



CTEVT

प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद्
COUNCIL FOR TECHNICAL EDUCATION & VOCATIONAL TRAINING

NATIONAL SEMINAR PROCEEDINGS REPORT



National Seminar on TVET Sector Reform for Nation's Prosperity

Kathmandu, Nepal

9 April, 2021



**Proceedings Report
of the
National Seminar on TVET Sector Reform for
Nation's Prosperity**

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The Council for Technical Education and Vocational Training organized a National Seminar on TVET Sector Reform for Nation's Prosperity in Kathmandu on 9 April, 2021. The event saw the active participation of senior representatives from the National Planning Commission, various ministries including Ministry of Education, Science and Technology, Ministry of Labor Employment and Social Security, Ministry of Finance, Ministry of Forests and Environment, Ministry of Agriculture and Livestock Development, Tribhuvan University, Kathmandu University, Nepal Open University, FNCCI, various donor funded TVET programs and projects, private sector organizations, hospitals, polytechnic schools, media, and other stakeholders.

Organizer of the national seminar, would like to acknowledge the support extended by the collaborators for sharing their insights, inputs and road-map for the future of TVET sector. Member of National Planning Commission, Dr. Usha Jha, and Secretary at the Ministry of Education, Science and Technology, Ram Prasad Thapaliya deserve our special gratitude for taking special interest in the deliberations of the event and promising to take the key messages from the national seminar further for real consideration for TVET sector reform whose positive impact would be felt long and deep in the creation of efficient and skilled human resources for the country.

Our special acknowledgment goes to all the paper presenters and panelists for their succinct ideas and innovative calls to act and not just talk for TVET sector reform- that it becomes the chosen area of study. Bringing together high-level policy actors, TVET scholars and practitioners, educationists, industrialists and entrepreneurs, development partners, artists, media, trade unions representatives and other stakeholders to one forum to talk on the multiple facets of TVET sector reform for nation's prosperity demanded a lot of hard work and attention to details on the part of . Director of Research and Information Division, Binod Badal and Deputy Director, Anil Muni Bajracharya, supported by management and colleagues, deserve special recognition and appreciation for planning and working like ants to bring the national seminar to fruition.

Sakchyamta Project, implemented between the Government of Nepal and the European Union, funded the national seminar. Program Director Deepak Prasad Poudel and entire team of Sakchyamta deserves special praise for their support in the prep work. Similarly, Devendra Dhungana assisted in the preparation of this proceedings.

Last but not least would like to thank Dr. Hari Lamsal, joint Secretary, MoEST and Dr. Hari Pradhan, TVET expert for their meaningful support to make this seminar a huge success.

Pushpa Raman Wagle, PhD
Member Secretary

Mr. Khagendra Prasad Adhikari
Vice-Chairperson

Acronyms and Abbreviations

ADB	Asian Development Bank
ANM	Auxiliary Nursing Midwifery
BIAs	Business and Industry Associations
BoT	Board of Trustees
CEHRD	Center for Education and Human Resource Development
CEO	Chief Executive Officer
CMA	Community Medicine Assistant
CNI	Confederation of Nepalese Industries
COVID-19	Corona Virus Infectious Disease-19
CPSC	Colombo Plan Staff College
CTEVT	Council for Technical Education and Vocational Training
EU	European Union
FCAN	Federation of Contractors Associations of Nepal
FNCCI	Federation of Nepalese Chambers of Commerce and Industry
FWEAN	Federation of Woman Entrepreneurs' Associations of Nepal
GDP	Gross Domestic Product
GoN	Government of Nepal
HAN	Hotel Association of Nepal
HR	Human Resources
IBN	Investment Board Nepal
ICT	Information Communication and Technology
IFAWPCA	International Federation of Asian and Western Pacific Contractors Associations
ILO	International Labour Organization
IPP	Immediate Past President
LDC	Least Developed Countries
MIC	Middle Income Countries
MoEST	Ministry of Education, Science and Technology
MoF	Ministry of Finance
MoLESS	Ministry of Labour, Employment and Social Security
MoU	Memorandum of Understanding
NANC	Nepal Adarsha Nirman Company
NCCR	Nepal Centre for Contemporary Research
NDAC	National Development Action Committee
NOSS	National Occupational Skills Standard
NPC	National Planning Commission
NVQF	National Vocational Qualification Framework
NVQS	National Vocational Qualifications System
ODI	Overseas Development Institute
PhD	Doctor of Philosophy
PPP	Public Private Partnership
RPL	Recognition of Prior Learning
SEE	Secondary Education Examinations
SKILLS	Support Knowledge and Lifelong Learning Skills
ToT	Training of Trainers
TSLC	Technical School Leaving Certificate
TTPs	Technical Training Providers
TVET	Technical and Vocational Education and Training
YCNC	Youth Community for Nepalese Contractors

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सीटीईभीटी गान

सीपयुक्त हातहरू छरिछर देशभरि
स्वावलम्बन-रोजगारीले, गाउँ-सहर सिँगारी
कोर्छौं हामी नयाँ चित्र, यही माटोलाई जोडी

सीटीईभीटी, सीटीईभीटी
हाम्रो आस्था, हाम्रो गौरव
सीटीईभीटी, सीटीईभीटी

कर्म हाम्रो आराधना, हामी यसका पुजारी
राष्ट्र-उत्थान निमित्त गाउँछौं, पौरखको जुहारी

शिक्षा, स्वास्थ्य, कृषि, निर्माण, आतिथ्यको फूलबारी
कोर्छौं हामी नयाँ चित्र, यही माटोलाई जोडी

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उठाई भण्डा श्रमशक्तिको, जोस-जाँगर उमारी
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शब्द : रमण घिमिरे
सङ्गीत : शीलाबहादुर मोक्तान
स्वर : कुन्ती मोक्तान, प्रमोद खरेल, दीपक लिम्बू र मिलन नेवार

(उक्त गान राष्ट्रिय सेमिनारको अवसरमा प्रमुख अतिथिबाट
२०७७ चैत्र २७ गते प्रथम श्रवण गरिएको)

BACKGROUND

Council for Technical Education and Vocational Training (CTEVT) constituted in 2045 BS (1989) is a national autonomous apex body of technical and vocational education and training (TVET) sector with mandate to prepare basic, mid and high level technical workforce. It is mainly involved in policy formulation and quality assurance including research, standards and curriculum development, instructional and management training, and assessment and certification. It also assumes implementation responsibility which it delivers through 1100 institutes of various partnership and collaboration models. It has targeted to establish centers of excellence and models schools in each province. Since 2015, it has started to work on National Vocational Qualification System as a tool for TVET quality assurance and for TVET graduates national and international recognition and seamless educational progression.

With vision to 'Skilling People for Prosperous Nepal' it has mission to 'Develop globally competitive and innovative market relevant human capital' which is supported by its goal to 'Operationalize a reformed market responsive and inclusive TVET system'.

National Seminar on TVET Sector Reform for Nation's Prosperity was organized in Kathmandu on 9 April 2021 with the high level participation from the National Planning Commission, various ministries including Ministry of Education, Science and Technology, Ministry of Labor Employment and Social Security, Ministry of Finance, Council for Technical Education and Vocational Training (CTEVT), Medical Education Commission, representatives from Tribhuvan University, Kathmandu University, Nepal open University, Former Secretaries, Educationists, technical education and vocational training institutes, industrialists, trade union activists, and other stakeholder organizations.

OBJECTIVE OF THE SEMINAR

The objective of the national seminar was to share the good practices championed by the Council for Technical Education and Vocational Training and do some soul-searching discussion for TVET sector reform for nation's prosperity, in the midst of policy-makers, TVET experts, practitioners, industrialists, educationists, trade union leaders and other luminaries from across the fields, said Deputy Director of CTEVT and Master of Ceremony Anil Muni Bajracharya.

The national policy envisions the need to contribute to the development of self-sustainable, competitive, innovative and value-oriented citizens for the socio-economic transformation of the country. The education policy stipulates that all levels of education, including the technical education and vocational training, is competitive, technologically savvy, employment-oriented and produces competent human resource for the country. It is in the spirit of these policies that CTEVT is providing education and widening a range of training in line with the domestic and international labour market needs and creating inclusive and equal learning opportunities.

"The objective of the national seminar is to collect concrete inputs and recommendations from the luminaries in education and TVET sector as well as share the good practices within CTEVT, said the Master of ceremony and requested Vice Chairman of CTEVT Mr. Khagendra Prasad Adhikari to chair the inaugural session.





WELCOME SPEECH

Mr. Binod Badal, Director of Research and Information Division, CTEVT welcomed all the participants and noted that the presence of high level dignitaries had corroborated the importance, significance and prioritization of TVET sector reform in Nepal.

“Education, health, employment, social justice and equality are fundamental rights enshrined in the Directive Principles of the Constitution, 15th Development Plan and Sustainable Development Goals. Technical and vocational education and training is the vehicle to achieve these goals,” he said. The papers presented and commented by TVET experts, policy actors, researchers, employers, workers and civil servants would lead to identify key issues in the TVET sector and identify possible solutions to brainstorm a common understanding and approach to enhance TVET quality for increased employability of Nepali youth in the formal and informal sectors.

INAUGURATION

Member of National Planning Commission and Chief Guest of the event, Dr. Usha Jha formally inaugurated the national seminar by launching the signature song of CTEVT which highlights its goal and objectives of generating skilled human resource for decent work opportunities within the country. The song portrays the role of TVET sector to propel development and overcome poverty through the cultivation of skills and minds, much needed for agriculture, health, education and other sectors. The CTEVT song- laden with strong messages of commitment and call for respecting work-culture, charges the listeners with positive vibes by embarking the country to the path of progress and prosperity.



KEY HIGHLIGHT: CTEVT TODAY AND THE ROAD MAP FOR THE FUTURE

Dr. Pushpa Raman Wagle, Member Secretary, CTEVT made a detailed presentation, capturing the progress, challenges and policy actions for TVET sector reform. The presentation set the context for discussion for the entire National Seminar.

With 23 members in the Assembly and 9 members in the Council, CTEVT is headed by the Minister for Education, Science and Technology. It is propelled by the CTEVT Act 2045 and works to generate efficient human resources for the country, conducting training and education in the faculties of agriculture, engineering, health, and hotel management. Some of its key programs include trainers' training and technical education program for post-secondary education exams students, comprising 18 month-pre-diploma and 3 year diploma/certificate program. Its vocational training is conducted in two streams; one extending up to 1696 hours and the other- a 2 year-workplace based industrial training known as apprenticeship program. The skills test program has five rungs from the elementary to level 4. CTEVT has already certified **400,413** graduates, most of whom have found employment and self-employment in the formal, informal industries at home and abroad.

In his presentation, Dr. Wagle recommended these policy actions to bring about reform in Nepal's TVET sector:

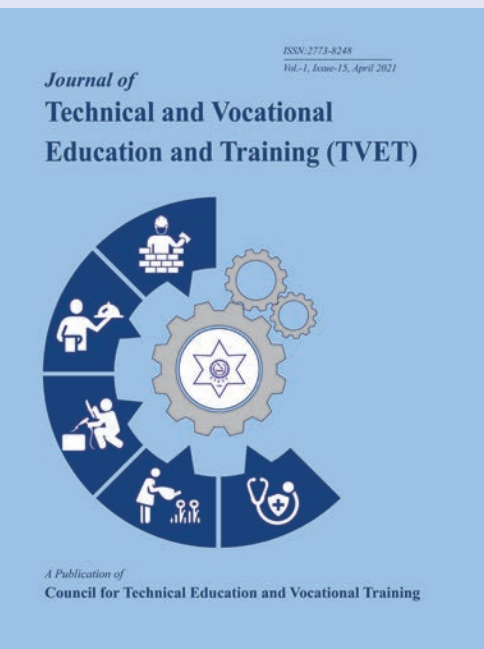
- Transform the structure of the CTEVT in line with the federal structure of the country.
- Facilitate to address legal complications related to the jurisdiction of CTEVT, especially related to Local Government Operations Act 2074 and National Medical Education Act 2075.
- Plan to address under staffing of trainers/employees at technical schools and provincial offices and help to enhance their capacity.
- Increase partnership coordination between industrialists, employers and training institutions.
- Assist in the management and availability of modern inputs and training tools and technology.
- Provide assistance to address the challenge of conducting youth-focused training program for foreign employment.
- Extend necessary support to CTEVT for the development and expansion of TVET for inclusive reach.
- Focus to enhance quality in TVET programs.
- Address the issue of forecasting human resources needed for the country and conducting research and development in programs
- Ensure TVET school affiliation and monitoring and evaluation is practical and transparent.

RECOMMENDATIONS FOR TVET SECTOR REFORM

Dr. Wagle made these suggestions for the TVET sector reform in Nepal:

- Make arrangement for establishing at least one model polytechnic Institute (multi-technical schools) in each province to provide diploma,





pre-diploma, short-term vocational training, training of trainers (ToT), skills testing and accreditation on a need basis.

- Bring into operation polytechnic institutes in all 77 districts and go for specialization in one particular sector like agriculture, engineering, health, hotel management if more than one polytechnic exists.
- Allow community schools to run pre-diploma and short-term training in coordination with the local government.
- Recommend a 3 year diploma to those getting C grade or above in SEE and an 18 month diploma to those getting grades below C in SEE.
- Recommend a 2 year apprenticeship training to those who have studied tenth grade in school.
- Make provisions for one-window training and curriculum for short term vocational training.
- Make provisions for skills testing and employment to those who pass such test.
- Implement national vocational qualification system (NVQS).
- Make effective provisions for cooperation between industrialists, business communities, employers and training providers for sustainable development.
- Amend the CTEVT Act in line with the federal structure.

The Member Secretary of CTEVT expressed his conviction that undertaking recommended actions would help address most issues in the sector and help instill quality in TVET system.

There is a growing call in Nepal's state policy that it envision a shift in the generic system of education to technical and vocational education where 70% of all SEE graduates opt for the latter to produce more employment and self-employment opportunities at home.

LAUNCHING OF TVET JOURNAL 2021

Chief Guest of the program, Dr. Usha Jha, who is also the member of National Planning Commission of Nepal, joined by Vice Chair of CTEVT Mr. Khagendra Prasad Adhikari, Chairperson of Medical Education Commission, Prof. Dr. Shree Krishna Giri, and Former Vice Chancellor of Kathmandu University,



Prof. Dr Suresh Raj Sharma jointly launched the TVET Journal 2021. The TVET Journal carries 15 research articles from TVET scholars from home and abroad with a focus on the four pillars of TVET: quality and relevance, permeability, education and employment linkages and TVET governance.

REMARKS: PROF. DR. SURESH RAJ SHARMA, FORMER VC, KU

Former Vice Chancellor of Kathmandu University and former founder of CTEVT, Prof. Dr. Suresh Raj Sharma said Nepal's biggest challenge can be expressed in two words: *youth unemployment* and called for doing everything at disposal to address this challenge.

The shortfall in our education policy is that we have had no programs or policy to incorporate those who did not complete their education degree. The realization is that we continued to support those who climbed the rungs of the ladder but less so for those who dropped out of the education system for one or the other reason. It is time to question ourselves whether the strong needs more support or a feeble one needs our fulcrum. It has become obvious to us that we did not have abundant programs for those who could not complete their education cycle for one or the other reason.

“Another realization is that people do not have an idea that they need institutions to equip them better with skills but continue to ask for general schools on a continuum basis. **We need more training centers and trainers; those who need not be highly qualified but committed to working together with trainees to pass on the skills. Transfer of education from one hand to the other instead of one brain to the other is what we need today.** There has been very little effort to produce such skilled-tested trainers through our ToTs. This is my strong recommendation to this august gathering.”

Prof. Dr. Sharma viewed that there must be at least one technical institution at every local unit which stands not for the namesake but is vibrant because the country needs to produce genuinely skilled people and not just with certificates. There is a real need to skill the people than educate them. Nepal makes good plans but fails in the implementation because of the lack of preparation. An educated person with academic achievements may become unemployed but a skilled youth is never unemployed because he/she instantly finds ways to get engaged, get to work. Professor Sharma said the presentation by the Member Secretary of CTEVT has profusely highlighted this message and once again reiterated his statement that Nepal needs to focus on skilling people.



“Unemployed youth appear like a liability for us but if we can empower the youth through skills, it would be the country's greatest asset.”

- Prof. Dr. Suresh Raj Sharma,
former VC,
Kathmandu University

Master of Ceremony Anil Muni Bajracharya informed the participants that Ms. Nona Deprez; Ambassador of the Delegation of European Union to Nepal had expressed keen interest to attend the seminar but owing to the need to respond to the health protocol had sent a message, which read:

“I wish the seminar success and hope that today’s rich and diverse coverage of critical topics ranging from skilled workforce development in reference to LDC and MIC target achievements, TVET governance in federal system, private sector’s engagement to enhance TVET quality and outcomes to conceptualization of TVET system structural adjustments for facilitating learner’s progression and employment, which for sure these subjects will provide insights for TVET’s future development. The EU is a long-term partner to Nepal, supporting basic education as well as technical and vocational education since several years and will continue to do so in the future. I would like to thank all the presenters and participants and wish them a fruitful day.”

REMARKS: DR. HARI LAMSAL, JOINT SECRETARY, MOEST

“In the hope that the upcoming sessions will have enough time for valuable discussion, Dr. Lamsal spoke briefly and wished his best wishes to the success of the event. He underscored that the very objective of the gathering was to provide enough space and time for the expert participants to cover as many views as possible on the TVET sector.

He cited an interesting poetic anecdote that refers to a man who continued to wipe his face so that he could look clean but the actual problem was that the mirror held had been dotted with dust, meaning he did not want to override the meeting with his opinion rather than listening to the expert opinions of the floor and dais.

REMARKS: DR. RAMHARI LAMICHHANE, DIRECTOR GENERAL, COLOMBO PLAN STAFF COLLEGE

Dr. Lamichhane hoped the national seminar would make some categorical suggestions for policy level and operational clarity of CTEVT that Nepal is looking for and viewed that TVET programs provided by Jiri technical school in the 1990s was much more effective than what is seen as TVET programs today. He suggested do some soul-searching by CTEVT and the office of the Prime Minister to make TVET system more vibrant and demand driven.

“We are being complacent with statistics that CTEVT has the capacity to provide TVET programs to over 90 thousand per year but the actual number of graduates is much smaller, around 35 thousand only which calls for improving the quality of the past. *“The National Planning Commission, the Ministry of Education and CTEVT need to sit together and brainstorm what can be done to further enhance the quality and retain the earlier glory,”* he observed.





Recalling that Nepal was once a pioneer in South Asia to provide accreditation which carried high value internationally, he emphasized the need to establish CTEVT as a trusted accreditation institution as well and noted that merger policy is necessary for TVET schools to run effectively. “Research and Development Wing should be established within the MoEST to forecast the human resources that Nepal today needs in different sectors. For instance there is an instant possibility to create 70 thousand jobs in barber and Asphalt Worker (Road Construction Worker) which are now mostly owned and operated informally by foreigners.

“TVET programs funded by donors also need to tune into the needs and interests of Nepal and help to address the gaps that prevail,” he reemphasized a merger policy to ensure the effectiveness of TVET schools to avoid a situation where they remain under-resourced and function poorly.

REMARKS: PROF. DR. SHREE KRISHNA GIRI, VICE CHAIR, MEDICAL EDUCATION COMMISSION

Prof. Dr. Giri appreciated for being invited to the National Seminar to share the concern and worries of thousands of workers in the medical sector with the introduction of National Medical Council Act, 2075.

The Act has now withheld admission at a pre-diploma (formerly TSLC) level of medical education like CMA, ANM and Lab Assistant citing availability of higher level of qualified human resources was available in the market.

The decision to put on hold the teaching of pre-diploma and diploma in medical education is that 60 thousand personnel have been produced. “What is worrying is that the future career of this well-trained population is now being challenged even though their service to the country, especially at the grass-roots is well appreciated.” It is essential to address their concern because most of this workforce is embedded in the communities and is offering services to the people, who otherwise, are likely to remain outside



the primary medical service like mid-wifery and nursing. “The state has to create space for this population to seen prospects for promotion and growth to upscale their knowledge and skills.”

“I am here to hear from you how CTEVT can address the problem of frustration that has come with the closure of programs like CMA, ANM and Lab Assistants,” he emphasized.

He said 3,000 doctors graduate every year in Nepal and a recent report suggests that 1,400 vacancies exist in the government sector and noted that it would be good to deploy these medical doctors in each Palika to overcome the burden of unemployment growing among doctors.

INAUGURAL REMARKS: DR. USHA JHA, MEMBER, NATIONAL PLANNING COMMISSION

Chief Guest of the National Seminar and Member of National Planning Commission, Dr. Usha Jha thanked the CTEVT for organizing the national seminar on the pertinent issue and as the representative of NPC, would passionately take full stock of the challenges and opportunities before the CTEVT so that she could make the right decision to the policy architecting body.”

Dr. Jha said the entire country was in transition and it was natural to worry about the status of an institution in the structuring process when a more



pressing issue was to contemplate how best to achieve a more functioning structured process.

“This is the right time to discuss our issues and prospects and educate ourselves what will lead to smooth implementation of the ongoing restructuring process,” she said. May be a merger strategy for CTEVT institutions is essential somewhere down the line for effective functioning because some schools have a very small number of students but the operations cost is very high, but the importance of CTEVT for this country is very high as spelled out in the CTEVT song.

VOTE OF THANKS: MR. KHAGENDRA PRASAD ADHIKARI, VICE CHAIR, CTEVT`

Vice Chairperson of CTEVT and chair of the inaugural session, Mr. Khagendra Prasad Adhikari, thanked all the luminaries for their opinions and hoped the suggestions made by scholars, panelists and TVET experts would help to chalk out a roadmap for TVET sector reform in Nepal and announced the closure of the session, hoping to find possible remedial actions in the policy and practice for reform.

The announcement was made that the national seminar was well designed to cover many expert opinions and ideas on TVET sector reform because CTEVT is the main driving force to plan, coordinate and steer TVET system in Nepal.



THEME PAPER I: SKILLED WORKFORCE DEVELOPMENT: KEY TO LDC AND MIC TARGET ACHIEVEMENT



DR. SHANKAR PRASAD SHARMA
Former Vice-Chairman,
National Planning Commission and Former Ambassador to USA

Dr. Shankar Prasad Sharma, is the former Vice-Chairman of National Planning Commission and Nepal's former Ambassador to the United States. He has served both, nationally and internationally as Senior-Economic Advisor, Professor and expert consultant for various Ministries, Universities, ADB, World Bank, UNDP and other organizations. Currently he leads the Economic Planning Incubation Project, supporting Nepal's development initiatives. Dr. Sharma has Ph.D. in Economics from the University of Hawaii.

SESSION CHAIR AND PANELIST

SESSION CHAIR



DR. USHA JHA
Member
National Planning Commission

PANELISTS



MR. RAM SHARAN PUDASAINI
Secretary
Ministry of Finance



MS. REETA SIMHA
Chairperson, Women Entrepreneurship Development Committee,
FNCCI
President, Federation of Women Entrepreneurs' Association of
Nepal (FWEAN)



DR. BINAYAK KRISHNA THAPA
Asst. Professor
Kathmandu University
School of Arts



In his presentation Shankar Sharma, PhD delved in to Nepal's labour and employment policies as well as priorities of the 15th Development Plan and pointed out areas for addressing skills gap and what it requires for Nepal to move towards the target of Middle Income Country from the Least Developed Country.

He called for sectoral policies to generate productive and output-oriented employment opportunities and underscored the need to transform the informal employment into formal employment gradually.

Standing on the statistics of the 2018 National Labour Survey, he drew the following observation:

- Ratio of employment to working population is low (or Employment opportunities are grossly inadequate), formal jobs account for a small share compared to the size of working population.
- Ability of primary activities to absorb growing job seekers will be limited, causing people to seek jobs in urban areas and abroad and youth unemployment and underemployment increasingly become a serious issue (educated also).
- According to an Economic Survey of the migrant workers, 4.555 million are men and 2.037 million are women. Of those who have gone for foreign employment, only 1.5 percent is skilled, 24.0 percent are semi-skilled and 74.5 percent are unskilled.
- Underemployment rate is 11.4% and Underutilization of labor is 39%, Indian labor account for 40-70% of the labor in Terai (estimated).
- Skill development program is less effective (500,000 labourers in infrastructure, 100,000 jewelery, and other skilled jobs including in the informal sector and manufacturing are estimated to be from India).
- The current TVET program has limited access and suffers from low quality and relevance (ADB 2020).
- One of the primary reasons for underemployment, according to the labor force survey of 2008 indicated that there were skills mismatches among 45% of the labor force.
- The reasons for unemployment according to the same survey were “can't find work” (41%), “off season inactivity” (56%) and “other” (3%).

Sharma analyzed the scenario for growth and employment for Nepal based on the reports of World Bank and study carried out by ODI, 2019 that Nepal needs to create 6.1 million jobs by 2030 and by minimum standards, it will see the deficit of 3.6 million jobs, indicating that foreign employment will continue unabated. The second scenario that net migration will be zero will lead to a low productivity and thereby negate any possibility of transformational growth. In order for Nepal to achieve the MIC status faster and to graduate from LDC in income threshold or achieve NPC target, he observed that sectors with high productivity and employment elasticity could be promoted to increase labour productivity, achieving MIC status faster and achieve transformational growth even if there is labour deficit. Promotion of productive and labour intensive sectors can also help in generating more productive jobs, with a focus on ICT, tourism, light manufacturing and agro-processing units.



In the scenario that Nepal is suffering from de-industrialization, he suggested the active operation of special economic zones and industrial sector to create more employment. Agriculture is less likely to be the major source of productive employment, though a large section of the population still depends on it for livelihood. He made the following suggestions for skills development:

General–skill development

- The need for practical experience requires support to systemic internship systems at secondary and tertiary education levels linking firms to students, closing the perceived practical skills gap.
- Establish a provision of technical and vocational training across all industries for specialized roles (i.e. machinists, chefs etc.) to reduce firm training.
- Tertiary education requires bolstering to meet global standards, reduce level of emigration and increase highly skilled labour pool.
- Prepare people for specific occupational roles linked to industry placements, up-skilling to enhance productivity and re-skilling for people to find a new job/career.
- Facilitate to develop linkages between government and industry, and industries and training institutes on skills needed in labor markets and address the mismatch of skills in the market.
- Utilize independent evaluators for assessing the quality of trainees, trainers and outcome of the training institutes.
- Increase investment in technical education and improve technical education curriculum and make it compatible with the market need
- Explore the possibility of establishing training institutes under PPP with industries and also with successful foreign institutes.

COMMENTS FROM PANELISTS

Dr. Binayak Krishna Thapa, Faculty at Kathmandu University said most of the terminologies being used in the presentation are debatable in the 21st century because skills cannot be hinged with productivity or growth alone. The visioning of inequality in growth could have been discussed on top of the demand for competitiveness when it comes to skills. Analyzing only from economic dimension and leaving out the social aspect that Nepali society is rooted is not fair or right because ethnical diversity in Nepal is so deep-rooted so each group could have strength over one product and that particular skill could lead to skills enhancement as well as job opportunities.

Dr. Thapa stressed the need to talk about what works best for the people of Nepal that is more characteristic to its strength than talk about big projections and speculations of big policies of big corporate bodies. We must be in a position to see intrinsic value for an individual and why and how the skill can be made instrumental. “We cannot have the pretext of saying the country is in transition because I have been seeing Nepal in transition since small age and we never tire of saying we are in transition. Even a skilled person in one area of job is so vulnerable for not knowing the other area. This is what it means by the need to address skills gap from a social perspective.”





Mr. Ram Sharan Pudasaini, Secretary, Ministry of Finance, The Finance Secretary (Revenue) viewed that most issues discussed by Dr. Sharma were being made from the multi-sectoral approach and viewed that the issue of TVET reform was being made for many years now because of the gaps in planning and implementation continue to occur.

There is a need to streamline a vast number of skills and employment policies and programs being implemented by various Ministries without coordination. “The Ministry is now focused on budgeting programs based on evidence because of the low spending capacity of government bodies as well as the private sector. It is also essential to study why the private sector is lukewarm to accept government-funded programs aimed at generating jobs. “There is a serious need to enhance the capacity of institutions to be able to spend the budget.”

There is the need for coordination and integration of TVET programs than seeing them scattered. Rural or urban, all municipalities are demanding that a TVET school be established but it is time to review the status, where learning can be drawn to correct the mismatch. There is a need for serious improvement in coordination among Ministries. Equally important is to revise a list of TVET programs to produce skilled laborers. One study showed that 38% of all applicants in the public service commission were all from the faculty of education stream, meaning the graduates were not getting jobs in other areas.

The Finance Secretary reiterated that generating skilled and efficient human resources is as important to the government as to the private sector. He however regretted that the private sector had failed to accept the government funded private-partnership programs.





Ms. Reeta Simha, Chairperson, Women Entrepreneurship Development Committee, FNCCI,

Ms. Simha took the forum to share the challenges in business for women. “It is a serious problem for women entrepreneurs to receive fund citing lack of business plan. When there is no cash flow, doing business is not easy. FWEAN recently provided virtual financial literacy to several women overcome this challenge by equipping them with the skills needed for business during the COVID-19 lock-down. Women in the countryside do not have easy access to the Internet which makes it more difficult for women to become informed and requested the government to address this challenge.

She suggested establishing help-desk for women to get hand-on information and assistance in banks to facilitate particularly women by providing additional technical backstopping support. She viewed that the government could assist women entrepreneurs further by establishing a dedicated fund for business promotion or by funding costs for processing units for niche products.

The FWEAN has its office in 56 districts and is willing for partnership with CTEVT to provide business support through skills training and other activities.

FLOOR DISCUSSION

Mr. Khadka KC, Former chair of Diploma Engineers' Association,

The government formulates policies and programs but in the absence of proper hand-over and take-over system, and gross lack of monitoring and evaluation, much of the effort is lost or fizzled out. Change in the government sees transfer of staff and the cycle of reinventing the wheel continues. The government needs to resolve this problem, taking advantage of the ICT.

Mr. Bishnu Bahadur Luitel, Former Vice President, FNCSI,

wished the paper included at least some information on the list of trainings that were productive and less productive. He questioned the structural reform needed for Nepal on TVET sector and asked what % of budget was spent in the TVET sector in LDCs, assuming Nepal spends 1.5% of its annual budget for skills training and opined NPDC had become inefficient so it was necessary to establish a national productivity council to forecast the workforce needed for the country.

Mr. Mahendra Prasad Yadav, Vice chairperson of Nepal Trade Union Congress (NTUC)

appreciated the working paper of Dr Sharma for critically analyzing the % of unemployment in Nepal's agriculture, ICT, light-manufacturing and agro-processing sectors and mentioning about the forth industrial revolution. Referring to an ILO Convention adapted by Nepal, he stressed the need to consider employment and post-employment period as a continuous life-learning process and questioned what plan the government had for skilling, up skilling and re-skilling people following training.

“**When the Ministry itself is confused how to bring about harmony in skills training programs, it adds more confusion to people,**” he said and urged the government entities to do more homework to come up with



a clear map to avoid duplication in training programs and chart out a clear course for the future. “A workshop model instead of the national seminar could have allowed more time for brainstorming ideas,” he suggested.

Mr. Sudarshan Sigdel, Media Person questioned Dr. Sharma if he thought the wage is determined by the market or by an individual and whether it was true that young people of working age performed better than those who were older and worked with government enterprises.

Responses from Paper Presenter Dr. Shankar Sharma, Reducing politicization in TVET system will help enhance quality in education. **CTEVT has to be strong and not allow politics to overtake its organizational principles, values and decisions.**

Coordination and genuine monitoring and evaluation of TVET programs are one of the several ways to enhance the quality.

I agree to the idea that we need to improve in areas where we think we have a competitive advantage. I agree there are inequalities in the skills sector as well. The constitution itself has a provision for positive discrimination, and special provisions like scholarship are guaranteed to address these inequalities to overcome these inequalities.

Dr. Sharma said priorities of countries vary from time to time so it is not an easy question which countries spend what percentage of budget for TVET sector and that performance assessment model would be different at a public and a private enterprise which will have their findings whether young people performed better or not so young people. He also made it clear that in an open market economy, it was the market that defined the price of work and observed that the private sector could have been more flexible to accept the government’s request for partnership during COVID situation.

Closing Remarks from Chairperson of the session: Dr. Usha Jha, member, NPC, Session Chair, Dr. Usha Jha thanked the paper presenter and the panelists for rightly pointing out that CTEVT can only become strong and efficient when it is in a position to implement the legal provisions already specified in the act. She said there cannot be perennial complaints of political influence in CTEVT because the leadership should stand strong against efforts to influence it politically, though it is within the Ministry of Education, Science and Technology, and we have heard that the level of coordination is missing,” said Dr. Jha and hoped further discussions in additional sessions would further give a clear picture of the issues, challenges and prospects for CTEVT.



THEME PAPER II : TVET GOVERNANCE IN FEDERAL SYSTEM



MR. GOPI NATH MAINALI
Secretary, Office of the Vice President

Mr. Gopi Nath Mainali is Secretary at office of the Vice President. Known for his scholarly thoughts and vision, Mr Mainali has served various ministries, including the Ministry of Education, Science and Technology. He is honored with several national awards in recognition to his excellent performance wherever he serves. He has Master's and Bachelor's Degree from national and international Universities in several disciplines and has published his Masterworks.

SESSION CHAIR AND PANELIST

SESSION CHAIR



DR. DINESH CHANDRA DEVKOTA
Chairperson, BoT, Gandaki University
and Former Vice-Chairman, NPC

PANELISTS



MR. RAMESHWORE KHANAL
Former Secretary
Government of Nepal



DR. YAMUNA GHALE
Research Director
Nepal Center for Contemporary Research (NCCR)



PROF. DR. RAJENDRA PRASAD ADHIKARI
TVET Expert



As the Chair of the session, Dr. Dinesh Chandra Devkota, former Vice Chairman of National Planning Commission and Chairperson, BoT Gandaki University made a request to Secretary Gopi Nath Mainali to consider three statements in the course of his paper presentation:

1. The formal history of TVET sector started in 1987 BS with the launching of technical school in Kumari chowk in Kathmandu 90 years ago. Nine decades down the line, much progress has been made in TVET sector though there may be grudges that more could have been done. The presentation could critically make a positive interpretation of this journey.
2. 12 Ministries continue to operate TVET programs without any mutual coordination in the backdrop that 28% of Nepal's population is still under multi-dimensional poverty line. Some 1,000 youth leave the country in search of employment on a daily basis and 74% of this workforce is not skilled. The 2019 report of the Finance Ministry says at least 4.3 million youth are out of the country for employment purpose so suggest how reinforcing TVET sector would help this challenge.
3. Article 31 of the constitution is related to *right to education* which talks about mandatory basic and free high-school education but linkages need to be drawn between TVET and basic education. The 2072 constitution of Nepal has incorporated education, and employment under fundamental rights but TEVT is not categorically mentioned so he urged Secretary Mainali to touch upon the need to incorporate TVET. It just mentions about basic education and high school education. We now have to do advocacy that the upcoming federal act incorporates the TVET sector reform and governance.

PRESENTATION

Secretary at the Office of the Vice President, Gopi Nath Mainali took an overview of the TVET education system in Nepal, and drew the attention of the participants that the actual number of ministries operating TVET programs was 18 and value for money for ministry trainings was 18



billion rupees annually. When these Ministries are organizing TVET programs without any mutual coordination, the missing factor of coordination in trainings is spoken in volume in the TVET education and training.

He said the importance of the need to enhance efficiency in TVET programs cannot be over stated when unemployment and hidden unemployment continues to become a burning issue in the country. It underscored the importance of TVET as it is the means to learn skills and create self-employment for family and small businesses and lead to increased productivity and growth of value chain businesses.

Secretary Mainali put up these issues and challenges for consideration:

- Training should lead to employment instead of one person take several trainings.
- Concerns expressed by the Vice Chairperson of Medical Education Commission on TVET need to be seriously considered.
- Provinces are developing their own TVET acts in the absence of a common governing act at the federal level. Managing this ad-hoc situation is necessary.
- Effective coordination mechanism must be ensured to plan vocational trainings and skills enhancement programs conducted by 10 different entities and 18 Ministries.
- Serious planning is necessary to transform the practice of organizing trainings from single skills to multi skilling and establishing stronger linkages with industrial houses before providing TVET programs.
- The three levels of government need to be more sensitive to establish a more functioning TVET system and help reduce confusion whether joining TVET is promising for career building or not. .

COMMENTS FROM PANELISTS

Mr. Rameshwore Khanal, Former Finance Secretary, GoN, Irrespective of the structure of CTEVT, there has to be tangible reform in TVET governance. The 18 Ministries organize TVET programs entirely for their internal consumption. *The problem is that there is nearly zero governance because there is no authority to look into or monitor the quality of trainings, access or their relevance. This is the forgotten part in TVET discourse. Substantial reform is needed on this front.*

Moreover, the public should have access to the internal trainings that the government organizes and calls it ‘internal’ to allow the people benefit from such trainings. Nepal’s realization is that the private sector appears more potent when it offers similar services compared to the public sector. Compared to the public sector, the private appears more efficient in the delivery of services which is actually not up to the mark but looks competitive because services provided by the public sector fare less well.

The private sector is not efficient in Nepal. It is efficient because the public sector becomes inefficient. The public and private sectors should not get into the “money-making ecosystem” in TVET sector and we need to break



this ‘eco-system.’ A student is more interested in receiving a certificate, an educational institute is more interested in providing such certificate and the authority is interested in attesting that certificate without much ado that has learnt or taught how much.

We must separate accreditation and licensing authority to the same institution. This is because there are several examples where we see some trainings taking place even without being licensed by CTEVT. When producing real qualitative human resources is the main issue, we can even have another authority for accreditation of CTEVT programs and products.

Most importantly, it is important to finalize specific skills that are mandatory for a nation building and such programs must be state funded. The practice of doling out trainings whose utility has waned, like pickle-making,” needs a rethink.”

Prof. Dr. Rajendra Prasad Adhikari, TVET Expert, We have identified loopholes in the TVET governance and we speak of these shortcomings repeatedly. So we need to question ourselves what is holding us behind in taking corrective measures. The state of inaction should be corrected through succinct inputs from this meeting. In the case of Nepal, we need to acknowledge that CTEVT and TVET are synonymous so there is no point in questioning if CTEVT is TVET or not. The Federal government should consolidate CTEVT through policy support and not negate the contribution of CTEVT in TVET sector. Provinces and local bodies should be allowed to function on their own in a competitive spirit.

Relevance, effectiveness and quality are three components of a technical education. It is our common realization that we have fallen behind in learning from the past. It is essential to relate our work in the prism of relevance, effectiveness and quality. For instance, there needs to be an intricate linkage between irrigation, agriculture and food technology. The importance of TVET sector can be best reflected if we see the gaps with more clarity and question ourselves why our productivity is low and why employment is not being generated. Situation where CTEVT plans one thing and the Ministry takes another decisions will not lead to TVET reform.

Dr. Yamuna Ghale, Research Director, NCCR, Inclusivity is the key to making technical education, training needs and demand more responsive. The rationale of technical and vocational education and training can be best reflected when it considers gender priorities, geographical needs, market demands and commodity specific technicalities. Secondly, there is a need to consider the federal context and technical needs as well as priorities of the three tiers of governments. Thirdly, the paper fell short of highlighting the needs and expectations of local governments because majority of the people in Nepal still live in villages.

Quoting the observation of the private sector, she said entrepreneurs complained agriculture graduates were not productive. “It is time to question why. This is a serious aspect we have failed to meet, and question ourselves why our graduates are not competitive.”



The Federal government should consolidate CTEVT through policy support and not negate the contribution of CTEVT in TVET sector. Provinces and local bodies should be allowed to function on their own in a competitive spirit.



She emphasized that the demand and supply nexus was not working well in the technical and vocational education. “In the name of technology, mini tillers are being distributed to women by several Palikas but nobody has paid any heed to the social aspect of these mini tillers. Test of these imported machines is being done on the folks, without research work because women I talked to complained of pain in lower abdomen once they started using mini tillers. “Given the fast value chain in agriculture, more research and development work is needed in production, inputs management, processing and consumption. TVET should think out of the box and design programs in such a way that trainees’ socio-economic issues are addressed.”

FLOOR DISCUSSION

Mr. Ramesh Kumar Bakhati, Former Director of CTEVT, Let’s enact a national TVET Act which could coordinate trainings conducted by 10 different entities and 18 ministries. Or, let’s provide autonomy to CTEVT. **If CTEVT is placed under the MoEST, it will be subject to politicization as it has suffered in the past.**

Er. Saroj Kumar Upadhyay, Federation of Professional Training and Employment of Nepal (FPTEN), We build on our existing experiences so TVET sector reform needs to be considered, placing CTEVT as the centre of compass. CTEVT should be allowed to function as a full entity, providing accreditation, certification, quality control and work. Ministerial trainings are “more internal” so that could be left out of its jurisdiction.

Mr. Suprabhat Bhandari, Founder President of Guardian’s Association of Nepal, All SEE graduates need to be injected with basic TVET education where a graduate knows how to mend a broken fuse, water and weed a kitchen garden.

Mr. Devi Dahal, Team Leader of NVQS Project, The papers by Dr. Sharma and Secretary Mainali have rightly captured key issues, challenges and opportunities in TVET sector. Mr. Mainali’s paper has outlined 19 bullet points and challenges. My opinion is that half of these issues and challenges will be resolved once NVQS is consolidated. The challenge is the lack of harmonization and coordination in training delivery and needs. General



system of education is only producing unemployment masses. Science-based education should be the priority.

Responses from the Paper Presenter, Mr. Gopi Nath Mainali, Secretary, The responses from the floor have not confronted but complimented and supplemented the statements made in the paper. In a society with diverse gender and social dichotomy, there are many job responsibilities to be performed. It would take more time to answer all the questions but the views expressed in the paper are also for the self-contemplation of the gathering without any unconscious bias.

Closing remarks from the chair of the Session Dr. Dinesh Chandra Devkota, Former Vice Chair of NPC and Chairman BoT of Gandaki University, Dr. Dinesh Chandra Devkota, who moderated the session, thanked Secretary Mainali and the panelists for critically dissecting the issues, challenges and opportunities in the TVET sector. The call for improving governance, when we say TVET should not be part of money-making eco-system but vehicle to drive employment and vibrant growth, has given enough message to the august gathering how to go about.

“The Ministry, being in the coordination role but taking decisions on its own without consulting CTEVT will only push the country 50 years behind. We are caught up with surprise when we hear from the press that the Ministry has stated work on the draft of new TVET Act with no whisper to CTEVT,” said Dr. Devkota and pointed out the need to move ahead with the theory of change principle, underlining what actions would bring about reforms in the TVET sector. “Let’s remember we are targeting 70% of the population, through TVET.”



THEME PAPER III : PRIVATE SECTOR'S ENGAGEMENT TO ENHANCE TVET QUALITY AND OUTCOMES



ER. BIRENDRA RAJ PANDEY
Vice President, CNI & Director,
Nepal Adarsha Nirman Co. P.Ltd. (NANC)

Er. Birendra Pandey is Vice President of CNI and Director of Nepal Adarsha Nirman Company (NANC). For the past 25 years, he has been a globally recognized entrepreneur in the construction industry. His services have reached thousands, including the CNI, FCAN, YCNC, IFAWPCA and Rotary International. He has received his Masters of Engineering from Asian Institution of Technology (AIT), Thailand and MBA Degree from Kathmandu University.

SESSION CHAIR AND PANELIST

SESSION CHAIR



DR. RAMHARI LAMICHHANE
Director General
Colombo Plan Staff College (CPSC), Manila

PANELISTS



MR. ANIL KESHARY SHAH
CEO, Nabil Bank



MS. SHYAM BADAN SHRESTHA
Founder Chairperson,
Nepal Knotcraft Centre



MR. HARI BHAKTA SHARMA
Executive Director, Deurali-Janta Pharmaceutical Pvt. Ltd. &
IP President, CNI



Director General of Colombo Plan Staff College, Dr. Ramhari Lamichhane chaired the session. In his opening noted that the private sector should be seen as supporters of TVET system even though industry-institute relations were not up to the mark, which is why TVET sector needs. Private sector engagement is necessary in the pre, during and post stages of TVET sector reform and thus urged the paper presenter and panelists to consider key elements that would encourage the private sector become the implementer as well as real TVET contributor.

“I request the team to identify causes behind industry-institution barriers as well as spell out what legal provisions from the government would put the private sector as real implementer or contributor of TVET and how the private sector or employers can become engaged in the skills testing because we have seen the backlog of files at the National Skills Testing Board,” he emphasized and introduced paper presenter Er. Birendra Raj Pandey and Panelists, industrialist Hari Bhakta Sharma, entrepreneur Shyam Badan Shrestha and banker Anil Keshary Shah for discussion.

Vice President of CNI and Director of Nepal Adarsha Nirman Company Private Limited, Er. Birendra Raj Pandey started off by recalling Nepal’s goals and high aspirations of creating a prosperous Nepal, happy Nepali, graduating from least developed countries, elevating to middle-income country by 2030 and meeting the Sustainable Development Goals by 2030. The CNI had carried out a study on four sectors: energy, transport, urban development and water and sanitation and it projected that Nepal would have to spend some 16 to 20 billion dollars annually. But the allocation at the Federal level is around 3.5 billion dollars and combined of provinces, it is less than five billion dollars which means there is a need to increase the investment three-fold. The IBN (Investment Board Nepal) has mentioned that Nepal needs an estimated 17.5 billion dollars. The CNI Vice President expressed concern that under 30% of capital spending was recorded by the third quarter of the fiscal year and the GDP (Gross Domestic Product) share of the manufacturing industry was on a downward spiral from 9% to 5.1.

“We really need to work hard in reversing the decreasing trend of manufacturing industry in GDP and reach the 6.5% as the 15th five year plan envisages. The Asian Productivity Organization (APO) data published recently shows per labour productivity is almost at the bottom of the scale at merely 8% .”

He said the public and the private sector need to work in tandem to address these issues:

- Development of labour management information system,
- Addressing skill mismatch
- Enhancing “world of Learning” and “World of Work”
- Enhancing multiple and diverse pathways to Nepal’s economic activities
- Strengthening of company involvement in technical and vocational education and training
- Increased TVET financing and orienting the private sector to contribute to TVET



“If we are having a new TVET Act, my suggestion is that the private sector is given an important role,”

- Establishing national TVET standards and promoting labour market perspectives
- Increasing the permeability between TVET and higher education
- Creating an enabling environment among several other priorities.
- Transforming general system of education to work-related skills and abilities.

Reform measures undertaken in India, Korea, South Africa, Vietnam and some other countries show the following reform approaches as successful practice:

- Strengthening of company involvement in TVET
- Clear TVET responsibilities
- National TVET standards
- Promote the labour market perspectives of TVET
- Increase the permeability between TVET and higher education
- Implementation of skills forecasts



Mr. Pandey emphasized that the strategic direction for Nepal should be to move ahead from general education to work-related skills and activities, link TVET to labour market needs and provide as entrepreneurial skills with priority.

He informed that the CNI has taken an advance initiative to foresee some private sector engagement in TVET sector involving Federation of Contractors' Association of Nepal, Hotel Association of Nepal and Nepal Auto Mechanics Association which tried to look into the possible areas of support from the government and the private sector. Similarly the CNI has recently signed a memorandum of understanding with an engineering college to further look into areas of industry-institution collaboration. Some of the action points from the exercise was to:

- Work together with other private sector associations
- Establish a lead role of industry associations in running sector skills Councils and develop competency standards and skills testing and certification
- Establish training center within the association
- Make an arrangement for establishing sector skills committees within CTEVT, and
- MoU with an Engineering College for curriculum design, industrial training and visits, research and development.

He said it was very important that the private sector, and other stakeholders, including training providers and the government needed to work collaboratively, and ensure output is coherent and addresses the mismatch of skills and jobs. The private sector is in need of very competent human resources and in order to fulfill the national aspirations, active engagement of industries is a must. The question how the private sector can be motivated is something that needs to be considered. "If we are having a new TVET Act, my suggestion is that the private sector is given an important role," he urged.





He shared the key findings of a strategic document outlining possible areas of cooperation and engagement between the private sector and the government, combining the experience of Federation of Contractors Association of Nepal, Hotel Association of Nepal and Nepal Auto mechanic Association.

He proposed the following strategies to enhance TVET performance for the future:

On equitable access, it is necessary to carry out intense skills mapping, establish need-based institutions, organize career guidance program at the local level to allow people make an early decision, expand apprenticeship program in collaboration with businesses and industries and provide free training up to skills test level. A suggestion was made that the government stepped in to support the private sector reach out to the or better access to the poor and marginalized community.

On Quality and Relevance the private sector leadership needs to be explicitly provisioned in TVET acts/ policy and rule, and together with the government authority, the private sector be involved for skills and competency mapping. Provision for apprenticeship program ranging from 1-3 months was also suggested.

On **collaborations** the CNI Vice President suggested that **MoEST develop a TVET Sector Plan and take a lead role to develop a policy guiding document preparation in the public-private partnership model.**

“TVET should continue to remain a strong foundation of competent human resources and this competency will sustain when industries have their active involvement with structured linkages,” he emphasized.

The CNI Vice President suggested the expectations of private sector in the following term:

- Tax-based incentives for investment by companies in TVET and skills development linking with employment,

On quality and Relevance the private sector leadership needs to be explicitly provisioned in TVET acts/ policy and rule, and together with the government authority, the private sector be involved for skills and competency mapping.

Er. Birendra Raj Pandey
Vice President,
CNI



“Benefit should be linked to one’s productivity,”

- Sector based industry association’s role on key decision making in any boards/committees, including design of occupational standards, competency based curriculum design and development, monitoring of TVET activities, certification and recognition of skills and recognition of skills and prior learning (RPL),
- Conducive environment for business and industrial growth with HR linking to national qualification framework (NVQF)
- Social respect of occupation of all sectors, occupations and levels, by creating conducive environment, recognition of the equivalence and equal treatment of vocational and general education and training.

The CNI Vice President concluded with a call to develop a strong foundation of competent human resources, engaging the industries at every tier of discussion and decision-making on TVET and ensuring structured linkages, as part of the legal requirement.

COMMENTS FROM PANELISTS

Mr. Hari Bhakta Sharma, IP-CNI, and Executive Director of Deurali Janta Pharmaceuticals P. Ltd., Mr. Sharma, prominent leader of Nepal’s industrial sector appreciated the presentation by Mr. Pandey and took the experience of his own Deurali Janata Pharmaceuticals industry that vacancies made public are usually applied by non-technical graduates and go after influencing the recruitment process through external phone calls, suggesting that qualified technical human resources were still in short supply or they are not interested to take up the job or they are out of the country.

He shared his personal experience of facing a hard time in finding skilled and trained human resource in the market following vacancy notice which means they are not available in the market that they are simply not interested to take up a job or that they are out of the country.

Mr. Sharma corroborated the point made by the paper presenter and made these three recommendations:

- 1) Take some concrete actions to establish and promote industry-institution linkages.

“My feedback to the government is very categorical. If we provide a list of skills we need for our industries, let the government back up the idea by ensuring provisions to educate them. When they complete their course, we’ll have the job ready for those graduates,” he underlined.

- 2) Three-year course is too long and suggested that the duration could be segregated into parts, which would mandatorily require working in industries that provides hands-on experience.
- 3) Nepal’s labour law is very stringent and makes it difficult for enterprises to flourish and compete. Somewhere there should be a mention of ‘hire and fire’ for those who perform poorly do not linger with the industry too long.

He noted that the cost of production was higher in Nepal compared to



other South Asian countries due to its tough labour law that implants the notion of 'having a permanent job,' irrespective of one's real contribution to productivity.

"Benefit should be linked to one's productivity," he emphasized.

Sharma provided these categorical suggestions to create an enabling environment for the private sector to become more engaged for TVET sector reform:

- When policies are drafted, do consider how linkages can be built and strengthened with an industry.
- Provide some incentives for industrialists to give more room for on-the job and internship opportunities.
- 'Benefit is/should be linked to productivity.' Consider reviewing the labour law that eases the provision of hire and fire.

Ms. Shyam Badan Shrestha- Founder and Chairperson of Nepal Knotcraft Centre

CTEVT deserves special regard for the invitation accorded to share decades of transforming women's lives through skills right. She appreciated the paper presented by Mr. Birendra Raj Pandey how co-ordination and cooperation in the new light would improve the industry institution ties. Ms. Shrestha, however, expressed that the presentation of Pandey could be made much wider to incorporate the issues of the Federation of Handicraft Association of Nepal, Federation of Women's Entrepreneurs Association of Nepal because the paper has missed out the entire handicraft sector and women entrepreneurs. The paper focused largely on industries that are more urban focused. Coming out of the box and incorporating agro-enterprises that have a high potential in the countryside would do justice to this sector, she stressed. If we can incorporate products with market, the prospect of promoting TVET sector for promoting native products is very high, especially for agro-enterprises, forestry enterprises and non-timber forestry enterprises. We respect the educated human resource but fail to respect highly skilled human resources of various ethnic cultures. TVET Sector reform measures should be such that the working culture is respected. Entrepreneur Ms. Shrestha said there are many communities in Nepal with rich cultural products. The question is how to incorporate them through CTEVT. Travelling to different nooks and corners of Nepal was like a goldmine for me because I found them so skilled in producing fiber based weaving products. If we are unable to protect and enhance traditional rare skills, those indigenous skills will die down. TVET has to consider how it can incorporate those skills for plantation, harvesting, processing, productivity, consumption and marketing. TVET needs to inject new technology in the traditional skills, mainly to benefit the women, ethnic communities and the nation by enhancing the products.

Mr. Anil Keshary Shah, CEO, Nabil Bank, The CEO of Nabil Bank appreciated the paper by Er. Pandey which has shown the 360 degree of the private sector, categorically including recommendations for the future and thus deserves appreciation.



TVET needs to inject new technology in the traditional skills, mainly to benefit the women and enhance the products themselves.



“We need to understand the reality of Nepal that 8 out of 10 youth are inclined to go abroad for foreign employment. We need to identify the trainings that will help the youth earn more remittance. The largest bank in the Philippines runs the largest training centres, aimed at skilling foreign employment seeker.”

“We need to understand the reality of Nepal that 8 out of 10 youth are inclined to go abroad for foreign employment. We need to identify the trainings that will help the youth earn more remittance. The largest bank in the Philippines runs the largest training centres, aimed at skilling foreign employment seeker.”

We are self-complacent at the high figures of remittances that we are receiving. It is actually the remittance that is injecting our economy and households but we are being oblivious to the fact that a suitable training would help a Nepali youth in foreign land earn a few more dollars than counterparts from the neighborhood. Let’s question this to ourselves to answer the question, are we doing enough?

“Are we providing training to operate bulldozers, bricklayer or tile and marble fitter ? Let us focus on our attention to this that we are really providing training to the youth that helps them earn a decent wage. For those Nepali youth who are staying in Nepal, we have already seen their high entrepreneurship spirit in Covid-19 situation. We need to provide skills training that generate employment. Banks will have no problem providing loan on skilled youth to start their businesses.”

More than reading, writing and arithmetic, what the country needs today is 3H the H for head, H for hands or skills and H or heart for compassion as is propagated by innovative thinker and social entrepreneur Sonam Wangchuk of Ladakh, India who inspired Amir Khan to produce *The Three Idiots* film.

“Let us link our training to productivity and value chain and provide training to Nepali youth that support our niche advantage.”

CTEVT’s biggest raw material is the youth and we have them in plenty. We are ready to work in partnership with you.

FLOOR DISCUSSION

Mr. Anoj Bhattarai, Director of CTEVT, what qualities do you expect for hiring on a TVET graduate? What will it lead to prefer Nepal’s TVET workforce instead of people from across the border?

Dr. Mukunda Mani Khanal, National Program Manager, SKILLS Project, We discussed a lot in labour focused indicators. Let’s hear what some productivity-focused indicators are. What are some import management skills and export-oriented skills as a priority for TVET reform?

Mr. Bhuwaneshor Dhungana, Director, TITI, we had an apprenticeship Act in the TVET sector earlier but that did not work well. Is the private sector ready for such act again can it be molded in the spirit of public, private partnership? We need some commitment from the private sector on this.

Mahendra Pd. Yadav, Vice Chairperson NTUC, international labour standards are developed in consensus between the government, employers and workers and national labour standards are decided accordingly. We took years to strike an agreement on national labour standards on flexibility, agree on social security and agree on the national labour standards. “Minimum wage” is one of the key characteristics of these national labour standards. It is unfortunate that industrialists question the relevance of this minimum wage, saying it is not applicable in India or other countries. The mindset that questions the minimum labour standards is questionable because we cannot assume the workers to work for free.

He also urged Panelist Hari Bhakta Sharma, former President of CNI not to challenge the provisions of new labour law as it was done in agreement between the employers’ organizations and trade unions.

“My feedback to this august seminar is that we put all jobs, whether government or private jobs in one basket and see which sectors need what jobs and if the skill matches, we refer the jobs and if it does not, we could send them to the training centre to be skilled for reference. If we can gather the mismatches and provide skills, the problem of mismatch in jobs will be addressed,” said Mr. Yadav

Question from Dr. Usha Jha, Member, NPC “I am trying to understand TVET more and we have listened to the expectations of the private sector as well.

Mr. Hari Sharma has said that we are in under-production situation and that we provide maximum wage. Ms. Shrestha emphasized in the lack of market in the value chain and not being able to perform to the fullest capacity. After listening to your presentation, I as a customer have the experience of finding a similar product made abroad at a cheaper rate.



“My feedback to this august seminar is that we put all jobs, whether government or private jobs in one basket and see which sectors need what jobs and if the skill matches, we refer the jobs and if it does not, we could send them to the training centre to be skilled for reference. If we can gather the mismatches and provide skills, the problem of mismatch in jobs will be addressed,”

Mahendra Prasad Yadav



Our production is in small quantity, wage is high, and the client is not getting the service one is looking for. We'll have to identify why there is some gap. If I wish to buy a Nepali Dhaka Saree in the market, I find it too expensive and I would buy three sarees instead. So there are some gaps. Our goods become expensive because the production is low. Our production is low because we have not produced enough.

I have realized since the morning that MoEST has not done the coordination with 18 Ministries and the private sector other stuff where it should have played its coordination role and that we have not produced enough human resources in areas where they are needed. And the private sector needs to seriously consider whether it is doing what it should have been done by you but not done in the TVET sector?"

Member of NPC Dr. Usha Jha said she'd like to hear the self-reflection of the private sector.

REMARKS BY THE SESSION CHAIR

Chair of the session, Dr Ram Hari Lamichhane thanked everyone for their questions and said Mr. Pandey would be answering the questions shortly. To the query of TITI Director what is the commitment of the private sector to accept apprenticeship, he made it clear that apprenticeship is not just associated with the private sector but trilateral, involving the CTEVT, industries and the student.

Response from Paper presenter Mr. Pandey— To the question about the qualities that the private sector looks for in a TVET graduate are willingness to learn, the graduate should be informed of one's trade or sector and have the right knowledge, skills and attitudes, work ethics and be a team player. We look for soft-skills and hard skills.

Secondly, the five organizations came together for the study of the role of private sector in TVET, showing that we are really committed to have our strong footprint in TVET sector. The private sector is really committed to do something because in my own organization, we receive many graduates for internship and our company itself has become like a training ground for young people and added that

Answer to many questions would depend on how the private sector is engaged but until that, we are doing the study how the manufacturing sector's contribution can be enhanced and what role the government will provide to the private sector for TVET sector engagement.

"We have started a mass campaign to encourage people to use products made in Nepal as one of our advocacy to promote and consolidate products made in the country," he said.

Hari Bhakta Sharma, Before we say what traits will lead to job for graduates, we look for job needs within our company.

We need to be plausible and see for ourselves why industrial growth is minimal and import volume is increasing. Combined figure of the government and the



private sector in 2020 showed that we were able to generate only 18,000 jobs whereas the number of people seeking jobs in hundreds of thousands. The service sector is gradually increasing but this growth is not sustainable because we have been producing goods by importing raw materials instead of creating our own, exercising taxes and excise duty and producing goods for the past 120 years. The business is increasing but the growth is in decline, especially if it is related to human labour. Thus our focus should be to focus on increasing our productivity, for instance from 10 units a day to 12 units a day. The answer to member of NPC, Dr. Usha Jha's question is how to increase our competitiveness without increasing the cost of production. Nepal needs to improve the cost of doing business through improved technology and innovation and reduce the cost of production. The cost of transportation within the country is also very high which makes our production more expensive.

Anil Keshary Shah, I am the believer of "Make in Nepal." It is necessary to identify the core competency of Nepal and lay focus in the production, which may be tourism; religious tourism, adventure tourism and we need to provide training in the same line. CTEVT needs to provide training that gets consumed by the private sector.

Hundreds of thousands of Nepalese are given jobs in Qatar, Saudi Arabia, not because those countries are very kind but because the Nepalese have proven their hard work, integrity and honesty with no match. The private sector as well needs to create an enabling environment for the Nepalese youth to find work and stick to their work that sustains them.

Closing Remarks by the Session Chair Dr. Lamichhane, thanked everyone for their views and wrapped up the session, saying there will not be a problem for financing if the local government ties up its efforts with CTEVT and the banks for skills that will be easily consumed at the local level. The TVET Act is coming so the take-away message from this session is that the role of the private sector must be spelled out in TVET, in the pre, during and post training periods, in research and development. We are providing IR one-zero and the market is seeking the IR four-zero. There is a gap. The private sector should be provided some incentives to encourage it become a proactive player in TVET and the private sector should also do some self-assessment whether it is only finding fault with the government and not doing enough.

"We talk of four Ts in the training language: trained mind, trained hands, touch heart and transform the lives of the people. There is a need to provide and promote cognitive skills, practical domain and soft-skills in the spirit of rights as well as one's responsibility to boost growth to boost opportunities."



THEME PAPER IV: CONCEPTUALIZING TVET SYSTEM ADJUSTMENTS FOR LEARNERS' EDUCATIONAL PROGRESSION AND EMPLOYMENT



DR. HARI PRADHAN
TVET Expert

Dr. Hari Pradhan, former Director of CTEVT, has decades of experience in TVET, gathered by working in Asia-Pacific countries (Afghanistan, Pakistan, Nepal, Bangladesh and Thailand) and has also worked remotely for several African nations. His work on labor market systems design, TVET project design and evaluation are internationally well recognized. Master's and PhD from AIT, Bangkok, he is bestowed with several national and international awards for his academic performance. He has authored and co-authored five books, mostly on tourism.

SESSION CHAIR AND PANELIST

SESSION CHAIR



Prof. DR. LEKHNATH SHARMA
Vice Chancellor
Nepal Open University

PANELISTS



MR. BINOD PRAKASH SINGH
Joint Secretary,
Ministry of Labour Employment and Social Security (MoLESS)



MS. PUSHPA BASNET
Social Entrepreneur
CNN Hero 2012, Super Hero 2016 & TVET Scholar



DR. HARI LAMSAL
Joint Secretary,
Ministry of Education, Science and Technology (MoEST)

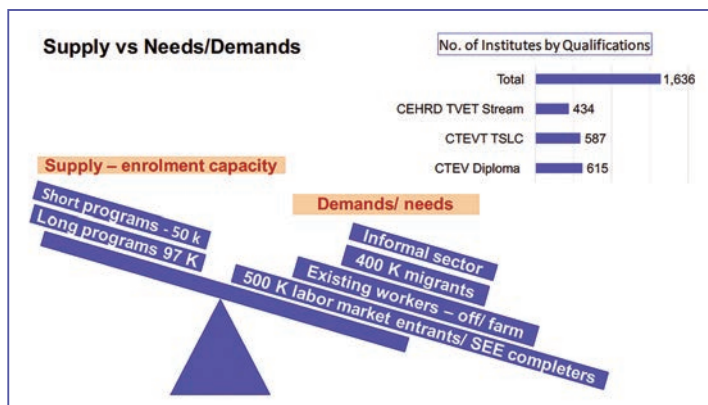


Prof. Dr. Lekhnath Sharma who chaired the fourth session said the day's discussion would culminate with the final session and straightaway urged paper presenter Dr. Hari Pradhan to proceed with the presentation.

TVET scholar Dr. Hari Pradhan said much of the content in his paper has been covered by earlier presentation which is why he would quickly run through his power point presentation and would only take a little longer with only four or five slides, adding that the presentation was based on the research article he contributed to TVET Journal 2021 under the same banner.

Starting off with a positive note, he said it was a good sign of progress that basic and mid-level Nepali workforce is now available in the domestic market, which gives a message that the earlier crunch of trained human resources in labor market is addressed to some extent. Given the small number of youth joining the TVET sector, it is however, worrying that the rate of people opting for technical education shows reduction tendency in enrollment. The current government has projected the TVET enrolment target to 70%.

One of the solutions to overcome this challenge is by putting seamless education path of learners where they see further pathway for education and showing for employment. The issue has been repeatedly spelled out in many discussions and this needs to be seriously addressed. One of the reasons for the lesser number of people opting for TVET education could be that Medical Education Commission has stopped accepting enrollment at the pre diploma level. The supply and demand side of the available opportunities for youth is grossly disturbing as the prospective demand side weighs much higher compared to the supply side.



Nepal government has already approved NVQS framework but systemic gap in TVET educational progression opportunities and NVQ/skills level and programs, added by gaps in skills standards development process have ultimately resulted in the missing link between TVET system and employment market.

While the domestic industry/employment market and foreign employment market have recognized the CTEVT certificates, Dr. Pradhan questioned how students would be motivated to enroll in TVET programs when the Public Service Commission failed to accept the recognising the CTEVT certificates at different times. This barrier must end if we are to encourage more people from joining TVET programs," he underlined. Any effort made towards introducing a new or amended CTEVT Act should consider the autonomy of CTEVT.



"how students would be motivated to enroll in TVET programs when the Public Service Commission failed to accept the CTEVT accreditation at different times. This barrier must end if we are to encourage more people from joining TVET programs,"



The Second Amendment of CTEVT Act 1989 clearly authorizes CTEVT to prepare high level technical workforce which is a clear mandate while people see CTEVT as a training centre, In order to remove the ‘training’ notion from CTEVT and TVET, it is high time to consider moving from ‘technical and vocational education and training –TVET’ to ‘technical and vocational education – TVE’ only as the word ‘education’ also include ‘training’. Dr. Pradhan also questioned the same equivalence for 3 year diploma course and 2 year higher secondary course provided by CEHRD (Center for Education and Human Resource Development), MoEST.

“It is an error of judgment on the part of the government to close CTEVT health programs (below Diploma level) under Medical Education Commission and quietly accepting the tendency of preparing standards and curriculum by provinces which will only add to more confusion and chaos. It is almost impossible to have eight standards and eight curriculum for one occupation level. We need the national framework and provinces can make adjustment accordingly. Similarly, the education policy provision on ‘conducting CTEVT examination by National Education Board’ is legally and logically not possible. As the two agencies are established under two different acts and more importantly, National Education Board has mandate to examine upto 12 years education while CTEVT’s Diploma programs are of 13 years, how is it possible to do so?”

“Don't throw the baby out with the bathwater. Because some efforts are being made to negate the role of CTEVT, The evidences presented in this paper suggest situation like ‘throwing the baby out with the bathwater. The domino impact is that the entire country is suffering,” said Dr. Pradhan and pointed out the need to do away with the ego within us for the overall good of the country.

Adjustments must be made within TVET programs that facilitate the learners drive to get appropriate skills within the flexible timeframe which requires a revision in standards. Let’s implement the NVQS without any delay.

COMMENTS FROM PANELISTS

Mr. Binod Prakash Singh, Joint Secretary, MoLESS, The Joint Secretary thanked paper presenter Dr. Hari Pradhan and said the paper is quite comprehensive and touches many facets of TVET sector. He however, suggested that the paper could make some adjustments to incorporate the following points:

- 1) The enrolment capacity in CTEVT continues to be on a downward trend so the paper could mention why. "We say our full capacity of enrollment is 97 thousand but over the past six years it has come down to 57%. The number is decreasing means there is surely some fault in our system. Is the modality of training we are providing faulty? This is a very serious matter because the government has made so much of investment with so high vision but the implementing agencies are not being able to achieve as expected. The number of student enrollment may have increased in number but there is a fall in percentage.
- 2) Regarding the enrolment of TVET graduates in university courses, it does not suffice to mention that universities did not accept the student admission. Let's question ourselves how many times did we have the meeting with universities on this? The paper could have mentioned this as well.
- 3) We also need to see the pass rate of TVET graduates because the expectation is that their skills and training would provide them early employment.
- 4) If province I could contemplate the idea of establishing a technical university, the questions why cannot the Federal Government take a similar move? There is a need to come out of the box of CTEVT and well as do a tracer study of graduates to assess their status of employability. It is unfortunate that CTEVT graduates are not given due recognition even by certain bodies of the government. The end objective of TVET training should be to lead a trainee find employment or self-employment.

Ms. Pushpa Basnet, Social Entrepreneur and TVET Scholar, CNN Hero 2012, The flickering of too many slides made it difficult for me to catch up with the presentation so my personal suggestion is to have fewer slides and explain them better. The reason I studied TVET is because I want to make a difference by working for prisoners. And listening to the presentations since morning, we are more critical against one another, saying the government did not do this, the private sector did not do this, etc. but this is not what we are here for. We must be saying we are doing this for our students and be informed why the enrollment number is dwindling. It is also necessary for all of us to feel responsible about our roles and responsibilities to address the issues and challenges in TVET sector.

"I presented the summary of my master's thesis to the Home Ministry officials and convinced them to change the old practice of mentioning the crime or offence committed by the trainee serving prison term because that certificate would not be entertained elsewhere. When my two years of TVET study prompted me to bring about policy change in the way we treat those in





prison, I request the expert participants to be committed and do something without wait,” she urged.

Dr. Hari Lamsal, Joint Secretary, MoEST, Dr. Hari Lamsal, Joint Secretary, MoEST thanked everyone for succinct comments and questions as well as Dr. Hari Pradhan for his paper.

He suggested the paper presenter to categorize the suggestions made for TVET sector reform, which can be clubbed under policy recommendations, which would be program recommendations and which would be operational.

FLOOR DISCUSSION

Mr. Ramesh Kumar Bakhati, Former Director, CTEVT, When the CTEVT Act was formulated in 1989, the term used for this sector was TEVT but UNESCO’s International Incheon Convention in South Korea in 1999 passed the use of the word TVET and suggested Dr. Pradhan to use the term passed by 125 countries and 1200 dignitaries.

He also suggested the formulation of National TVET Act and Medical Education Commission develop a special course for career prospect of TVET graduates studying up to diploma level to get an opportunity for career development.

Er. Shushil Shrestha, Principal, Shankarpur Polytechnic Institute, The CTEVT planning and analysis is top down and not bottom up and regretted that the semester system was not helping students facing difficulty to attend classes pass the examinations The curriculum of TVET programs needs to be revamped to make it topical.

Mr Tej Bahadur Khatri, Chairperson, CTEVT, National Employees Union, Many programs under CTEVT are being organized in partnership with the provincial and municipal body.



Response from the Presenter, Dr. Pradhan, Dr. Pradhan agreed to the feedback made on his paper and acknowledged that the presentation appeared quick for the economy of time.

“My job is to strike a new debate in the TVET sector and because we all understand that reform is needed, the paper is also for self-reflection as well as for a study, since it is based on the research article contributed in the TVET journal.

Comments and closing from the Session Chair, Dr. Sharma, The paper mainly discussed the technical issues for consideration in TVET. We do get students complaining of not getting enrolment in higher education after a three year diploma. This prompts me to question whether such person joined the diploma course for not getting a job elsewhere or with intensive commitment.

The paper presenter could sort out recommendations into different categories, which are policy issues, which are structural, which are program level issues and which are operational issues. The session Chair also viewed that Dr. Pradhan could have added a slide on national qualification vocational framework, which was already approved by the cabinet.

CLOSING SESSION

Dr. Pushpa Raman Wagle, Member Secretary, CTEVT, Member Secretary of CTEVT, Dr. Pushpa Raman Wagle expressed his high regard for veteran scholars, policy actors, TVET scholars, paper presenters, commentators and all participants for a very meaningful and focused discussion on ways to consolidate the TVET sector for prosperous Nepal. The day's discussion has summed up on a note that we all initiate “commitment through ourselves as the eye-opening observation of all for TVET sector reform.

Whether it has to do with planning or budgeting or implementing the policy, all have expressed their commitment to extend a hand of cooperation for TVET sector reform, including the private sector, to utilize the resources at our disposal for increasing productivity. The achievement of the national seminar is that all parties concerned have expressed their commitment for cooperation, collaboration, co-existence and concerted efforts to create jobs for the youth.

If half a million students take their Secondary Education Examinations and need to wait for three months to get their results, we will do the planning towards providing a set of life-skill training to these young people within three months. Moreover, if any adjustment or revision is necessary to a policy, CTEVT will make efforts to that end and will do our best to create an enabling environment where people are able to earn and enjoy their income through skills as well as pay back. All those who have made a meaningful contribution to the fruition of this national seminar deserve special appreciation.





Remarks by Mr. Ram Prasad Thapaliya, Secretary at MoEST, Secretary at the Ministry of MoEST, Ram Prasad Thapaliya thanked all the participants for their call for reform in the TVET sector and noted that the idea of the Theory of Change principle, as suggested by former VC of National Planning Commission and Session Chair, Dr. Dinesh Chandra Devkota will be adopted for any TVET sector reform planning for the future.

“It was a notion earlier that the government is above the people but no longer so. There is a realization that the government must be guided by their call and listen to the people. This august gathering has made a strong call for reforming the TVET sector and I will play my part to back up this call for reform for which you can also create an enabling environment. Lack of coordination in the TVET sector has been strongly voiced at this forum and the MoEST has realized the shortcoming which will be addressed in the coming days by holding consultations for TVET sector interventions. There is more or less an understanding that we have not been able to perform as per the expectations. We are also realizing that our effort to rule through rules and regulation but that does not always work when Chief Ministers in Provinces tell us to hear the people’s voice than some Federal Directives.



Closing remarks by Dr Usha Jha, Chief Guest, Member of NPC, Chief Guest of the National Seminar, Dr. Usha Jha said she participated at the seminar with keen interest because NPC’s National Development Action Committee (NDAC) which is taking the TVET sector in a more consolidated way because it has come in the discussion that 18 Ministries are involved in the training and the private sector is not meaningfully engaged and NVQS is being discussed. There is a need to do some cooperation and collaboration as it has transpired from the day long discussion. The NDAC is seeking a report on this. Another aspect is that the Ministry of Labour, Employment and Social Security is also conducting various trainings on its own. There is definitely a need for coordination and collaboration for which reason the NPC is working on this issue. The paper presenters presented their critical paper and the session chairs summed up the discussion in a very professional way to add to the critical comments of the panelists which has come to my great advantage to stake stock of the expectations.

The name CTEVT has been coined very meaningfully because this body is “Council” and not training centre. It has been given a big responsibility but it has not been able to perform as desired for probably several reasons why. Headed by the Prime Minister with the MoEST as focal Ministry, it is possible that all Ministries can be made to coordinate to organize trainings. CTEVT could be the technical think tank in TVET sector where its bodies function well.

I will not make any commitment instantly. However, if you avail me some evidence-based policy action points that you recommend, I will definitely work on that. What is already in the document will not prevent CTEVT from functioning but as member of the NPC, I’ll work on the action points you may have.



CLOSURE

Vice Chairperson of CTEVT and Chair of the event, Mr. Khagendra Prasad Adhikari thanked Member of National Planning Commission, Dr. Usha Jha, all the paper presenters, commentators and participants for the focused discussion on multiple facets of TVET sector in Nepal.

We have expressed our heart out in this forum, not hesitating to share our candid opinions, ideas and observations what will be most helpful for the TVET sector reform. The synthesis drawn from these deliberations will be a guiding document for us in the days to come.



FINDINGS AND RECOMMENDATIONS FROM THE NATIONAL SEMINAR

The National Seminar on TVET Sector Reform for Nation's Prosperity provided an ideal platform for policy actors, educators, TVET scholars and practitioners, entrepreneurs, industrialists, staff and students to do some soul searching discussion on the possible reform measures that would put Nepal's TVET sector in strong footing.

The day long deliberations on many sides of TVET sector in Nepal culminated with these key findings and recommendations from the expert speakers and participants.

KEY FINDINGS

- Deliberations on TVET sector reform have drawn high-level attention of the Government of Nepal and its development partners.
- An educated person with academic achievements may become unemployed but a skilled youth is never unemployed because he/she instantly finds ways to get engaged, get to work.
- Unemployment is soaring and more people are willing to join TVET sector to acquire appropriate skills and increase prospects for employment and self-employment. However, the number of people joining TVET courses is dwindling over the years, leaving a big question mark, why.
- There is a need for establishing at least one model (multi-technical schools) polytechnic Institute in each province to provide diploma, pre- diploma, short-term vocational training, training of trainers (ToT), skills testing and accreditation on a need basis.
- Conflict of interest and legal complications related to the jurisdiction of CTEVT, especially related to Local Government Operations Act 2074 and National Medical Education Act 2075.
- Lack of trained instructors or understaffing of trainers/employees at technical schools and provincial offices and help to enhance their capacity.
- Poor linkages and partnership coordination between industrialists, employers and training institutions.
- Lack of management and availability of modern inputs and training tools and technology.
- Insufficient assistance to address the challenge of conducting youth-focused training programme for foreign employment.
- Lack of financial support to CTEVT for inclusive reach and its development and expansion.
- Policy and programs lacking to Focus to enhance quality in TVET programmes.
- Challenges and issue of forecasting human resources needed for the country and conducting research and development in programmes.
- Always issues aroused on TVET school affiliation and monitoring and evaluation is practical and transparent.
- Political influence is high in CTEVT and the officials need to do more.
- TVET sector has become a money-making eco-system for all involved in the chain.



RECOMMENDATIONS

- The National Planning Commission, MoEST, CTEVT and stakeholders, including Nepal's development partners, will seriously need to burn midnight candle to bring about reforms in TVET sector to promote skills and opportunities that go well with the fast-changing market demand within the country and globally.
- Promoting TVET is not a pipedream if serious efforts are made to enhance its quality to realize the state's goal to prioritize TVET education and not generic education.
- Bring into operation polytechnic institutes in all 77 districts and go for specialization in one particular sector like agriculture, engineering, health, hotel management if more than one polytechnic exists. Trace study of graduates, evolving and innovative skills demand in the market and improvement in curriculum, coupled with increased coordination and linkages with factories and increase will lead to higher employability opportunities.
- Transform the structure of the CTEVT in line with the federal structure of the country.
- Amend the CTEVT Act in line with the federal structure. diploma level courses in medical science and health are still a big attraction for communities so the revision in the act should ensure such courses are continued and upgraded as necessary.
- Amend the CTEVT Act in line with the federal structure, ensuring provision for better human resource management and making arrangement for establishing at least one model (multi-technical schools) polytechnic Institute in each province to provide diploma, pre- diploma, short-term vocational training, training of trainers (ToT), skills testing and accreditation on a need basis.
- Make effective provisions for cooperation between industrialists, business communities, employers and training provides for sustainable development.
- TVET sector reform measures should address this issue as well as ensuring a provision for one-window training and curriculum development system.
- Make provisions for skills testing and employment to those who pass such test.
- Implement national vocational qualification system (NVQS).
- Allow community schools to run pre-diploma and short-term training in coordination with the local government.
- Recommend a 3 year diploma to those getting C grade or above in SEE exams and an 18 month diploma to those getting grades below C in SEE exams.
- Recommend a 2 year apprenticeship training to those who have studied tenth grade in school.
- Embed effective M&E system and implement recommendations made by CTEVT on TVET Sector.
- Consider autonomy to CTEVT. If it is placed within MoEST, ensure the Ministry coordinates with CTEVT on any measures that are related to TVET sector.
- Establish reward and punishment system and implement effectively and stop taking TVET sector for granted by the government, development partners and even by students and teachers, and institutions and seriously work toward becoming a trusted sector for imparted life-long skills for employability, growth and development.

Council for Technical Education and Vocational Training One Day National Seminar on TVET Sector Reform for Nation's Prosperity

Date: Friday, Chaitra 27, 2077 (09 April 2021)

Venue: Hotel Shankar, Lazimpat

Program's Outline

Time	Programs
07:45- 08:45	Breakfast and Registration
08:45- 10:00	<p>Inaugural session</p> <p>Session Chair : Mr. Khagendra Prasad Adhikari, Vice Chairperson, CTEVT</p> <p>Chief Guest : Dr. Usha Jha, Honorable Member, NPC</p> <p>Guest : Mr. Ram Prasad Thapaliya, Secretary, MoEST</p> <p>Guest : Her Excellency, Nona Deprez, Ambassador, Delegation of European Union to Nepal</p> <p>Guest : Prof. Dr. Suresh Raj Sharma, Former Vice Chancellor, Kathmandu University</p> <p>Key highlights on CTEVT's contribution for TVET, workforce development and its challenges</p> <p>Presenter: Dr. Pushpa Raman Wagle, Member Secretary, CTEVT</p>
10:00-10:15	Moving Break
10:15- 11:15	<p>Theme paper 1: Skilled Workforce Development: a key to LDC and MIC Target Achievement</p> <p>Presenter : Dr. Shankar Sharma, Former Vice Chairman, NPC & Former Ambassador to USA</p> <p>Chair: Dr. Usha Jha, Honorable Member, NPC</p> <p>Commentators : Mr. Ram Sharan Pudasaini, Secretary, MoF Dr. Binayak Krishna Thapa Ms. Reeta Simha, Chairperson, Women Entrepreneurship Committee, FNCCI</p>
11:15-11:30	Break
11:30-12:30	<p>Theme Paper 2: TVET Governance in Federal System</p> <p>Presenter : Mr. Gopi Nath Mainali, Secretary, Office of the Vice President</p> <p>Chair: Dr. Dinesh Chandra Devkota, Former Vice Chairman, NPC & Chairperson, Gandaki University</p> <p>Commentators : Mr. Rameshwor Khanal, Former Secretary Prof. Dr. Rajendra Prasad Adhikari, TVET Expert Dr. Yamuna Ghale, Research Director, NCCR</p>
12:30- 13:30	Launch Break
13:30-14:30	<p>Theme Paper 3: Private Sector's Engagement to Enhance TVET Quality and Outcomes</p> <p>Presenter : Mr. Birendra Raj Pandey, Director, NANC P. Ltd. & Vice President, CNI</p> <p>Chair: Dr. Ramhari Lamichhane, DG, CPSC</p> <p>Commentators : Mr. Anil Keshary Shah, CEO, Nabil Bank Mr. Hari Bhakta Sharma, IP President, CNI Ms. Shyam Badan Shrestha, Founder Chairperson of Nepal Knotcraft Centre</p>
14:30-14:40	Moving Break
14:40-15:40	<p>Theme Paper 4: Conceptualization of TVET System Structural Adjustments for Facilitating Learner's Progression and Employment</p> <p>Presenter : Dr. Hari Pradhan, TVET Expert</p> <p>Chair: Dr. Lekhnath Sharma, Vice Chancellor, Nepal Open University</p> <p>Commentators : Dr. Hari Lamsal, Joint Secretary, MoEST Mr. Binod Prakash Singh, Joint Secretary, MoLESS Ms. Pushpa Basnet, CNN Hero 2012, Super Hero 2016 & TVET Scholar</p>
15:40-16:00	Tea Break
16:00-16:30	<p>Closing Session</p> <p>Session Chair : Mr. Khagendra Prasad Adhikari, Vice Chairperson, CTEVT</p> <p>Chief Guest : Dr. Usha Jha, Honorable Member, NPC</p> <p>Guest : Dr. Pushpa Raman Wagle, MS, CTEVT</p> <p>Guest : Dr. Hari Lamsal, Joint Secretary, MoEST</p> <p>Guest : Former VC/MS, CTEVT</p>





समृद्धि राष्ट्रका लागि प्राविधिक शिक्षा तथा व्यावसायिक तालिम (TVET) सुधारका लागि राष्ट्रिय सेमिनार

प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद्को भूमिका, जनशक्ति विकास र चूनौतिबारे प्रस्तुतिमा माननीय शिक्षा, बिज्ञान तथा प्रबिधि मन्त्रीज्यू लगायत सम्पूर्णलाई हार्दिक

स्वागत गर्दछु ।

२०७७ साल चैत्र २७ गते शुक्रवार

पुष्परमण बाग्ले (पिएच.डी.)
सदस्य-सचिव
प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद्



प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद्

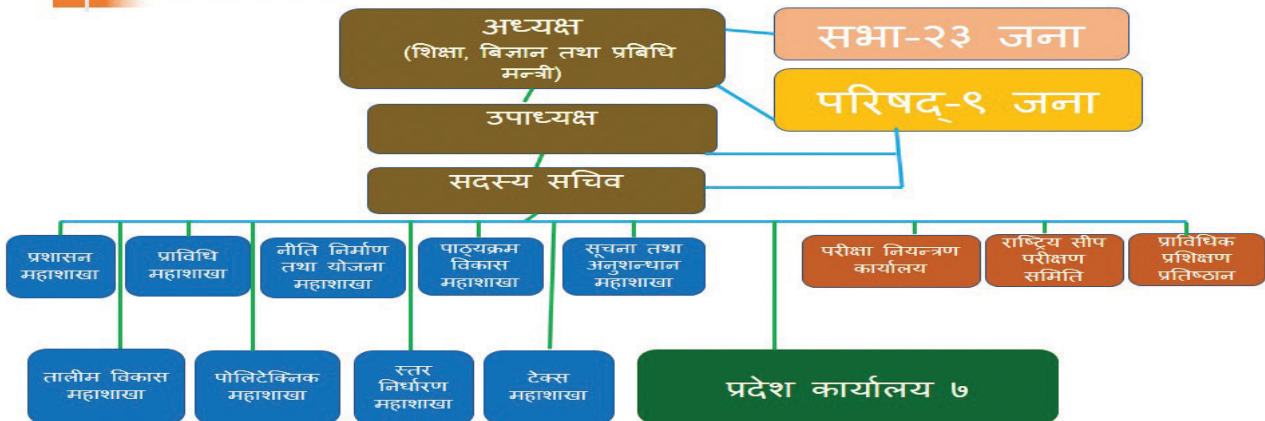
आधारभूत, मध्यम तथा उच्चस्तरीय दक्ष प्राविधिक जनशक्ति उत्पादन गर्नका लागि प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद् ऐन, २०४५ (संशोधन सहित) अनुसार स्थापित स्वायत्त निकाय ।



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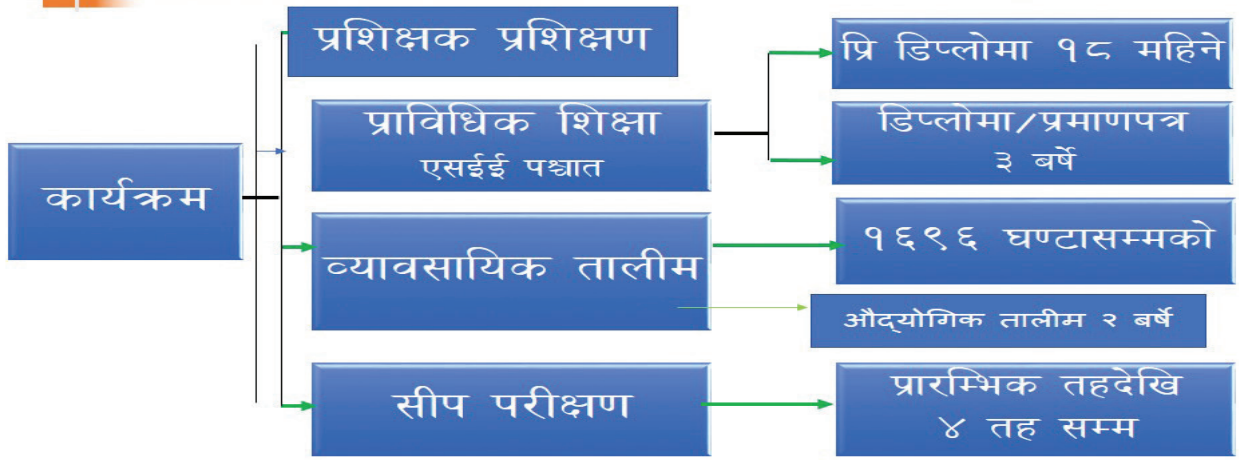
संगठन संरचना





परिषद्ले सञ्चालन गर्ने कार्यक्रम

कृषि, इन्जिनियरिङ्ग, स्वास्थ्य, होटल व्यवस्थापन संकायका विषयहरु



16-May-21



हालसम्मको उपलब्धिहरु

सिप प्रमाणिकरण र स्तरिकरण
३०० ओटा सिप प्रमाणिका



हालसम्मको उपलब्धिहरु....

४० देखि १६९६ घण्टासम्मको
छोटो अवधिको तालिम



पाठ्यक्रम २४३

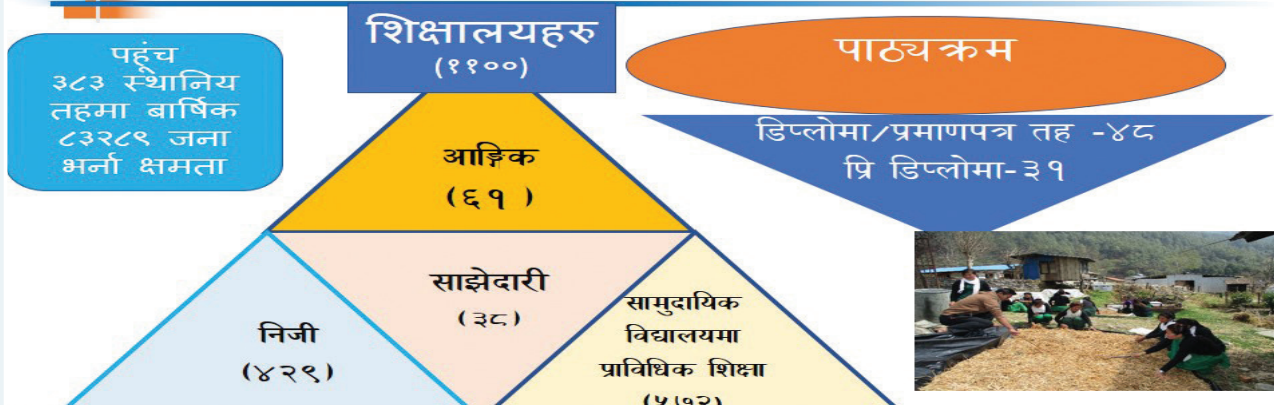
तालिम प्रदायक संस्था ११४०





हालसम्मको उपलब्धिहरु

प्राविधिक शिक्षा तर्फ (डिप्लोमा/प्रि डिप्लोमा)



डिप्लोमा ८४९६३ जना प्रि डिप्लोमा २३००५६ जना उत्तिर्ण समकक्षता प्राप्त ११११० जना

श्रोत: CTEVT



हालसम्मको उपलब्धिहरु....

प्रशिक्षक कर्मचारीको क्षमता अभिवृद्धि

३२४२० जना तालिम प्राप्त

श्रोत: TITA



हालसम्मको उपलब्धिहरु....

उत्पादित जनशक्तिको रोजगारी अवस्था

स्वरोजगारी, ज्वालादारी र बैदेशिक समेत रोजगारी ७५ % भन्दा बढी

KTS: Impact Study

JTS : Tracer Study



वार्षिक बजेट

(रु. हजारमा)

स्रोत	आर्थिक वर्ष २०७५/०७६	आर्थिक वर्ष २०७६/०७७	आर्थिक वर्ष २०७७/०७८
नेपाल सरकार	२६९,१७,१०	४६१,२३,५९	४,५३,२०,००
वैदेशिक सहयोग	६९,७८,००	९१०६,२४	१०४,७८,००
आन्तरिक	२०९,३७,८७	१२७,२९,३४	९१,९७,३६
कुल जम्मा	५४८,३२,९७	६७९,५९,१७	६४९,९५,३६

16-May-21

10

विद्यमान समस्या तथा चुनौतीहरू



- संघीयता बमोजिम परिपक्व संरचना रूपान्तरणमा,
- TVET को विकास, विस्तार र समतामूलक पहुँच पुर्याउनेमा,
- क्षेत्राधिकारमा कानूनी अन्यौलता,

स्थानिय सरकार संचालन ऐन २०७४ र राष्ट्रिय चिकित्सा शिक्षा ऐन २०७५०

- प्रशिक्षक/कर्मचारीहरूको व्यवस्था र क्षमता विकासमा,
- उद्योग व्यवसायि तथा रोजगारदाता र तालिम संस्थाको सहकार्यमा प्रतिवद्धतामा,
- प्रशिक्षण सामग्री, औजार, उपकरण र प्रविधिको व्यवस्थापनमा,
- वैदेशिक रोजगारीमा जाने युवा लक्षित तालिम कार्यक्रम संचालनमा,
- कार्यक्रमहरूको गुणस्तर अभिवृद्धिमा,
- जनशक्ति प्रक्षेपण, अध्ययन अनुसन्धानका कार्यक्रमहरू प्रभावकारीतामा,
- सम्बन्धन, अनुगमन तथा मूल्यांकन प्रणालीलाई व्यवहारीक एवं पारदर्शितामा ।

11

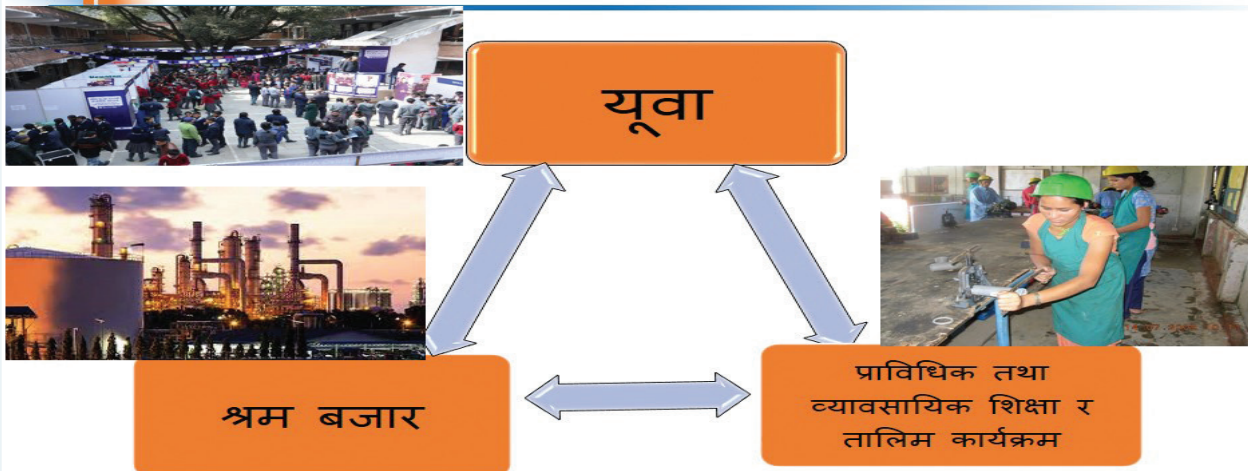
हामीले चाहेको



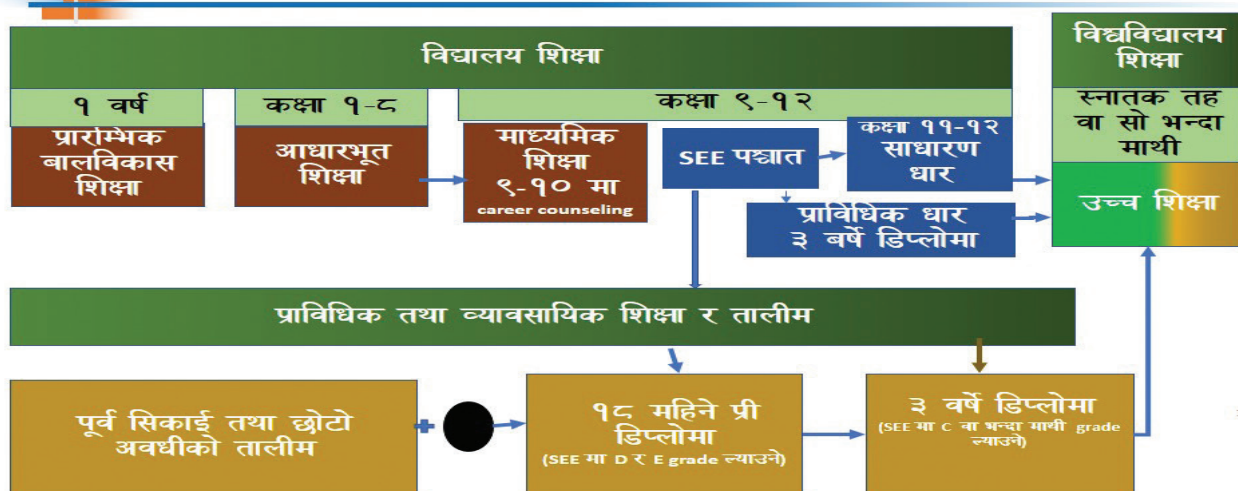
- प्रशिक्षण कै क्रममा उत्पादित बस्तु वा सेवाको उचित व्यवस्था
- सेवा वा बस्तुको उत्पादकत्वमा बृद्धि
- देशभित्रै पर्याप्त रोजगारीको अवसर
- मर्यादित श्रमको व्यवस्था



आवश्यकता..... एकिकरण



हुनुपर्ने ... प्राविधिक तथा व्यावसायिक शिक्षा र तालिम



14

मार्गचित्र.....

- ❖ प्रत्येक प्रदेशमा रहेको नमूना बहुप्राविधिक शिक्षालयले आवश्यकताको आधारमा डिप्लोमा, प्रि डिप्लोमा, छोटो अवधिको तालिम, प्रशिक्षक प्रशिक्षण, सीप परीक्षण तथा प्रमाणिकरण जस्ता कार्य गर्ने गरी व्यवस्था मिलाउने ।
- ❖ ७७ वटै जिल्लामा पोलिटेक्निक इन्स्टिच्युट स्थापना/सञ्चालनमा ल्याई डिप्लोमा कार्यक्रम सञ्चालन गर्ने र एउटै जिल्लामा १ भन्दा बढी पोलिटेक्निक भएमा कृषि/इन्जिनियरिङ्ग/स्वास्थ्य/होटल व्यवस्थापन मध्ये एउटा विधामा एउटा पोलिटेक्निकले सञ्चालन गर्न पाउने गरी व्यवस्था मिलाउने ।
- ❖ स्थानीय सरकारको सहयोगमा सामुदायिक विद्यालयले प्रि डिप्लोमा तथा छोटो अवधिको तालिम सञ्चालन गर्ने गरी व्यवस्था मिलाउने ।

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भावी कार्यदिशा.....

- एसईई परीक्षामा सी वा सो भन्दा माथी ग्रेडलाई ३ वर्षे डिप्लोमा
- सीभन्दा तल्लो ग्रेडलाई १८ महिने प्रि डिप्लोमा
- कक्षा १० पढेकालाई २ वर्षे एप्रिन्टिसिप तालिम
- छोटो अवधिको तालीमलाई एकद्वार प्रणाली र एकै प्रकारको पाठ्यक्रम
- तालीम प्रश्नात सीप परीक्षण र सीप परीक्षण उत्तीर्णलाई रोजगारी
- राष्ट्रिय व्यावसायिक योग्यता प्रणाली कार्यान्वयन
- दिगो विकासको लागि उद्योग व्यवसायी, रोजगारदाता र तालिम प्रदायक विच प्रभावकारी सहकार्य
- संघिय संरचना बमोजिम प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद्को ऐन संशोधन



धन्यवाद



Skilled workforce development: a key to LDC and MIC target achievement

Shankar P. Sharma, PhD

I. INTRODUCTION

Nepal's labor force is rapidly growing. Lack of adequate employment opportunities, skill mismatches in the labor force, lower level of skill of the workforce, increasing working age population, rising proportion of women entering into the labor market, and weak entrepreneurial capability are some of the challenges in the area of labour force management in the country. The challenges are exacerbated by inadequate investment, low rate of economic growth and slow transformation of agricultural based economy to modern economy.

A comparison of labor productivity levels in 2011, measured as GDP at constant prices per worker shows that Nepal's per worker productivity was the lowest in Asia. It was about two-thirds of labor productivity in Bangladesh, about one third that in India and Pakistan, and one fifth that of Sri Lanka (APO, 2013).

Nepal has set a target to graduate from LDC in 2022 and reach a level of Upper Middle income country by 2030. For this to happen Nepal needs to develop its productive capacity, which comprises of the productive resources, entrepreneurial capabilities and production linkages. Productive resources and entrepreneurial capabilities are directly linked with capabilities and skill of the labor force and deepening of division of labor (UNCTAD 2020).

This paper by reviewing the labor policies of Nepal discusses the issue of skill development in the country. Different scenarios to achieve the MIC status by targeting skill development under various labor supply situation have also been analyzed in the paper.

In terms of policy choices, it argues how some of the manufacturing and service sector related human capital development could help in addressing challenges of unskilled labor in achieving the middle income country, faster.

2. LABOR POLICY AND STRATEGY-THE 15TH PLAN AND MINISTRY OF LABOR, EMPLOYMENT AND SOCIAL SECURITY

The Fifteenth Plan outlines a strategy for achieving fast and sustainable economic growth, stability, better governance, and citizen satisfaction. It plans to improve the status Nepal from a least developed nation to a developing nation by the year 2022, and to achieve the Sustainable Development Goals by 2030, in order to lift Nepal to the status of a middle-income country through additional revenue, the creation of qualified human capital, and the reduction of financial risk (National Planning Commission, 2020). By the year 2024, the government of Nepal aims to reach double-digit growth, a per capita income of USD 1,595, a population below the national poverty line of 9.5 percent, and a 50 percent share of formal employment. Here are few of the strategies of National Planning Commission for Nepal

Develop Good Industrial Relations (Industrial/Employer-Employee): Industrial relations are the connections and interactions that happen in the workplace, primarily between labor and management that arise from employer-employee communication within organizations, for the advantage of management, employees, business, and the market. Industrial relations are the relations between humans in the workplace. The value of the human element in an industrial organization cannot be underestimated so industrial relation touches all aspects of worker or labor like union and personnel policies, remunerations and wages, social security and welfare and collective bargaining etc. The most significant advantage of industrial relations is that it maintains output stability and allows resources to be completely exploited, resulting in maximum production.

Better industrial relations management in an industry is a must for the success of the industrial concern. It leads to industrial peace, which is critical for countries such as Nepal, where the plan of the country is to improve each sector of the economy,

achieve growth and development and move to middle income country from least developed country within the span of five years.

Abolish all types of labor exploitation including that of child: The 15th plan focuses on eradicating all types of labor and child exploitation from the workplace. Labor exploitation refers to situations in which people or workers are forced to work under extreme stress or when the laborers are forced to work in unacceptable conditions. Whereas, Child labor is described as any work that deprives children of their childhood as well as their right to education, health, safety, and moral growth.

The Nepal government has also announced a plan on eliminating child labor with the aim of eradicating the all types of child labor in order to achieve the goals of 15th year plan.

In order to regulate labor and child exploitation of any kind in industries and workplaces here in Nepal, an extensive and effective, regulatory and monitoring system should be established.

Eliminate forced labor practices and gradually introduce labor standards at the workplace: According to a report on Nepal Labor Force Survey, In Nepal there are approximately 31,338 victims of forced labor of which 17 percent are under age. One of the usual examples of forced labor in Nepal can be seen where whole families, largely belonging to an indigenous ethnic group, have been caught up in a cycle of debt and bondage.

The International Labor Organization's Declaration on Fundamental Principles and Rights at Work requires member states to abolish forced labor. A work relationship should be chosen without any restrictions and free from threats or pressures of any kind. Forced labor is considered morally wrong by everyone.

Nepal is making a significant progress in fighting against forced labor practices. As Nepal is heading towards achieving its sustainable development goal and objectives of 15th plan, the government is completely dedicated towards eliminating forced labor and bringing standard labor standards at workplaces.

Making the labor market safe, healthy, and competitive: One of the Labor Policies long-term goals is to create stable and sustainable job opportunities for people by creating an investment-friendly climate, as well as to construct and manage a labor market that benefits the national economy and allows it to thrive on a global scale. The labor market can be made stable, secure, competitive, and accessible by creating a social security system that includes the informal sector and supporting and improving work health and safety.

Expand productive and decent Employment opportunities in the Country: The 15th plan aims to achieve the Sustainable Development Goals (SDG) and develop to middle income country from least developed country by 2030. Creating sustainable job opportunities and transferring current surplus and unproductive labor to sectors such as agriculture, manufacturing, trade and tourism, education, and health, as well as hiring young people, will all help to lead to an economic structural change that can aid in achieving the goal.

The tendency of young labor force moving abroad for work due to lack of job opportunities here in Nepal still exists. The employment policy aims to recognize, produce, and endorse competitive goods and services to produce employment opportunities within the country.

Make foreign employment secured and dignified: It is estimated that 3.5–4 million people are working abroad. Around, 1,000 young people move out of Nepal every day for foreign job opportunities, and the remittance inflow amounts to around 30 % of the GDP, which is among the highest in the world. Remittance income is received in about 56 per cent of households. Remittance income has remained 633.4 billion rupees, 755.6 billion rupees, and 879.3 billion rupees in the FY 2016/17, 2017/18 and 2018/19 respectively.

The 15th year plan aims to make foreign employment more secure and dignified by signing labor agreements with destination nations in order to protect rights and interest of Nepali workers abroad. Legal arrangements will be implemented for workers going to India for job opportunities. All the records of the migrant workers will be maintained properly for future use.



Transform gradually, informal employment into formal employment: The informal employment involves employment activities that are collectively smaller, mostly poorly organized, and remain outside of government control. As per employment policy, all laborers and workforces will be moved under the social security system by progressively formalizing the informal sector through the provision of honorable employment opportunities for all. The transformation of formalizing informal employment can be commenced through the effective carrying out of the labor law.

Create suitable opportunities for preparing knowledge and skill based labor force as per the need of the market and developing entrepreneurship: According to the World Bank annual ratings, among the 190 countries, Nepal is ranked in 110th position for having the ease in conducting entrepreneurship. Traditional shops, handicrafts, and agricultural entrepreneurs can be found here easily. Software companies, ecommerce marketing and companies can be seen growing gradually. However, there is still a lack of skill based entrepreneurship in the overall Nepalese market. With the absence of importing new & advanced technologies and infrastructures, the manpower present here in Nepal lacks the required skills and knowledge to run or conduct latest forms of entrepreneurship as present in other developed countries. Therefore, in order to make entrepreneurship competitive and advanced, there is a need to generate wide and appropriate opportunities that lead in training and developing the present labor forces with various skills and knowledge to fulfill the demand of the market.

Encourage employment friendly investments and supporting youth targeted employment opportunities: One of the major contributors in Nepal's GDP is remittance. However, this data also shows the negative side of Nepal, which is, youths leaving the country for pursuing employment opportunities and studies outside the country. This has hampered the human capital of Nepal, making it lack in manpower to run the economy of the country. To mitigate such issues, Nepal should be able to come up with different investment plans and programs that could lead to growing numbers of employment opportunities in the country. The

youths are needed to be targeted to ensure and control its huge emigration in order to keep them satisfied and employed. Programs for retaining the current youths living in Nepal as well as programs to bring back skilled labor forces in Nepal should be highly encouraged. Therefore, such investments should be encouraged to support and provide various opportunities in Nepalese market.

Implement Public Employment Program (mainly through the Prime Minister Employment Program) targeted at public development and construction activities: To fulfil the objectives of 15th plan and objectives of SDG, generating employment opportunities to the youths of the nation is must. To address such a need, the Prime Minister Employment Program has been launched. The employment policy focuses on providing employment opportunities to the maximum number of unemployed youths. In order to address the problem of the unemployed people, the Prime Minister's Employment Program has been initiated. The program assures a minimum of 100 days of employment opportunities for the people who have been registered as unemployed at the local levels.

Some of the strategy outlined by the GoN for creating employment and improving labor management are as follows:

a) Expand employment opportunities starting from local level and guarantee minimum level of employment

There is still a high presence of basic labor workforce that is hugely underpaid and unemployed. They perform the basic jobs that require no skills to conduct jobs. Therefore, they have an unstable work routine that is on a casual basis. In order to increase the economy of Nepal, this category of people should be given the utmost importance by providing opportunities, training and jobs to earn their living. Like the program "The Prime Minister Employment Program", there should be implementation of such programs that guarantees people to have a job at least for 100 days, get training and other employment opportunities to uplift their living standards.

b) Improve industrial relations through dialogue and the effective implementation of existing acts and regulations

The industrial relations among the government, employer institutions, and trade unions or laborers play a major role in the flow of the labor market. However in the context of Nepal, this is seen to be weak. Although there have been development of proper policies and laws, due to the weak industrial relations, those policies and laws are not found to be implemented properly. This can be resolved by conducting formal and appropriate social dialogues among the involved parties. With the establishment of sound industrial relation and proper conduct of acts and regulations, there can be greater productivity in the market.

c) In accordance to the national needs, develop competency of laborers through technical and vocational education, training and skill development

The basic labor workforce in Nepal only consists of non-skilled laborers that are able to perform base jobs. Due to this, the wages of this workforce are in the minimum level of the wage range present in Nepal. In order to develop and achieve the national needs, Nepal needs competent workers in great numbers, who are able to perform highly technical and skilled jobs. Therefore, though Nepal needs to import experts, their supervision services or other methods of learning, laborers have to be trained with technical and vocational education, provision of rigorous training and skill learning practices. These ways can develop the required competency to achieve the employment goals of Nepal.

d) Effective coordination among three spheres of governments in creating employment and labor management

The three spheres of government consist of social, political, and administrative spheres. All the spheres' respective individuals will have meaningful participation in the decision making activities in order to ensure right and positive actions to be taken in providing opportunities at the most needed place first. There is to

be application of positive discrimination and reservation among the economically, geographically, and socially backward citizens of Nepal, which will help in proper labor management. Similarly, this will reach the unemployed and most vulnerable people of the country who should be the top priority in these strategies.

e) Make foreign employment secured, less exploitative, productive and dignified

Though the increase of youth emigration majorly for foreign employment has its remittance perks for Nepal, there is a rise of various issues that comes with foreign emigration that Nepal has to handle. Nepal has formed various labor agreements with different countries where it exports its human capital. However, emigrated Nepalese are still exploited, some not safe, and some misused in the name of employment. Therefore, Nepal should pursue labor diplomacy, coordination, foreign employment council, and legal arrangements to protect and promote rights and interests of its people in respective destination countries. Assessment and recording of every individual who has and who are going for foreign employment has to be carried out for controlling various malpractices.

f) Establish “National employment authority” for coordination and regulation

For the better implementation of employment policies and strategies, there should be the presence of a high powered agency that will be responsible to generate employment opportunities in the demanded field, to provide opportunities for the needed and vulnerable citizens, and to coordinate according to the need of the country. Nepal can establish “National employment authority” as its governing body related to all employment activities. Creation of statistical tools to record all the details of economically active citizens, merging funds collection for all employment related boards and commissions, development of training and skill educating resources and institutes can be some regulations to be carried out by this authority.



Almost all the policy recommendations and strategy are focusing on skill development, enhancing employment ability of the labor force, and improving labor relations and management.

3. LABOR SITUATION IN NEPAL

Table no. 1 shows the employment situation of Nepal by sector and sex. People are engaged in informal sector when the formal sector jobs are not easily available. The share of informal employment is more than 62 percent and normally vulnerable groups including women and those with little or no education predominantly are employed in this sector.

Unemployment among youths has been a major problem in the country for a long time (Table 2). In Nepal, 11.4% of the total labor force are unemployed, which includes 10.3% male and 13.1% female. Whereas, 39% of the people who had some level of connection to the labor market did not have work, that is existing labor that was unutilized.

The unemployment rate is highest among young people aged 15-24 and 25-34 years. The employment to-population ratio and labor force participation rate increased with age and peaked at age 35-44. The national Labor Force Participation Rate (LFPR) and Employment-to-Population Ratio (EPR) were 38.5

Table 1: Formal and Informal employment by industry and sex

100	Male	Female	Total	Male	Female	Total
			Thousand			Percent
Total	4446	2640	7086	100	100	100
Formal	1792	884	2675	40.3	33.5	37.8
Agriculture	58	32	90	1.3	1.2	1.3
Non-agriculture	1734	852	2586	39.0	32.3	36.5
Informal	2655	1756	4411	59.7	66.5	62.2
Agriculture	595	839	1434	13.4	31.8	20.2
Non-agriculture	2035	869	2904	45.8	32.9	41.0
Private households	25	48	73	0.6	1.8	1.0

Source: Report on Nepal Labor Force Survey 2017-2018

The informal non-agriculture sector was the main contributor accounting for almost 41 percent of all jobs in Nepal. The formal non-agriculture sector accounted for 36.5 percent of total employment. Informal agriculture accounted for 20.2 percent of total employment, informal agriculture accounted for 1.3 percent while private households accounted for 1 percent of total employment.

It is not only that the majority of people are employed in the informal sector, a large number of youths leave the country for foreign employment. As of mid-March of fiscal year 2019/20, out of 5.041 million labor permit holders for foreign employment, 4.792 million left for foreign employment. Of the migrant workers, 4.555 million are males and 2.037 million are females. Of those who have gone for foreign employment, 1.5 percent are skilled, 24.0 percent are semi-skilled and 74.5 percent are unskilled laborers (Economic Survey 2019/20). These numbers do not include the people who left for employment in India.

percent and 34.2 percent respectively in 2017/18 in the country

Table 2: Unemployment by rural-urban and sex

Total	11.4
Male	10.3
Female	13.1
Urban	11.6
Rural	10.9

Source: Report on Nepal Labor Force Survey 2017-2018

Nepal's annual growth has not been impressive or job-intensive in the past. Political insecurity and conflict have resulted in stagnant growth and the transition from agriculture to non-agriculture has been slow. As a result, jobless growth, a lack of improvement in employment opportunity, casualization and informalization of jobs, and a skills gap have served as a major reason for young people to seek work abroad as a means of employment.

Nepal has one of Asia's youngest populations, with around 7 million people aged 15 to 29. Unemployment among this population is high, and a large number of Nepalese youth are fleeing the country with the hope of finding low-skilled or unskilled jobs. Identifying the skills gap is one of the main policy changes needed if this number of possible youth is to find decent jobs and contribute to the country's continuous growth.

One of the primary reasons for underemployment, according to the labor force survey of 2008 indicated that there were skills mismatches among 45% of the labor force. A skills gap or skill mismatch generally occurs when there is a mismatch between the skills required for a job and the skills acquired by individuals. There is a disparity between skills and work opportunities. This shows that training and education are not supplying the skills needed in the labor market, or that the marketplace is not creating jobs that match persons' skills and abilities. According to the same survey, also the reasons for unemployment were “can't find work” (41%), “off season inactivity” (56%) and “other” (3%). Also, the result of the survey showed that 85% of employers felt that employees with formal skills training had good theoretical knowledge but lacked practical skills and knowledge.

4. PRODUCTIVE CAPACITY- KEY FOR ECONOMIC PROGRESS

For a least developed country like Nepal, developing productive capacity is the key to face any kind of development challenges. According to UNCTAD “Productive capacities are the economic capital, entrepreneurial skills and capabilities, and production linkages that, when combined, decide a country's capability to deliver products and services that will aid in its growth and development.”

- Productive resources are production factors that include various forms of productive resources and capital, such as technological learning and innovation and increasing the specialization sectors of both firms and farms and developing the skills of labor.
- Entrepreneurial capabilities are the capabilities and skills as well as actions, practices, and routines that aim to explore, integrate, and exploit untapped business opportunities. They comprise entrepreneurship, commercial abilities, and technological competences.

- Production linkages are flows among productive units such as goods and services, idea and knowledge, technology and information, and human resources and productive resources. Production linkages determine the capacity of a country to produce goods and services and enable it to grow.

Developing productive capacities is critical to kicking off the long-term systemic transition phase that is the cornerstone of sustainable development. According to the facts, no nation has progressed without developing productive capacities and systemic economic restructuring.

For LDC like Nepal developing productive capacities can be difficult and takes time, since it involves large funds, development of different factors, comprising entrepreneurial capability, legal aspects most importantly developing skills. Furthermore, Skills are an essential part for improving productive capacity. Different skills acquired through education and work helps to properly utilize all other productive capacities. If LDCs are to catch up with the level of ODCs, they must at least attain the same level of capacity development, and need to invest highly in education and training for people of the right age. Also, with the world moving with technological advancements, LDCs should not underrate the value of innovation, knowledge and the linkages created through innovation for the growth of the economy.

According to the World Bank Report (2020), LDCs have to attain more than US\$ 1,036 per capita income to graduate from LDC and achieve more than US\$ 4,045 to be classified as middle income country (Table 3).

Table 3: Classification of countries by per capita income group (World Bank 2020)

Country Classification	Income Per Capita (US\$) (July 1, 2020)
Upper-middle income	4,046 - 12,535
Lower-middle income	1,036 - 4,045 (Nepal LMIC with per capita income of 1,090)
Low income	< 1,036
High income	> 12,535

Source: World Bank Report, 2020



The National Planning Commission's "The 15th Plan" was developed with the long-term goal of achieving the common national ambition of "Prosperous Nepal, Happy Nepali" by transforming Nepal into a high-income country by the year 2043. The Plan lays the groundwork for Nepal's long-term goal of raising per capita national income to US\$ 2,900 by 2031 and US\$ 12,100 by 2043. According to the criteria, Nepal has already crossed the LDC per capita threshold.

NPC will face a number of challenges in meeting the target. One of the major challenges is the ongoing COVID-19 pandemic. There are uncertainties in achieving reasonable growth in 2020/21, it may be close to zero because of the second wave of COVID-19. GDP growth of Nepal in 2019/20 was -2% as lockdowns caused by COVID-19 interrupted economic activity. Nevertheless, Nepal can expedite its efforts to achieve the targeted goal in the years to come.

5. SCENARIO ANALYSIS FOR GROWTH, EMPLOYMENT AND SKILL DEVELOPMENT¹

To achieve the faster economic growth to attain the goal of middle income country Nepal as discussed in the earlier section, needs to develop its productive capacity. Skill development is key in achieving productive capacity and could help in reaching the target of achieving MIC, faster. We will discuss the following scenarios in achieving the target under different skill development alternatives.

Scenario 1: With the economic growth continuing in the same trend up to 2030, Nepal needs to create 6.1 million jobs to reach the level of a Middle Income country from least developed country. By then the country will have a deficit of around 3.6 million (under the assumption that the gross value addition (GVA) and productivity remain the same, the migration for foreign employment continues and the annual growth rate is around 5% per annum) laborers.

Under this scenario, it is assumed that migration (people leaving for foreign employment) will continue and people move only from the agriculture sector to the services sector. Employment elasticity

of services is 0.94. In other words, the service sector will absorb more people than in agriculture (0.51). The large share of the labour force will be absorbed in the areas of wholesale and retail business, transport and storage and restaurant sector, construction activities and education. But still there will not be any transformational growth. Productive capacity of the economy will not improve. The target of attaining upper MIC level will not be met. Nepal will continue to be a lower middle income country if the average annual growth rate remains only 5% during the period.

Scenario 2: All the conditions under this scenario are similar to Scenario 1 except the one about foreign employment. In other words, people will not leave the country for foreign employment and net migration will be zero but the trend of low productivity will continue and there will not be any transformational growth.

GDP growth in this scenario will also be similar to that of scenario 1. If people gradually stop going out for foreign employment, the movement of labour force (from agriculture to service sector) will be similar to the earlier scenario, but unemployment and underemployment will rise. There will not be any improvement in productive capacity.

Scenario 3: If sectors with high productivity (and higher employment elasticity) can be promoted that can help increase labor productivity, achieve higher level of MIC status faster (upper middle income country), and achieve transformational growth, even if there is labor deficit. This scenario assumes that the sectors like agro-processing, ICT, tourism and light manufacturing have the potential to grow at a faster rate in Nepal, and it can also absorb more labor and they will be productive.

6. RESULTS OF A SURVEY FOR EMPLOYMENT AND SKILL DEVELOPMENT

ODI conducted a survey of 43 firms in four sectors (tourism, ICT, light manufacturing and agro-processing) in different regions in Nepal (see below). The survey reveals that the labour market is tight in many sectors. All these sectors have potential to expand provided Nepal can address some of their

¹ ODI (2017). Some of the numbers related to labor analysis like the estimated number of jobs to be created, and deficit of

Survey of 43 firms- observations about labor				
	General Picture	How to do address the problem		How done
Tourism	Shortage of skilled/ experienced workers	Customer service skills best on the job (placement or apprenticeship)	Other: certified courses, perhaps by foreign trainers	Mostly on the ob training of slightly longer period and compulsory courses (e.g. first aid).
ICT	Adequate at entry level, shortage of experienced workers.	Most technically skilled in programming language (software development).	Solid academic background followed by on the job training and Online certification.	On-the-job, Online certification, in-house knowledge-sharing, external courses.
Light manufacturing	Shortage of technically oriented workers	On-the-job training.	Industry-training institute linkages	On-the-job and certification for machinery operation and maintenance.
Argo-processing	Shortage of skilled machine technicians but Indian workers readily available.	On-the-job preferred modality for most firms.	Food safely and quality assurance training can be vocational.	Link with tertiary engineering institutes. (Firms largely hire engineers to install machinery and provide od hoc training for six months.

Source: ODI: *The Nepal labour market: A four sector case study (October 2017). Supporting Economic Transformation Programme, London: ODI.*

bottlenecks. The table provides the general picture, issues related with them on skill and employment, and the mechanism to address them. These four sectors could help Nepal to transform the economy and create various employment opportunities. There could be other sectors like hydropower, education and health which may directly or indirectly support Nepal in improving its productive capacity.

Taking each sector individually, the current issue in tourism is the shortage of the laborers which have the absence of skills or experience required for the related jobs. The workers here can be provided with the placement or apprenticeship which will help the workers to get the on-the-job training and customer service skills. Further, these workers can be enrolled in the related courses where they can learn from different experts or foreign trainers. The workers can be given extended periods of training for getting proper experience.

The second area is ICT where though there are adequate employees in the entry level, it still lacks the experienced workers needed for higher level of jobs. This can also be resolved by encouraging the skilled people in programming languages and software developments with on-the-job training and certification provision. Providing all the candidates with proper and extended training, foreign courses, permanent job offers can lead in progress in this sector.

Next sector is Light manufacturing, where Nepal has a shortage of technically oriented workers. The workers can be created with on-the-job training provided in industries and institutes to grow and experience better. These workers can excel in their performances and their jobs with on-hand machinery operating and maintenance practices.

Finally, the last sector, agro-processing, though there is availability of Indian workers who are currently performing in this sector, Nepal has shortage of their own local skilled machine technicians to perform these jobs. For this, the workers of Nepal can be provided with vocational training as well as on-the-job training for food safety, quality assurance and other technical works. The companies can link with tertiary engineering institutes, provide ad hoc training for at least six months, and provide on-the-job training with the firms that hire huge numbers of workers for similar jobs.

All the four sectors have been found to have a common issue of shortage of employees that can be handled best with on-the-job training to make laborers skilled and trained to perform the required jobs in respective sectors. The job scenario of Nepal, and its development can be uplifted hand in hand with these strategies.

In addition to these sectors, hydropower, health, and education could also help increase the productive employment opportunities, directly or indirectly.



7. ACHIEVING THE GOAL OF PRODUCTIVE LABOR FORCE

Labor and Employment policy cannot be addressed as an isolated policy. Both the policies go together hand in hand and it should be part of the overall development policy of the country. Development of labor standards and policies without looking at employment would be meaningless. Employment policy shall intend to make sure that there is work for all who are available for and seeking work; that such work is as productive as possible.

Agriculture cannot be a major source of productive employment. The share of agriculture is very high in total employment in Nepal, there is a constant question on its growth rate in the future. However, commercialization and development of agricultural products can help

Normally, when countries develop, they emphasize more on industrialization and move out of agriculture into the manufacturing sector, which has a higher productivity rate. So industrialization is key for an economy for Nepal to become a middle income country. LDC like Nepal is falling into deindustrialization with a low level of per capita income which is not good for the country's overall economic development. Operationalization of the special economic zone (SEZ), industrial estate and industrial promotion with proper incentives could help in creating more opportunities for productive employment. It will improve the skills, technology and managerial activities in the country. Focusing on increasing investment in the industrial sector and special economic zone in Nepal is likely to have a substantial impact on determining the future of labor productivity in Nepal. For example, industries like agro-processing and light manufacturing have potential to expand. Likewise, the current 15th five-year plan has also proposed to establish an operationalization of inter- country economic zones and industrial zones.

The Nepal government should address the problem that revolves around achieving a productive labor force. Government should focus on bottlenecks for attracting domestic and foreign investment and support in massively producing a skilled workforce. FDI should be promoted and the indicators related to "doing business" should be improved. Also, the government's top priority should be producing

skilled manpower or labor force. Vocational training of specialized workers should be given top priority.

GENERAL NEED FOR SKILL DEVELOPMENT

To reduce or close the presumed skill gap there is a great need for practical expertise support for organized on-the-job training and internship programs at the secondary and tertiary education levels. In order to reduce the training mismatch between the firm's requirement and offering of technical skills training, setting up of technical and vocational training skills matchmaking signaling networks in all sectors for specialized positions (e.g., machinists, cooks) should be done.

Hospitality and tourism industry: Institutionalizing long-term placements and internships for students of the industry and training locals in areas near rural tourist attractions (Tourism).

Manufacturing: Providing incentives (subsidy of some form) for firms to initiate in-house training to workers. Supporting to design and develop tertiary-level institutions (e.g. engineering institutions etc.) and link them to industries.

Agro and Manufacturing; Supporting industry-wide schemes for training on machine operators and helping link Nepali firms to send Nepali workers to Indian firms for training so that they can replace Indian workers.

ICT: Focusing on systematic internship programs between tertiary institutions and ICT companies and tertiary education to strengthen and improve courses to meet global expectations, to grow a highly qualified labor market and to reduce the number of emigrant labors.

These are the only examples of productive sector employment and skill development strategy. Other sectors like jewelry making, construction industry, plumbing and electrical wiring also need millions of local trained workers.

Training for new skills or enhancing their skills to provide them opportunities for better career paths (within the company or in the labor market) could also help in increasing productivity of labor. People, as well as formal training and education providers, are also unaware of the skills required in the market. As a

result, individuals lack accurate information to direct their investment in skill development, and education and training providers lack data to customize courses to specific needs. Hence, to solve such mismatch there must be a proper linkage between government and industry and industry and training institutes on how to create skills needed in labor markets. To improve the quality of skill, independent evaluators must be used to evaluate the implementation of the program and skills of trainees.

To spread out the access and opportunity of technical and vocational education, a distribution network should be prepared based on skills mapping and standards. A major plan for technical education and vocational skills development should be approved and required funds from the budget should be constituted. Technical schools established in collaboration with the accredited institutes of countries where Nepalis are employed in large numbers could also help in sending skilled workers in foreign employment and increase productivity.

8. CONCLUSION

Nepal aspires to achieve the aim of graduating from least developed country (LDC) status by 2022 and becoming an upper MIC by 2030. In addition to different other strategies, special priority has to be given to improve skills and productivity of laborers to achieve the target faster. It is important to consider the important sectors for development like ICT, tourism, agro and light manufacturing sectors for increasing growth and productive employment. Employment opportunities should be provided to all and a safe, healthy and competitive market. Vocational training and education should be top priority in any sector so that the baseline of any labor will be strong.

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संघीय संरचनामा प्राविधिक तथा व्यावसायिक शिक्षा र तालीम

गोपीनाथ मैनाली *

विषय प्रवेश

मुलुकको समृद्धिका लागि सर्वसाधारणहरू अधीर छन् । समृद्धि लामो समयदेखिको नेपाली समाजको माग हो । समृद्धि भएन भने स्वतन्त्रताको कुनै अर्थ रहदैन, सीप भएन भने शिक्षाले कुनै महत्व राख्दैन । शिक्षाले व्यक्तिलाई सुसंस्कृत र सीपयुक्त बनाएर आफ्नो भविष्य तय गर्ने कालीगढ आफै हो भन्ने सामर्थ्य र स्वाभिमान दिनुपर्छ । व्यावहारिक रूपमा शिक्षाको अर्थ र उद्देश्य यहाँभन्दा अर्को हुन सक्दैन । मानिस नै कुनै पनि मुलुकका वास्तविक पूँजी हुन् । प्राविधिक तथा व्यावसायिक शिक्षा पूजी निर्माणको वास्तविक आधार हो । आर्थिक विकासका लागि चाहिने दक्ष जनशक्ति निर्माणदेखि पारिवारिक स्तरमा सञ्चालन गरिने व्यावसायिक गतिविधिका लागि सीपमूलक शिक्षा नै आवश्यक पर्दछ । हाम्रो शिक्षा नीतिको निष्कर्ष सान्दर्भिक छ, शिक्षालाई सीपसंग, सीपलाई श्रमसंग, श्रमलाई उत्पादनसंग र उत्पादनलाई समृद्धिसंग जोडेर नै मुलुकले प्रगतिको मार्ग तय गर्दछ । प्राविधिक शिक्षाको महत्वलाई उजागर गर्दै युनेस्कोले भनेको थियो-‘शिक्षा विकासको ढोका हो भने प्राविधिक तथा व्यावसायिक शिक्षा र तालीम विकासको मूल ढोका हो’ । विकास र समृद्धिको नमूना सिङ्गापुर छोटो अवधिमा यस अवस्थामा आइपुगनुको रहस्य सीपयुक्त शिक्षा थियो । ‘थोरै पढाउ, धेरै सिकाउ’ भन्ने आदर्श वाक्यका साथ लि क्वान युले शैक्षिक अभियान चलाएका थिए । एशियाका उदीयमान अर्थतन्त्रले शिक्षालाई सीपमूलक बनाएर नै इकोनोमिक डवल टायमलाई छोटो बनाइरहेका छन् ।

विकास, समृद्धि र प्राविधिक शिक्षा

नेपालको अर्थतन्त्र सानो र परम्परागत संरचनामा आधारित छ । जम्माजम्मी ४ हजार अर्ब रुपैयाको अर्थतन्त्रमा अहिले पनि प्राथमिक क्षेत्रको हिस्सा २८.२ प्रतिशत छ भने द्वितीय र तृतीय क्षेत्रको हिस्सा क्रमशः १३.७ र ५८.९ प्रतिशत छ । उत्पादनका साधनको दक्षतामूलक उपयोग हुन सकेको छैन । त्यसैले उत्पादकत्व स्तर निकै

न्यून छ । कतिपय परम्परागत सीप र रैथाने प्रविधिले हामीलाई लाभ दिन सक्छ, तर त्यहाँ पनि परिमार्जनको खाँचो छ । शिक्षा र श्रम एक अर्काका पूरक बन्न सकेका छैनन् । बेरोजगारी र लुकेको बेरोजगारीको मात्रा उच्च छ । शिक्षाले विस्तारको रूप त लिएको छ तर ज्ञानमुखी शिक्षाका कारण समाज उत्पादन र व्यावसायिक रूपमा गतिशील छैन । सीपमूलक शिक्षा विस्तार गर्ने उद्देश्यले शिक्षा क्षेत्रमा भएका प्रयासहरू उत्साहप्रद छैनन् । सीपयुक्त शिक्षाको विकासमार्फत पारिवारिक तहदेखि नै रोजगारी सिर्जना गरी उद्यमशील संस्कृति विकास गर्न सकिन्छ भन्ने अभिमुखीकरण अभै भैसकेको छैन । प्राविधिक शिक्षा र व्यावसायिक तालीममार्फत उद्यमशिलता र प्रतिस्पर्धात्मक क्षमता विकास गरी उत्पादन बढाउन सकिन्छ, यो नै व्यावसायिक मूल्य शृङ्खलाको आधार हो भन्ने भावना संस्थागत गर्न सकिए स्थानीय आर्थिक-औद्योगिक संरचना निर्माण, राष्ट्रिय औद्योगिक प्रणालीसंग आवद्धता बढाउँदै एशियाली शताब्दी निर्माणमा नेपाल पनि सहभागी हुनसक्ने थियो । नेपालको अवस्थिति, प्राकृतिक साधनको उपलब्धता र सक्रिय उमेर समूहको हिस्साले पनि स्थानीय आर्थिक संरचना निर्माण, राष्ट्रिय अर्थतन्त्र विकास हुँदै एशियाली अर्थतन्त्रसंग आवद्ध हुने संभावना छ । त्यसका लागि सीप र संस्कृति विकास सवैभन्दा अहम् सवाल हो ।

पहिलो जनआन्दोलनपछिको सरकारले अर्थतन्त्रलाई चलायमान बनाउने उदारीकरण लगायत प्रथम पुस्ताको सुधार कार्यक्रम अघि सान्यो । केही उपलब्धिपछि मुलुक दशवर्षे द्वन्द्वमा फस्न गै पुन पछिल्लिर धकेलियो । दोस्रो जनआन्दोलनपछि मुलुकले पुनः विकास र समृद्धिको सपना देख्न शुरू गरेको छ । जनता विकास र समृद्धिमा अधीर छन्, र सरकारमाथि यसको दवाव परिरहेको छ । यसर्थ आवधिक योजना, राष्ट्रिय नीतिहरू र संविधानका मार्गदर्शक सिद्धान्त पनि आर्थिक समृद्धि र सामाजिक रूपान्तरणमा केन्द्रित छन् । समृद्धितर्फको यात्राका लागि नेपालले मूलतः यी तीन समयवद्ध राष्ट्रिय अभिष्ट राखेको छ :

नीति विश्लेषण, व्यवस्थापन, विकास र आर्थिक विधामा सुपरिचित श्री मैनाली नेपाल सरकारका सचिव हुन् । *

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- दोस्रो, वि. सं. २०८७ सम्म मध्यम आय भएको मुलुकमा स्तरोन्नति ।
- तेस्रो, वि. सं. २१०० सम्ममा स्वस्थ शिक्षित, सम्मानित, मर्यादित र उच्च जीवनस्तर भएको मुलुकमा स्तरोन्नति ।

उल्लिखित राष्ट्रिय अभिष्ट पूरा गर्ने सन्दर्भमा मानव संसाधन विकास र उपयोगको महत्वपूर्ण स्थान रहन्छ । सवल मानव पूजा निर्माण भएपछि मात्र अर्थतन्त्र चलायमान बनाउने आधार खडा गर्न सकिन्छ, समाजलाई रूपान्तरण गर्न सकिन्छ, धेरै स्वरूपका असमानता एकैसाथ हटाउन सकिन्छ र मर्यादित एवम् सुसंस्कृत समाज निर्माण गर्न सकिन्छ । त्यसैले प्राविधिक तथा व्यावसायिक शिक्षा र तालीम समृद्धि र सुशासनको जग हो ।

प्राविधिक तथा व्यावसायिक शिक्षाको संरचना

नेपालको शिक्षा प्रणालीका दुई धार छन्, साधारण र प्राविधिक । साधारण शिक्षा ज्ञान र प्राज्ञिकता विकास मार्फत नागरिक जीवन समृद्ध बनाउने धार हो भने प्राविधिक शिक्षा ज्ञानका साथै सीपमार्फत नागरिकका आवश्यकता पूरा गर्दै राष्ट्रिय आर्थिक उन्नयनमा समावेश हुने धार हो । साधारण धारको प्रवृत्ति पढाइपछि जागिर खोज्नमा रहन्छ भने प्राविधिक शिक्षा आफै जागिर (व्यवसाय) बनाउन केन्द्रित हुन्छ ।

प्राविधिक शिक्षाको मात्र कुरा गर्दा यसलाई प्रवाह गर्ने मूलत तीन कार्यक्रमिक संरचना छन् । पहिलो हो सीप विकास तालीम, जस अन्तर्गत छोटो अवधिको व्यावहारिक सीप दिने गरिन्छ । सीप विकास तालीम आवश्यकता र संभावनामा आधारित रहन्छ । दोस्रो हो माध्यमिक तहमा प्राविधिक तथा व्यावसायिक शिक्षा । यसमा तीन तहका कार्यक्रमहरू सञ्चालनमा रहँदै आएका छन्, १८ महिना अवधिको प्रि-डिप्लोमा (प्राविधिक प्रवेशिका वा टिएसएलसी), तीनवर्षे डिप्लोमा तथा प्रमाण-पत्र तहको कार्यक्रम र सामुदायिक विद्यालयमा कक्षा ९-१२ मा सञ्चालन हुने प्राविधिक धारको शैक्षिक कार्यक्रम । तेस्रो तहमा विश्व विद्यालयमा संचालन हुने उच्च प्राविधिक शिक्षा (४-५.५ वर्षे) कार्यक्रमहरू रहेका छन् ।

यसर्थ व्यावसायिक तालीम, प्राविधिक तथा व्यावसायिक शिक्षा र सीप परीक्षण (प्रारम्भिक तहदेखि चार तहसम्म) का कार्यहरू नै नेपालको प्राविधिक तथा व्यावसायिक शिक्षा र तालीम कार्यक्रमका स्वरूप हुन् ।

कार्यक्रम सञ्चालन

उल्लिखित कार्यक्रमहरू सञ्चालनका लागि शासकीय संरचना अनुसार नीति संरचनाहरू तयार भइसकेका छैनन् । एकात्मक शासकीय संरचनामा कार्यक्रम सञ्चालनमा खासै द्विविधा रहदैन थियो । सरकार र निजीक्षेत्रका शैक्षिक अनुष्ठानहरू तालीम तथा शैक्षिक कार्यक्रममा संलग्न हुन्थे । यस अवस्थामा मापदण्ड अवलम्बन र स्तरीयताको नियमन गरे पुग्थ्यो, सञ्चालनको कार्यक्षेत्रमा विवाद थिएन ।

नेपालको संविधान जारी भएपछि शासकीय स्वरूपमा परिवर्तन भएको छ । संघ, प्रदेश र स्थानीय तह आ-आफ्ना क्षेत्राधिकारमा कार्यक्रम सञ्चालन, नीति, योजना तथा बजेट तर्जुमा र स्रोत व्यवस्थापन गर्ने हैसियतमा छन् । संविधान जारी भै जनप्रतिनिधिमूलक संस्थाहरू क्रियाशील भएको चार वर्षमा पनि प्राविधिक शिक्षा सम्बन्धी संघीय कानून तर्जुमा भैसकेको छैन । यस अवस्थामा प्राविधिक तथा व्यावसायिक शिक्षा र तालीम कार्यक्रमहरू सञ्चालनमा संघीय, प्रदेश तथा स्थानीय तहबीच समन्वयपूर्ण प्रशासनिक सम्बन्धमा छन् । संघीय सरकार नेतृत्वदायी भूमिकामा देखिन्छ भने प्रदेश तह संघीय तहबाट प्रत्यायोजित र संघीय नीतिअनुरूप आफैले तर्जुमा गरेका कार्यहरू आफू मातहतका संरचनाबाट कार्यान्वयन गरिरहेका छन् । स्थानीय तहहरू भने संघीय तहबाट तर्जुमा भएका कार्यक्रम सञ्चालनका सहयोगी भूमिकामा छन् । संविधानतः आधारभूत तथा माध्यमिक शिक्षाका कार्यक्रम सञ्चालन स्थानीय तहको कार्यक्षेत्र हो, तर प्राविधिक शिक्षा सम्बन्धी संघीय कानून बनि नसकेकोले व्यावहारिक रूपमा कार्यक्रम सञ्चालनका पूरक भूमिकामा मात्र छन् । निजी क्षेत्र र विभिन्न संघसंस्थाको भूमिका परम्परागत रूपमा नै छ । प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद्बाट सम्बन्धन/स्वीकृति लिएर यस्ता निकायहरूले कार्यक्रम सञ्चालन गरिरहेका छन् ।

संघीय तहका विभिन्न विषयगत मन्त्रालयहरू आफ्नो वार्षिक कार्यक्रममा समावेश गरेर सीप विकास तालीम सञ्चालन गर्दै आएका छन् । अर्थ, उद्योग, बाणिज्य तथा आपूर्ति, कृषि तथा पशुपन्छी विकास, भौतिक पूर्वाधार तथा यातायात, भूमि व्यवस्था, सहकारी तथा गरिबी निवारण,



महिला, बालबालिका तथा जेष्ठ नागरिक, श्रम, रोजगार तथा सामाजिक सुरक्षा, युवा तथा खेलकुद, बन तथा वातावरण, संस्कृति, पर्यटन तथा नागरिक उड्डयन, स्वास्थ्य तथा जनसंख्या र शिक्षा, विज्ञान तथा प्रविधि मन्त्रालयहरू सीप विकास तालीम कार्यक्रममा संलग्न छन् । त्यस्तै लामो अवधिको कार्यक्रममा पनि कृषि तथा पशुपन्छी विकास, भूमि व्यवस्था, सहकारी तथा गरिबी निवारण, स्वास्थ्य तथा जनसंख्या, संस्कृति, पर्यटन तथा नागरिक उड्डयन र शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय संलग्न छन् । विश्वविद्यालय तथा प्रतिष्ठानहरू प्राविधिक विषयका उच्च शिक्षा प्रदायक निकायका रूपमा रहेका छन् ।

कार्यक्रम सञ्चालनका लागि प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद ऐन, २०४५, र प्राविधिक शिक्षा तथा व्यावसायिक तालीम नीति, २०६९ ले नीतिगत आधार दिएको छ भने क्षेत्रगत कानून र आवधिक योजनाले कानून तथा नीति कार्यान्वयनलाई विस्तृतता दिएका छन् । साथै व्यावसायिक शिक्षा तथा तालीम अभिवृद्धि परियोजना, सीप विकास परियोजना, राष्ट्रिय व्यावसायिक योग्यता प्रणाली परियोजना, दिगो तथा सम्मानित रोजगारीका लागि सीप परियोजना, ज्ञानमा आधारित जीवन पर्यन्त सिकाइका लागि सीप कार्यक्रम, सार्वजनिक निजी साभेदारीमा आधारित सक्षमता र दक्षता परियोजना र प्राविधिक प्रशिक्षण प्रतिष्ठान क्षमता विकास र लक्षित कार्यक्रम सञ्चालनमा क्रियाशील छन् ।

अहिले प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषदबाट आङ्गिक (६९), साभेदारी (३८) र सम्बन्धन (४२९) गरी ५६२, शिक्षा तथा मानव स्रोत विकास केन्द्रबाट ४८४ गरी ११३१ शैक्षिक अनुष्ठानबाट प्राविधिक तथा व्यावसायिक शिक्षा र तालीम कार्यक्रम सञ्चालन हुदै आएको छ । ७५३ स्थानीय पालिकामध्ये ११७ पालिका बाहेक सवैमा कार्यक्रमको पहुँच पुगेको छ । यी बाहेक मन्त्रालय तथा गैरसरकारी संस्थाहरूले दिने छोटो तथा घुम्ती कार्यक्रमहरू पनि सञ्चालन गर्दै आएका छन् ।

कार्यक्रम, परियोजना र विभिन्न निकायको संलग्नता स्वरूपका आधारमा प्राविधिक तथा व्यावसायिक शिक्षा र तालीमलाई राज्यले उच्च प्राथमिकतामा राखी अभियानको रूप दिन खोजेको देखिन्छ ।

संघीयता र प्राविधिक शिक्षा तथा तालीम

अन्य लोकतान्त्रिक मुलुकको संविधानमा भैं नेपालको संविधानमा पनि शिक्षा प्राप्त गर्ने विषयलाई नागरिकको मौलिक हकमा (३९) स्थापित गरेको छ । मौलिक हकको कार्यान्वयनका लागि राज्यका नीति अन्तर्गत नागरिकका आधारभूत आवश्यकता सम्बन्धी नीतिमा (क) शिक्षालाई बैज्ञानिक, प्राविधिक, व्यावसायिक, सीपमूलक, रोजगारीमूलक एवम् जनमुखी बनाउदै सक्षम, प्रतिस्पर्धी, नैतिक एवम् राष्ट्रिय हितप्रति समर्पित जनशक्ति तयार गर्ने, (ख) शिक्षा क्षेत्रमा राज्यको लगानी अभिवृद्धि गर्दै शिक्षामा भएको निजी क्षेत्रको लगानीलाई नियमन र व्यवस्थापन गरी सेवामूलक बनाउने, र (ग) उच्च शिक्षालाई सहज, गुणस्तरीय र पहुँचयोग्य बनाई क्रमशः निशुल्क बनाउदै लैजाने कुरा उल्लेख गरी राज्यलाई आफ्ना नीति कार्यक्रममा यी कुराहरू समावेश गर्न निर्देश गरेको छ ।

संघीय शासन प्रणाली भएका मुलुकमा तहगत सरकारहरूले एकल अधिकार, प्रत्यायोजित अधिकार, साभ्ना अधिकार र अवशिष्ट अधिकारका रूपमा कार्यभूमिका निर्वाह गर्दछन् । तर राष्ट्रिय नीति, मानक र नियामक विषयमा संघीय तहको भूमिका निर्णायक हुन्छ भने कार्यक्रम सञ्चालन, समन्वय, सहजीकरण र सहकार्यमा कानूनले निक्षेपण गरेका आधारमा कार्यसञ्चालन गर्नु तहगत सरकारको दायित्व रहन्छ । आ-आफ्ना कार्यक्षेत्रमा जे-जस्ता अधिकार प्रयोग गरेपनि साभ्ना मूल्य र उद्देश्यलाई शासकीय तहहरूले केन्द्रविन्दुमा राख्ने गर्दछन् । यदि संविधान निर्दिष्ट साभ्ना मूल्य र उद्देश्य विपरीत सरकारका तहहरूबाट कार्य भएमा त्यस्ता कार्यहरू स्वतः शून्य हैसियतमा पुग्दछन् ।

नेपालको संविधानले धारा ५६ तथा ५७ मा राज्यको संरचना, अधिकार तथा कार्यक्षेत्रको व्यवस्था गरेको छ । संविधानका अनुसूचीहरूमा तहगत सरकारका एकल र साभ्ना अधिकार क्षेत्रको उल्लेख गरिएको छ । जसअनुसार संघीय सरकारको कार्यक्षेत्र (अनुसूची ५) मा केन्द्रीय विश्वविद्यालय, केन्द्रीयस्तरका प्रज्ञा प्रतिष्ठान, विश्वविद्यालयका मापदण्ड र नियमन, केन्द्रीय पुस्तकालय, प्रदेश तहको कार्यक्षेत्र (अनुसूची ६) प्रदेश विश्वविद्यालय, उच्च शिक्षा, पुस्तकालय, संग्रहालय, स्थानीयको कार्यक्षेत्र (अनुसूची ८) मा आधारभूत तथा माध्यमिक शिक्षा समावेश गरिएको छ । साथै साभ्ना अधिकार क्षेत्रमा 'शिक्षा' लाई उल्लेख गरी महत्वपूर्ण शैक्षिक विषयमा संघीय तहको नेतृत्वमा तीनै तहको सम्मति हुनुपर्ने मान्यता स्थापित गरेको छ ।

संविधानका अनुसूची र क्षेत्रगत कानूनलाई कार्यान्वयन गर्न सजिलो बनाउने उद्देश्यले संविधान जारी भएपछि तत्कालीन प्रधानमन्त्रीको संयोजकत्वको संघीयता कार्यान्वयन संयन्त्र र मुख्य सचिवको संयोजकत्वको प्राविधिक समूहले कार्यविस्तृतीकरण प्रतिवेदन तयार पारी मन्त्रपरिषदबाट स्वीकृत गरिएको थियो । यसले राज्यका तहहरूबीच कार्य जिम्मेवारी र वॉडफॉडका महत्वपूर्ण सिद्धान्त अवलम्बन गरेको थियो । जस्तो कि कुन तहबाट कार्यसम्पादन गर्दा दक्षता र सन्निकटता रहन्छ, आयतनको अर्थलाभ, बाह्य प्रभाव, समानता र समावेशी समष्टिगत आर्थिक स्थिरता, राष्ट्रिय प्राथमिकता र लक्ष्यका विषय, जवाफदेहीता र क्षमता नीति, मापदण्ड, गुणस्तर, नियमन, वित्तीय स्रोत, सेवा प्रवाह, सेवाको उत्पादन र वितरण एवम् सहकारिता, समन्वय र सहअस्तित्व कायम गर्न सकिन्छ त्यहीबाट ती काम सम्पादन गर्नु पर्दछ भन्ने मान्यता राखिएको थियो ।

कार्यविस्तृतीकरणको प्रतिवेदनका आधारमा संघीय सरकारले शिक्षा सम्बन्धी राष्ट्रिय नीति, कानून र मापदण्ड निर्धारण, मानव संशासनको आवश्यकता प्रक्षेपण तथा राष्ट्रिय शैक्षिक योजना निर्माण, विद्यालयहरूको राष्ट्रिय पाठ्यक्रम प्रारूप, मूल विषयको पाठ्यक्रम र नमूना पाठ्यक्रम निर्माण र नियमन र प्राविधिक तथा व्यावसायिक शिक्षा र तालीमको राष्ट्रिय नीति, पाठ्यक्रम प्रारूप, योग्यता निर्धारण, सीप परीक्षणको मापदण्ड निर्धारण र नियमनका कार्यहरू सम्पादन गर्नु पर्दछ ।

त्यस्तै प्रदेश तहले शिक्षाको प्रादेशिक नीति, कानून, मापदण्ड निर्धारण, कार्यान्वयन र नियमन, प्रादेशिक मानव संसाधन आवश्यकता प्रक्षेपण तथा शैक्षिक योजना निर्माण र कार्यान्वयन, प्रदेश स्तरमा विद्यालय तहको पाठ्यक्रम एवम् पाठ्यपुस्तक निर्माण र उत्पादन, प्राविधिक तथा व्यावसायिक तालीमको प्रादेशिक नीति, पाठ्यक्रम र पाठ्य सामग्री निर्माण, कार्यान्वयन, नियमन र प्राविधिक तथा व्यावसायिक शिक्षा र तालीमको छात्रवृत्ति व्यवस्थापनमा केन्द्रीत हुनुपर्दछ । स्थानीय तह भने विद्यार्थी प्रोत्साहन र छात्रवृत्ति व्यवस्थापन, स्थानीय स्तरका शैक्षिक ज्ञान, सीप र प्रविधि संरक्षण, प्रवर्द्धन र स्तरीकरण र माध्यमिक तहसम्मको शैक्षिक कार्यक्रमको समन्वय र नियमन रहन्छ । तहगत सरकारले शिक्षा सम्बन्धी कानून तर्जुमा गर्दा र कार्यक्रम कार्यान्वयन गर्दा यिनै आधार लिनु पर्दछ ।

संविधानको भावना कार्यान्वयन गर्न बनेको शिक्षा नीति, २०७६ ले प्राविधिक तथा व्यावसायिक शिक्षा र

तालीमका अवसरहरूको व्यापक विस्तार गरी सबै इच्छुक नागरिकहरूका लागि समावेशी एवम् समतामूलक पहुँच स्थापित गर्दै देश विकासका लागि योग्य, सक्षम, सीपयुक्त र उद्यमशील जनशक्ति तयार पार्ने उद्देश्य स्थापना गरेको छ ।

चालू पन्ध्रौ योजनाले पनि प्राविधिक तथा व्यावसायिक शिक्षा र तालिमलाई उच्च प्राथमिकतामा राखी 'समृद्ध नेपाल सुखी नेपाली' को लक्ष्यमा पुग्ने आधारका रूपमा लिएको छ र योजनाले समृद्धिको आधारका रूपमा कार्यान्वयन गर्न पहिचान गरेका १८ मध्ये एक रूपान्तरणकारी आयोजनाका रूपमा लिएको छ । यस रूपान्तरणकारी आयोजनाले प्राविधिक एसइइमा बार्षिक एकलाख जनशक्ति उत्पादन, २० लाख लाभान्वित हुनेगरी मुलुकभर कार्यक्रम सञ्चालन र प्रत्येक स्थानीय तहमा एक प्राविधिक शिक्षालय स्थापना गर्ने महत्वाकांक्षी लक्ष्य राखेको छ । यस कार्यका लागि योजना अवधिमा रु ५१ अर्ब २५ करोड खर्च गर्ने अनुमान छ ।

तर प्राविधिक तथा व्यावसायिक शिक्षा र तालीम सम्बन्धी संघीय कानून बनिनसेकोले कार्यक्रम तर्जुमा, कार्यान्वयन तथा अन्य नीतिगत विषयमा निर्णय लिन बाधा पुगेको छ । परिषद्का प्रदेशस्तरीय कार्यालयहरू कार्यक्रम सञ्चालनमा अल्मलिएका छन्, वैदेशिक सहायता संलग्न आयोजनाको वित्त प्रवाह र प्रतिवेदन कसरी गर्ने भन्ने समस्या देखिएको छ । कतिपय प्रदेशहरू प्राविधिक शिक्षा सम्बन्धी कानून बनाउँदै छन् । संघीय तहबाट वित्तीय अख्तियारी हस्तान्तरण गरेर कार्यक्रम सञ्चालन गर्नुपर्ने अवस्था छ भने स्थानीय तहहरू आधारभूत तथा माध्यमिक शिक्षाको व्यवस्थापन आफूहरूको भएको विषय उठाइरहेका छन् । स्पष्ट कानूनको अभावका कारण शिक्षा, विज्ञान तथा प्रविधि मन्त्रालयबाट समन्वय गर्न असजिलो देखिएको छ । २०७४ मा नै तर्जुमा भैसक्नुपर्ने संघीय कानूनले मूर्तरूप पाएको छैन । यस अवस्थामा प्राविधिक शिक्षा सम्बन्धी कार्यक्रम तथा परियोजना सञ्चालनमा निकै बाधा पुगेको छ ।

प्रस्तावित ऐनका प्रावधान

संघीयता कार्यान्वयनका सन्दर्भमा मस्यौदा भएको प्राविधिक तथा व्यावसायिक शिक्षा र तालिम सम्बन्धी ऐनले विद्यमान अस्पष्टताहरूलाई संवोधन गर्ने प्रयास गरेको छ । मस्यौदामा संघको भूमिका प्राविधिक तथा व्यावसायिक शिक्षा तथा तालीम सम्बन्धी राष्ट्रिय नीति तथा कार्यक्रम तर्जुमा,



शिक्षालय स्थापना, सञ्चालन र नियमन मापदण्ड निर्धारण, एकीकृत क्षेत्रगत लगानी ढाँचा निर्धारण, प्राथमिकता पहिचान, अन्तर मन्त्रालय र तहहरूबीच समन्वय र सहजीकरण, अनुसन्धान, सूचना व्यवस्थापन, राष्ट्रिय सीप प्रमाणीकरण, कार्यक्रम र उपलब्धिको आवधिक समीक्षा, प्राविधिक शिक्षाका लागि जनशक्ति प्रक्षेपण, जनशक्ति व्यवस्थापन र परीक्षा सञ्चालन र व्यवस्थापनमा प्रस्तावित गरिएको छ ।

प्रमुख सवाल र चुनौती

सरकारले प्राविधिक शिक्षा तथा व्यावसायिक तालीमलाई उच्च प्राथमिकतामा राखी 'समृद्ध नेपाल सुखी नेपाली' को राष्ट्रिय अभिष्ट पूरा गर्ने प्रमुख माध्यम माने पनि कार्यक्रम सञ्चालनका सन्दर्भमा नीतिगत, सङ्गठनात्मक, स्रोत व्यवस्थापन र समन्वयका क्षेत्रमा समस्या छन् । प्रमुख समस्या तथा सवालहरू यहाँ प्रस्तुत गरिन्छ ।

पहिलो सवाल, नीतिगत स्पष्टता सहित संघ, प्रदेश र स्थानीय तहको भूमिका छुट्टिने गरी कानून तर्जुमा गर्नुमा छ । छिटोभन्दा छिटो कानूनको अभाव पूरा गरेर नै विद्यमान अल्मललाई निकास दिन सकिन्छ ।

दोस्रो सवाल, सबै स्थानीय तह र योजनाको प्रतिवद्धता अनुरूप ७० प्रतिशतको लक्ष्य पूरा गर्ने गरी पहुँच विस्तार गर्नुमा छ । लोकपियताका आधारमा पहुँच विस्तारका कार्यहरू गरिनु हुदैन । म्यापिङका आधारमा व्यावहारिक कार्यक्रम सञ्चालन गर्नुपर्दछ । राजनैतिक तह पियतामा सतही हुन्छ भने कर्मचारीतन्त्र औपचारिक । मागमा आधारित कार्यक्रम सञ्चालन गरेर नै पहुँच विस्तारको उद्देश्य पूरा गर्न सकिन्छ । यस आर्थिक वर्षसम्म पनि ११७ पालिकामा प्राविधिक शिक्षा पहुँच पुगेको छैन तर आवश्यकता निक्यौल नभै पहुँच मात्र विस्तार गरेर पनि कार्यक्रमको उद्देश्य पूरा हुदैन ।

तेस्रो सवाल, सामाजिक अभिमुखीकरणमा छ । प्राविधिक शिक्षालाई शिक्षाको दोस्रो कोटिमा राख्ने गरिएको छ । सीप र उत्पादनसंग प्रत्यक्ष सम्बन्धित विषय दोस्रो विकल्पमा पर्नु नै समस्या हो । सीप सिक्ने विपन्न र गरिबले मात्र हो भन्ने बुझाइ छ । साथै निश्चित तहभन्दा माथि प्राविधिक शिक्षाको तहगत संरचना (ल्याडर) पनि छैन । विकसित मुलुकमा उच्च शिक्षाभन्दा विशेषीकृत सीपलाई महत्त्व दिइन्छ ।

चौथो, चुनौती एकिकृत ढाँचा, पाठ्य विधि, सीप परीक्षण तथा समीक्षा प्रणालीसहित 'टीभेट स्वाप एप्रोच' कार्यान्वयन गर्नुमा छ । कार्यक्रम र स्रोत छरिएको छ, सहजताका आधारमा निकायहरू कार्यक्रम सञ्चालन गरिरहेका छन्, कार्यक्रम सञ्चालन लागत पनि बढी छ र खर्चमा दोहोरोपन छ । स्वाप एप्रोचले यसलाई समाधान गर्नसक्छ । साथै निकाय पिच्छे पाठ्यक्रम, तालीम र कार्यसञ्चालन मोडालिटीले प्राविधिक सीप सिक्ने काम बास्तविकभन्दा पनि औपचारिक भएको छ । स्वाप संरचनाले यसलाई पनि संशोधन गर्नसक्छ ।

पाँचौँ सवाल, सीप विकास, स्वरोजगारी र व्यावसायिक प्रतिष्ठान बीच आवद्धता कसरी कायम गर्ने भन्नेमा छ । परिषद्बाट यसमा भएका कामहरू प्रशंसनीय भए पनि पर्याप्त छैनन् । प्रतिष्ठानहरू प्रशिक्षार्थीसंग काम गर्न कति इच्छुक छन् ? उनीहरूको स्वामित्वमा सिकाईलाई कसरी वास्तविक बनाउने र सीप प्राप्तिपछि कसरी प्रष्ठानमा जोड्ने भन्ने विषय निकै गम्भीर छ ।

छैठौँ सवाल, सीप प्रदाता र विद्यार्थी अनुगमन, ट्र्याकिङ र सीप शिक्षाको प्रभाव मूल्याङ्कन गर्ने नियमनकारी क्षमता विकासमा देखिएको छ । धेरै सीप प्रदाताले गरेको काम, समय र साधनको खर्च नतिजामा देखिनु पर्दछ, अनिमात्र कार्यक्रमको सार्थकता रहन्छ । सरकारी निकायबाट मात्र प्रतिवर्ष सीप विकास तालीममा रु १८ अर्ब खर्च भैरहेको छ । सीपलाई कक्षाकोठाबाट कार्यशालामा पुऱ्याउन सबै गतिविधिको अनुगमन, तालीमपछि व्यक्ति सीपलाई कसरी उपयोग गरिरहेको छ, त्यसको ट्याकिङ र अन्ततः प्रभाव मूल्याङ्कन गर्ने क्षमता विकास गर्नुपर्दछ ।

सातौँ सवाल, निजी ट्रेड स्कूल एवम् प्रतिष्ठानहरूलाई सम्बन्धन दिने पारदर्शी प्रणाली विकास गरी गुणस्तरीयताको प्रत्याभूति गर्नुमा छ । संस्था सम्बन्धनका विषयहरू सँधै विवादमा आएका छन् । पूर्वाधार र क्षमता विनानै संस्थाहरू सम्बन्धन लिने, त्यसलाई राजनैतिक संरक्षण प्राप्त हुने प्रवृत्तिले परिषद् निकै आलोचित छ भने सीप तथा शिक्षाको गुणस्तर पनि प्रभावित छ ।

आठौँ सवाल, चिकित्सा शिक्षा आयोग र परिषद्को समन्वयमा देखिएको छ । नर्सिङ्ग लगायत चिकित्सा शिक्षाका क्षेत्रमा कार्यक्रम सञ्चालन गर्नुअघि आयोगको मापदण्ड पूरा भएको हुनुपर्दछ । कार्यक्रम सञ्चालन गर्न चाहने संस्थाको आफ्नै अस्पताल र त्यसमा निश्चित वेड र अन्य चिकित्सा पूर्वाधारका आधारमा मात्र आयोगले कार्यक्रम सञ्चालन

गर्न सकिने/नसिकने निर्धारण गर्दछ । परिषद् ऐन र राष्ट्रिय चिकित्सा शिक्षा ऐनबीचको अन्तरविरोधका कारण यस्तो स्थिति आएको हो । यसर्थ सम्वद्ध कानूनहरूबीच समन्वीती कायम आवश्यक देखिएको छ । अन्यथा शिक्षा मन्त्रालय, परिषद् र आयोगबीचको कार्यमूलक सम्बन्ध समुधुर देखिदैन । जसबाट चिकित्सा शिक्षा सम्बन्धी कार्यक्रम प्रभावित भई नै रहन्छ ।

नवौँ सवाल, प्राविधिक शिक्षा सम्बन्धी साभा कानून नवने सम्म कार्यक्रम सञ्चालनका लागि तदर्थ व्यवस्था कसरी बसाउने भन्नेमा छ । साभा कानून बनेन, प्रदेशहरूबाट प्राविधिक शिक्षा कानून बन्न लागे, अव कानूनहरूको सम्बन्ध र हैसियत के हुने ? तदर्थ व्यवस्थापन कसरी गर्ने ? भन्ने विषयमा खासै सोचिएको छैन । प्राविधिक विषयलाई राजनैतिक रूपमा मात्र हेरिनु हुँदैन । यस अवस्थामा शिक्षा मन्त्रालयले वित्तीय अख्तियारी दिएर संघीय सरकारको कार्यक्रम प्रदेश सरकारमार्फत गराउनु पर्दछ । रकम निकासी, प्रतिवेदन, कार्यक्रम नतिजा मूल्याङ्कन जस्ता व्यावहारिक समस्या देखिन्छन् । मन्त्रालयको नेतृत्वमा प्रत्युत्पन्नमति र अग्रसरता चाहिन्छ ।

दशौँ सवाल, प्राविधिक शिक्षा महङ्गो छ, कसरी गरिब र विपन्नको सामर्थ्यमा पुऱ्याउने भन्नेमा छ । यस अवस्थामा प्रशिक्षार्थीलाई सिक, कमाउ र तिरको अवधारणामा लैजाने प्रक्रिया कार्यान्वयन गर्नुको विकल्प छैन । कतिपय मुलुकहरूले यसलाई अभ्यास पनि गरिरहेका छन् । नेपालमा कर्जाको पहुँच प्रशिक्षार्थीलाई पुऱ्याउन विपन्न क्षेत्र कर्जा यसतर्फ लक्षित गर्न वा अर्को वित्तीय स्कीम ल्याउन उचित हुन्छ ।

एघारौँ, चुनौती एकल सीपको मौजुदा अवस्थाबाट बहुसीप (मल्टीस्कील) मा कसरी जाने भन्नेमा छ । प्रविधिले नयाँ नयाँ कार्यक्षेत्र खुला गर्दछ । हामी भने विगतदेखिको मोडेलमा कार्यक्रम चलाइरहेका छौ । यसर्थ मुख्य सीप र सहायक सीपमा वर्गीकरण गरी प्रशिक्षार्थीलाई एकसाथ धेरै सीप दिई श्रम बजारमा विक्न सक्ने, उद्यमी बन्न सक्ने र कमाएर कर्जा तिर्न सक्ने बनाउनु पर्दछ । अन्ततः उसले विश्व बजारमा समेत प्रतिस्पर्धा गर्न सक्नु पर्दछ ।

उल्लिखित सवाल तथा चुनौती बाहेक सीपयुक्त प्रशिक्षक उत्पादन र शैक्षिक पूर्वाधार विस्तार, १० निकाय र १८ मन्त्रालयबाट व्यावसायिक तालीम सञ्चालन, समन्वय, सीप स्तरीकरण र एकरूपता कायम, एकै व्यक्तिले धेरै तालीम लिई तालीमलाई नै रोजगारी बनाउने

प्रवृत्तिको नियन्त्रण, राष्ट्रिय व्यावसायिक योग्यता प्रणाली सवलीकरण, कार्यक्रमहरूमा स्रोत व्यवस्थापन र शासकीय तहहरू प्रणाली निर्माणमा रहेको अलमल हटाउने काम पनि प्राविधिक शिक्षा र व्यावसायिक सीप व्यवस्थापनमा देखिएका अनि भोगिएका समस्या हुन ।

उपसंहार

प्राविधिक तथा व्यावसायिक शिक्षा र तालीम कार्यक्रमलाई संघीय संरचना अनुरूप व्यवस्थित गर्न थुप्रै प्रयास गर्न बाँकी छन् । कानूनी तथा नीतिगत पक्षमा रहेका अस्पष्टताका लागि समयमानै कानूनी व्यवस्था गर्न नसक्दा व्यावहारिक, संवैधानिक र अधिकार क्षेत्रको प्रश्न उठ्न सक्ने संभावना छ । यस अवस्थामा सरकारको उच्च प्राथमिकताको क्षेत्रमाथि नै प्रश्न उठ्ने छ भने स्रोत व्यवस्थापन, कार्यक्रम सञ्चालन र प्रतिवेदन जस्ता प्रशासनिक कार्यमा सहजता ल्याउन पनि प्रस्तावित शिक्षा सम्बन्धी ऐन लाई छिटै मूर्त रूप दिनुको विकल्प छैन ।

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Private Sector's Engagement to Ensure TVET Quality and Outcomes

Er. Birendra Raj Pandey

1.0 BACKGROUND

Education is the foundation of the social and economic transformation of any country. Rapid pace of innovation, changes and development specially in the field of technology is touching upon every life in this planet. This has a profound impact on the entire education system and particularly on the sector of Technical and Vocational Education and Training (TVET). Digitalization, globalization, mobility and migration are transforming societies and the world of work. It is the modern day's challenge to make the education and training more relevant to the current need and requirements.

2.0 GROWING DEMAND

Nepal is set to graduate from the least developed country status, aspires to become a middle income country by 2030 and graduate to the status of high income developed nation by 2043. 15th five-year plan envisaged the average economic growth of 9.6 per cent per annum, per capita Income to \$1,595 (\$12,100 by 2043) and average Growth Rate of manufacturing industry to 12.7 (from 5.8%) per cent per annum. In addition, there are set targets to be achieved within the SDG period by 2030.

According to the recent CNI study, considering sectoral projects like national pride projects, projects to meet SDGs goals and other listed and committed projects in energy, transport, urban development, and water and sanitation sectors, the estimated investment need by 2030 ranges from USD 170 billion to 220 billion, which is roughly between USD 16 to 20 billion annually.

Following the graduation from LDC status, Nepal will be losing some trade related support measures such as preferential market access for goods, preferential treatment for service and service suppliers and special treatment regarding obligations

and flexibilities under WTO rules. There will be some impact on business environment despite the low utilization of trade preferences. To mitigate the potential impact, focus should be in building productive capacity and enhancing competitiveness.

Despite the growing demand and aspirations, the actual spending capacity in the priority productive sectors has been low due to various reasons. One of them is the low productive capacity of human capital. Nepal's per worker productivity level is one of the least in the region¹. It is important to make all the stakeholders realize the potential of TVET sector in enhancing productivity thereby bringing socioeconomic transformation in the country.

3.0 TVET IN NEPAL

History of TVET intervention in Nepal goes back to almost 70 years. Together with the long term programs, annually the country offers over 200,000 TVET opportunities including the short term training ranging between few days to 3 to 6 months. Current enrolment is about 70% of the capacity. The number is further reduced as the result of low completion rate. The country invests estimated NRs. 18 billion every year in TVET sector.

There are various initiatives in the TVET sector being executed by multiple agencies. Technical education is being imparted by 484 community schools and 1042 technical institutes. 17 ministries under the Government of Nepal are implementing their own technical training plans and programs. In addition, there are over 20 departments, universities and other agencies providing TVET services. There is a need to streamline and integrate TVET programs instead of being fragmented into multiple programs under various ministries and offices.

¹ (APO Productivity Data Book 2020, Asian Productivity Organization, Tokyo Japan, 2020)

Some of the key challenges observed in TVET sector are listed below.²

- Absence of labour market information system. Due to this, the access to career and labour market and the skill training provisions are often mismatched
- Skill mismatch due to poor quality of education or irrelevant curricula
- Gap between the 'world of learning' and the 'world of work'. Change happens fast in the world of work, driven by innovation and by developments in technology and markets
- Less prominent to establish linkages between training and employment market. Employers can best tell the vocational training centres what type of skills are needed in the workplace
- Limited availability of research-based information on technical education and skill training
- The private sector, which could be the main beneficiary of a TVET system, not yet sufficiently oriented and not given appropriate space to support the TVET system
- Existence of high informal sector and oversight of the role of informal sector in skill development
- Less promotion of value of life-long learning to adapt to the rapidly changing technological skills needed by the labour market
- Weak in providing multiple and diverse pathways to encourage workers to undertake TVET programs that are responsive to the needs of industry
- Less active participation of employers' and workers' representatives in vocational education and training institutions

4.0 SKILL SHORTAGE

Large number of workers including the ones trained by institutions and the Industry are leaving for overseas work, reaching almost 5 million and majority of them are unskilled³. Industry is somehow

² (Hotel Association Nepal, Federation of Contractors' Associations of Nepal and Nepal Automechanic Association, 2019)

³ (Nepal Labor force survey, 2017-18, 2017)

becoming the training ground for the workers seeking domestic and foreign employment.

The Industry is suffering from the fact that the majority of the skilled and semi-skilled workers working in the industry are not suitably trained for minimum level of competencies that are required to accomplish their respective roles. Majority of them have learned their skills at work from their seniors and gained some level of experience over time. If this trend continues, industry is bound to suffer in several fronts. The cost associated to train a worker at the ongoing project site or at industries is significantly high in terms of delays, rework, loss of productivity and inferior quality of the output.

CTEVT so far produced 84,963 diploma and certificate level graduates, 2,30,056 TSLC graduates and tested the skills of 3,87,695 people for all disciplines until 2076/77⁴. Out of these graduates, significant numbers are working abroad. Clearly, these numbers are far from adequate.

Issues related to the availability of competent human resources is one of the key reasons for the Industry not being able to achieve the desired results. Current development in the Industry, with the adoption of latest materials and technologies, requires more qualified and competent workers at their work place. This trend is going to go further with the passage of time. The TVET system should be able to adapt to this fast changing nature of workplace and impart the trainings accordingly so that the graduates are competent enough to deliver.

5.0 CHANGING WORLD OF WORK

The workplace is rapidly changing from a labour intensive set up to more mechanized one. Sophisticated tools and machineries are being utilized in industries, construction and even in agriculture sectors. Processes and systems are being integrated with information and communication technology with the increased use of software, mobile applications, big data, IoT and similar latest developments. Business and industries are being constantly confronted with the need to be more competitive to meet the ever increasing demands and expectations from their clients and customers.

⁴ (Council for Technical Education and Vocational Training, 2077)



6.0 PRIVATE SECTOR INVOLVEMENT IN TVET SECTOR

Developments and success factors in selected countries reflects the following successful reform approaches, which are based India, Republic of Korea, South Africa and Vietnam. It can be generalized and serve as a role model for other countries. Below the main results are briefly summarized⁵:

- **Strengthening of company involvement in TVET:** Nobody knows better than the companies themselves what skills are needed on the labour market. Hence, a strong and institutional relationship between the TVET system and the private sector is a necessary precondition for a successful TVET system.
- **Clear TVET responsibilities:** Centralizing the efforts of VET institutions in creating a relationship to the industry is a promising approach. This pooling of resources as well as decision-making competences shall make all VET activities more efficient.
- **National TVET standards:** National standards are important in order to increase the quality of VET and the acceptance of TVET graduates in companies.
- **Incremental introduction of dual TVET elements:** In countries where company involvement in TVET has no tradition, the introduction of dual training approaches requires a change of mind in the companies. This cannot happen from one day to the other. Therefore, the incremental introduction of dual training – be it in single model regions or single model sectors – can be an important first step.
- **Promote the labour market perspectives of VET:** VET is often considered to be a second choice for many youths if they do not have the possibility to go to university. It is important to provide intensive orientation to the population about the significance of TVET.
- **Increase the permeability between TVET and higher education:** Another important factor to increase the acceptance of TVET is to improve the permeability between TVET and higher education. This is an important signal for young persons and emphasizes the value of TVET certificates.
- **Implementation of skill forecasts:** Finally, all countries need to establish instruments to improve skill forecasts in order to reduce prevailing skill gaps and mismatches and to adapt the skill offer to the skill demand.

⁵ (The Economic Policy Forum (2017), 2017)

The most effective means to link education and training with employment is through the active participation and involvement of employers in planning, development, implementation and evaluation of TVET programs. They are expected to cooperate and support TVET through: (a) joint partnerships in apprenticeship training, on-the-job training, and enterprise-based training, (b) cooperation in the placement of the graduates, (c) participation in the skill standard development, curriculum development, and skill testing, and (d) assisting in the process of collecting workforce information.

7.0 PROPOSED PRIVATE SECTOR STRATEGY

In order to come up with a widely accepted strategy document among the private sector, Hotel Association Nepal (HAN), Federation of Contractors' Associations Nepal (FCAN) and Nepal Auto-Mechanic Association (NAMA) have come up the draft concept paper⁶. This concept paper has attempted to describe current provisions and challenges of TVET and explore the private sectors' involvement strategies connecting skill development with employment in the new context of Nepal.

Based on the discussion with key stakeholders of three sectors (Hospitality, Construction and Automobile), the following are the key expectations and possible contributions by the private sector:

- Tax-based incentives for investment by companies in TVET and skills development linking to employment (deduction in expenses on income taxes and other incentives).
- Sector based Industry Associations' role on key decision making in any boards/committees including design of occupational standards, competency-based curriculum design and development; monitoring of TVET activities, certification and recognition of skills and RPL.
- Conducive environment for business and industrial growth with HR linking to national vocation qualification framework- NVQF
- Social respect of occupation of all sectors, occupations and levels, by creating conducive environment, recognition of the equivalence and equal treatment of vocational and academic education and training.

⁶ (Hotel Association Nepal, Federation of Contractors' Associations of Nepal and Nepal Automechanic Association, 2019)

Issues	Private Sector Expectations	Private Sector possible Contributions
Equitable access	<ul style="list-style-type: none"> • Skill Mapping, establishment of institutions (need based only), career guidance program at local level, expansion of apprenticeship program in collaboration with business and industries. • Free training up to Skill Test Level 2. • Support from government/ projects for better access to the poor & marginalized community. 	<ul style="list-style-type: none"> • Special provision for the people with disabilities, poor and marginalized community. • Collaboration for Apprenticeship programs. • Sponsor for scholarships.
Quality and relevance	<ul style="list-style-type: none"> • Private sectors leadership embedded (explicitly) provisioned in TVET Acts/Policy/Rule. • Skill and Competency mapping by Private Sector together with Government Authority. • TTPs should provide quality human resources as per the need of business and industries Huge need of demand based semi-skilled, skilled HR. 	<ul style="list-style-type: none"> • Develop of occupation-wise competency standards and curriculum leading to national vocational qualification framework/NVQF. • Involvement of companies in TVET by offering work place-based learning, apprenticeship, internships for trainees. • Involvement in exam and assessment matters.
Mobility and permeability	<ul style="list-style-type: none"> • All TVET programs and competency standards are endorsed by the respective skills sector committee and/or business and industry association/council before government's approval. • Demand for one single National (Vocational) Qualification Framework. Equivalence of vocational and academic education and training and equal treatment. 	<ul style="list-style-type: none"> • Support in permeability, both vertically across levels of education and training and horizontally between TVET and general education. • Support in developing tertiary non-university professional education diploma. • Assessment of returnee migrants and recognition of skills . • Certification and recognition by Government authority together with Business and industry associations.
Governance and management	<ul style="list-style-type: none"> • Institutionalization of business and industries contribution in skills development. • An empowered governing board led by the district government and represented by the key providers, employers and labour market partners. • Mandatory involvement in developing NOSS and curricula. Industry associations are in the driving seat of setting the standards. Ministry of education is approving standards, regulating in an integrated TVET ordinance/by-law. 	<ul style="list-style-type: none"> • Participation in advisory boards of TVET institutions at a national level. • Collaboration with Government and other stakeholders (member of commission). • Developing "Education Committee" within each industry association.



Issues	Private Sector Expectations	Private Sector possible Contributions
Research, innovation and information management	<ul style="list-style-type: none"> • Support /Technical Assistance from Government and others for research, innovation and information management. • Establishment of research and innovation centre at federal and state level. 	<ul style="list-style-type: none"> • Collaborate and contribute for research, innovation and information management and expansion of associations at state and local level. • Contributing to surveys which identifies cost-benefit of TVET programs regularly. • Contributing to survey companies regarding their specific demand.
Capacity building	<ul style="list-style-type: none"> • Production of HR for research, innovation, specialist in curriculum development, assessment, supervision, managers, leaderships etc. • Business and industry associations' technical and managerial capacity building for linking to skills development. 	<ul style="list-style-type: none"> • Prepare of competency-based trainers by providing exposure to trainers in business and industries. • Collaboration for exchange of experience and transfer of knowledge between work and learning.
Sustainable financing	<ul style="list-style-type: none"> • Government's investment and financial support from the government to the business and industries for TVET system development and implementation (especially system building activities for education committees within industry association). • Government fund for both public and private TVET providers for TVET programs linking employment. • TVET programs should lead to a balanced cost-benefit scheme for companies. • Tax rebate and special incentive (public procurement system) provision for the business and industries who invest on TVET. 	<ul style="list-style-type: none"> • Invest on the specific training that meets the business and industry needs. • Collaboration with training providers for training linking with employment.
Science and technology	<ul style="list-style-type: none"> • Incentive provision for the business and industries who invest in bringing new science and technology. 	<ul style="list-style-type: none"> • Partnering for development in digitalization, Information Technology and GIS management.
Monitoring, evaluation and feedback	<ul style="list-style-type: none"> • Establishment of multi stakeholder monitoring mechanism at federal and province level. • Representation of Sector based Business and Industry association to Education and Vocational Institutions and Academic Institutions of all strata, up to University level committees. 	<ul style="list-style-type: none"> • Participation in monitoring and evaluation at federal and state level. • Assess and evaluate the performance of the trainees based on competency. • Provide feedback to training providers.

Structure and implementation framework	<ul style="list-style-type: none"> Establishment of TVET and Skills Development Council at Federal, Provincial and Local level incorporating private sectors associations Establishment of Examination boards at Federal, Provincial and Local level incorporating private sector No degree without connection to world of work and N(V)QF 	<ul style="list-style-type: none"> Participation in Councils, Examination Boards at federal, provincial and local level Public Private Partnership Collaboration with Government and other stakeholders
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8.0 SUMMARY

It is quite clear that we need a radical shift in skill development with greater involvement of private sector in order to match the relevance of training to the need of the labour market. Industry would be willing to partner in the process of skill development if they see that they would be benefitted.

As it is demonstrated by various studies and researches that effectiveness of skill development programs increased when the soft skills, on the job training and apprenticeships with income earning opportunities are included in the conventional off the job technical trainings. Industries can play an important role in some of these areas.

At the policy level, employers can be engaged while developing and implementing the national strategies. There should be structured provisions of interaction between the industry, academia and the Government. This will enhance understanding of market need/demand of the skills and competences which ultimately will improve employability, productivity, efficiency and reduce investment of private sector to re-train their employees. This will also ensures the training organizations to track the performance of their graduates and get feedback for continuous improvement.

Industry can work together with the government to setup occupational standards that are required in the working environment and define level of competence to perform the designated tasks. They can also participate and lead sector specific skill development committees or similar body to add value to the TVET governance. Such arrangement should be legally mandated with clearly assigned roles and responsibilities.

It would be easier to engage employers at the implementation level. They can contribute in the industry specific soft skills training programs. In addition to the regular technical classroom training programs, on the job training program and apprenticeships can be included with the support of the employers. Trainees will get benefitted by working in the real world of work with some level of income. Employers would be willing to participate as they can retain the talented trainees within their organization.

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Conceptualizing TVET System Adjustments for Learners' Educational Progression and Employment

Hari Pradhan, PhD

ABSTRACT

Importance of HR is recognized as a critical factor for a country's economic development. In analogy, Nepal government has vision to increase TVET enrolment rates which is in support of nations development vision. However, data show a reduction in technical and vocational education and training (TVET) enrolment rates raising a concern. It could have been caused by, inter alia, lack of path for seamless educational progression and limited employment opportunity for the graduates. Addressing these issues requires implementation of national vocational qualification system (NVQS) that opens seamless educational path for TVET students. It will require unhindered recognition of CTEVT certificates. Improving employment would require, among others, engagement of business and industry in the whole TVET process – from research to assessment. Amendment of current educational policy provisions and either promulgation of new TVET Act or amendment of the current CTEVT Act which is already very powerful instrument are proposed as options are proposed in this paper to facilitate the reform process.

1. INTRODUCTION

Importance of human resources development has been recognized as a critical factor for a country's economic development by all countries regardless of the development stage. It has been even more so for country like Nepal where it has relatively a long history of technical and vocational education and training (TVET) development. However, as of July 2020, Council for Technical Education and Vocational Training (CTEVT) and Center for Education and Human Resources Development (CEHRD), through their Pre/Diploma programs, have collectively prepared 315,019 graduates. Similarly, as of the date, altogether 387,695 individuals secured skills

certificates mainly in Levels 1 and 2¹. This number appears to be surprisingly low, although hiked recently, the current total annual enrolment capacity in Pre-Diploma and Diploma programs is 97,987². On the other hand, this enrolment capacity appears to be low (19.5% of the estimated 500,000 annual labor market entrants and 22% of the estimated 450,000 annual secondary education examination completers. The issue however is that even these limited enrolment opportunities are not annually fully filled in, rather as explained in Section 4.2 there is tendency to decrease in enrolment rates over the years. Therefore, this paper has made efforts to examine the causes behind this situation and examine relevant TVET sector reform agendas.

2. OBJECTIVES

The objective of this paper is therefore, to analyze the major causes for reduction tendency in enrolment rates in CTEVT's long term programs and put forward ways to address the problem.

3. METHODOLOGY AND LIMITATION

Desk review is the major basis for developing this paper but also has benefited from the expert inputs from professionals with long experience in TVET sector and author's own research. Hence, overwhelming reliance on desk review has been the major limitation of this research. The other limitation of this paper is its focus only on further educational ladder and employment opportunities and even these two elements are not dug out in detail.

4. FINDINGS

4.1 Nepal's Development Vision

Nepal has development vision of getting graduation

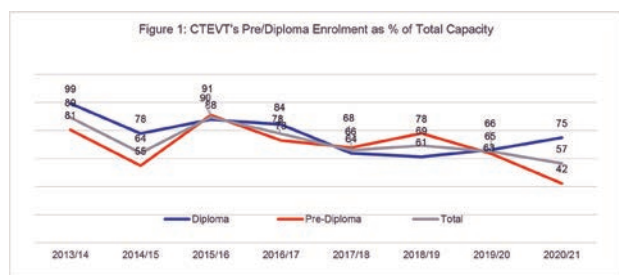
¹ CTEVT 2020. CTEVT Annual Report 2019.20. Bhaktapur: Author.

² CTEVT Planning Division database 2021.

from Least Development Country (LDC) status by 2024 and enter into middle income country by 2030. However, the question remains is it possible to attain these two targets with the current level of workforce development system and enrolment capacity.

4.2 TVET Enrolment Capacity and Enrolment Trends

Based on data in Annex I, CTEVT's actual enrolment as percentage of total capacity by year and qualifications were calculated (Figure 1). As per the findings, while 89% of the total combined capacity were filled in 2013/14, it has reduced to 57% in 2020/21. Disaggregation by qualifications shows the situation of Diploma was better compared to Pre-Diploma. Further, while 99% of Diploma capacities were filled in 2013/14, it has reduced to 75% in 2020/21, the lowest among all was 42% for Pre-Diploma in 2020/21. These data call for assessing the causes behind the reduction in enrolment rates.

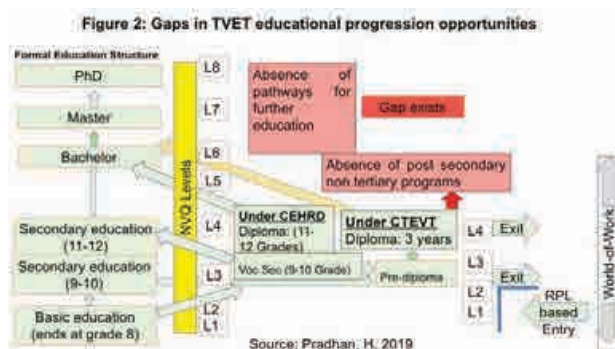


4.3 Causes behind the Reduction Rates in Enrolment

The desk review and consultation with TVET practitioners, particularly the TVET secondary principals identify three reasons: i) limited academic progression path for TVET graduates; ii) Medical Education Commission decision dated August 2020; and iii) Limited employment opportunity after graduation.

4.3.1 Limited TVET Opportunities for furthering Academic Career Path

Nepal's TVET programs appear to have unstructured and delinked with each other (Figure 2). The TVET under general secondary education (known as TVET stream) that starts from Grade 9 and runs through Grade 12 are recognized more as academic. Grade 12 graduates of this stream have access to



bachelors program. On the other hand, Pre-Diploma with 18 months of learning after secondary education examination (SEE) and 3 years Diploma program are the two long term programs under CTEVT. However, the duration spent on pre-Diploma is not recognized by CTEVT requiring learners to spend the whole 3 years again and should pursue Diploma level program. Similarly, only exceptional Diploma graduates get enrolment opportunity at tertiary level. This means there is very limited further academic opportunity to these TVET graduates. This problem is not different under TVET stream as full enrolment appears in grade 9 but due to failure and dropout, the cohort reaches the least in Grade 12 (Nepal et al 2017).

4.3.2 Medical Education Commission Decision to abolish Pre-Diploma Health Programs

The data in Figure 1 convey that there has been general tendency in reduction in enrolment but it reached the average lowest in 2020/21. The drastic drop in Pre-Diploma in the year was due to Medical Education Commission (MEC) decision dated 14 August 2020 to abolish all the health programs below Diploma level.

4.3.3 Policy related anomalies in TVET system

Some of the policy provisions that discourage TVET learners include: i) same recognition to 2-years' TVET stream and 3 years' CTEVT Diploma programs; ii) the National Education Policy 2076 (2019) provision to assess CTEVT's Diploma program which is post secondary in terms of duration by National Examination Board mandated for secondary education examination; and iii) absence of recognition of some of CTEVT certificates by Public



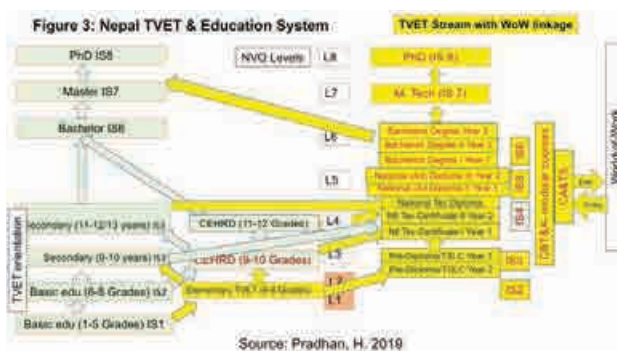
Service Commission. In such situation, it is not surprising to find the confusion among TVET students and their parents about guarantee on getting a recognized certificate, which in turn encourage them to pursue alternative methods for getting higher education opportunities even if they are current TVET students.

4.3.4 Limited Employment Opportunities

Employment is natural outcome any TVET student/learner would anticipate after completion of their learning. In fact, a good TVET system would have capacity to facilitate employment even before learners have graduated. However, due to overwhelming reliance on institutes based education and training, learners have very limited exposure to the world of work. The current curriculum appears to have designed to facilitate further education than linking students with the business and industry, neither the business and industry have decisive role in developing the occupational standards and curriculum. The ultimate result is preparation of graduates who, in the words of employers, are not 'industry ready'.

5. CONCLUSIONS AND RECOMMENDATIONS

Analyses presented in Chapter 4 shows that limited further educational opportunity is one reason behind reduction tendency in enrolment rates. This situation has further worsened after MEC decision to abolish health program of pre Diploma level. Institute driven TVET that results only limited employment opportunity is another reason for increasing detest among TVET graduates. These two conclusions help to search ground for making reform in TVET sector. Therefore, TVET system structural adjustments are envisaged to help mitigate the problem. The reform proposed are introduction of TVET from Grade six as 'elementary TVET' followed by Level 3 (Grades 9 and 10) and as next step, Level 4 (Diploma) with three years learning followed by Level 5 (Advance Diploma) (Figure 3). In order to facilitate the reform, it is important to implement NVQ System as soon as possible. The reform process also requires embracing competency and credit based modular curricula for micro credential (also in the institutes) allowing learners stacking certificates for a complete degree



which could also facilitate multiple exit options to the learners to and return from the world-of-work. NVQS/ NQS could figure out straddles in years of study valuing the time spent by learner. This could open multiple educational and employment path ways to learners which could actually provide educational opportunity to 'All' while also ensuring recognition of achievements including at higher levels.

Reforming the two agendas mentioned above requires promulgation of a new TVET Act 2045 (1989). Amendment of the current CTEVT Act 1989 by aligning it with federal governance structure is another option. Building capacity of CTEVT to apply its constitutionally mandated TVET quality assurance responsibility which it could deliver through NVQS operationalization and accreditation system, is another area of reform. Then CTEVT could use its over three decades long experience to support the Ministries of Social Development and municipalities in delivering their implementation responsibilities. In such situation, it could focus on ensuring quality assurance work and managing couple of centers of excellence (CoEs)/ models institutes in each province by itself leaving by far most to the provinces.

Many people understand TVET as only non academic skills training which is reason for recognition trouble the TVET graduates often encounter even from public institutions. It is grave surprise that the some public sector organizations has limitation to fully recognize the parliament approved CTEVT Act. Therefore, as the 'education' word implies training as well, it is high time to think about change the abbreviation TVET into only technical and vocational education (TVE). This approach would also challenge the traditional mindset that considers courses such as engineering and health as only the TVET courses.

Application of various work-based training models and bringing business and industry associations

(BIAs) in governing structures with a decisive share are the two strategies, among many others, to prepare ‘industry ready’ graduates.

When TVET graduates have proper recognition with seamless further educational opportunities and higher employment potential, TVET enrolment will be increased which will result into more graduates who, in turn, will address the business and industry and economic sectors’ workforce needs and contribute to nation’s vision of ‘prosperous Nepal, happy Nepali’.

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Annex I: Enrolments in CTEVT’s Pre-Diploma and Diploma Programs

Fiscal Year	Diploma			Pre-Diploma		
	Capacity	Actual	Actual as % of Capacity	Capacity	Actual	Actual as % of Capacity
2020.21	43276	32409	75	27958	11834	42
2019.20	39189	25975	66	35554	22506	63
2018.19	38976	23864	61	35887	27968	78
2017.18	28248	18012	64	33607	22779	68
2016.17	19714	16619	84	28777	20997	73
2015.16	19262	16900	88	26255	23865	91
2014.15	16122	12549	78	24569	13494	55
2013.14	12344	12242	99	13790	11101	81

Source: CTEVT Office of Controller of Examinations April 2021.



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S. N.	Name of the Participant	Designation	Organization/ Address
Government Official			
1.	Dr. Usha Jha	Honorable Member	NPC
2.	Mr. Khagendra Prasad Adhikari	Vice Chairperson	CTEVT
3.	Dr. Shree Krishna Giri	Vice Chairperson	Medical Education Commission (MEC)
4.	Mr. Ram Prasad Thapaliya	Secretary	MoEST
5.	Mr. Gopi Nath Mainali	Secretary	Office of Vice President
6.	Mr. Ram sharma Pudasaini	Secretary	
7.	Dr. Pushpa Raman Wagle	Member Secretary	CTEVT
8.	Dr. Shankar Sharma	Former Vice Chairman	NCP & Former Ambassador to USA
9.	Dr. Dinesh Chandra Devkota	Former Vice Chairman	NPC & Chair, BOT, Gandaki University
10.	Mr. Rameshore Khanal	Former Secretary	GoN
11.	Mr. Durga Prasad Aryal	Member Secretary	National Examination Board (NEB)
12.	Dr. Hari Lamsal	Joint Secretary	Ministry of Education, Science and Technology (MoEST)
13.	Mr. Yubaraj Subedi	Joint Secretary	
14.	Mr. Tulsi Prasad Thapaliya	Joint Secretary	
15.	Mr. Binod Praksh Singh	Joint Secretary	Ministry of Labor, Employment and Social Security (MoLESS)
16.	Mr. Badri Nath Adhikari	Joint Secretary	
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20.	Ms. Prem Kumari Sharma	Section Officer	MoEST
21.	Mr. Bal Krishna Simkhada	Section Officer	MoEST
22.	Ms. Anju Sunar	Section Officer	Ministry of Youth and Sports (MoYS)
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28.	Prof. Dr. Subarna Shakya	Professor	IOE, Pulchok
29.	Dr. Yamuna Ghale	Research Director	NCCR
30.	Dr. Binayak Krishna Thapa	Associate Professor	Kathmandu University
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32.	Ms. Binda Ghimire	Registrar	Nepal Nursing Council (NNC)

33.	Mr. Suprabhat Bhandari	Former Chairperson	Guardians' Association of Nepal
34.	Mr. Khadka K.C.	Ex. President	Diploma Engineers' Association of Nepal (DEAN)
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55.	Mr. Tej Bahadur Khatri	Chairperson	National Employee Union of CTEVT
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75.	Er. Sushil Shrestha	Principal	Shankarapur Polytechnic Institute
76.	Mr. Harkalal Shrestha	Principal	Pokhara Technical School (PTS)
77.	Mr. Chandra Bhakta Nakarmi	Managing Director	Indreni Polytechnic Institute
78.	Mr. Dhanoj Kumar Yadav	Vice Principal	Lahan Technical School
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