



A study of
**Technical Education and
Vocational Training Programs**
in Nepal

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(A Study Report)

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Background:

In order to strengthen the technical education and vocational training in broader perspective, the CTEVT was established in 1989 under CTEVT act 1989. The highest policy making body according to CTEVT act 1989 is the CTEVT Assembly, which comprises members of 24 persons having Minister of Education as a chairperson. The Council under the Assembly is executive power of running TEVT programs and activities in Nepal.

Having the vision of no Nepali should be unemployed due to lack of access to TVET program CTEVT has taken the responsibilities of preparing skilled workforce required to the job market. Major functions of CTEVT are: policy and program formulation coordination and facilitation, quality control, and program implementation. One of the responsibilities of CTEVT is to formulate policy in TVET. CTEVT coordinates and facilitates to TVET service receiver through research and development, curriculum development, standardization, instructors training, affiliation and developing new programs. Quality is ensured by supervision and monitoring, examination and certification, accreditation and skill testing.

Technical education and vocational training (TEVT) is a means of increasing employment and earning potential of individuals, which contributes to socio-economic development of a nation. Hence, TEVT in Nepal is expected to prepare world class technicians and skilled workers who can compete in the local and international labor market for higher paying jobs as well as contribute to the national economy by harnessing opportunities created by globalization of economies and open market policy. In view of the need for national economic regeneration and poverty reduction, all deserving Nepali citizens are expected to have equal access to opportunities inclusive to all marginalized population (such as; conflict victims, Kamaiyas, Haliyas, Dalits, Badis, disadvantaged indigenous people, disabled groups, women, and people of disadvantaged regions), without

any prejudice, to participate in TEVT programs regardless of their socio-economic, cultural or geographic background. In order to translate these expectations into reality and contribute to make Nepal a prosperous nation with improved quality of life of its citizens, a comprehensive TEVT policy has been formulated and endorsed by Government of Nepal in 2007. The policy has stated that all Nepali should have basic skill training for better earning.

Objectives of the Research:

The main objective of this study was to

- To analyze the number of institutions by different regions
- To analyze different types of vocational training/ skill upgrading short courses
- To analyze number of trainees in different trades
- To analyze the result of different trades
- To analyze government and private investment in TEVT sector.
- To elaborate experience of policies and partner organization
- To find out scope of skill upgrading
- To recommend for better performance in TEVT sector

Socio-economic situation

The kingdom of Nepal, landlocked between India and China, is a highly heterogeneous country in terms of geography, ethnicity, language and culture of the 23.15 million people comprising 102 different ethnic and caste groups as per 2001 census data, 9 million (approximately 40%) live below poverty line, which is set at about \$ 77 per capita per annum; the poorest 20% get 12% of the national income; the Gender development index ranks 121st out of 143 and adult literacy rate is about 41.8% of the population above 15 years of age. The labor force of 11.2 million is

increasing at a rate of 2.4 percent: approximately 80% is engaged in agriculture, 3% in manufacturing industries and 17% in service industries³. The female labor force covers 47% of the total labor force, but female workers account for only 4% of the formal sector.

Nepal witnessed great economic development after democracy in 1991. This could have been because of high enthusiasm among people or due to liberal economic reforms brought in by the new government. The Government has been making attempt to address problems associated in the economic, social and cultural areas through several plans like Ninth Plan and Tenth Plan. Under these, various development efforts focused on aspects like development of physical infrastructures, regional development, fulfillment of basic needs, and poverty alleviation. Though some efforts turned into fruition, economic development targeted by these periodic plans could not be achieved.¹ According to NLS 2003/4 absolute poverty has decreased from 42 to 31% in the last ten years. The reason for the reduction have been reasoned to be increase in wage in agriculture and non-agriculture sector, increasing urbanization, the rise in economically active population sector and remittance. But again the gap between the have and have not has also increased. But the economic situation is too pitiable to justify this.

According to NPC, GDP growth rate remained at 3.4% on an average against the plan of targeted 4.3%. It clearly indicates the inability on Nepal's part to take advantage of two highly growing economies in the neighbor. The major sector contributing to the economy, the industrial sector, remained pitiful through out the Tenth Plan Period. Industrial growth rate was targeted to be 7.8 percent on an annual average but only 1.95 percent growth rate was achieved. Due to the deteriorating peace and security situation during the first four years of the Tenth Plan, there was a

³ Nepal Economic Review 2003

¹ Three Years Interim Plan, NPC, 2064

negative impact on the pace of industrialization. Problems like decrease in production due to lack of physical infrastructure, inadequate capacity uses, lack of business environment, structural weaknesses, problems of technology transfer, as well as lack of competitive capacity, and small domestic market have been observed. Agriculture sector on the other hand also could not perform well due to various adversities. Similarly Tourism industry could not perform well too.

NLSS 2003/4 reasoned that the poverty reduction is also caused by increased number in economically active population. But the unemployment level of country has been estimated to be around 42-46% (2004 est.).² Income poverty is more common in rural areas, where 90% of the poor live, in the mid-western and far western development regions, among mountain villagers, women, certain ethnic groups, called Janajati, and the lowest castes (Dalits). While the poverty rate for Kathmandu is 4%, it is as high as 72% in the remote areas of the Mid-Western and Far-Western hills and mountain regions. Poverty is most intense / severe among the mountain populations (Paalman, 2004).

The Nepalese industrial sector is in an infantile state, which was severely affected by the national conflict. The non-agricultural sector, including services, accounted for 60.5% of GDP in 2001/02. Agriculture, which has been the backbone of Nepal's economy, has been crippled due to the national conflict. Besides, the tendency of increasing fragmentation of land holding is making the agricultural practice with traditional technology economically unviable. These issues have provided a great challenge to Nepali government in providing sustainable livelihood to its people. The overall socio-economic situation of the country is not at all encouraging.

² CIA-The World Fact Book

TEVT and skills Training providers in Nepal:

The council for Technical Education and vocational Training (CTEVT) is the apex body for the purpose of formulating TEVT policies, coordinating programs, developing and expanding TEVT and ensuring quality of TEVT in the country under the act 1989. Besides, Tribhuvan University, Kathmandu University, Department of cottage and small industry (DCSI), cottage and Small industry Development board (CSIDB), Department of Labor and Employment Promotion (DOLEP) are also other potential TEVT providers. Other line agencies/ ministries, non-governmental organizations and private sectors including Employment Fund, F-skill, Winrock International, and Alliance Nepal are also providing skill training.

Government and private sector investment in TEVT sector.

Department of Cottage and Small Industries (DCSI)/ Cottage and Small Industries Development Board(CSIDB)

Under the Ministry of industry, Commerce and Supply MOICS, Department of Cottage and small Industries(DCSI) and Cottage and small Industries Development Board (CSIDB) are offering vocational training in various skill areas. DCSI and CSIDB are responsible to operate skill training in 27 and 48 districts through its district level offices across the country. Main emphasis of both agencies is to facilitate self-employment and employment creation through skill training. Expansion of small enterprises and engaging people in income generation is a viable strategy for poverty reduction. They are playing a major role in expanding the skill training and facilitating the trained individuals to operate small enterprises or income generating activities through their training network in all districts.

Methodology

Introduction

Main method of data collection was to collect data through secondary source especially through published and un-published data. The collected data was systematically gathered, recorded, and analyzed of data about problems. However, some sorts of primary data was also obtained through Focus Group Discussion. The main activities include:

- Determination of vocational and technical education characteristics
- Measurement of vocational and technical education potentials
- vocational and technical education analysis
- Studies of vocational and technical education trend
- Situational Analysis – finding out the current situation of technical education and vocational training through secondary data
- Primary data: primary data was collected from focused group discussion conducted in different four places.

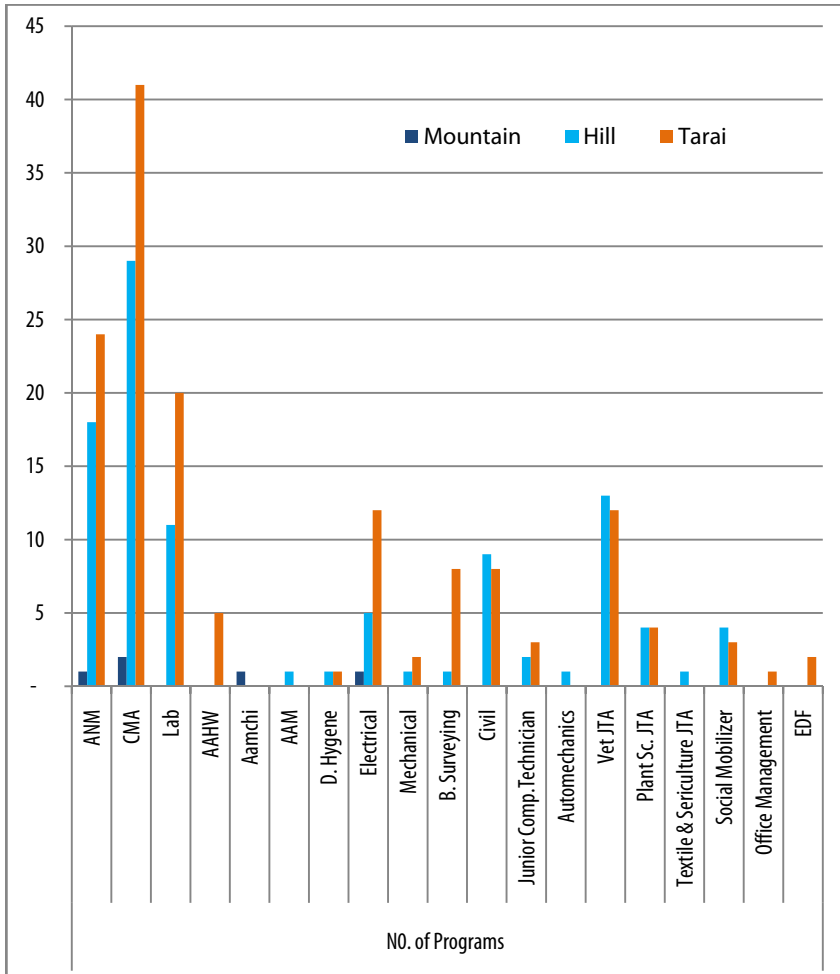
Data Collection

- Unstructured Direct (open ended)
- Focus group interview (homogenous people) four places of Nepal. In Birtamode and Nepalgunj.

Findings and Discussion:

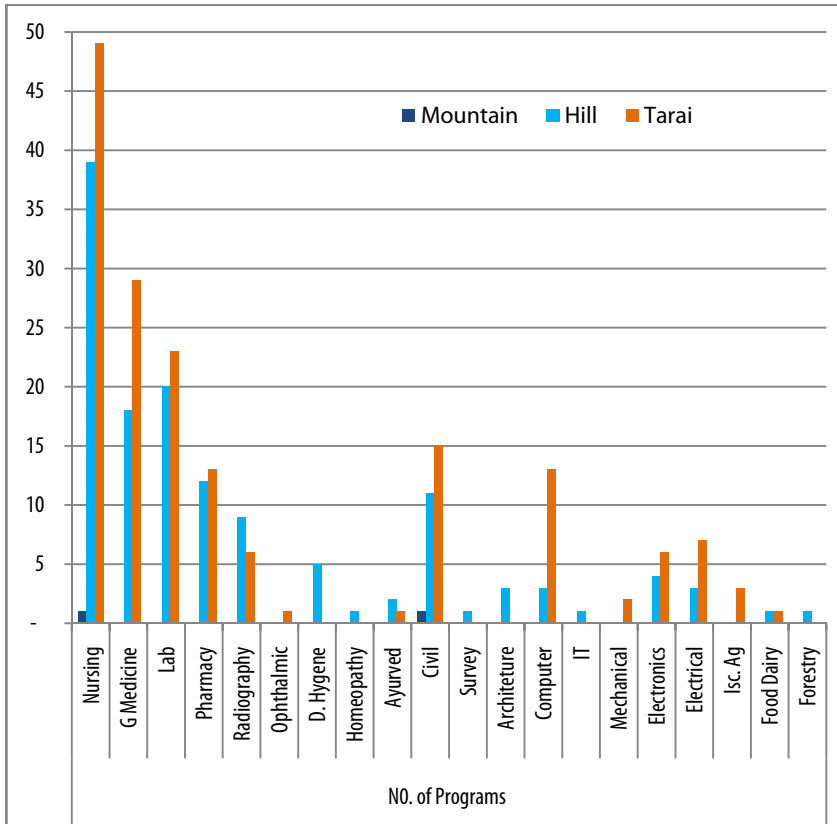
Existing Situation of TEVT programs in Nepal

Chart 1 : Tropographical Regional wise TSLC Program



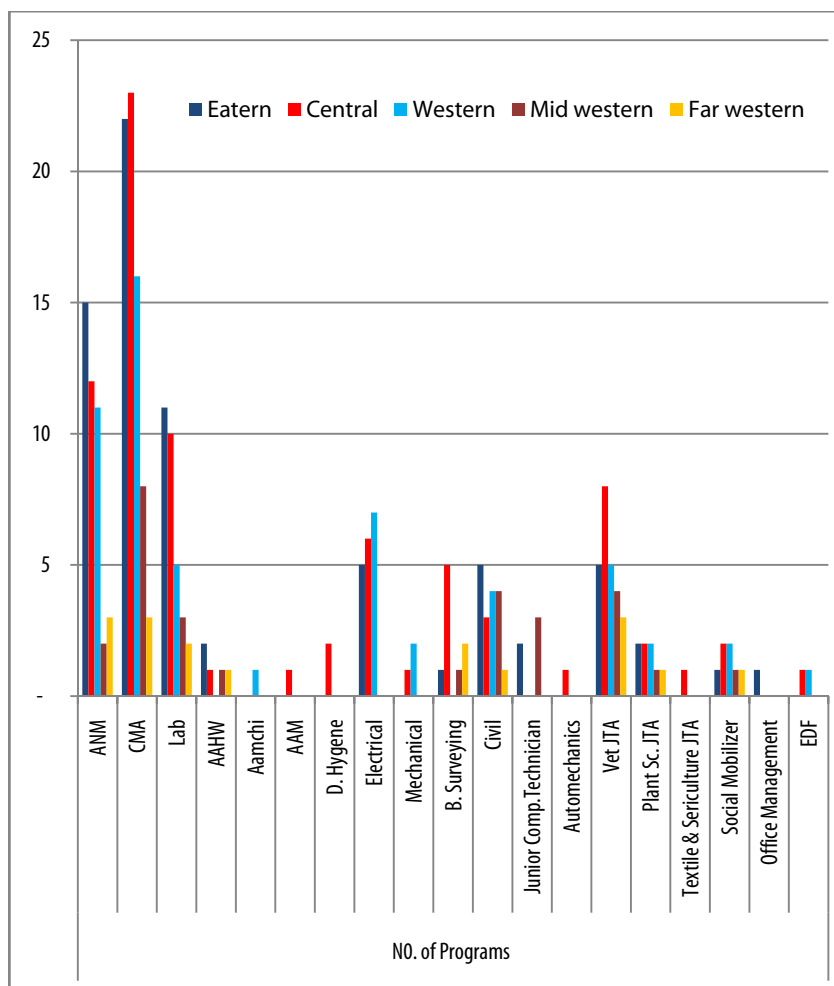
There are 19 programs in TSLC level which is mainly focus on vocational training. It upgrades their skill after the training and maintains their skill to the remote areas. Most of the program is run in Tarai area instead of mountain and hill station. So the people of hill and mountain are not getting proper skill upgrading training. CMA and ANM program are the most popular program in Nepal. Textile and sericulture program is only one institute has launched. It seems it is not popular in Nepal.

Chart: 2 Diploma Program



The most popular program is nursing in diploma level. There are 20 programs in Diploma level. From this year CTEVT started hotel management diploma program.

Chart 3: Region Wise TSLC Program



If we observe the chart in region wise we can see the most of the programs are in Central region. There is not equally distribution system organized. Far western region has only few programs so that people are deprived from it. From this chart it shows that some of the programs are only in Central region not others regions. So to distribute equally we should think about it.

Chart: 4 Diploma Program

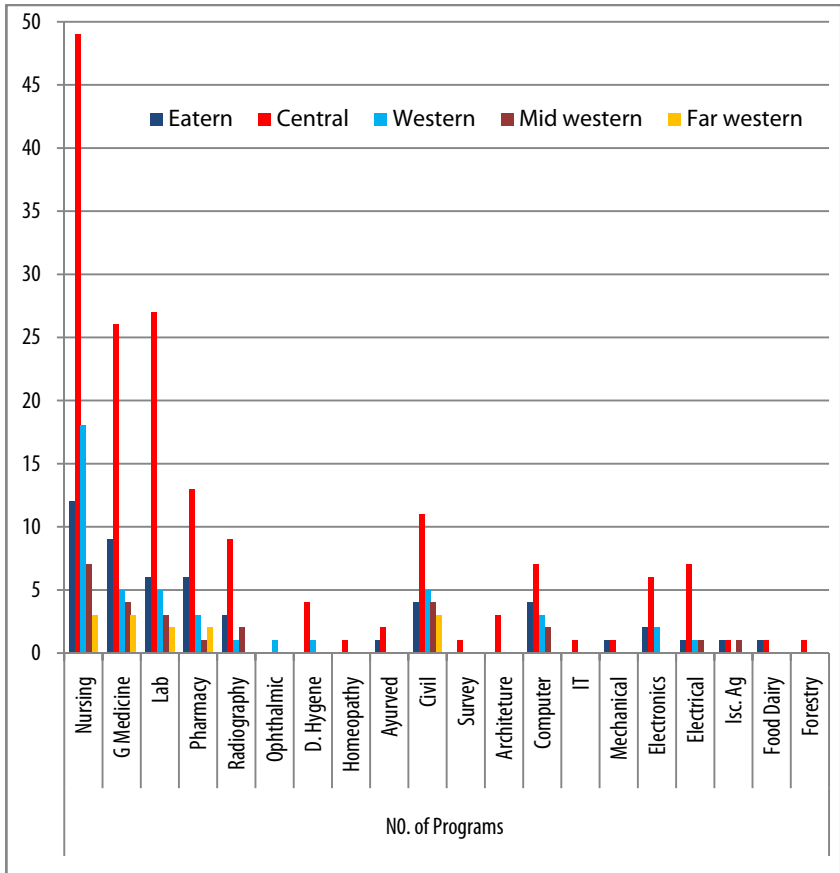
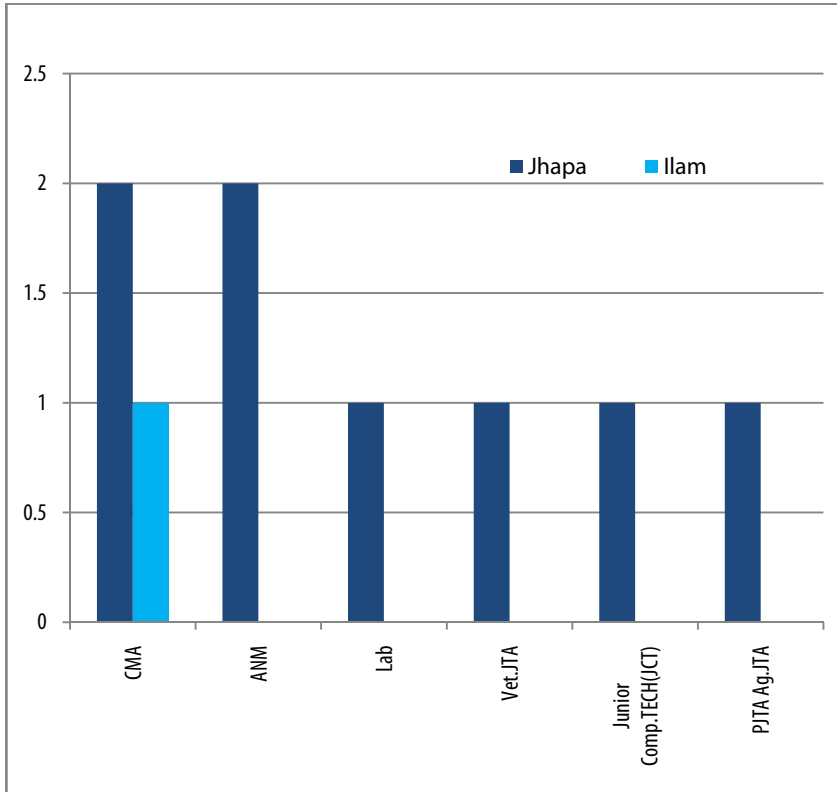


Chart 5: Zonal wise distribution of TSLC programs:

Chart 5.1: Mechi Zone



In Mechi zone there are four districts but among them Jhapa is the one who has got 6 programs and Ilam has only one CMA. People of Mechi zone are not getting properly the skill upgrading training within their region. Nepal is a poor country, so they need the vocational training in their hometown but the government policy is not sufficient to promote them easily.

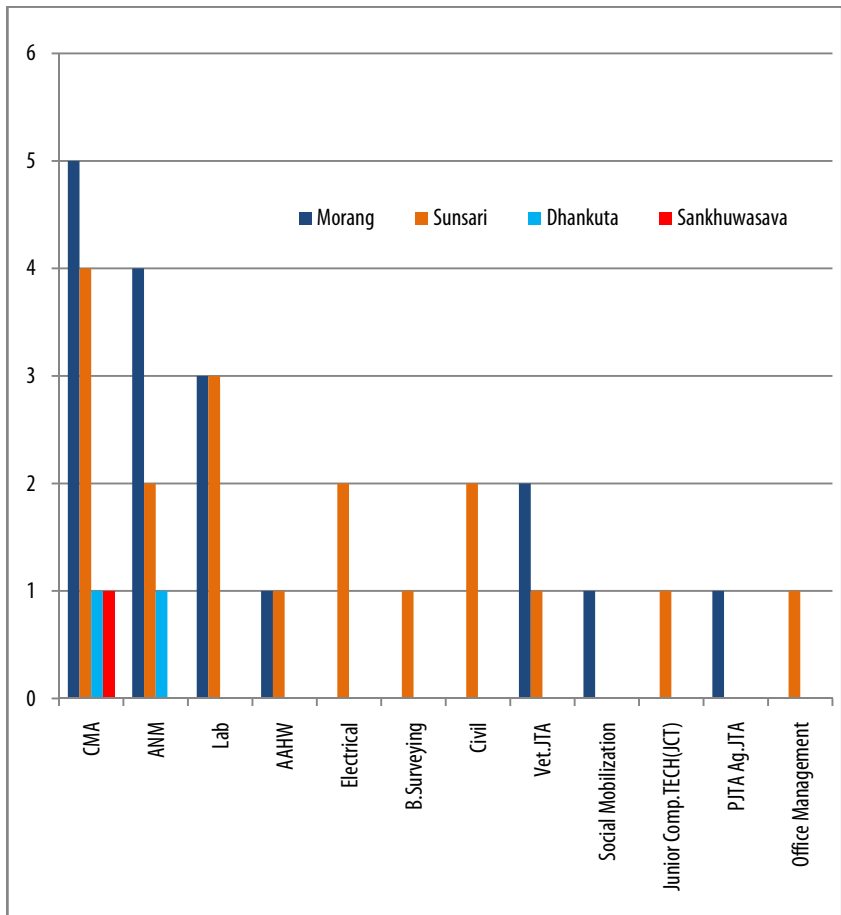
Diploma level program

District	Health										Engineering							Agri		
	Staff Nurse	Health Assistant	Lab Technician	D. Pharma	Radiology	Auyer H.A.	Dental	Ophthalmic	Homeopathy	Civil Overseer	Electrical	Electronics	Computer	I.T.	Mechanical	Architecture	Geo	Forestry	Agriculture	Food & Technology
Jhapa	4	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Ilam	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Panchthar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Taplejung	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0

In Mechi zone, there is only one Jhapa district is benefited by providing the program. Other three districts participants have to come Jhapa. It is not equally distributed.

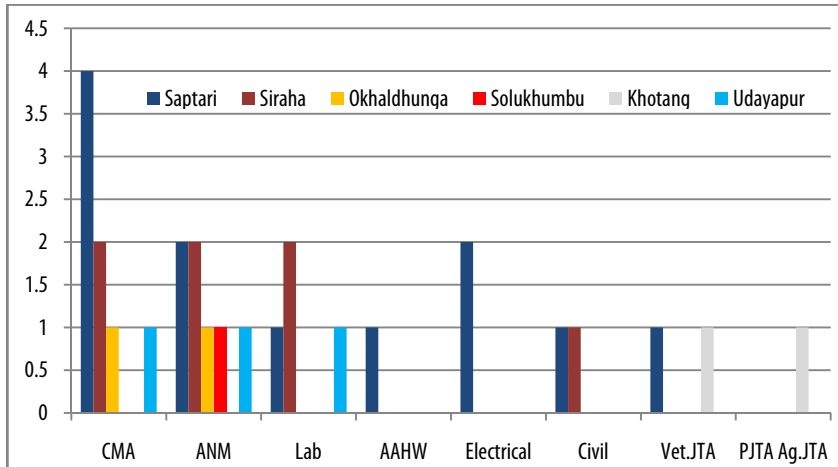
Chart 5.2: Koshi Zone

District	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp.TECH(JCT)	PJTA Ag.JTA	Community Oral Hygienist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF
Morang	5	4	3	1					2	1		1							
Sunsari	4	2	3	1	2		1	2	1		1					1			
Dhankuta	1	1																	
Bhojpur																			
Sankhuwasava	1																		
Terhathum																			
Total	11	7	6	2	2	0	1	2	3	1	1	1	0	0	0	1	0	0	0



In Koshi Zone, the programs are spread only the Terai not in the hills and mountains. Only one CMA program is launched in Sankhuwasava and Dhankuta which has CMA and ANM which is located in Hill station. Except these all the program is found in Terai districts like Morang and Sunsari. Terhthum and Bhojpur were nil. They don't have even single program of skill upgrading program which is essential for the people of that districts.

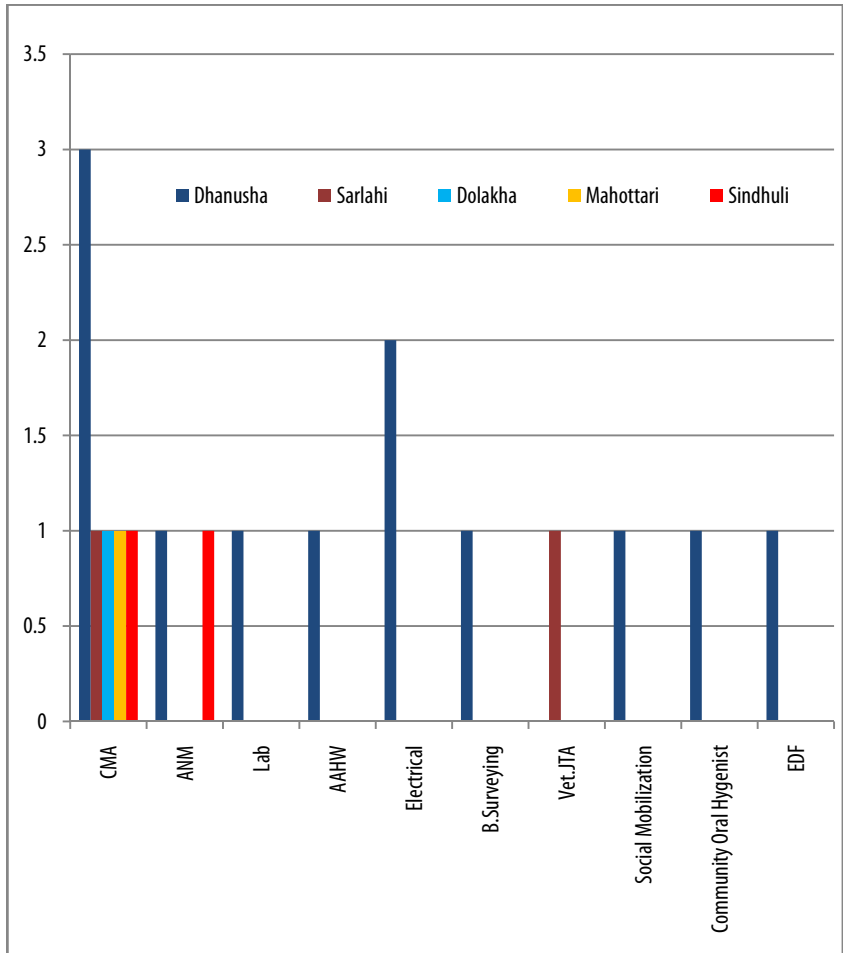
Chart 5.3 Sagaramatha



Sagaramatha Zone has got six districts. Among them in the part of the Terai is more institute than the hilly and mountain region.

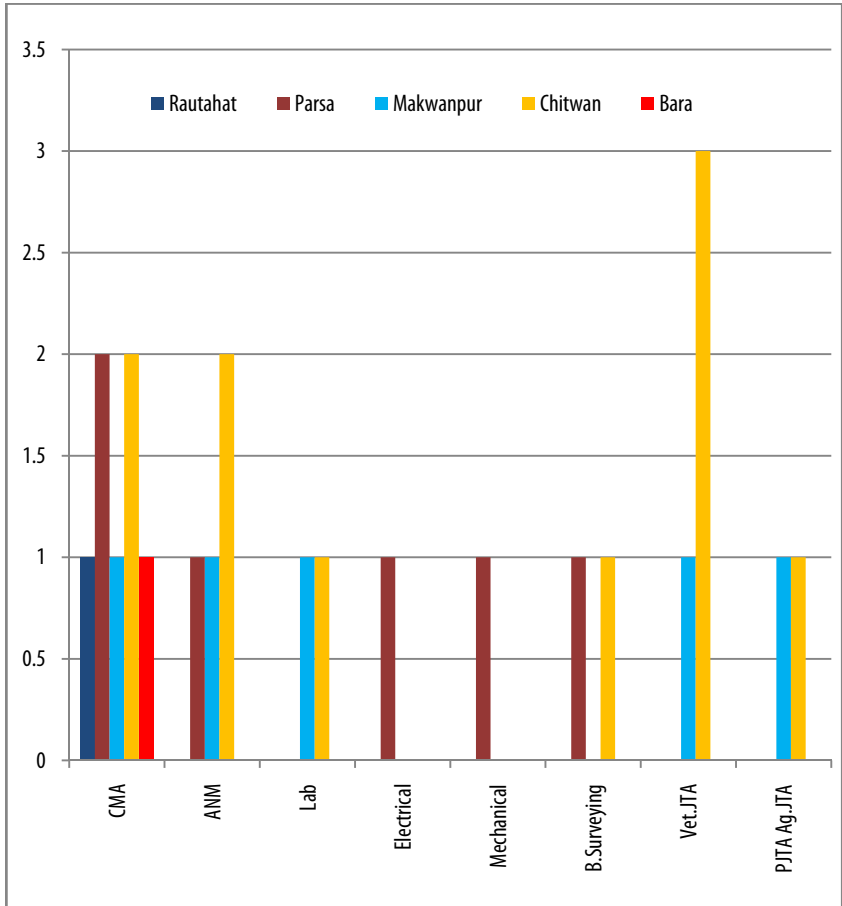
Chart 5.4: Janakpur Zone

District	Programs																			
	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp.TECH(JCT)	PJTA Ag.JTA	Community Oral Hygienist	Auto Mechanic	Textile & Sericulture.JTA	Office Management	Aamchi	AAM	EDF	
Dhanusha	3	1	1	1	2		1			1			1							1
Sarlahi	1							1												
Dolakha	1																			
Mahottari	1																			
Ramechhap																				
Sindhuli	1	1																		
Total	7	2	1	1	2	0	1	0	1	1	0	0	1	0	0	0	0	0	0	1



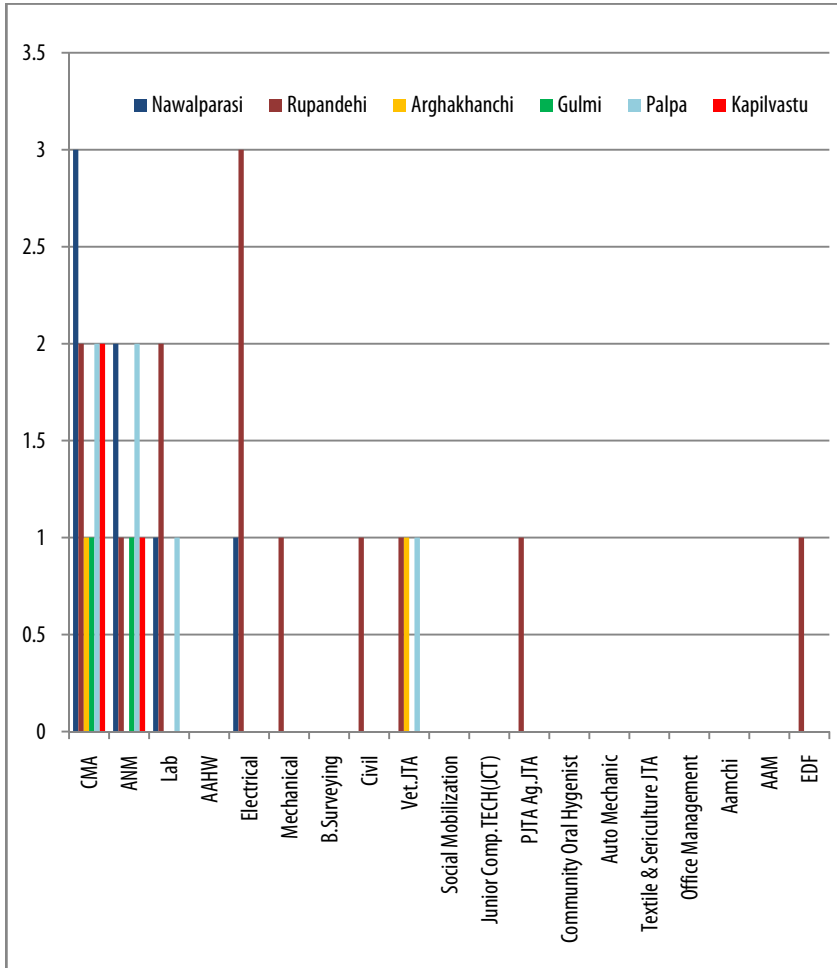
In Janakpur Zone, there are 18 TSLC level programs which provide the different types of vocational training. Among them Ramechhap districts have zero institutes so that they have to go some other districts to take such kind of training program. In all 5 districts there is CMA program but others they have some other types of programs.

Chart 5.5: Narayani Zone



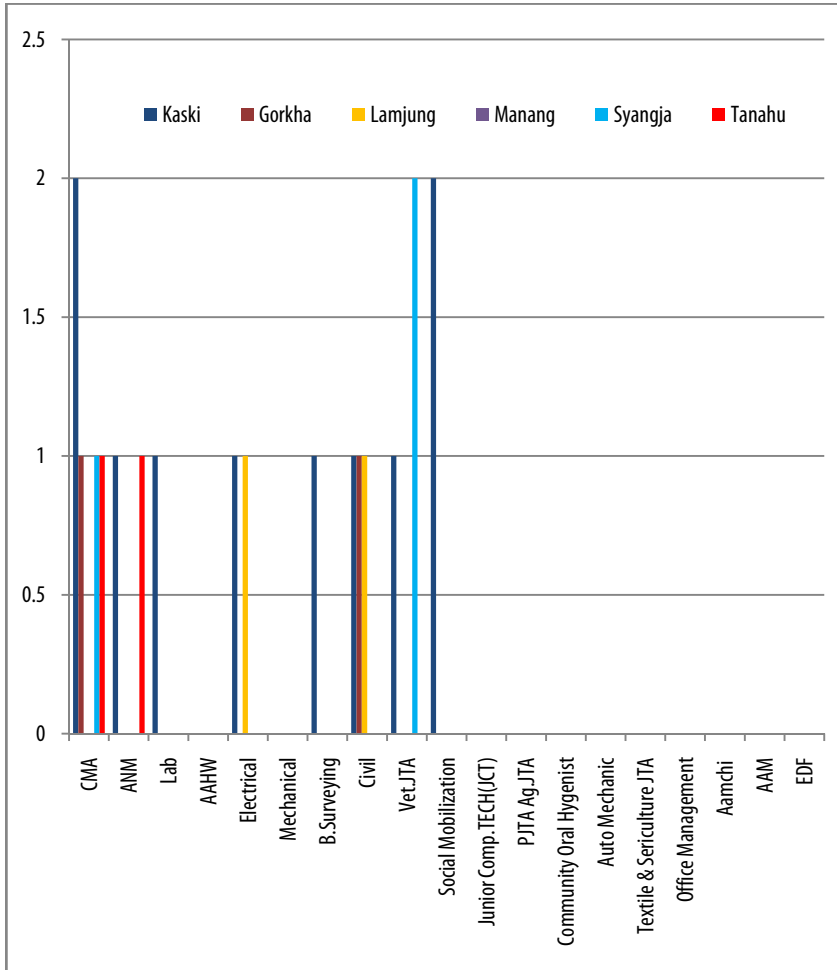
In this zone most of the program was run by Chitawan, Makawanpur and Parsa district. There is only one program in Rautahat and Bara. There is Vet JTA popular program in Chitwan.

Chart 5.6 Lumbini Zone



There are six districts in this zone. Among them there are 33 programs run under this zone. There are 11 CMA programs and 7 ANM programs among total programs. So this zone has also same programs are popular.

Chart 5.7 Gandaki Zone



District																			
	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp. TECH(JCT)	PJTA Ag.JTA	Community Oral Hygenist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF
Kaski	2	1	1		1		1	1	1	2									
Gorkha	1							1											
Lamjung					1			1											
Manang																			
Syangja	1								2										
Tanahu	1	1																	
Total	5	2	1	0	2	0	1	3	3	2	0	0	0	0	0	0	0	0	0

In this zone, Manang is the one district which has no program at all. People of this district have no access to learn the vocational and Technical education.

Chart 5.8 Dhawalagiri Zone

District																			
	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp. TECH(JCT)	PJTA Ag.JTA	Community Oral Hygenist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF
Baglung	1	1			1	1													
Mustang								1									1		
Myagdi																			
Parbat																			
Total	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0

There are only six programs of TSLC in this zone. To provide them adequate vocational training we need to think to establish more institute in this zone.

Chart:5.9 Rapti zone

District	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp. TECH(JCT)	PJTA Ag.JTA	Community Oral Hygenist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF	
Dang	2	1																		
Pyuthan	1																			
Rolpa																				
Rukum																				
Salyan	1								1											
Total	4	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0

In Rapti zone Rolpa and Rukum districts are nil in any program. They don't have facilities to take any vocational training in these areas.

Chart 5.10 Bheri Zone

District	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp. TECH(JCT)	PJTA Ag.JTA	Community Oral Hygienist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF	
Surkhet	1		1					3	2		2	1								
Banke	3	1	1				1	1	1	1	1									
Bardiya			1	1																
Dailekh																				
Jajarkot																				
Total	4	1	3	1	0	0	1	4	3	1	3	1	0	0	0	0	0	0	0	0

There are five districts in this zone. Dailekh and Jajarkot are nil in this zone.

Chart 5.11 Seti Zone

District	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp. TECH(JCT)	PJTA Ag.JTA	Community Oral Hygienist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF	
Kailali	2	1	1	1			1	1	3			1								
Acham																				
Bajhang																				
Bajura																				
Doti												1								
Total	2	1	1	1	0	0	1	1	3	0	0	2	0	0	0	0	0	0	0	0

This zone is really backward in vocational training. Among 5 districts only 2 districts have few programs remains others are nil.

Chart 5.12 Karnali

District	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp.TECH(JCT)	PJTA Ag.JTA	Community Oral Hygienist	Auto Mechanic	Textile & Sericulture.JTA	Office Management	Aamchi	AAM	EDF	
Dolpa																				
Humla																				
Jumla	1	1							1			1								
Kalikot																				
Mugu																				
Total	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0

There is no any private organization in this zone. On Jumla technical School has 4 programs and others remain nil.

Chart 5.13 Mahakali Zone

District	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp.TECH(JCT)	PJTA Ag.JTA	Community Oral Hygenist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF
Kanchanpur	1	2	1							1									
Baitadi																			
Dadeldhura	1	1																	
Darchula																			
Total	2	3	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0

Chart 5.14 Bagmati Zone

District	CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp.TECH(JCT)	PJTA Ag.JTA	Community Oral Hygenist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF
Kavre	1	1							1					1					
Bhaktapur	1	1																	
Lalitpur	2	1	1						1	1					1				
Kathmandu	5	2	5		2		1	2	2	1			1					1	
Nuwakot																			
Dhading	1							1											
Rasuwa																			
Sindhupalchok																			
Total	10	5	6	0	2	0	1	3	4	2	0	0	1	1	1	0	0	1	0

In this zone, almost all the programs are launched due to capital city. People have the accessibility to have all kind of training programs.

Total Number of TSLC program in Nepal

CMA	ANM	Lab	AAHW	Electrical	Mechanical	B.Surveying	Civil	Vet.JTA	Social Mobilization	Junior Comp.TECH(JCT)	PJTA Ag.JTA	Community Oral Hygenist	Auto Mechanic	Textile & Sericulture JTA	Office Management	Aamchi	AAM	EDF
141	82	54	12	30	6	15	29	55	14	10	18	3	1	1	2	2	1	4

Development Region Wise

Region	NO. of Programs																				
	Nursing	G Medicine	Lab	Pharmacy	Radiography	Ophthalmic	D. Hygene	Homeopathy	Ayurved	Civil	Survey	Architetur	Computer	IT	Mechanical	Electronics	Electrical	Isr. Ag	Food Dairy	Forestry	Total
Eatern	12	9	6	6	3	0	0	0	1	4	0	0	4	0	1	2	1	1	1	0	51
Central	49	26	27	13	9	0	4	1	2	11	1	3	7	1	1	6	7	1	1	1	171
Western	18	5	5	3	1	1	1	0	0	5	0	0	3	0	0	2	1	0	0	0	45
Mid western	7	4	3	1	2	0	0	0	0	4	0	0	2	0	0	0	1	1	0	0	25
Far western	3	3	2	2	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	13
Total	89	47	43	25	15	1	5	1	3	27	1	3	16	1	2	10	10	3	2	1	305

Topographical Region Wise

Region	NO. of Programs																				
	Nursing	G Medicine	Lab	Pharmacy	Radiography	Ophthalmic	D. Hygiene	Homeopathy	Ayurved	Civil	Survey	Architecture	Computer	IT	Mechanical	Electronics	Electrical	Isr. Ag	Food Dairy	Forestry	Total
Mountain	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	2
Hill	39	18	20	12	9	-	5	1	2	11	1	3	3	1	-	4	3	-	1	1	134
Tarai	49	29	23	13	6	1	-	-	1	15	-	-	13	-	2	6	7	3	1	-	169
Total	89	47	43	25	15	1	5	1	3	27	1	3	16	1	2	10	10	3	2	1	305

Accessibility of TEVT programs in the country

When Government of Nepal adopted liberal policy in education allowing private investment in this sector after the democratic movement of 1990s, it provided ample opportunities to the private sector to invest even in TEVT programs. As a result, TEVT programs are now expanded from eastern part to western part of Nepal and thousands of TEVT graduates are able to generate income using the skills and knowledge they gained through TEVT programs. Presently, there are 25 constituted schools/training centers of CTEVT, 305 diploma level private institutions, 480 TSLC level and 55 short term vocational training providing institutions affiliated to CTEVT and 45 community schools offering TSLC level programs named as annex programs. Many constituted and affiliated schools have been running short term vocational training to 3 years' diploma level programs, whereas other such schools are running either vocational skills of short duration and or TSLC level programs.

As mentioned above the number of constituted institutions (including Training institute for Technical instruction and 3 other institutions running only short term training) is 25 but five of such technical schools have run

the programs of both TSLC and Diploma level programs so such institutions are counted in both the categories, as a result total number of institutes has reached to 28. In the same way, the case of affiliated schools is also the same because total number of affiliated schools is 168 in Diploma level and 137 TSLC level. Total number of institutions has reached 305. Above table depicts that most of the TEVT programs are concentrated on privileged area of Nepal like Kathmandu valley and Terai regions, whereas very few of institutions are providing services to the people of mountain region. It reveals that only 2 of the institutions have been running diploma level programs in mountain. The table also presents the fact that there is equitable distribution of constituted schools in terai, hill and mountain regions and less focus has been given to Kathmandu valley by CTEVT. It show that private investment in TEVT sector mostly falls on well facilitated or resourceful area like capital city and terai giving less focus on hill and mountain regions. Distribution of annex programs is also not found equitable in the sense that no school has been run in the community schools of Kathmandu valley, whereas most of poor people who need TEVT programs to uplift their living standard study in community schools of Kathmandu valley and can't afford the cost of private affiliated schools. However, except in capital city, distribution of annex programs seems to be equitable in other places

Investment vs Return:

Cases from Pokhara Tourism Training Center

S. N.	Course	Duration	Required Qualification	Fee (Rs.)
1.	Cooking/Baking	1 week	8 class	700.00
2.	Cooking or Baking	2 week	8 class	1000.00
3.	Cooking/Baking	4 week	10 class	2000.00
4.	Waiter/Waitress	2 week	10 class	500.00
5.	Waiter/Waitress	4 week	10 class	1300.00
6.	Front Desk/Hotel Reception	1 week	SLC	300.00
7.	Front Desk/Hotel Reception	2 week	SLC	500.00
8.	Front Desk/Hotel Reception	4 week	SLC	1000.00
9.	Air Ticketing	2 week	SLC	500.00
10.	Housekeeping	4 week	Literate	1000.00
11.	Housekeeping	8 week	Literate	1500.00
12.	Housekeeping	12 week	8 class	2000.00
13.	Hotel Management	1 week	SLC	1000.00
14.	City Tour Guide	2 Week	SLC	1250.00
15.	Computer	8 week	10 class	1200.00
16.	Computer	12 week	10 class	1500.00
17.	Secretarial/Office Mgmt.	4 week	SLC	1200.00
18.	Secretarial/Office Mgmt.	12 week	SLC	3500.00
19.	Bartender	2 week	10 class	1700.00
20.	Bell Boy	2 week	10 class	500.00
21.	Hotel Representative	1 week	SLC	500.00
22.	Trekking Guide	4 week	10 class	2500.00
23.	Domestic Helper	8 week	8 class	3000.00
24.	Other Tourism training	1 week	-	

Training Duration 12–26 week

S.N.	Course	Duration	Starting Date	Fee (Rs.)
1.	Food & Beverage Service	26 week	15 Jun & 15 Dec	5,000.00
2.	Front Office Operation Mgmt.	26 week	15 Jun & 15 Dec	5,000.00
3.	Commercial Cooking/Baking	26 week	15 Jun & 15 Dec	10,000.00
4.	Travel Agency Operation Mgmt.	26 week	15 Jun & 15 Dec	5,000.00

Short-Term Training Programs

Quotas, Enrollment and Dropout (FY 066/067)

S. N.	Program	Quotas per intake	Enrollment	Dropouts	Remarks
1.	Commercial Cooking/Baking	16	32	-	2 intakes
2.	Front Office Operation Mgmt.	8	-	-	
3.	Travel Agency Operation Mgmt.	8	8	-	1 intake
4.	Food & Beverage Service	16	26	2	2 intakes
5.	Food Production	16	30	-	2 intakes
	Total	64	96	2	

Scholarship

At the end of each 6 month and above duration training reimbursement of the training fees to the highest scorer trainee according to the following criteria set by the School Management Committee was in practice:

- Remoteness (20%)
- Performance (40%)
- Attitude (40%)

However, since last 8 years scholarship provision could not be continued due to no budget allocation under the concerned heading.

Community Service

As community service activities we have been conducting awareness training/programs for the people who are directly being involved in different tourism related fields and/or they will have direct contact with tourists such as Trekking guides, Boat owners/men, Taxi drivers, hotel representatives, hotel/restaurant employees etc. We have also been conducting community based awareness training programs jointly with local professional organizations, local chambers, youth clubs and hotels.

Post Training Support

At PTTC post training support to the graduates has been ongoing since the beginning. At present we have established the Placement and Counselling Unit (PCU) to look after post training activities. The major post training support activities includes:

- To arrange On the Job Training (OJT),
- To provide counseling service as per need,
- To provide soft skills regarding job seeking,
- To provide entrepreneurship skills for self employment,
- To make linkage between job seeker graduates and job provider entrepreneurs,
- To keep and update Graduates' employment record.

Subject wise Graduation and Employment Record

Up to 13 weeks' Training (FY 2053/054 to 066/067)

S. N.	Subject	Duration	Male	Female	Total	Employment
1.	Waiter/Waitress	2-4 week	645	52	697	About 83%
2.	Cooking/Baking	1-4 week	560	308	868	
3.	Cooking	1 week	54	85	139	
4.	Baking	1-2 week	47	42	89	
5.	Front Desk/Reception	1-4 week	275	118	393	
6.	Trekking Guide	4 week	38	174	212	
7.	Air Ticketing	1-2 week	88	37	125	
8.	Basic English Language	4 week	15	0	15	
9.	Front Office/Home Stay	1 week	16	20	36	
10.	Home Stay Mgmt.	1 week	46	92	138	
11.	Hotel Rep./Local Guide	1 week	112	9	121	
12.	Hotel Management	1-2 week	82	29	111	
13.	Japanese Language	4 week	5	1	6	
14.	City Guide	2 week	34	0	34	
15.	Basic Bookkeeping	1 week	14	3	17	
16.	Tourism Awareness	1 week	50	29	79	
17.	Village Tourism	1 week	9	13	22	
18.	Inservice Refresher	1 week	75	18	93	
19.	Housekeeping	1 week	34	4	38	
20.	Housekeeping	5 week	8	10	18	
21.	Housekeeping	8 week	10	17	27	
22.	Housekeeping	13 week	19	45	64	
23.	Cooking/Baking	8 week	15	12	27	
24.	Waiter/Waitress	8 week	27	19	46	
25.	Domestic Helper	8 week	0	113	113	
26.	Food Production	13 week	241	111	352	
27.	Computer	8-13 week	268	142	410	
28.	Computer Repair & Maintenance	5 week	22	2	24	
TOTAL			2809	1505	4314	

13-52 weeks' Training (FY 2055/056 to 066/067)

S. N.	Subject	Duration	Male	Female	Total	Employment
1	Front Office Operation	26 week	88	24	112	About 78%
2	Food & Beverage Service	26 week	323	14	337	
	Travel Agency operation	26 week	70	11	81	
3	Commercial Cooking & Baking	26 week	333	25	358	
4	Food Production	26 week	40	6	46	
5	Commercial Cooking/Baking	52 week	39	2	41	
TOTAL			893	82	975	

Allocated Budget, Expenditure & Balance

Year	Fiscal Year	Budget (Rs.)	Expenditure (Rs.)	Balance (Rs.)
1.	053/054	14,25,000.00	7,00,332.18	7,24,667.82
2.	054/055	26,50,000.00	24,77,410.65	1,72,589.35
3.	055/056	27,80,000.00	27,24,052.07	55,947.93
4.	056/057	33,11,000.00	32,62,534.37	48,465.63
5.	057/058	37,50,000.00	35,77,116.16	1,72,883.84
6.	058/059	41,00,000.00	36,47,794.01	4,52,205.99
7.	059/060	29,00,000.00	28,92,971.95	7,028.05
8.	060/061	31,34,000.00	31,32,574.06	1,452.94
9.	061/062	33,85,100.00	33,84,336.00	764.00
10.	062/063	40,79,000.00	40,74,332.02	4,667.98
11.	063/064	42,14,225.00	41,88,399.21	25,825.79
12.	064/065	48,70,000.00	48,53,515.54	16,484.46
13.	065/066	53,80,000.00	53,07,753.50	72,246.50
14.	066/067	65,47,000.00	65,32,971.00	14,029.00

**Own Earning/School Income Fund
(comparative income and expenditure)**

Year	Fiscal Year	Income (Rs.)	Expenditure (Rs.)	Balance (Rs.)
1.	Up to 056/057	20,86,242.77	17,29,788.47	3,56,454.30
2.	057/058	20,48,658.37	3,33,546.00	17,15,094.57
3.	058/059	24,41,342.07	85.00	24,41,257.07
4.	059/060	35,51,135.07	16,02,020.00	19,49,115.07
5.	060/061	26,65,803.40	4,51,019.00	22,14,784.40
6.	061/062	29,42,835.27	7,18,570.00	22,06,265.27
7.	062/063	29,05,540.77	5,79,000.00	23,26,540.77
8.	063/064	30,39,879.04	4,07,225.00	26,32,654.04
9.	064/065	32,51,654.00	6,29,770.00	26,21,884.00
10.	065/066	34,02,576.23	5,87,412.00	28,15,164.23
11.	066/067	33,51,113.23	5,10,111.00	28,41,002.23*

Assessing the Labor Markets Needs

The Council for Technical Education and Vocational Training (CTEVT) was created in 1989 under the Technical and Vocational Education Act of 1988. As the apex body, CTEVT formulates policies, ensures quality control, coordinates all the TEVT-related stakeholders, and provides services to facilitate TEVT programs. ADB provided a loan of \$11.8 million for a Technical Education and Vocational Training Development Project. The project, co-financed with the Swiss Development Cooperation, was completed in September 1997. The project was assessed as successful. A recent evaluation of the Project by ADB suggests that the interaction between CTEVT and the private sector needs to be strengthened to overcome the problem of skills mismatch and make TEVT more marketable.

Second, CTEVT should phase itself out of certain areas such as health, where the private sector can do well, and increase its focus on coordinating and controlling the quality of TEVT offered by private providers as well as other government agencies.

Despite the development and growth of TEVT, substantial gaps in the subsector need to be filled. There is a need to improve access to the TEVT system and enhance its quality to provide demand-driven skills of marketable quality to larger numbers of the country's youth. The TEVT system needs not only to be developed to cater to the employment needs in the current economic and educational scenario, also to be strengthened to deal with the rapid economic transformation. In the immediate term, the following key issues need attention.

Nepal is one of the agriculture based poor countries of the world so getting

CTEVT has many affiliated institutions under its umbrella. An additional many of other are managed by various line ministries such as agriculture, health, forest and soil conservation, labor, etc. Even though these institutions contribute substantial numbers of skilled manpower to the labor market, the demand far exceeds their capacity, forcing potential trainees to either access the private sector if they can afford it or remain outside the skills development system. The limited capacity of such technical institutions and the high cost of good-quality private providers have led to a proliferation of private skills providers of varying quality. These factors lead to large numbers of youth without marketable skills, thus depressing their income potential and perpetuating the cycle of poverty. Unemployment and underemployment among the youth can have serious implications for economic and social stability. There is, thus, an urgent need for a demand-driven, cost-effective, and focused skills development program aimed at increasing the employment potential of

the youth. The Government is launching a pilot program of annex schools as a cost-effective, skills development scheme that can address the training needs of the disadvantaged sections of the population. The scheme will use the facilities of 15 existing secondary schools across the country. The previous ADB project laid the foundation on which a strong vibrant CTEVT can be developed. However, the CTEVT structure needs reviewing to improve overall policy development, and management, and to ensure efficient delivery.

Given the high initial as well as recurrent costs, strategies that examine cost effectiveness, multiple levels of skills development, and multiple use of ICT facilities need to be explored in partnership with the private sector. Because many institutions that are involved in ICT training are in the private sector, cost and location exclude the disadvantaged. There is a. Access and Equity. Given the widespread social, economic, and geographic disparities in the country, improving access to income-generating programs for women and other disadvantaged groups is key to poverty reduction. Access to TEVT remains limited because

- (i) there are not enough places in the oversubscribed technical institutions under CTEVT, and
- (ii) the private training institutions are either too expensive or are logistically difficult to access.

Any skills development program must address the needs of these groups through multiple approaches to ensure their participation in economic development.

Quality and Relevance

Although CTEVT has built up a certain competence, there is a need to improve the quality of TEVT through further quality control procedures and managerial aspects including

- (i) improving the reliability and validity of examinations;
- (ii) developing and operationalizing the monitoring and supervision system;
- (iii) developing an accreditation and affiliation system;
- (iv) continuing improvement of a national standard skills testing system that includes occupational analysis and job analysis;
- (v) further developing curricula appropriate for various occupations and income-generating employment; and
- (vi) decentralizing some instructor training to the regional level.

Linkages to Other Training Providers, Industries, and Occupations

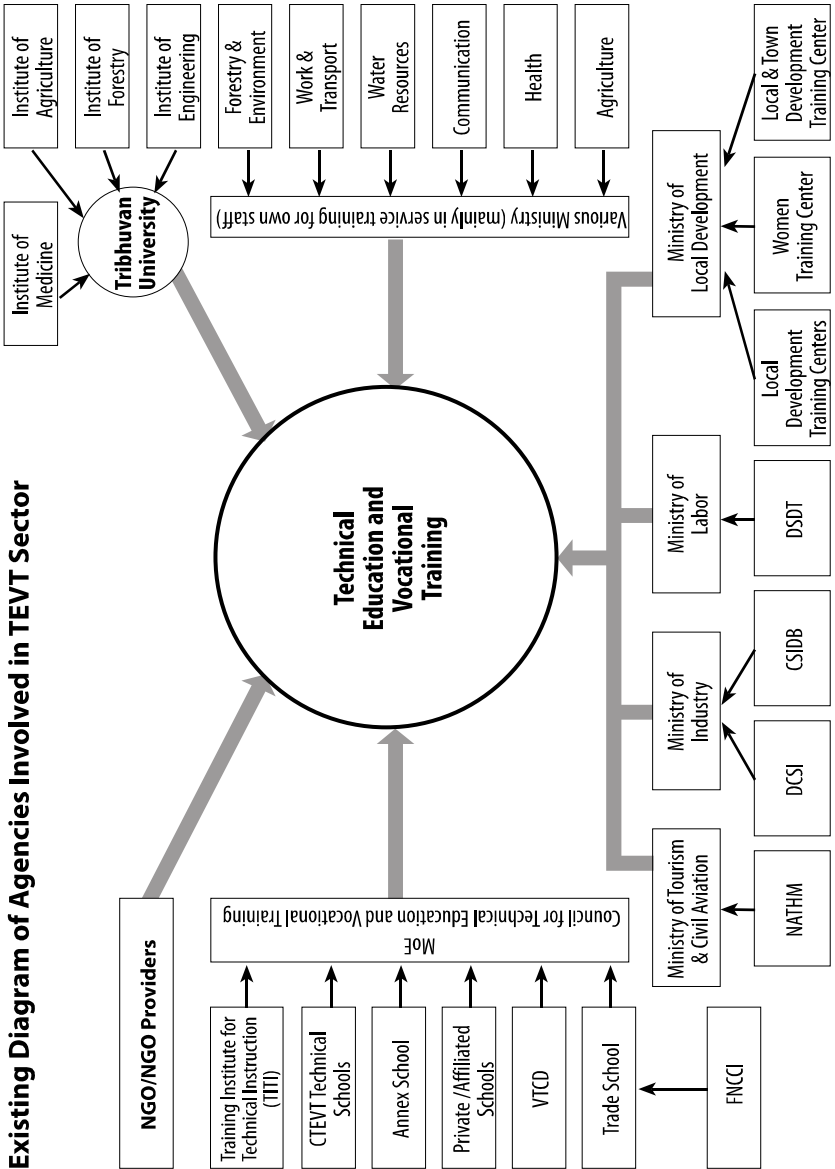
Education and training programs have a weak link to a training needs assessment. Business and industry for these reasons are not involved in training, labor market information systems are weak, coordination and linkages do not exist between the supply side (training providers) and the demand side (business and industry). Insufficient attention is given to developing

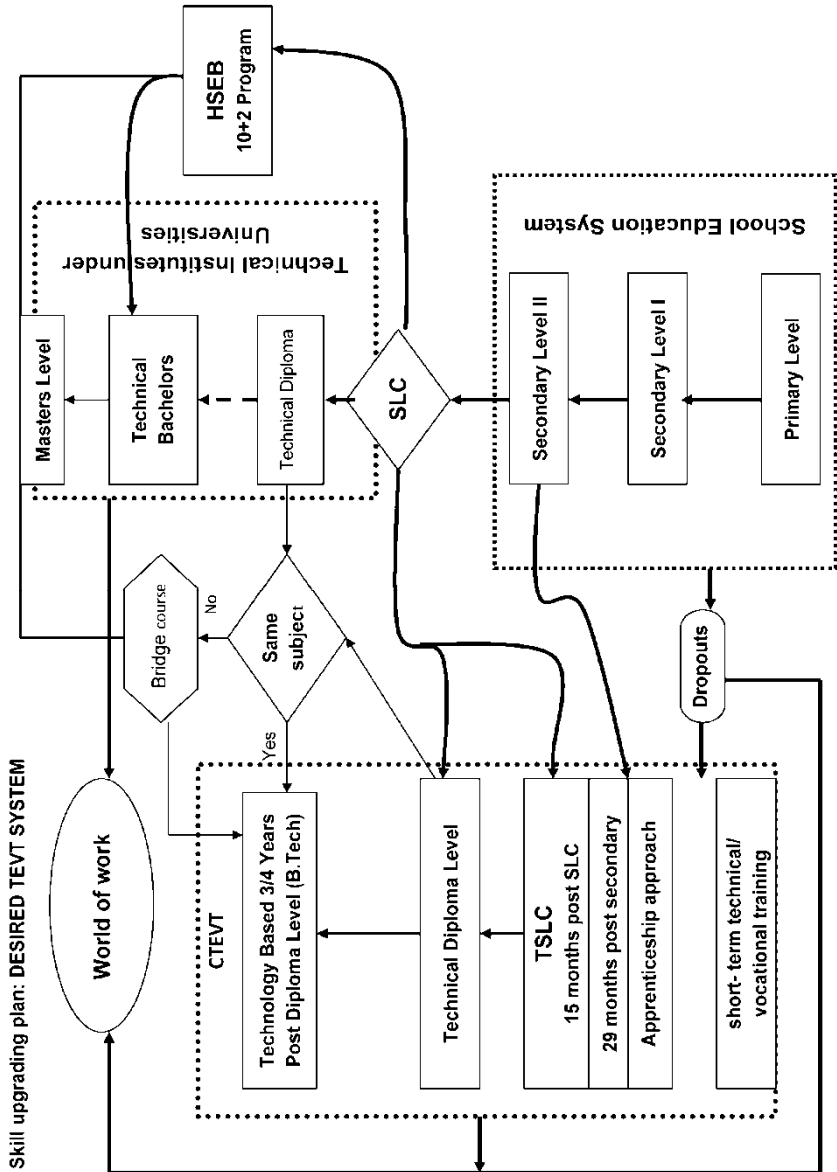
- (i) a reliable labor market information system,
- (ii) an education management information system,
- (iii) a standard training needs assessment system,
- (iv) linkages with business and industries, and
- (v) employment services.

Supply and Demand

The national TEVT system is perceived to be irrelevant, ineffective, and inefficient with weak links to labor market demands. The results are

- (i) higher rate of unemployment among graduates of TEVT than among the uneducated;
- (ii) unemployment among Nepalese job seekers, while workers from India in the manufacturing sector constitute 15% of the workforce; and
- (iii) orientation of most training programs in rural areas to subsistence activities rather than employability.





Finding from Focus Group Discussion:

In order to obtain data from primary source, Focus Group Discussion in Birtamode to the east and Nepalgunj to the western part of Nepal was done with professionals and some of the employers of that area. The major problems indicated by the members of focus group discussion has been mentioned below:

1. Most of the TEVT programs in Nepal are found launching as per the suggestion of donor countries not as per the local needs:

Immediately after the democratic movement of 1950, importance of technical education and vocational training was realized vocational education and training programs have been launching in different names some times as basic education, sometime as multipurpose schools, sometimes as vocational schools and sometimes as trade schools. However, all the programs have been launching under the influence of some of the donor countries. As basic education was implemented from the impression of India, multipurpose schools were run because of American impression and new education system plan was implemented because of the impression of Japanese and other western countries (Sharma, 2003). The statement 'A cursory review of the developments of TEVT over the past four decades reveals that it has passed through frequent changes in policies as well as in management styles' (Belbase, 1997), also indicates how TEVT programs and policies are effected as per the interest of donors.

2. Problems in granting affiliation to TEVT providers: While granting affiliation to the TEVT providers

3. Government's focus lies in expanding the TEVT programs rather than quality control: In stead of controlling the quality government in its five years plan has given emphasis on expanding the programs

targeting to provide short term TEVT training to 23555 persons, long term training for 7500 persons and expanding the annex programs in all seventy five districts of Nepal during tenth five years plan, which seems ambitious if we assess the progress of first two years of tenth five years plan. There is a trend in Nepal that in order to meet the target as set in the plan, organizational emphasis lies in to reach the target increasing the number of trainees without taking care on the quality aspect of the trainees. This is the reason why on the one hand, training providers in the name of meeting target neglect the quality and market needs of the training, on the other hand, CTEVT has been providing affiliation to hundreds of institutes without considering their quality in the name of expanding TEVT programs.

- 4. There is a trend of seeking job in the market rather than being self employed:** As among the graduates there is a trend of seeking job in the market rather than being self employed starting the business of their own utilizing the acquired skills. Even the curriculum and textbook are not designed to encourage graduates towards making them self-dependent establishing private enterprise and other income generating activities of their own utilizing acquired skills.
- 5. Self-employment is not considered as employment:** Various graduates follow up studies made by CTEVT indicate that graduates do not consider self-employment as employment and seek the job in the market because most of the rural people don not consider on –the-home income generating activities as the employment even if they have utilized acquired skills from training.
- 6. There is mismatch between market needs and training that are conducted in the technical schools:** As most of the tainting programs are conducted without considering the market need so gap between the TEVT graduates and job market is gradually increasing, which has

adverse effect on rate of employment. As need of the market day by day is changing adopting the newly emerging technologies and innovation but most of the training providers are not found adopting such technologies as per the need of the market.

- 7. Very nominal amount of budget allocated to TEVT sector:** As the TEVT programs are very expensive in nature because involvement of heavy and expensive equipments and materials are necessary in delivering the technical education and vocational training. However, if we see the national budget allocated in this sector, it gets even less than one percent of total education budget.

Conclusion

Council for Technical Education and Vocational Training (CTEVT), since its establishment period, has done significance progress in advocacy and expansion of the programs in all over the country. However, with the expansion of the programs, quality of the training has been decreased. As a result CTEVT is compelled to decrease the minimum rate of employment of TEVT graduates. Thus, in order to improve the present situation CTEVT should focus its programs to the quality control rather than on the expansion of TEVT programs. In order to improve the quality of the training, the most essential focus of CTEVT should be to minimize the gap between the labor market needs and training that has been conducted through various training providers. For reducing the gap training provider should conduct the training as per the need of the labour market and customers or trainees focusing the curriculum on entrepreneurship skills development on the trainees so that they can be self-reliant after completion of the training.

Recommendation on Construction Sector:

After analyzing the collected data from secondary source, the following occupations were found as the major occupations under civil works, which are enlisted below as the major identified occupation under civil works (Construction).

- Carpenters
- Mason
- Furniture Maker
- Plumbers
- House Painter
- House Wiring / Electricians
- Scaffolds
- Security Guards
- Cement Tile Production
- Shuttering Carpenters
- Steel Fixture
- Welders
- Metal Sheet Fabricators

The involvement of contract labour is increasing day by day, directly or indirectly, due to the present environment of privatization and globalization. The "Workers' Education Seminar on Contract Labour" organized in Kathmandu during 28 - 30 June, 2000 by the Office of the Senior ILO Advisor in Kathmandu in collaboration with ILO South Asia Multidisciplinary Advisory Team (SAAT), New Delhi and ILO Bureau of Workers' Activities (ACTRAV), Geneva had concluded that the following major areas in the occupational constructional trades were found as a growing trend:

- Road construction -excavation, filling, gravelling, rolling, black topping, etc.
 - Building construction - mason work, reinforcing, plastering, electrical works, plumbing, painting, etc.
 - Brick-kilns - clay moulding, load/unloading, firing, etc.
 - Aggregate making - stone quarry works, aggregate contractor, aggregate worker, etc.
1. In business and industry of Nepal, the number of unskilled workforce is found high. There was inadequacy of skilled workforce.
 2. Although the business and industry have human resource development plan, it is geared up through informal training: The unskilled workers learn the skill through the skilled senior workers. Skill learned through such informal way does not have any formal system for skill level assessment.
 3. In business and industry, new workforce is not frequently required. If they ever needed new workers, most business and industries get the workers through contact with friends and relatives. Very few business and industries advertise for vacancy. Because of lack of disciplined workers employers of business and industry reluctant to hire new workers through advertisement.
 5. Because it is very difficult to get highly skilled workforce, and because of the requirement of skilled and/or highly skilled technical workforce for business and industry to the level of overseer and engineer, in line to the production of skilled or highly skilled technical workforce, establishment of a Technical University was preferred.
 6. In order to make the workforce absorbable in the labor market, especially in the context of changing technology as well as competitive labor market that demands skilled and highly skilled

workforce, identifying the kind and level of workforce need was preferred by business and industry (Refer to Table 16 for required technical workforce in accordance to New Technology).

7. The trend of workers' turnover is quite high in business and industries. The main reason for leaving the job by the workers was attraction in foreign employment. Secondly, they left the job due to family reasons. However, family reasons also meant to go to foreign employment expecting to earn more than what is earned here in Nepal, so that he/she can look after the family well.
8. Although foreign employment was not regarded safe in terms of wage and other security, workers were found to leave the job to go for foreign employment with a hope to get higher wage or salary. However, the economic condition of the workers returning from foreign employment was not found that satisfactory.
9. Since the business and industry need skilled technical workforce, but they are not in position to hire new raw or unskilled / semi-skilled workforce frequently, the B & I are in need of multi-skilled workforce who can perform in different areas of work in the industries.
10. Nepalese workers worked mostly in service and production oriented work. The countries where most Nepalese workers went for employment are Malaysia, Qatar, Saudi Arabia, and Dubai. Few went to Singapore and UAE.
11. The occupations, which they worked in, were mainly Scaffolder, Room Service Manager, Service Assistant, Driver, Supervisor, Helper, and Electrician. However, it was also found that the work in abroad was different from what was signed for in the contract. On one hand, the workers are unskilled, even if they have training of few duration, this would not be enough to match the kind of job they do in foreign

company. On the other hand, they were paid lower than the agreement.

12. Some workers learned skills such as driving (not mentioned whether heavy or light driving); Plumbing/Rigger/Mason/Painter/Scaffolder; Food and Hygiene; Plate making, Mobile repairing; and fire fighting (Damkal operation). These are the skills, which they could have easily learned in Nepal.
13. Although they learned the skill while working in foreign company, they were not able to use the skill here in Nepal, because of lack of technology that is compatible to the skills they learned or there is no job related to the skill they learned in foreign company. This gave clear indication that first, to identify the kind of skill required for foreign company where the workers are sent, then provide the identified skill training so that the person does not have to feel embarrassed to work in the foreign company. Workers sent to foreign are image of Nepal. Therefore, the concerned needs to work on to keep good image of Nepal.
14. While in foreign employment workers faced many other problems besides skill training problems. The main problems they faced were low salary than what was agreed upon; language problem, even illegal living, and sometimes they were homesick. These facts indicated that for Nepali youth foreign employment is not a choice but it is compulsion, because of lack of employment opportunity in the country as well as lack of skill to earn enough to support the family. Hence, returned workers suggested other Nepalese youth who intend to go for foreign employment to get related skill training before going for foreign employment.

Overall Recommendations

Based on the above findings, the following recommendations were made:

- a. The findings of the study (CTEVT, 2009) indicated that there is a strong demand of multi skills workforce in the industries of Nepal so it is recommended to produce multi skills workforce through TTPs of Nepal. The technical workforce mostly on demand in business and industry are as follows:

Trade	Occupations
Hotel Management	Cook
	Waiter
	Housekeeping
	Food & Beverage
	Front Office
Mechanical	Production
	Welder
	Machine Operator
	Mechanical
	Mechanical Foreman
Electrical	Electrical Engineer
	Electrician
Construction	Engineering
	Carpenter
	Overseer
	Supervisor
	Sanitation / Plumbing
	Crown Maker
	Plumber
	Steel Fixture
Lab Technology	Lab technician
	Chemist
	Hydrogas Operator
Agriculture	JTA
	Dairy Technologist

- b. The demand of low and middle level skilled workforce is still high in national local labor market in occupations such as carpenters, mason and plasterers, painters, electricians and plumbers, drivers and mechanics. This might be because people are migrating in urban areas for the last decades, and buildings and houses are being built in huge amount in urban areas. It is recommended to produce multi skilled low and middle level workforce through TTPs.
- c. It is recommended to the foreign employment agencies that they either through their own training institutes or in partnership with CTEVT should provide skill training to the workforce prior to sending them to foreign employment
- d. While preparing the workforce, types of workforce and Skill level should be considered
- e. It is also recommended that the foreign employment agencies should arrange for Skill Testing with National Skill Testing Board/ CTEVT for all their students so that their skill level would be recognized.
- f. Since the workers have language problem and cultural difficulties and most of the people who go to foreign employment as general workers and other semi-skilled technicians, are academically low, it is recommended that all foreign employment agencies should facilitate to provide language training, at least to make them able to communicate well in local language. They should also be oriented about the culture and manners so that they would not be humiliated in a foreign country.
- g. Since the domestic labor market situation is not that good and there is not that much employment opportunity inside the country, graduates of TEVT should be encouraged for self-employment. However, post-training support from the training institutions and the government

should be provided in terms of career counseling, financial loan and /or aid, and goods.

- h. Since the business and industry need skilled technical workforce, but they are not in position to hire new raw or unskilled / semi-skilled workforce frequently, the B & I are in need of multi-skilled workforce who can perform in different areas of work in the industries. Therefore, it is recommended that CTEVT redesign the curriculum responsive to the multi-skill requirement of the business and industry.
- i. CTEVT should conduct periodic research in order to identify the changing needs and requirements of the workplace.
- j. It is highly recommended to conduct foreign labor market needs assessment reaching to the employers and employees of Gulf countries and India
- k. It is recommended to develop a model training center by CTEVT itself focusing to the employment need of foreign employment market.
- l. There should be provision of compulsory skill testing system from NSTB for the all employees/ labors of Nepal working in foreign employment market.
- m. Apprenticeship module of training focusing the domestic need of industries should be operated as that of BTI in coordination of CTEVT, FNCCI and domestic industries of Nepal.
- n. Though the number of TEVT providing institutions has been increased tremendously, most of the private institutes are concentrated on most resourceful places like Kathmandu valley and terai region so CTEVT should encourage TEVT providers to run the programs in the remote and mountain region for increasing the equitable access of the all people.

- o. In order to increase the access of poor and deprived people of remote villages in TEVT programs, special programs need to be launched, for which existing CTEVT budget allocated by the government should be increased by at least two hundred percent.
- p. In order to match the employers' need of hiring competitive human resource and training providers' need of producing saleable human resource all the curricula need to be revised as per the need of the job markets. A labor market survey conducted by research and information Division in 2006 also pointed out the need of changing existing curricula in order to produce multi skilled human resource required to the national industries.
- q. Labor Market Information System and Training Management information System initiated by Skills for Employment Project needs to be made effective and accessible to all the stakeholders.
- r. Placement and Counseling service should be made compulsory in each of the TEVT providing organizations with a separate unit and the unit should be encouraged for the frequent survey of the market need and establish regular linkage with the employment markets.
- s. Entrepreneurship skills need to be developed on the students of different trades during training so that they will be encouraged for self employment rather than roaming around in search of job.
- t. There should be compulsory provision of skill testing for all types of human resource who apply for foreign employment so that they will be paid well by the employers in foreign markets.

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