi Vocational Campus (TU)

Sanothimi, Bhaktapur

COURSES	1. Business 2. Home Science 3. Trade and Industry 4. Science
DURATION	For proficiency certificate - 2 years For Diploma - 2 years
ENTRANCE REQUIREMENTS	For proficiency certificate level- SLC with English. For Diploma - Proficiency certificate.
ENROLLMENT CAPACITY	25 in each trade.
TYPE OF CERTIFICATE	Proficiency Certificate and Diploma
COST OF TRAINING	Regular T.U. fee
NUMBER OF INSTRUCTORS TRAINED	Nepal - 25 Abroad 20 Total 65
TRAINING NEEDS OF THE INSTITUTION ITSELF	There is a need for pedagogical training.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	USA, Japan, Philippines
FEED-BACK FROM THE IMPLEMENTING AGENCIES	Most (80%) of the trainees are already employed as primary school teachers, sponsored by their school or foreign aided projects. Only 20% of the students come from self-finance who are not easily employed.

S.V.C. Cont'd

	OBSERVATION
STRENGTHS	<ol style="list-style-type: none"> 1. This is the only vocational campus level institute in Nepal. 2. It has adequate equipments and physical infrastructure and trained manpower.
WEAKNESSES	<ol style="list-style-type: none"> 1. Due to changes in the education policy, the schools in Nepal can now recruit vocational teachers without vocational teacher training. The trained teachers produced by this campus no longer possess the kind of value as before due to this shift in the change in govt. policy. 2. The trainers of this campus who received training on their own finance, do not easily get employment. 3. Advanced study prospects in the fields, provided by the school is gloomy as there are no institutions giving advanced courses in Nepal.
OTHER COMMENTS	<p>This campus was established with an aim to train specialists for the specific jobs within a short period. These specialists were supposed to be vocational teachers in the various vocational schools that were set up by the National Education System Plan of 1977. But these vocational schools lost their existence, and the Technical School Programme replaced them. This shift in the policy hit hardly on this campus operation.</p> <p>Today this campus is functioning more like the regular TU campuses, thus losing the real vocational touch to it. Therefore, this campus training program has failed to maintain its original appeal and the trainings have not been very popular.</p>

Profile of Training Institution

Thapathali Mechanical Campus (1964)

Tribhuvan University, Kathmandu

Tel: 212369

COURSES	<ol style="list-style-type: none">1. General Mechanical Engineering (3 years)2. Automobile Engineering (3 years)3. Teachers Training (1 year) - Not regularly offered4. Short Term courses for industries (2 months) - not regularly offered.
ENTRANCE REQUIREMENTS	S.L.C. pass
ENROLLMENT CAPACITY	24 students per intake. With time variation another 24 students can be enrolled.
TYPE OF CERTIFICATE	Non-Gazetted II class Technician with academic prospects.
COST OF TRAINING	Rs. 17,000 per student per year except capital cost and depreciation of machines and tools.
QUALIFICATION OF TRAINERS	Most of the instructors are trained in West Germany (23 months Teacher's Training) Japan (12-15 months under JICA), Italy, UK, Germany, Thailand, Singapore, Malaysia (3-6 months under ILO).
NUMBER OF INSTRUCTORS TRAINED	32 instructores, 6 lecturers and 4 part time lecturers.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	South East Asian countries are better.

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TMC Cont'd

FEED-BACK FROM THE IMPLEMENTING AGENCIES	The students with mechanical engineering do not face employment problem. They are generally absorbed by the private sector. The automobile engineering students look for government jobs.
	OBSERVATION
STRENGTHS	The campus has adequate equipments, physical infrastructure, and trained manpower.
WEAKNESSES	<ol style="list-style-type: none">1. Lack of autonomy from TE.2. Entrance to campus is based upon SLC score in Math and English, without any aptitude test.3. Oral interview is not administered.
OTHER COMMENTS	Given the proper guidance and autonomy in the campus administration, this campus possesses considerable potentiality to produce highly skilled technical manpower. Already new trades are proposed to be included in the present list. The new trades are electrical, refrigeration and air conditioning. The World Bank is extending some loans. This campus is also interested to offer mechanical draftmanship course which has a good demand.

V. Vocational Schools

1. Bheri Technical School, Surkhet (Proposed)
2. Dhankuta Technical School
3. Dhawalagiri Technical School (Proposed)
4. Hetauda Technical School (Proposed)
5. Jiri Technical School
6. Karnali Technical School, Jumla
7. Lahan Technical School (Proposed)
8. Lalitpur Junior Technical School
9. Rapti Technical School, Dang (Proposed)
10. Sano Thimi Technical School
11. Seti Technical School, Doti (Proposed)
12. Vocational Training Centre, Biratnagar
13. Woman Polytechnic School (Proposed)

Profile of Training Institution

Bheri Technical School (Proposed)

Surkhet

(Ministry of Education and Culture, IMC)

COURSES	<ol style="list-style-type: none">1. Construction2. Rural Mechanics3. Electricity4. Agriculture
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VII pass; open to students from Surkhet, Bardia, Dailekh and Banke
ENROLLMENT CAPACITY	25 in each trade

Profile of Training Institution

Dhankuta Technical School (1984)

(Ministry of Education and Culture, HMC)

COURSES	Agriculture
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VII pass Open to students from Dhankuta, Tehrathum, Sankhuwasava and Bhojpur.
ENROLLMENT CAPACITY	25
TYPE OF CERTIFICATE	Technical SLC

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Profile of Training Institution

Dhawalagiri Technical School (Proposed)

Mustang

(Ministry of Education and Culture, HMC)

COURSES	<ol style="list-style-type: none">1. Trekkers' Guide2. Lodge Management3. Souvenir Making4. Wool Processing5. Fruits Processing
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VII pass Open to students from Parvat, Baglung, Myagdi and Mustang
ENROLLMENT CAPACITY	20 in each trade
TYPE OF CERTIFICATE	Training and skill level.

Profile of Training Institution

Hetauda Technical School (Proposed)

(Ministry of Education and Culture, HMG)

COURSES	1. Construction 2. Mechanical 3. Electrical
DURATION	6 months to 4 years
ENTRANCE REQUIREMENTS	Grade VII, pass open to students from all over the country.
ENROLLMENT CAPACITY	8 to 32 per trade
TYPE OF CERTIFICATE	Training and skill level.

Profile of Training Institution

Jiri Technical School (1985, Jiri

(Ministry of Education and Culture, HMG)

COURSES	1. Agriculture 2. Construction 3. Health
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VII pass open to students from Dolakha, Solukhumbu, Ramechhap, Sindhupalchowk and Okhaldhunga Districts.
ENROLLMENT CAPACITY	20 in Agriculture 20 in Construction 15 in Health
TYPE OF CERTIFICATE	Technical SLC

Profile of Training Institution

Karnali Technical School (1980)

(Ministry of Education and Culture, HMG)

Jumla

COURSES	1. Construction 2. Health 3. Agriculture
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VII pass open to students from Humla, Dolpa, Jajarkot, Kalikot, Mugu and Jumla.
ENROLLMENT CAPACITY	20 each in construction and agriculture 10 in health
TYPE OF CERTIFICATE	Technical SLC
	OBSERVATION
OTHER COMMENTS	This school is assisted by United Mission to Nepal.

Profile of Training Institution

Lahan Technical School (1983)

(Ministry of Education and Culture, HMG)

COURSES	1. Agriculture 2. Construction
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VII pass
ENROLLMENT CAPACITY	25 in each trade; open to students from Siraha, Udayapur, Saptari, Sindhuli and Solukhumbu.
TYPE OF CERTIFICATE	Technical SLC

Profile of Training Institution

Lalitpur Junior Technical School (1983)

(Ministry of Education and Culture, HMG)

Man Bhawan, Lalitpur

COURSES	<ol style="list-style-type: none">1. Wood works2. Metal work3. Leather work4. Office Management (Secretarial Science)
DURATION	2 years except for office management which requires 3 years
ENTRANCE REQUIREMENTS	Grade V pass for wood works, metal works and leather work. Grade X pass for office management Open to students from all over the kingdom.
ENROLLMENT CAPACITY	16 in each trade except in leather work which takes 8 students and office management which takes 12 students.
TYPE OF CERTIFICATE	Junior Technical School
COST OF TRAINING	Rs. 200 per month plus Rs. 50 for lodging.
	OBSERVATION
OTHER COMMENTS	<p>This school was funded by OXFAM and its management is very much like the private sector. This is one of the few specialized technical schools in the country. The school has so far produced 23 trainees only.</p> <p>Except for the size and capacity of the school, this technical school is very good in its industry wise training.</p>

Profile of Training Institution

Rapti Technical School (Proposed)

Dang

(Ministry of Education and Culture, HMG)

COURSES	<ol style="list-style-type: none">1. Construction2. Rural Mechanics3. Leather works4. Agriculture
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VII pass; open to students from Dang, Salyan, Rukum and Pyuthan districts.
ENROLLMENT CAPACITY	25 in each trade.

Profile of Training Institution

Sano Thimi Technical School (1983)

Sano Thimi

Bhaktapur, Tel: 215688

(Ministry of Education and Culture, HMG)

COURSES * Basic Course * Advanced Course	1. Mechanics 2. Auto-mechanics 3. Tailoring
DURATION	Basic course 1 year Advanced course 2 years plus 10 months on the job training.
ENTRANCE REQUIREMENTS	* Underprivileged youngsters * Grade VII pass with Science, Mathematics and English * Candidates with low grades or physical fitness are offered tailoring course.
ENROLLMENT CAPACITY	Basic course 48 (in 2 shifts) Advanced: Mechanical 32 Auto-mechanics 36 Tailoring 54
COST OF TRAINING	Rs. 1800 per person per month
QUALIFICATION OF TRAINERS	Trained in MTC, Balaju and Thapathali Campus.
NUMBER OF INSTRUCTORS TRAINED	2 instructors are trained in Denmark for 3 months.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	Philippines, Singapore.

S.T.S. Cont'd

	OBSERVATION
STRENGTHS	<ol style="list-style-type: none"> 1. Autonomous body 2. It receives duty free privileges for education material imports. 3. It is financially strong as it is founded by DANIDA. 4. Good physical infrastructure and sufficient manpower.
WEAKNESSES-	<ol style="list-style-type: none"> 1. There are shortages of machines e.g. leather machine. 2. Raw materials such as iron, gas, coal are in short supply for the institution. 3. Local market is not developed for supply tools required for the trainings. 4. There are shortages of trained general mechanics.
OTHER COMMENTS	<p>This school is designed especially for the underprivileged children who undergo certain general education in the schools in Raktakali, Deupatan, Kanya Nicketan, Bhaktapur and Thimi from grade I to VII. The students passing Grade VII from these schools are enrolled in this technical school. It is clear, therefore, that the scope of this school is limited. However, the number of students it produces is quite substantial compared to other schools. Since the first batch of students are graduating this year, we have to wait to see how technically good this institutions is.</p>

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Profile of Training Institution

Seti Technical School (Proposed)

Doti

(Ministry of Education and Culture, HMG)

COURSES	<ol style="list-style-type: none">1. Construction2. Rural Mechanics3. Agriculture
DURATION	4 years
ENTRANCE REQUIREMENTS	Grade VII pass; open to trainee candidates from Ashham, Doti and Dadeldhura districts.
ENROLLMENT CAPACITY	25 in each trade.

Profile of Training Institution

Vocational Training Centre

Rani, Biratnagar

(Ministry of Labour & Social Welfare, IMG)

COURSES	Mechanical courses on: 1. Bench Shop Fitting 6 months 2. Machine Shop 1 year 3. Sheet metal 6 months 4. Forging 3 months 5. Welding 3 months
ENTRANCE REQUIREMENTS	. VII Pass . 18 years old . Nepali citizen . Rs. 50 earnest money
ENROLLMENT CAPACITY	30 persons
TYPE OF CERTIFICATE	Technical SLC
COST OF TRAINING	Students receive Rs. 180 stipend.
QUALIFICATION OF TRAINERS	. Mechanics Certificate . Work Experience
TRAINING NEEDS OF THE INSTITUTION ITSELF	Instructor training is essential.
COUNTRIES APPROPRIATE FOR TRAINING THE TRAINERS	Thapathali Campus is preferred.
	OBSERVATION
STRENGTHS	Being one of the oldest training centre, it's known to the public.

VTC Cont'd

WEAKNESSES	<ul style="list-style-type: none">. VTC does not have its own building.. It has out dated machines and tools used for training.. There is an acute shortage of raw materials and others required for training.. There are no well trained instructors.
OTHER COMMENTS	<p>This institution does not have any impressive traits neither in manpower nor in training equipments. It seems HMG has just allowed to survive it rather than make it an effective training institution.</p>

Profile of Training Institution

Women Polytechnic School (Proposed)

Sano Thimi, Bhaktapur

(Ministry of Education and Culture, HMG)

COURSES	<ol style="list-style-type: none">1. Architectural Assistantship2. Interior Design and Decoration3. Commercial Art4. Medical Laboratory Technician5. Pharmacy6. Food Technology7. Occupational English8. Office Management9. Secretarial Practice10. Garment Technology11. Hotel and Lodge Management12. Travel and Tourism13. Library Science
DURATION	1 to 3 years
ENTRANCE REQUIREMENT	<p>* Vary from Grade VII pass to SLC pass depending upon the course.</p> <p>* Open to students from all over the country.</p>
ENROLLMENT CAPACITY	15 to 25 in each trade.
TYPE OF CERTIFICATE	From Training Level to Technician Certificate.

APPENDIX V : OUT-COUNTRY INSTITUTIONS

TRAINING INSTITUTIONS: ABROAD

SOUTH ASIAN ASSOCIATION OF REGIONAL COOPERATION

(SAARC) COUNTRIES

1. Bangladesh
2. India
3. Pakistan
4. Sri Lanka

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BANGLADESH (PEOPLE'S REPUBLIC OF)

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
123	1	Bangladesh Industrial Technical Assistance Centre (BITAC)	Tej Gaon Industrial Area Dhaka-8	No		
272	2	Vocational Teachers Training Institute	Bogra	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
001	1	National Council for Cement and Building Materials	M10 South Extension II New Delhi-110 049	Yes	Cement Technology	
002	2	Advanced Training Institute for Electronics and Process Instrumentation	Ramanthapur Hyderabad-500 013	Yes	Electronics and Process Instrumentation	
004	3	Central Food Technological Research Institute	Mysore-570 013	No		
006	4	Central Leather Research Institute	Madras- 600 020	No		
007	5	Fur and Wool Technology Division Regional Research Laboratory (CSIR)	Canal Road Jammu Tawi-180 001	No		
008	6	Welding Research Inst.	Tiruchirapalli-620 014	No		
011	7	Forest Research Institute and Colleges	Dehra Dun-248 001	Yes	Forestry	
012	8	Ahmedabad Textile Industry's Research Association	P.O. Polytechnic Ahmedabad-380 015	Yes	Spinning Weaving Wet Processing Analysis and Testing	
015	9	National Institute for Training in Industrial Engineering (NITTE)	Vihar Lake Bombay-400 087	Yes	Industrial Engineering	

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
016	10	College of Engineering Anna University	Madras-600 025	Yes	B.E., M.E., M.R.A.	
017	11	National Institute of Small Industry Extension Training (NISIET)	Yousufguda Hyderabad-500 045	Yes	1. Small Industry Promotion 2. Small Industry Management 3. Training Methods and skills 4. Planning and Promotion of Agro-Industries	
024	12	Development Banking Centre of Indian Management Development Inst.	Bangalore	No		
026	13	Industrial Research Laboratory	Calcutta-15	No		
038	14	National Environmental Engineering Research Institute	Nagpur-440 020	No		
044	15	Fertilizer Association of India	10, Shaheed Jit Singh Marg New Delhi-110 067	Yes	1. Fertilizer Distribution 2. Agricultural Sciences 3. Other Short-Term Training programs	
065	16	Indian Standards Institution	9 Bahadur Shah Zafarmarg New Delhi-110 002	Yes	1. Standardization and Quality Control 2. Pesticide formulations 3. Company standardization	
080	17	Central Salt and Marine Chemical Research Institute	Bharnagar-364002 Gujarat	No		
083	18	Structural Engineering Research Centre	Madras-600 020	No		
104	19	National Institute for Entrepreneurship and Small Business Development	NSIC-PDTC Campus New Delhi-110 020	Yes	1. Entrepreneurial motivation 2. Enterprise launching and Management 3. Conducting Programs for Trainers, Promoters, and entrepreneurs	

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
107	20	Indian Institute of Foreign Trade	93 Nehru Bhavan New Delhi-110 019	No	4. Entrepreneurship Development	Training areas not mentioned
113	21	Indian National Scientific Documentation Centre (INSDOC)	14, Satsang Vihar Marg, New Delhi 110 067	Yes	Short term training on: 1. Industrial Information 2. Information Entrepreneurship	
116	22	Central Institute of Tool Design	Balanagar, Hyderabad-500037	Yes	1. Tool Design 2. Tool, Die, and mould Design	
119	23	Indian Institute of Packaging	Andheri (East) Bombay-400 -93	No		
126	24	National Productivity Council (NPC)	Lodi Road, New Delhi-110003	Yes		
145	25	Technical Teacher's Training Institute	Lodi Road, New Delhi-110003 Madras	No		
149	26	International Management Institute	B-31/5 Kailash Colony New Delhi-110048	No		
150	27	Faculty of Rural Health and Sanitation, Gandhi Gram Rural Institute Deemed University	Gandhigram 624302 Anna Dist. Tamil Nadu	Yes	1. Micro Level Planning 2. Rural Development 3. Cooperative Management	
151	28	South India Textile Research Association	P.B. No. 3205 Coimbatore 641014	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
152	29	Administrative Staff College of India	Bella Vista Hyderabad-500 049	Yes	1. General Management 2. Organization Behaviour 3. Personnel Management and Industrial Relations 4. Marketing 5. Computers and Management Information Systems	Asked for more information
156	30	Foreman Training Institute	Post Bag No. 2232 Tumkur Road Banga- lore-560 022	Yes	1. Foremanship 2. Welding Engineering 3. Maintenance Engineering	
157	31	Indian Jute Industries Research Association	17, Taratola Road Calcutta 700 088	Yes		
164	32	Indian Institute of Science	Bangalore- 560 012	No		
165	33	Indian Institute of Technology	Madras-600 036	No		
166	34	Indian Institute of Management	Diamond Harbour Road Calcutta- 700 027	Yes	1. Behavioural sciences 2. Management Information Systems 3. Personnel Management and Industrial Relations	
168	36	National Institute of Foundry and Forge Technology (A Govt. of India Project Assisted by UNDP-UNESCO)	P.O. Hatia Ranchi-834 003	Yes	1. Foundry/Forge Technology 2. Moulding and Core Making 3. Pattern Technology	
169	37	Indian Institute of Handloom Technology	Salem-636 001 Tamil Nadu	Yes	Diploma Course in Handloom Technology	

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MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
170	38	Institute of Hotel Management Catering Technology and Applied Nutrition	Dadar Bombay-400 028	No		
171	39	Institute of Jute Technology	35 Bally Gunge Circular Road, Calcutta-12	No		
172	40	Prototype Development and Training Centre	New Delhi-110 020	Yes	1. Machinist 2. Fitter 3. Moulder cum Pattern Maker 4. Tool Design 5. Wooden Furniture Manufacturing & Designing	
173	41	Institute of Hotel Management Catering Technology & Applied Nutrition	Tharamani P.O. Madras 600 113	Yes	Hotel Management	
174	42	Institute of Catering Technology and Applied Nutrition	21 Convent Road Calcutta-14	No		
194	43	Allen-Bradly Control Ltd.	Shahibbad, New Delhi 201010	No		
195	44	Nettur Technical Training Foundation (NTTF)	Tellichery, Bangalore	No		

INDIA-6

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
198	45	Advanced Training Institute Ministry of Labour, Government of India	Udyog Nagar Kanpur-208022	Yes	1. Advance Welding Techniques 2. Tool Design and Tool Making 3. Electrician	
200	46	C.M.S. Industrial Training Institute	Kanyakumari District Azikia-Pandipurom	No		
201	47	Industrial Training College	Palai, Kerala	No		
202	48	Central Staff Training & Research Institute	Howrah, Calcutta-711105	Yes	1. Training for skill development 2. Management of Industrial Training Institutes 3. Audio Visual Aids in Training (and many more)	
204	49	Advance Training for Instructors	Sion, Bombay 400022	No		
206	50	Department of Business and Industrial Management South Gujarat Univ.	University Campus Edhana-Magdalla Road, Surat-395 007	Yes	MBA	
207	51	Indian Institute of Social Welfare and Business Management	College Square Calcutta-7	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
208	52	Central Labor Institute Ministry of Labour Government of India	N.S. Mankiker Marg Sion, Bombay- 400022	Yes	Short courses on: 1. Occupational physiology 2. Management of Occupational Stress 3. Work Study and Wage Incentives 4. Disorders to Engineering Industry 5. Employee Counselling in Industry 6. Industrial Safety	
209	53	Regional Vocational Institute for Women	Veer Savarhar Marg Dadar, Bombay- 400028	No		
210	54	National Vocational Training Institute for Women	Kasturba Gandhi Marg New Delhi-110 001	No		
211	55	Hindustan Teleprinter Ltd.	Guindy, Madras-32	No		
212	56	Handmade Paper Institute	K.B. Joshi Road, Poona-5	No		
213	57	Regional Directorate of pprenticeship Training	Bombay Road, Sion Bombay-400 022	No		
214	58	Regional Directorate of Apprenticeship Training	234/4 Nizam Palace Calcutta-20	No		
215	59	College of Ceramic Technology	71, A.C. Banerjee Lane Calcutta-10	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
216	60	P.S.G. College of Technology	Coimbatore-641004	No		
217	61	Association of the Physically Handicapped Training Centre	P.O. Fraser Town Bangalore-560 005	No		
218	62	Welfare Industrial Training Centre	Vaikom-686 141, Kerala	No		
219	63	Agnel Industrial Training Institute	Bombay-400 050 Bandra	No		
220	64	Auto-Skills Institute o. Automobile Technology	Sharanpur road Nosik-422 005	Yes	1. Automobile Mechanics 2. Engineering Drawing 3. Basic Workshop Technology 4. Workshop Calculations and Science	
221	65	Don Bosco Technical Institute	Fatorda, Goa 403602	No		
222	66	Electro Technical Institute	Dist. Ahmednagar P.O. Shri Rampur 413709	No		
223	67	Joseph Cardijn Technical School	Dadar, Bombay 400 014	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
224	68	Methodist Technical Institute	Sama Road Baroda-390 008	Yes	1. Tool and Die Making 2. Fitter 3. Turner 4. Auto Engine Technician 5. Civil Draughtsman 6. Mechanical Draughtsman 7. Food Processing and Preservation 8. English Secretarial Course	
225	69	Shilpalaya Technical	Andheri East, Bombay-400 093	No		
226	70	Sophia College	Bhulabhai Desai Road Bombay 400 026	No		
227	71	St. Francis Industrial Training Institute	Bombay-400 103	Yes	1. Electrician 2. Mechanic (Motor Vehicle) 3. Draughtsman (Mechanical) 4. Turner 5. Fitter 6. Wood Work Technology 7. Printing Machine Operator	
228	72	St. Joseph Industrial Training Institute	Kurla, Bombay 400 070	No		
229	73	St. Xavier's Technical Institute	Bombay-400016	Yes	Electronics	
230	74	Kuriakose Chavera Memorial Training Centre	Kocnamavu P.O. 683518 Kerala	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
231	75	Little Flower Engineering Institute	Kalamassery-683104 Kerala	Yes	1. Mechanic General Electronics 2. Mechanic Radio and Television 3. Fitter Trade 4. Welder Trade 5. Mechanic Refrigeration and Air conditioning	
232	76	Madonna Institute of Electronics Engineering	Kanjorpally-686507, Kerala	No		
233	77	Mary Martha Industrial Training Centre	Kaduthuthy-686604 Kerala	No		
234	78	Nirmaia Industrial Training Centre	Pilathara, P.O. Mandur-670 501 Kerala	No		
235	79	Nettur Technical Training Foundation	Peenya Industrial Area Bangalore-560 058	Yes	1. Tool and Die Making 2. Electronics Technicians 3. Tool Engineering	
236	80	NTTF Technical Training Centre	Micron, Dharwad-580 001	No		
237	81	Boys Town Trade Centre	16 Maulana Md. Ali Road Calcutta 700 023	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
238	82	Don Bosco School of Graphic Arts	52-A Radhanath Chawdhury Road Calcutta-700 015	No		
239	83	Don Bosco Technical Institute	Park Circus, Calcutta-700 017	No		
240	84	Don Bosco Technical School	Shillong-793003 Meghalaya	No		
241	85	Don Bosco Technical School	Liluah Howrah-711204	No		
242	86	Fudi Technical Training Centre	P.O. Fudi-834-001, Ranchi Dist.	No		
243	87	India Industrial Mission	5A Seal's Garden Lane Calcutta-700 002	No		
244	88	Industrial School Oxford Mission	Barisha Calcutta-700 008	Yes	Junior Diploma in Mechanical Engineering.	
245	89	Loyala Industrial School	Kurji, Patna-800 010	Yes	1. Mechanist 2. Refrigeration and Air Conditioning mechanic.	
246	90	Singhbhum Institute of Technology	P.O. Burmamines Jamshedpur-831 007	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
247	91	Don Bosco Technical Institute	Okhla, New Delhi-110 025	Yes	1. Mechanist 2. Turner 3. Machinist Grinder 4. Mechanical Draftsman	
248	92	Ingraham Institute	Hapur Road Ghaziabad-201 001	Yes	1. Turner 2. Fitter 3. Radio and Television	
249	93	Nave Institute	Shahjahanpur 242001, U.P.	Yes		Not mentioned
250	93	NTTF Technical Training Centre	Nettur, X Tellicherry-670 105	No		
251	95	Pius X Industrial Training Centre	Edathua P.O. Kerala-689573	No		
252	96	Social Welfare Centre	Alwaye-683104 Kerala	No		
253	97	Social Welfare Technical School	Alwaye-683 101, Kerala	No		
254	98	St. Mary's Orphanage Vocational Training Centre	Fatima Nagar Trichur-680 005	No		
255	99	Sr. Pius Industrial Training Centre	Ramapuram, Kerala-686576	Yes		Does not offer suitable trainings

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
256	100	Fatima Industrial Training Centre	Fatima Nagar Warangal- 506 004	No		
257	101	Montfort Technical Institute	1, Asherkana Street Madras-600 016	No		
258	102	Salesian Institute of Graphic Arts	Taylor's Road Madras-600 010	No		
259	103	YWCA Institute of Rural Development	Kanyakumari District Arumanai P.O. 629151	No		
260	104	Balanagar Technical Institute	Meek Kannur- 683574	Yes	1. Draughtman 2. Electrician 3. Plumber 4. Fitter 5. Welder 6. Carpentry 7. Electronics 8. Computer	
261	105	Capitanio Commerce and Technical Institute	Mangalore- 575002	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
262	106	C.S.I. Industrial Training Centre	Trivandrum-645524, Kerala	No	Mechanical craftsmanship	
263	107	C.S.I. Industrial Training Centre	Thodupugha-685 587, Kerala	No		
264	108	Don Bosco Technical Institute	Cochin-682023, Kerala	No		
265	109	Ghousia Technical Training Institute	Hosur Road, Bangalore 560029	No		
266	110	Hebich Technical Training Institute	Balamatta, Mangalore 575001, Karnataka	Yes		
267	111	Industrial Training College	Palai, Karoor P.O. 686575	No		
268	112	K.M. George Memorial Industrial Training Centre	Muvattupuzha 686661 Kerala	No		
269	113	Advanced Training Institute	Vidyanagar, Hyderabad-500768	No		
280	114	Technical Teachers Training Institute Eastern Region TTT	7 Mourbhang, Calcutta-700 023	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
281	115	Technical Teachers Training Institute Northern Region - TTTI	Sector 26 Chandigarh	No		
282	116	Technical Teachers Training Institute Northern Region - TTTI	Taramani Madras-600113	Yes	<ol style="list-style-type: none"> 1. B. Tech. Ed. 2. Diploma in Technical Teaching 3. 16-week Advanced Certificate course in Curriculum Design and Instructional Material -Development 	
283	117	Technical Teachers Training Institute Western Region - TTTI	Shamla Hills Bhopal-462002	Yes	<ol style="list-style-type: none"> 1. Educational Technology 2. Curriculum Development 3. Measurement and Evaluation 4. Entrepreneurship Development 5. Instructional Management 6. Management, Research, Preparation of Instructional Resources. 	

PAKISTAN

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
003	1	Pak-Swiss Training Centre	Karachi-39	No		
025	2	State Cement Corporation of Pakistan	Lahore	No		
028	3	National Refinery Ltd.	P.C. Box 3964 Karachi	No		
054	4	Investment Advisory Centre of Pakistan	P.O. Box 7534, Karachi	No		
055	5	National Institute of Public Administration	Karachi-47	No		
056	6	National Management Development Centre	Karachi	No		
057	7	Pakistan Administrative Staff College	Shahrah-e-Quaide-Azam Lahore	Yes	1. Public Administration 2. Economic Development 3. Social Policy 4. Financial Management	
058	8	Pakistan Institute of Management	Shahrah Iran Clifton, Karachi-6	Yes	1. Advanced Management Program 2. General Management 3. Financial Management 4. Marketing Management 5. Supervisory Training	
059	9	PETROMAN, A Division of Enar Petrotech Service Pvt. Ltd.	Sultan Ahmed Shah Road Shaheed-e-Millat Road Karachi	Yes	Short term programs on: 1. Engineering 2. Production Management 3. Industrial Management 4. Computer	

PAKISTAN-2

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
092	10	HFF Engineering Ltd.	Taxila	No		
111	11	Pakistan Steel Training and Management Development Department	Bin Qasim, Karachi-50	No		
115	12	Textile Industry Research and Development Centre (TIRDC)	Tamizuddin Khan Road Karachi-1	Yes	1. Spinning Operatives Instructors 2. Quality Control 3. Dyeing of Polyester 4. Printing of Polyester	
120	13	Leather Industry Development Organization	P.O. Box 2375 Karachi-18	Yes	1. Leather Manufacturing Technology 2. Leather Garments 3. Leather Gloves 4. Leather Football	
130	14	Pakistan Industrial Technical Assistance Centre (PIITAC)	Maulana Jalal-Din Roomi, Road, Lahore-16	Yes	Jig and Fixture Design Press Tool and Mould Design Heat Treatment Technology (And many more)	
191	15	APSDEP	Post Box 1423 Islamabad	Yes		APSDEP Directory
196	16	PAK-GERMAN Technical Training Centre	Gulberg, Lahore	No		
203	17	Directorate of Manpower and Training	27-Babar Block New Garden Town, Punjab, Lahore	Yes	Engineering Trade	Medium of Instruction:Urdu
285	18	Nehran University of Engineering and Technology	Nandoshan at Janshora Sindh	No		

SRI LANKA

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
021	1	National Institute of Management	Colombo	No		
133	2	National Institute of Business Mgmt.	120/5 Wijerama Mawatha Colombo-7	No		
197	3	Ceylon-German Technical Training Institute	582, Calle Road Mount Lavinia	Yes	1. Automobile Trade 2. Automobile Electricity 3. Tool machinery Trade 4. Welding Trade 5. Diesel Mechanics Trade 6. Electrician	
287	4	Ministry of Higher Education	18 ward place, Colombo 7	No		

SOUTH-EAST ASIAN COUNTRIES

1. Hong Kong
2. Indonesia
3. Korea (Republic of)
4. Malaysia
5. Philippines
6. Singapore
7. Thailand

HONG KONG

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
010	1	Hong Kong Packaging Council and Hong Kong Polytechnic	Kowloon	No		
013	2	The Hong Kong Productivity Centre	173 Des Voeux Road, Central	No		
077	3	The Hong Kong Management Association	26 Canal Road West	No		
111	4	Hong Kong Productivity Council	12/F, World Commerce Centre 11, Canton Road, Kowloon	Yes	<p>Consultancy services covering:</p> <ol style="list-style-type: none"> 1. Industrial Technology 2. Feasibility Studies 3. Production Management 4. Personnel Recruitment 5. Market Research 6. Environmental Control <p>Also, 400 training courses a year ranging from various technologies, computer training to management and supervisory skills.</p>	

INDONESIA

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
100	1	P.T. Petrokima Gresik	East Java	No		
127	2	National Productivity Centre	Subrotokav 51-52, Jakarta	No		

KOREA (REPUBLIC OF)

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
128	1	Korea Productivity Centre (KPC)	G.P.O. Box 834 Seoul	Yes	1. Business Management 2. Industrial Engineering	Conducted in Korean Language
	2	Graduate School of International Studies (Yonsei University)	134, Shinchon-dong Sudaemun ku, Seoul-120	Yes	1. Business Administration 2. Public Administration	
144	3	Technical Cooperation Bureau Ministry of Science and Technology	Seoul	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
053	1	National Institute of Public Administration (INTAN)	Kuala Lumpur 22-11	No		
099	2	Technology Transfer (TECTIN)	16 B J/N Kemaja Kuala Lumpur 22-01	No		
112	3	National Productivity Centre	P.O. Box 64, Petaling Jaya Selangor	No		
138	4	Public Service Department	Jalan Ipoh, Kuala Lumpur	No		
139	5	Fisheries Division Ministry of Agriculture Malaysia	Swettenham Road 50628 Kuala Lumpur	Yes		Training courses not conducted
141	6	Metal Industry Technology Centre Standards and Industrial Research Institute of Malaysia (SIREM)	Shah Alam In- dustrial Site Selangor	No		
146	7	Syarikat Telekom Malaysia Berhad	Jalan Gurney Kiri 54100 Kuala Lumpur	Yes	1. Data Computer 2. Local network 3. Switching 4. Radio Transmission	

MALAYSIA-2

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
147	8	Tun Abdul Razak Broadcasting Institute	PS 1199 Jalan- Pantal Earu 59700 Kuala Lumpur	Yes	<ol style="list-style-type: none">1. Radio and Television Production2. Broadcasting Management3. Radio and Television Engineering4. Journalism and Filming	

PHILIPPINES (REPUBLIC OF THE)

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
034	1	College of Business Administration	U.P. Campus Diliman Quezon City	Yes	MBA	
085	2	Economic Development Foundation Inc.	Makati, Metro Manila	No		
087	3	Bureau of Energy Utilization Office of Energy Affairs	Merritt Road, Fort Borifacio Makati, Metro Manila	Yes	Short term courses on: 1. Energy Management Course 2. Energy Conservation and Preventive Maintenance for Small and Medium Scale Industries. 3. Efficient Boiler Operation and Preventive Maintenance for Small and Medium Scale Industries.	
131	4	Productivity and Development Centre Development Academy of the Philippines	P.O. Box 74, Araneta Centre Cubao, Quezon City	No		
132	5	Asian Development Bank	P.O. Box 789 Manila	Yes		Not relevant
136	6	Asian Institute of Developmental Studies	P.O. Box 120, College, Laguna	Yes	1. Industrial Cogeneration 2. Energy Management 3. Small Enterprise Department	

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PHILIPPINES-2

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
199	7	Bicol University	Lagazpi City 4901	Yes	<ol style="list-style-type: none"> 1. Master in Management 2. Mechanical Engineering (Bachelor) 3. Electrical Engineering (Bachelor) 4. Civil Engineering (Bachelor) 5. Industrial Teacher Education 6. Two-Year Trade Technical Education 	
271	8	Asian Institute of Management	P.O. Box 898, Makati Metro Manila	No		

SINGAPORE (REPUBLIC OF)

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
069	1	Singapore Institute of Standards and Industrial Research (SISIR)	179 River Valley Road Singapore 0617	No		
132	2	National Productivity Board (NPB)	55 Cuppage Road No.08-16 Singapore 0922	Yes	1. Supervisory Management 2. Productivity Management 3. Production Management 4. Management Services	
140	3	Department of Business Administration University of Singapore	Bukit Timah Road Singapore 10	No		
142	4	Ministry of Foreign Affairs	St. Andrew's Road Singapore 0617	No		
286	5	Ngee Ann Polytechnic	535 Clementi Road Singapore 2159	Yes	1. Business Studies 2. Computer Studies 3. Building Management 4. Public Health Engineering 5. Electrical Engineering 6. Electronic Engineering 7. Mechanical Engineering	

THAILAND

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
061	1	Thailand Management Association	308 Silom Road, Bangkok-5	No		
070	2	Institute of Food Research and Production Development Kasetsart University	P.O. Box 170 Bangkok 10400	Yes	1. Food processing and quality control 2. Soybean Processing and utilization	
098	3	Thailand Management Development and Productivity Centre Department of Industrial Promotion Ministry of Industry	Rama 6 Road Bangkok 10400	Yes		Conducted in Thai language
106	4	Textile Industry Division	SOI Kluay Nam Tai Rama 4 Road Bangkok 10110	Yes	1. Textile Mill Management Techniques 2. Textile Technology Training 3. Entrepreneur Training 4. In-Plant and Instructor Training	Conducted in Thai language
114	5	Regional Computer Centre Asian Institute of Technology (AIT)	G.P.O. Box 2754 Bangkok 10501	Yes	Computer Science	

THAILAND-2

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
159	6	Division of Industrial Engineering and Management, Asian Institute of Technology (AIT)	G.P.O. Box 2754 Bangkok 10501	Yes	1. Agricultural and Food 2. Energy Technology 3. Industrial Engineering and Management 4. Water Resources Engineering 5. Geotechnical and Transportation Engineering	
270	7	Asian Institute of Technology	P.O. Box 2754 Bangkok	Yes	Management Development Program	
288	8	Bangkok Technical Institute Campus	Tung Mahamek, Bangkok	No		
289	9	Department of Vocational Education, Ministry of Education	Bangkok 10300	Yes		Does not conduct suitable trainings
290	10	Institute of Technology and Vocational Education, Udomsak Campus ITVE	15 Soisujarit I Rama V. Dusit Bangkok	No		
291	11	Agricultural Research and Training Centre	P.O. Box 89, Muang District Lampang	Yes	Agricultural Technology	

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
292	12	Institute of Technology and Vocational Education, Nonthaburi Technical Campus	Nonthaburi Road, Nonthaburi Province	Yes	1. Auto Mechanics Technology 2. Civil Construction Technology 3. Electronics 4. Metal Technology	
293	13	Faculty of Agriculture Bangpra Campus	Sriracha Cholburi	No		
294	14	Institute of Technology and Vocational Education	Suranarai, Nakornrachasima	No		
295	15	Institute of Technology and Vocational Education, Ayuthaya Agricultural Campus	Ayuthaya	No		
296	16	Institute of Technology and Vocational Education	264 Chakrawod Road Bangkok 1	No		
297	17	Institute of Technology and Vocational Education, Khon Kaen Campus	Amphoe Muang, Khan Kaen	No		
298	18	Institute of Technology and Vocational Education, Nakhonsrithammarat Agricultural Campus	Turgsong, Nakhonsrithammarat	No		
299	19	Institute of Technology and Vocational Education, Pranakorn-TAI Campus	1635 Charen-Krung Road Yanawa	No		

THAILAND-4

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
300	20	Institute of Technology and Vocational Education, TAK-Campus	TAK	No		
301	21	Institute of Technology and Vocational Education, Thewes Campus	Samsen Road Bangkok 10300	Yes		Conducted in Thai language

UNITED STATES OF AMERICA

UNITED STATES OF AMERICA

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
029	1	American Chemical Society	Washington, D.C. 20036	No		
035	2	Institute of Public Service, the University of Connecticut	1800 Asylum Avenue Connecticut 06117-2699	Yes	<ol style="list-style-type: none"> 1. Computer in Management and Development 2. Personnel Management 3. Financial Management and Fundamentals of Management 4. Project Analysis and Implementation 	
037	3	Georgia Institute of Technology	Atlanta, Georgia 30332	No		
063	4	International Marketing Institute	29 Garden Street Massachusetts 02138	Yes	Seminars on: <ol style="list-style-type: none"> 1. Accounting and Finance 2. Administration 3. Marketing and Distribution 4. Management skills 	
064	5	International Parks Inc.	Arizona 86002	No		
086	6	Technical Association of the Pulp and Paper Industry	Atlanta GA 30338	No		
148	7	International Monetary Fund Institute	Washington, D.C. 20431	Yes	Courses and seminars on: <ol style="list-style-type: none"> 1. Techniques of Economic Analysis 2. Financial Programming and Policy 3. Money and Banking Statistics 4. Financial Analysis and Policy 5. Public Finance 	

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
155	8	Graduate School, USDA International Program	600 Maryland Avenue, S.W.No.134 Washington, D.C. 20024	Yes	Organizational Management	
192	9	Bureau for Private Enterprises	Washington, D.C. 20523	No		
193	10	Employment and Small Business Enterprise Division	Washington, D.C. 20523 USAID	No		

OTHER COUNTRIES

1. China
2. Egypt
3. German (Democratic Republic of)
4. Germany (Federal Republic of)
5. Ireland
6. Israel
7. Japan
8. Portugal
9. Sudan
10. Tanzania
11. Turkey
12. United Kingdom
13. Zambia

CHINA (PEOPLE'S REPUBLIC OF)

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
089	1	Zhenjiang Institute of Agricultural Machinery	Zhenjiang Jiangsu	Yes		Does not conduct
124	2	China Productivity Centre	Taipai, Taiwan 105	No		
143	3	Bureau of Foreign Affairs Ministry of Education	Beijing	No		
273	4	Department of Specialized Secondary Education, Ministry of Education	35 Da Mu Chang Huton XI Dan Beijing	No		

EGYPT

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
091	1	Industrial Design Development Centre (I.D.D.C.)	P.O. Box 226 Cairo	Yes	<ol style="list-style-type: none">1. Industrial Management2. Maintenance3. Material Testing4. Mechanical Drawings5. Manufacturing Processes6. Welding7. Electronics	

GERMAN (DEMOCRATIC REPUBLIC OF)

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
274	1	Central Institute of Vocational Education of the G.D.R.	Reinhold-Huhn-Str. 5 1080 Berlin	No		

GERMANY (FEDERAL REPUBLIC OF)

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
118	1	Print Promotion	D-6000, Frankfurt 71	Yes	1. Offset course 2. Reproduction course 3. Binding and finishing	
275	2	Bundesinstitut Fur Berufsbildung (Federal Institute for Research in Vocational Training)	Fehrbelliner Platz 3 1000 Berlin 31	Yes		Replied in German language
276	3	German Agency for Technical Cooperation (GTZ)	Dag Hammarsk - jclld-Weg 1 6236 Eschborn	No		
277	4	Deutsche Stiftung Fur Internationale Entwicklung (German Foundation for International Development)	Kothe-Kollwitz-Str. 15 6800 Mannheim 1	Yes	1. Metal working 2. Electronics 3. Tool Making Jigs and Fixtures 4. Light and Power Installations 5. Pattern Making	
278	5	Board of Trustees of German Economy for Vocational Education	Buschstrasse 83 5300 Bonn 1	No		
279	6	Bundesanstalt Fur Arbeit	8500 Nlrlrnberg 1	Yes		Does not conduct suitable trainings.

IRELAND

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
163	1	ANCO, The Industrial Training Authority	27-83 Upper Baggot Street Dublin-4	No		

ISRAEL

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
018	1	Israel Institute of Productivity	4 Henrietta Szold St. Tel Aviv.	No		
105	2	Mount Carmel International Training Centre for Community Development.	12 David Street 34351 Haifa P.O. Box 6111	Yes	Business management training for grass-root community workers or neighborhood enterprises	
284	3	Institute for Teaching Aids	43 Brodetsky Street P.O. Box 17168, Tel Aviv	No		

JAPAN

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
005	1	National Food Research Institute	2-1 Nishi Shinjuku, Tokyo 160	No		
009	2	Asian Productivity Organization	4-14 Akasaka, Tokyo 107	Yes	Seminars, Symposia, conferences, study meetings etc. on propogating productivity consciousness	
019	3	The Asia Electrics Union	Uchisaiwai Bldg. 4-2 Tokyo 100	Yes		Referred to other institutions
020	4	Association for Overseas Technical Scholarship	Tokyo	No		
027	5	Japan International Cooperation Agency (JICA)	P.O. Box 216, Tokyo 160	No		
041	6	Kyoto Skill Development Centre of Employment Promotion	Kyoto	No		

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
102	1	International Association for Exchange of Students for Technical Experience	Avenida Rovisco Pais 1096 Lisboa codex-Portugal	Yes		Student exchange programme for practical training

SUDAN

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
110	1	Management Development Centre	P.O. Box 2308, Khartoum	Yes	1. Business Management 2. Industrial Management	Conducted in Arabic language
122	2	Department of Chemical Engineering	University of Khartoum	No		

TANZANIA (UNITED REPUBLIC OF)

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
109	1	National Institute for Productivity	P.O. Box 2021, Dar-es-Salaam	No		

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TURKEY

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
093	1	Marmosa Scientific and Industrial Research Institute and Technical Education	Ankara	No		Conducted in Turkish language
095	2	Cement Research and Development Centre	Ankara	No		
096	3	Erdgli Iron and Steel	Eregli	No		
097	4	Sumerbank Research Development and Training Establishment	Bursa P.K.-350	Yes		
160	5	Faculty of Technical Education Gazi University	Ankara	Yes	1. Woodworking 2. Machine Production 3. Plumbing 4. Metal Works 5. Foundry 6. Electronics 7. Automotive	
161	6	Medical Plants Research Centre, University of Anatolia	Eskisehir	No		
189	7	Bosphorus University	Admission Office Bebek, Istanbul	Yes	1. Business Administration 2. Industrial Engineering	
189	8	Technical University of the Middle East	Admission Office 06531 Ankara	Yes	Industrial Engineering	

UNITED KINGDOM

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
117	1	PIRA, The UK Centre for Printing and Information Technology	Leather Heads Surrey KT22 7 Rd.	No		

ZAMBIA

MASS No.	Serial No.	Name of Institution	Address	Response Received	Training Areas	Remarks
108	1	Zimco Institute of Management	Centre for Professional Studies Buyantanshi Road P.O. Box 31735 Lusaka	Yes	<ol style="list-style-type: none">1. Accountancy and Financial Management2. Marketing3. Data Processing4. Transport Management5. Purchasing and Supply	

APPENDIX VI: TRAINING APPROACHES FOR SPECIFIC SKILL NEEDS

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In Chapter IV types of trainings which could be developed to meet the most critical needs of the private sector were outlined briefly. This Appendix provides more details on each training approach. It should be useful for those whose task it is, ultimately, to implement the training project.

Recommended approaches to address specific training needs are discussed below. In some cases skill categories are grouped together when they are logically linked to a similar problem or area of expertise.

1. -Working with the government/influence management
-Influence management: source and force
-Knowledge of HMG rules and regulations

Despite the fact that this skill need is not easily addressed through training, it's importance, not only as identified in these skill needs, but also in other areas such as inventory management (ie. obtaining necessary facilities to import raw materials), technology procurement, and even marketing strategies where the firm faces competition with government corporations or imported commodities, cannot be ignored. Two questions deserve attention: how can training help entrepreneurs and managers better cope with structural inefficiencies in the bureaucracy? and how can training of civil servants reduce such inefficiencies?

A) Short, mobile training courses in working with the government to give entrepreneurs exposure to HMG rules and regulations, stimulate discussion on how to work the system, and provide peer group support and resource networking among local businesspeople is highly desirable. While most entrepreneurs are basically aware of the rules and regulations, the major underlying objective of mobile training would be to stimulate networking and a mutuality of support within the business community in a particular locality. A one to two day seminar on this subject is sufficient.

A training capability with expertise in 1) rules and regulations; and 2) using the system to it's optimal extent (ie influence management), should be organized within an in-country institution. In addition, the course should draw on expertise from the private sector: entrepreneurs, preferably from the locality, who have long experience in business and are willing to share their views. Generous incentives may be necessary to persuade such individuals to 'share' their secrets! Local representatives of relevant government agencies should also be brought into the process. By involving representatives from HMG, the business community would stand to strengthen it's dialogue with government.

It is not recommended that the HMG representative(s) be party to the entire training, but rather that internal group dialogue and group dynamic exercises which stimulate group cohesion and identification of common goals, precede meetings with government representatives. Non-threatening exercises could be adapted to the interaction between government representatives and the group, to make it a positive and productive experience.

B) The Chambers of Commerce and Industries as well as Industrial Associations across the country provide a viable, pre-established networks for conducting short-term forums on the subjects of working with the government, which would stimulate thinking and action on the part of the private sector. If articulate, well established and respected entrepreneurs can be identified who are willing to share their strategies and views about dealing with government, a speaking tour for these individuals to various localities would be beneficial. Essentially, the goals of this as well as the previously described mobile training courses are to generate a dialogue and sharing of ideas whereby the private sector can more adequately meet it's own

needs by working together.

C) Many entrepreneurs have resorted to the use of facilitating 'agents' who have the necessary contacts with government to get their work done more efficiently. In a sense this approach provides the counterpart to a 'one-window' approach, which many entrepreneurs feel would speed up their workings with the bureaucracy. The agent system allows the entrepreneur to delegate all of the necessary government jobs to one individual. At present, agents are not available to most small and cottage industrialists because either they do not know how to locate an agent, cannot afford to pay one, or both.

Thus, one alternative would be to strengthen the capability and number of marketing agents, which might reduce the cost of such services, legitimize their role to some extent, and make these services more widely available. The use of such agents, for instance in shipping, is common and effective in India, which provides a reasonable, nearby model for the 'routine' use of agents for Nepal. In terms of training, this could be effected by:

1) drawing existing 'agents' into formal training courses to share their expertise and advice on working the system with other individuals, particularly from small and cottage industries;

2) similarly, involving 'facilitating agents' in dialogue sessions with entrepreneurs and government officials;

3) assisting in the institutionalization of 'facilitating agent' firms by providing training grants. Such training grants would be allocated with a concomitant commitment on the part of the institution to provide a specific volume of services to the private sector.

D) In line with this approach, an institutionalized and locally available capability for assisting entrepreneurs and managers in dealing with the government is highly desirable. Proposals from institutions which could offer 'advice' and assistance in obtaining facilities and solving problems should be solicited. Training of consultants to operate such an 'assisting' function could be supported under this project. This consulting service would include, for instance, advice to the entrepreneur on who to see and what to do in obtaining necessary facilities as well as legal options. The consulting group would need to have strong ties with government to be able to help the entrepreneurs.

The time and money which the private sector as a whole expends in dealing with government indicates that were such a service available, and if the institution were able to develop a track record of being able to expedite problems in working with government, entrepreneurs would be willing to pay for such services, and the 'assisting' agency could become financially independent. Furthermore, if the institution organized a board to oversee its activities, which included government representatives, it might be more effective.

This activity should be carried out on a pilot basis, say in one locality or for one type of industry to begin with, to see whether the approach is viable.

E) Study tours to other countries for civil servants are not recommended. Many civil servants have been sent on 'observation tours' with the objective of resolving internal policies through example; the real impact of such tours is questionable.

2. -Delegation of responsibility/supervision of staff
-Staff motivation

Because the issues of staff motivation and supervision are so closely allied, they are considered together and it is recommended that they should be addressed in tandem in the context of training. This skill need has both personal and structural aspects.

The hierarchical nature of supervision and communications, the lack of two way feedback within firms, and the absence of explicit criteria for promotion and/or salary increases, are all structural problems related to delegation and supervision which contribute to low motivation. The issues of motivation, and even of supervision, are embedded in cultural modes of communications and relationship in Nepal. They are, therefore not 100% amenable to change through training. The problem of staff motivation manifests in terms of absenteeism, underperformance, and high turnover of staff. Many entrepreneurs fault Nepali laborers for these characteristics and rationalize their preference for Indian labor. However, there are examples of firms which do not rely on Indian labor or management and boast economic growth and diversification. Thus, solutions exist. Entrepreneurs and managers alike would greatly benefit from the findings of other entrepreneurs in Nepal, and indeed from some basic organizational management theory.

Communications and employee motivation within industries is not a concern unique to Nepal. It is a major issue in many developed and developing countries. The Japanese model where internal cohesion is generated through strong ties between management and labor has generated considerable attention. These models from other countries may inform training in Nepal. In addition, entrepreneurs and managers alike would greatly benefit from the findings of other entrepreneurs in Nepal.

Because the private sector has identified motivation and personnel management as important (at least indirectly through the recounting of critical incidents), it is anticipated that were training in these subjects available, the private sector would be eager to participate. Training courses on personnel management should integrate both theory and practise into an overall problem-solving approach to this issue.

There is no insitutional capability in Nepal which can readily address this training need. Thus, before training courses can be offered for the private sector, training of trainers is necessary.

A) Training of trainers in practical theories related to personnel management, organizational development, staff motivation, incentive schemes are recommended. These trainings should also provide the trainees with diagnostic, group dynamic and game playing techniques and practical, problem-solving skills. Trainers should be sent in groups of a minimum of two so that upon return they can reinforce and monitor one another. In addition, a commitment on the part of parent institution to actually conduct trainings must be elicited in advance.

There is innovative work being done in the U.S. on organizational psychology, including communications networking. However, the relevance of such courses to the Nepal, case must be ascertained before individuals are sent for training. Institutions should be identified where such training could be imparted which is not just focused on the necessary skills, but is also relevant to the Nepali context.

Alternatively, it may be more cost and culturally effective to hold this training course in Nepal. In this scenario, expatriate trainers would be

brought into Nepal and individuals who could provide a cultural 'bridge' could also be drawn into the training of trainers. The latter might include 1) ex-Peace Corps Volunteers, 2) senior members of the business community who have successfully resolved some of these issues in their firms, and/or 3) individuals who have done management courses abroad who are also involved with the private sector.

Candidates for training should be selected based on their firm grasp on the theory; training should enhance the trainer's ability to extract the elements of the theory which are relevant to a particular group, and build his or her training course around that. It is recommended that only individuals with both a management (or, alternatively, psychology) background, and some experience in a training situation be selected for training. Those with long years of university teaching experience should only be considered if they demonstrate an ability to work interactively in a group process.

B) Curriculum development is an equally important aspect of meeting this skill need. Once trainers have been trained, they should be in position to apply what they have learned to the development of training course curriculum which are tailored to large and small scale enterprises respectively.

C) Because this skill is so important, and based on the vertible vacuum that exists for providing training in these skills, it is recommended that the training provided above be followed by another training of trainers, including individuals already in the field of business consulting (eg from SBPP, DCVI, CIDB, and private sector consulting firms). This skill need is so critical, that skill training in techniques for addressing it should be made available to as many individuals as possible.

D) Once trainers are available, training courses could be provided in several formats. Workshops to discuss personnel management and motivation techniques could be designed for major urban areas. In particular, training should include attention on job allocation, supervision, communication skills, employee evaluation and appraisal, structural readjustments which provide professional growth potential within an industry etc. Since most entrepreneurs and managers have not been exposed to some of the interesting and applicable findings in the field of management, it is suggested that training courses incorporate both theory and practise. For instance, in an intensive 4 day workshop, two days could be spent on presenting, succinctly important management concepts related to staff motivation. The following two days could be engaged in problem solving--not hypothetical problems from a text book--but the real day to day problems of the participants.

E) Because of the environment of secrecy and suspicion in the private sector, it is highly recommended that training courses to address this skill need, particularly for large and medium scale industries, be available for on an in-house basis. That is, the training institution would organize a short course (eg 2-4 days) in response to requests from individual industries, which could be tailored to the needs of the enterprise. The focus of such courses should be to work on the internal problems of the specific industry, and should involve employees at whatever level is appropriate. Staff should be allowed to voice their concerns so that management can realistically address the problems of supervision and motivation.

For smaller and or cottage industries, it might be more effective (in terms of cost, staff time and peer group support) to organize seminars in a particular locality and invite individuals from a variety of industries. Since the skill needs are not specific to a particular type of industry, the dialogue between a cross section of management and labor may be productive. In general it is desirable that at least two individuals from a firm attend, so that they can

help each other to impart their findings from the training to others in their firm.

In the context of all training programs on this skill need, it is recommended that management be required to assess its organizational structure in the context of information provided on theories of communication and group cohesion, and that they be encouraged to redesign management plans and incentive schemes on that basis.

In addition, the expertise of large scale industrialists in resolving some of the internal management constraints through structural readjustment, should be tapped, even if this is only by providing case study readings or lectures on how other Nepali firms have overcome problems dealing with motivation and delegation of responsibility. Once the theory has been covered, guided problem solving exercises, wherein the trainees are encouraged to work out creative solutions themselves (and engage employees insofar as possible, to generate more commitment to the outcome and, indeed provide a wider range of options) should provide the focus of the workshop.

It is anticipated that as more workshops of this nature are conducted, the trainers themselves will be able to refine and package their courses more effectively. Certain solutions and techniques will suggest themselves, in the course of the trainings, which can then be incorporated into curriculum.

F) Training courses like this tend to generate a lot of energy, and personal commitment to follow through on what has been learned. However, there is a threshold after which trainees--in this case both management and staff--will tend to revert to their old ways. Thus, the communications training course should include preagreed upon follow on sessions--which need only be 1-2 hours-- to review the resolutions reached in the initial meetings, and reinforce new forms of behavior. Behavioral monitoring based on simple feedback mechanisms could be introduced in the initial workshop and provide the basis for follow-on discussions.

G) As mentioned above, many experienced entrepreneurs have developed organizational solutions to the problems of supervision and motivation. Forum for sharing ideas and approaches to these issues are highly desirable. These could be organized by Local Chambers of Commerce and Industries.

H) Because motivation and communications are such important skill needs in the private sector, they should be incorporated as a component of training courses in other fields. Other skill needs such as manpower planning and recruitment, inventory management, and market strategies, depend on communications skills, information networking and incentive schemes to be effective. It is anticipated that after short term courses are initiated in the areas of communications and supervision etc, trainers themselves will be able to identify the most essential elements of effective training in these subjects, and thereby to adapt them as components of other courses. In this regard, the possibility of inter-institutional linkages whereby the lead firm which is providing training in one subject, subcontracts with another institution to provide communications/motivation training, should be encouraged.

3. -Training and staff development
-Manpower planning and recruitment

These skill needs focus on two major issues: 1) identifying suitable managers and technicians; and 2) holding and promoting staff. The fact that training itself ranked as high as it did indicate a positive perception on the part of entrepreneurs and managers towards training of staff, and, indirectly, a

willingness to support such training. However, the fact that the private sector perceives a need for training implies that training institutions must be able to identify the areas of most crucial need and provide training courses which are optimally relevant in terms of logistics and substance. The training capability in Nepal must overcome the 'credibility gap' which has diminished its potential usefulness to the private sector. Some recommendations for how this can be stimulated through training grants was put forward in the previous chapter. In general, it is suggested that an atmosphere of healthy competition between institutions whereby a client-orientation would naturally arise, be promoted.

While training in itself is one step towards staff development, internal structural changes and incentive schemes, discussed above, must also be considered in this regard. Several other training strategies suggest themselves:

A) The problem of recruitment, which is linked to availability of trained manpower, points to a need for more organized employment rosters whereby entrepreneurs and employees could more easily find a match between necessary skills and employment vacancies. No organized, effective employment agency exists in Nepal. While the Department of Labor has this as one of its mandates, to date the effort has not been effective. The experience of the Business and Professional Women's Club, which attempted to provide such services to women met with mixed results. While many vacancies were identified, the coordinator of this service had a hard time getting prospective candidates to show up for interviews. This goes back to the motivation issue and the generally personalized business culture in Nepal.

The creation of a viable employment agency would help to professionalize the employment process in Nepal, and facilitate job placement for the graduates and technically trained individuals. This agency might also coordinate an apprenticeship program, leading to job placement. The agency would be required to maintain strong linkages with industry and in order to be able to respond to employment needs. Linkages with Chambers of Commerce and Industry and Industrial Associations would strengthen the networking necessary for this service, but it should be organized by a private sector agency with a built-in incentives for placing the maximum number of candidates. Payment by the individual searching for a job as well as the employing agency would be collected by the coordinating agency.

Proposals to develop this kind of service should be solicited from the private sector. At the outset, individuals could be sent for training or study tours to nearby countries where such an approach is being successfully implemented.

B) The issue of high turnover of staff was addressed in section 2. above. Both structural and communications skill trainings would address this issue.

4. -Inventory management

The skills required for inventory management are not as straightforward as they appear. While it is true that entrepreneurs and managers do not always project raw material needs based on an organized production plan, an equally important dimension of inventory management has to do with working with the government. As an increasing number of industries rely on imported raw materials, the problem of obtaining facilities to import raw materials become increasingly important. The recommendations presented in section 1 above will be useful in this regard. Courses on inventory management should include discussion of rules and regulations as well as working the system.

The following approaches for addressing this skill need are proposed:

A) Training of trainers in techniques and tools for diagnosing and training in problem solving may be appropriate. In particular, trainers should be trained in simple, straightforward approaches to inventory management, forecasting, procurement etc.; skills they could then impart in particular to smaller firms, taking into account the manpower and literacy constraints of many small and micro entrepreneurs.

B) More short-term training courses on inventory management should be supported. Again, mobile trainings which offer short seminars for entrepreneurs and managers in an urban area, or alternatively in-house training/consulting for a specific industry would be well received. Such courses should be as practical as possible, taking into account the time and literacy constraints of the trainees.

C) This skill need also lends itself to training through correspondence courses. The first step would be to identify a training institution which could develop and test such a course. One advantage of this approach is that the major investment is in the curriculum and materials, after which administration is relatively cheap. Another advantage is that correspondence courses can reach a large audience; it also fits in with the time limitations of entrepreneurs and employees. To maintain a level of motivation and involvement in the course, it is recommended that local meetings be organized of those who are taking the course to discuss the contents.

5. - Marketing: strategies and research

Marketing becomes more critical as the size of the industry decreases. For smaller firms, it is more difficult to assess the demands of the marketplace, and to keep up with changing tastes and needs. In addition, many firms are frustrated by the reality of having to compete with imported products, either from India or China, or, in the case of outlying enterprises, with goods from Kathmandu. For small firms, major marketing research efforts are inappropriate. However, simple techniques whereby the entrepreneur and/or manager learns how to read the signs in the market, and develop product lines and marketing strategies appropriate to local demands are needed. Ideally, this report would recommend that an agency be given the task of collecting market information, or conducting market surveys for individual firms. The experience of one agency, Interface, in trying to market such a service, indicates that at the present time even large and medium scale enterprises are unwilling to pay for this service. It would be appropriate, however, to explore at what price and at what degree of sophistication, such firms would be willing to pay for such services.

To meet this training need, it is recommended, that:

A) Training courses of short duration be conducted in marketing strategies. The component of the New Business Creation Course (under SBPP) developed on this subject is a reasonable model to adopt. Training courses should be developed for various sizes of industries, as their needs and abilities are different. Such courses should not be concentrated in Kathmandu, but should be available to enterprises in other urban areas as well. Again, these trainings should minimize theory and focus primarily on the particular problems of the trainees' industries.

B) Training or study tours for trainers would also be appropriate on a limited basis in this area. In particular, marketing assistance and strategies for small and micro scale industries which are being used in India,

Bangladesh, and other nearby countries could provide new ideas which would be disseminated through trainings.

C) Correspondence courses in the basic theory and practise of market research are also appropriate.

6. -Technology: choice, procurement and maintenance

Problems related to technology are inversely related to size of industry. It is difficult for small industrialists to identify the optimal technology to buy because of limitations in information availability. Difficulties in procurement are also linked with working with the government--obtaining the foreign currency, and paperwork necessary to import a machine is often a time consuming and troublesome experience. Maintenance of technology relates to the issue of trained manpower and motivation. However, it also relates to the issue of linkages between institutions. Local institutional capabilities which can be tapped, on call, to repair machinery are scarce in Nepal, and many industries are forced either to retain a full time mechanic in house (which is feasible and desirable only in large and medium scale industries), or to hunt up an Indian mechanic when a machine breaks down (which is common among small and micro industries).

A) Re maintenance: If the project could stimulate the creation of small, local, but highly skilled 'repairing firms', this would benefit a large number of industries (particularly those who cannot afford to retain an in-house mechanic). The institutionalization of such firms could be achieved by providing training grants to firms which propose to establish themselves as repairing institutions, or to create a 'service wing' within machinery production or training institutions. This 'wing' would respond to the needs of local enterprises on request. Institutions which already conduct technical training, such as the Butwal Technical Institute, Mechanical Training Center, or Institutes of Engineering would be the logical umbrella agency for such 'service wings' though it is highly recommended that they be established with as much independence and internal flexibility as possible to avoid the bureaucratic malaise that has hindered the interaction of these and similar institutions with the private sector in the past.

Because of the dearth of technically trained manpower in the country, such a repairing institution could be expected to provide mobile services as well. Such an agency, located in Butwal, for instance could be tapped by industrialists in Pokhara and Bhairahawa as well.

Such 'repairing agencies' would also be an ideal site for apprenticeship training, and it would be anticipated that individuals could move from the agency to jobs in specific firms.

B) Re maintenance: because this issue was mentioned so frequently under technical skill needs, it is likely that were practical, short-term trainings available for mechanics, engineers etc. they would be in great demand. The long term recommendation is to upgrade and expand the training capability for providing such manpower in Nepal. However, in the short term, it is recommended that proposals from industries be solicited to train in-house mechanics. The procedures for such proposal solicitation and selection were described in the last Chapter. Essentially, funding, or partial funding would be provided to support the training of an individual technician, in the closest location where relevant training would be available. To build in some sort of multiplier effect, the selected institution might be required to commit itself to taking on an apprentice in that or another field once training has been supported.

C) Re choice of technology: like marketing strategies, this is essentially an issue of information availability. Analogously, the smaller the enterprise, the more important this skill is. Centralized resources for information gathering exist in Kathmandu, but not many micro enterprises are aware of them. In addition, voluminous inventories of machinery manufacturing firms in India are on file at SBPP. While the identification of technology is largely industry-specific, the skills required to identify the optimal type and source of technology are not. Several strategies are recommended:

1) One day courses for entrepreneurs in various localities, specifically related to the identification of technology. In these courses, procedures, literature and networking concerning technology would be disseminated and discussed. In the process of these courses, participants would be asked to develop a brief strategy for identifying technology. Assistance from the trainers, and follow-on support would be incorporated into the training process. Thus, the training should be conducted by a private sector consulting firm which has the capacity and linkages with external firms who produce technologies. If the entrepreneur is unable to identify a suitable technology through the mail, with the help of the assisting firm, study tours to explore technology sources could be sponsored by the project. The lead consulting firm would be required to coordinate and prioritize such tours.

2) The information network concerning the identification of technology could be strengthened, at little cost, by providing local consultants and institutions with more information on how to identify and contact industries which produce machinery. This could be done by a) supporting an in-country data base established and coordinated through a central office (perhaps even the coordinating body for the project could organize this); b) training of in-country trainers by those who are already providing services in other areas.

7. -Production planning

Production planning necessarily incorporates many of the issues discussed above. However, because it was identified as a discrete, and important skill need, separate training courses in production planning would be appropriate. Again, the curricula for such courses should be planned with the client in mind; what is useable and feasible for large and medium scale enterprises, which presumably maintain accounts and inventory records, may not be appropriate for small and micro level enterprises. Thus, an important component in training for this skill need will be curriculum planning. As above, it should be oriented towards problem solving, whereby the trainees use their own industries as case studies and apply the techniques taught in the training to developing production plans. Segments of the N.B.C. model could be adapted in planning curricula. Such courses would probably be well received by all sizes of industries and in all localities of Nepal, and should be offered on a wide scale as possible.

8. Small industries

Since this is primarily a skill need of small and micro industries, training courses should be focused on this population. The Achievement Motivation Training curricula used by SBPP for the same type of audience is most appropriate, and could be tailored to offer small and cottage industrialists short term training in identifying their personal strengths and weaknesses in business.

APPENDIX VII: OPTION: APEX: PROS AND CONS

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The substantive and logistical efforts required to effectively implement the recommendations put forward in the MASS report are considerable. The overall approach indicates the need for a sound monitoring and coordinating component. The coordination function was a major issue in brainstorming sessions with representatives of Industrial Associations, donors and IMG which followed the data collection method. While no definitive recommendations emerged from these meetings, they raised several alternative solutions and, in particular, identified major concerns in this regard. In this section, therefore, several alternative institutional arrangements for coordination and monitoring of the training project are discussed and the pros and cons of each approach suggested. MASS has recommended that the coordinating/monitoring function (referred to hereafter as the Apex agency) be carried out by a private sector agency, selected on the basis of competitive bidding.

However, because the role of the 'Apex' institution is so essential to the success of the training project as a whole, it may be helpful to look at the other institutional and organizational options as well.

1. The 'Apex' institution should be based in a private sector consulting firm

It is generally agreed that the private sector has the administrative flexibility, motivation, and, (in many cases) linkages with the clientele, necessary to carry out this task. One scenario then, would be to give a private sector firm the task of undertaking the advertising, assessment, logistics and monitoring functions required to coordinate the training grant allocation. This consulting firm would be guided by a Board composed of representatives of 1) the Federation of Chambers of Commerce; 2) the donors; 3) IMG. While the consulting firm would be involved in the day to day logistics of coordination and monitoring, as well as preliminary selection of candidates, final decision-making on strategies and training grant allocations would be made by the Board. Linkages with agencies represented on the Board would further strengthen the networking ability of the consulting firm in terms of information dissemination, identification of human and institutional resources which could be mobilized in the context of specific training courses, and evaluation of the impact of training courses vis a vis continuing support to specific institutions.

The board would also provide monitoring on the efficiency of the consulting firm, and could be in a position, at, say 2 yearly intervals to review the performance of the consulting firm and to terminate it's contract if necessary.

The advantages of this approach are 1) the private sector consulting firm could draw in resources to provide this service, and would, potentially, institutionalize an in-country capability for identifying and mobilizing training capabilities for the private sector; 2) the consulting firm is inherently most administratively flexible; 3) the fact that the Board would be composed of key agencies insure participation and linkages which are critical in mobilizing training.

The disadvantages of this approach are that 1) the agencies proposed for the Board have a relatively limited role, and so may be disinclined to devote significant time and/or lend their political clout to the effort; 2) no private sector consulting firm is as yet geared up to mount this type of efforts; 3) a private consulting firm may lack sufficient credibility the fact that monitoring and in particular decision-making under this scenario would rest primarily in the private sector may be objectionable to IMG, and possibly the donors.

2. The 'Apex' institution should be housed in the Federation of Chamber of Commerce

Since the Federation represents the major network of private sector industries, and, is, in principle, established to coordinate and monitor efforts on behalf of the private sector, coordination of training could be based with the central Federation body. Under this scenario, a cell would be established just to manage the necessary monitoring and selection process required under this project.

The advantages of this approach are that 1) the Federation has a significant pre-established network in the country, which it could mobilize and tap; 2) the Federation itself would be strengthened through this process and would, theoretically, be in a stronger position to assist it's members along many dimensions as a result of this project; 3) the Federation is well accepted by both the private sector, HMG and donors.

The disadvantages of this approach are that 1) there is no in-house capability in the Federation at the moment to carry out such an effort, so that outsiders would have to be recruited and trained; 2) the role of the Federation or it's member chambers of commerce and industries as a real administrative and political lobbying agency for industrialists has been questioned; 3) internal favoritism may bias the decision-making process of the Federation; 4) within this scenario no outside monitoring has been provided to insure that the Federation is carrying out it's job in an equitable and efficient manner; 5) the Federation may not be able to reach down to the lowest level of industries.

3. A marriage between the Federation and a local private sector institution should be effected to coordinate the 'Apex' agency function

This approach takes into account the network potential of the Federation and the administrative capability of a private sector consulting firm. In a sense it is a compromise between 1) and 2) above.

The advantages of this approach are 1) it capitalizes on the relative strengths of both types of institutions and provide for the deficiencies of each; 2) the Federation may legitimate the role of the private sector agency; 3) there would be an institutional balance so that favoritism can be minimized and efficiency maximized.

The disadvantages of this approach are: 1) it is bureaucratically cumbersome because it requires coordination and cooperation between two agencies which may have different agendas and goals; 2) there is no easily definable chain of command, in term of monitoring the relative performance of either body in this scenario.

4. The 'Apex' agency should be housed under an existing project, or within the donor agency

In this scenario, the logistics of coordination and monitoring would be allocated to any agency with direct investment in seeing it work. The agencies that suggest themselves are SBPP, in whatever institutional form it ultimately assumes, or within GTZ, USAID, or even ILO etc. While none of these agencies have components to do this task at the moment, the administrative and technical capability exists to manage it, and other staff could be recruited to form an in-house cell. Again, a board made up of Federation, HMG, and private sector representatives is highly desirable.

The advantages of this scenario are: 1) the funding agency would be in direct control of how resources were being allocated, and have direct access to the process of implementation of the training project; 2) in the case of SBPP, an infrastructure which includes a board, a focus on private sector training, in-house expertise etc already exists; 3) the number of administrative layers is minimized.

The disadvantages of this scenario are: 1) the donors themselves may not wish to take on this task; 2) if a donor carries out this function, it reduces the potential for institutionalizing this capability.

Because the role of the 'Apex' agency is so central to the success of the training project, it is highly recommended that whichever avenue is selected, the commitment to the agency or agencies be made on the basis of biannual recurring contracts. This will give the donor the opportunity to review and revise the agency's performance, and to amend the approach or even select an alternative institution, if necessary.