

# Technical and Vocational Education Reform Strategic Plan (TRSP 2022) Process Report

*(Evidence from the TRSP 2022 process)*

Submitted to:

**Ministry of Education, Science and Technology  
Singha Durbar, Kathmandu**

Submitted by:

**Dakchyata: TVET Practical Partnership**

**Paush 2079**



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## Disclaimer

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## Acronym

B. Tech	Bachelor of Technology
BC	British Council
BIA	Business and Industry Association
CEHRD	Center for Education and Human Resources
CPPD	Center for Public Policy Dialogue
CTEVT	Council for Technical Education and Vocational Training
EDCU	Education Development and Coordination Unit
EU	European
GESI	Gender Equity and Social Inclusion
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
MoSD	Ministry of Social Development
NEB	National Examination Board
NSTB	National Skill Testing Board
NVQF	Nepal Vocational Qualification Framework
OJT	On the Job Training
OSU	Occupation Skill Upgradation
SMC	School Management System
TITI	Training Institute for Technical Instruction
TLM	Teaching Learning Materials
TRSP	TVET Reform Strategic Plan
TVET	Technical and Vocational Education and Training

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## CHAPTER ONE INTRODUCTION

### 1.1 Context of and Rationale for TRSP Process Report

Realizing the issues and challenges raised by the TVET Sector Assessment Report (TVET SAR) 2022<sup>1</sup>, Government of Nepal prepared TVET Reform Strategic Plan (TRSP)<sup>2</sup>, for the period covering between 2080 and 2089. This process included desk review with focus on TVET SAR indicators and baseline data and stakeholder's consultation at federal and province levels. It was not possible to put all these process and inputs provided by stakeholders and their details in the TRSP as provided during the workshops/ meetings. However, it is important for readers/ users of the TRSP to see evidences how the interventions were identified as stakeholders' voices. Therefore, in order to document all these processes and inputs as evidence and for future references, this TRSP process report has been prepared in order to help future readers and TVET practitioners. This document also is the evidence to show how comprehensive methods were followed while preparing the plan.

### 1.2 Objectives of the Process Report:

The main objectives of the process reports were to:

- Serve as evidence for vision, mission, goal, objectives, strategies and interventions developed/ placed in the TRSP 2022. TRSP 2022, in turn, is used by government to prepare the TVET Sector Reform Strategic Plan (TSSP).
- Document the overall process followed to develop/prepare TRSP 2022 to serve as reference for future similar endeavors.
- Manuscript overall challenges and lessons learned during the TRSP planning process.
- Record all the comments made, and questions, issues and recommendations raised during the different consultations meeting at Federal and provincial level.

### 1.3 Methodology of Report Preparation

This report is prepared using the consultant's field notes and audiovisual records. To the extent possible, inputs/ deliberations/ criticism/ suggestions presented during the following process have been presented in the report without processing them.

- 1-to-1 consultation meeting with TVET experts/ different Divisions under CTEVT
- Presentations and stakeholders consultation workshops at Federal and Provincial in different dates
- Specifically, group discussions and presentations made during the workshops; and
- Final presentation and inputs made in the MoEST.

It is important to mention that all these inputs were collected as much as possible. Yet due to human limitations, there might still be some inputs made during the process remain from inclusion in this report. Further, all the processes and inputs were captured through audio-visual records as well. This resource is considered useful for future references.

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<sup>1</sup> Pradhan, H., Neupane, N., Paudel, S., Shrestha, S.R. and Koirala, S. 2022. Technical and Vocational Education and Training Sector Analyses Report (TVET SAR). Kathmandu: MoEST/EU/BC/Dakchyata/CPPD.

<sup>2</sup> Pradhan, H., Adhikari, R.P., Shrestha, C.B., Paudel, S., Chalise, B., Shrestha, S.R. and Shrestha, N. 2022. TVE Reform Strategic Plan (TRSP). Kathmandu: MoEST/ EU/BC/ Dakchyata/ CPPD.

#### **1.4 Planning Process Report Structure**

Chapter 1 presents the introduction to this process report by including its context, objectives and methodology followed by the overall TRSP process. Details of this chapter are presented in Annexes. While chapter 3 presents issues and challenges, and lessons learned during the process, the final chapter presents conclusions and recommendations for future similar planning processes.

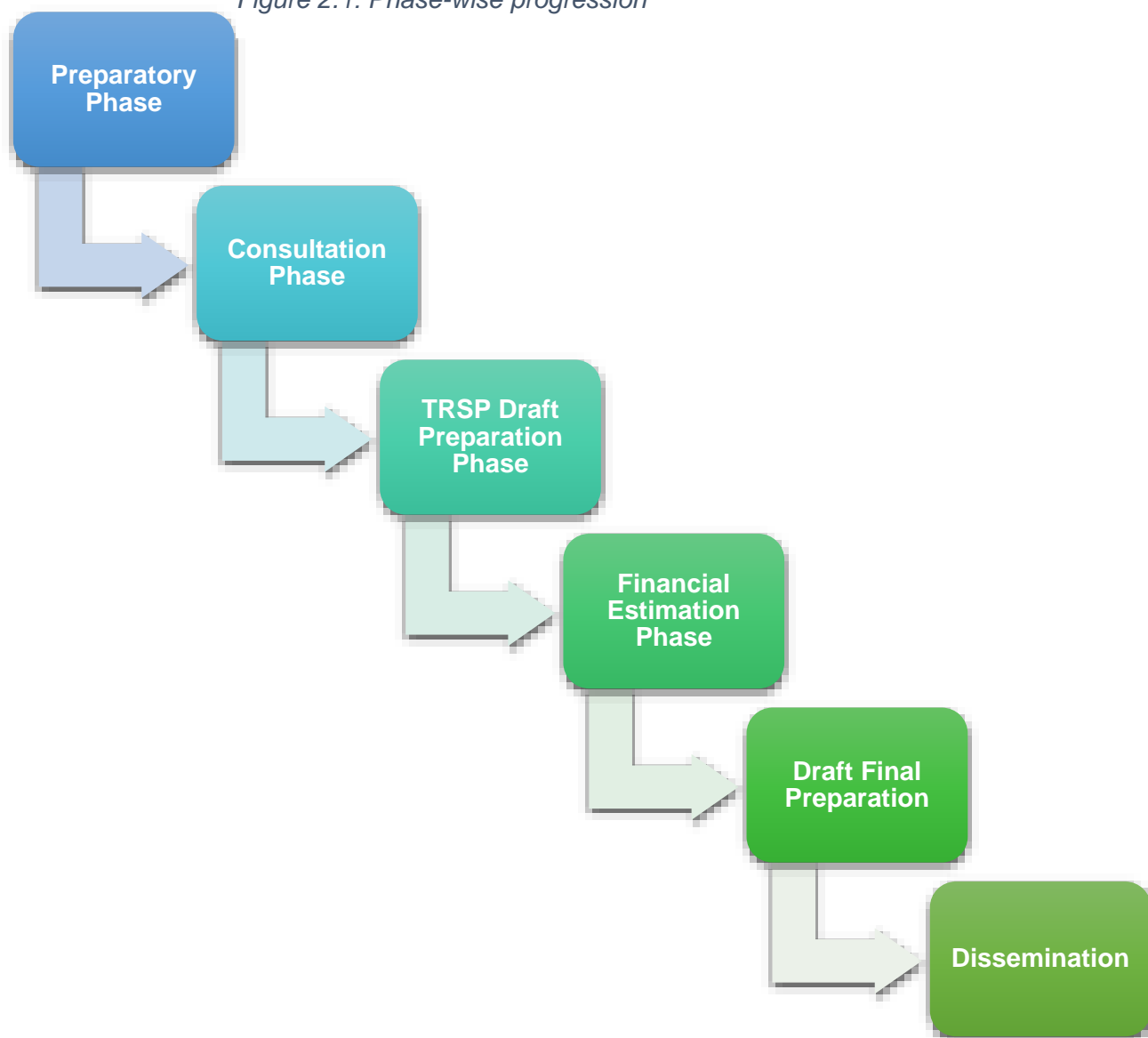


## CHAPTER TWO TRSP PROCESS

The TRSP aimed to contribute to inclusive and sustainable growth through human capital development and by creating better employment (salary/wage; self and enterprise development) opportunities. Therefore, it intended to incorporate inputs from different stakeholders and hence, the process saw a massive consultation at federal and province level. This process, as explained in Fig 2.1, was completed in six stages and is further detailed in the following sections of this Chapter. However, further details are presented in the relevant annexes of this Process Report.

### 2.1 Summary of the process

*Figure 2.1: Phase-wise progression*



#### 2.1.1 Preparatory phase

The first step included desk review including identification of relevant data and information from sector analysis and other relevant reports and demand side study report. They provide very

valuable insights into analyzing the Political, Environmental, Societal, Technical and Legislative (PESTL) context. This action was followed by Strength, Weakness, Opportunity and Threats (SWOT) analysis (TRSP main report Annex 2), and reviewed lessons learned (TRSP main report Annex 3) from the past TVET practices as detailed in TVET sector analyses report (TVET SAR 2022)<sup>3</sup>. As such TVET SAR 2022 has been important entry point for the TRSP. The TVET SAR 2022 itself was a huge mission which led to identification of the TVET sector indicators and the corresponding baseline data. The next step in the process was, by following the TVET SAR, to identify the TVET sector performance areas (Chapter 3) starting with institutional provisions (as the first subchapter) to knowledge management (as the final subchapter). These data and information and the issues and problems they raised and planning team's (consultants) preliminary areas to be focused in the TRSP were shared with the members of MoEST technical committee meeting on 29 June 2022. The draft format of the TRSP was also shared in the meeting. Following the MoEST agreement on the TRSP structure, further analyses in the interventions, indicators, baseline and targets was accomplished which helped in designing and drafting the plan. As such this meeting was critically important entry-point for the planning team.

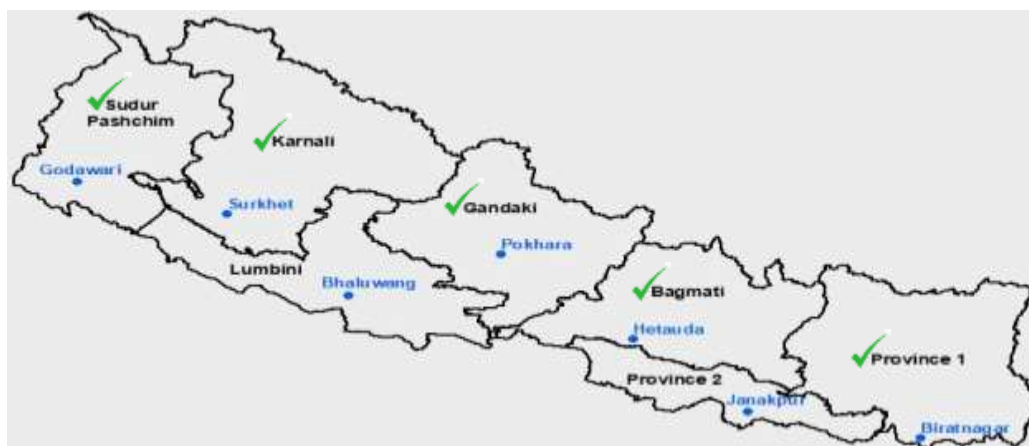
## 2.1.2 Consultation phase

### 2.1.2.1 Number of Consultative Workshops

Based on the desk review and consultation workshops with different stakeholders at federal and provincial by also involving local level stakeholders. It was completed in two steps: i) consultative meetings in two provinces before 31 July 2022 when the MoEST wanted a first draft; and ii) after this date by organizing consultative meetings in the remaining five provinces.

Altogether, 5 provincial and 4 consultations workshops at federal level were held. Apart from them, 3 meetings were held with Business and Industries (BIAs) in Kathmandu, Nepalgunj and

*Figure 2.2: Locations where consultative workshops/ events were organized.*



Lumbini Provinces. List and dates of workshops are presented in Annex 1. Locations where consultative workshops/ events were organized is presented in Figure 2.2. However, as the TRSP relies heavily on the issues and problems, and data and information from the TVET SAR 2022 preparation process, the planning team consider all the inputs received through surveys, meetings and consultations made during the TVET SAR also as an integral part of the TRSP process.

<sup>3</sup> Annex 2 (SWOT Analyses) and 3 (Lessons Learned) are adapted from TVET Sector Analysis Report (TVET SAR) 2022.

*(Source: Google Images 2022; added tick marks by the Planning Team/ consultants)*

### **2.1.2.2 Consultative Workshops Processes**

All the federal and provincial workshops and their participants were decided and held under the leadership of MoEST but were thoroughly consulted with the expert/ planning team and the consulting firm. Decisions on consultative workshops included the followings:

- a. Agenda
- b. Venue, Date and time
- c. Organizations (and in some cases the participants as well); and
- d. Chief guests

All the invitations to all participants/stakeholders were signed by MoEST. Examples of the invitations including workshop schedule is presented in Annex 2. The logistics arrangement for the whole TRSP process was entrusted to the Center for Public Policy Dialogue (CPPD) and supported by the European Union/ British Council/ Dakshyata.

**Federal workshop.** All the federal workshops/ events were conducted mostly in Kathmandu. Most of these workshops were held in MoEST documentation Hall. Considering the stakeholder work priorities, federal consultations workshops were held for one day. It was so also because the Planning Team could easily contact and consult these workshop participants in the mutually agreed time and medium. High level bureaucrats including Joint Secretaries and Under Secretaries were participants in the federal level workshops from different ministries, CTEVT, CEHRD, Curriculum Development Center (CDC) and National Examination Board (NEB) as participants. List of federal workshop participants are presented in Annex 3. All these events were facilitated by the MoEST TVET Division Joint Secretary, Mr. Kamal Prasad Bhattra. Dr. Hari Lamsal, Joint Secretary of MoEST Planning Division participated in almost all the workshops/ meetings. Formal opening sessions were chaired by Secretary/Joint Secretaries of MoEST and followed by presentation for building context by Mr. Kul Bahadur Phadera, Under Secretary of MoEST (Annex 4). The technical presentations (Annex 5 as sample) were made by the Planning Team. As an entry point, TVET Sector Analyses Report (TVET SAR) 2022 identified achievements in the form of baseline data and major issues/ problems was summarized. All the participants were given the opportunity to provide their feedback/suggestions and queries on TVET SAR and the draft TVET sector Reform Plan at various stages. Queries were clarified by the Team and MoEST Officials. Closing remarks including future direction in all these workshops/ events were made by the Chief Guest. All federal level workshop proceedings are presented in Annex 6.

**Provincial workshops.** Two days' long non-residential consultative workshops were organized in five provinces. List with dates of these workshops are presented in Annex 1. In most of the provincial workshops, Minister/State Minister from the Ministry of Social Development (MoSD) or other ministry with responsibility in education participated as Chief Guest. Similarly, in almost all workshops, Chairperson as well as members of Social Development Committee/ State Affairs committee members participated in the workshop. Similarly, Provincial Assembly members, Mayor/ Deputy Mayor of Municipalities and Rural Municipalities were other important participants in all these events. Secretaries of provincial ministries, Director of Education Training Center, Chief of Education Development and Coordination Unit (EDCU), Principals from Technical Schools/Technical Stream schools and Director of CTEVT province Office, students/ graduates and parents' representatives from Technical schools were the important members of the workshop. List of all these participants is presented in Annex 7.

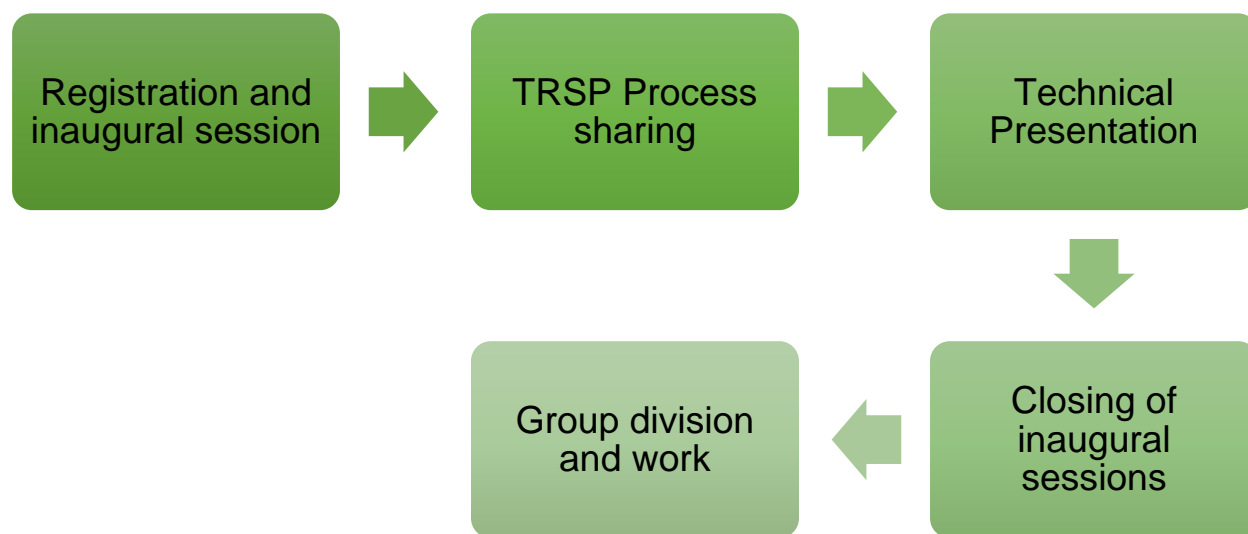
All the provincial workshops were led by Secretaries of MoSD of concerned provinces. Technical Presentation was given by the Team (Annex 8). The chief guests, Special guests, representatives

from Municipalities and Rural Municipalities were given an opportunity to express their views during the opening and closing session. Feedback/suggestions and recommendations made by Ministers/State Ministers, Province secretaries and other speakers were included in the TRSP document. After the closing of formal opening sessions participants were divided into 6 different groups for discussions.

TVET Pillars (access and equity, expansion, quality, relevance, efficiency, outputs and outcomes, integration, governance and management, coordination, financing and knowledge management) were made the basis for group work. These TVET components were covered by dividing participants into 5 groups with responsibility to discuss component specific problems and issues and make recommendations for addressing them and/or reform.

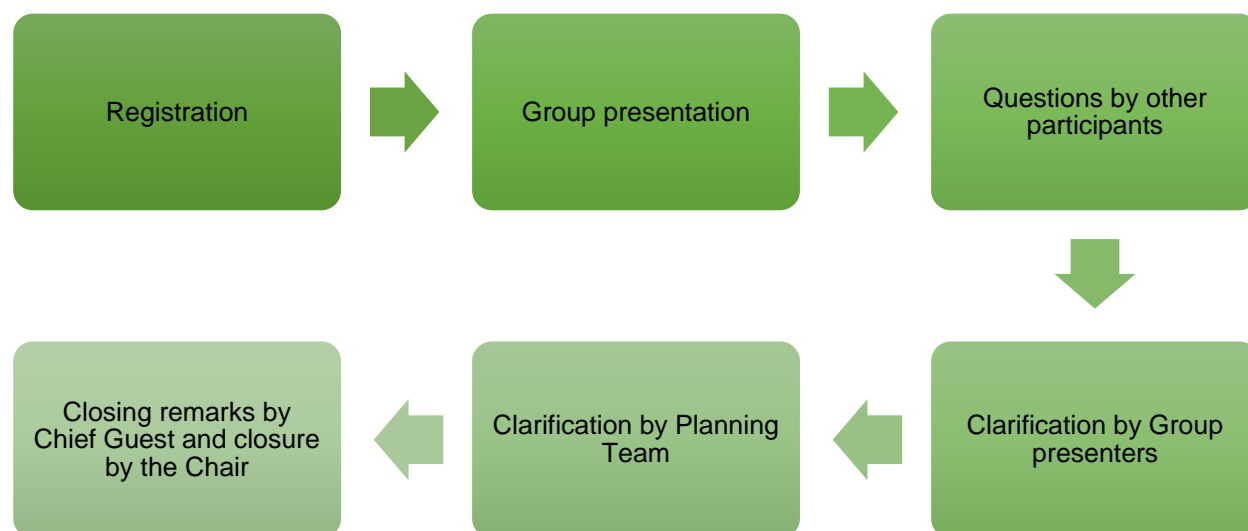
After the conclusion of the inaugural session on the first day of provincial workshops, the rest of the day (which was often more than half day) was allocated for group work. As output of the group work, TVET pillar-wise specific issues and possible recommendations were requested from the participants. Pillarwise guiding questions were prepared to facilitate systematic discussion (Annex 9). The Day 1 process is summarized in Figure 2.3.

Figure 2.3: Basic layout of Day 1 of provincial workshops.



The second day of the provincial workshop was dedicated to group work presentations from all the groups. Most of the group had presented their group work through power point/ flip chart presentations (Annex 10). In some cases, even the parliamentarians made their own presentation (Annex 11 as sample). After each group presentation the floor was opened for discussion. Participant questions/ confusions and issues raised during two days' workshop were noted by the rapporteur and were clarified by the Planning Team. During the formal closing programs, participants were given the opportunity to evaluate effectiveness of the consultation workshops. Remarks were made by the Chief Guest before formal closure of the workshops/ events which was always done by the Chair/ MoSD or relevant ministry Secretaries. The process of Day 2 is presented in Figure 5.

Figure 2.4: Basic layout of Day 2 of provincial workshop.



### 2.1.3 TRSP Draft Preparation Phase

Several steps involved in this phase.

- As per the MoEST requirements, a draft TRSP also including inputs from the consultative workshops was prepared. A meeting organized in the MoEST on 29 June 2022 where the participants suggested to make the plan document brief, limit the objectives (not according to all TVET pillars), and decided the tentative table of contents of the TRSP. The meeting also decided to make the TRSP in three parts: i) background, ii) Main plan and iii) implementation part; and
- **Projection of workforce for period between 2080 and 2089 which help to estimate preparation of students in various occupations.** The draft prepared helped to identify the tentative numerical targets.

Development of strategy-wise interventions was the main work at this phase. In order to support readers to get some idea about interventions in the TRSP, a guiding note is prepared (TRSP main report Annex 12).

### 2.1.4 Financial estimations phase

Costing of interventions was feasible only after getting agreement on the major interventions and targets. Completion of this phase paved path for preparing a complete draft for submission. For helping readers understand the calculations made under this heading are detailed in TRSP main report Annex 13.

### 2.1.5 Final Presentation

After preparation of the final draft, the Planning Team made the final presentation at the MoEST on 28 September 2022. This event was chaired by MoEST Secretary Mr. Ram Krishna Subedi and CTEVT Member-Secretary, Mr. Jeeb Narayan Kafle. This meeting was noted for high level participation from CTEVT, CEHRD and NEB who included CTEVT Directors, TITI Executive Director and other officers, CEHRD Director General and senior officers and NEB Member-

Secretary. Delegates from EVENT-Project II, Teacher Service Commission, ENSSURE, Sakchamata, and ERO were also present. The Project Directors under MoEST/ CTEVT were also the participants of this meeting.

After a detailed presentation (Annex 12) by the Planning Team at the MoEST, all the participants were requested to make the comments/ suggestions. The Team was given an opportunity for clarification on participants' questions and with remarks from the Chair the meeting was closed. Further stakeholder consultation at the federal level was organised by MoEST after the Dakchyata team's final presentation as mentioned above. List of this meeting participants and final presentations are presented in Annexe 13 and its proceedings are presented in Annex 14.

#### **2.1.6 Dissemination workshops**

After finalization of the TRSP as mentioned in Chapter 2.1.5, various dissemination workshops were organised. List of participants of these dissemination workshops are presented in Annex 15 and proceedings are presented in Annex 16. A separate dissemination meeting was organized for development partners. List of participants of this meeting is presented in Annex 17 and its proceedings in Annex 18.

#### **2.1.7 TVET experts providing inputs**

The TRSP document also benefitted from various TVET experts. Names of these important stakeholders is presented in Annex 19. Written comments from two experts are presented in Annex 20a and 20b.

## **CHAPTER THREE CHALLENGES AND ISSUES, AND LESSONS LEARNED**

This chapter explains the challenges and issues encountered, and lessons learned during the TRSP process.

### **3.1 Challenges**

- Productive engagement of the Ministry of MoSD or relevant ministry, parliamentarians and senior government officers was emphasized and given high-level importance. Accordingly, relevant ministers and chairs and members of the Social Development Committee were invited in all the provincial meetings. With exceptions, the participation during the opening ceremony which was noted for technical presentation by the Team Leader and comments and closing by the chair was noteworthy. However, retaining these high level participants throughout the workshop was sometimes challenging.
- Due to the busy schedule of these politicians and government officials, organizing workshops was quite challenging.
- Lack of Federal TVET Act contributed to the difference of understanding on TVET mandates.
- Although each of the provincial workshops were designed for two days, due to complexity of TVET issues which was further made complicated by differences of understanding, completing the workshops with detailed discussions to meet each participants' expectation was challenging. This was particularly important due to the large number of participants which often could be large number of participants in each workshop.

### **3.2 Issues**

- Due to Federal and provincial level periodic election declaration, consultations were difficult to organise as planned.
- It was not always easy to help people understand about TVET problems and issues equally as people in many cases understand TVET differently.
- Difficult to ensure participation from all the diverse groups, the number of female participants was small compared to the rest of the social groups.
- Oftentimes, participants had province specific issues and challenges and proposed interventions. However, as the objective of these workshops were preparing federal/ national TRSP, these expectations could not be met and will remain until TRSP aligned provincial level reform plans are in place.
- At least one province has created its own TVET agency. This has somehow created competition among other TVET organizations within the province. In such a situation, their deliberations were always not in conformity with TVET principals and needs.

### **3.3 Lessons Learned**

- Government leadership of the whole TRSP process helped to organize the events with only limited difficulty. This also helped to ensure participation of senior government officials and Parliamentarians and leaders from Local Levels. This was particularly important to ensure participation of ministers and members of parliament/ Social Development Committees. At least in once case, even parliamentarians made their own group, prepared their own presentation and actually made the presentation which also required some level of defence by themselves.
- With technical presentations in Nepalese language which was also in Nepali language (slides) followed by discussion in Nepali language and the guiding questions, the Planning Team was well prepared for the workshop. This helped participants to understand the context and then make their comments and recommendations.

## **CHAPTER FOUR CONCLUSIONS AND RECOMMENDATIONS**

Based on issues and challenges, and lessons learned, following conclusions with relevant recommendations are made:

- Understanding on TVET varies with stakeholders with some not even accepting that enhancing competency leading to employment is major TVET objective. Surprisingly even donors jointly questioned why the TRSP was giving high emphasis on employment. They were fully satisfied by the curriculum developed by academicians without participation of expert workers/ business and industry, and economic sector representatives. More interaction workshops are required to help people have better understanding of various facets of TVET.
- Participation of intended representatives/ individuals and their retention until the end of the workshop was possible due to government leadership of the process. Therefore, it is always better if the initial and closing part of any workshops are done by government officials themselves and leave the technical part as experts' responsibility.
- As much as possible, the invitation together with the workshop materials were sent in advance. However, for reasons understandable, not all the participants often times read the materials and be ready to contribute as expected. Therefore, thorough presentation is required in all such workshops to ensure all participants understand the subject matter.



## Annexes



### Annex 1: List and Dates of workshops

#### Annex 1.1: List of Federal and Province level workshops

SN	Date	Venue	Attendee	Number of Participants
1	Federal			
1.1	14 June, 2022	MoEST, Kathmandu	Technical Committee	21
1.2	29 June, 2022	MoEST, Kathmandu	Ministries	65
1.3	11-12 July, 2022	Dhulikhel Lodge Resort, Dhulikhel	CTEVT	39
1.4	21 July, 2022	CEHRD Hall, Bhaktapur	CEHRD	52
1.5	10 August, 2022	Inter-ministry	MoEST	33
1.6	28 September, 2022	MoEST	MoET, CEHRD, CTEVT	53
2	Provincial			
2.1	25-26 July, 2022	Hotel Devotee, Dhangadhi	Sudurpaschim Province	76
2.2	29-30 July, 2022	Alfa Beta Complex, Kathmandu	Bagmati Province	80
2.3	14-15 August, 2022	Hotel Asiatique, Biratnagar	Province 1	49
2.4	21-22 August 2022	Tuki Resort, Pokhara	Gandaki Province	56
2.5	25-26 August, 2022	Suva Hotel, Surkhet	Karnali Province	37

#### Annex 1.2: List and Dates of workshops with BIAs

SN	Date	Venue	Attendee	Number of Participants
1	11 August, 2022	BIA	MoEST	35
2	24 August, 2022	Sidhartha Hotel, Nepalgunj	BIA Lumbini	7

## शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय

मिति: २०७९।४।५  
सिंहदरबार,  
काठमाडौं, नेपाल।

पत्र संख्या: - १४१

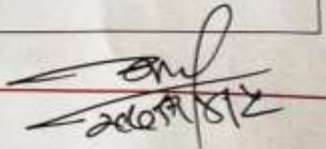
बलानी श्री धनगढी उपमहानगरपालिका धनगढी कैलाली ।  
श्री घोडाघोडी नगरपालिका कैलाली ।  
श्री कमलबजार नगरपालिका अछाम ।  
श्री मंगलसेन नगरपालिका अछाम ।  
श्री शैलियाशिखर नगरपालिका दापुला ।  
श्री दुहुन गाँउपालिका दापुला ।  
श्री पाटन नगरपालिका बैतडी ।  
श्री मेत्तीली नगरपालिका बैतडी ।  
श्री केदारस्यू गाँउपालिका बझाङ ।  
श्री तन्कोट गाँउपालिका बझाङ ।

विषय: कार्यशालामा सहभागी पठाउनुहुन ।

प्रस्तुत विषयमा यस मन्त्रालयको आयोजनामा प्राविधिक तथा व्यावसायिक शिक्षा र तालिम क्षेत्रको क्षेत्रगत रुपमैतिक योजना निर्माण गर्न लागिएको व्यहोरा अबगत सराउदै उक्त योजना निर्माण सम्बन्धी सरोकारवालाहरूसँग अन्तर्क्रिया र सुलभता गरी राय सुझाव र प्रतिक्रिया लिनको लागि एक (२) दिने कार्यशाला तयसित बमोजिमको मिति, समय र स्थानमा सम्मिलन हुने भएको हुँदा सो कार्यशालामा तैह्र नगरपालिका/गाउँपालिका अन्तर्गतका तल उल्लेखित विद्यालय मध्ये सम्बन्धित विद्यालयका प्रधानाध्यापक/प्रिन्सीपललाई सहभागिताको लागि सम्बन्ध गरिदिनुहुन अनुरोध छ ।

क्र सं	जिल्लाको नाम	प्राविधिक शिक्षालयको नाम	कक्षा (९-१२) को प्राविधिक धारका माध्यमिक विद्यालयको नाम
१	कैलाली	धनगढी बहुप्राविधिक शिक्षालय धनगढी उपमहानगरपालिका कैलाली । २ जना विद्यार्थी प्रतिनिधि समेत सभागी गराउनुहुन	पहलमानसिंह मेमोरियल माध्यमिक विद्यालय, घोडाघोडी नगरपालिका कैलाली । २ जना विद्यार्थी, २ जना अभिभावक प्रतिनिधि समेत सभागी गराउनुहुन ।
२	अछाम	जातपाटेवी माध्यमिक विद्यालय कमलबजार नगरपालिका अछाम ।	मंगलानेपाल राष्ट्रिय मा वि मंगलसेन अछाम।
३	दापुला	ततिनाथ माध्यमिक विद्यालय शैलियाशिखर नगरपालिका दापुला ।	जनविकास माध्यमिक विद्यालय दुहुन गाँउपालिका दापुला ।
४	बैतडी	शिमटा बहुप्राविधिक शिक्षालय पाटन नगरपालिका बैतडी ।	मनिलेक माध्यमिक विद्यालय मेत्तीली नगरपालिका बैतडी ।
५	बझाङ	श्रीरव माध्यमिक विद्यालय जोटा केदारस्यू गाउँपालिका बझाङ ।	दुर्गा भवानी माध्यमिक विद्यालय तन्कोट गाउँपालिका बझाङ ।

फोन नं.:  
वेबसाइट: www.moest.gov.np



**Annex 2.2: 14 June 2022 Workshop schedule (sample)**

<b>SN</b>	<b>Activities</b>	<b>Responsibility/ resources</b>
1	Inaugural session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session chair	Dr. Kamal Prasad Pokhrel, Joint Secretary, TVET Division of MoEST
1.3	Welcome	Mr. Kul Bahadur Phadera, Under Secretary MoEST
1.4	Objective of the Program	Dr. Hari Prasad Lamsal, Joint Secretary, Planning and Monitoring Division, MoEST
1.5	Master of ceremony	Mr. Kul Bahadur Phadera, Under Secretary, MoEST
2	Technical session	Dr. Hari Pradhan with other team members
2.1	Study concept presentation	Dr. Hari Pradhan
2.2	Questions clarification	Dr. Hari Pradhan, Kul B. Phadera, Er. Chuman Babu Shrestha, Team Leader
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

**Annex 3: List of Federal Workshop/ events participants (workshop date wise)****Annex 3.1: 14 June 2022 workshop participants**

<b>SN</b>	<b>Name</b>	<b>Attendee</b>	<b>Organization</b>
1	Dr. Hari Prasad Lamsal	Joint Secretary, Planning and Monitoring Division,	MoEST
2	Dr. Kamal Prasad Pokhrel	Joint Secretary, TVET Division,	MoEST
3	Mr. Ghanshyam Aryal	Under Secretary	MoEST
4	Mr. Jaya Prasad Acharya	Under Secretary	MoEST
5	Mr. Gauri Shankar Sharma	Under Secretary	MoEST
6	Mr. Deepak Prasad Poudel	Director, Technical Division	CTEVT
7	Mr. Shiva Ram Shrestha	Account Officer	CTEVT
8	Mr. Birendra Pandey	Executive Member	Confederation of Nepalese Industry
9	Mr. Erik Winther-Schmidt	Team Leader	Dakchyata, British Council
10	Mr. Rajendra Bahadur Shrestha	Deputy Team Leader	Dakchyata, British Council
11	Mr. Sambedan Koirala	Consultant	
12	Dr. Hari Pradhan		British Council
13	Mr. Roshan Ghimire	Project Manager	CPPD
14	Er. Chuman Babu Shrestha	Team Leader	CPPD
15	Mrs. Sita Paudel	GESI Expert	CPPD
16	Mr. Nijendra Pratap Shrestha	Documentation Officer	CPPD
17	Mr. Avijat Niraoula		CPPD
18	Ms. Suzana Kansakar		CPPD
19	Ms. Pratikshya Pandey		CPPD

**Annex 3.2: 29 June 2022 workshop participants**

SN	Name	Attendee	Organization
1	Hari Prasad Lamsal	J.S.	MoEST
2	Kamal Prasad Pokhrel	J.S.	MoEST
3	Shiva Kumar Sapkota	D.G.,	ERO
4	Kul Bahadur Phadera	U.S.	MoEST
5	Daya Ram Acharya,	Deputy Director	CTEVT
6	Yubaraj Subedi,	J.S.	MoEST
7	Deepak Pd. Poudel,	Director	CTEVT
8	Govinda Kumar Shrestha	ED (Senior Trainer)	TITI
9	Anil Bajracharya	Deputy Director,	CTEVT
10	Binod Badal	Director	CTEVT
11	Yam Prasad Bhurte	Controller	CTEVT
12	Pitambar Bhandari	U.S.	MoEST
13	Narayan Prasad Pokhrel	U.S. MoEST	
14	Lok Nath Acharya	Deputy Controller	NEB (SEE Grade 10)
15	Subash Dhakal	U.S (Tech	MoEST
16	Suresh Kumar Joshi	Director	CEHRD
17	Prem Bhattarai	Director	CDC
18	Jangol Bd Aryal. Director	NEB	
19	Kumar Basnet	Section Officer	ERO
20	Gouri Shankar Pandey	U.S.	MoEST
21	Phatik Bdr KC	U.S.	MoEST
22	Rama Aryal	U.S.	MoEST
23	Dhan Bdr. Shrestha	U.S.	MoEST
24	Arjun Bdr. Shrestha	U.S.	MoEST
25	Ishori Pd. Pokhrel	U.S.	MoEST
26	Sarita Devi Sharma	Section Officer	MoEST
27	Gyanendra Mahato	Officer	Moljpa
28	Mina Regmi Poudel	Section Officer	MoEST
29	Sirish Pun	U.S	MoALD
30	Chandika Niroula	Nasu	MoEST
31	Sahishnu Pokhrel	Engineer	MOPIT
32	Kishor Bartaula	U.S	MoF
33	Madhu Timilsina	SDE	MOWS
34	Krishna Prasad Sharma	NEB	
35	Arjun Mahato Kushwaha	Engineer	MoUD
36	Bijara Raj Subedi	U.S.	MoEST
37	Madhu Sudan Pudasaini	Computer Officer	MOCIT
38	Bhuraneshor Dhungana	Director	CTEVT
39	Anoj Bhattarai	Director	CTEVT
40	Rishi Pandey	Education Planner Quality Assurance	UGC-Nepal
41	Rudra Prasad Adhikari	DDG	CEHRD
42	Shree Prasad Bhattarai	DDG	CEHRD
43	Kul Prasad Khanal	U.S.	MoEST
44	Prem Prasad Tripathi	Section Officer	MoEST
45	Dhana K.C.	MoEST	
46	Nagendra P.Dahal	MoEST	

<b>SN</b>	<b>Name</b>	<b>Attendee</b>	<b>Organization</b>
47	Dipak Bhandari	MoEST	
48	Anushila Kafle	Nasu	MoEST
49	Amira Chaudhary	MoEST	
50	Padam	MoEST	
51	John Mountford	Dakchyata	
52	Erik Winther-Schmidt	Team Leader	Dakchyata
53	British Council		
54	Rajendra Bahadur Shrestha	Deputy Team Leader	Dakchyata
55	British Council		
56	Bandana Thapa	Program Manager	EU
57	Mukunda Mani Khanal	NPM	UNDP/SKILLS
58	Sambedian Koirala	Consultant	CEHRD
59	Hari Pradhan	British Council	
60	Sita Paudel	TVET/GESI Expert	CPPD
61	Nijendra Pratap Shrestha	Documentation Officer	CPPD
62	Chuman Shrestha	TVET/Planning Expert	CPPD
63	Roshan Ghimire	Project Manager	CPPD
64	Suzana Kankasar	CPPD	
65	Pratikshya Pandey	Logistic support	CPPD
66	Madhu Lamsal	CPPD	
67	Nripa Devkota	CPPD	

### Annex 3.3: 11-12 July 2022 workshop presentation

SN	Name	Designation	Institute
1	Khagendra Prasad Adhikari	Vice Chairperson	CTEVT
2	Jeeb Narayan Kafle	Member Secretary	CTEVT
3	Mahesh Bhattarai	Executive Director	TITI
4	Tek Bahadur Malla	Director	NSTB, CTEVT
5	Deepak Prasad Poudel	Director	Technical, CTEVT
6	Mister Kant Mainali	Director	Training, CTEVT
7	Debesh Chandra Devkota	Director	Polytechnic, CTEVT
8	Binod Badal	Director	Research, CTEVT
9	Anoj Bhattarai	Director	Curriculum, CTEVT
10	Bhuvaneswor Dhungana	Director	Planning, CTEVT
11	Nalaram Devkota	Director	Sakchyamta Project
12	Ram Hari Devkota	Director	TECs
13	Pushpa Raj Poudel	Deputy Director	Examination
14	Navaraj Koirala	Admin Chief	Sakchyamta Project
15	Shiva Ram Shrestha	Finance Officer	Sakchyamta Project
16	Damodar Devkota	Focal Person	Vice Chairperson, CTEVT
17	Umesh Mishra	Deputy Director	Polytechnic, CTEVT
18	Anil Muni Bajracharya	Deputy Director	Research, CTEVT
19	Min Bahadur Basnet	Senior Procurement Officer	Senior Procurement Officer
20	Min Raj Adhikari	Deputy Director	Accreditation, CTEVT
21	Deepak Babu Aryal	Deputy Director	Planning, CTEVT
22	Ishwar Chandra Ghimire	Deputy Director	Technical, CTEVT
23	Deepak Tandan	President	Employee Union, CTEVT
24	Parasu Ram Khanal	Deputy Director	TECs, CTEVT
25	Laxman Kwan	Deputy Director	Curriculum, CTEVT
26	Parmod Regmi	Finance Controller	CTEVT
27	Dipendra Nath Adhikari	Legal Officer	CTEVT
28	Kul Bahadur Phadera	Under Secretary	MoEST
29	Dr. Hari Pradhan	Team Leader	British Council
30	Roshan Ghimire	Program Manager	CPPD
31	Chuman Shrestha	TVET Planning expert	CPPD
32	Sita Paudel	GESI expert	CPPD
33	Nijendra Pratap Shrestha	Documentation Officer	CPPD
34	Suzana Kankasar	Program Support	CPPD
35	Pratikshya Pandey	Logistic Support	CPPD
36	Rajendra Bahadur Shrestha	Deputy Team Leader	Dakchyata/ British Council
37	John Mountford	Team Leader	Dakchyata/ British Council
38	Krijan Shrestha	Camera person	Donoe dorie
39	Saksham Palanchoke	Videographer	Donoe dorie

**Annex 3.4: 21 July, 2022 workshop participants**

SN	Name	Designation	Institute
1.	Choodamani Paudel	DG	CEHRD
2.	Hari Prasad Lamsal	Joint secretary	MoEST
3.	Kamal Prasad Pokhrel	Joint secretary	MoEST
4.	Kul Bahadur Phadera	Under secretary	MoEST
5.	Dilli Ram Luintel	DDG	CEHRD
6.	Keshab Prasad Dahal	Administrative Chief	TSC
7.	Madhav Prasad Dahal	Director	CEHRD
8.	Sudarshan Marahatta	Under secretary	TSC
9.	Renuka Pandey	Under secretary	TSC
10.	Sangita Regmi	Under secretary	TSC
11.	Suresh Kumar Joshi	Director	CEHRD
12.	Arjun Dhakal	Director	CEHRD
13.	Ramchandra Sharma	Director	CEHRD
14.	Chandra Prasad Sharma	Section Officer	CEHRD
15.	Ishwor Prasad Sharma	Under secretary	MoEST
16.	Binod Gelal	Under secretary	CEHRD
17.	Ramesh Prasad Mainali	Unit Chief	EDCU
18.	Mahendra Bahadur Chhetri	Chief Education Deputy	Lalitpur Metropolitan City
19.	Nanda Lal Paudel	Unit Chief	EDCU, Kathmandu
20.	Ram Prasad Subedi	Education Officer	KMC
21.	Krishna Prasad Sharma	Controller	NEB
22.	Kewali Ram Adhikari	Under secretary	EVENT-II
23.	Tej Prasad Prasai	Under secretary	MoEST
24.	Binod Bhattarai	Assistant Director	University Grant Commission
25.	Dhana Giri	Samabini	Madyapur Education
26.	Jaya Prasad Acharya	Under secretary	MoEST
27.	Rudra Prasad Adhikari	DDG	CEHRD
28.	Shree Prasad Bhattarai	DDG	CEHRD
29.	Divya Dawadi	Director	CEHRD
30.	Ganesh Prasad Dhakal	Unit Chief	EDCU, Lalitpur
31.	Subhash Dhakal	IT Director	MoEST
32.	Nilkantha Dhakal	Director	CEHRD
33.	Girman Thapa	Director	CEHRD
34.	Bhuvaneswar Dhungana	Director	CTEVT
35.	Deepak Babu Aryal	Deputy Director	CTEVT/Planning Division
36.	Chandra Kanta Bhusal	PD	EVENT Project-II
37.	Shiva Ram Shrestha	Finance Officer	CTEVT
38.	Shalik Ram Bhusal	Director	CDC
39.	Tilak Ram Paudel	OA	CEHRD
40.	Dipak Bhandari	Section Officer	MoEST
41.	Shyam Lal Panthi	Nasu	CEHRD
42.	Hari Pradhan	Team Leader	British Council
43.	John Mountford	Team Leader	Dakchyata/British Council
44.	Rajendra Bahadur Shrestha	Deputy Team Leader	Dakchyata/British Council
45.	Roshan Ghimire	Project Manager	CPPD



<b>SN</b>	<b>Name</b>	<b>Designation</b>	<b>Institute</b>
46.	Rajendra Prasad Adhikari	Expert	CPPD
47.	Bishal Chalise	Economist	CPPD
48.	Chuman Babu	TVET Expert	CPPD
49.	Sita Paudel	GESI Expert	CPPD
50.	Nijendra Pratap Shrestha	Documentation Officer	CPPD
51.	Pratikshya Pandey	Logistic Supporter	CPPD
52.	Parbat Gadaili	Reporter	Rojgar Media Pvt. Ltd.

### Annex 3.5: 10 August 2022 workshop participants

SN	Name	Designation	Organization	Phone number	Email
1	Ram Krishna Subedi	Secretary	MoEST		
2	Kamal Prasad Pokhrel	Joint Secretary	MoEST		
3	Deepak Sharma	Joint Secretary	MoEST		
4	Hari Prasad Lamsal	Joint Secretary	MoEST	9851115402	lamsalhp@hotmail.com
5	Bhagawan Aryal	Joint Secretary	MoEST	9851122833	
6	Kul Bahadur Phadera	Under Secretary	MoEST	9845369402	
7	Mukesh Kumar Kesari	Director	Department of Immigration	9851181213	Mukesh525@gmail.com
8	Nagendra Prasad Dahal	Section Officer	MoEST	9851240538	dahalnagendrprasad@gmail.com
9	Dipak Bhandari	Section Officer	MoEST	9857064058	dpkbhandari39@gmail.com
10	Rekha Pandey	Under Secretary	Ministry of Communication and Information Technology	9841712791	Linakc.ramkod@gmail.com
11	Uttam Babu Bhattarai	Director	Nepal Mountain Academy	9851032688	uttamjee@gmail.com
12	Manju Kumari Pokharel	Section Officer	Ministry of Law, Justice and Parliamentary affairs	9851139453	Manjuk.pokharel@gmail.com
13	Prakash Thapa	Under Secretary	Ministry of Forests and Environment	9849010358	Prakash.thapa013@gmail.com
14	Mahendra Kumar Sapkota	Under Secretary	Ministry of Federal Affairs and General Administration	9841219987	mksapkota7@gmail.com
15	Dr. Krishna Bahadur Ghimire	Under Secretary	Ministry of youth and sports	9843632477	ghimire.krishna@gmail.com
16	Laxmi Kumar Khadka	Under Secretary	MoEST	9851089362	Khadka011@gmail.com
17	Debaka Dhakal	Section Officer	MoEST	9851156054	dwdhakal@gmail.com
18	Suman Salika		Ministry of Urban Development	9841923660	sumansalike@gmail.com
19	Dipak Babu Aryal	Deputy-Director	CTEVT	9851038310	dbaryal2000@gmail.com
20	Bishnu Kumari Adhikari	Section Officer	Ministry of foreign affairs	9841981231	Adhikary.bishnu@gmail.com
21	Suresh Kumar Joshi	Director	CEHRD	9841355515	Joshi511@yahoo.com
22	Kewaliram Adhikari	Under Secretary	EVENT-II	9842050673	K2023adhikari@gmail.com
23	Basu Dev Osti	Under Secretary	National Planning Commission	9841549952	basuosti@gmail.com
24	Dr. Hari Pradhan	Team Leader	British Council		

<b>SN</b>	<b>Name</b>	<b>Designation</b>	<b>Organization</b>	<b>Phone number</b>	<b>Email</b>
25	Rajendra Prasad Adhikari		CPPD	9851038784	
26	Chuman Babu Shrestha	TVET planning Expert	CPPD	9841217590	chumanbabus@gmail.com
27	Sita Paudel	GESI Expert	CPPD	9851187688	
28	Roshan Ghimire	Project Manager	CPPD	9851204309	rosh.ghimire@gmail.com
29	Nijendra Pratap Shrestha	Documentation Officer	CPPD	9851172305	
30	Suzana Kansakar	Project Support	CPPD	9841993433	Suzi.ya@gmail.com
31	Pratikshya Pandey	Logistic Support	CPPD	9869098857	Pandeypratikshya99@gmail.com
32	Parbat Gadaili	Reporter	Rojgar Media Pvt. Ltd.	9840985801	parbatboo@gmail.com
33	Amira Chaudhary	Office Assistant	MoEST	9841024081	

**Annex 3.6: 11 August, 2022 workshop participants**

S.N	Name	Designation	Organization (Full Name)	Phone No	Email
1	Ram Krishna Subedi	Security	MoEST		
2	Hari Prasad Lamsal	Joint Secretary	MoEST		
3	Kamal Prasad Pokhrel	Joint Secretary	MoEST		
4	Bhagwan Aryal	Joint Secretary	MoEST	9851122837	
5	Kul Bahadur Phadera	Under Secretary	MoEST	9841563511	phadera@gmail.com
6	Dipak Bhandari	Section officer	MoEST	9857004058	dpkbhandari39@gmail.com
7	Ghanashyam Aryal	Under Secretary	MoEST	9856035455	gsaryal@gmail.com
8	Nagendra Pratap Dahal	Section officer	MoEST	9851240538	dahalnagendrpratap@gmail.com
9	Laxmi Kumar Khadka	Under Secretary	MoEST	9851089562	khadka011@gmail.com
10	Dewaka Dhakal	Section officer	MoEST	9851156054	dwdkhanal@gmail.com
11	Sita Paudel	GESI	MoEST	9851187688	
12	Chandra Kanta Bhusal	Project Director	EVENT-II	9851253741	ckbhusal033@gmail.com
13	Pramod Lamichhane	Member	FCAN	9851017491	pramodlami69@gmail.com
14	Shyam Bahadur Tamang	President	Chef Association of Nepal	9860441090	shyاملama497@gmail.com
15	Mohan Katuwal	President	Federation of Grill and Steel Fabrication Nepal	9851051884	mohankatuwal1@gmail.com
16	Birendra Raj Pandey	Vice President	CNI	9801138826	birendra.pandey@nepaladarsha.com.np
17	Binayak Shah	Senior Vice President	FHAN	9801037907	binayak.shah2010@gmail.com
18	Sanam Shakya	Senior Vice President	HAN	9851119444	fhan.sanam@gmail.com
19	Rabi Bhusan Jha	General Secretary	Nepal Engineer Association	9851107724	rabi4env@gmail.com
20	Om Bahadur Khatri	General Secretary	Nepal Solar Association of Nepal	9851117031	visiontabright@gmail.com
21	Shekhar Dulal	Secretary	FCAN	9851081595	shekhardulal@gmail.com
22	Milabh Shrestha	Senior Technical Officer	FNCCI	9801192577	milabh@fncci.org
23	Dr Bishwa Raj Dawadi	Ex Commerce Member	Nepal Medical Council	9841226322	bishwadawadi@gmail.com
24	Mana Rai	President	NAN	9841447590	
25	Hari Kumar Pradhan	TVET Expert	British Council	9851158930	drharipradhan@gmail.com

S.N	Name	Designation	Organization (Full Name)	Phone No	Email
26	Rajendra Prasad Adhikari	Government Expert	CPPD	9851038784	adhikari_rajendra@outlook.com
27	Pratikshya Pandey	Program Associate	CPPD	9869098857	pandeypratikshya99@gmail.com
28	Chuman Babu Shrestha	Planning Expert	CPPD	9841217590	chumanbabu@gmail.com
29	Roshan Ghimire	Project Manager	CPPD	9851204309	rosh.ghimire@gmail.com
30	Suzana Kansakar	Program Officer	CPPD	9841993433	suzi.ya@gmail.com
31	Nijendra Pratap Shrestha	Documentation Expert	CPPD	9851172305	shresthanijendra@gmail.com
32	Prabat Gadaili	Reporter	Rojgar Mrdia Pvt.Ltd	9840985801	parbathod@gmail.com
33	Amira Chaudhary	Support Staff	MoEST		
34	Dhana K.C	Non-Gazet	MoEST		
35	Padma Dhakal	office Assisat	MoEST		

**Annex 3.7: 24 August 2022 workshop participants**

<b>SN</b>	<b>Name</b>	<b>Designation</b>	<b>Institute</b>	<b>Phone</b>	<b>Email</b>
1	Laxmi K.C. Ojha	President (Nursing Officer)	Nursing Association of Nepal, Banke	9848025870	Laxmioli300@gmail.com
2	Hansa Raj Adhikari	Civil Engineer	NEA/ College of Allied Technical Science	9848144935	Missionhansaraj935@gmail.com
3	Bhojraj Timilsina	Vice President	CAN, Lumbini	9857023662	Bhojraj22@gmail.com
4	Madhu Khadka	President	FNCSI, Banke	9858041133	Madhukhadka929@gmail.com
5	Chuman Babu Shrestha	Team Leader/Planning Expert	CPPD	9841217590	chumanbabus@gmail.com
6	Nijendra Pratap Shrestha	Documentation Officer	CPPD	9851172305	shresthanijendra@gmail.com
7	Roshan Ghimire	Program Manager	CPPD		

**Annex 3.8: 2 November 2022 workshop participants**

SN	Name	Designation	Organization	Phone number	Email
1	Ram Krishna Subedi	Secretary	MoEST		
2	Baikuntha Prasad Aryal	Director General	CDC		
3	Shiva Kumar Sapkota	Project Director	Event Project	9851091208	sapkotashiba@yahoo.com
4	Mahesh Bhattarai	Ex.Director	TITI	9851198043	bbmahesh69@gmail.com
5	Ramchandra Sharma	Director	CEHRD	984928615	timilsinaramchandra@gmail.com
6	Bhuvaneshwor Dhungana	Director	CTEVT	9856038235	bhuvaneshworde@gmail.com
7	Deepak Babu Aryal	D.Director	CTEVT	9851238310	dbaryal2000@gmail.com
8	Mukunda Mani Khanal	NPM	UNDP SKILLS	9841395714	mukundamanikhanal@gmail.com
9	Birendra Raj Pandey	Vice President	CNI	9801138828	birendra.pandey@nepaladarsha.com.np
10	Deepak Paudel	Director	CTEVT	9851101415	dpaudel66@gmail.com
11	Shree Pd. Bhattarai	DDG	CEHRD	9841506161	shreepdb101@gmail.com
12	Rudra Prasad Adhikari	DDG	CEHRD	9849930143	rudrap@hotmail.com
13	Vishnu Karki	Advisor	MoEST	9851176421	vkarki@hotmail.com
14	Deepak Sharma	JS	MoEST	9841302406	sharmadeepak2075@gmail.com
15	Dhan Bahadur Shrestha	Under Secretary	MoEST	9842848309	dbshrestha2036@gmail.com
16	Ajit Kumar Gupta	Asst Director	FNCCI	9849643871	gajitfncci@gmail.com
17	Durga Prasad Bhurtel	Under Secretary	MoEST	9841182758	bhurteldp@gmail.com
18	Ghanshyam Aryal	Under Secretary	MoEST	9856035435	gsaryal@gmail.com
19	Laxmi Kumar Khadka	Under Secretary	MoEST	9851089352	khadka011@gmail.com
20	Shiva Ram Shrestha	Finance Officer	CTEVT	9851101416	shivaram.shrestha@gmail.com
21	Ishwor Prasad Kaphle	Under Secretary-Assitant	MoEST	9851131280	ishworkaphle1@gmail.com
22	Chuman Babu Shrestha	Team Planner	CPPD	9841217590	chumanbabus@gmail.com

SN	Name	Designation	Organization	Phone number	Email
23	Nijendra Pratap Shrestha	Documentation Officer	CPPD	9851172305	shresthanijendra@gmail.com
25	Roshan GHimire	Project Manager	CPPD	9851204305	rosh.ghimire@gmail.com
26	Suzana Kansakar	Project Support	CPPD	984199348	suzi.ya@gmail.com
27	Salik Ram Lamsal	Program Assitant	CPPD	98613319941	lamsal.salik03@gmail.com
28	Hari Prasad Lamsal	Joint Secretary	MoEST	9851115902	lamsalh@gmail.com
29	Bhagawan Aryal	Joint Secretary	MoEST	9851122833	bhagawanaryal66@gmail.com
30	Girman Thapa	Director	CEHRD	9841390654	thapagirman@yahoo.com
31	Gobinda Prasad Aryal	Director	CEHRD	9851236985	aryalgobinda71@gmail.com
32	Suresh Kumar Joshi	Director	CEHRD	9841355515	joshi511@yahoo.com
33	Kul Bahadur Phadera	Under Secretary	MoEST		
34	Tara Regmi	Office Supporter	MoEST		
35	Padma Dhakal	Office Supporter	MoEST		
36	Dhana K.C	Non Gazet	MoEST		
37	Ranjit Deula		MoEST		



**Annex 3.9: 4 November 2022 workshop participants**

SN	Name	Designation	Organization	Phone number	Email
1	Ram Krishna Subedi	Secretary	MoEST		
2	Bhagwan Aryal	Joint Secretary	MoEST	9851122833	
3	Hari Prasad Lamsal	Joint Secretary	MoEST	9851115902	
4	Kamal Prasad Pokhrel	Joint Secretary	MoEST	9849362062	
5	Binayak Shah	Vice President	HAN		
6	Kul Bahadur Phadera	Under Secretary	MoEST		
7	Shyam Bahadur Tamang	President	Chef Association of Nepal	9808542082	shyamlama497@gmail.com
8	Ratna Guragain	Board Member	Nursing Association	9841335427	ratna1@gmail.com
9	Sarala KC	President	Nepal Nursing Council	9851036280	saralac2009@gmail.com
10	Mana Kumari Rai	President	Nursing Association of Nepal	9841447590	ri_simma@hotmail.com
11	Birendra Raj Pandey	Vice President	CNI	9801138828	birendra.pandey@nepaladarsha.com.np
12	Sonam Shakya	S.V.P	Federation of Handicraft Association of Nepal	9851119444	fhan.sanam@gmail.com
13	Prof. Takma K.C	IOM	Institute of Medicine, TU	984144759	kctakma@gmail.com
14	Er. Binod Bdr. Pal	Executive Member	Nepal Engineers' Association	9851059050	pal.binod027@gmail.com
15	Anil Muni Bajracharya	Principal	SPI/CTEVT	9851049422	anil.bajracharya@gmail.com
16	Ajit Kumar Gupta	Asst. Director	FNCCI	9849643871	gajitfncci@gmail.com
17	Laxmi Kumar Khadka	Under Secretary	MoEST	9851089362	khadka011@gmail.com
18	Mohan Katuwal	President	Federation of Grill Association of Nepal	9857057884	mohankatuwal@gmail.com
19	Vishnu Karki	Consultant	MoEST	9851176421	vkarki@hotmail.com
20	Rajendra Prasad Adhikari	Chairman	TITI	9851038754	
21	Deepak Pd. Poudel	Director	CTEVT	9851101415	dpaudel66@gmail.com
22	Binod Badal	Director	CTEVT	9851174121	binodbadal@gmail.com

SN	Name	Designation	Organization	Phone number	Email
23	Tek Bahadur Malla	Director	CTEVT/NSTB	9851112488	tekzilla2@gmail.com
24	Pramod Baniya	Senior Vice President	Federation of Professional Training and Employment, Nepal	9851067843	pramodbaniya@gmail.com
25	Deepak Babu Aryal	Deputy Director	CTEVT	9851238310	dbaryal2000@gmail.com
26	Bhuvaneshor Dhungana	Director	CTEVT	9851238310	bhuvaneshord@gmail.com
27	Suresh Kumar Joshi	Director	CEHRD	9841355515	joshi511@gmail.com
28	Dhan Bahadur Shrestha	Under Secretary	MoEST	9842848329	dbsth2036@gmail.com
29	Shiva Ram Shrestha	Finance Officer	CTEVT	9851101416	shivaram.shrestha@gmail.com
30	Ishwari Prasad Gnawalai	Under Secretary	MoEST	9841408323	ignawali968@gmail.com
31	Durga Prasad Bhurtel	Under Secretary	MoEST	9841182758	bhurteldp@gmail.com
32	Gouri Shankar Pandey	Under Secretary	MoEST	9841379309	ggspandey@yahoo.com
33	Tej Bdr Thapa	Section Officer	MoEST	9858050485	tejbdr01@gmail.com
34	Tej Prasad Prasai	Under Secretary	MoEST	9841743414	tejprakashprasai@gmail.com
35	Baldev Bhandari	Section Officer	MoEST	9841360470	baldevbhandari4@gmail.com
36	Ghanshyam Aryal	Under Secretary	MoEST	9856035455	gsaryal@gmail.com
37	Shekhar Nath Dulal	Secretary	CAN Federation	9851081595	shekhardulal@gmail.com
38	Ekaraj Acharya	Section Officer	MoEST	9842848784	ekrajacharya@gmail.com
39	Dewakar Dhakal	Section Officer	MoEST	9851156054	dudhakal@gmail.com
40	Nagendra Prasad Dahal	Section Officer	MoEST	9851240538	dahalnagendrprasad@gmail.com
41	Rudra Prasad Adhikari	DDG	CEHRD	9849930143	rudra@hotmail.com
42	Chuman Babu Shrestha	Team Planner	CPPD		
43	Sita Paudel	GESI Expert	CPPD		
44	Nijendra Pratap Shrestha	Documentation Expert	CPPD		
45	Roshan Ghimire	Project Manager	CPPD		

<b>SN</b>	<b>Name</b>	<b>Designation</b>	<b>Organization</b>	<b>Phone number</b>	<b>Email</b>
46	Suzana Kansakar	Project Supporter	CPPD		
47	Salik Ram Lamsal	Project Assistant	CPPD		
48	Dhana K.C	Non Gazet	MoEST		
49	Tara Regmi	Office Supporter	MoEST		
50	Padma DHakal	Office Supporter	MoEST		
51	Amira Chaudhary	Office Supporter	MoEST		
52	Ranjit Deula		MoEST		
53	Buddha Nagarkoti		MoEST		
54	Satyam Acharya		MoEST		

**Annex 3.10: 8 November 2022 workshop participants**

SN	Name	Designation	Organization	Phone number	Email
1	Ram Krishna Subedi	Secretary	MoEST		
2	Bhagwan Aryal	Joint Secretary	MoEST	9851122833	
3	Hari Prasad Lamsal	Joint Secretary	MoEST	9851115902	
4	Kamal Prasad Pokhrel	Joint Secretary	MoEST	9849362062	
5	Deepak Pd. Poudel	Director	CTEVT	9851101415	dpaudel66@gmail.com
6	Kul Bahadur Phadera	UNDER SECRETARY	MoEST		kbphadera@gmail.com
7	Binod Badal	Director	CTEVT	9851174121	binodbadal@gmail.com
8	Tek Bahadur Malla	Director	CTEVT/NSTB	9851112488	tekamalla2@gmail.com
9	Krishna Kumari Shrestha	UNDER SECRETARY	MOCTCA	9849226127	krishnashrestha6127@gmail.com
10	Kamal Prasad Pandey	Director	Department of Immigration	9849852088	pandeypkamal@gmail.com
11	John Mountford	Team Leader	British Council		
12	Rajendra B. Shrestha	DTL	Dakshyata	9851201973	Rajendra.Shrestha@britishcouncil.org.np
13	Hempant Kaphle	ENgineer	MOUD, NRCBT	9843555454	gfivehemant@gmail.com
14	Deepak Babu Aryal	Deputy Director	CTEVT	9851238310	dbaryal2000@gmail.com
15	Shiva Ram Shrestha	Finance Officer	CTEVT	9851101416	shivaram.shrestha@gmail.com
16	Dipesh Khanal	Section Officer	MoLJPA	9841075257	dipeshkhanal2001@gmail.com
17	Damodar Wagle	UNDER SECRETARY	MoLCPA	9851185644	dkwagle@gmail.com
18	Ram Bandhu Sharma	UNDER SECRETARY	Ministry of Water and Sanitary	9841369565	sharmaraambandhu@gmail.com
19	Durga Prasad Bhurtel	UNDER SECRETARY	MoEST	9841182758	bhurteldp@gmail.com
20	Maiya Kadel	UNDER SECRETARY	Foreign Emp. Board Secretarian	9851185186	maiyakadel@yahoo.com
21	Bhuvaneshor Dhungana	Director	CTEVT	9851238310	bhuvaneshord@gmail.com
22	Guru Prasad Adhikari	Senior Division Engineer	MoPIT	9851130428	salyaniguru@gmail.com
23	Dr. Krishna Bahadur Ghimire	UNDER SECRETARY	MoYS	9843632477	ghimire.krishna@gmail.com
24	Vishnu Karki	Consultant	MoEST	9851176421	vkarki@hotmail.com

SN	Name	Designation	Organization	Phone number	Email
25	Nirmala Thapa	UNDER SECRETARY	MoFE	9849164623	thapa4444@yahoo.com
26	Laxmi Kumar Khadka	UNDER SECRETARY	MoEST	9851089362	khadka@gmail.com
27	Suresh Kumar Joshi	Director	CEHRD	9841355515	joshi511@gmail.com
28	Dewaka Dhakal	Section Officer	MoEST	9851156054	dwdhakal@gmail.com
29	Ghanshyam Aryal	UNDER SECRETARY	MoEST	9856035455	gsaryal@gmail.com
30	Jaya Prasad Acharya	UNDER SECRETARY	MoEST	9841429705	acharyajayaprasad@gmail.com
31	Anil Muni Bajracharya	Principal	CTEVT	9851049410	anil.bajracharya@gmail.com
	Nagendra Prasad Dahal	Section Officer	MoEST	9851240538	dahalnagendraprasad@gmail.com
32	Dr Lok Nath Bhusal	Program Director	National Planning Commission	9849143651	bhusaln75@gmail.com
33	Chuman Babu Shrestha	Team Planner	CPPD		
34	Sita Paudel	GESI Expert	CPPD		
35	Nijendra Pratap Shrestha	Documentation Expert	CPPD		
36	Suzana Kansakar	Project Supporter	CPPD		
37	Salik Ram Lamsal	Project Assistant	CPPD		
38	Dhana K.C	Non Gazet	MoEST		
39	Tara Regmi	Office Supporter	MoEST		
40	Padma DHakal	Office Supporter	MoEST		
41	Amira Chaudhary	Office Supporter	MoEST		
42	Ranjit Deula		MoEST		
43	Buddha Nagarkoti		MoEST		
44	Satyam Acharya		MoEST		
45	Jebindra Maharjan		MoEST		

## Annex 4: Introductory Presentation by MoEST (sample)

 <p>! हार्दिक नमस्कार तथा स्वागतम !</p>	<p>नेपाल सरकार शिक्षा विज्ञान तथा प्रविधि मन्त्रालय सिंहदरवार</p> <ul style="list-style-type: none"><li>• प्राविधिक तथा व्यावसायिक शिक्षा र तालिम क्षेत्रको रणनीतिक सुधार योजना निर्माण सम्बन्धी प्रदेश कार्यशाला</li><li>• गण्डकी प्रदेश</li><li>• टुम्की रिसोर्ट लेकसाइट पोखरा</li></ul> <p>• मिति २०७९ भाद्र ५ र ६ गते २ दिन</p>
<p>हार्दिक नमस्कार तथा स्वागतम</p> <ul style="list-style-type: none"><li>• १ आगमन र सहभागी रजिष्ट्रेशन</li><li>• २ बिहानको खाजा विहान ८:३० देखि ९:०० बजे</li><li>• ३ आशन ग्रहण विहान ९:०० देखि ९:१५ बजे</li><li>• ४ समुद्घाटन विहान ९:१५ देखि ९:२० बजे</li></ul>	<h1>३ आशन ग्रहण</h1>
<p>३ आशन ग्रहण सभा अध्यक्ष</p> <p>श्रीमान सचिव देवेन्द्र लामिछानेज्यू</p> <p>शिक्षा, संस्कृति, विज्ञान, प्रविधि तथा सामाजिक विकास मन्त्रालय गण्डकी प्रदेश, पोखरा ।</p> 	<p>३ आशन ग्रहण प्रमुख अतिथि</p> <p>माननीय मन्त्री मेखलाल श्रेष्ठज्यू</p> <p>शिक्षा, संस्कृति, विज्ञान, प्रविधि तथा सामाजिक विकास मन्त्रालय गण्डकी प्रदेश, पोखरा ।</p> 

### ३ आशान ग्रहण विशेष अतिथि

प्रदेश मामिला समितिका सभापति  
माननीय खिम बिक्रम शाहीज्यू  
गण्डकी प्रदेश, पोखरा ।



### ३ आशान ग्रहण: विशेष अतिथि

प्रदेश मामिला समितिका सदस्य प्रदेश सभा, गण्डकी प्रदेश

- मा. इन्द्र धारा डाडु विष्ट
- मा. कृष्ण बहादुर थापा
- मा. कोषिला बोहरा
- मा. शिन्त बहादुर धले
- मा. दिलमाया रोषका मगर गौतम
- मा. नरदेवी पुन मगर
- मा. पथवी सुब्बा गुरुङ
- मा. मित्र कुमारी गुरुङ सुवेदी
- मा. मिता गुरुङ
- मा. लक्ष्मी सुनार

### ३ आशान ग्रहण: विशेष अतिथि

स्थानीय तहका नगर प्रमुख वा नगर उपप्रमुख

- श्री पोखरा महानगरपालिका, पोखरा ।
- श्री व्यास नगरपालिका, तनहुँ ।
- श्री रुपा गाँउपालिका, पोखरा ।
- श्री अन्नपूर्ण गाँउपालिका, पोखरा ।

### ३ विशेष अतिथिको आशान ग्रहण

श्री पोखरा महानगरपालिका, पोखरा ।

नगर प्रमुख श्री धनराज आचार्यज्यू  
नगर उपप्रमुख श्री मन्जुदेवी गुरुङज्यू



### ४ अतिथिको आशान ग्रहण

श्री व्यास नगरपालिका, तनहुँ ।

नगर प्रमुख श्री बैकुण्ठ न्यौपानेज्यू  
नगर उपप्रमुख श्री इन्दिरा दरैज्यू



### ४ अतिथिको आशान ग्रहण

श्री रुपा गाँउपालिका, पोखरा ।

अध्यक्ष श्री नवराज ओझा  
उपाध्यक्ष श्री तालसुब्बा गुरुङ



#### ४ अतिथिको आशन ग्रहण

श्री अन्नपूर्ण गाँउपालिका, पोखरा ।

अध्यक्ष श्री विष्णु बहादुर के सीज्यू  
उपाध्यक्ष श्री चन्द्रकला अधिकारीज्यू



#### ४ आशन ग्रहण अतिथि

श्रीमान सचिवज्यूहरू

१. गण्डकी प्रदेश सरकार सचिव ।
२. प्रदेश मामिला समितिका सचिव, गण्डकी प्रदेश।
३. उपोच पत्र तथा रेकर्डार मन्त्रालय ।
४. पर्यटन उद्योग बानिज्य तथा श्रमपुर्ति मन्त्रालय ।
५. गण्डकी प्राविधिक शिक्षा तथा व्यावसायिक तालिम प्रतिष्ठानका कार्यकारी निर्देशकज्यू ।
६. प्रविधिक शिक्षा तथा व्यावसायिक तालिम परिषद प्रदेश कार्यालय निर्देशकज्यू

#### ४ आशन ग्रहण TVET EXPERT

डा हरि कुमार प्रधान

योजना निर्माण प्राविधिक कार्यदलका  
विषय विज्ञ



#### ४ आशन ग्रहण अतिथिहरु

प्रदेश तहका कार्यालय प्रमुखज्यूहरु :-

- ❖ शिक्षा विज्ञान तथा प्राविधि मन्त्रालयका उपसचिव
- ❖ शिक्षा विकास निदेशनालयका निर्देशकज्यू
- ❖ मन्त्रालयका उपसचिव तथा पदाधिकारीज्यू
- ❖ गण्डकी प्राविधिक शिक्षा तथा व्यावसायिक तालिम प्रतिष्ठान  
उपसचिवज्यू
- ❖ शिक्षा तालिम केन्द्रका प्रमुखज्यू
- ❖ न्यायौत तहको शिक्षा विभाग प्रमुख तथा महाशाखा प्रमुखज्यूहरु

#### ४ आशन ग्रहण अतिथिहरु

एकाई प्रमुखज्यू

शिक्षा विकास तथा समन्वय एकाई

१. कास्की,
२. तनहु,
३. गोरखा,
४. वाग्लुङ,
५. मुस्ताङ,
६. नेवलपरासी पूर्व

#### ४ आशन ग्रहण अतिथिहरु

- ❖ नेपाल उद्योग बानिज्य संघका पदाधिकारी तथा प्रतिनिधि ।
- ❖ नेपाल उद्योग परिषदका पदाधिकारी तथा प्रतिनिधि ।
- ❖ नेपाल पत्रकार महासंघका पदाधिकारी तथा प्रतिनिधि ।



## ४ आसन ग्रहण अतिथिहरू

### नमुना छनौट भएका जिल्लाहरूका

- ❖ प्राविधिक शिक्षालयका प्रिन्सिपल/न्युहर्
- ❖ कक्षा (९-१२) को प्राविधिकधार संचालित सामुदायिक माध्यमिक विद्यालयका प्रधानाध्यापक/न्युहर्
- ❖ विद्यालयका व्यवस्थापन समितिका पदाधिकारी तथा अभिभावक/न्यु
- ❖ विद्यार्थीहरू ।

## ४ आसन ग्रहण अतिथिहरू

### नमुना छनौट भएका जिल्लाहरूका विद्यालयहरू

- श्री धौलागिरी सेमिनारिङ हाइवे नवरायिका ।
- श्री धौलागिरी शीत महात्मिक विद्यालय इगर्गुङ ।
- श्री कालान्द्रकी पब्लिकलिक इन्स्टीट्यूट सिपेङ राउतपाविका ।
- श्री नवरात्री महात्मिक विद्यालय जगह नारायिका ।
- श्री खोटा सेमिनारिङ इन्स्टीट्यूट पलुङ नवरायिका ।
- श्री गजलामे महात्मिक विद्यालय बडकी राउतपाविका ।
- श्री सारिका सेमिनारिङ तथा प्राविधिक इन्स्टीट्यूट काठमाडौं नारायिका राउतपावो पुं ।
- श्री जगत महात्मिक विद्यालय महाविन्दु नारायिका राउतपावो ।
- श्री धौलागिरी बहुविधिक शिक्षण संस्थान राउतपाविका तुलाङ ।
- श्री जगत महात्मिक विद्यालय धरपञ्जरा राउतपाविका तुलाङ ।
- श्री पोखरा टेम्पलकन स्कूल पोखरा पोखरा नवरायिका ।
- श्री बुङलाङ महात्मिक विद्यालय पोखरा नवरायिका ।

## ४ आसन ग्रहण

### कार्यक्रम व्यवस्थापक

सार्वजनिक नीति सम्वाद केन्द्र टिम

चमन बाबु श्रेष्ठ/न्यु,  
सोना पाँडेल/न्यु,  
रोशन प्रिमिरे/न्यु,  
निजन्द प्रताप श्रेष्ठ/न्यु,  
सुजाना कसाकार/न्यु,  
नृपा देवकोटा/न्यु,

## ५ राष्ट्रिय गान सामुहिक गान

www.kisnowepus.com

### राष्ट्रिय गान

National Anthem  
of Nepal



सार्थै वृत्त फूलका हामी, एउटै मातृ नेपाली  
सावैभौम भई पैतृएक, मेरो-महाकाली ।।

प्रकृतिवर खैरोकोटी सम्पदाको आश्रय  
धैर्यहृकपा रगतले, स्वतन्त्र र जटिल ।।

जानभूमि, बान्निभूमि तराई, पहाड, हिमाल  
अक्षय को पारो हाम्रो मातृभूमि नेपाल ।।

बहुत जाडो, भाषा, धर्म, संस्कृति छन् विधान  
अक्षयमी सङ्ग हाम्रो, जय जय नेपाल ।।

www.kisnowepus.com



## ६ उद्घाटन कार्यक्रम

पानसमा दीप प्रज्वलन

माननीय मन्त्री,  
मेखलाल श्रेष्ठ/न्यु

शिक्षा, सस्कृति, विज्ञान, प्रविधि तथा  
सामाजिक विकास मन्त्रालय  
गण्डकी प्रदेश, पोखरा ।



## ६ उद्घाटन कार्यक्रम

सामुहिक रूपमा कार्यक्रमको उद्घाटन विमोचन र व्याचन

प्रदेश मामिला समितिका सम्पादिका  
माननीय किम बिजुन शाही/न्यु  
गण्डकी प्रदेश, पोखरा  
र  
नगर प्रमुख पोखरा महानगरपालिका  
नगर उपप्रमुख पोखरा महानगरपालिका  
र सबै



७ स्वागत मन्तव्य तथा कार्यक्रमको उद्देश्यमाथि प्रकाश

उपसचिव कुल बहादुर फडेरा  
शिक्षा विज्ञान तथा प्रविधि मन्त्रालय  
सिंहदरवार



८ नेपालको प्राविधिक तथा व्यावसायिक शिक्षा र तालिम क्षेत्रको वर्तमान अवस्था प्रस्तुती

डा हरि कुमार प्रधानज्यू  
विषय विज्ञ  
३० वर्ष अनुभव

पाकिस्तान, बंगलादेश, अफगानिस्तान  
थाइल्यान्ड, अफ्रिका र अष्ट्रेलिया



९ शुभकामना मन्तव्य

विभिन्न निकायका महासुभाह्वरुबाट मन्तव्य

- १ जगर प्रमुख / उपप्रमुखसङ्गठनबाट मन्तव्य ।
- २ प्रदेश सभा स्थानीय तहसङ्गठनबाट मन्तव्य ।
- ३ प्रदेश सभा, प्रदेश समितिका समितिका सभापतिबाट मन्तव्य ।
- ४ स्थानीय सन्घसङ्घबाट मन्तव्य ।
- ५ उद्घाटन समारोहको समापन श्रीमान तथा अध्यक्षसङ्गठन ।

१० उद्घाटन सत्रको समापन

सभा अध्यक्ष श्रीमान सचिव  
देवेन्द्र लामिछानेज्यू

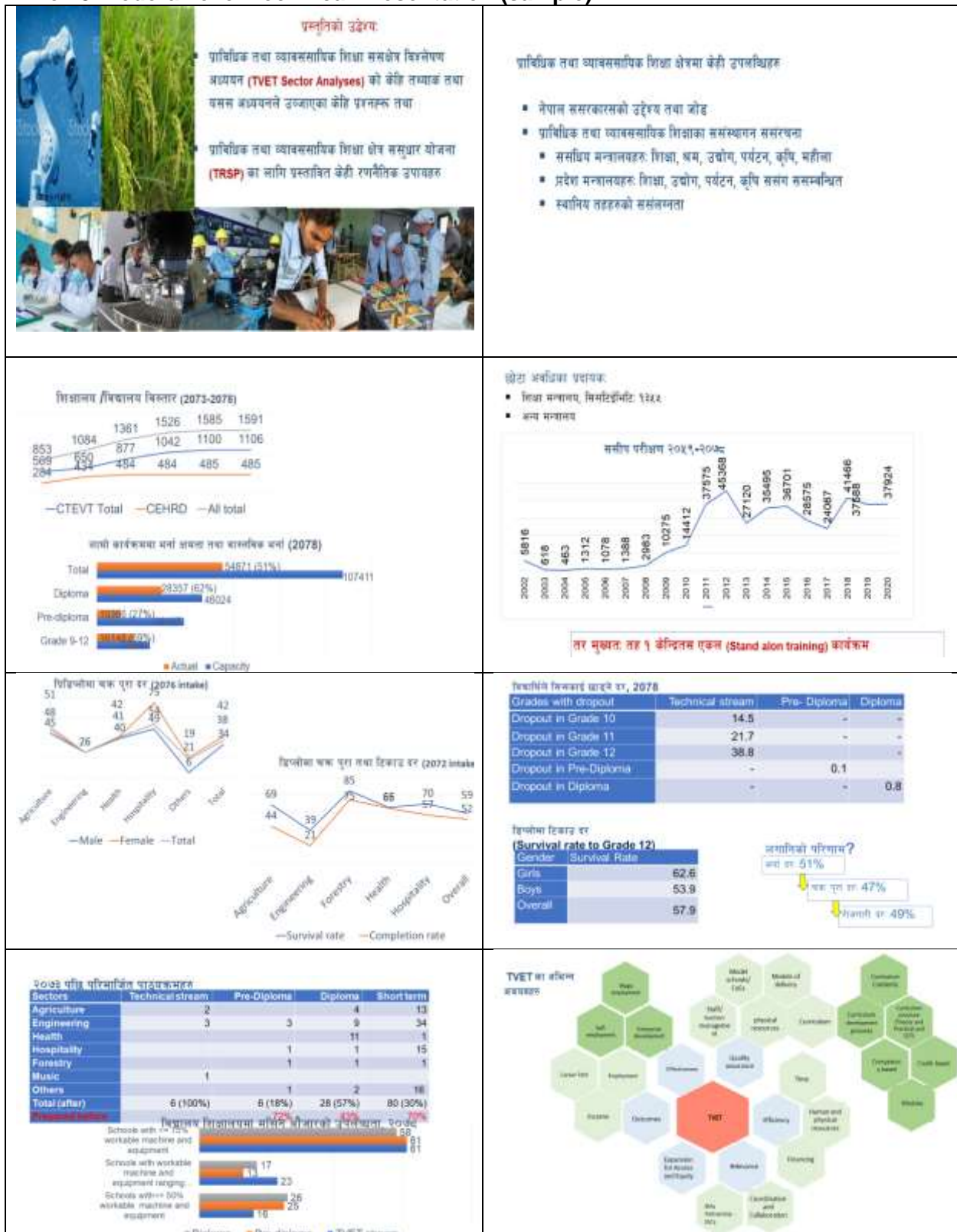
शिक्षा, सस्कृति, विज्ञान प्रविधि तथा सामाजिक विकास मन्त्रालय  
गण्डकी प्रदेश, पोखरा ।

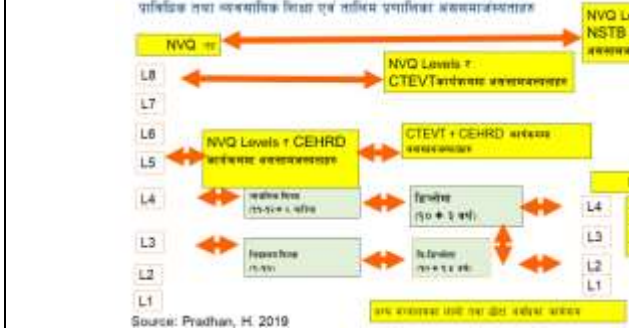


१०	उद्घाटन सत्रको समापन	विहान १२:०० बजे	सभा अध्यक्षबाट
११	दिउँसोको खाना	दिउँसो १२:०० देखि १:१५ सम्म	
१२	प्राविधिक सत्र	दिउँसो १:१५-०४:३०	
१३	प्राविधिक तथा व्यावसायिक शिक्षा र तालिम क्षेत्रको रणनीतिक योजनाको मुद्दा तथा इजेन्डाहरू	दिउँसो १:१५ देखि २:१५ सम्म	डा हरि कुमार प्रधान
१४	विद्या	दिउँसो २:१५ देखि ३:१५ सम्म	डा हरि कुमार प्रधान / सुमन बाबु श्रेष्ठ / सिता चौधरी
१५	सामाजिक समितिका पदाधिकारीबाट निर्देशन र सामुहिक छलफल तथा सुझाव सङ्कलन	दोस्रो दिन	

धैर्यताको लागि  
धन्यवाद

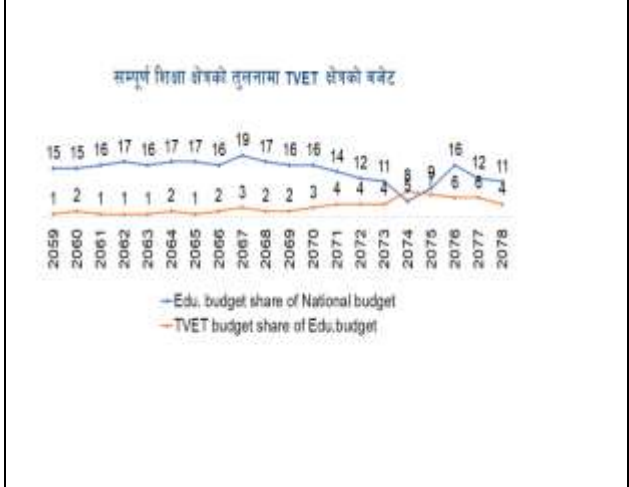
## Annex 5: Federal level Technical Presentation (sample)





समाधारण तथा प्राविधिक तथा व्यवसायिक शिक्षा क्षेत्रको अवस्था

समाधारण शिक्षा	सामग्री प्राविधिक तथा व्यवसायिक शिक्षा
विद्यार्थी दर	विद्यार्थी दर
अवकाश दर	अवकाश दर
समान दर	समान दर
सापेक्ष शिक्षा (15-17)	सापेक्ष शिक्षा (15-17) + 4 वर्षीय (10 + 3 वर्ष)
विद्यार्थी शिक्षा (15-17)	विद्यार्थी शिक्षा (15-17) + 3 वर्षीय (10 + 3 वर्ष)
अवकाश दर शिक्षा (15-17)	अवकाश दर शिक्षा (15-17)



समाधारण शिक्षा शिक्षण तथा प्राविधिक तथा व्यवसायिक शिक्षा शिक्षणमा फरक

समाधारण शिक्षा	प्राविधिक तथा व्यवसायिक शिक्षा
विद्यार्थी दर	विद्यार्थी दर
विद्यार्थी दर	विद्यार्थी दर
विद्यार्थी दर	विद्यार्थी दर

- प्राविधिक शिक्षण तालिम
- विद्यार्थी समूहमा पाठ्यक्रम भन्दा बाहिर तालिम अन्तर्गत तालिमको विकास गर्नुपर्ने आवश्यकता
- व्यवसायिक तालिमको विकास गर्नुपर्ने आवश्यकता
- व्यवसायिक तालिमको विकास गर्नुपर्ने आवश्यकता
- व्यवसायिक तालिमको विकास गर्नुपर्ने आवश्यकता
- व्यवसायिक तालिमको विकास गर्नुपर्ने आवश्यकता

- समाधान दिने तरिका अध्ययनले उल्लेख गर्नुपर्ने:
- प्राविधिक तथा व्यवसायिक शिक्षालाई आवश्यकता पर्ने तरिकाको माध्यमबाट विकास गर्ने र उच्चको मातृका हुने गरी विकासको निश्चित गर्ने गर्नु।
  - व्यवसायिक र प्राविधिक शिक्षाको विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु र विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु।
  - प्राविधिक शिक्षा प्रणालिमा योग्यता र उच्चको आवश्यकता अनुसारको विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु।
  - विद्यार्थीको विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु।
    - विद्यार्थीको विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु।
    - उच्च विकासको निश्चित

- समाधान दिने तरिका अध्ययनले उल्लेख गर्नुपर्ने:
- प्राविधिक शिक्षा प्रणालिमा माध्यमबाट तथा पाठ्यक्रम तयार गर्ने क्रममा उच्चको आवश्यकताको तर्फबाट ध्यान दिनुपर्ने आवश्यकता पर्ने गर्नु।
  - समाधानको विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु।
  - TVET विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु।
  - TVET क्षेत्रमा भएको विकासको विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु।
  - समाधान, विकास तथा विकासको विकास गर्न आवश्यकता पर्ने तरिकाको विकास गर्नु।

घरमा शिक्षालाई सकसगरी बनाउने अर्थमा **"गरी खाने शिक्षा"** सन्तुष्ट गर्न सकिनुपर्ने

प्राविधिक तथा व्यावसायिक शिक्षा क्षेत्र समसूचकता केही उपायहरू

- प्राविधिक तथा व्यावसायिक शिक्षालाई **अन्तर्राष्ट्रिय सिद्धान्त तथा समसूचक अभ्यासमा** कार्यान्वयन गर्ने
- र तत्अनुसृत,
- प्राविधिक तथा व्यावसायिक शिक्षालाई नेपाल सरकारले तयार गरेको **राष्ट्रिय व्यावसायिक योग्यता प्रणालि (National Vocational Qualification Framework) का** आधारमा विकास गर्ने

प्राविधिक तथा व्यावसायिक शिक्षा एवं तालिमका केही सिद्धान्तहरू

१. समान्वर्तिक

- रोजगार बजार सान्दर्भिक (**Employment First**)
- यस सन्तुष्टीय सबै क्षेत्रहरू तथा प्रयोगसहक रोजगार उत्पन्न
- उद्योग व्यवसाय तथा अर्थिक क्षेत्रमा उत्पादनगत सन्तुष्टीय
- शैक्षिक योग्यता

२. पहुँच

३. मापदण्ड आधारित पाठ्यक्रम तथा सिक्नुलाई बातावरण (**Competence standards based curriculum and learning environment**)

४. गुणस्तर समन्वित्वितता

५. दिगो सगानी

Sources:  
 1. Loose 2015. <https://www.voced.edu.au> dated 30 July 22

राष्ट्रिय व्यावसायिक योग्यता प्रणालि (NVQF) ले कसरी समसूचक गर्छ

नेपाल सरकारले तयार गरेको राष्ट्रिय व्यावसायिक योग्यता प्रणालि (NVQF) का महत्वपूर्ण व्यवस्थाहरू

- तह १ देखि तह ८ सम्मको व्यवस्था
- हरेक तहका अन्तर्राष्ट्रिय अभ्यास अनुसार
- तह निर्धारक (Level Descriptors) को व्यवस्था
- तह सिक्नुलाई परिणाम (Learning Outcomes) को निर्धारण, फलस्वरूप
  - एउटै मापदण्ड तथा एउटै पाठ्यक्रम
  - एउटै योग्यताको प्रमाणपत्र तथा माप्यता
- यसतः तह निर्धारक (Level Descriptors) तथा सिक्नुलाई परिणाम (Learning Outcomes) लाई उनी **NVQF** तह भएका वेगहरूको पाठ्यक्रमको प्रमाणपत्र माप्यता गर्ने व्यवस्थाका रूपमा
- यसतः व्यवस्थाने स्थानीय, प्रदेश, राष्ट्रिय अन्तर्राष्ट्रिय रोजगार बजारमा रोजगारीको सम्भावनाको बढाउनु

राष्ट्रिय व्यावसायिक योग्यता प्रणालि (NVQF) ले कसरी समसूचक गर्छ

समापन

- पाठ्यक्रमलाई उच्च अध्ययन तथा समाधारण शिक्षालाई जान मार्ग प्रसस्त गर्छ
- छोटो अवधि वा अनौपचारिक क्षेत्रमा सिक्नुको दक्षतालाई पुर्ण सिक्नुलाई मान्यता (**Recognition of Prior Learning - RPL**) मार्फत उच्च अध्ययन तथा समाधारण शिक्षा तर्फ जान मार्ग प्रसस्त गर्छ
- फलस्वरूप कुनै योग्यताका लागि आवश्यक पर्ने पूरै समय स्वर्ण गर्नको समसूचक केन्द्रित व्यवस्थापन मार्फत शैक्षिक योग्यता मार्फत आफ्नो सन्तुष्टीय अनुसार उच्चअध्ययन मार्ग प्रसस्त गर्छ



<p>समसुधारका समन्वयमा केहि सांघर्षीक बिधाहरुहरु:</p> <ul style="list-style-type: none"> <li>• समुधार उन्मुख परिधाने बिधा       <ul style="list-style-type: none"> <li>• स्वदेशी तथा अन्तर्राष्ट्रिय योजना</li> </ul> </li> <li>• साधियान तथा योजनाहरुका अएका व्यवस्था</li> <li>• वैशिक समरथनमा परिचर्तन       <ul style="list-style-type: none"> <li>• मोड्युलर, दक्षता (competency based) तथा, बेहिटमा आधारित</li> <li>• मल्टि-एन्ट्री तथा आगमन (multi exit entry)</li> <li>• छोटा अर्थात्क तालिम तामो अर्थात्को अख्तियारको अत</li> </ul> </li> <li>• राष्ट्रिय व्यवस्थापिक योजना तथाबिधा साधरीत</li> <li>• हातको दुपलधि आचम गर्ने       <ul style="list-style-type: none"> <li>• संस्थागत अनुभव तथा विशेषज्ञता</li> <li>• स्वकी अन्वयिक अनुभव तथा विशेषज्ञता</li> </ul> </li> </ul>	<p>सहभागीकरणबाट आगत गरिएका अनुभवहरु देखिन</p> <ul style="list-style-type: none"> <li>• प्राविधिक तथा व्यावसायिक विद्यालय स्तरमागरी छोटा अर्थात्को तालिमलाई बजार र उद्योगको माग अनुसार हुने गरी जोड्नुको विचिन के गर्ने पर्ना ।</li> <li>• पुरानागरी र अतिउत्तमो प्राविधिक तथा व्यावसायिक विद्या कार्यालयको लागि समय, प्रेरण र स्वाधिन तालिम समन्वयन गर्ने काय अन्वय कम्ती संसन्धान समन्वयन तालिमको हुनु सक्छ ।</li> <li>• प्राविधिक विद्या प्रगतिका योगफल र उद्योग व्यवसायमा आवश्यक अन्वयिको दक्षता समन्वयन विद्यालय के गर्ने पर्ना । अन्वयिके माननी कर्तागत प्रयोग कम्ती गर्ने सकिन्छ ।</li> <li>• नेपालको संवन्धको प्राविधिक विद्याको उद्देश के भएको देखिन्छ र के हुनपर्ना ।       <ul style="list-style-type: none"> <li>• क्षेत्रगतको लागि तथा स्वधिन तालिमो आवश्यकता पूर्ती गर्ने</li> <li>• उच्च अन्वयनको निमित्त</li> </ul> </li> <li>• प्राविधिक विद्या प्रगतिका समन्वय तथा मल्टि-कम तालिम गर्ने काममा उद्योग व्यवसायको तालिमो अत तालिम उपलब्ध गर्ने पर्ना ।</li> <li>• समन्वयनीत र तालिमो उचित कार्यालयको लागि के गर्ने हुन्छ ।</li> </ul>
<p>धन्यवाद</p>	<p>बजार तथा योजना तालिम प्रविधिक तथा व्यावसायिक विद्या अन्वयिके समन्वयन</p>

**Annex 6: Federal Level Workshop Proceedings**  
**Annex 6.1: 14 June 2022 Kathmandu workshop/ event**

**Brief Proceedings of the**  
**Sharing Major Findings of TVET Sector Analyses and Future Discussions on the**  
**Formulation of the TVET Sector Reform Plan with the Technical Working Committee**

**1. Objectives of the program**

Sharing Major Findings of TVET Sector Analyses and Future Discussions on the Formulation of the TVET Sector Reform Plan with the Technical Working Committee

**2. Program date:**

14 June 2022

**3. Venue:**

Documentation Hall, MoEST

**4. Workshop schedule**

<b>SN</b>	<b>Activities</b>	<b>Responsibility/ resources</b>
1	Inaugural session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session chair	Dr Kamal Prasad Pokhrel, Joint Secretary, TVET Division of MoEST
1.3	Welcome	Mr. Kul Bahadur Phadera, Under Secretary MoEST
1.4	Objective of the Program	Dr Hari Prasad Lamsal, Joint Secretary, Planning and Monitoring Division, MoEST
1.5	Master of ceremony	Mr. Kul Bahadur Phadera, Under Secretary, MoEST
2	Technical session	Dr. Hari Pradhan with support from team members
2.1	Study concept presentation	Dr. Hari Pradhan
2.2	Questions clarification	Dr. Hari Pradhan, Kul B. Phadera, Er. Chuman Babu Shrestha, Sita Paudel
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

## 5. Inauguration/ start of the Program

The program was chaired by Dr. Kamal Prasad Pokhrel, Joint Secretary/ Head of TVET Division, MoEST. Opening remarks were made by Dr. Pokhrel. He informed that the TVET sector analysis report was already shared with the concerned stakeholders and feedback is yet to be received. Brief objectives/ inauguration remarks were made by Dr. Hari Lamsal, Joint Secretary/ Head of Planning Division, MoEST. Dr. Lamsal also shared that the Ministry has two major documents: demand side and supply side reports are important documents for the Ministry. Dr. Lamsal also highlighted the importance of the TVET sector analysis report and its further use as a TVET baseline/ reference document. Dr. Lamsal further stated that rather than giving feedback on the supply side study report, the Ministry wants to focus on TVET Reform Strategic Plan (TRSP) by 15 July 2022. Dr. Lamsal further added that while preparing TRSP the team has to consider how to ensure the Private sector involvement in the plan. Mr. Kul Bahadur Phadera – Under Secretary of MoEST briefly shared the overall process of TRSP.

## 6. Presentation

The inauguration session was followed by a technical session where Dr. Hari Pradhan, Team Leader, presented the major findings of TVET Sector Analyses study. Dr. Pradhan summarized the research design, sector indicators, and major findings by TVET pillars. At the end of each pillar, he pointed to the major issues as the sector reform agenda. He was supported by his team members. The participants were availed with ample opportunity to ask questions and the team made necessary clarifications. Participants commented that the report was very comprehensive and therefore, was able to present the real picture/face of the TVET sector.

## 6. Summary of Comments and inputs from Workshop participants

### 6.1 Access and equity

SN	Major issues	Explanation on issues	Participants' recommendations
1	Scholarship holders are not as efficient.	Students without scholarship grants are outperforming students with scholarship grants. Students who got scholarships based on ethnic quota drop out before or during the course.	Scholarship grants where they have to pay during the course can be implemented. They will be refunded after they have completed the course or for startup business support.
2	Scholarship quota not fulfilled	Selection criteria for scholarship may be higher	Need research to find the reason for not fulfilling the scholarship quota.



## 6.2 Expansion

SN	Major issues	Explanation on issues	Participants' recommendations

## 6.3 Quality

SN	Major issues	Explanation on issues	Participants' recommendations
1	Insufficient number of instructors	Number of skilled instructors are absent in many schools. This has led to relevant subjects not being taught and unattended.	
2	Higher education being inefficient	Higher education requires skilled instructors. In cases where the number of seats for students are not fulfilled, the cost of said instructor per student is higher than allocated. This results in high cost for low output.	
3	System markup to skill testing		Skill coding can be done. It will be helpful for skill forecasting. It might be fruitful for when there is high demand for skilled personnel.
4	Appraisal system in schools		Provision of self-assessment, peer assessment and assessment of teacher by students should be in place
5	Students backing out of course.	Students are found to be backing out of courses when they learn about the complexity of certain subjects (Physics, Chemistry, Biology and Mathematics). This has ushered in low production of skilled manpower. There is also no credit for the extra time period of studying.	Implementation and planning of modular and credit based course structure should be planned and carried through.

## 6.4 Output

SN	Major issues	Explanation on issues	Participants' recommendations
1	Finding does not represent the exact data and meaning	Statistics of some findings such as GER (Gross Enrollment Rate) & NER (Net Enrollment Rate) did not carry as much as it should have.	The data can be more expanded to better accommodate meaning. Clear mention should be in the footnote of the statistics presented
2	The statistics may not carry meaning.	While mentioning TVET Strategic Planning, the finding was more directed to "Technical Education" and not "TVET"	While presenting and sharing the outputs of the research, the contrast between "Technical Education" and "TVET" should be expounded or explained.
3	Wrong data representation	For statistics where the time (year) was found missing, the interpolation should not be used.	Such situations can be mitigated with the use of bar graphs instead of using interpolation (trend analysis) for missing data. Operation autonomy to the institute is necessary

### 6.5 Relevance

SN	Major issues	Explanation on issues	Participants' recommendations
	Wrong data representation	For statistics where the time (year) was found missing, the interpolation should not be used.	Such situations can be mitigated with the use of bar graphs instead of using interpolation (trend analysis) for missing data.

### 6.6 Outcomes

SN	Major issues	Explanation on issues	Participants' recommendations

### 6.7 Integration

SN	Major issues	Explanation on issues	Participants' recommendations

### 6.8 Management

SN	Major issues	Explanation on issues	Participants' recommendations

### 6.9 Coordination

SN	Major issues	Explanation on issues	Participants' recommendations
	Lack of structured coordination	There appears to be a lack of structured coordination between the various sectors who aim for same or similar output. One team does the baseline study and another team tries to implement the studies of the other. Findings are presented by another team resulting in unclear output.	Structure and planning should be done. Private and other sectors should link-up to meet the targeted objectives. Efficiency in cost, time and quality can be achieved.
	Lack of coordination between different ministries	Lack of proper channel to communicate about TVET sector condition between different ministry/ agencies Lack of coordination mechanism of TVET stakeholders	Reports extracted from current findings can be shared with other ministry officials by conducting workshops. Feedback from present members can be used to pursue the officials into coordination for better TVET Sector development.

### 7.10 Governance

SN	Major issues	Explanation on issues	Participants' recommendations

### 7.10 Finance

SN	Major issues	Explanation on issues	Participants' recommendations

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### 7.11 M&E

SN	Major issues	Explanation on issues	Participants' recommendations
	Affordability of updated equipment	While private training institutes are beginning to afford machines and equipment that are more advanced and updated, the rest have to rely on outdated, worn-out equipment.	With proper coordination and mutual interest, private sectors and the rest can share the technologies.

### 7.11 Knowledge Management

SN	Major issues	Explanation on issues	Participants' recommendations

## 8. Observations/ comments/ guidance from MoEST

### Dr. Hari Lamsal, JS

Major Issues	Explanation	Participant's recommendations
Multiple documents summarizing similar conclusions. Send to observations	Two documents were submitted and the presented one was the third one.	Findings from the documents i.e., Demand-Supply side and TVET Analysis can be merged into a single document focusing on Strategic Plan Reform. Consultation from different experts can be included in the document

### 9. Closure of the Program:

Closing remarks were made by several attendees. Birendra Pandey, Executive Member, Confederation of Nepalese Industry, mentioned that there is no proper structure in the nation's education system. He also quoted, "we live to work". Most schools cannot afford the updated and sophisticated equipment. This has created a huge dent on the exposure of students. Brainstorming for a solution for this kind of problem is necessary.

Deepak Prasad Poudel, Director of Technical Division of CTEVT, mentioned that some data that were presented were not making any sense. They might not be quite relevant to the issues that were being discussed. Students are skipping courses as they find some subjects (Chemistry, Physics, and Mathematics) hard to study. There is no recognition for extra years to study done, in case of Pre-diploma and Diploma. Modular structure of course should be researched and implemented.

## Annex 6.2: 29 June 2022 workshop/ event

### Brief Proceedings of the Sharing Design Structure and Template of the TVET Sector Reform Plan with Technical Federal Stakeholders (Ministries) Bagmati Province

#### 1. Objectives of the program:

To share the design structure and template of the TVET Sector Reform Plan (Framework) with Technical Working Committee

#### 2. Program date:

29 June, 2022

03:00 PM to 05:00 PM

#### 3. Venue:

Documentation Hall, MoEST

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Dr. Kamal Prasad Pokhrel, Joint Secretary, TVET Division of MoEST
1.3	Welcome	Mr. Kul Bahadur Phadera, Under Secretary, MoEST
1.4	Objective of the program	Dr. Hari Prasad Lamsal, Joint Secretary, Planning and Monitoring Division, MoEST
1.5	Master of ceremony	Mr. Kul Prasad Phadera, Under Secretary, MoEST
2	Technical Session	Dr. Hari Pradhan and the team
2.1	Study concept presentation	Dr. Hari Pradhan
	Remarks	Erik Winthen Schmidt, Team Leader, Dakchyata, British Council
2.2	Question clarification	Dr. Hari Pradhan, Er. Chuman Babu Shrestha
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

The program started with Mr. Kul Bahadur Phadera giving a brief assessment of the findings till date. The program was chaired by Dr. Kamal Prasad Pokhrel, Joint Secretary, TVET Division, MoEST and Dr Hari Prasad Lamsal, Joint Secretary, Planning and Monitoring Division, MoEST acted as chief invitee.

Technical presentation was given by Dr. Hari Kumar Pradhan. Dr. Pradhan presented the major findings of TVET Sector Analyses study and summarized major proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032.

#### 6. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 1: Participants' inputs/ remarks

<b>6.1 Access and equity</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.2 Expansion</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.3 Quality</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Curriculum Modality	<ul style="list-style-type: none"> <li>There should be open Entry and open Exit provision in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>The Modular Curriculum approaches should be developed so that learners can attend the modular course in their time and go for the job and again come back to take another modular course.</li> </ul>
2	Academic path	<ul style="list-style-type: none"> <li>Permeability approaches issues</li> </ul>	<ul style="list-style-type: none"> <li>The plan should address the issues of academic and professional career pathway.</li> </ul>
<b>6.4 Output</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Input and output	<ul style="list-style-type: none"> <li>In the past, there are records where the outcomes of the projects held were unsatisfactory and the objectives of those programs were never fully met.</li> </ul>	<ul style="list-style-type: none"> <li>Steps can be initiated where the development partners are some-what or fully involved in these kinds of projects so that the goal is met effectively.</li> </ul>
2	Green Economy and Climate change	<ul style="list-style-type: none"> <li>Since the plan is going to develop for 10 years. So there the plan also should address the issues of green growth economy, climate change and environment friendly TVET programs.</li> </ul>	<ul style="list-style-type: none"> <li>Climate change, being one of the popular issues, green project or green economy should be considered. Participants involved in the training programs should be made aware to avoid using plastics and focusing on reusables as much as possible. There should also be incorporation of greening components/contents in the TVET programs.</li> </ul>
<b>6.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Market based curriculum	<ul style="list-style-type: none"> <li>Labour market information system</li> </ul>	<ul style="list-style-type: none"> <li>There should be a plan to make a market-based curriculum and regular assessment of labour market information to identify the real time labour demand forecast.</li> </ul>
<b>6.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Customizing recruits		<ul style="list-style-type: none"> <li>Recruits can be customized to meet the current market demands.</li> </ul>
<b>6.7 Integration</b>			

SN	Major Issues	Explanation	Participant's recommendation
<b>6.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Lack of coordination and communication between employers and training institutes	<ul style="list-style-type: none"> <li>In Nepal, employers are having a difficult time finding human resources with training as per their requirement.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Business Industry and TVET providers should be in sync to meet each other's demands.</li> </ul>
2	Coordination between different ministries	<ul style="list-style-type: none"> <li>TVET line ministries to avoid duplication and overlap.</li> </ul>	<ul style="list-style-type: none"> <li>There should be an approach where the different government bodies/ ministries such as MoLESS, MoCTCA and other TVET relevant ministries can also help to develop their respective plans and coordination.</li> </ul>
<b>6.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

## 7. Observations/ guidance:

This section contains observations and guidance given by the participants. This table includes issues not fitted in the TVET pillars.

Table 2: Observations and guidance

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of attempt report	<ul style="list-style-type: none"> <li>The report is lacking past attempts regarding reformation in the TVET Sector.</li> </ul>	<ul style="list-style-type: none"> <li>To include past attempts including problems faced, reason behind it and hypothetical solutions to the problem.</li> </ul>
2	Lack of relevant data	<ul style="list-style-type: none"> <li>KPI was not mentioned in the report.</li> </ul>	<ul style="list-style-type: none"> <li>To include KPI and other relevant data so that it would be easy for the attendees to understand the depth of the problem.</li> </ul>

		<ul style="list-style-type: none"> <li>Report regarding demand of human resources, gap analysis was missing.</li> <li>Other reports such as skill gap, skill forecast, skill coding, HR bank and gap analysis are missing.</li> </ul>	<ul style="list-style-type: none"> <li>Scope and feasibility of multi-entry and multi-exit should be studied upon.</li> </ul>
3	Create different sections of the report.	<ul style="list-style-type: none"> <li>Too much data was presented all at once and in one single document.</li> </ul>	<ul style="list-style-type: none"> <li>Separation of sections of the report will help to increase readability. Study and findings can be separated into a single section. Chapter 4 and onwards can be published as another section</li> </ul>
4	Classification of problems	<ul style="list-style-type: none"> <li>A hierarchy system for the existing and foreseeable problems should be established. This can help to mitigate and resolve the issues accordingly.</li> </ul>	
5	Insufficient approach	<ul style="list-style-type: none"> <li>SWOT analysis only oversees four aspects. In this way, challenges and learning are being undermined. So, there should be a SWOT approach.</li> </ul>	<ul style="list-style-type: none"> <li>Along with SWOT analysis, challenges and learnings can be included in the report. This will aid the reader to better understand the situation.</li> <li>Sector Wide Approaches (SWAp) approaches in TVET should also be addressed in the upcoming TVET Plan.</li> </ul>
6	HR bank execution	<ul style="list-style-type: none"> <li>Human Resource Knowledge Bank should be executed.</li> </ul>	<ul style="list-style-type: none"> <li>Human Resource banks can work as a medium to meet the demand and facilitate the supply.</li> <li>Development of software where all the information of human resources should be done.</li> </ul>
7	Workings of strategy	<ul style="list-style-type: none"> <li>The mechanism behind the presented strategy was unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Strategy must incorporate methods to make the output feasible.</li> <li>Strategies should supported by timebound interventions/ actions.</li> </ul>
8	Objective not clear	<ul style="list-style-type: none"> <li>The objective of the whole presentation did not seem to be clear.</li> </ul>	

### 8. Closure of the program:

Closing remarks were made the attendees. Deepak Prasad Poudel, Director of CTEVT, coordination and incorporation between, BIA (Business Industry Association) and TVET should established as soon as possible. Clear objective of TVET should be shared and promoted through the nation.





## Annex 6.3: 11-12 July 2022 workshop/ event

### Brief Proceedings of the Two-day workshop on TVET Sector Reform Strategic Plan among Council for Technical Education and Vocational Training (CTEVT) officials

#### 1. Objectives of the program:

To share the draft report and findings through a Two-day workshop in TVET Sector Reform Strategic Plan among Council for Technical Education and Vocational Training (CTEVT) officials and get feedback and suggestions.

#### 2. Program date:

11<sup>th</sup> & 12<sup>th</sup> July, 2022

#### 3. Venue:

Dhulikhel Lodge Resort, Dhulikhel, Kavre

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	
1.2	Session Chair	
1.3	Welcome	Mr. Kul Bahadur Phadera
1.4	Objective of the program	Mr. Kul Bahadur Phadera
1.5	Master of ceremony	Mr. Deepak Aryal
2	Technical Session	Dr. Hari Pradhan and team
2.1	Study concept presentation	Dr. Hari Pradhan
2.2	Question clarification	Dr. Hari Pradhan, Er. Chuman Babu Shrestha
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

The program was started by Deepak Aryal mentioning the plan for the day. Kul Bahadur Phadera shared the objectives of the workshop.

#### 6. Presentation:

After the introduction given by Deepak Aryal, Kul Bahadur Phadera explained how the ministries were involved in the project. He also summarized the outcomes of previously conducted workshops. In addition, he also stated how the data collected from Local, Provincial and Federal regions were helpful in making the report. After sharing those updates, John Mountford from Dakchayata was called on the stage. Firstly, he thanked the Ministry and CTEVT for active participation and genuine interest in the matter. Coming from a TVET Sector, himself, he expressed how the project was important and requested honest and open feedback from the participants. He also cited CTEVT as the 'Apex Body' for developing TVET. Subsequently, Jeeb Narayan Kafle from CTEVT re-quoted and entreated all the participants to give true and honest opinion, feedback and suggestion on the matter and not to miss any key details in the process.

Later on, six groups were created on the foundation of major TVET pillars (access and equity, quality, result, integration, knowledge, finance). The participants were, then, sorted onto those

groups on the basis of their expertise in their respective fields. The participants were requested to discuss the theme that they were assigned. The product was discussed on the following day.

The succeeding day started with a brief summary of the exertion of the preceding day. After each presentation, discussion, questioning and explaining was done. The program ended with an explanation given by Dr. Hari Pradhan regarding most asked questions.

## 7. Summary of the comments and inputs from workshop participants:

<b>7.1 Access and equity</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Scholarship arrangement		<ul style="list-style-type: none"> <li>• Scholarship can be facilitated to one school per '<i>palika</i>'.</li> <li>• Concept of 'Free TVET' should also be implemented.</li> </ul>
2	Training arrangement		<ul style="list-style-type: none"> <li>• Training should be focused also to people who have returned from Gulf Countries.</li> </ul>
3	Enrollment target		<ul style="list-style-type: none"> <li>• Enrollment of male and female should be targeted to a ratio of 1:1.</li> </ul>
4	Provision for differently-abled		<ul style="list-style-type: none"> <li>• School and training centers for differently-abled people should also be managed.</li> </ul>
5	Multi-shift training/ education		<ul style="list-style-type: none"> <li>• Training and workshops should be held at different time (shift) of the day to accommodate those who are actively working.</li> </ul>
6	Intake capacity		<ul style="list-style-type: none"> <li>• Intake capacity should be increased. Capacity should be set in correlation to the recent and future market demands.</li> </ul>
7	Training cell		<ul style="list-style-type: none"> <li>• Training cells should be made accessible in existing establishments.</li> </ul>
<b>7.2 Expansion</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Model schools		<ul style="list-style-type: none"> <li>• Model school should not only focus on a particular faculty. It should also focus on affordability.</li> <li>• At least one model school should be built per two '<i>palika</i>'.</li> </ul>
2	Inclusion of higher education		<ul style="list-style-type: none"> <li>• Bachelor's degree should also be included in TVET. Not only B. Tech but Bachelor's in Engineering should be introduced in the TVET sector.</li> </ul>

			<ul style="list-style-type: none"> <li>• There is no need for affiliation of any university as it defeats the purpose.</li> <li>• Education loan facility should be availed to needy learners.</li> </ul>
<b>7.3 Quality</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Faculty redefinition		<ul style="list-style-type: none"> <li>• Major faculties (engineering, health, hospitality, agriculture) must also include finance &amp; banking, IT and aviation.</li> </ul>
2	Facilitate instructors		<ul style="list-style-type: none"> <li>• Instructors should be hired also for permanent positions.</li> <li>• Additional training should be provided, possibly with new agendas and findings.</li> </ul>
3	Facilitate teachers		<ul style="list-style-type: none"> <li>• Training should be provided, possibly with new agendas and findings to all kinds of teachers, to all kinds of institutes.</li> </ul>
4	Mandatory OJT		<ul style="list-style-type: none"> <li>• On the Job Training should be made mandatory.</li> </ul>
5	Curriculum inclusion		<ul style="list-style-type: none"> <li>• The reformation should also include curriculum implemented by other education sectors to widen the scope.</li> </ul>
<b>7.4 Output</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Clarification issues	<ul style="list-style-type: none"> <li>• Clarification between training and education should be explained.</li> <li>• Report should use more 'resolve' rather than 'reduce'.</li> </ul>	
2	Equivalency	<ul style="list-style-type: none"> <li>• +2 and +3 after general education (Grade 10) cannot carry the same</li> </ul>	<ul style="list-style-type: none"> <li>• Laborers returning from Gulf countries will have achieved some type of training and experience. A way to convert their</li> </ul>

		values if proper provision is not stated.	training to our NVQF system should be figured out. <ul style="list-style-type: none"> <li>• Methods to accept and approve the NVQF system by Gulf countries should also be figured out.</li> </ul>
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Support Unit		<ul style="list-style-type: none"> <li>• Student support unit should be added. It can be helpful not only to troubled students but also to disabled students. It can also help to spread awareness regarding the TVET sector and its scopes.</li> </ul>
2	Appraisals		<ul style="list-style-type: none"> <li>• Human Resource appraisals should also be included.</li> </ul>
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Lack of coordination	<ul style="list-style-type: none"> <li>• Methods to link industry and institute should be figured out.</li> </ul>	
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Soft loan		<ul style="list-style-type: none"> <li>• Access to financing should also be considered in the rural regions of the nation.</li> </ul>
2	Disperse finance		<ul style="list-style-type: none"> <li>• The disperse finance should be localized.</li> </ul>
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	TVET updates		<ul style="list-style-type: none"> <li>• Resuscitation of TVET Yellow Page, either digital or hand-outs, should be made available.</li> <li>• Updates regarding TVET should be published in order to educate concerned parties.</li> </ul>

**Observations/ guidance:**

SN	Major Issues	Explanation	Participant's recommendation
1	Instructor turnover	<ul style="list-style-type: none"> <li>• The report mentions instructor turnover but</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating the instructors with not only financial but opportunity wise incentive</li> </ul>

		does not specify how to achieve it.	can help in profitable turnover.
2	CATS system		<ul style="list-style-type: none"> <li>• CATS system should be implemented legally.</li> </ul>
3	Excessive pillar	<ul style="list-style-type: none"> <li>• The pillar categorization in the report appears to be excessive. This may lead to overlooking other important aspects.</li> </ul>	

## Annex 6.4: 21 July 2022 workshop/ event

### Brief Proceedings of the Workshop on sharing initial draft on TVET Reform Strategic Plan with Center of Education and Human Resources Development (CEHRD)

#### 1. Objectives of the program:

To share major findings of TVET sector analysis survey and share initial draft of TVET Reform Strategic plan and collect suggestion from CEHRD, CDC and NEB officials and concerned stakeholders

#### 2. Program date:

21 July, 2022

#### 3. Venue:

CEHRD Hall, Sanothimi, Bhaktapur

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	
1.2	Session Chair	Mr. Choodamani Paudel, Director General, CEHRD
1.3	Welcome	Dr. Hari Lamsal, Joint Secretary, MoEST
1.4	Objective of the program	Dr. Hari Lamsal
1.5	Master of ceremony	Mr. Kul Bahadur Phadera
2	Technical Session	
2.1	Study concept presentation	Dr. Hari Pradhan and the team
2.2	Question clarification	Hari Pradhan, Chuman Babu Shrestha
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

The opening program was chaired by Mr. Choodamani Paudel, Director General of CEHRD. Opening remarks/ objectives of the program were shared by Dr. Hari Prasad Lamsal, Joint Secretary/ Head of Planning Division, MoEST. Dr. Lamsal also shared that the Ministry has two major documents: demand side and supply side reports are important documents for the Ministry. Dr. Lamsal further highlighted the importance of access in TVET and general education in Nepal. Dr. Lamsal mentioned that the issue of access was there in 2026 B.S which is written by Kamal Prasad Malla in his article in Himal Patrika "Education, The Road to nowhere" and the issue of access is the same in 2079 BS as well. Dr. Lamsal further added in summary TVET reform strategic plan has to identify the areas of reform and ways to address those issues of TVET sector. Best wishes remarks were shared by Mr. John Mountfold, Team Leader of Dakshyata, British Council. Dr. Kamal Prasad Pokharel, Joint Secretary/Head of TVET Division, MoEST, stated that the sector analysis report/technical presentation is well covered in a limited time-frame and the draft TVET reform strategic is in very good shape it has covered governance and other issues of reform in systematic way. Dr. Pokharel also mentioned that reform sector questionnaires mentioned in the Technical presentations are very relevant to the present context.

The inauguration program was initiated by Kul Bahadur Phadera. He shared the process of TVET sector analysis survey and preparation as well as progress of the TRSP so far.

## 6. Technical Presentation:

In between the inauguration technical session presentation was made by Dr. Hari Pradhan, Team Leader. Dr. Pradhan presented the major findings of TVET Sector Analyses study and summarized the major findings by TVET pillars. At the end of each pillar, he pointed to the major issues as the sector reform agenda. The participants were availed with ample opportunity to ask questions and the team made necessary clarifications. Participants commented that the report was very comprehensive and therefore, was able to present the real picture/face of the TVET sector.

## 7. Summary of the comments and inputs from workshop participants:

<b>7.1 Access and equity</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Cost of TVET(Student fee is expensive)	<ul style="list-style-type: none"> <li>• TVET is expensive compared to General Education. Not everyone is able to study the courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of adequate resources at schools</li> </ul>
2	Lack of students	<ul style="list-style-type: none"> <li>• There is a lack of students in certain programs. Students tend to switch once they graduate SEE.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no proper orientation program regarding TVET stream</li> </ul>
3	Misconception about the issue	<ul style="list-style-type: none"> <li>• Training is being held to fulfill the gap that the donor thinks is the problem rather than the actual problem.</li> </ul>	Trainign should be based on needs
4	Definition confusion	<ul style="list-style-type: none"> <li>• There is a lot of confusion regarding the difference between '<i>sikshyak</i>' and '<i>prashikshak</i>' in TVET stream teachers are hired based on their qualification.</li> </ul>	
<b>7.2 Expansion</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Expansion of TVET schools based on political pressure and influence	<ul style="list-style-type: none"> <li>• Schools are being established based on political pressure and not as per actual need of the specific location. Federal Government has disregarded in terms of quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>• Proper assessment should be done prior to granting approval. Proper monitoring should be done</li> </ul>
<b>7.3 Quality</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Condition of machine and equipment in schools are very old	<ul style="list-style-type: none"> <li>• The current situation of machines and equipment in technical schools is</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of machine and equipment as per curricula.</li> </ul>



		very poor. Most of them are unusable.	
2	Difficult to retain Teachers/ Instructors	<ul style="list-style-type: none"> <li>• There is a lack of qualified human resources/teachers in both institutes and organizations. Trained teachers/instructors tend to leave once they get a better opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of teacher's training, increase teachers' incentive, provision of permanent position</li> </ul>
3	Heavy curriculum of technical stream (9-12)/ Course complexity	<ul style="list-style-type: none"> <li>• The TVET Stream course is very complicated and some students and teachers are having a hard time understanding it. That is why it is difficult to make it '<i>garikhane sikshya</i>'.</li> </ul>	<ul style="list-style-type: none"> <li>• Timely revision of course curricula as per students level</li> </ul>
4	Absence of new courses	<ul style="list-style-type: none"> <li>• Tendency of implementing similar course program since many years (we are unable to think beyond four programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Need of introducing new courses which are more demanded and salable in market</li> </ul>
5	Survival rate(High rate of student drop out)	<ul style="list-style-type: none"> <li>• Students' enrollment rate is low in the Technical stream. Those who enrolled rarely complete the full cycle. The current survival rate is very low.</li> </ul>	<ul style="list-style-type: none"> <li>• This issue is serious, policy makers have to analyze the overall context. Introductory program has to be initiated from class 6-8.</li> </ul>
6	OJT is not effective particularly in the TVET stream.	<ul style="list-style-type: none"> <li>• There is no similarity in OJT implementation modality among TVET stream schools.</li> <li>• Monitoring of OJT is not done.</li> </ul>	<ul style="list-style-type: none"> <li>• Uniformity should be there in terms of implementing the Job Training among TVET stream schools.</li> <li>• The number of OJT conducted should be increased.</li> <li>• OJT monitoring must be done.</li> </ul>
7	Decreasing training quality	<ul style="list-style-type: none"> <li>• The quality of training programs are declining. There are no regulations on the quality of the training. Quality assurance in the classroom, labs and other infrastructure is also lacking.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and timely conduction of skill testing examinations should be provisioned.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students have to wait for a long amount of time, even months, to appear in a skill testing exam.</li> </ul>	
8	Measure of qualification		<ul style="list-style-type: none"> <li>• There should be a single measure of qualification rather than multiple.</li> </ul>
9	Difficult find trained teachers/ instructors and difficult to retain them	<ul style="list-style-type: none"> <li>• Though TITI runs varieties of training, teachers are not ready to take</li> <li>• Instructors and teacher are lacking facilities and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of hiring teachers on a permanent basis and provision of training to them should be implemented.</li> </ul>
10	Absence of credit based modules	<ul style="list-style-type: none"> <li>• Current course curriculum are not credit and competency based</li> </ul>	<ul style="list-style-type: none"> <li>• Models must be developed on credit basis.</li> </ul>
11	Interest and trust in TVET education is in decreasing trend	<ul style="list-style-type: none"> <li>• People are losing trust in technical education. There are no permanent jobs. Some institutes lack teachers, some lack students and some both. Certificates are losing the weightage and values that it carries</li> </ul>	
12	Teacher's quality	<ul style="list-style-type: none"> <li>• There are no rules and regulations for teachers. Due to the lack of availability of the teachers, head masters are forced to anyone who is willing and available.</li> </ul>	
13	Unsecure position	<ul style="list-style-type: none"> <li>• Teachers as well as instructors are not offered permanent positions.</li> </ul>	

#### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Output of students		<ul style="list-style-type: none"> <li>• A student who has completed 12th grade should be able to showcase a skill. The skill must be relevant to the courses he/she has studied.</li> </ul>

#### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation

#### 7.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation

<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Problem in recognition	<ul style="list-style-type: none"> <li>• Diploma and Pre-diploma graduates face recognition issues from University as well as Public Service Commission.</li> </ul>	<ul style="list-style-type: none"> <li>• Regardless of CTEVT and CEHRD graduates there should not be recognition issues</li> </ul>
2	Certification	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Certification of all training conducted in the nation should be done with one single authority.</li> </ul>
3	Absence of credit accumulation Transfer System	<ul style="list-style-type: none"> <li>• There is no system of credit accumulation and transfer in any curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Credit accumulation and transfer system must be implemented and it should be tied up with a specific module.</li> </ul>
4	Curricula are not updated, no uniformity in curricula	<ul style="list-style-type: none"> <li>• CTEVT and Technical stream curricula are old and not updated since 2070/2072. Even short course curricula are not updated.</li> </ul>	<ul style="list-style-type: none"> <li>• There should be timely revision of course curricula, both short term and long term courses.</li> </ul>
5	Skill test value	<ul style="list-style-type: none"> <li>• Skill testing has had many problems in the past and is still relevant now. The quality of authenticity of skill tests is degrading and the trainees are not taking it seriously. Trainees who have not learned properly are getting the same certificate as the ones who have learned. This diminishes the value of the training and gives a false sense of achievement.</li> </ul>	

<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Teacher availability/ Difficult to find licensed teachers	<ul style="list-style-type: none"> <li>• It is very hard to retain teachers in school. Teachers are leaving mid-session or before completing the session. It is very hard to find a replacement teacher.</li> <li>• As per the Teachers Service Commission, teachers have to obtain a</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent position should be created. OJT is not effective particularly in the TVET stream to teachers.</li> </ul>

		<p>license to be eligible for teaching. Teachers are found to be unlicensed or were unable to pass the licensing exam.</p> <ul style="list-style-type: none"> <li>• While teachers are required to obtain a license, graduates do not bother to obtain one as they think of it as short-time work.</li> </ul>	
2	Faculty issues	<ul style="list-style-type: none"> <li>• Faculties such as agriculture are very hard to manage by schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Other faculties must be explored and focused.</li> </ul>
3	Awareness lacking	<ul style="list-style-type: none"> <li>• Orientation of the programs to the students are lacking and are in poor quality. Objectives and differences are not being properly briefed.</li> </ul>	
4	Limited opportunity to students to engage in the world of work		<ul style="list-style-type: none"> <li>• World of Work should be considered and studied.</li> </ul>
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Absence of Federal/provincial TVET act	<ul style="list-style-type: none"> <li>• Federal TVET act is yet to be introduced. There will be difficulty in aligning provincial TVET acts as two provinces, Gandaki &amp; Bagmati Province, have already introduced provincial acts.</li> </ul>	
2	Contradicting policies(Local Government Operation Act, Constitution, Education Policy & CTEVT Act)	<ul style="list-style-type: none"> <li>• Contradicting policies are prevalent currently. As per the Local Government Operation Act, TVET Schools under CTEVT and CEHRD need to be transferred to local levels</li> </ul>	<ul style="list-style-type: none"> <li>• Federal TVET act in place to reduce policy gap</li> </ul>
3	Education board		<ul style="list-style-type: none"> <li>• Preservation of the education board should be done.</li> </ul>
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Insufficient funds to run Technical Schools.	<ul style="list-style-type: none"> <li>• Local governments tend to open Technical schools seeing budget allocation</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate sufficient funds to run Technical schools smoothly.</li> </ul>

		in the initial phase but the allocated budget is insufficient to run the Technical stream.	
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<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation

<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

**8. Observations/ guidance:**

<b>SN</b>	<b>Major Issues</b>	<b>Explanation</b>	<b>Participant's recommendation</b>

## Annex 6.5: 10 August 2022 workshop/ event

### Brief Proceedings of the One-day workshop on TVET Sector Reform Strategic Plan among Inter-ministerial workshop and collect feedbacks

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

And collect inputs, suggestions and feedbacks.

#### 2. Program date:

10 August 2022

#### 3. Venue:

Documentation Hall, MoEST

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	
1.2	Session Chair	Ram Krishna Subedi
1.3	Welcome	Kul Bahadur Phadera
1.4	Objective of the program	Kamal Prasad Pokharel
1.5	Master of ceremony	Kul Bahadur Phadera
2	Technical Session	Dr. Hari Kumar Pradhan and the team
2.1	Study concept presentation	Dr. Hari Kumar Pradhan
2.2	Question clarification	Chuman Babu Shrestha
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration/ Opening of the program

The inaugural session was chaired by Mr. Ram Krishna Subedi, Secretary of MoEST. During the session Dr. Kamal Prasad Pokharel, Joint Secretary, MoEST made the welcome remarks. He remarked the need for horizontal relation among various ministries at the federal level in the context of federalization. He added many ministries are also running TVET program especially short-term trainings except NATHM, Under Ministry of Culture, Tourism and Civil Aviation (MoCTCA) who also offer Bachelors and Masters' degree programs. He further added that in this context how better collaboration can be done among the ministries and how to ensure alignment of short-term trainings with NVQF are important and according to him, these were the reasons for organizing the day's workshop.

The workshop objectives, as presented in Section 1 above, was shared by Dr. Hari Prasad Lamsal, Joint Secretary of MoEST. Dr. Lamsal also shared that the TVET Sector Analysis Report and Demand side report can be shared with concerned stakeholders. He added that the thrust in the context was how to establish smooth coordination and harmonization among ministries and improve horizontal and vertical coordination. Stakeholders' feedback can be incorporated through email, if detail discussion is not possible during the day's workshop.

## 6. Technical session

The inaugural session was followed by the technical session which started with presentation by Dr. Hari Kumar Pradhan. Dr. Pradhan presented the major findings of TVET Sector Analyses study and summarized major proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032.

After technical presentation, Mr. Ram Krishna Subedi, Secretary, MoEST delivered his short remarks during opening session. He mentioned that suggestions and feedback are yet to be received, he was interested to go through the suggestions from participants. He opined that TVET has capacity to make a person capable of doing him/herself and make them independent. He emphasized on the need to identify the focus, whether it is for further education, foreign/employment or both that needs to be clarified. He also remarked that labor market needs should not be forgotten which the TVET graduates should meet.

## 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 1: Issues, explanations and recommendations by participants

### 7.1 Access and equity

SN	Major Issues	Explanation by Participants	Participant's recommendation
1	Less enrollment	<ul style="list-style-type: none"> <li>Enrolment in technical stream schools is very low.</li> </ul>	
2	Overqualified in short term training	<ul style="list-style-type: none"> <li>Graduates with master degree also enrolled in short term training.</li> </ul>	<ul style="list-style-type: none"> <li>Short term training targeting all category and age group people.</li> </ul>
2			<ul style="list-style-type: none"> <li>At least short-term skills for students traveling for further education in other countries. Such survival skills can help them survive during educator.</li> </ul>
4			<ul style="list-style-type: none"> <li>Low enrolment rate needs to be addressed by the plan.</li> </ul>
5	Migrants	<ul style="list-style-type: none"> <li>8,00,000 migrants in visa year 2078.</li> <li>60% without visa, just travel with visit visa</li> <li>No skills training for them.</li> </ul>	<ul style="list-style-type: none"> <li>Skills training is necessary to these migrants</li> </ul>
6	Mapping		<ul style="list-style-type: none"> <li>School mapping and skill mapping should be perpetuated.</li> </ul>
7	Duplication in training	<ul style="list-style-type: none"> <li>Duplications in training are being witnessed in certain areas of the nation. People are attending training only for facilities (food, lodge, daily allowance). A participant with 65 certificates of training</li> </ul>	

SN	Major Issues	Explanation by Participants	Participant's recommendation
		with similar content was not qualified for any job.	
8	Scarcity of manpower	<ul style="list-style-type: none"> <li>There is a lack of skilled manpower in the market. Engineers are forced to work as sub-engineer because there are no skilled sub-engineer to fill up the seat.</li> </ul>	
9	Balance between supply and demand	<ul style="list-style-type: none"> <li>The imbalance between supply and demand is still relevant in today's market.</li> </ul>	

### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation
1	Mountaineering academy	<ul style="list-style-type: none"> <li>Mountaineering academy, currently existing, prepares people for mountaineering at high altitudes.</li> <li>Level 4 certification is being provided from NSTB to 15 people per annum.</li> <li>Lot of taxes are paid by such trekking mountaineering companies</li> <li>25 vocational training are being conducted every year. Provision of Bachelor's and Master's program is also present.</li> </ul>	<ul style="list-style-type: none"> <li>The plan should mention and incorporate this innovative educational opportunity in Nepal.</li> </ul>

### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	curriculum		<ul style="list-style-type: none"> <li>Occupation identification and training must be by BIAs.</li> </ul>
2			<ul style="list-style-type: none"> <li>CTEVT curriculum must be used across the country.</li> </ul>
3			<ul style="list-style-type: none"> <li>Curriculum must be the same. Avoid different curriculum situation.</li> </ul>
			Curriculum must be prepared/ endorsed by just one agency.
			<ul style="list-style-type: none"> <li>Industry must be engaged in preparing standards and curricula.</li> </ul>



SN	Major Issues	Explanation by Participants	Participant's recommendation
4	Teachers	<ul style="list-style-type: none"> <li>• CTEVT has been operating TVET but these classes suffer from lack of competent resource persons.</li> <li>• University education exists for theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons should have practical skills. Theoretical knowledge is insufficient.</li> <li>• Focus should be on quality</li> <li>• Teachers to must possess actual field practice.</li> <li>• There should be difference between university education and TVET. No need to focus on theory by TVET.</li> </ul>
5	Competency		<ul style="list-style-type: none"> <li>• Graduates must be able to deliver their responsibility. Any partial skill is not helpful for employment.</li> <li>• The skills obtained by any trainee should be sellable and productive.</li> </ul>
6	Seriousness in teaching	<ul style="list-style-type: none"> <li>• Teaching learning is very lightly taken in TVET. No serious efforts appears to have made</li> </ul>	<ul style="list-style-type: none"> <li>• Serious delivery by instructors is required.</li> </ul>
7		<ul style="list-style-type: none"> <li>• Teaching learning is rigid</li> </ul>	<ul style="list-style-type: none"> <li>• It should be flexible allowing learners various options for completing their study.</li> </ul>
8	Monitoring	<ul style="list-style-type: none"> <li>• No monitoring exists in the system</li> </ul>	<ul style="list-style-type: none"> <li>• The TVET, particularly, the short-term programs need to be properly monitored to ensure results.</li> </ul>
9	Infrastructure	<ul style="list-style-type: none"> <li>• There are training schools with thatch roof while the truth is they get lot of money for training.</li> <li>• Many trainings had to be canceled due to lack of proper infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is responsible for this situation? It must be addressed through proper monitoring.</li> <li>• Constant monitoring of infrastructure and quality of training should be done. CTEVT should facilitate such training courses.</li> </ul>

#### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1		Innumerable training going on.	<ul style="list-style-type: none"> <li>• Quality of graduates is necessary than quantity.</li> </ul>
2		One person has taken training up to 65 times. And this is not one example	<ul style="list-style-type: none"> <li>• Coordination and monitoring required to avoid such situation.</li> <li>• Government investment must ensure the returns.</li> </ul>
3	Qualification of manpower	<ul style="list-style-type: none"> <li>• Field officers are more qualified in theoretical knowledge rather than practical. They are not sufficiently exposed to practical implications and lack knowledge.</li> </ul>	

SN	Major Issues	Explanation by Participants	Participant's recommendation
		<ul style="list-style-type: none"> <li>• People who are working as travel guides for mountain tourism do not have a degree in their respective field. They work on the basis of knowledge gained from their ancestors. 150 out of 3500 are certified with Level 4 certificate.</li> <li>• 10,85,000 people have gone abroad for a better future since January. About 60% of the people are destined for the labor market outside the country. Most of them are under qualified and have no training.</li> </ul>	

### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	Focus	What is focus of our TVET: domestic or overseas market or both	<ul style="list-style-type: none"> <li>• Focus should be self and wage employment</li> <li>• Focus should be on both domestic and international market.</li> </ul>
2	Sri Lanka	Sri Lanka makes curriculum for the industry/ employment market TVET cannot be in isolation for market.	
3		FE will remain unchanged.	<ul style="list-style-type: none"> <li>• Plan should be prepared to increase remittance as FE cannot be stopped.</li> </ul>
4			<ul style="list-style-type: none"> <li>• Curriculum should be also relevant for world employment market.</li> </ul>
5			<ul style="list-style-type: none"> <li>• Curriculum must incorporate latest IT and AI technology. It will also workers to work by staying at home.</li> <li>• Artificial Intelligence is being used in many sectors. It should be considered in TVET also.</li> </ul>
6			<ul style="list-style-type: none"> <li>• TVET should be employment focused</li> <li>• And should encompass saleable skills.</li> </ul>
7			<ul style="list-style-type: none"> <li>• Graduates should be competitive.</li> </ul>
8	Advance skills	Advance skills (probably at advance diploma level) is required to meet the skills demands in the	<ul style="list-style-type: none"> <li>• Our teachings are mainly for certificates and therefore, need to consider advance level education as well.</li> </ul>

SN	Major Issues	Explanation by Participants	Participant's recommendation
		international employment market.  The imbalance between supply and demand has been relevant in today's market, nationally as well as internationally.	

### 7.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation
1		In the VAs announced for sub-engineers, Engineers also apply.	<ul style="list-style-type: none"> <li>• Demands exist for sub engineers.</li> </ul>
2		<ul style="list-style-type: none"> <li>• No employment opportunity for engineering graduates.</li> <li>• No question of employment, if the teaching learning is of quality.</li> </ul>	
3		<ul style="list-style-type: none"> <li>• Massive investment in TVET but no proper knowledge of employment information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student tracer studies must be conducted.</li> <li>• Employment placement must be facilitated.</li> </ul>
4	Skill set		<ul style="list-style-type: none"> <li>• The skills obtained by any trainee should be sellable and productive.</li> </ul>

### 7.7 Integration

SN	Major Issues	Explanation	Participant's recommendation
1	Integration		<ul style="list-style-type: none"> <li>• Both vertical and horizontal coordination and integration required.</li> </ul>
2	Pre-vocational education	<ul style="list-style-type: none"> <li>• There used to be pre-vocational as part of general education grades 8 and above in the past. But it does not exist now.</li> </ul>	Possibility for extending TVET for this level need to be explored.
3		<ul style="list-style-type: none"> <li>• Participants requested for more explanation on NVQF and its working procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• (The Planning Team explained accordingly).</li> </ul>
4			<ul style="list-style-type: none"> <li>• Put priority in technical education</li> <li>• Improve vocational training.</li> </ul>
5			<ul style="list-style-type: none"> <li>• New TVET Act must ensure both recognition and further education opportunity for TVET graduates.</li> </ul>
6	Modular training		<ul style="list-style-type: none"> <li>• As short as 10 days spent on training should be recognized.</li> </ul>

SN	Major Issues	Explanation by Participants	Participant's recommendation
7	Credit hours accumulations	Training is being provided by many organizations. They are not being valued.	<ul style="list-style-type: none"> <li>Credit hours investing in similar training should be accumulated to obtain a certain level.</li> </ul>
8	Credit transfer		<ul style="list-style-type: none"> <li>Credit transfer should be implemented.</li> </ul>
9	Rigid courses	Rigidity in structure of the course have led many to drop out or to not enroll at all. Due to this, vertical growth is not accessible to everyone.	<p>Modular concept, multi entry and multi exit should be adopted.</p> <ul style="list-style-type: none"> <li>Post diploma courses should be developed. It is very good for retention,</li> </ul>
10	Basis of curriculum		Curriculum must be developed on the basis of clusters of similar industries.
11	AI usage		Artificial Intelligence is being used in many sectors. It should be considered in TVET also.

### 7.8 Management

SN	Major Issues	Explanation	Participant's recommendation
1	Curricula development		<ul style="list-style-type: none"> <li>If the curricula are of quality and prepared by a competent authority such as CTEVT, anyone can implement it.</li> </ul>
2	Lack of tracking and tracing	Tracking and tracing of generated manpower has not been done. It is unclear how they have interacted with the world of work.	

### 7.9 Coordination

SN	Major Issues	Explanation	Participant's recommendation
1		No coordination mechanism exists for ministerial coordination.	Frequent meeting of relevant stakeholders is necessary.
2			Horizontal coordination among three levels of government is necessary for both demand and supply side.
3			Such coordination mechanism to be provisioned through the TVET Act itself.
4	Insufficient linkage	Linkage of the education system and industry is not enough.	The linkage should be done up to the core level of the industry.
5	Government coordination		Coordination between local, provincial and central governments should be maintained.

### 7.10 Governance

SN	Major Issues	Explanation	Participant's recommendation
1	Roles and responsibilities	Currently, in absence of TVET Act, lack of clarity among three levels of government remains.	<ul style="list-style-type: none"> <li>The new TVET Act must specify the roles and responsibilities of the three levels of governments.</li> <li>Federal level needs to focus on quality assurance.</li> </ul>

SN	Major Issues	Explanation by Participants	Participant's recommendation
			<ul style="list-style-type: none"> <li>Province level should be responsible for managing schools while short term training needs to be left as the local level responsibility.</li> </ul>
2	Local level's coordination		<ul style="list-style-type: none"> <li>Engagement of local government with the education sector should be increased.</li> </ul>
3	Qualification Authority		<ul style="list-style-type: none"> <li>Qualification Authority exists in other countries and has been proved to be effective and so should be in Nepal.</li> </ul>
4	Province government operated schools		<ul style="list-style-type: none"> <li>Every existing school should be operated by the provincial government. TVET authority should only develop and modify curriculum.</li> </ul>
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Cost of education	Private sector also offers training and education. Although they are expensive, students' enrolment is high.	Quality and results matter and therefore, despite expensive education, students join private institutes.
2	TVET fund and its allocation		Funding for TVET should be distributed equally. There should be unified expenses management.
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Endorsement of certificates		Endorsement of the certificates should be done by a single authority.
2	Monitoring of quality	<p>Many training had to be canceled due to lack of proper infrastructure.</p> <p>There is no basis on which the training is being conducted.</p>	<p>Constant monitoring of infrastructure and quality of training should be done. CTEVT should facilitate such training courses.</p> <p>Employers should provide appropriate trainings.</p> <p>Training should be demands based only.</p>
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Studies	<p>Industry studies for identification of occupations with demands and curriculum development thereof.</p> <p>There is lack of industry studies to identify what are the occupations, there</p>	<p>Market studies are required to identify market demands.</p> <p>Given the migration context, international employment market also needs to be studied.</p> <p>Industry studies for identification of occupations with demands and curriculum development thereof.</p>

SN	Major Issues	Explanation by Participants	Participant's recommendation
		levels and competencies required in the industries.	
2	Migration	800,000 people migrated in the last visa year. 60% of them without work permit They do not have skills training.	Ways need to be developed to train these people.

### Inputs in Format of plan document

- It should mention major actions distributed by year not only strategy and operational policy. It makes the plan vague.
- It should also mention outputs and outcomes.
- It should guide annual plan.

### 8. Observations/ guidance:

SN	Major Issues	Explanation	Participant's recommendation
1	Complain about study	Deriving conclusions based on secondary data is not sufficient.	While working with conclusions and findings, both secondary and primary data should be considered.
2	Market study		Global market analysis should be studied more carefully rather than the local market. This will aid in predicting the future demand of the market.
3	Selection process		Selection of trainees should not be random and should be endorsed.
4	Skill testing		Skill testing will only be easy if there is proper resource management, if the quality, education and knowledge is well maintained.
5	NVQF implementation		NVQF should be properly implemented and recognized by all the employers.  The curriculum should tie up the NVQF system.
6	Free and paid courses	Student line up for paid courses as they are being taught by experts. They offer flexible timing. Free courses are often being neglected because they are not flexible in timing and are not being taught by experts.	Education programs need to be adjusted accordingly.

### 9. Closure of the program:

Ministry request to the participants: The participants were requested to send their written comments to also reflect institutional representation.



## Annex 6.6: 11 August 2022 workshop/ event

### Brief Proceedings of the One day workshop on TVET Sector Reform Strategic Plan among Business and Industry Association Representatives and collect feedbacks

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

And collect inputs, suggestions and recommendations.

#### 2. Program date:

11 August, 2022

#### 3. Venue:

Documentation Hall, MoEST, Kathmandu

#### 4. Workshop Schedule:

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	
1.2	Session Chair	Ram Krishna Subedi
1.3	Welcome	Kul Bahadur Phadera
1.4	Objective of the program	Kamal Prasad Pokharel
1.5	Master of ceremony	Kul Bahadur Phadera
2	Technical Session	
2.1	Study concept presentation	Dr. Hari Kumar Pradhan and the team
2.2	Question clarification	Dr. Hari Kumar Pradhan and Chuman Babu Shrestha and Sita Paudel
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration/ Opening of the program:

The program was chaired by Mr. Ram Krishna Subedhi, Secretary of the MoEST. Welcome remarks were made by Dr. Kamal Prasad Pokharel, Joint Secretary of the MoEST. He informed that the TVET is one of the priority programs of Nepal Government. It was reflected through different documents such as 15<sup>th</sup> Plan and commitment to SDGs, and other government policies and programs. Dr. Pokharel further added that MoEST wants to establish close coordination with Business and Industries to minimize the gap between demand and supply seen in Nepalese workforce.

Objectives of the program was shared by Dr. Hari Lamsal, Joint Secretary/ Head of Planning Division, MoEST. Dr. Lamsal shared that MoEST is in process of developing ten years reform strategic plan and noted that there has been realization that things are not working properly and way needs to be explored what needs to be done to address the issues. Dr. Lamsal also agreed that there has been mismatch between demand and supply of workforce and minimizing this skill mismatch is biggest challenges for the country. According to him, the Ministry focus is to increase ownership of Business and Industries in TVET sector development and therefore, such a comprehensive plan was necessary to guide MoEST.



During the meeting Mr. Kul Bahadur Phaedra – Under Secretary of MoEST briefly shared the overall process of TRSP. Then Dr. Hari Pradhan was invited to make the presentation covering the objectives of the workshop mentioned in Chapter 1 above.

## 6. Summary of the comments and inputs from workshop participants

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 1: Participants' inputs/ remarks

### 6.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of teachers	<ul style="list-style-type: none"> <li>Lack of certified teachers has led to closure of many training programs and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Existing teachers should be provided with ToT training and should be motivated to get teacher's permit.</li> </ul>
2	Dismissal of courses	<ul style="list-style-type: none"> <li>Many training courses and other programs are being dismissed due to lack of students. The traditional sector, handicraft, has witnessed most of these cases. New programs such as stone crafting, wood carving have been introduced but the number of students is still less than expected.</li> </ul>	

### 6.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

### 6.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Curriculum	<ul style="list-style-type: none"> <li>Graduates are knowledgeable in theory but not in practical.</li> <li>Curriculum does not match the industry needs.</li> <li>Lack of Occupational Safety and Health has caused many human casualties</li> </ul>	<ul style="list-style-type: none"> <li>Project work for students where they are required to prepare a report on any industry can be introduced.</li> <li>OSH must be part of curriculum</li> <li>Occupational Safety and Health should be included in each and every training and technical program.</li> <li>At the school level, at least safety and health should be provided</li> </ul>
2	Not enough knowledge to operate machines	<ul style="list-style-type: none"> <li>They are not competent to handle sensitive machine and equipment. It is risky to allow them to start working in them without knowing their</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
		proficiency level or without managing supervisors.	
3	Method of training	<ul style="list-style-type: none"> <li>• Apprenticeship method of training is good.</li> <li>• There is no system for training of existing workers</li> </ul>	<ul style="list-style-type: none"> <li>• Dual VET method of training is necessary for better TVET outcomes.</li> <li>• Existing workers must be trained at the workplace itself.</li> <li>• Practical training should not be less than 60%, more the better</li> </ul>
4	OJT	<ul style="list-style-type: none"> <li>• There is no OJT provision for Diploma level engineers and sub engineers</li> <li>• OJT allows interaction between employer and employee. Both – employers and OJT learners, can benefit from this interaction.</li> <li>• Graduates intention to get experience in hospitality sector is mainly targeted for foreign employment</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of internship/ on the job training in the curriculum has to be incorporated in all curricula.</li> <li>• People are interested in foreign employment but 2 years employment after OJT needs to be provisioned</li> <li>• Duration of any OJT should be of 6 months.</li> </ul>
4	Teacher training	<ul style="list-style-type: none"> <li>• Teachers have theoretical knowledge insufficient for skilled workers in field such as handicraft</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers as well must be trained in the actual workplace</li> <li>• The existing workers through proper teacher training method can be trained in handicraft industry suit to enhance their training capacity</li> </ul>
5		<ul style="list-style-type: none"> <li>• Sometimes there is no teacher for imparting training while other times the vice-versa</li> </ul>	
6	OJT enhancement	<ul style="list-style-type: none"> <li>• The currently existing OJT curriculum is three years old and has not been updated.</li> </ul>	OJT programs should generate at least 2 years of employment for the trainee.
7	Skills learning		<ul style="list-style-type: none"> <li>• Nurses should be well trained from basic skills to critical skills.</li> </ul>
8	Region specific demand		<ul style="list-style-type: none"> <li>• Market demand study should concentrate more on the study area rather than the whole nation. Local demands must be prioritized.</li> </ul>
15	BIA engagement		<ul style="list-style-type: none"> <li>• BIAs should be allowed in the both training and assessment process.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
			<ul style="list-style-type: none"> <li>• Industry – TVET system exchange program is necessary.</li> <li>• Soft skills and work ethics should be part of the curriculum.</li> </ul>
<b>6.4 Output</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Training	<ul style="list-style-type: none"> <li>• Only 5% of the existing workers have some kind of training</li> </ul>	<ul style="list-style-type: none"> <li>• This situation should be reversed by offering large number of existing workers training.</li> </ul>
<b>6.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Motivated to go abroad	Most of the participants are motivated to go abroad after completion of their training.	<ul style="list-style-type: none"> <li>•</li> </ul>
2	Skilled and unskilled	<p>Presence of both skilled and unskilled manpower is seen in the industry.</p> <p>People are undermining the values of degree and skills</p>	<ul style="list-style-type: none"> <li>• Unskilled manpower should be given proper training either from the employer or the government.</li> </ul>
3	MIS for manpower and employers		<ul style="list-style-type: none"> <li>• An online portal to document and connect employers to manpower should be developed.</li> </ul>
4	Lack of employment	Annually, over 2000 engineers are being produced but there are no job opportunities. Many change their career path to get employed.	<ul style="list-style-type: none"> <li>• Lack of employment; employment needs to be identified.</li> </ul>
5	Inclusion of internship in Bachelor's course		<ul style="list-style-type: none"> <li>• A 6-month internship program should be arranged in every Bachelor's course. This will help both, the manpower and the employer, to meet their demands.</li> </ul>
<b>6.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Migration	<ul style="list-style-type: none"> <li>• Graduates are tempted to go for foreign employment after some experience.</li> <li>• Therefore, BIAs do not realize benefit of investing their private resources in providing training or OJT</li> <li>• The question is, is the nation investing for foreign employment</li> </ul>	<ul style="list-style-type: none"> <li>• Government should be clear about its objectives and policy of training.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
2	Labor Act	<ul style="list-style-type: none"> <li>• Labor Act does not make mandatory for graduates to remain in employment after OJT completion</li> </ul>	<ul style="list-style-type: none"> <li>• This provision should be in place allowing BIAs opportunity to get some sort of return from individuals trained by them</li> </ul>
3	Tracer study	<ul style="list-style-type: none"> <li>• Graduates are nation's property but there is no tracer study nor any tracking system to track about their status after graduation.</li> <li>• Such system could solve 50% of the unemployment problem</li> </ul>	<ul style="list-style-type: none"> <li>• A graduate tracing App could be developed for this purpose.</li> <li>• Both graduates and BIAs can benefit from status of employment opportunity and graduates employment status.</li> </ul>
4	Information about graduates/ skilled workers	<ul style="list-style-type: none"> <li>• Interesting situation exists in Nepal where employers are constantly in search of skilled workers while the skills workers say there is no employment opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Two recommendations exist: <ul style="list-style-type: none"> <li>a. Make the curriculum market relevant and</li> <li>b. Develop reliable LMIS to make reliable exchange of employment opportunity and availability of skilled workers in the country</li> </ul> </li> </ul>
5	Discouraging short training		<ul style="list-style-type: none"> <li>• Ineffective training should be discouraged.</li> <li>• Short term training must be monitored and standardized</li> </ul>

### 6.7 Integration

SN	Major Issues	Explanation	Participant's recommendation
1	Integration of returnee migrants (RM) skills	<ul style="list-style-type: none"> <li>• Returnees have massive and latest skills but government does not have system to tap and use them</li> </ul>	<ul style="list-style-type: none"> <li>• Separate access route be available at the airport arrival to request RMs to give their information to the government.</li> <li>• Iterative App needs to be developed so that: <ul style="list-style-type: none"> <li>• RM profile is captured at the arrival as soon as they arrive at the airport.</li> <li>• It should: <ul style="list-style-type: none"> <li>○ collect RM's contact address</li> <li>○ categorically document the skills they possess</li> <li>○ capture their plan</li> </ul> </li> <li>• Information should be made available to interested BIAs allowing them to contact them and the vice-versa. Such arrangement can help both the RM and the BIAs contact them when necessary. Computer Association of Nepal (CAN) has willingness to support government to develop such an APP.</li> <li>• This application could be linked with LMIS and Department of Labor</li> </ul> </li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
2	Existing workers	<ul style="list-style-type: none"> <li>Existing workers have lot of skills but they do not have certificates (few workers have almost 34 years of experience)</li> </ul>	<ul style="list-style-type: none"> <li>Skills testing/ RPL system should be widened. Currently it is limited to few.</li> </ul>
3	No progress for existing worker	<ul style="list-style-type: none"> <li>A plumber retires as plumber.</li> <li>No system exists for their vertical progression</li> </ul>	<ul style="list-style-type: none"> <li>System should be introduced to avail opportunity for higher level skills and certification</li> </ul>
	Skills test costs	<ul style="list-style-type: none"> <li>Are high but artisan do not have money to afford</li> </ul>	<ul style="list-style-type: none"> <li>Some ways should be in place to help artisans in this respect</li> </ul>
	Dual VET		<ul style="list-style-type: none"> <li>Effectiveness of the Dual VET system is recognized all over the world and should be implemented in Nepal also.</li> </ul>
	Focus on geriatrics		<ul style="list-style-type: none"> <li>Focus should be also made on geriatrics (dealing with health and care of old people).</li> </ul>
	Exposure with newer equipment		<ul style="list-style-type: none"> <li>Nurses should be made familiar with newer and updated medical equipment.</li> </ul>
	Training modules		<ul style="list-style-type: none"> <li>Short term online training can be conducted to produce required manpower.</li> </ul>

### 6.8 Management

SN	Major Issues	Explanation	Participant's recommendation
1	Coordination with BIAs	<ul style="list-style-type: none"> <li>Thanks for this opportunity but this consultation may not be sufficient. Therefore, further interaction during policy and planning process is necessary</li> </ul>	<ul style="list-style-type: none"> <li>BIAs are ready to support government in this process</li> </ul>
2	One-door in training	<ul style="list-style-type: none"> <li>Lot of training but not very useful. Therefore, there is acute need for inter-ministerial coordination committee</li> </ul>	<ul style="list-style-type: none"> <li>Inter-ministerial coordination committee for better planning and implementation of training is necessary</li> </ul>
3	Information	<ul style="list-style-type: none"> <li>Lack of data and information on both training and employment exists</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li>Reliable LMIS need to be in place</li> </ul>
4	Training opportunity in government hospital	<ul style="list-style-type: none"> <li>Government hospital does not allow training opportunity for learners</li> </ul>	<ul style="list-style-type: none"> <li>This provision must be reviewed to allow opportunity on training for which required machine and equipment are unavailable elsewhere in the private sector.</li> </ul>
5	People returning to abroad	<ul style="list-style-type: none"> <li>There are several reports of people not wanting to stay in the country after they have returned from abroad. Due to inferior technological practices and unstable governing bodies, people are</li> </ul>	<ul style="list-style-type: none"> <li>Manpower generated in the country should be motivated to stay and work in the country.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
		<p>motivated to return abroad.</p> <ul style="list-style-type: none"> <li>• The efforts and resources are being wasted as people study in the nation and are motivated to work in foreign countries.</li> <li>• Foreign countries offer better education, motivating people to study their courses.</li> </ul>	
6	Training duplication	<ul style="list-style-type: none"> <li>• Many instances where same or similar training have been conducted in urban parts of the nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Training duplication needs to be removed</li> </ul>
7	KMS introduction		<ul style="list-style-type: none"> <li>• Knowledge Management System, a digital record maintaining system, should be introduced.</li> </ul>
8	EMIS		<ul style="list-style-type: none"> <li>• EMIS is currently operational. It should be used by all authorities to build its usefulness.</li> </ul>
<b>6.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Coordination among BIAs and TVET	<ul style="list-style-type: none"> <li>• No network exists between the two</li> </ul>	<ul style="list-style-type: none"> <li>• Such coordination network is necessary including relevant organizations across the same level of governance and between and among the three levels.</li> <li>• CTEVT and industry must be connected anyhow</li> </ul>
2			<ul style="list-style-type: none"> <li>• (Planning team clarified several studies conducted over labor market but the need for addressing the mismatch between the educational qualifications and that required in the BIAs workplace still exists)</li> </ul>
3	Inter-ministry linkage		<ul style="list-style-type: none"> <li>• Inter-ministry communication and linkage should be strongly established and should be harmonized.</li> </ul>
4	Engagement of private section		<ul style="list-style-type: none"> <li>• Engagement of the private sector in contributing towards the development of curriculum must be increased.</li> </ul>
<b>6.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Studies and reports	<ul style="list-style-type: none"> <li>• There are many studies and reports like these but they are in the ministry shelves.</li> <li>• There is no TVET policy yet</li> </ul>	<ul style="list-style-type: none"> <li>• The recommendations made by BIAs should be implemented through policy instruments.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
2	Rules and regulations	<ul style="list-style-type: none"> <li>Policy and rules and regulations are the ones that clarify and drive the sector. But it is not clear yet.</li> </ul>	<ul style="list-style-type: none"> <li>Roles and responsibility should be clarified by policy and governing rules and regulations</li> <li>Separate TVET Act necessary</li> </ul>
3	Handicrafts sector is ready to provide OJT	<ul style="list-style-type: none"> <li>Handicrafts sector is ready to provide OJT but Labor act provisions are conflicting</li> </ul>	<ul style="list-style-type: none"> <li>Such Acts should be reviewed</li> </ul>
4	Sector skills committees		<ul style="list-style-type: none"> <li>Tax rebate provisions should be considered for encouraging BIAs making SSCs effective</li> </ul>
5	Contradicting laws	<ul style="list-style-type: none"> <li>There are numerous contradicting laws in the education sector.</li> </ul>	
6	Incentive		<ul style="list-style-type: none"> <li>Incentives such as tax deduction can be implemented.</li> </ul>
7	Authorities tie up		<ul style="list-style-type: none"> <li>CTEVT and TU should link up.</li> </ul>

#### 6.11 Finance

SN	Major Issues	Explanation	Participant's recommendation

#### 6.12 Monitoring and Evaluation

SN	Major Issues	Explanation	Participant's recommendation
1	Tracing the returnees		<ul style="list-style-type: none"> <li>People who have returned from the foreign countries should be tested and be provided with appropriate certificates. Their work can be tracked and their skills can be utilized.</li> <li>More than 10,000 nurses are being sent to the UK. They should be provided with necessary provision to work in the nation.</li> </ul>
2	Tracing the outputs		<ul style="list-style-type: none"> <li>Provision of tracing and tracking the outputs should be done.</li> </ul>
3	Training misused	<ul style="list-style-type: none"> <li>Training programs are constantly being misused. Some attend the training just for the facilities provided by the host and receive certificates. Getting the certificate is easy for them as there is no proper monitoring of skill tests.</li> </ul>	<ul style="list-style-type: none"> <li>Misuse of training must be removed</li> </ul>
4	Documentation of progress		<ul style="list-style-type: none"> <li>All the progress should be documented and suggestions and findings should be shared. Digital documentation should be done.</li> </ul>

#### 6.13 Knowledge Management

SN	Major Issues	Explanation	Participant's recommendation

SN	Major Issues	Explanation	Participant's recommendation
1	Informal sector	<ul style="list-style-type: none"> <li>Limited information in informal sector</li> </ul>	<ul style="list-style-type: none"> <li>Study should be conducted to explore this sector status and potential ways to allow TVET to support this sector as well.</li> <li>Market research is necessary to understand the market demand</li> </ul>
2		<ul style="list-style-type: none"> <li>Why the ELMS study is not reflected in the report</li> </ul>	<ul style="list-style-type: none"> <li>(The research team clarified that until the TVET SAR was drafted the ELMS study was not ready and still not. Now that BIA representative promised to share it, the major points from the ELMS work will be placed in the Annex as soon as it is received. However, until updating this process document, no such report was available).</li> </ul>
3	Whereabouts of past reports	<ul style="list-style-type: none"> <li>There had been many studies in the past about the education status and education sector. Many conclusions were drawn. But the implications and implementation are missing.</li> </ul>	

#### 7. Observations/ guidance:

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of skilled manpower	<ul style="list-style-type: none"> <li>Due to lack of skilled manpower, companies are forced to hire expensive manpower from India and Bangladesh. Construction works, be it small or big, are handled mostly from foreign countries.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of skilled manpower</li> </ul>
2	Minimum wages of nurses		<ul style="list-style-type: none"> <li>Minimum wages of nurses should be increased.</li> </ul>
3	Extra certificate		<ul style="list-style-type: none"> <li>Trainees and students should be provided with certificates for their volunteer work.</li> </ul>
4	Engineering staff college		<ul style="list-style-type: none"> <li>Provision for establishing engineering staff colleges should be developed.</li> </ul>
5	Stop the blaming game		<ul style="list-style-type: none"> <li>Blaming should be stopped and the focus should be more on identification of problems and ways to resolve them.</li> </ul>
6	Projection and implementation	<ul style="list-style-type: none"> <li>Projection of planning and progress in China is done for 50 years. While in Nepal, a 50 years old outdated system exists and is still in operation.</li> </ul>	<ul style="list-style-type: none"> <li>Human resource projection should also be improved and enhanced.</li> </ul>



**8. Closure of the program:**

Chairing Secretary promised to review the recommendations made as these inputs will be important to make the plan effective. The Plan is expected to guide the sector in several years in the future probably up to the decade.

## Annex 6.7: 24 August 2022 workshop/ event

### Brief Proceedings of the Workshop with officials of BIA to share the key finding of the Sector Analysis Report to collect feedback on the issues and problems in TVET Reform Strategic Plan

#### 1. Objectives of the program:

For stakeholder, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

To collect inputs, suggestions and feedbacks.

#### 2. Program date:

24<sup>th</sup> August, 2022

#### 3. Venue:

Siddhartha Hotel, Nepalgunj

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	
1.2	Session Chair	
1.3	Welcome	Chuman Babu Shrestha
1.4	Objective of the program	Chuman Babu Shrestha
1.5	Master of ceremony	Chuman Babu Shrestha
2	Technical Session	Chuman Babu Shrestha
2.1	Study concept presentation	Chuman Babu Shrestha
2.2	Question clarification	Chuman Babu Shrestha
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

The program was started by Chuman Babu Shrestha. He welcomed the participants and requested everyone to take their seats.

#### 6. Presentation:

The study and concept presentation was given by Chuman Babu Shrestha. After the presentation, the participant gave their inputs and enquired about confusions.

#### 7. Summary of the comments and inputs from workshop participants:

##### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation

##### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

##### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
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SN	Major Issues	Explanation	Participant's recommendation
	Unqualified teachers/ instructors	There are cases where unqualified teachers by requirements of curriculum are teaching but they are not experienced in practical aspects. Those instructors lack in teaching methodology and following old techniques and methodologies.	For situation where university graduates lack in teaching practical aspects of the curriculum can be delivered by expert workers. It would be better if they are trained for new methodologies of teaching
<b>7.4 Output</b>			
SN	Major Issues	Explanation	Participant's recommendation
1.	Ineffective training and monitoring	Students who took a three-year course of diploma in Fashion Designing do not know how to cut the clothes. This is due to improper training and lack of practical educations. Similarly, student with Bachelor's degree in Computer Application do not know how to make a website. BBA students do not know how to fill a bank voucher. It is a concern how and where these people will get a job.	Effective monitoring and evaluation system should be in place so that the objectives mentioned in the curriculum can be evaluated. This requires proper TVET curricula and learning outcome monitoring.
2	Qualified but unskilled	People with a degree do not have proper skills to work in the current market.	
<b>7.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Job placement	Job placement for recent graduates is very unfair. They are not getting the job they deserve. Due to this reason, people are forced to change their field and career.	Strong policy to support the graduates are in place. The private hospitals are getting the service of the PCL Nurse in the name of trainee Nurse where they work for the hospital with almost no money for the work.
<b>7.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	CTEVT course	Many CTEVT courses are old and sometimes they change the name of the	Course (curriculum) offered by CTEVT must be updated with recent change in the job market. It is outdated and is in need of major reforms.

SN	Major Issues	Explanation	Participant's recommendation
		subject without changing the contents in the market	Those who are currently working in the market should be included in curriculum development process.
2	Changing curricula structure	<p>There is a subject called 'Building Construction'. There are 16 chapters in the subject. The subject do not carry any meaningful lessons and are deemed as 'waste of time' both by teachers as well as students.</p> <p>New practices are being taught in the classroom. In the exam, those evaluators who are unaware of the new practice will definitely cross the answer written by students based on new practices. Students are forced to learn in the old ways even if they are mindful of the new practices.</p>	<p>Those types of contents should be removed from the curriculum. Those subjects can also be improved. Lessing the number of chapters can also be done.</p> <p>The evaluator engaged by the CTEVT need to be updated in their own field. It would be better if practitioner engaged in teaching are engaged for this purpose.</p>
3	Updating the curriculum	The curriculum in India is being updated frequently with close coordination of the BIA.	The curriculum should be updated regularly and frequently with close coordination with the Business and Industry Association (BIA).
4	Practical first, theory later	More focus given to theoretical lesson than practical	Practical education should be given and taught first. Theoretical knowledge should include must know information, not nice to know information
5	Curricula and real-life application	<p>The lessons being taught according to curriculum does not match the real-life applications. This has caused a lot of confusion among the students.</p> <p>Course and market do not align.</p>	

### 7.8 Management

SN	Major Issues	Explanation	Participant's recommendation
1	Finding manpower	Employers are having a hard time finding necessary human resource. The skilled human resources required	The lower skill persons for garments who only stiches the clothes are available in the country. Focus should be given to prepare high skilled persons who could stiches suits, and others in the garment industry.

SN	Major Issues	Explanation	Participant's recommendation
		for garments industry are brought mostly from India and Bangladesh. There are still 5,000 to 15,000 manpower demand in Lumbini province occupied by manpower from India and Bangladesh.	

#### 7.9 Coordination

SN	Major Issues	Explanation	Participant's recommendation

#### 7.10 Governance

SN	Major Issues	Explanation	Participant's recommendation
1	Unanswered questions	Responsible authorities are not giving proper response to arised issues and problems in the sector.	

#### 7.11 Finance

SN	Major Issues	Explanation	Participant's recommendation
1	Outdated act	The current training act was first introduced at 2048 BS. In the act, NPR 1,000 is allocated for hall charge, which is not enough for today's rate.	The training act should be updated more frequently and regularly to meet the present situation.
2	Tax system	Tax system for businesses are unfair.	

#### 7.12 Monitoring and Evaluation

SN	Major Issues	Explanation	Participant's recommendation
1	Monitoring of output by schools	The school does not monitor or track their output. They do not even have the information of student who have topped the exams.	

#### 7.13 Knowledge Management

SN	Major Issues	Explanation	Participant's recommendation

#### 8. Observations/ guidance:

SN	Major Issues	Explanation	Participant's recommendation
1	Major manpower brought from India	Main machine operators in major factories are from India. An operator had to call back because he was the only one who could lock/ unlock and operate the machine.	

## Annex 6.8: 2 November 2022 workshop / event

### Brief proceedings of the sharing of TRSP findings with officials of inter-department of MoEST and collect feedbacks and suggestions

#### 1. Objectives of the program:

For stakeholder, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

And collect inputs, feedbacks and suggestions.

#### 2. Program date:

November 2, 2022

#### 3. Venue:

Documentation Hall, MoEST, Singhadurbar

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	Kul Bahadur Phadera
1.2	Session Chair	Mr. Ram Krishna Subedi, Secretary MoEST
1.3	Welcome	Dr. Hari Prasad Lamsal, Joint Secretary, Planning division, MoEST
1.4	Objective of the program	Dr. Hari Prasad Lamsal
1.5	Master of ceremony	Mr. Kul Bahadur Phadera, Under Secretary
2	Technical Session	Kul Bahadur Phadera
2.1	Study concept presentation	Kul Bahadur Phadera
2.2	Question clarification	Dr. Hari Prasad Lamsal
2.3	Rapporteur	Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

Inauguration of the program was done by Kul Bahadur Phadera, Joint Secretary of MoEST. He shared what was done till date and heartily welcomed all the attendee.

Dr. Hari Prasad Lamsal, Secretary of MoEST welcomed all the participants and shared the objectives of the workshop briefly. He shared that the plan has reached its final stages. Before giving the final form, suggestions are expected in context to the page-specific theme of the. The plan has reached this stage with the help of Ministry of Education. Without debating and pointing out others responsibility and accountability, discussion of what can be done is more imperative. Due to the plan and scope being very diverse, concentration should be done. It is very hard to arrange time of all the attendee; everyone should be aware of that and should grab the opportunity to share their knowledge, suggestions and feedbacks.

#### 6. Presentation:

The technical presentation was given by Kul Bahadur Phadera. The presentation shared major findings, changes to be made.

## 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Career counseling		<ul style="list-style-type: none"> <li>• Career counseling for students should also be discussed</li> </ul>

### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Training cells enhance		<ul style="list-style-type: none"> <li>• Currently running training cells should be enhanced.</li> </ul>
2	Quality assurance guideline		<ul style="list-style-type: none"> <li>• Quality assurance guidelines should be set and improved.</li> </ul>
3	Teacher's quality		<ul style="list-style-type: none"> <li>• Development of teachers should also be focused.</li> </ul>
4	Occupational standard		<ul style="list-style-type: none"> <li>• Occupational standard should be defined before development of curriculum. The reformed curriculum should be based on the standards.</li> </ul>

### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation

### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	LMIS	<ul style="list-style-type: none"> <li>• LMIS will provide the appropriate data of demand and supply until and unless it is regularly updated by the industry.</li> </ul>	
2	Job market	<ul style="list-style-type: none"> <li>• Job market expansion should be focused.</li> </ul>	
3	Placement rate	<ul style="list-style-type: none"> <li>• The current state of production is only 40% while the placement rate is only 50%</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to make the placement rate to 100% should be done before start planning ahead.</li> </ul>

### 7.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation

### 7.7 Integration

SN	Major Issues	Explanation	Participant's recommendation

SN	Major Issues	Explanation	Participant's recommendation
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Transition can be difficult	<ul style="list-style-type: none"> <li>The difficulty in transition of technical and digital is very hard. Not everyone is gifted with those skills and can be hard to fashion them into it.</li> </ul>	
2	Overall development	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Employment and industrial development should also be focused.</li> </ul>
3	Non-formal training		<ul style="list-style-type: none"> <li>Non-formal training programs that are being conducted should be managed.</li> </ul>
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Impractical finance details	<ul style="list-style-type: none"> <li>The financial approach mentioned in the report is impractical. The financial contribution from private sector seems more.</li> </ul>	<ul style="list-style-type: none"> <li>Financial contribution from local level should be encouraged rather than from private sector.</li> </ul>
2	Budget allocation	<ul style="list-style-type: none"> <li>Budget allocated for development of education on local level is very low. Implantation proposed by the plan is not possible on the current budget.</li> </ul>	
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Teacher's selection process		<ul style="list-style-type: none"> <li>Selection process of teachers should be changed or reformed. Getting enough marks in examination is not the only importance. Aptitude test should also be conducted for teachers</li> </ul>
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

## 8. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop



Table 3: Participant's observations and guidance.

**Baikuntha Prasad Aryal**

SN	Major Issues	Explanation	Participant's recommendation
1	Naming of plan	• The plan incorporates more development aspects than strategic.	• The plan should be called " <i>development plan</i> " rather than " <i>strategic plan</i> ".
2	Too many parties involved without proper execution	• More than 16 ministries are involved in the development of TVET sector. But the implementation is done only by CEHRD and CTEVT.	• Assortment of duties should be done to mitigate the problem.
3	Interest from other organization	• Recently, UNESCO has release a new report regarding the TVET sector. It mainly discusses recovery from impact of COVID pandemic on TVET and concept of " <i>green TVET</i> ".	
4	Formal and informal TVET	• The plan only concentrates on formal TVET.	• The plan should also focus on informal TVET.
5	Finance distribution correction	• The plan includes finance distribution where industry's contribution is only 0.05%. Household contribution is very less	• The household contribution should be lessened and industry's contribution should be increased as they are major consumers of the TVET output.

**Mahesh Bhattarai**

SN	Major Issues	Explanation	Participant's recommendation
1	Academic automation		• Academic automation should be considered in the reform plan

**Bhuvaneshwor Dhungana**

SN	Major Issues	Explanation	Participant's recommendation
1	Advanced diploma	• The origin and benefits of adding the advance diploma level is not defined.	• The relevance of advanced diploma should be explained.

**Deepak Babu Aryal**

SN	Major Issues	Explanation	Participant's recommendation
1	Changing the introduction	• The first sentence starts with the gist that the nation is poor. This gives the reader a very bad	• The first sentence should be changed to something that gives motivation and hope.

SN	Major Issues	Explanation	Participant's recommendation
		impression. <i>"What you read is what the universe backs."</i>	
2	What and how	<ul style="list-style-type: none"> <li>The report incorporates "what" aspects of the plan and "how".</li> </ul>	<ul style="list-style-type: none"> <li>Resolution of problems and how to reach the proposed targets in the report should also be mentioned.</li> </ul>
<b>Dr. Vishnu Karki</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Step by step		<ul style="list-style-type: none"> <li>The plan should proceed by taking small steps rather than reaching out for greater targets.</li> </ul>
2	Realistic plans		<ul style="list-style-type: none"> <li>The plan should propose targets that can be achievable rather than proposing unrealistic targets. It should not divert from ground reality. Instead of targeting for 10 lakh per annum, 1 lakh output with 100% job placement should be planned.</li> </ul>
3	Shorten plan duration		<ul style="list-style-type: none"> <li>Plan should be made for short term; at least 5 years. The mentioned 10 years is too much and should be shortened.</li> </ul>
4	Involvement of private sectors		<ul style="list-style-type: none"> <li>Instead of seeking involvement of private sectors, approaching those sectors should prove to be more efficient.</li> </ul>

### 9. Closure of the program:

Closing session of the program was hosted by Ram Krishna Subedi, Secretary of MoEST. He suggested everyone work in time and be punctual. The plan must be formulated in time. Every implementation is geared by politics, everyone should be aware of that. Election manifestos mentioning TVET should be collected by planning team. It should be carefully studied by the team and shared in the presentation. Small groups enclosing departments should be created. The groups can house inter-ministry, BIAs and other relevant individuals separately. As mentioned in the report as *"gari khane sikchya"*, the output of the plan should be as such. Not every step and action can be done at once, but one at a time. The plan formulation should be completed before the upcoming election.

## Annex 6.9: 4 November 2022 workshop/ event

### Brief proceedings of the workshop on TVET Sector Reform Strategic Plan with the officials of Business & Industry Association

#### 9. Objectives of the program:

For stakeholder, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

And collect inputs, feedbacks and suggestions.

#### 10. Program date:

November 4, 2022

#### 11. Venue:

Documentation Hall, MoEST, Singhadurbar

#### 12. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not applicable
1.1	Inauguration	Not applicable
1.2	Session Chair	Mr. Ram Krishna Subedi- Secretary, MoEST
1.3	Welcome	Dr. Kamal Prasad Pokharel, Joint Secretary, MoEST
1.4	Objective of the program	Kamal Prasad Pokharel, Joint Secretary, MoEST
1.5	Master of ceremony	Kul Bahadur Phadera, Undersecretary of MoEST
2	Technical Session	Kul Bahadur Phadera, Undersecretary of MoEST
2.1	Study concept presentation	Kul Bahadur Phadera, Undersecretary of MoEST
2.2	Question clarification	Dr. Hari Prasad Lamsal, Joint secretary of MoEST
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 13. Inauguration of the program:

The Inauguration program was chaired by Mr. Ram Krishna Subedi, Secretary of MoEST. Dr. Kamal Prasad Pokharel, Joint secretary of MoEST, welcomed all the participants. He shared objectives of the meeting stating that the meeting was held in order to share the major proposals of the TVET Reform Strategic Plan (TRSP). He requested the participants to give honest feedbacks, suggestions and inputs in order to improve the TVET Reform Strategic Plan. All the inputs will be incorporated in the final plan.

#### 14. Presentation:

Technical presentation was shared by Kul Bahadur Phadera, Undersecretary of MoEST. The presentation incorporated key findings of TVET Sector Analyses Report (TVET SAR) 2022 and key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032.

### 15. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

#### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of participants	<ul style="list-style-type: none"> <li>A 15-day skill upgrade training was conducted but there were no participants.</li> </ul>	
2	No scholarship for PCL	<ul style="list-style-type: none"> <li>There is no provision of scholarship for PCL (Proficiency Certificate Level in Nursing) students.</li> </ul>	Education loan scheme should be in place

#### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation
1	Horizontal expansion	<ul style="list-style-type: none"> <li>Heavy attention has been given to doctors, nurses and engineers.</li> </ul>	<ul style="list-style-type: none"> <li>Other fields such as welder, plumber, electrician should also be focused. These focus and proper information about these fields should be provided at schools.</li> </ul>

#### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Well-equipped labs		<ul style="list-style-type: none"> <li>Teaching institutes such as campus and hospital should be well-equipped for students. This will help to develop practical knowledge in students.</li> <li>Maintaining skill lab should be done.</li> </ul>
2	Extra coaching classes	<ul style="list-style-type: none"> <li>Even after successfully completing the 3-year course of nursing, the students have to take extra coaching classes to prepare for licensing exam.</li> </ul>	
3	Under qualified teachers	<ul style="list-style-type: none"> <li>In context of higher education (bachelors in nursing), it is very hard to find qualified and skilled teachers. The students are not getting adequate knowledge from the teachers.</li> </ul>	Teachers should be trained in the actual workplace.
4	Failing products	<ul style="list-style-type: none"> <li>It is evident that products from CTEVT are failing the licensing exams</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
5	Theory versus practical	<ul style="list-style-type: none"> <li>Practical knowledge amongst the recent graduates is very low.</li> </ul>	
6	OSH	<ul style="list-style-type: none"> <li>After close examination of several training programs, Occupational Safety and Health (OSH) has found to be ignored or lacking.</li> </ul>	
7	Curriculum revision		<ul style="list-style-type: none"> <li>Revision of curriculum is a must. It is very traditional and outdated. It is focused in theory and classroom bounded.</li> </ul>

#### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Not enough skills	<ul style="list-style-type: none"> <li>Complains from employment institutes regarding the lack in skills of nurses are being constantly addressed. Participants are not acquiring enough skills from training programs.</li> </ul>	
2	Occupational standard	<ul style="list-style-type: none"> <li>Occupational standard of the outputs has not been set.</li> </ul>	

#### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	Mismatch	<ul style="list-style-type: none"> <li>The most relevant problem is mismatch of supply and demand. New recruits are mostly qualified but lack practical knowledge. After they acquire enough knowledge from the workplace, they leave for foreign employment.</li> </ul>	<ul style="list-style-type: none"> <li>A new recruit should only be allowed to leave a workplace after a year or certain time of employment. This will ensure the government's investment in training.</li> </ul>
2	Insufficient pay at workplace	<ul style="list-style-type: none"> <li>Major causes of employees leaving work early and aiming for foreign employment is lack of sufficient pay. Looking at the amount of work that they have to put in and money spent on study, the pay is very low.</li> </ul>	
3	Lack of jobs	<ul style="list-style-type: none"> <li>Due to lack of employment, majority of the engineering</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
		graduates are seeking foreign employment.	
<b>7.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Training duplication	<ul style="list-style-type: none"> <li>A 5-year plan to conduct trainings were introduced. Trainings with similar fashion and teaching were conducted for the whole of 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>The plan should have changed the methods of teaching and the field. Field of study should have changed after each year. It would have covered multiple fields and avoid creating only a single type of manpower.</li> </ul>
<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Modularity		<ul style="list-style-type: none"> <li>Civil engineers should be able to join mechatronics engineering. Similar types of flexibility should be provided to all students and professions.</li> </ul>
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Output tracking		<ul style="list-style-type: none"> <li>Outputs of CTEVT should be regularly tracked and recorded.</li> </ul>
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	One sided interest	<ul style="list-style-type: none"> <li>The industry was brought into this project very late. The knowledge from the industry could not be shared in time.</li> </ul>	<ul style="list-style-type: none"> <li>Involvement of industry should be alongside the start of the project.</li> <li>Regarding the development of education, the private sector is currently pro-active. This is the right time to implement the reform plan.</li> </ul>
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Incentive from government	<ul style="list-style-type: none"> <li>Some 3-star hotels and 5-star hotels are conducting training programs for new recruits. It helps the establishment to groove them according to its needs.</li> </ul>	<ul style="list-style-type: none"> <li>Incentive, in form of tax reduction, tax return, should be given to institutes hosting training inside those institutes.</li> </ul>
2	Position permanency		<ul style="list-style-type: none"> <li>The number of position permanency should be increased to motivate employee to stay.</li> </ul>
3	Number of trainings		<ul style="list-style-type: none"> <li>Information regarding number of trainings should be made available.</li> </ul>
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Remittance	<ul style="list-style-type: none"> <li>The amount of remittance outgoing from</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
		the nation is far greater than incoming.	
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Monitoring of training	<ul style="list-style-type: none"> <li>There is none or less system for monitoring and evaluation of training programs.</li> </ul>	
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

### 16. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop.

*Table 3: Participant's observations and guidance.*

<b>Ajit Kumar Gupta</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Document not structured	<ul style="list-style-type: none"> <li>The presented document is not properly structured. The target does not coincide with current problem.</li> </ul>	
2	Word manipulation	<ul style="list-style-type: none"> <li>In the document, SSC is defined as Sector Skills Committee. The content of the document also mentions Sector Skills Council. Creating confusion, the word SSC can be easily manipulated.</li> </ul>	
3	Solution		<ul style="list-style-type: none"> <li>The majority of discussed problems can be easily solved with the development and improvement of LMIS and OSU.</li> <li>Linkage between education sector and industry is the result not the solution.</li> </ul>
<b>Takma K.C.</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Advanced Diploma	<ul style="list-style-type: none"> <li>The concept of "Advanced Diploma" is New. What would be its equivalency in formal term should be discussed.</li> </ul>	

**17. Closure of the program:**

During the closure of the program, Dr. Hari Prasad Lamsal summarized the workshop with his remarks. He shared that, TVET has been led by private sector in many countries internationally. MoEST really want meaningful involvement of BIAs from beginning of planning to its implementation that is why meeting with business sector is organized repeatedly. Your concrete inputs/recommendations will be reflected in final strategic plan. Separate meetings with the private sectors can be held in close coordination with BIAs and MoEST. He, on behalf of the ministry, requested the private sectors (FNCCI, CNI, Handicraft Association) to arrange in-house meetings/ discussion to explore more relevant strategies to be included in the plan. He also requested participants to give their inputs in writing.



**Annex 6.10: 8 November 2022 workshop/ event**  
**Brief proceedings of the**  
**sharing of TRSP findings with officials of inter-ministry officials and collect**  
**feedbacks and suggestions**

**1. Objectives of the program:**

For stakeholder, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

And collect inputs, feedbacks and suggestions.

**2. Program date:**

November 8, 2022

**3. Venue:**

Documentation Hall, MoEST, Singhadurbar

**4. Workshop Schedule**

*Table 1: Workshop schedule and key personnel.*

<b>SN</b>	<b>Activities</b>	<b>Responsibility/ Resources</b>
1	Inauguration session	Not applicable
1.1	Inauguration	Not applicable
1.2	Session Chair	Ram Krishna Subedi, Secretary of MoEST
1.3	Welcome	Dr. Hari Prasad Lamsal, Secretary of MoEST
1.4	Objective of the program	Dr. Hari Prasad Lamsal, Secretary of MoEST
1.5	Master of ceremony	Dr. Hari Prasad Lamsal, Secretary of MoEST
2	Technical Session	Kul Bahadur Phadera, Undersecretary of MoEST
2.1	Study concept presentation	Kul Bahadur Phadera, Undersecretary of MoEST
2.2	Question clarification	Dr. Hari Prasad Lamsal, Secretary of MoEST
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

**5. Inauguration of the program:**

The program initiated by Dr. Prasad Lamsal, Joint secretary of MoEST. He welcomed all the participants and thanked everyone for allocated the time to attend the workshop. He explained the objectives of the workshop to the participants. He mentioned that the shared reform plan will be shared in the workshop. He requested the participants to provide suggestion, feedbacks and input regarding the plan. Written suggestions or emails are also accepted.

**6. Presentation:**

Technical presentation was shared by Kul Bahadur Phadera, Undersecretary of MoEST. The presentation incorporated key findings of TVET Sector Analyses Report (TVET SAR) 2022 and key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032.

## 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation

### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation
1	Horizontal expansion		<ul style="list-style-type: none"> <li>Service sector fields such as banking, departmental store clerk should as be added as there is increase in their demand.</li> </ul>

### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation

### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation

### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	Mismatch in supply and demand	<ul style="list-style-type: none"> <li>Mismatch of supply and demand is relevant. There is lack of manpower as well as lack of employment. This issue exists globally. This is due to weak system and improper coordination.</li> </ul>	
2	Internship at ministry	<ul style="list-style-type: none"> <li>Large number of students are applying for Loksewa from which, handful are selected. The time spent on preparing for the exam will go to waste if not properly used.</li> </ul>	<ul style="list-style-type: none"> <li>The ministry/ department could invite internship for such students. They could decide who to let in.</li> </ul>
3	Unskilled going foreign	<ul style="list-style-type: none"> <li>Mostly unskilled manpower is seeking foreign employment</li> </ul>	<ul style="list-style-type: none"> <li>Proper training opportunities should be given to those and retaining them should be provisioned.</li> </ul>

### 7.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation

### 7.7 Integration

SN	Major Issues	Explanation	Participant's recommendation
1	Modular concept	<ul style="list-style-type: none"> <li>It is prevalent that students have to choose between vocational or</li> </ul>	<ul style="list-style-type: none"> <li>Modular concept of study-earn-study should be practiced to influence students to enroll and complete their education.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
		general education or work, due to the system being rigid.	
2	Dual VET		<ul style="list-style-type: none"> <li>• Dual VET has proven to be very beneficial. It should be practiced in the national education system.</li> </ul>
3	Credit transfer		<ul style="list-style-type: none"> <li>• Credit transfer should be provisioned.</li> </ul>
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Alignment of private sector	<ul style="list-style-type: none"> <li>• The government alone cannot do all the alignments.</li> <li>• <i>No job led to no earning led to no empowerment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Private sector should be aligned with education sector as they are the most job providers.</li> <li>• Alignment of private sector with public should be done to increase quality of jobs.</li> </ul>
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Recognition and standardization	<ul style="list-style-type: none"> <li>• The trainees are unassured of the job placement.</li> <li>• The students have to opt for formal education as informal short-term and long-term training have no recognition. This has led them to work informally.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition and standardization of trainings should be done.</li> </ul>
2	Revision of skill testing	<ul style="list-style-type: none"> <li>• The system of skill testing done by CTEVT has a lot of flaws.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill testing procedure and provision should be re-established. It should be made mandatory.</li> </ul>
3	Relevancy of training centers		<ul style="list-style-type: none"> <li>• The relevancy of establishing training center from each ministry should be explained.</li> </ul>
4	Act failure	<ul style="list-style-type: none"> <li>• Currently, there are too many field to cover and improve. Adding more might be troublesome. Previously, the CTEVT Act failed because more time was spent on expansion.</li> </ul>	
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Scattered fund	<ul style="list-style-type: none"> <li>• The TVET fund seems to be too scattered.</li> </ul>	<ul style="list-style-type: none"> <li>• A single bucket should be created. Any fund used should be properly</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
			documented. In that way, tracking and tracing of program will be easy.
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

## 8. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop.

Table 3: Participant's observations and guidance.

<b>Kamal Prasad Pandey</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Confusions		<ul style="list-style-type: none"> <li>The planning team must state the context of feedback that they are requesting.</li> </ul>
<b>Lok Nath Bhusal</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	State of production in Nepal	<ul style="list-style-type: none"> <li>According to a study, per 100 pens produced in the USA, China produces 33 and Nepal creates only ½</li> </ul>	

## 9. Closure of the program:

The closins session was chaired by Ram Krishna Subedi, Secretary of MoEST. He mentioned that even if it is easier said than done, strong coordination is much needed amongst the ministries. Even though skill testing is only done by CTEVT, proper coordination must be done in their part. The ministries should point out regions where coordination should be and can be done. It has already been two years since the plan was proposed and it may fade in the next two months. So, acting now is highly recommended.

Dr. Hari Prasad Lamsal, Joint secretary of MoEST, urged to make TVET not just as '*garikhane*' but '*garikhane sikchya*'.

Kamal Prasad Pokhrel, Joint secretary of MoEST, shared that after reading the draft of the plan, most of the queries discussed in the workshop were covered. He shared that due to the recent global pandemic, gulf countries had deported labours. Most of them were unskilled. The coordination between ministries is very weak and should be strengthened.

**Annex 7: List of Provincial Workshop/ events participants (workshop date wise)**  
**Annex 7.1: 25-26 July 2022, Sudurpashim Province**

SN	Name	Organization	Designation	Phone	Email
1	Govinda Raj Bohara	MoSD, Dhangadhi	Minister		
2	Tek Bahadur Roka	MoSD, Dhangadhi	Rajya Minister		
3	Kunti Joshi	Pradesh Sabha Sadashya, Dhangadhi	Pradesh Sabha Sadashya		
4	Gelbu Singh Bohara	Pradesh Sabha Sadashya, Dhangadhi	Pradesh Sabha Sadashya		
5	Deepak Lamichane	MoSD, Dhangadhi	Secretary	9851199353	dpklami@gmail.com
6	Nanda Bahadur Saud	Pradesh Sabha Sadashya, Dhangadhi	Pradesh Sabha Sadashya	9851205467	
7	Dibyeshwori Shah	Pradesh Sabha Sadashya, Dhangadhi	Pradesh Sabha Sadashya	9741085430	
8	Narendra Bahadur Pal	Pradesh Sabha Sadashya, Dhangadhi	Pradesh Sabha Sadashya	9848761917	
9	Kanya Kala Kumari Rana	Sub Mayor, Dhangadhi	Dhangadhi Sub Metropolitan	9848488901	
10	Guliya Kumari Chaudhary	Sub Mayor, Ghodaghodi	Ghodaghodi Municipality	9862487191	guliyakumaric@gmail.com
11	Birendra Bhatta	Mayor, Godawari	Godawari Municipality	9851125072	
12	Ram Lal Tharan	Sub Mayor, Tikapur	Tikapur Municipality	9868770634	
13	Suresh Kumar Joshi	CEHRD	Kathmandu		
14	Lokendra Prasad Bhatta	MoSD, Dhangadhi	Section Officer	9841355515	joshi511@yahoo.com
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17	Jaya Raj Pant	EDCU, Darchula	EDCU-Unit Chief	9848829756	j2072darehola@gmail.com
18	Narendra Bahadur Khati	Dhangadhi	Under Secretary	9848889888	nbkhati@gmail.com
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26	Prem Prasad Subedi	Pahalmansingh H.S School	Principal	9848626310	subediprem69@ gmail.com
27	Prem Raj Pandey	Bhimdatta Polytechnic Institute, Baitadi	Instructor	9865756845	pandeyprem204 7@gmail.com
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33	Hari Joshi	FNJ	Secretary	9851168562	journalist.hj@gm ail.com
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36	Hemraj Joshi	Dhangadhi Polytechnic Institute, Dhangadhi	Instructor	9848544575	hrjoshi150@gma il.com
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46	Gagan Ayodi	Sudurkhabar.com, Dhangadhi	Press	9848626841	ayodigagan@gmail.com
47	Ramesh Datt Bag	Shree Manilek Secondary School, Baitadi	Principal	9848802500	rameshbaag2028@gmail.com
48	Deepak Bishwokarma	Dhangadhi Polytechnic Institute, Dhangadhi	Student	9812665831	deepakbishwokarma789@gmail.com
49	Dipesh Joshi	Dhangadhi Polytechnic Institute, Dhangadhi	Student	9848887475	joshidipesh140@gmail.com
50	Pardeep Neupane	Dhangadhi Polytechnic Institute, Dhangadhi	Student	9822633964	pradeepnyupane@gmail.com
51	Deependra Joshi	Dhangadhi Polytechnic Institute, Dhangadhi	Student	9824658252	priceabhi404@gmail.com
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54	Bhim Chaudhary	Janata T.V, Dhangadhi	Beuro Chief	9848470100	bbcnishah@gmail.com
55	Anil Kumar Chaudhary	Pahalmansingh H.S School, Dhangadhi	Student	9868454885	chadharyanilkumar517@gmail.com
56	Rohit Chaudhary	Pahalmansingh H.S School, Dhangadhi	Student	9865843275	rohitchaudhary@gmail.com
57	Janaki Parki	Dhangadhi polytechnic Institute, Dhangadhi	Parents		
58	Balaram Chaudhary	Pahalmansingh H.S School, Dhangadhi	Student		
59	Suman Chaudhary	Dhangadhi polytechnic Institute, Dhangadhi	Student		
60	Ram Bahadur K.C	Dhangadhi polytechnic Institute, Dhangadhi	Instructor		
61	Krishna Bahadur Parki	Dhangadhi polytechnic Institute, Dhangadhi	Student		
62	Deepak Bhandari	Section Officer	MoEST		
1	Rajendra Raika	MoSD			
2	Bhim Bahadur Bogati	EDCU, Acham			
3	Gagan Singh Dhami	EDCU, Darchula			
4	Rajib Chaudhary	MoSD			
5	Prem Bahadur Diyal	EDD, Dipayal			
6	Jeevan Chaudhary	TikaPur Municipality, Dhangadhi			
7	Dil Bahadur Ayer	Godawari Municipality, Dhangadhi			
8	Shyam Lal Chaudhary	MoSD, Dhangadhi			



<b>SN</b>	<b>Name</b>	<b>Organization</b>	<b>Designation</b>	<b>Phone</b>	<b>Email</b>
9	Prakash Bohara	MoSD,Dhangadhi			
10	Basanta Janak Saud	MoSD,Dhangadhi			
11	Shiv Raj Bohara	MoSD, Dhangadhi			
12	Tek Raj Pangleya	MoSD, Dhangadhi			
13	Bhawani Singh Mandal	MoSD, Dhangadhi			
14	Suresh Baniya	Dhangadhi Sub Metropolitan, Dhangadhi			
15	Janak Saud	MoSD			

**Annex 7.2: 29-30 July 2022, Bagmati Province**

SN	Name	Organization	Designation	Phone	Email
1	Ho. Kumari Moktan	Ministry of Social Development Bagmati	Minister		
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3	Ho. Goma Bhurtel	Bagmati Pradesh Sabha	Parliament Member	9841830204	
4	Ho. Maina Achami	Bagmati Pradesh Sabha	Parliament Member	9841622657	
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6	Ho. Dawa Dorje Lama	Bagmati Pradesh Sabha	Parliament Member	9855055428	
7	Ho. Prakash Shrestha	Bagmati Pradesh Sabha	Province Member	9851066627	prakash66627@gmail.com
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9	Ho. Krishna Hari Khadka	Bagmati Pradesh Sabha	Secretary	9841329286	k.khadka2818@hotmail.com
10	Bhimsen Khatri	Bagmati Pradesh Sabha	Province Member	9841473100	
11	Ashok Byanju Shrestha	Dhulikhel Municipality	Mayor	9857073175	ashokbyanju@gmail.com
12	Sarita Bhattarai	Suryabinayak Municipality	Deputy Mayor	9851122166	saritabhattarai70@gmail.com
13	Hari Prasad Lamsal	MoEST	Joint Secretary		
14	Bijaya Raj Subedi	MoEST	Under Secretary	9841980000	bijaya_rs@yahoo.com
15	Dipak Bhandari	MoEST	Section Officer	9857064058	dpkbhandari59@gmail.com
16	Shree Krishna Nepal	Ministry of Social Development Bagmati	Secretary	9855030568	
17	Kamal Prasad Pokhrel	Ministry of Education, Science and Technology	Joint Secretary	9849362062	pokhrelk@gmail.com
18	Bishwo Babu Pudasaini	Ministry of industry Commerce and Supply	Province Secretary	9855086950	bishwo006@gmail.com
19	Krishna Dangal	Shree Mahendrodaya	Principal	9860935735	dangalkrishna89@gmail.com

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24	Rudra Hari Bhandari	Ministry of Social Development Bagmati	Director		
25	Nanda Lal Paudel	Education Development and Coordination Unit, Kathmandu	Unit Chief	9851201285	nandapaudel@yahoo.com
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36	Bidur Kafle	CTEVT, Bagmati	Technical Officer	9841831128	bidur.kafle69@gmail.com
37	Dilliman Shrestha	Adarsha Shaul Secondary School, lalitpur	Vice Principal	9841672250	dilliman.shrestha100@gmail.com
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41	Ratna Bahadur Katuwal	Suryabinayak Municipality	Under Secretary	9841351840	ybkatuwal27@gmail.com
42	Purna Bahadur Darji	Education Development Directorate, Makawanpur	Director	9851127044	purnanepali22@gmail.com
43	Shreejana Arya	Federation of Nepali Journalist	Secretary	9841463222	shiju.arya@gmail.com
44	Shankar Babu Shrestha	Education Development and Coordination Unit, Dolakha	Unit Chief	9854045205	spshrestha994@gmail.com
45	Khem Kaji Baral	Kapilakot Secondary School, Sindhuli	Assistant Principal	9844042038	khemrajbaral254@gmail.com
46	Saroj Kumar Pandey	Tilingtar Secondary School	Principal	9851192703	tilingatar@gmail.com
47	Bishnu Bhattarai	Manmohan Memorial institute of Health Science, Kathmandu	Campus Chief	9851142903	mrsbhattarai473@gmail.com

SN	Name	Organization	Designation	Phone	Email
48	Sanjib Kumar Joshi	Mahendra Rastriya M.V, Kathmandu	Parents	9861724138	joshisanjiv771@gmail.com
49	Shikshya Joshi	Mahendra Rastriya M.V, Kathmandu	Student	9841292615	subekshajoshi24@gmail.com
50	Dev Raj Gurung	Mahendra Rastriya M.V, Kathmandu	Principal	9851043542	devrajgurung65@gmail.com
51	Bhoj kumar Thakuri	Dhulikhel Municipality	Section Officer	9841107010	bhjthakuri@gmail.com
52	Ram Prasad Subedi	Kathmandu Metropolitan	Section Officer	9841324054	rpsubedi107@gmail.com
53	Buddhi Subedi Raj	Nepal Secondary School, Chitwan	Principal	9855062782	sbuddhiraj0@gmail.com
54	Sarita Regmi	Narayani Polytechnic Institute, Chitwan	Principal	98550123633	saruregmi1511@gmail.com
55	Ashok K.C	Himalaya Media	Leader	9841221613	
56	Purna Dev Paneru	Education Development Directorate, Makawanpur	Section Officer	9841284215	
57	Maya Sherpa	Bigu Polytechnic Institute, Dolakha	Principal	9841818851	
58	Shubhadra Paudel	Nepal Secondary School, Chitwan	IT Teacher	9847273578	paudelshubub@gmail.com
59	Ugin Dangol	Adarsha Shaul Secondary School, lalitpur	Student	9849036143	dangolugin0714@gmail.com
<b>Supportive Staff</b>					
1	Suman Bhatta	Education Development and Coordination Unit, Kathmandu			
2	Ek Raj Karki	Education Development and Coordination Unit, Dolakha			
3	Anil Mishra	Education Development and Coordination Unit, Sindhuli			
4	Madhav Thapa	Education Development and Coordination Unit, Lalitpur			
5	Bijaya Paudel	Ministry of labor Employment and			

SN	Name	Organization	Designation	Phone	Email
		Transportation, Hetauda			
6	Dilli Prasad Nepal	Education Development and Coordination Unit, Sindhupalchowk			
7	Rajesh Gurung	Education Development and Coordination Unit, Chitwan			
8	Pramit Lama	MoSD, Hetauda			
9	Nakula Gurung	Narayani Polytechnic Institute, Chitwan			
10	Pasang	MoSD, Hetauda			
11	Kale Tamang	ETC, Kavre			
12	Pradeep Timsina	Pradesh Sabha			
13	Sonam Singh	Pradesh Sabha			
14	Santa Lama	Pradesh Sabha			
15	Raju Karki	Pradesh Sabha			
16	Tara Thapa	Pradesh Sabha			
17	Shikhar Nagha Ghulal	MoSD, Hetauda			
18	Dhamuraj Pandey	EDCU Makawanpur			
19	Suman Luitel	CTEVT, Bagmati			
20	Bikash Nagarkoti	Ministry of Labor,employee			
21	Surya Lal Suwal	Dhulikhel Municipality			

**Annex 7.3: 14-15 August 2022, Province 1  
Governance/Local Governance/BIAs/EDCU/Schools Guest**

S.N	Name	Designation	Organization	Email	Phone Number
1	Ho. Rajan Rai	Minister	MoSD, Province1		
2	Ho. Bishnu Tumbahamphe	Rajya Minister	MoSD, Province1		
3	Dirgha Raj Mainali	Secretary	MoSD, Province1		021-442527
4	Ho. Sarita Thapa	Province Sabhapati	MoSD, Province1	saritathapa576@gmail.com	9851088000
5	Ho. Ram Chandra Limbu	Province Parliament	MoSD, Province1		
6	Ho. Laxman Tiwari	Province Parliament	MoSD, Province1		
7	Ho. Niran Rai	Province Parliament	MoSD, Province1		
	Ram Chandra Limbu	Province Parliament	MoSD, Province1		
7	Bhupendra Kumar Lawati	Mayor	Letang Municipality, Morang	info@letangmun.gov.np	9852075311
8	Regina Bhattarai Prasai	Deputy Mayor	Damak Municipality	upamayor.damakmun@gmail.com	9852632555
9	Ramesh K Shah	Section Officer	Dharan Sub Metro Politian		9842030751
10	Krishna Prasad Pokhrel	US	MoSD	kppokhrelDKT@gmail.com	9852050551
11	Navraj Koirala	Director	CTEVT, Itahari	Koiralan04@gmail.com	9852055019
12	Yogeshwor Bhattarai	Unit Chief	EDCU, Taplejung	yogeshwarb428@gmail.com	9842660295
13	Lal Bahadur Bista	Technical Coordinator	EDCU, Sankhuwasabha	lalbdr86@gmail.com	9848558386
14	Semanta Gautam	Unit Chief	EDCU, Khotang	deodiktel105@gmail.com	9852849105
15	Tanka Prasad Gautam	Unit Chief	EDCU, Morang	tgaumtam2010@gmail.com	9852026620
16	Raj Kumar B.K	Unit Chief	EDCU, Jhapa	rajkumar_ankit@yahoo.com	9852671468
17	Netra Prasad Gajurel	Unit Chief	EDUC, Okhaldhunga	netrapgajurel@gmail.com	9854041264
18	Rajendra Budhathoki	Director	EDD, Dhankuta	rajenbrt@gmail.com	9852061320
19	Parshuram Rai	D.Director	CTEVT, Itahari	mail2parsurai@gmail.com	9842102456
20	Deepak Khanal	Principal	Ratna Kumar Bantawa Polytechnic Institute, Ilam	deepakhanal2@gmail.com	9852680518

S.N	Name	Designation	Organization	Email	Phone Number
21	Manju Ghimire	Principal	Okhaldhunga School of Health Science, Okhaldhunga	manju.ghimire@umn.org.np	9845363297
22	Dam Kumar Kunwar	Principal	Bhanu Secondary School, Jhapa	dk.kunwar2014@gmail.com	9842654868
23	Amrit Bahadur Karkee	Principal	Sharadha M.V, Sankhuwasabha	karkeeamrit2028@gmail.com	9842114516
24	Gagan Shrestha	Principal	Shree M.V, Udayapur	gaganstha073@gmail.com	9852835053
25	Medini Ghimire	Principal	Mahendra Secondary School, Sankhuwasabha	medinig33@gmail.com	9852051537
26	Sitaram Rai	Principal	Diktel Technical, Khotang	raisitaram11@gmail.com	9841132001
27	Tek Narayan Shah	Principal	Shree Janata Secondary School, Morang	tnsah5222@gmail.com	9842044758
28	Rekraj Pokhrel	Principal	Shree Saraswoti Secondary School, Illam	sankapursaraswati3@gmail.com	9842721879
29	Dhan Kumar Chongbang	Principal	Shree Narayani Secondary School, Taplejung	dhankumarchongbang400@gmail.com	9842742355
30	Bishal Kumar Roy	Civil Engineer Teacher	Birat Bahira M.V	starboybishal81@gmail.com	9817399413
31	Suresh Malla Thakuri	Civil Engineering Coordinator	Mahendrodaya M.V, Khotang	sureshmalla09@gmail.com	986682521
32	Mitra Prasad Ghimire	Parents	Janata Secondary School, Morang		9842191325
33	Ganesh Dahal	Coordinator	Sailaja Acarhya Memorial Polytechnic Institute, Itahari	dahalganesh95@gmail.com	9852054802
34	Diwas Khadka	Students	Janata Secondary School, Morang		9812321489
35	Rabindra Kumar Pandit	Section Officer	Rangeli Municipality, Morang	panditrabindra40@gmail.com	9842241849
36	Krishna Raj Rai	U.S	Letang Municipality, Morang	raisbid@gmail.com	985275313
37	Chandra Upadhaya	Assistant Professor	Mahendra Morang Campus	upadhayachandra3@gmail.com	9852033403



S.N	Name	Designation	Organization	Email	Phone Number
38	Suraj Raj Ghimire	Training Chief	ETC, Sunsari	ghimiresurya93@gmail.com	9852041498
39	Prabin Khadka	Section Officer	Damak Municipality, Jhapa	khadkaprabin00@gmail.com	9862160193
40	Bijaya Hari Sharma	D.G	CNI	cni1brt@gmail.com	9852020899
41	Durga Prasad Khatiwada	U.S	Biratnagar Metropolitan	khatiwadadurga1@gmail.com	9842429558
42	Gopal Prasad Dahal	Section Officer	MoSD, Province1	gpldahal0@gmail.com	9842069831
43	Lila Ballav Ghimire	President	FNJ Province 1	ballavg@gmail.com	98552023422
<b>Returning Migrant/Helvetas/ENSSURE</b>					
1	Prem Kumar Thaha	House Wife	Returning Migrant		9804329410
2	Sita Karki	House Wife	Returning Migrant		9805303876
3	Chandra Bahadur Basnet	Parents	Returning Migrant		9825395084
4	Dev Narayan Chaudhary	Program Officer	Sami/Helvetas Nepal	dev.chaudhary@helvetas.org	9842024243
5	Shrawan Dham	District Chair Person	Migratn Right Network Community		9829336476
6	Sanjib Kumar Rai	Province Manager	ENSSURE/Helvetas	sanjib.raihelvetas.org	9840265910

**Annex 7.4: 21-21 August 2022, Gandaki Province**

S.N	Name	Designation	Organization	Email	Phone Number
<b>DashBoard</b>					
1	Mekha Lal Shrestha	Minister	MoSD		
2	Khem Bikram Shahi	Chairperson	State Affair Committee, Provincial Assembly, Gandaki Province		
3	Devendra Lamichane	Secretary	MoECSTSD	dlgandaki@gmail.com	9841290349
4	Indira Darai	Deputy Mayor	Byas Municipality		9846010012
5	Nabaraj Ojha	Chairperson	Rupa Municipality	rupamun.nabaraj@gmail.com	9856029948
<b>EDCU</b>					
S.N	Name	Designation	Organization	Email	Phone Number
6	Uddhim Raj Paudel	Unit Chief	EDCU, Mustang	uddhimrajpaudel@gmail.com	9857637138
7	Narayan Prasad Subedi	Unit Chief	EDCU, Kaski	nps2023@gmail.com	9856028641
8	Krishna Chandra Pokhrel	Unit Chief	EDCU, Nawalpur	kcpokhrel@gmail.com	9855051855
9	Hem Prasad Acharya		Pokhara Metropolitan City	hemprasadacharya7@gmail.com	9846219433
10	Ram Prasad Acharya	Officer, 10th	Ministry of Tourism Industry, Baniya and Apurti Mantralaya, Gandaki	rpacharya44@gmail.com	9856027003
11	Moti Lal Sharma	(Officer, 10th)	Gandaki Technical Education and Vocational Training Academy (GTEVTA)	motipokhrel2071@gmail.com	9856035009
12	Ambika Prasad Acharya	Director	EDD	nairashya@gmail.com	9856032485
13	Bishnu Prasad Bhattarai	Unit Chief	EDCU, Gorkha	bishnub888@gmail.com	9851128282
14	Laxman Timsina	Director	Gandaki Polytechnic Institute	laxmanbabu2009@gmail.com, pokharamun.gmt@gmail.com	9856036733
<b>School Representatives</b>					
S.N	Name	Designation	Organization	Email	Phone Number
15	Rajiv Kumar Thakur	Vice-Principal	Pokhara Technical School	rajivthakur66@gmail.com	9856038199

S.N	Name	Designation	Organization	Email	Phone Number
16	Omkar Gharti Magar	Student	Pokhara Technical School	magaromkar2020@gmail.com	9862443730
17	Sadikshya Acharya	Student	Pokhara Technical School	acharyasadikshya18@gmail.com	9829172051
18	Sandesh K.C	Guardian	Pokhara Technical School	sandesh5231@gmail.com	9816396166
19	Rabindra Ghimire	Acting Secretary (CO, 8th)	Provine Assembly Secretariat, Gandaki Province	rabin0011@gmail.com	9846147674
20	Rita Thapa Magar	HoD	Pokhara Technical Health Multipurpose Institute, Pokhara	alereetathapa@gmail.com	9846209308
21	Khadananda Baral	Member of SMC	Sukraraj Secondary School, Pokhara- 22		9856084589
22	Naranath Baral	Head Master	Sukraraj Secondary School, Pokhara- 23	Shukraraj0@gmail.com	9846028471
23	Rishi Raj Bastola	Section Officer	MOECSTSD	rrbastolakaski@gmail.com	9856035509
24	Kusma Raj Upadhyay	Under Secretary, Unit Chief	EDCU, Baglung	kusma2022@gmail.com	9857629666
25	Shiva Raj Pathak	Instructor	Dhaulagiri Polytechnic Institute, Balewa, Baglung	ptkshivaji@gmail.com	9846114729
26	Bal Ram Bhugai	Education Officer	Annapurna Rural Municipality	99brbhugai@gmail.com	9846059526
27	Ram Chandra Adhikari	H.T	Janahit S. S, Jomsom, Mustang	ramchandra34391@gmail.com	9856034391
28	Bhumaheshwar Ranjitkar	Deputy Director	CTEVT Gandaki Province, Kaski	bhumahesh_ranjit@yahoo.com	9851068948
29	Eka Bahadur Gurung	HT	Satyawati Secondary School, Byas-02	ekagurung18@gmail.com	9856043191
30	Nepal Hari Ranabhat	Training Chief	Education Training Center, Gandaki, Tanahun	nepalranabhat@gmail.com	9856046501
31	Kishor Bastola	Technical Assistant (Education)	Byas Municipality	kishorbastola7@gmail.com	9856062388
32	Dr. Som Nath Sapkota	Executive Director	Gandaki Technical Education and	somnathsapkota@gmail.com	9851018141

S.N	Name	Designation	Organization	Email	Phone Number
			Vocational Training Academy		
33	Pramod Bhakta Acharya	Director, CTEVT province	CTEVT	acharyapramod@gmail.com	9841615005
34	Jharana Baral	Student	Shree Shukraraj Secondary School	swikritibaral101@gmail.com	9864896999
35	Archana Baral	Student	Shree Shukraraj Secondary School	archanabr06@gmail.com	9819137572
36	Dr. Santwana Sherchan	Agriculture Instructor	Dhawalagiri Technical School, Mustang	santwanasherchan@gmail.com	9861834062
37	Bishnu Prasad Poudel	Section Officer	Gandaki Province Assembly Secretariat	poudelbp7731@gmail.com	9856037537
38	Toynath Lamsal	Under Secretary	MOECSTSD, Gandaki	toynlamsal@yahoo.com	9856036750
39	Rasina Gurung	Student	PTHMI	rasina058@gmail.com	9848263745
40	Ayush Lamichhane	Student	PTHMI	lamichhaneayush002@gmail.com	9825146255
41	Ram Nath Lamsal	Principal	Kaligandaki Polytechnic Institute, Tanahun	lamsalnstb@gmail.com	9856025714
42	Bishnu Prasad Poudel	Vice-Principal	Gorkha Polytechnic Institute	krishnabahadurs27@gmail.com	9848025722
43	Kshitij Gurung	Course Coordinator	Gorkha Polytechnic Institute	kshgrg13@gmail.com	9867375298
44	Sagar Neupane	Technical Coordinator	Janata Secondary School	nyaupanesagar38@gmail.com	9840098165
45	Resam Bahadur Shris	Head Teacher	Dhawalagiri Deaf Secondary School	thamdanda@gmail.com	9857623004
46	Mina Chhetri	Parent	Pokhara Technical Health Multiple Institute (PTHMI)		9856079743
47	Basanta Prasad Poudel	Unit chief	EDCU, Tanahun	basantapdl2112@gmail.com	9846044758
48	Sandip Paudel	Section Officer (7th level)	Rupa Rural Municipality	paudelsandip02@gmail.com	9857631744
<b>Organizers</b>					
49	Kul Bahadur Phadera	Under Secretary	MoEST		
50	Hari Pradhan	Team Leader	British Council		
51	Chuman Babu Shrestha	Team Leader	CPPD		

<b>S.N</b>	<b>Name</b>	<b>Designation</b>	<b>Organization</b>	<b>Email</b>	<b>Phone Number</b>
52	Sita Paudel	GESI Expert	CPPD		
53	Roshan Ghimire	Program coordinator	CPPD		
54	Nijendra Shrestha	Documentation Officer	CPPD		
55	Suzana Kanskar	Logistics support	CPPD		
56	Nripa Devkota	Program support	CPPD		

**Annex 7.5: 25-26 August, 2022, Karnali Province**

SN	Name	Designation	Organization	Email	Phone No
1	Devi Oli	Chairperson	Samajik Bikash Samiti - Pradesh Sabha	devioli123@gmail.com	9843488297
2	Krishna Prasad Kapri	Secretary	Ministry of Social Development, Karnali Province	krishnakapri26@gmail.com	9851227044
3	Nilkantha Khanal	Deputy-Mayor	Birendranagar Nagarpalika	nilkanthakhanal@gmail.com	9848029105
1	Babita Regmi	Technical Assistant	Education Development Co-ordination Unit, Mugu	babitadeomugu@gmail.com	9858053408
2	Binod Acharya	Under-Secretary	Ministry of Social Development, Surkhet	bacharyaskt@yahoo.com	9848022263
3	Dharmajit Shahi	Under-Secretary	HRDC	dharmajitshahi123@gmail.com	9858051842
4	Dipa Hamal	Under-Secretary	EDD, Karnali Province, Surkhet	dipahamal@hotmail.com	9858051910
5	Prem Prasad Banskota	Training Focal Person (T.O)	CTEVT Karnali Province	banskotaprem@gmail.com	9858026440
6	Kaviraj Khatri	Member	FNCCI, Karnali	kavirajkhatri@gmail.com	9858050325
7	Tulshi Prasad Acharya	Officer	MOITFE, Udhog Paryatan, Wan तथा Batabaran Mantralaya	tulshiacharyatpa@gmail.com	9858041808
8	Niruta Koirala	Student	Shree Nera Ma. Vi	nirutakoira7@gmail.com	9866773362
9	Surendra Rawat	Student	Yogi Naraharinath Study and Research Academy	surendrarc751@gmail.com	9868154031
10	Ashok Thapa	Guardian	Yogi Naraharinath Study and Research Academy	ashokthapa@gmail.com	9868183500
11	Suryanath Yogi	Campus Chief	Yogi Naraharinath Study and Research Academy	yogi.suryanath1@gmail.com	9858038400
12	Dammar Kumari Rokaya	Section Officer	Barahatal R.M.P	rokayadammar3@gmail.com	9868102239
13	Bhoj Prasad Lamsal	Unit Chief	Education Development and Coordination Unit, Surkhet	bhojlamsal45@gmail.com	9858053408
14	Dhirendra Prasad Sharma	Under Secretary	Birendranagar Municipality	sharmadp50@gmail.com	9858080380
15	Ganesh Kumar Neupane	Principal	Nepal Secondary School, Surkhet	hellokaka23@gmail.com	9858051178
16	Prem Kumar Ramdam	Member, SMC	Nepal Secondary School, Surkhet		9869152236
17	Prem Bahadur Oli	Engineer	Ministry of Water Resource & Energy Development, Karnali Province, Surkhet	prembdoli@gmail.com	984956625
18	Padam Bahadur B.K.	Education Officer	Gurbakot Municipality, Surkhet	padam.anupam77@gmail.com	9847847777
19	Gajendra Kumar G.C.	Education Officer	Bheriganga Municipality, Surkhet	gajendragcskt@gmail.com	9850052253

SN	Name	Designation	Organization	Email	Phone No
20	Jeetendra Kumar Mahat	Vice Principal	Shree Janata Ma. Vi, Jumla	jitendramahat26@gmail.com	9848300359
21	Jay Bahadur Bohara	Teacher	Shree Bhairab Ma. Vi. Narakot Sinja, Jumla	bjairab037@gmail.com	9868070072
22	Rajendra Sharma	Chairman	Panchakoshi Technical School, Dailekh	rajendrasharma9217@gmail.com	9858050512
23	Keshav Bahadur Bhandari	Head Teacher	Vijaya Secondary School, Dullu, Dailekh	keshavbhandari488@gmail.com	9858051752
24	Madhav Bikram G.C	Head Teacher	Tribhuvan Jan Secondary School, Luhaping, Salyan	mbnepali15@gmail.com	9857820627
26	Shiva Regmi	Head Teacher	Sharada Ma. Vi, Sankhamool, Salyan	sharadsecondaryschoolsalyan@gmail.com	9847844508
27	Subarna Kumar Khadka	Section Officer	Human Resource Development Center	subarna2035@gmail.com	9848028004
28	Lok Prasad Poudel	Section Officer	EDD, Surkhet	lppoudel22gmail.com	9848038948
29	Ram Prasad Upadhyaya	Section Officer	M.O.S.D	upram2026@gmail.com	9848024627
30	Suwas Chandra Acharya	Under Secretary	Provincial Examination Management Office, Surkhet	suwas.k@gmail.com	9856040255
31	Ramesh Khadka	Officer	MOLMAC, Karnali	khadkar198@gmail.com	9857623693
32	Dhim Raj Jolmi Magar	Chairman	Ward Office-5, Barahaltal	dhimraj@gmail.com	9858051250
33	Jaya Kumari Devkota	Head Teacher	Shree Panchadewal Ma. Vi, Kalikot	jayadevkota01@gmail.com	9848320675
34	Nirmala Kumari Devkota	Caretaker (Jaya Kumari Devkota)	-	-	9866948986
35	Smiriti Pokhrel	Student	Shiva Ma. Vi. Latikoili		9866948986
36	Tek Bahadur Nepali	Student	Shiva Ma. Vi. Latikoili		9816558153
36	Bijaya Thapa	Student	Jana Model Secondary School		9842694822
37	Brish Shahi	Health Division Chief	MoSD Surkhet		9858032776

## Annex 8: Province level Technical Presentation





**अध्ययन क्षेत्र:**  
गुणस्तर (स्वीकारण, प्रमाणिक व्यवस्थापन, पाठ्यक्रम, प्रयोगशाला)

**अध्ययन क्षेत्र:**  
गुणस्तर – विशालता तथा कार्यक्रम स्वीकारण (institute/program accreditation)  
• स्वीकारण प्रणाली अर्पण समन्वयनमा तयारको

ग्राहक संसुधारको विषयबस्तुगत  
स्वीकारण प्रणाली अर्पण समन्वयनमा तयारी

**अध्ययन क्षेत्र:**  
गुणस्तर (प्रमाणिक व्यवस्थापन)

प्रतिष्ठानका वर्ष प्रतिष्ठानका व्यवस्थापन

Instructor categories	Grade 9-10		Grade 11-12		Total
	Instructor	Asst. Instructor	Instructor	Instructor	
Approved instructors	888	888	734	734	1408
Approved Programs per school					73
Average instructor per school					19.05
Average Asst. instructor per school					12.04
Average total instructors					31.09
Average number of instructors shared with general education					30.78
Total instructors: full-time					30.13
Private Institution (N-10)					23.04
Private Subsidized (N-77)					1.80
Private LEO Assisted (N-30)					5.29
Subtotal: other schools: new contract					5.16
All total					18.02

प्रतिष्ठानका वर्ष शिक्षक संघ

Instructor qualification	Temporary			Own resources			Overall		
	F	M	T	F	M	T	F	M	Total
Instructors with Master's degree	28.6	22.7	23.1	14.3	28.1	25.8	24.7	23.0	23.2
Instructors with Bachelor's degree	89.0	88.3	87.1	42.8	86.3	83.8	57.8	87.8	86.4
Instructors with intermediate degree	15.4	9.8	9.8	42.9	18.6	20.5	17.9	9.3	18.4
Assistant Instructors with Secondary degree	22.7	29.1	28.1	0.0	16.7	13.3	21.3	28.8	27.3
Assistant instructors with intermediate degree	77.3	70.9	71.9	100.0	83.3	88.7	76.7	71.5	77.7
Instructors with 1 year B.S./M.Ed.	8.4	8.2	8.0	114.3	31.3	48.2	18.3	9.5	10.3
Assistant instructors with 1 year B.S./M.Ed.	2.5	3.6	3.4	0.0	0.0	0.0	2.1	3.4	3.2

प्रतिष्ठानका वर्ष शिक्षकको संघका बारेमा (2078)

Instructors type	Temporary			Own resources			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Instructor	22.8	15.3	16.4	33.3	47.1	45.0	23.5	17.1	18.0
Asst instructor	13.1	12.0	12.2	0.0	21.1	20.0	12.9	12.8	12.7

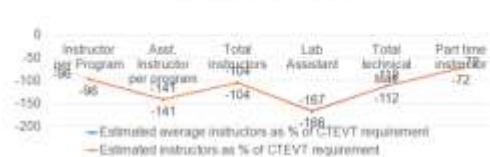
प्रतिष्ठानका वर्ष शिक्षकको तालिम (2078)

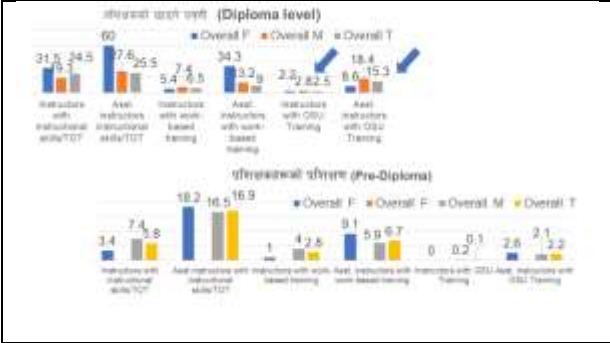
Training category	Female	Male	Total
Teacher professional development (TPD) training - Instructors	65.2	12.7	20.1
Teacher preparation development (TPD) training - Assistant instructors	6.6	10.2	9.6
Industry based training of instructors	9.8	7	7.4
Industry based training of assistant instructors	9.8	7.3	7.8

विशेषज्ञता विकासको अवस्था, 2078



विशेषज्ञता विकासको अवस्था, 2078





- मूद्राहक समसूचका विषयसम्बन्ध**
- गुणस्तरीय शिक्षण सतिसकाइ बालाकरण (ILE) को नवीन जाकारयक समसूचामा प्रशिक्षकहरू व्यवस्थापन कसकसरी गर्ने:
    - योग्य प्रशिक्षकहरू
    - प्रशिक्षकहरूको प्रशिक्षण
    - कार्यस्थलमा आधारित प्रशिक्षण र
    - प्राथमिक तालिम प्रदान (OSU)
  - जाँचकसको छाहने प्रवृत्ती (turnover) मा कसकसरी कमी गर्ने:

**अवधान क्षेत्र**  
 मूद्राहक (पाठ्यक्रम) तथा प्रयोगशाला व्यवस्थापन

**२००३ पछि परिभाषित पाठ्यक्रमहरू**

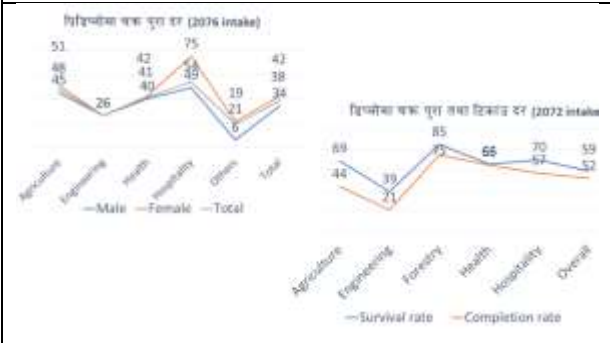
Sectors	Technical stream	Pre-Diploma	Diploma	Short term
Agriculture	2		4	13
Engineering	3	3	9	34
Health			11	1
Hospitality		1	1	15
Forestry		1	1	1
Music	1			
Others		1	2	16
<b>Total (after)</b>	<b>6 (100%)</b>	<b>6 (18%)</b>	<b>28 (57%)</b>	<b>60 (30%)</b>

विशालेख शिक्षणयन मासिन बीकारको उपलब्धता

Category	Diploma	Pre-diploma	TVEI stream
Schools with >= 75% workable machine and equipment	13	17	23
Schools with workable machine and equipment ranging	16	20	16

- मूद्राहक समसूचका विषयसम्बन्ध**
- राष्ट्रिय योग्यता प्रणालीमा आधारित मापदण्ड/पाठ्यक्रमको विकासम तथा समसरोधन कसकसरी सन्निविचल गर्ने
  - उद्योग व्यवस्थापको स्थानिकमा मापदण्ड र पाठ्यक्रम विकासम कसकसरी सन्निविचल गर्ने
  - उद्यम विकासम तथा स्वरोजगार उन्मुख कसकसरी कनाहने
  - मनेविमन तथा उरकमण्डक गुणस्तरीय व्यावहारिक प्रशिक्षणको योगि कसकसरी सन्निविचल गर्ने

**अवधान क्षेत्र**  
 दक्षता (Efficiency)



**विशेषीय निमकाइ छाहने दर, 2018**

Grades with dropout	Technical stream	Pre-Diploma	Diploma
Dropout in Grade 10	14.5	-	-
Dropout in Grade 11	21.7	-	-
Dropout in Grade 12	36.8	-	-
Dropout in Pre-Diploma	-	0.1	-
Dropout in Diploma	-	-	0.8

**प्राथमिकतर तर्को टिकार दर (Survival rate to Grade 12)**

Gender	Survival Rate
Girls	62.6
Boys	53.9
<b>Overall</b>	<b>57.9</b>

सुराहण समन्वयका विधायकमण्डल

- अधिभाषिते छाहने वर कससरी घटाउने
- अध्ययन घक पूरा हुने वर

आणविकी परिचाम?

कम वर 51%

घक पूरा वर 47%

कससरी वर 49%

सुराहण समन्वयका विधायकमण्डल  
परिचाम र प्रासस्यिकता

- TVET अध्ययन गरका आसिहतरको रोजगारी/समान्भिकता कसरी बढाउने?
  - रोजगार वर कससरी बढाउने?
  - सनातकहकको आभासनी कससरी बढाउने?

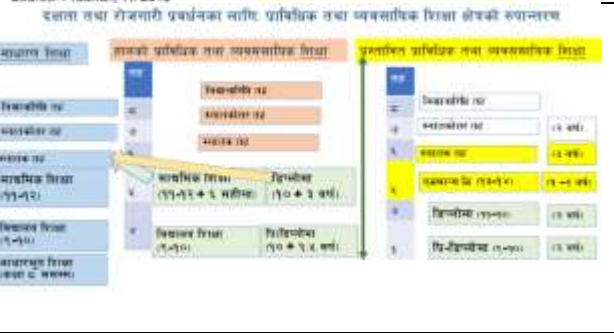
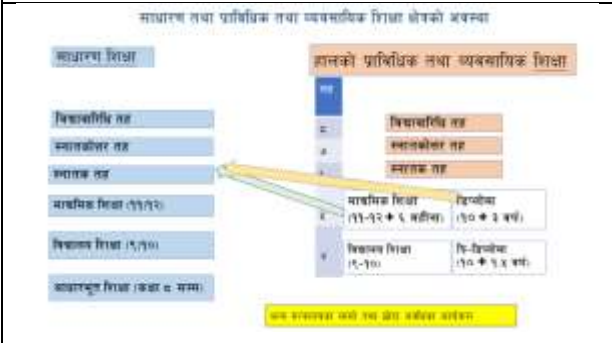
**अध्ययन क्षेत्र:**  
प्राथमिक तथा व्यावसायिक शिक्षा क्षेत्रका आसिहतर विध एकिकरण

TVET परिचयको संदर्भनी सनात

Indicators	Overall (2014-18)	2018
Share of Grade 10 graduates continuing grade 11 in general stream	29.3	24.8
Share of Grade 10 graduates continuing grade 11 in technical stream	51.9	49.4
Share of Grade 12 graduates continuing education in general stream	25.4	20.4
Share of Grade 12 graduates continuing technical education	26.6	37.5
Share of Pre-diploma graduates continuing education in general education	19.8	14.6
Share of Pre-diploma graduates continuing education in TVET	10.7	12.0

विश्वभरी तथ्यांक/संकेतको संदर्भनी सनात

Indicators	Overall	Technical stream	Diploma	Pre-Diploma
Schools with issues on PSC Commission recognition (%)	64.0	56.9	70.3	62.2
Schools with issues on domestic universities' recognition (%)	62.4	44.2	65.2	40.9





अध्ययन क्षेत्र:  
सुसंसाधन तथा व्यवस्थापन

**सम्बन्धितासम (Governance)**

- विश्वविद्यालय ऐन १०४४
- बर्तमान TVET ऐन तथा विधिका अन्तर्गत
- अतीत TVET ऐनको पूर्व रकारी अन्तर्गत

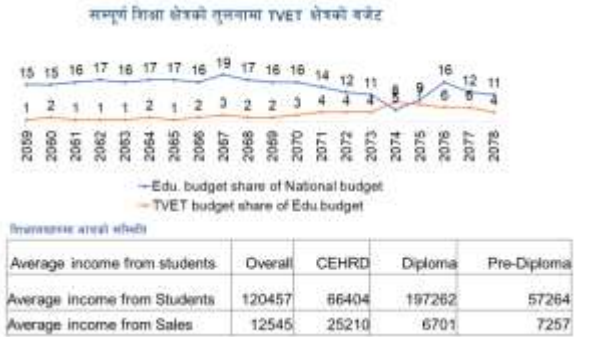
CEHRD तथा TVET का विभिन्न संस्थागतमा टुटोचो व्यवस्थाको तुलनात्मक

Body	Total members	Number of BIA representatives
Assembly	23	4 (17%)
Council	9	0 (0%)
NVET Board	16	8 (50%)
School Management Committee	9	1 to 2 (11%)

- सबका संस्थागतमा विधी ऐनको रूप उपस्थिति



अध्ययन क्षेत्र:  
वित्त व्यवस्थापन



सुदूरपश्चिम तथा सप्तरीका विषयवस्तुहरू:

- विद्यालयका लागि आवश्यक बजेट कमसन्तरी समुचितता गर्ने।
- प्राथमिक छार वा विद्यालय सहको अध्ययनलाई कससरी बालबालिका नि:शुल्क बनाउने।
- रीषेजन्तरीन TVET कार्यक्रमहरूका लागि विकासस ससन्तरीदायकको जोष समती जर्षका कमसन्तरी बृद्धि गर्ने।

प्राथमिक तथा व्यवसायिक शिक्षा क्षेत्र समसुधारका केही उपायहरू

- प्राथमिक तथा व्यवसायिक शिक्षालाई अन्तर्राष्ट्रीय सिद्धान्त तथा सम्बन्धित अन्तर्गतमा आधारित गर्ने
- र तत्सम्बन्धित,
- प्राथमिक तथा व्यवसायिक शिक्षालाई नेपाल सरकारले तयार गरेको राष्ट्रिय व्यवसायिक योग्यता प्रणाली (National Vocational Qualification Framework) का आधारमा विकास गर्ने

धन्यवाद	
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### Annex 9: Some guiding questions for initiating and facilitating Group Work

सुधारका क्षेत्रहरू	सान्दर्भिक प्रश्नहरू
समूह १	पहूच र बिस्तार
पहूच	दृण्ड को तथ्यांकको आधारमा हेर्ने हो भन त्भू मा भर्नादर ज्यादै नै न्यून छ । भर्नादर बढाउन के कस्ता गतिविधिले सघाउ पुर्याउन सक्दछ ?
	त्भू मा अध्ययन गरेका प्रशिक्षार्थीहरू ९त्भअजलषअर्वा क्तचभक या ऋभ्ज्, म्पुफिब बलम एचभ(म्पुफिब या ऋत्भू लाई उच्च शिक्षा प्राप्त गर्न पहुचमा कतिको सजिलो भएको महशुश गर्नु भएको छ ?
	लैङ्गिक समानता र सामाजिक समावेशीकरण ९त्भू का लागि के कस्ता प्रावधानहरू लागु गरिनु उपयुक्त हुन्छ ?
	नेपालमा त्भू को उद्देश्यहरू के हुनु उपयुक्त होला: रोजगारी, वा शैक्षिक योग्यता वा दुबै ?
बिस्तार	त्भू सञ्चालन गरेका संस्थाहरूको संख्याको आधारमा त्भू लाई थप विस्तार गर्नु आवश्यक छ ?
	म्पुफिब तहभन्दा माथिल्लो तहमा त्भू अध्ययनका क्षेत्रहरू सञ्चालन गरिनु आवश्यक छ ? यदि आवश्यक छ भने नयाक्षेत्रहरू के के हुन सक्दछन् ?
	हालका तहभन्दा माथि ९त्भू भहउबलकष्यल० तथा क्षितिजिकरण ९ज्यचषायलतर्वा भहउबलकष्यल० मा केन्द्रित अध्ययनका विषयवस्तुहरू कसरी विस्तार गर्न सकिन्छ ?
समूह २	गुणस्तर
	तपाईंको विचारमा संस्था तथा कार्यक्रमको बअअचभमप्तबतष्यल गरिनु आवश्यक छ ? यदि छ भने के कारणले यसको आवश्यकता महशुश गर्नु भएको छ ?
	त्भू मा प्रशिक्षार्थीहरूको उत्तीर्ण दर न्यून छ । यसो हुनुका मुख्य कारणहरू के हुन सक्दछ ? उत्तीर्ण दर बृद्धि गर्न के कस्ता उपायहरू लागु गर्न सकिन्छ ?
पाठ्यक्रम	ऋभ्ज् को त्भअजलषअर्वा क्तचभक तथा ऋत्भू को म्पुफिब तह अन्तर्गतको दुई फरक पाठ्यक्रमहरू लागु गरिनु उचित हो वा होइन ? आफ्नो समूहको विचार प्रस्तुत गर्नुहोस् ।
	म्पुफिब तहको पाठ्यक्रममा इव् को बारेमा व्यवस्था गरिनु कतिको उपयोगी हुन सक्दछ ? आफ्नो समूहको विचार प्रस्तुत गर्नुहोस् ।
	ति: तथा पाठ्यपुस्तक सम्बन्धि समस्याहरू के के हुन् ? ती समस्याहरू कसरी सम्बोधन गर्न सकिन्छ ?
प्रशिक्षकको व्यवस्थापन	प्रशिक्षकको व्यवस्थापन कसरी सुधार गर्न सकिन्छ ? अहिलेको अवस्थामा स्थायी प्रशिक्षक, सेवा करार, अस्थायी प्रशिक्षक र अंशकालिन प्रशिक्षकको भाग ९कजबचभ० कस्तो छ ? प्रशिक्षक व्यवस्थापनका अन्य मुख्य चुनौतीहरू के हुन् ? (प्रशिक्षकको दरबन्दी, योग्यता, तालीम ....) प्रशिक्षक भर्नाको लागि प्रभावकारी संयन्त्र के हुन सक्दछ ? प्रशिक्षकको योग्यता बढाउन के कस्तो व्यवस्था अपनाउन सकिन्छ ? प्रशिक्षकको तालिमको व्यवस्थापन कसरी गर्न सकिन्छ ?

सुधारका क्षेत्रहरु	सान्दर्भिक प्रश्नहरु
	अहिले हुँदै आएको प्रशिक्षकको व्यावसायिक विकास तालीम पर्याप्त छ वा अन्य प्राविधिक प्रशिक्षण वा व्यावसायिक सीप स्तरवृद्धि खालको तालिमहरु हुनु जरुरी छ ? प्रशिक्षकको लागि लाइसेन्सको प्रणाली आवश्यक छ ? यदि छ भने किन ?
भौतिक पूर्वाधार	शिक्षालयको भौतिक पूर्वाधार र प्रयोगशालाको लागि के कस्तो सुधार हुनु आवश्यक छ ?
	प्रशिक्षार्थीहरुमा राम्रो क्षमता विकास गर्न व्यावहारिक प्रशिक्षणमा ९उचबअतष्वर्वा तचबप्लप्लन उबचत० कस्तो सुधार हुनु पर्दछ ?
कार्यस्थलमा आधारित प्रशिक्षण मोडेल	कार्यस्थलमा आधारित प्रशिक्षण मोडेलहरु के के हुन सक्दछन् ? प्रशिक्षार्थीहरुलाई वास्तविकमा काम गरेर सिक्ने ९इक्० अवसरहरु कसरी व्यवस्था हुनु पर्दछ ?
मूल्याङ्कन र प्रमाणीकरण	अहिले हुँदै आएको रचनात्मक मूल्याङ्कन ९यचकवतष्वर्वा बककभककभलत० मा सुधार गर्नु आवश्यक छ ? यदि छ भने कसरी सुधार गर्नु सकिन्छ ? विद्यार्थीहरुद्वारा प्रशिक्षकहरुको मूल्याङ्कन गर्ने अभ्यास आवश्यक छ वा छैन ? यदि छ भने कसरी गरिनु उपयुक्त हुन्छ ? विद्यार्थीहरुको सीप परिक्षण कसरी सुधार गर्न सकिन्छ ? विद्यार्थीहरुक अन्तिम परीक्षा प्रणालीमा कसरी सुधार गर्न सकिन्छ ?
समूह ३	इगतउगतक, दक्षता, सान्दर्भिकता र परिणामहरु
इगतउगतक	दिर्घकालिन र छोटो अवधिका कार्यक्रमहरुको नचबमगवतभ संख्या वृद्धि गर्न के कस्ता गतिविधिहरु हुनु जरुरी छ ?
दक्षता	विद्यार्थीहरुले बिचमा छोड्ने प्रवृत्ती उच्च छ, निश्चित समयवधिमा सिकाई पूरा गर्ने दर ९अथअभि अकउभितष्यल चवतभ० र मौका परिक्षामा उत्तीर्ण गर्ने दर ९माचखष्वर्वा चवतभ० न्यून छ । यसका कारणहरु के हुन् ? यी सूचाङ्कमा सुधार ल्याउन के कस्ता सुधार कार्यहरु हुनु पर्दछ ?
सान्दर्भिकता	प्राविधिक विद्यार्थीहरुको गुणस्तर र सान्दर्भिकताको लागि शिक्षालय र उद्योग व्यवसायीहरुलाई के कस्ता गतिविधिहरुले जोड्न सकिन्छ ? शिक्षालयहरुले उत्पादन गरेका जनशक्ति श्रम बजार र उद्योग व्यवसायको आवश्यकता अनुसार छन् वा छैनन् ? यदि छैन भने के कारणले कमि भएको होला ? सुधारका लागि के कस्ता कदमहरु उपयुक्त हुन्छ ? तख्त अध्ययन गरेका व्यक्तिहरुको रोजगारी र सान्दर्भिकता कसरी बढाउन सकिन्छ ? रोजगारदर बढाउन के उपायहरु अपनाउन सकिन्छ ? तख्त नचबमगवतभ हरुको आमदानी बढाउन के गर्नु पर्दछ ? तख्त नचबमगवतभ लाई उद्यम विकास तथा स्वरोजगार उन्मुख कसरी बनाउन सकिन्छ ? तख्त शिक्षालाई कसरी साचो अर्थमा 'गरी खाने शिक्षा' बनाउन सकिन्छ ?
परिणामहरु	शिक्षालयहरुबाट उत्तीर्ण प्रशिक्षार्थीहरुको रोजगारीदर न्यून छ । यसका कारणहरु के हुन सक्दछन् ? रोजगारीदर बढाउन के कस्ता गतिविधिहरु उपयुक्त हुन्छ ?

सुधारका क्षेत्रहरु	सान्दर्भिक प्रश्नहरु
समूह ४	एकीकरण र पहिचान
एकीकरण	राष्ट्रिय योग्यता प्रणालीमा आधारित मापदण्ड र पाठ्यक्रमको विकास तथा संशोधन कसरी सुनिश्चित गर्न सकिन्छ ? तम्भजलष्वर्वा क्तचभक धार र ऋत्भ्त् पाठ्यक्रमलाई कसरी एकीकृत गर्न सकिन्छ ? छोटो पाठ्यक्रमहरूलाई दीर्घकालीन कार्यक्रमको पाठ्यक्रममा कसरी एकीकृत गर्न सकिन्छ ? एउटै योग्यताका लागि बहु (प्रवेश तथा वहिर्गमन ङुगतिष भलतचथर भहप्त० प्रावधानहरू कसरी सहज बनाउन सकिन्छ ? त्भ्त् योग्यताको मान्यता कसरी सुनिश्चित गर्न सकिन्छ ?
पहिचान	त्भ्त् उत्तीर्ण प्रशिक्षार्थीहरूको पहिचान ँचभअयनलष्वत्प्यल० को समस्यालाई कसरी सम्बोधन गर्न सकिन्छ ?
समूह ५	व्यवस्थापन
कोष तथा वित्तपोषण ङुगलमक बलम ष्वलअप्लन०	विद्यालयका लागि आवश्यक बजेट कसरी सुनिश्चित गर्न सकिन्छ ? प्राविधिक धारलाई कसरी वास्तविक निःशुल्क बनाउन सकिन्छ ? शिक्षालय संचालनको लागि संघ प्रदेश र स्थानिय सरकारले कति कति प्रतिशत बजेट व्यहोर्नु पर्ला ? ऋभ्त् कार्यक्रम अन्तर्गतका विद्यालयमा शिक्षकको दरबन्दी नेपाल सरकारले व्यहोरेको तर त्भ्त् अन्तर्गत कार्यक्रममा यस्तो व्यवस्था नभएकोले यसको व्यवस्थापन कसरी गर्न सकिन्छ ? विद्यालयको आर्थिक व्यवस्थापन प्रणाली कसरी प्रभावकारी बनाउन सकिन्छ ( सार्वजनिक, निजी, एएए न्यमभरि० त्भ्त् को लागि एकद्वार प्रणालीमा बजेटको व्यवस्थापनको लागि कस्तो व्यवस्था गरिनु पर्दछ ?
सुशासन	संघ, प्रदेश र स्थानीय तहमा त्भ्त् को लागि कस्तो प्रकारको सांगठनिक संरचना आवश्यक पर्दछ ? तीनै तहमा त्भ्त् संरचनाहरूको भूमिका र जिम्मेवारीहरू के के हुन सक्दछ ? यी तीन तहहरू बीच समन्वयको लागि कस्तो संरचना हुनु पर्दछ ? तीन तहको बीचमा प्राविधिक व्याकस्टपिङ्ग (अनुगमन) सुनिश्चित गर्न के व्यवस्था हुनु पर्दछ ? संघ र प्रदेश तहमा अन्तर मन्त्रालय समन्वय कसरी सुनिश्चित गर्न सकिन्छ ? त्भ्त् सञ्चालन भएको विद्यालयहरूको अनुगमन संघिय तथा प्रदेश सरकारको तर्फबाट गर्न सकिन्छ ? संघिय र प्रदेश तहबाट प्राविधिक व्याकस्टपिङ्ग गर्न कस्तो संयन्त्र उपयुक्त हुन्छ ?
व्यवस्थापन र क्षमता विकास	विद्यालय व्यवस्थापन क्षमता कसरी अभिवृद्धि गर्न सकिन्छ ? कस्ता व्यवस्थापन तथा तालीमले विद्यालय व्यवस्थापन क्षमता अभिवृद्धि गर्न सक्छ ? निम्न विषयहरूमा विद्यालयको क्षमता कसरी सुधार गर्न सकिन्छ ? प्रशिक्षण गुणस्तर इक्ट्रोजगार



सुधारका क्षेत्रहरु	सान्दर्भिक प्रश्नहरु
समन्वय	त्‍ख्त को प्रभावकारी कार्यन्वयनको लागि प्रदेश र स्थानीय तह बीचको समन्वय कसरी अभिवृद्धि गर्न सकिन्छ ?
अनुगमन तथा मूल्याङ्कन	प्रदेश तहमा त्‍ख्त को अनुगमन तथा मूल्याङ्कनको लागि कस्तो संयन्त्र/व्यवस्था गरिएको छ ? संघीय तह वा प्रदेश तहबाट अनुगमन आवश्यक छ ? यदि छ भने के उद्देश्यको लागि यसको आवश्यकता महशुस गर्नु हुन्छ ?

Apart from these initial questions, workshop facilitators and participants themselves also added questions/issues/ problems that helped deepening the workshop procedures.

## Annex 10: Provincial Workshop Proceedings

### Annex 10.1: Sudurpaschim Province Workshop Proceedings

#### Brief Proceedings of the Two-day workshop on TVET Sector Reform Strategic Plan among officials from Sudurpaschim Province.

##### 1. Objectives of the program:

To share the draft of TVET Sector Reform Strategic Plan through a two-day workshop with provincial ministries and other concerned stakeholders from Sudurpaschim Province and receive suggestions and feedback.

##### 2. Program date:

25<sup>th</sup> – 26<sup>th</sup>, July 2022

##### 3. Venue:

Hotel Devotee,  
Dhangadhi,

Sudurpaschim

Province

##### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	Tek Bahadur Roka, Kunti Joshi
1.1	Inauguration	Deepak Lamichane, Govinda Raj Bohora
1.2	Session Chair	Govinda Raj Bohora
1.3	Welcome	Kul Bahadur Phadera, Suresh Kumar Joshi
1.4	Objective of the program	Suresh Kumar Joshi
1.5	Master of ceremony	Kul Bahadur Phadera, Suresh Kumar Joshi
2	Technical Session	
2.1	Study concept presentation	Dr. Hari Pradhan and the team
2.2	Question clarification	Chuman Babu Shrestha
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

##### 5. Inauguration/Opening of the program:

The inauguration program was chaired by Mr. Deepak Lamichhane, Secretary Ministry of Social Development. Chief Guest of the program was Mr. Govinda Raj Bohora- Minister of Social Development, Sudurpaschim Province. The program was formally inaugurated by Minister Bohara by lighting the lamp in *Panas*. Suresh Kumar Joshi, Director from CEHRD, welcomed all the participants and thanked all the officials for making time to attend the workshop in their busy schedules. He also stated that the main focus should be on the method to shape for a better future and that without the development in the education sector, another sector cannot succeed.

Other guests present in the inauguration program were: Ms. Kunti Joshi, Member of Provincial Assembly, Mayor of Godavari municipality and Deputy Mayors of Dhangadhi sub metropolitan city and Ghodaghodi

municipality. The program was facilitated by Mr. Kul Bahadur Phadera, Under Secretary of MoEST. He further highlighted the objectives of the workshop among participants.

The inauguration session was followed by a technical session where Dr. Hari Kumar Pradhan, Team Leader, presented the major findings of TVET Sector Analyses study. Dr. Pradhan summarized the research design and major findings by TVET pillars. At the end of each pillar, he pointed out the major issues as the sector reform agenda.

Guliya Kumari Chaudhary, Deputy Mayor of Ghodaghodi Municipality stated the importance of technical education. She added that technical education helps other sectors to grow and also helps in the development of community. She requested every authority to support the effort initiated by government in terms of technical and vocational education implementation at local level

Mayor of Godavari Municipality, Birendra Bhatta mentioned that TVET is a very difficult work. He said that curriculum is not updated as well as infrastructure does not meet the minimum standard. There is no proper training and education for the existing teachers. These are the reasons why everyone needs to put on extra effort on the matter.

Tikapur Municipality mayor, Ram Lal Tharu, mentioned that education should be more technical and practical. It should also be industry focused. There are a lot of organizations and institutes which are looking for skilled human resources but are not finding one. Most of the skilled labor are seeking foreign employment and the rest are already engaged. There is also a greater role of politics in schools, which can be very damaging to the output of the said school. Graduates are not getting jobs as per their qualification.

Kunti Joshi, Member of Provincial Assembly, mentioned that there were a lot of unnecessary distractions in schools. She mentioned there are many infrastructures but their quality is very poor. Education is a measure for excellence. There are loads of schools and are running with fewer students and teachers. On the other hand, some schools have intake more than the capacity. Merging of such schools can help to mitigate the issue. Moral education should be included in the curriculum.

Tek Bahadur Roka mentioned that the youth do not consider the agriculture sector as a good sector. The youths are ashamed to work in the fields just because they have a degree.

Govinda Raj Bohara, Minister of MoSD praised the quality of the report, saying that the report was very well prepared. He mentioned that health and education are the most important aspects of development. There has been a lot of planning for development but there is no proper implementation. Planning desk should be strong enough. If there is no proper outcome from the Planning Commission, it should be dissolved.

Nanda Bahadur Saud, Provincial Assembly Member, spoke that technical education develops the art of living. He also said that there is a lack of proper practical knowledge and that the planning is not being properly implemented. People are not getting jobs as per their qualifications. The youths are impatient and impulsive. They have a sense of job discrimination. They are also not getting appropriate motivation and encouragement. He mentioned that he supervised construction of hostels in some technical schools. He informed us that nine-month training sessions are going to be held and he urged everyone to contribute.

After the presentation, the participants were divided into six groups. They were each assigned a pillar and were let to discuss it.

<b>Group 1 Access, Equity and Expansion</b>	<b>Group 2 Quality and Relevance</b>	<b>Group 3 Management</b>	<b>Group 4 Integration</b>	<b>Group 5 Governance</b>	<b>Group 6 Students</b>
Lokendra Prasad Bhatta	Ramesh Datt	Rajendra Bahadur Singh	Mrigendra Singh	Bina Poudel	Balaram Chaudhary

Group 1 Access, Equity and Expansion	Group 2 Quality and Relevance	Group 3 Management	Group 4 Integration	Group 5 Governance	Group 6 Students
Hari Prasad Joshi	Narendra Khati	Bishnu Raj Awasthi	Prem Raj Pandey	Sher Bahadur Chaudhary	Suman Chaudhary
Bharat Rawal	Bhim Paneru	Laxman Giri	Janak Rokaya	Deepa Joshi	Yasodha Bithari
Prem Prasad Subedhi	Dev Singh Dhami	Yashoda Bithari	Dipak Bahadur Bohora	Rohit Chaudhary	Deependra Joshi
Chet Bahadur Kathayat	Jaya Raj	Sabin Bhandari	Krishna Bahadur Bohora	Narendra Prasad	
Balram Chaudhary	Hemraj Joshi			Anil Kumar Chaudhary	

The second day was started by recalling the previous day's activities. Group discussion was resumed with everyone present. After the discussion was over, members from each group presented their decree. After each presentation, members from other groups gave their feedback regarding the presentation.

After the presentation, the workshop was concluded with obligatory speech from the authorities present.

## 6. Summary of the comments and inputs from workshop participants:

### 6.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Cost and affordability	<ul style="list-style-type: none"> <li>The technical schools are very expensive and are beyond reach to the students with poor family background.</li> </ul>	Student loan scheme could be considered.
2	Distribution of infrastructure	<ul style="list-style-type: none"> <li>The technical schools with decent quality are only located in urban cities. Some cities are populated with schools but some of the remote villages have none.</li> </ul>	
3	Lack of Public awareness on TVET	<ul style="list-style-type: none"> <li>Some of the parents are not aware of the importance of technical education.</li> </ul>	<ul style="list-style-type: none"> <li>Public awareness can remove any existing confusions and misconceptions regarding technical and vocational education.</li> </ul>
4	Scholarship issues	<ul style="list-style-type: none"> <li>Scholarship programs for other programs/ faculties are not focused.</li> <li>Scholarship programs for higher education (Bachelors and above) are not available.</li> </ul>	<ul style="list-style-type: none"> <li>The scholarship quota should be removed.</li> <li>Scholarships can be provided for entrance only (first year of course).</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
5	Limited scope in TVET	<ul style="list-style-type: none"> <li>There is practice of implementing TVET only in Engineering, Health and hospitality</li> </ul>	<ul style="list-style-type: none"> <li>The scope of the technical education should not be limited to engineering, health, hospitality but should also include other scopes.</li> </ul>
6	Short term and long-term programs	<ul style="list-style-type: none"> <li>There are not enough short term and long-term training programs.</li> </ul>	<ul style="list-style-type: none"> <li>The frequency of short term and long-term training should be increased.</li> </ul>
7	Facilitating students		<ul style="list-style-type: none"> <li>Instead of giving scholarships, students can be facilitated with well-equipped hostels, transportation, stationary and multi-shift courses.</li> <li>Extra classes for needy students should be provided.</li> </ul>
8	Demand mapping		<ul style="list-style-type: none"> <li>Market demand mapping should be done for all regions of the country. This will help to study the demand and supply accordingly.</li> </ul>
9	Trending Courses	<ul style="list-style-type: none"> <li>Demand will vary in accordance to time and such variation may lead to faculties that are of being less preferred by the students.</li> </ul>	<ul style="list-style-type: none"> <li>Such less preferred subjects/ programs should be replaced with newer and updated subjects according to market demand. The faculties must be according to demand and purposeful.</li> </ul>

## 6.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation
1	Many schools, less students	<ul style="list-style-type: none"> <li>There are a lot of schools open but the seats have not been filled due to lack of students. The number is higher than students.</li> </ul>	<ul style="list-style-type: none"> <li>Merging of same program or schools where less than 50% students enrollment</li> </ul>
2	Many schools are opened within same location		<ul style="list-style-type: none"> <li>Where feasible, merging of schools can be done. If not possible, merging of programs/ faculties should be done.</li> <li>Instead of opening 'polytechnic' schools, schools with specific faculty should be established as 'hubs'.</li> </ul>

## 6.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Qualification of teachers	<ul style="list-style-type: none"> <li>The available technical schools do not have skilled and/ or qualified teachers and instructors. Some schools</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
		are lacking teachers, creating empty classes.	
2	Lack of subject specific teachers	<ul style="list-style-type: none"> <li>• There are a minimum number of subject-oriented teachers. Multiple subjects are being taught by a single teacher in conglomerate schools. This had created diminished enthusiasm and energy in teachers and with less to none expertise in the course subject.</li> <li>• Teachers are either late or leave early.</li> </ul>	
3	Lack of equipment	<ul style="list-style-type: none"> <li>• The school is lacking enough equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of adequate machine and equipment as per curricula</li> </ul>
4	Quality assurance		<ul style="list-style-type: none"> <li>• Criteria for opening a school should be standardized. A new school should have enough resources to open. This will streamline the opening assuring the quality before it has opened.</li> </ul>
5	Modular curriculum	<ul style="list-style-type: none"> <li>• Course curriculums are not flexible – allowing students for multi entry and multi-exit.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum where the concept of "Study-Earn-Study" is applicable. This is where students can complete a term and then leave to work and continue with the rest of their study.</li> <li>• The "1200 credit hours" in the diploma should be enforced in all the employment institutions.</li> <li>• Part-time education system should be implemented.</li> </ul>
6	Curriculum reform	<ul style="list-style-type: none"> <li>• There are various curriculums for the same level of education.</li> </ul>	<ul style="list-style-type: none"> <li>• For one level of qualification, there should only be one curriculum. It should be recognized by all the institutes. It should be self-assuring also.</li> <li>• There is no need to change the curriculum all at once. It can be approached one by one.</li> </ul>
7	Intake and drop out ratio	<ul style="list-style-type: none"> <li>• Students are dropping out of school in high numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Intake ratio should be increased and drop out ratio should decrease.</li> </ul>
8	Infrastructure improvement		<ul style="list-style-type: none"> <li>• Improvement in quality of lab equipment and infrastructure should be done. Practical knowledge should also be improved. Classroom and tools should also be improved.</li> </ul>
9	OSU teachers for		<ul style="list-style-type: none"> <li>• OSU programs should be available for all the teachers to improve their quality. Updated</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
			training should be provided to teachers as well as headmasters as per regulations. They should also be graded.
10	Marking and scoring systems		<ul style="list-style-type: none"> <li>There should be proper provision for marking and scoring systems to be applied in every kind of test.</li> </ul>
11	Adaptation of international curriculum.		<ul style="list-style-type: none"> <li>Effective curriculums from other countries can be adopted.</li> </ul>
12	Quality monitoring	<ul style="list-style-type: none"> <li>Monitoring of theoretical knowledge is done very well but supervision of practical knowledge is very poor. Some teachers are found to be lazy to the extent where they give full marks. The teacher does not examine and grade the test correctly. These actions are sending the wrong message to students that practical knowledge is not as important as theoretical knowledge.</li> </ul>	
13	New system of tests	<ul style="list-style-type: none"> <li>With the applied system of Multiple-Choice Questions (MCQs) and merging of course subjects, students are found to be baffled and do not know how to tackle those kinds of questions and how to prepare for them.</li> <li>Some practical exams do not imitate real life applications. They do not prepare for tangible applications and only prepare for what they might ask from them.</li> </ul>	
14	Lacking number of teachers	<ul style="list-style-type: none"> <li>Education institutes are having a predicament in maintaining teachers and instructors for periods of time. Most of the resources are being spent on finding teachers.</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
15	Crippled science labs	<ul style="list-style-type: none"> <li>Laboratories, science or any other, are outdated. New machines are in plastic covers collecting dust. The chemicals are highly diluted and do not produce desired results. Students are being deprived of practical knowledge.</li> </ul>	
<b>6.4 Output</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Module based certification		<ul style="list-style-type: none"> <li>With the implication of modular curriculum, certification should be done to accommodate the credit hours.</li> </ul>
<b>6.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Certificate recognition		<ul style="list-style-type: none"> <li>Certificates should be made strong enough so that it is recognized even by international standards.</li> </ul>
2	One-door system		<ul style="list-style-type: none"> <li>There should be a provision regarding one-door systems. This is to create a single institution where job seekers can look for employers and vice versa. This will link employers with job seeker with much ease</li> </ul>
<b>6.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Job placement schemes	<ul style="list-style-type: none"> <li>Graduates are not guaranteed proper job placement.</li> </ul>	<ul style="list-style-type: none"> <li>There should be a provision for job placement schemes provided to recently graduated students or to students with enough credit.</li> <li>Job placement should also be focused on the local level.</li> </ul>
<b>6.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Certification issues	<ul style="list-style-type: none"> <li>Certificates are issued by multiple organizations and institutes. Students are being taught similar things with different techniques which confuses them. Students</li> </ul>	<ul style="list-style-type: none"> <li>Certificates should be issued by only one institute or organization. It should be recognized nationally as well as internationally.</li> </ul>



SN	Major Issues	Explanation	Participant's recommendation
		may have multiple certificates but are still looking for jobs.	
2	Unclear TVET path	<ul style="list-style-type: none"> <li>Students who passed the Diploma level course are not allowed to enroll for further studies (Bachelor course and above).</li> </ul>	<ul style="list-style-type: none"> <li>There should be an allocation system for students who fail the entrance exam.</li> <li>There should be bridging course who want to pursue higher education</li> </ul>
3	Transferable credit hours	<ul style="list-style-type: none"> <li>After completing a pre-diploma of 18 months, students have to invest another 36 months for a diploma. While, students who do not attend pre-diploma can invest 36 months to get to diploma level. This provision undignified the 18 months invested on getting a pre-diploma degree.</li> </ul>	<ul style="list-style-type: none"> <li>There should be provision to transfer credit hours.</li> </ul>

### 6.8 Management

SN	Major Issues	Explanation	Participant's recommendation
1	No Career counseling facilities		<ul style="list-style-type: none"> <li>Career counseling should be provided to people from urban to rural parts of the nation.</li> </ul>
2	Concurrent stream	<ul style="list-style-type: none"> <li>Both technical stream and general stream cannot be operated the same way. Teaching methods will vary as there should be more focus on practical knowledge and application.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of separate building for technical stream</li> </ul>
3	Test result	<ul style="list-style-type: none"> <li>The result of the test (written, oral and practical) arrives very late. The result of the prior semester arrives after nine months while, a semester runs for six months</li> </ul>	
4	Sanitation and drinking water	<ul style="list-style-type: none"> <li>The availability of drinking water is very lacking. The toilets are very dirty and unmanaged. There are no toilet facilities integrated for handicapped students.</li> </ul>	Arrange these facilities in the schools
5	Health and nursing room	<ul style="list-style-type: none"> <li>There is no arrangement for nursing rooms or sick rooms. The first aid kits, if any, are</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
		past expiration date. The students are forced to return to home or reach health facilities outside of campus for minor injuries.	
6	Poor administration	<ul style="list-style-type: none"> <li>The poor quality of administration has left students in confoundment. The student's voice is being muzzled.</li> </ul>	
<b>6.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Government policy		<ul style="list-style-type: none"> <li>Government should think about TVET very seriously. Government should manage law to help and assist the sector.</li> </ul>
<b>6.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Monitoring input and output	<ul style="list-style-type: none"> <li>Proper monitoring is lacking from different level</li> </ul>	<ul style="list-style-type: none"> <li>Supervision of '<i>what are being taught</i>' and '<i>what they are learning</i>' should be closely done.</li> </ul>
2	Inspection system	<ul style="list-style-type: none"> <li>The inspection procedure is very flawed. The number of inspections for institutions is very low. Institutions located in rural areas are least inspected. The institute prepares for the scheduled inspection only.</li> </ul>	<ul style="list-style-type: none"> <li>There should be planned and unplanned (surprise) inspections for all institutes. The inspection should be standardized nationally or internationally.</li> </ul>
3	Evaluation system		<ul style="list-style-type: none"> <li>Evaluation of the institute's infrastructure and academics as well as follow up should be done by officials from local and provincial authority.</li> </ul>
<b>6.13 Knowledge Management</b>			

SN	Major Issues	Explanation	Participant's recommendation
SN	Major Issues	Explanation	Participant's recommendation

**7. Observations/ guidance:**

<b>SN</b>	<b>Major Issues</b>	<b>Explanation</b>	<b>Participant's recommendation</b>

**8. Closure of the program:**

Closing session was chaired by Govinda Raj Bohora. Minister of MoSD. He mentioned that more and more people are forced to work in foreign countries. They offer higher pay and better opportunities. Planning, budget and project are not working in cohesion and the coordination is seriously disoriented. For sustainable development of the nation, generation of quality skilled manpower needs to be increased.

Guilya Kumari Chaudhary, Deputy Mayor of Ghodaghodi Municipality, mentioned that technical education has proved to be practical and efficient. Herself being a past student of CTEVT (CMA), she was only able to reach in the position due to the boon of the education she had received.

Ganesh Singh, Director of EDD, suggested that moral education should also be included in the curriculum. The reach of technical schools has not been enough and uniformity among them is much needed. Problem identification is the first step of solution. These kinds of programs are not new. The problem and solutions were collected but there was no follow up done. The reports were published but did not get the appropriate response from authorities. It is time to change that and follow up of this workshop must be done. The finding should be shared.

**9. Group Presentation:**

<b>Access, Equity and Expansion</b>
<p>Some suggestions to increase access of students in technical stream:</p> <ul style="list-style-type: none"> <li>● The quota system imposed on some technical education should be removed.</li> <li>● Technical education should be made accessible to all, wide publicity about technical education should be done by state, province and federal .</li> <li>● Allowing schools to open without adequate physical infrastructure.</li> <li>● Make technical education completely free and practical</li> <li>● Programs of CTEVT and CEHRD should be made one.</li> <li>● Students who have acquired technical education at the lower level should be arranged to study at the higher level as well.</li> <li>● Technical education should be made to an international standard.</li> <li>● Based on geography and community needs, everyone can have equal access only if the technical education program is flexible, simple, stable, collaborative, decentralized.</li> <li>● Learning, earning and re-learning environments should be arranged.</li> <li>● The subsistence allowance given to students should be increased.</li> <li>● Emphasis should be placed on making arrangements for class students. Opening a technical school with residential facilities on the basis of geography and needs</li> <li>● Employment should be ensured in coordination with various industries and employers.</li> <li>● The range of technical subjects should be expanded.</li> <li>● Equality should be brought to you. Adjust according to preferences.</li> </ul>

Challenges:

- Technical education being expensive and costly.
- Centralization of educational institutes.
- Lack of knowledge about the importance of technical education among common parents.
- Lack of job security for students who have received technical education.
- Lack of effective monitoring and evaluation.
- Lack of provision of technical education in higher education.
- Due to geographical difficulty.
- Lack of skilled and experienced trainers
- Lack of necessary equipment for technical education.
- Lack of coordination between Demand and Supply.
- The curriculum of technical and vocational education is not of international standard.
- Non-cooperation with the private sector.

**Quality**

Curriculum

- CEHRD and CTEVT should be similar
- Credit Transfer System should be based
- Module based (specific) demand
- Technical Task Force should be made Globally Competitive
- Applied Subject Module should be separate
- Study done in pre-diploma courses should be recognized in the first-year of diploma

Infrastructure

Government support

- Classroom
- Lab, hostel
- Under sole standard

Tools Equipment

- Government support
- Under defined standards

Training

- OSU ,IS Module, Management
- Job induction training

Accreditation

- Giving association/ affiliation only after mapping the demand
- Set standards for grading
- Schools with less than 50% students should be merged
- Polytechnic school with different program would be better

Efficiency

- Providing quality education
  - Instructor Stability
  - Extra Class Management
- Career Counseling
- Job placement
- Agreement of local level job guarantee

- Scholarship number should be increased
- Teachers Performance Test in every 5 years

#### Assessment

- Practical knowledge should be increased and should be approached systematically
- Internal / External

#### Certification

- Module based (According to how many modules are passed according to how many modules are required to read O.C.)
- International National Valid.

#### Other

- One day system (In training)
- For knowledge update, occupational development package should be developed and implemented

### **Management**

#### Will the program be unified or diverse?

- As the current program is being operated through CTEVT and CEHRD, it should be integrated through the Technical Education Management Umbrella Act.
- Subject areas to be integrated: curriculum, management, credit hours, evaluation system, verification system, human resource management, financial management etc.
- The implementation of the constitutional provision of free education up to class 12 should be ensured.
- How to manage technical education in federal , state and local?

#### Scope of the Federal:

- Law and policy making, development of integrated certification system, curriculum creation and sharing in extension and resource management etc.
- State level:
- Permit and establishment of technical schools based on need and physical aspect management, conducting and managing standardized exams, monitoring and sharing financial resources.
- Local level:
- Partnership and monitoring in needs identification and operation.

#### How to include the private sector in the decision-making process?

- Federal: Policy formulation regarding private sector participation and policy making on private sector participation as per requirement
- Province: projecting and developing manpower according to the needs of the private sector, ensuring the use of developed manpower, providing an environment for on-site practice in business
- Local level:
- Participation in private sector participation in identifying areas of employment and areas of need

#### How to improve school management capacity?

- Separate management of technical and mainstream schools (not in the same school but in separate schools)
- By managing educational institutions with residential facilities in a highly technical mode
- By managing manpower according to standards
- Management of technical knowledge and business orientation in the management committee
- By managing the training of teachers and trainers

- By managing the laboratory according to the laboratory standards

How to develop the capacity of related stakeholders to understand technical education based on the principles of technical education?

- Stakeholders (parents/students) need counseling regarding technical education.
- By reforming the curriculum and evaluation system to emphasize practical rather than theoretical aspects of technical education
- By developing demand-based manpower development and supply system based on rationality

Other matters to be improved

- How to increase investment?
  - Through free management with the participation and partnership of three levels of government up to the secondary level
  - By managing higher education costs on a participatory basis
- By ensuring pro-poor targeted scholarship for participation of all parties
- Utilizing foreign grants by implementing technical assistance and grants with priority

### **Integration**

Problems:

1. The government should harmonize the curriculum of classes 9-12 under the education and human resource development center and the curriculum of the diploma level program under the CTEVT.
2. One authority to govern curriculum development
3. Considering the existing practices of other countries when preparing the curriculum under the technical edge
4. A provision should be made that the trainees who have received short-term training should not re-study the content they have studied before to receive higher level training/education.
5. The National Curriculum of Technical Education will be prepared and implemented.
6. Emphasis on practical, experimental curriculum rather than theoretical curriculum to develop 'Garikhane Sikchya'
7. To prepare a competency-based curriculum, market study of the related subject area and estimate the required manpower to create market needs and modify them in a timely manner.
8. There should be an expansion of institutions providing technical subjects in higher education, teaching
9. Revising its definition to change the current understanding of TVET.

### **Monitoring and Evaluation**

Monitoring

Monitoring is the action of monitoring the state of implementation of the national objectives of education, whether the educational program is in line with the target, the problems of the program and finding solutions, giving advice, suggestions and guidance.

Problems seen in monitoring :-

1. After the implementation of federalism, the role of monitoring is reduced
2. The role of monitoring at the federal / federal, state and local levels is minimal)
3. Non-compliance with monitoring,
4. Non-development of integrated monitoring system
5. Lack of monitoring with plans

Federal:

Prepare a joint monitoring mechanism of the Ministry of Education, Department and CTEVT and the said body will create and implement an educational strategy including the educational problems and solutions found in the subordinate bodies

Province:

Build and implement supervision tools with coordination from district, local level and central

District and local level

Along with local level, district branches of EDCU and CTEVT coordination by preparing the monitoring mechanism and preparing the school and monitoring the school. Building a plan for the proper deployment and utilization of the school's educational resources, physical aspects, community participation.

- Class observation and study the external and internal environment of the school and emphasize on some educational improvement aspects.
- Building monitoring tools that meet national and international standards.
- Arranging monitoring including providing support,
- Implementing integrated monitoring system, and developing monitoring system including planning

Evaluation

What has been achieved is an accounting of whether objectives are being met or not. Evaluation of the first entrance test, after admission, before any educational activity is carried out in all activities from the beginning to the end. Under this, the student admission assessment is based on the internal examination of what the students have understood during the course, the practical test and the final or annual examination system at the end of the academic term.

Problems observed in evaluation:

1. The party itself has been long and complicated in constructing, testing and publishing the results of thematic questions.
2. Non-adherence to proper standards of practical examination
3. Non-integration of Pre-Diploma, Diploma and 9-12 level courses.
4. Absence or scarcity of materials for practical exercises
5. Lack of practical subject trainers or lack of trained trainers
6. Diversity in Verification

Suggestions and viable solutions:

1. Creating more multiple-choice questions and keeping less thematic questions when taking the exam
2. To organize a theoretical and practical examination system throughout the country by making national and international standards without giving experimental marks.
3. As there are many subjects to be studied, new expertise in the subjects is in accordance with the market for material practice
4. Financial management and training management to provide practical availability.
5. According to the program, the availability and durability of the subject trainers will be maintained, providing training opportunities and starting new programs or subjects only to the working trainers.
6. To distribute certificates only in order to be recognized in the international market for all technical subjects.

## **Students**

Some of the problems of students

- 1) Late arrival of results
- 2) Lack of material for practical
- 3) Problem of books in library

- 4) Syllabus is very difficult
- 5) Lack of skilled teachers in related subjects
- 6) Problem of hostel
- 7) Drinking water and toilet problem
- 8) Problem regarding first aid for students
- 9) Problem regarding science lab, if exists it's of no use
- 10) Practical field problem
- 11) Lab for practical subjects should be provided
- 12) Weakness of school administration



## Annex 10.2: Bagmati Province Workshop Proceedings

### Brief Proceedings of the two-day provincial workshop on sharing TVET Sector Reform Strategic Plan with the officials from Bagmati Pradesh

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

To collect inputs, suggestions and feedbacks

#### 2. Program date:

29<sup>th</sup> and 30<sup>th</sup> July, 2022

#### 3. Venue:

Sky Sadan Hall, Alfa Beta Complex, Baneshwor, Kathmandu

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	Kumari Moktan, Keshav Prasad Pokhrel
1.2	Session Chair	Krishna Hari Khadka
1.3	Welcome	Kamal Prasad Pokharel
1.4	Objective of the program	Kamal Prasad Pokharel
1.5	Master of ceremony	Kul Bahadur Phadera
2	Technical Session	
2.1	Study concept presentation	Dr. Hari Kumar Pradhan, Chuman Babu Shrestha, Sita Paudel
2.2	Question clarification	Chuman Babu Shrestha, Dr. Hari Kumar Pradhan
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

The inauguration program was chaired by Mr. Krishna Hari Khadka, Secretary of the Ministry of Social Development (MoSD), Bagmati Province. Keshav Prasad Pokhrel, Member of Parliament Member of Bagmati Pradesh was special guest and with Kumari Moktan was as chief guest. The program was started by Kul Bahadur Phadera, Under Secretary of MoEST. He welcomed all the attendees and requested them to briefly introduce themselves. He, then, requested the chief guests to take their respective seats. Everyone stood up for the national anthem. The program was formally inaugurated by Krishna Nepal (mentioning his position) by lighting the lamp in *Panas*. Keshav Prasad Pokhrel, Chairperson of Education, Health and Agriculture Committee read out the contents of the banner to all the attendees and gave best wishes to the research team for the successful completion of the project.

#### 6. Speech made by Guests and Chief Guest in Opening/ Inaugural Session:

Dr. Kamal Prasad Pokhrel, Joint Secretary, MoEST shared the objectives of the provincial consultation workshop. Dr. Pokhrel further mentioned that technical education and Vocational Training is the main priority of the Government of Nepal. It generates job opportunities. Technical education is very demanding in Nepal. It helps to grow the skills of students. He also mentioned that we have to think critically; what are the ground realities of the TVET sector, what aspects have to be included in the plan, and your inputs and feedback will be incorporated in the two-day workshop. Dr. Pokhrel further added that there are certain gaps in TVET sector which are variance in curriculum and course duration, lack of quality and trained teachers, low enrollment of students than the available capacity and horizontal and vertical coordination has to be strengthened. We have to minimize the gap between skilled graduates and market demands. The strategic reform plan was proposed one year ago. He appreciated the support of Dakchyata Project for providing technical and financial support. He shared that whatever the statistics represent, ground realities are very different.

The technical presentation was given by Dr. Hari Kumar Pradhan. The presentation was focused on major findings of TVET sector Assessment Report (TVET SAR) and key proposals for TVET Reform Strategic Plan 2022- 2032.

Deputy Mayor of Surya Binayak Municipality, Sarita Timalsina Bhattarai, mentioned that she was very happy to be involved in the workshop. She said that she is overseeing a program where they focus on agriculture. The quality of the course is not satisfactory. She is trying to teach up to a diploma but is facing a lot of difficulty. Studying for university level is not an easy task. She requested a plan to solve all these issues. The plan should bring better results. She said she will help and support the research team and will contribute in any way possible.

Ashok Kumar Byanju, Mayor of Dhulikhel Municipality, mentioned that if we don't know the reality we cannot formulate appropriate policies, plans and agendas until and unless we have understood the values and morals of the education sector. Mr. Byanju further added that MoEST is in dilemma to understand the spirit of Nepal's constitution, we have to see through the constitution provision of TVET. Plan should be result oriented. Political and power devolution should be kept in perspective to better understand the situation. MoEST should understand and realize the political influence. Without the devolution of power, progress cannot be guaranteed. Partnership is required among Federal, Provincial and Local governments where possibilities are there for collaboration. The CTEVT process is complex in terms of new registration and renewal of educational institutions. Complexity of bureaucracy is prevalent and beneficiaries don't get services easily. He further added that 80% of people who are migrating are labor without any skills training so we have to focus on providing/skilling people. Formal education is limited only in paper. Practical education, skills are much more accepted while working. He addressed that Nepal has created a lot of scientists. But the nation was satisfied only by that achievement. Generating such capable human resources was forgotten along the way. Health assistants, who have gone to good schools for education, are working in poor hospitals and not getting good pay.

Mr. Keshav Pokharel, Chairperson, Health, Education and Agriculture Committee of Bagmati Pradesh, delivered his best wishes speech during the inauguration session. Mr. Pokhrel mentioned that this kind of workshop in an important subject is being conducted for the first time. We are in practice of a new political context, power devolution between three tiers of government. Bagmati province has developed almost 70 provincial laws. Some Acts are yet to be formulated from the Federal Government that is why provinces are unable to formulate provincial act/bi-laws in fear of newly formulated act/bylaw will contradict with federal policy. Real decentralization is required, he further added. We have to formulate provincial policy without waiting for the Federal government. Though the National Education policy is introduced, the policy is not accepted through all levels. People from the authority have not been given the necessary control and opportunities. And, when they have the opportunities, they are unable to proceed. The shared graduates database is missing. CTEVT does not know the correct information about how much manpower it has generated. The government should be kept up-to-date about such information. He shared that in some schools where ICT was being taught, there were facilities such as e-library. Even when equipped with computers, they were not being used. He shared that it was because there was no qualified manpower to operate them. He mentioned that technical education is the center of Excellence. He suggested that

there should be easement in power distribution and on its application. Large and significant progress is not important. Focus should be made on small but steady progress.

Ms. Kumari Moktan, Minister of Social Development, Bagmati province greeted all and appreciated that she was invited to be involved in the workshop. She mentioned that generating workforce is being done in the old ways. This will not fulfill the demands of the present. Good market demand study should be done to resolve the issue. There are many programs running in the nation, such as Boutique training. She begged the question if the generated manpower was able to run and operate a boutique. The investment in CTEVT is seen to be high with unseen outputs. Some technical schools are running without producing any quality output. Payment in any establishment should be according to their skills.

Mr. Krishnahari Khadka, Secretary of MoSD shared that the presentation was very well prepared, I hope it will help to develop evidence based national policy. Mr. Khadka further added that reform focused strategies are required. He mentioned that functional flow should be addressed. The strategic plan must be planned not only for certain areas but for the whole nation. All concerned stakeholders have to feel ownership in formulating policy and proactive participation is required.

After a quick lunch, Kul Bahadur Phadera mentioned the proceedings of the program.

Dr. Hari Kumar Pradhan gave a technical presentation and Chuman Babu Shrestha followed through.

The attendees were divided into six groups. They were assigned a pillar and were let to discuss it.

### 7. Summary of the comments and inputs from workshop participants:

This chapter covers the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 1: Participant's inputs and remarks.

#### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Centralization of schools	<ul style="list-style-type: none"> <li>● Technical Stream School &amp; CTEVT affiliated colleges are located very close to each other, especially in urban areas. Whereas, there are none in rural areas.</li> <li>● In some of the schools in rural areas, there are very few students because it is located in a remote area with low population density.</li> <li>● Schools in close vicinity are running the same program despite the need. This has led to students studying courses they are not interested in.</li> </ul>	<ul style="list-style-type: none"> <li>● Centralization of schools</li> </ul>
2	Entry criteria		<ul style="list-style-type: none"> <li>● Entry criteria should be set low in order to increase enrolment.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
3	Training accessibility		<ul style="list-style-type: none"> <li>• Training should be provided to a member per 5 households.</li> </ul>
4	Flow of information		<ul style="list-style-type: none"> <li>• Flow of information should be enhanced.</li> </ul>
5	Orientation	<ul style="list-style-type: none"> <li>• Proper orientation to students and parents are lacking.</li> </ul>	
6	Lack of students	<ul style="list-style-type: none"> <li>• There are 2 major technical programs, a pre-diploma of 18 months and a diploma of 36 months. There is an enrollment capacity of 1 lakh but there is an indication of seats not being fulfilled. There is training being held regularly in different parts of the nation, but the seats are not being fulfilled.</li> </ul>	
7	Lack of teachers	<ul style="list-style-type: none"> <li>• Schools are being built but there are not enough teachers and students, especially in rural areas of the nation. Teachers are leaving the institute mid-session or as soon as they get a better opportunity. There are a lot of people entering the labor market but we have the capacity to train only 1 lakh people. But at the start of the program, it is realized that all the seats have not been filled.</li> </ul>	

## 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation
1	Model schools	<ul style="list-style-type: none"> <li>• One model school in each of the 75 districts will suffice to create change.</li> </ul>	

## 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Training center and quality		<ul style="list-style-type: none"> <li>• The standard of the training center should be increased and maintained.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
			<ul style="list-style-type: none"> <li>• Training process should be enhanced</li> </ul>
2	Quality issues	<ul style="list-style-type: none"> <li>• The quality of curriculum, education system and evaluation are very poor.</li> </ul>	One of the participants severely disagreed with the presenter and said the curriculum was prepared by university professors. There is no problem for higher education and graduates are also getting employment. Then what is the problem, is the presenter lying.
3	Quality control		<ul style="list-style-type: none"> <li>• Regular evaluation of quality of curriculum, education system, evaluation and examination should be done.</li> </ul>
4	Incubation centers		<ul style="list-style-type: none"> <li>• Customized incubation centers should be created.</li> </ul>
5	Training quality	<ul style="list-style-type: none"> <li>• Some training programs are being conducted where the participants are not learning anything. The participants are getting certificated without being properly tested. This is one of the reasons that the certificates are not being valued.</li> </ul>	
6	Skill testing	<ul style="list-style-type: none"> <li>• Skill testing is not being done properly.</li> </ul>	
7	Quality of teachers and instructors	<ul style="list-style-type: none"> <li>• Qualified teachers are very expensive.</li> </ul>	
8	Model schools		<ul style="list-style-type: none"> <li>• Model schools should be established on local, central and provincial levels. They should be goal oriented.</li> </ul>

#### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Focus on demand side		<ul style="list-style-type: none"> <li>• The focus should be maintained on the demand side of the industry.</li> <li>• The focus should be set on creating visible progress and visible goals rather than superficial results and statistics.</li> </ul>
2	Occupational standard		<ul style="list-style-type: none"> <li>• Occupational standards should be created with standard norms.</li> </ul>
3	Availability of manpower	<ul style="list-style-type: none"> <li>• There is a lack of skilled manpower.</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
4	Low output	<ul style="list-style-type: none"> <li>The generated manpower bear certificate but do not have the skills to prove it. This is the reason for low quality in output.</li> </ul>	
5	Insufficient manpower distribution	<ul style="list-style-type: none"> <li>The cattle industry is rising but there are not enough veterinarians to cover all the farms, especially in rural areas. There are cases of wrong medical practices due to lack of proper knowledge and education. Most fertilizer retailers are eye-balling the ratio of mixture, which means they are not qualified enough to operate. The retailers are working as veterinarians and experts.</li> </ul>	Which occupations/ field of study to offer for study should be determined by studies

### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	Employment allocation	<ul style="list-style-type: none"> <li>Self-sustaining pay is very deficient. Most of the employment is in the urban areas and not in rural areas. Money is a key factor for economic growth.</li> </ul>	

### 7.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation
1	Quality standards		<ul style="list-style-type: none"> <li>Standards for the manpower should be set by BIA.</li> </ul>
2	Certification	<ul style="list-style-type: none"> <li>CTEVT should formulate a certificate that is accepted nation-wide as well as world-wide.</li> </ul>	

### 7.7 Integration

SN	Major Issues	Explanation	Participant's recommendation
1	Course Bridging		<ul style="list-style-type: none"> <li>There should be a bridge course to maintain equivalency between different education boards (CEHRD, CTEVT).</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
			<ul style="list-style-type: none"> <li>• Bridge courses should accommodate those who want to join University.</li> </ul>
2	Alignment issues		<ul style="list-style-type: none"> <li>• Methods to align CTEVT and CEHRD should be developed.</li> </ul>
3	Revision of NVQF		<ul style="list-style-type: none"> <li>• Revision of NVQF should be done in accordance with reformed curriculum and occupational standards.</li> </ul>
4	One system one curricula		<ul style="list-style-type: none"> <li>• Only a single curriculum should be developed with a single system to govern it.</li> </ul>
5	Curriculum integration		<ul style="list-style-type: none"> <li>• Curriculum should be developed on a credit-hour basis.</li> <li>• Revision of curriculum should be done regularly.</li> <li>• Courses should be integrated towards the needs of the present and future.</li> <li>• Courses should be such that it qualifies them, in terms of education as well as occupation.</li> <li>• Course should comprise 80% practical and 20% theoretical education.</li> </ul>
6	Entry and Exit		<ul style="list-style-type: none"> <li>• Those who want to study-earn-study should be given the opportunity.</li> </ul>
7	Merging programs	<ul style="list-style-type: none"> <li>• The diploma courses (CTEVT) enclose a lot of practical education and less theoretical education. Whereas 9-12 courses enclose more theoretical education and less practical education.</li> </ul>	<ul style="list-style-type: none"> <li>• The two curriculums of CEHRD and CTEVT should be merged into a single one.</li> </ul>
8	Training principals	<ul style="list-style-type: none"> <li>• Principals should also be trained and need to acquire skills to run the institutes.</li> </ul>	
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Program exploration		<ul style="list-style-type: none"> <li>• More programs should be explored rather than sticking only to Engineering, Hospitality, Health and Agriculture.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
2	Center for exams	<ul style="list-style-type: none"> <li>• There are no provisions for exam centers. The exams are being conducted only in CTEVT. This has caused a lot of trouble for students who do not live closeby.</li> </ul>	<ul style="list-style-type: none"> <li>• CTEVT affiliated schools should also be able to host exams.</li> </ul>
3	Merging of schools		<ul style="list-style-type: none"> <li>• Where possible, merging of schools with a smaller number of students must be done.</li> </ul>
4	Facilitating instructors and teachers		<ul style="list-style-type: none"> <li>• Instructors should be given opportunities to work in other establishments inside or outside the nation.</li> <li>• Permanent positions for teachers and instructors should be made available.</li> </ul>
5	Difficulty in operating schools	<ul style="list-style-type: none"> <li>• Teacher is not committed and leaves mid-session. Even the coordinators are leaving in pursuit of better opportunities and pay.</li> <li>• In cases where teachers could not be found, teachers from another district are being hired. This results in greater cost.</li> <li>• Teachers are found to be teaching multiple subjects, causing quality degradation in teaching.</li> </ul>	
6	Management committee	<ul style="list-style-type: none"> <li>• Management committee is not properly established.</li> </ul>	
7	Manpower usages		<ul style="list-style-type: none"> <li>• Generated manpower should be consulted to stay in the nation rather than sending them to Gulf countries.</li> </ul>
8	Condition of existing manpower	<ul style="list-style-type: none"> <li>• 80% of the manpower produced in the nation is going abroad for work due to greater pay than inside the nation. This has caused the import of skilled manpower from other countries, especially India. Those workers charge NPR</li> </ul>	



SN	Major Issues	Explanation	Participant's recommendation
		1,200 per day for plowing fields. Degree holders do not find it convenient to do the same job. Rather, they are willing to wash dishes and chop onions in other countries.	
9	Foreign manpower		<ul style="list-style-type: none"> <li>Use and permit of the Indian manpower should be decreased and domestic manpower should be motivated.</li> </ul>
10	Tracing of outputs	<ul style="list-style-type: none"> <li>There is also no proper way to track the manpower generated, its profits and losses. Study of the demand, national and international, is as important as the fulfillment of the demand.</li> <li>Focus should be made on use of manpower, their tracking and fulfillment.</li> </ul>	

### 7.9 Coordination

SN	Major Issues	Explanation	Participant's recommendation
1	Coordination Issues	<ul style="list-style-type: none"> <li>The coordination between CTEVT and CEHRD is very ineffective.</li> </ul>	
2	Coordination between Authorities	<ul style="list-style-type: none"> <li>There is no proper coordination between CEHRD and CTEVT.</li> </ul>	

### 7.10 Governance

SN	Major Issues	Explanation	Participant's recommendation
1	Act or law	<ul style="list-style-type: none"> <li>Federal Government is yet to introduce Federal TVET Act</li> </ul>	<ul style="list-style-type: none"> <li>The TVET Act should be developed to govern the flow of authority.</li> </ul>
2	Apprenticeship laws	<ul style="list-style-type: none"> <li>Apprenticeship laws are stated but are not being implemented.</li> </ul>	
3	Statistics issue.	<ul style="list-style-type: none"> <li>The national statistics show that the number of skilled manpower in the nation is equal to its total population. But the</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
		manpower is nowhere to be found.	
4	Guidance and administration	<ul style="list-style-type: none"> <li>There is a lack of proper guidance. There is a lack of an authority that governs rights and rules regarding technical education. Local, central and provincial governments should all get involved in development of the sector.</li> </ul>	<ul style="list-style-type: none"> <li>There is no need to worry about enrollment and output issues if the mentioned problems are resolved.</li> </ul>

### 7.11 Finance

SN	Major Issues	Explanation	Participant's recommendation
1	Dependency	<ul style="list-style-type: none"> <li>Currently, 3 billion USD is going out of the nation as remittance whereas only 1 billion is coming in. Most of the workers are from India.</li> </ul>	
2	Budget allocation	<ul style="list-style-type: none"> <li>Budget allocation is not proper in the nation.</li> </ul>	
23	Investments	<ul style="list-style-type: none"> <li>Investment in the education sector is not being used properly and is distributed unequally.</li> </ul>	

### 7.12 Monitoring and Evaluation

SN	Major Issues	Explanation	Participant's recommendation

### 7.13 Knowledge Management

SN	Major Issues	Explanation	Participant's recommendation
1	Education status	<ul style="list-style-type: none"> <li>9-12 is more theoretical knowledge focused. CTEVT is more practical focused.</li> </ul>	

### Observations/ guidance:

SN	Major Issues	Explanation	Participant's recommendation

1	Clarification needed	<ul style="list-style-type: none"> <li>There is no evidence that multi-entry is a good practice.</li> </ul>	Further study and discussion required during curriculum design phase
2	Meeting the target	<ul style="list-style-type: none"> <li>There is mention of a target but the method or way to reach there is not being discussed.</li> </ul>	
3	Job fair		Job fairs should be conducted more often.
4	State of CTEVT	<ul style="list-style-type: none"> <li>CEHRD affiliated schools have qualified teachers, enough students and financial support. CTEVT affiliated schools do not have those facilities. This may be the reason for low survival rate and low enrolment rate.</li> </ul>	
5	Focus broadening	<ul style="list-style-type: none"> <li>The focus should not only be in Kathmandu but other cities too</li> </ul>	
6	Training to ward members	<ul style="list-style-type: none"> <li>Ward members should also be provided with training. In cases where they are, they have not gained much. They should be treated as equal to other trainees.</li> </ul>	

### 8. Closure of the program:

Closing session was chaired by Keshav Prasad Pokhrel, Secretary of MoEST. He insisted that all sectors should be observed for unified development. In case that is not possible, one by one sector should be observed. Development of skills among the emerging manpower should be monitored. Some sort of provision should be made to uplift and ensure the necessary skills.

Dr. Hari Prasad Lamsal, Joint Secretary of MoEST, mentioned that the education system should be updated as soon as possible. Arguments if CEHRD is better or CTEVT should be stopped and more focus should be placed on improving the curriculums as a whole. The rest of the world has already adopted post-secondary school as should the nation.

### 9. Group

Presentation:

Access, Equity and Expansion	
SN	Present Situation
1	Only 54871 (51%) admissions in 107411 quotas
2	In class 10, 'C' in science and mathematics and 'D+' in English should be achieved to enter the entrance exam.
3	Tendency to drop out in class 11

4	Limited subjects
5	Provision of free education. (4 people out of 45/40)
6	In case of non-operation of programs in some educational institutions,
SN	Suggestions
1	Adjust and relocate technical educational institutions on the basis of need.
2	Streamline the student admission process.
3	Admission of Pre-Diploma in class 11.
4	Diversify the subject.
5	Selection of students for classified scholarships by school/ local level / district level.
6	Wide publicity to increase the attraction towards technical education.
<b>Quality and relevance</b>	
Questions	<ul style="list-style-type: none"> <li># How to Align CEHRD and CTEVT Curricula?</li> <li># How to ensure development/ Revision of Standard/ Curricula?</li> <li># How to ensure standards and curriculum development under the ownership of BIAs?</li> <li># How to improve formative assessment at class level?</li> <li># How to operationalize an Accreditation System?</li> <li># How to ensure availability of machine and equipment</li> <li># Instructors Training</li> <li># On the Job Training</li> </ul>
Standard and Curriculum	<ul style="list-style-type: none"> <li># Occupational Standards (KSA) and Curriculum should be developed and revised within NVQF</li> <li># This should be same for all (CEHRD and CTEVT)</li> <li># Standards for any occupation should be developed or revised in leadership of BIAs</li> <li># Based on OS developed, Curricula needs to be developed and revised in close participation of BIAs</li> <li># Curricula should be implemented based on credit hours (credit hours of pre-diploma and diploma should be aligned)</li> <li># This should be revised within an appropriate time of interval, normally, 3 to 5 years based on industry need and change context (IT, global trend).</li> <li># Curricula should include certain orientation on entrepreneurship dev.</li> </ul>
Accreditation	<ul style="list-style-type: none"> <li># A separate authority of Accreditation</li> <li># Standardization Criteria of Training Schools, Instructors (TVET teachers' qualification framework), Processes, Skill testing, Industrial Workplace etc.</li> <li># Mapping of existing technical schools</li> <li># Examine quality of the schools based on standard criteria</li> <li># Decide and recommend further course of action</li> <li># Ensure compliance of Standard Criteria for operationalization of the schools/Centers</li> <li># Ensure effective monitoring and evaluation</li> </ul>
Machine and Equipment	<ul style="list-style-type: none"> <li># Ensure minimum requirement of machine and equipment based on training standard developed by accreditation authority;</li> <li># In addition, close partnership with BIAs for latest machine and equipment;</li> <li># Provision of certain incentives need to create for BIAs</li> </ul>

Instructors	<ul style="list-style-type: none"> <li># Ensure Minimum number of qualified (skills and industry experienced) instructors</li> <li># Ensure career path;</li> <li># Training and exposure ( industry and global practices);</li> </ul>
Workplace based Learning (WBL)	<ul style="list-style-type: none"> <li># WBL should be based on Standard developed by BIAs;</li> <li># Mandatory provision of OJT/technical</li> <li># Internship/Apprenticeship Training)-duration could differ based occupation and industry requirement;</li> </ul>
Employment	<ul style="list-style-type: none"> <li># Post training job placement facilitation for wage employment;</li> <li># Job Fairs;</li> <li># Render required supports (financing, business plan development and others) for entrepreneurship development (self-employment)</li> </ul>
Labor market: major problems and challenges	<p>Skill Gap &amp; Mismatch :</p> <p>Skills needed by industrial establishments</p> <ul style="list-style-type: none"> <li># The skills, knowledge and behavior required in human resources,</li> <li># Generated from existing training programs</li> <li># It is found that there is no or different in the human resources</li> </ul> <p>Availability of LMI</p> <ul style="list-style-type: none"> <li># Labor market data and information</li> <li># (LMI-Labor Market Information)</li> </ul>

**Management**

SN	Problems	Solution
1		Infrastructure Development
2		Management of qualified and skilled manpower (job permanency)
3		Quality assurance: a) Syllabus b) Training c) Examination
4		Institutional Capacity Development; Equivalency Arrangement
5		LMIS (Labor Market Information System)
6		Coordination with Industrialists and Businessmen and Cooperation
7		Partnership (Federal, Provincial and Local) (PPP)
8		Management of Sufficient Investment
9		Emphasis on Unilateral System Investment
10		Fiscal Sustainability

<b>Integration, Governance and Monitoring</b>		
SN	Problems	Solution
1		Governing policy and planning should be arranged and be implemented both for TEVT and CTEVT
2		Under the title of the program, it should be planned with relative funds and also for the quality.
3		Federal, state and local governments should coordinate and monitor according to their respective responsibilities. Understanding each other's responsibility and cooperating with each other.
4		Participating the private sector in policy making at the center, state, and local level.
5		Based on the needs of the market, the vital need of participation of the private sector in curriculum, training and certification development is seen.
6		Workplace based training program according to the demand of the market to conduct training on the basis of operating from the private sector
7		Managerial committee of schools operated by TEVT, CTEVT should be provided with practical based training. Where, # Physical facility (building, lab and lab materials) # Teacher participation in policy formulation and implementation # Awareness to stakeholders at the local level about student enrollment and the future of the program.
8		Program permission of CTEVT. The responsibility of operation and management should be given to local government officials.
<b>Students</b>		
SN	Problems	Solution
1	Full information should be given about the admission to this stream,	

2	It seems that this stream is thought of only up to class 12. After class 12, it would be better if there is a system to continue in this subject till Master  If the parents have to pay the expenses after 12th grade, how much it will cost should be informed in advance	
3	Lack of subject knowledge is a problem related to students	
4	Lack of teachers/instructors Lack of laboratories/labs	
5	No hostel	
6	Library not organized	
7	Lack of extracurricular activities	
8	Course not completed on time Result not published on time	
9	Basic (Physics/Chemistry/Math) course is complicated	
10	Not focused on skills.	

## Annex 10.3: Province 1 Workshop Proceedings

### Brief Proceedings of the Two-day workshop on TVET Sector Reform Strategic Plan among Provincial Consultation with Provincial Stakeholders

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

To collect inputs, suggestions and feedback.

#### 2. Program date:

14-15 August 2022

#### 3. Venue:

Hotel Asiatique, Biratnagar

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	Dirgharaj Mainali
1.2	Session Chair	Dirgharaj Mainali
1.3	Welcome	Bishnu Tumbahamphe
1.4	Objective of the program	Kul Bahadur Phadera
1.5	Master of ceremony	Sita Paudel
2	Technical Session	
2.1	Study concept presentation	Dr. Hari Kumar Pradhan
2.2	Facilitation for Group work and presentation	Chuman Babu Shrestha
2.3	Rapporteur	Sita Paudel

#### 5. Inauguration/Opening of the program:

The inauguration/opening program was chaired by Mr. Dirgharaj Mainali, Secretary of Ministry of Social Development, Province No.1. Chief Guest of the program was Honorable State Minister Bishnu Tumbahamphe, Ministry of Social Development, Province, 1. Welcome to the participants and workshop objectives were shared by Mr. Kul Bahadur Phadera, Under Secretary of MoEST. The formal opening of the workshop was done jointly by Honorable State Minister, Provincial Assembly member Honorable-Laxman Tiwari and Mr. Bhupendra Kumar Lawati, Mayor of Letang Municipality by lighting the lamp in Panas and reading the contents of the banner.

#### 5. Technical Session:

After sharing the workshop objectives, to familiarize the chief guest and other guests about TVET sector and its importance, Dr. Hari Pradhan, Team Leader presented the major findings of TVET Sector Analyses



study. Dr. Pradhan summarized the major findings by TVET-SAR and key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032.

After the Technical presentation, MS. Regina Bhattarai Prasai, Deputy Mayor of Damak Municipality shared her best wishes. Ms. Prasai stated that the important work of TVET sector analysis study done by MoEST is very impressive and we can feel that the federal government is not asleep and some work was going on that made us happy. Many organizations are providing short- and long-term training in the TVET sector but there is a gap in TVET, unless we improve and integrate, investment will be a waste, she further added.

Mr. Bhupendra Kumar Lawati, Mayor, Letang Municipality delivered his best wishes speech. Mr. Lawati shared that this program is very important as TVET is the foundation for human resources development. The TVET sector analysis report has some positive points but there are a lot of challenges. Therefore, responsible officials need to pay attention. We are doing this mentality ("gardai chhu") does not facilitate development. Local levels do not have access to federal resources rather they end without results.

Honorable Laxman Tiwari, Member of Provincial Assembly, province 1, shared his best wishes during the inauguration session. He stated that the education sector is uncertain. Federal government is not working on bringing the TVET Act in place. The District Education Office is going to be established in the district, so this interaction does not work. If we conclude to give TVET schools to provinces, if not, this workshop will be useless, he further added. The current practice is questionable, absence of federal TVET Act, has caused TVET an anarchy in provinces and local levels. He further stressed that TVET curriculum should be based on market demand, our education objectives should be employment and education both. We must move towards a higher level of TVET and short term courses should be the responsibility of Local Government and Higher level education to the Province Government. He further added that Federal TVET Act must be in place as soon as possible and Province and Local Level must be empowered.

Chief Guest, Honorable State Minister Bishnu Tumbahamphe, Ministry of Social Development shared her best wishes speech. She stated that we are an important subject of discussion. Indigenous communities must be encouraged in TVET because our culture needs to be preserved. We have to think of utilizing local resources. For instance, plastics are used for making brooms and Nanglo, we have to promote such creativity and need to include them in the curriculum, she further emphasized.

Session Chair, Mr. Dirgharaj Lamichhane, Secretary, MoSD, province No.1, delivered his closing remarks during inauguration session. Mr. Lamichhane shared that 70:30 should be the ratio of TVET and General Education. Why enrollment rate and retention rate is low, we have to think the reason of not being able to make career path for TVET graduates. Our work is going back to centralized as difficult to get affiliation from CTEVT, CTET is engaged in licensing and operation this is the cause of the problem. We spent 5 years talking about TVET Act, Provinces and Local Levels are unable to prepare their TVET Act fearing that it will contradict with Federal Act.

## 6. Summary of the comments and inputs from workshop participants:

This chapter covers the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

### 6.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Limited awareness	<ul style="list-style-type: none"> <li>Very limited community awareness on TVET</li> </ul>	<ul style="list-style-type: none"> <li>Awareness, its reach and regularity, should be increased to boost enrollment.</li> </ul>
2	TVET is expensive	<ul style="list-style-type: none"> <li>TVET is expensive and students from poor family background are unable to enroll</li> </ul>	<ul style="list-style-type: none"> <li>Scholarship and/ or student loan provisions should be in place targeting poor students.</li> <li>TECS – 3 selections by schools 1 by CTEVT</li> <li>Scholarship examination in lthari – this provision must be addressed</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
3	No provision of Bridge course	<ul style="list-style-type: none"> <li>No provision of bridge course for weak students especially in mathematics and science</li> </ul>	<ul style="list-style-type: none"> <li>There should be provision of Bridge courses for those who want to enroll in TVET.</li> </ul>
4	No Hostel facility	<ul style="list-style-type: none"> <li>One of the reasons for low enrollment is due to unavailability of Hostel at TVET school</li> </ul>	<ul style="list-style-type: none"> <li>Provision of Separate hostel for girls and boys and students with disability.</li> </ul>
5	Unsuitable course for Students with disability.	<ul style="list-style-type: none"> <li>In Birat Bahira Schools civil engineering program is there but it's not suitable for them. Difficult to complete course and employment</li> </ul>	<ul style="list-style-type: none"> <li>Disability friendly course program should be introduced.</li> <li>If there is no employment, they must be self-employed.</li> <li>Aptitude test should be taken before enrolment.</li> </ul>
6	There is no employment guarantee after graduation.	<ul style="list-style-type: none"> <li>Students are hesitant to enroll in TVET course as there is no employment guarantee</li> </ul>	<ul style="list-style-type: none"> <li>Government should think about how employment guarantees could be done. Appropriate policy should be introduced accordingly.</li> </ul>
6	Many Schools	<ul style="list-style-type: none"> <li>Many schools are located in same location with same program (agriculture) 1 engineering/ 7 schools in a district</li> <li>6 schools in agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Approval should be given based on local needs rather than political influence and employment should be ensured.</li> </ul>

## 6.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation
1	Many schools with same course program in a district	<ul style="list-style-type: none"> <li>Schools with similar programs, plant science have been running in close by areas. It is baffling where the students will attend.</li> </ul>	<ul style="list-style-type: none"> <li>Schools housing less students should be merged.</li> <li>New programs can be introduced to attract students and increase enrollment as well as output.</li> <li>For example, agriculture zone (Jumla apple)</li> <li>Engineering Biratnagar.</li> </ul>
2	Expansion without proper assessment		<ul style="list-style-type: none"> <li>Expansion should be based on geographical location and based on local needs and employment guarantee.</li> <li>Technical Education should be linked with lifelong learning.</li> </ul>
3	No further scope of study in TVET	<ul style="list-style-type: none"> <li>TVET is limited up to 9-12 and Diploma level, students lose their interest</li> </ul>	<ul style="list-style-type: none"> <li>Enhance secondary education in TVET up to Bachelor and Master's degree.</li> <li>There should be provision of higher level study based on skills test</li> </ul>
			<ul style="list-style-type: none"> <li>Education brief a priority before allowing schools' affiliation</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
			<ul style="list-style-type: none"> <li>• Employment guarantee</li> </ul>
<b>6.3 Quality</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Most of the curriculum are in English	<ul style="list-style-type: none"> <li>• Curriculum is in English, teachers do not understand properly, English terminology leads to drop out.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of curricula</li> <li>• Bridge course should be provisioned</li> </ul>
2	Assessment system	<ul style="list-style-type: none"> <li>• Theory based final assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce theoretical and increase practical</li> </ul>
3	Curricula are not updated	<ul style="list-style-type: none"> <li>• Market is changing fast, and experts also face challenges.</li> <li>• Graduates are scared to operate machines.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with industry is required</li> <li>• Revise curriculum continuously.</li> </ul>
4	Credit hours	<ul style="list-style-type: none"> <li>• Different curriculum for CEHRD and CTEVT</li> <li>• General education 5 credit hours, and TVET 3 credit hours for some courses. But in SEE they are asked the same question. 3 hours in week and 5 hours week: how to assess through the same question.</li> <li>• 3 credit hours is not sufficient therefore, we increase credit hours</li> </ul>	<ul style="list-style-type: none"> <li>• CTEVT and CEHRD curriculum must be the same. Similarity in credit hours.</li> </ul>
		<ul style="list-style-type: none"> <li>• Teachers exist in Technical stream but not in TECS</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher position creation should be based on student number</li> </ul>
5	Poor infrastructure	<ul style="list-style-type: none"> <li>• Schools operate only those with required infrastructure, due to donor support, CTEVT schools are good but this deficiency in CEHRD schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum requirements should be maintained before giving approval.</li> <li>• Teacher service commission for teachers and hire teachers based on standard curriculum</li> </ul>
6	Different curriculum for CTEVT and Technical stream		<ul style="list-style-type: none"> <li>• Curriculum should be developed based on National Qualification Framework (NQF)</li> </ul>
7			<ul style="list-style-type: none"> <li>• Teacher management/hire from federal and province level</li> </ul>
8	Teacher training		<ul style="list-style-type: none"> <li>• In all provinces with help from TITI Fellowship for teachers for their experience in workplace</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
9	Licensing		<ul style="list-style-type: none"> <li>• Licensing is necessary because teaching is both an art and profession</li> </ul>
10	Teaches meeting	<ul style="list-style-type: none"> <li>• Teacher management is precarious</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent teacher posts should be created</li> <li>• Teacher commission for hiring permanent teachers</li> <li>• Local levels managing temporary teachers</li> <li>• Better salary for technical teachers</li> <li>• Assistant instructors – facility as high school teachers</li> </ul>
		<ul style="list-style-type: none"> <li>• Curriculum and examination different</li> <li>• Grade 12 – certificate in transcript. Therefore, difficult to get employment CEHRD</li> <li>• Diploma – 3 years</li> </ul>	
8	Infrastructure		<ul style="list-style-type: none"> <li>• Classrooms, laboratory, IT Lab for giving exposure to new innovations ,</li> <li>• Nursing professions are not used to with IT, they must be trained in IT</li> </ul>
9			<ul style="list-style-type: none"> <li>• Sufficient infrastructures to enable practice for all students</li> </ul>
10			<ul style="list-style-type: none"> <li>• Training materials must be available.</li> </ul>
11			<ul style="list-style-type: none"> <li>• Training of lab technicians</li> </ul>
12			<ul style="list-style-type: none"> <li>• Large investment required for enhancing quality of lab</li> </ul>
13			<ul style="list-style-type: none"> <li>• Based on standards</li> </ul>
14	Enhancing learning		<ul style="list-style-type: none"> <li>• Learning by doing not learning by hearing</li> </ul>
	Model of OJT		<ul style="list-style-type: none"> <li>• Apprenticeship</li> </ul>
			<ul style="list-style-type: none"> <li>• Follow national standards for OJT</li> </ul>
			<ul style="list-style-type: none"> <li>• Monitoring and evaluation of OJT students</li> </ul>
			<ul style="list-style-type: none"> <li>• (OJT student preparing for BE)</li> </ul>
		<ul style="list-style-type: none"> <li>• OJT in Banking sector; Biratnagar OJT from remote school of Solu</li> <li>• Real OJT is not happening</li> <li>• No monitoring during OJT</li> <li>• At least where sent for OJT, it should facilitate</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding in OJT (in parallel of teaching; linked with demands)</li> <li>• TVET principles should be followed</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
		<ul style="list-style-type: none"> <li>• OJT are provided with incentives</li> </ul>	<ul style="list-style-type: none"> <li>• This should not be the case</li> <li>• They must be monitored</li> <li>• OJT must be linked with production</li> </ul>
	Student evaluation of teachers		<ul style="list-style-type: none"> <li>• Student evaluation of Teachers is necessary</li> </ul>
	Formative assessment		<ul style="list-style-type: none"> <li>• Based on case study</li> </ul>
	Assessment		<ul style="list-style-type: none"> <li>• Based on practical performance</li> </ul>
	Evaluation		<ul style="list-style-type: none"> <li>• By also external evaluators</li> </ul>
			<ul style="list-style-type: none"> <li>• No fail concept in SEE</li> <li>• Preparatory TVET</li> <li>• Birding inputs</li> </ul>
	Lab assistant	<ul style="list-style-type: none"> <li>• Why it was not unconditional grant</li> <li>• Why it was related to student number</li> </ul>	<ul style="list-style-type: none"> <li>• It should be under unconditional grant</li> </ul>

#### 6.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Short term training	<ul style="list-style-type: none"> <li>• So many organizations (NGO/INGOs) provide short term training but graduates are not employed.</li> </ul>	<ul style="list-style-type: none"> <li>• Short term training only to needy people.</li> <li>• Training should be linked with employment and focus has to increase income.</li> </ul>
			<ul style="list-style-type: none"> <li>• Provision of scholarship for a long term educational program.</li> </ul>
			<ul style="list-style-type: none"> <li>• There should be an advanced Diploma Course.</li> </ul>

#### 6.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	Many graduates are unemployed	Lack/less involvement of BIAs in curriculum development, difficult link graduates with industry and employment.	<ul style="list-style-type: none"> <li>• Prepare course curriculum considering the needs and demand of the Industry sector.</li> </ul>
2			<ul style="list-style-type: none"> <li>• Many subjects of study are necessary.</li> </ul>
			<ul style="list-style-type: none"> <li>• Preparation from Grade 6 is required.</li> </ul>
			<ul style="list-style-type: none"> <li>• Flexibility to schools to change courses after a few years.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
<b>6.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Very Limited market for employment	<ul style="list-style-type: none"> <li>• Graduates are unemployed, even if they are employed – very low salary is offered</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion of industry which could offer/create employment.</li> <li>• Employment assurance.</li> <li>• Flexible course offer.</li> </ul>
			<ul style="list-style-type: none"> <li>• Employment first, but educational opportunity is also required.</li> </ul>
			<ul style="list-style-type: none"> <li>• Linked with employment.</li> </ul>
			<ul style="list-style-type: none"> <li>• Provision of Seeds money for self employed or graduates pursuing enterprise development.</li> </ul>
<b>6.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
2	No pathways exists for TVET graduates	<ul style="list-style-type: none"> <li>• Further education is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Higher education must be opened up to Bachelor and Master in TVET.</li> </ul>
3		<ul style="list-style-type: none"> <li>• Only general education</li> </ul>	<ul style="list-style-type: none"> <li>• Link with international market.</li> </ul>
			<ul style="list-style-type: none"> <li>• Skills testing at a higher level is necessary.</li> </ul>
			<ul style="list-style-type: none"> <li>• Credit transfer of Pre-Diploma courses; avoid situations wasting Pre-Diploma time.</li> </ul>
			<ul style="list-style-type: none"> <li>• Movement between general and TVET and vice versa.</li> </ul>
			<ul style="list-style-type: none"> <li>• Integrate TVET courses even in the general education.</li> </ul>
			<ul style="list-style-type: none"> <li>• Offer advance diploma – integration.</li> </ul>
			<ul style="list-style-type: none"> <li>• Investment support for industry.</li> </ul>
			<ul style="list-style-type: none"> <li>• Standards and curriculum according to the NVQ requirements (ensuring demand based graduates).</li> </ul>
		<ul style="list-style-type: none"> <li>• Technology changing fast, our teaching should respond the demands</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development and revision based on market demands.</li> </ul>
		<ul style="list-style-type: none"> <li>• No duplication in curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• CTEVT and CEHRD curriculum should be the same.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
		<ul style="list-style-type: none"> <li>• Short term and long-term</li> </ul>	<ul style="list-style-type: none"> <li>• Certification of short courses as part of long term courses.</li> <li>• Credit and modular based and they must be certified.</li> <li>• Only training that can be certified must be implemented.</li> </ul>
		<ul style="list-style-type: none"> <li>• All students do not have financial capacity to afford long term education and training</li> </ul>	<ul style="list-style-type: none"> <li>• Semester, credit and modular for multi entry and exit provision.</li> <li>• Work experience in the workplace must be counted as OJT.</li> <li>• Multi exit and entry in the same qualification for employment.</li> <li>• Flexible curriculum.</li> </ul>
		<ul style="list-style-type: none"> <li>• DoE why, give responsibility to CTEVT</li> <li>• Why CTEVT at the federal level?</li> <li>• Management of schools was not a demand of the local level, it was a wish of the federal level.</li> </ul>	<ul style="list-style-type: none"> <li>• Province and local level</li> <li>• Quality assurance by CTEVT</li> <li>• No need headache for federal level</li> </ul>
	Recognition		<ul style="list-style-type: none"> <li>• Through NVQF provisions; integration with national qualification provision</li> </ul>
			<ul style="list-style-type: none"> <li>• Remove Pre-Diploma and make one system at grade 9-10</li> </ul>
			<ul style="list-style-type: none"> <li>• Recognition of graduates in the national and international employment market</li> </ul>
			<ul style="list-style-type: none"> <li>• Educational structure proposed is very good,</li> <li>• What is the purpose of education junior technical, technician and sr. technician</li> </ul>
		<ul style="list-style-type: none"> <li>• Advance course</li> </ul>	<ul style="list-style-type: none"> <li>• It is very good, and it must be implemented for expertise development</li> </ul>
			<ul style="list-style-type: none"> <li>• Respect for education</li> </ul>
			<ul style="list-style-type: none"> <li>• Strong recommendation for further educational pathways for TVET graduates</li> </ul>
<b>6.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	No hostels for boys, girls		<ul style="list-style-type: none"> <li>• Residential training leads to perfection and employment</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
3			<ul style="list-style-type: none"> <li>• Schools must be oriented in schools teachers, parents and students</li> </ul>
4			<ul style="list-style-type: none"> <li>• Coordination with industry for OJT</li> </ul>
5			<ul style="list-style-type: none"> <li>• 15000 for OJT, but snack food (TECS, monthly 1000 for OJT)</li> </ul>
6			<ul style="list-style-type: none"> <li>• Organize Rojgar market events</li> </ul>
	School management		<ul style="list-style-type: none"> <li>• Orientation to school management and development (SMD) in the Act</li> </ul>
			<ul style="list-style-type: none"> <li>• SMC members should know their ToR</li> </ul>
			<ul style="list-style-type: none"> <li>• BIAs 2 people in SMC. Schools are not utilizing this provision</li> </ul>
			<ul style="list-style-type: none"> <li>• Orientation to parents required</li> </ul>
		<ul style="list-style-type: none"> <li>• How to make head teachers responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Strict provision to make Head teachers more responsible</li> </ul>
		<ul style="list-style-type: none"> <li>• Management training: lack of training for school managers</li> </ul>	<ul style="list-style-type: none"> <li>• Management training – short term training</li> <li>• Market demand etc.</li> </ul>
			<ul style="list-style-type: none"> <li>• SMC – head teacher, etc. for 7 days management, teachers and parents in the same group</li> <li>• HR management content <ul style="list-style-type: none"> <li>○ How to search students</li> <li>○ How to manage teachers/ lab</li> </ul> </li> <li>• Financial management</li> <li>• Public procurement</li> <li>• Physical infrastructure management training</li> </ul>

### 6.9 Coordination

SN	Major Issues	Explanation	Participant's recommendation

### 6.10 Governance

SN	Major Issues	Explanation	Participant's recommendation
1			<ul style="list-style-type: none"> <li>• Structure in all three levels</li> <li>• Federal, provincial council and local level and school level management committee</li> </ul>
			<ul style="list-style-type: none"> <li>• Federal council</li> <li>• Province council chief in management council of federal council</li> <li>• Province council</li> </ul>



SN	Major Issues	Explanation	Participant's recommendation
			<ul style="list-style-type: none"> <li>• Minister chief</li> <li>• CTEVT – member secretary</li> <li>• Business and industry</li> <li>• Ministerial heads (industry, health, tourism)</li> <li>• Samaki bikas samiti member</li> </ul>
			<ul style="list-style-type: none"> <li>• ToR of Federal <ul style="list-style-type: none"> <li>○ Standard and curriculum</li> <li>○ Quality assurance policy</li> <li>○ Examination and certification</li> <li>○ Budget</li> <li>○ Skills testing</li> <li>○ Teacher standards</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>• Teacher preparation – at province level</li> </ul>
			<ul style="list-style-type: none"> <li>• Province Tor <ul style="list-style-type: none"> <li>○ School operation, affiliation and management</li> <li>○ Coordination of schools</li> <li>○ Budget and program</li> <li>○ Monitoring</li> <li>○ Capacity building including teacher</li> <li>○ Teacher facility</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>• Local <ul style="list-style-type: none"> <li>○ Local resource mobilization</li> <li>○ Monitoring and supervision</li> <li>○ Short term training</li> <li>○ Skills testing coordination</li> <li>○ Recommendation for technical schools affiliation</li> </ul> </li> </ul>

### 6.11 Finance

SN	Major Issues	Explanation	Participant's recommendation
		Fee is expensive, not possible to afford	
		<ul style="list-style-type: none"> <li>• Constitution has freed education</li> </ul>	<ul style="list-style-type: none"> <li>• So what are the provisions</li> <li>• 12 Grades should be as Constitution provision – School Income provision</li> <li>•</li> </ul>

### 6.12 Monitoring and Evaluation

SN	Major Issues	Explanation	Participant's recommendation
1			

### 6.13 Knowledge Management

SN	Major Issues	Explanation	Participant's recommendation
SN	Major Issues	Explanation	Participant's recommendation
			▪

#### Students' problem

- Aptitude test of entrants (2 schools in a same palika – computer)
- Career counseling is required before enrollment.
- Distance between schools and houses. Need of a hostel. Only then students from remote areas can enrol in schools/ TVET programs.
- Curriculum is heavy, so students drop out, return to GE
- Increase technical education weight than general education (this is important)
- Minimize cost – engage in production
- Increase weight of practical in final examination
- Equivalency – related problems must be addressed
- Unemployment of even TVET graduates

#### 7. Closure of the program:

Closing ceremony was chaired by Mr. Dirgharaj Mainali-Secretary, MoSD. Chief Guest of the program was Honorable Rajan Rai, Minister, MoSD, Province No, 1. Honorable Sarita Thapa, Member of Provincial Assembly/Chairperson of Social Development Committee was present as Special Guest.

Honorable Sarita Thapa, special guest of the program delivered her remarks during the closing ceremony. She shared that only practical skills are useful based on our own learning from mothers rather than General Education. Technical stream schools graduates are not able to deliver at the workplace, this situation must be changed, she further added. Province does not have an Act to operate CTEVT technical schools and we don't have access to CTEVT affiliation. Province must prepare the provincial TVET Act, she highlighted.

Speaking during the closing ceremony, Honorable Rajan Rai, Minister, MoSD stated 'The Ministry considers workshop inputs as its property. As TVET graduates, even if they do not have a job, should be able to live and sustain the family. General education students can read the depth of the Pacific Ocean but cannot repair it at home, he further added. According to the Sector analysis study report, only 51% enrollment is serious and alarming. We have to explore the reasons behind low enrollment and we have to address them. Minister further stressed three sectors; tourism, water resources and agriculture should be kept in priority and provinces will make preparations and we will also make recommendations to the government.

Mr. Dirgharaj Mainali, Secretary, MoSD, formally closed the two days' workshop with his closing remarks. He stated that enhancing access is important for country development. I support, personally, the statements made in this workshop. If we get this document, it will be an asset for the province.

#### 8. Group Presentation

<b>Access, Equity and Expansion</b>
<p>Access:</p> <ul style="list-style-type: none"> <li>Public awareness</li> <li>Access to English Medium, Bridge Course</li> <li>Provision of scholarships</li> <li>Assurance of self-employment</li> <li>Provision of necessary facilities</li> <li>Physics, Chemistry and Mathematics should be narrowed.</li> <li>Should be related to higher education.</li> <li>Based on local needs</li> <li>Not having many options in choosing subjects at the upper level.</li> </ul>

<p>Increase in fees and decrease in the number of colleges. Lack of job security. Lack of clear policy.</p>	
<p><b>Equality</b></p> <p>Provision of technical preparation work Provision of a gender-friendly school environment Provision of disabled-friendly and women-friendly structures Lack of awareness of diversity Employability and educational qualifications, but employability first priority</p>	
<p><b>Expansion</b></p> <p>Merging the subject organizations Geography In expanding technical education based on local needs and employment potential should be emphasized. Technical education should be linked with lifelong learning. Development and delivery of on-demand curriculum up to Bachelor's and Master's degrees On the basis of the skills test, the opportunity to study at a higher level should be provided. Vertical Expansion Life skills should be given importance from the lower level and extended to the upper level Restructuring of the higher education level should open the way for pre-diploma Provision should be made for credit transfer training as well There should be uniformity in the curriculum between technical stream and CTEVT Horizontal Expansion To be able to enter into each other by coordinating the common stream and the technical stream Local needs Market demand Geographical conditions and employment potential The basis should be expanded</p>	
<p><b>Quality</b></p>	
<p>Accreditation</p>	
Why	How
To regulate, manage and facilitate compliance with standards and to ensure quality and equivalence	From central level councils or state level structures
<p>TVET Reasons for low pass rate and measures to improve</p>	
Reason	Ways to improve
Lack of overall schooling and basic knowledge skills To be similar to mainstream education in terms of classroom and school infrastructure and facilitation of learning Selection of trainees not being based on merit and interest	Improving the quality of school education, Improving the infrastructure of schools Improve the training process, Reduce theoretical to workable basis of assessment
Whether or not it is proper to differentiate the syllabus of Technical Stream and CTEVT	Develop curriculum based on the NQF curriculum A working group including the private sector should prepare and implement the same curriculum for both Technical Stream 11th and 12th which need to be increased can be include OJT Semester System

At the executive level, the arrangement of OJT will be useful or not	Learn by doing technical education and not by reading If OJT done in the workplace or industry, it helps to gain familiarity with the work and gain competence It's easy to get work done and get it done efficiently
TLM and curriculum related issues	
TLM available accessible bath being expensive Instructors not being tech-friendly Difficulty in use due to lack of access to technology everywhere Lack of provision and proper management of library in schools Inappropriate use of materials Language difficulty in content	To develop curriculum based on NQF To prepare textbook Subsidizing textbooks and making them available free of charge Developing a library with adequate materials in all schools by preparing standard standards Instructor training in selection and use of reference materials
Availability of teachers	
Problems	Solutions
Not getting a qualified instructor in all subjects (Master's degree holder unavailable) Not getting the training done Ensuring the instructor's job Lack of training Instructors not being tech-friendly No exposure	Projecting the future and creating permanent posts according to the number of students To perpetuate the service of the <u>teacher</u> Uniformity in sole facilities Teaching training Exposure; Visiting and training Defining the meaning of Career path clear (career counseling)
Instructors situation and trends	
Situation	Solution
Technical stream Permanent instructor There is a permanent post in CTEVT In most of the subjects in Technical stream, minimum experience of one year is considered There is a problem of sustainability in all places	Create rank based on number of students and subject To be given only based on operational needs of the school To provide subsidy including all infrastructure while running the school Permanent through Service Commission
An effective mechanism for recruiting trainers Provision of service commission Develop mechanisms and processes as per the syllabus approved by the Service Commission Operate from central or state level	
What to do to improve the competence of trainers	
Situation	Solution
<ul style="list-style-type: none"> <li>Given for CTEVT is not enough</li> <li>Technical Stream is not given</li> </ul>	<ul style="list-style-type: none"> <li>Conducting training in all provinces with the technical support of TITI</li> <li>Facilitating higher qualification</li> </ul>

	<ul style="list-style-type: none"> <li>Conduct workplace or <u>industry-based</u> training for practical exercises</li> </ul>
Need of license	<ul style="list-style-type: none"> <li>Teaching art is also a profession</li> <li>It can develop the most qualified and competent trainers</li> </ul>
Physical infrastructure	<ul style="list-style-type: none"> <li>A different classroom arrangement</li> <li>The laboratory is accessible to all students</li> <li>There should be no technical difficulty in running the laboratory</li> <li>To keep information about the newly invented technologies, all educational institutions and schools should build IT labs</li> <li>Adequate consumables</li> <li>Arrangements including capacity building of staff working in the laboratory</li> </ul>
What improvements should be made in practical training?	<ul style="list-style-type: none"> <li>In a learning environment by converting knowledge into skills</li> <li>Facilitation by instructor</li> <li>Group work and presentation</li> <li>Personal report</li> <li>Field studies and reports</li> </ul>
What would be the workplace-based training model?	<ul style="list-style-type: none"> <li>Cost sharing</li> <li>Full government investment</li> </ul>
How to manage OJT opportunities	<ul style="list-style-type: none"> <li>OJT locations or institutions to be updated annually by the school</li> <li>Arrange for evaluation by internal and external supervisors</li> <li>Schools should provide adequate minimum preparation and orientation</li> <li>Providing minimum lunch/meal expenses to trainees</li> </ul>
Evaluation and Certification	
<p>Need to improve</p> <ul style="list-style-type: none"> <li>Formative evaluation</li> <li>Evaluation of the instructor by the student is essential</li> <li>Skill test</li> <li>In the exam system and question</li> <li>Internal evaluation</li> </ul>	<p>Manner of solving</p> <ul style="list-style-type: none"> <li>Evaluating by solving problems</li> <li>Developing Tools</li> <li>Practical and on-the-job training</li> <li>Grading based on performance</li> <li>Improving the examination environment by external monitoring</li> </ul>
For quality improvement	
<p>The problem</p> <ul style="list-style-type: none"> <li>Lack of infrastructure</li> <li>Lack of qualified trainers</li> <li>teaching or training</li> </ul>	<p>Solution</p> <ul style="list-style-type: none"> <li>Develop physical infrastructure that can be learned through sufficient practice</li> </ul>

Examination system Pre-qualification of trainees	<p>Qualified trainers to increase and improve product and service facilities</p> <p>Focus on technical knowledge skills and conduct training of trainers for the same</p> <p>Prepare test criteria by practice work, increase % of practical test</p> <p>Reduction in % of theory test</p> <p>Improving the overall quality of education</p>
Outputs	<ul style="list-style-type: none"> <li>• Wide publicity and facilitation in selection to give short term training only to those who need it</li> <li>• Couple income growth with the job market</li> <li>• Increase the number of scholarships for long-term programs</li> <li>• Timely improvement in learning and assessment process</li> <li>• Implementation of Advance diploma course</li> </ul>
Improve efficiency	<ul style="list-style-type: none"> <li>• Determination of enrollment quota according to the capacity of the institution conducting the program</li> <li>• Improve the training process</li> <li>• Providing reference materials and textbooks free of cost</li> <li>• Continuously evaluate and document</li> <li>• Establishing an environment for continuous use of skills institutionally (school, industry, office)</li> <li>• Conducting chance exams during sessions</li> <li>• Prioritize and monitor TVET certificate holders for employment</li> <li>• Managing seed capital to create entrepreneurs</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>• It is difficult to keep industrial trainees as they have to go elsewhere for training and work</li> <li>• Identifying and prioritizing potential industries at national and state level</li> <li>• Develop curriculum according to industry needs</li> <li>• Conduct refresher training of trainers on the job or in industry</li> <li>• Conducting specific types of TVET programs for employment (long term and short term) according to the potential and needs of the industry.</li> <li>• To represent organizations like CNI, FNCCI of industrialists in OJT coordination committee</li> <li>• Coordinating with business people</li> </ul>
Apprentice's skills match the industry market but lack of efficiency due to work specialization	
The problem	Solution

<p>It takes 10 years to change the curriculum, technology changes day by day, skilled people migrate abroad</p>	<p>Because of changing the curriculum of TVET, coordinating with industry to ensure employment for skilled manpower</p>
<p>Increase income</p>	<ul style="list-style-type: none"> <li>● Coordinating to develop industry wise curriculum</li> <li>● Develop industry-friendly policies to expand employment by developing the industry's capabilities</li> <li>● Investment in the industry should be of a sustainable type</li> <li>● To increase the output and productivity of the industry by producing quality trainees</li> </ul>
<p>To increase income</p>	<ul style="list-style-type: none"> <li>● Work related skills development</li> <li>● Development of quality technical knowledge to create self-employment</li> <li>● Market and investment assurance</li> <li>● To improve skills and efficiency as per the invention of tools and equipment used in industrial business.</li> <li>● Combine study and earn program with practical exercises</li> </ul>
<p>Reasons for low employment rate</p>	<ul style="list-style-type: none"> <li>● Less expansion of industry business</li> <li>● Experienced manpower is more efficient than trained</li> <li>● Lack of coordination between supply and demand (not producing quality manpower according to market demand and conditions)</li> <li>● Lack of income of trained persons</li> <li>● Pursuing higher education studies</li> <li>● Relatively low soles</li> <li>● Fewer employment opportunities</li> <li>● Growing interest in higher education</li> </ul>
<p>To increase the employment rate</p>	<ul style="list-style-type: none"> <li>● Expansion of industry business</li> <li>● Arranging experienced training manpower</li> <li>● Arranging courses and training to produce quality manpower according to market demand and conditions</li> <li>● Arranging minimum wages according to merit</li> <li>● Organizing job fairs</li> <li>● To develop competencies as per NQF</li> </ul>
<p><b>Governance</b></p>	
<p>Organization: - The present rules are governed by the provisions of the State Council as the Executive Head, ex-officio members, and the arrangements have been made by the Federal</p> <p>State: - TVET State Council as per following provisions:  President – Education governing Minister (Ministry of Education)  Under Secretary - TVET State Office Head  Other areas to be represented:</p>	

Secretary /	Ministry of Social Development, Education Branch Chief	
General	Related thematic Ministry	# Industry
Branch Head	Ministry of Industry and Commerce	# Employment
	Regional Subject Expert	# Labor
	Technical Education School	# Tourism
	Any two heads of Local Level	# Health
	Social Development Committee Organizer	
Local: - TVET Coordination Committee		
Chief: Palika Chief		
	Under Secretary: Education Chief	
	Member: Deputy Head	
	Member: Social Development Committee Coordinator	
Engagement: Technical Education Chief		
	Industry Commerce Association Representative	
	Training Provider Organization Representative	
	Chief Administrative Authorized	
	Subject Expert	
Federal Council: - Determination of standards of schools		
	Prepare national curriculum format and curriculum framework	
	Prepare quality check report and determine future strategy	
	Examination and distribution of certificate verification	
State Council: - Technical schools permit, operation and management		
	Coordination of all types of schools	
	Budget Management	
	Monitoring, Inspection	
	Capacity Development	
Local Unit: Grant Management		
	Monitoring, Inspection, Supervision	
	Conducting Short Term Training	
	Coordination and Support in Skill Testing	
	Recommendation for Technical Education Permit	
Presentation		
Federal Council		
	To make an additional provision that the executive head of the provincial council will be an ex-officio member in the current law and regulations	
State Council		
	Chairman: Minister of Social Development	
	Secretary: Head of the Provincial Office	
	Other representations:	
	Secretary and Head of Division of the concerned Ministry	
	Social Development Committee Chairman	
	Ministry of Social Development Secretary or Head of Education Division	
	Federation of Commerce and Industry	
	Area subject matter experts	
	Technical schools	



Among the local level heads, 2 people including 1 woman

#### Local TVET Coordinating Committee

Chairman: Head of local municipality  
Secretary: Head of Education Branch  
Member: Deputy Head of Municipality  
Member: Social Development Committee Coordinator  
Member: 1 person from technical schools  
Member: Representative of Industry and Commerce Association  
Member: Training provider organization  
Member: Chief Administrative Officer  
Members: Subject matter experts

#### Jurisdiction of the Federal Council

Setting standards for schools  
National Curriculum Format and Curriculum Framework preparation  
Quality test report prepared and future  
Determine strategy  
Examination Conduct and Certification  
Budget management  
Skill test  
Provisions regarding appointment of teachers

#### Scope of the Provincial Council

Licensing, operation and management of technical schools  
Coordination of all types of schools  
Budget and program management monitoring, monitoring Capacity development  
Coordination and Management of Examinations

#### Scope of Local Coordinating Committees

Budget management and disbursement of schools and trainers  
Monitoring, Inspection and Supervision  
Conducting short term training  
Coordination and assistance in skill testing  
Recommendation for technical school permit  
Teacher management on immediate contract for vacant teacher posts

### **Integration**

- How can the development and revision of standards and curriculum based on the National Qualifications Framework be ensured?
- National Qualification System Standards and TVET Curriculum Development should be done in an integrated manner, so that products are produced according to the standards.
- In order to make the curriculum timely and practical, there should be an assurance of construction and modification in accordance with market demands and needs.
- Integrating syllabus of technical Stream, (CEHRD and CTEVT)
- Consolidating the syllabus of both education (CEHRD and CTEVT) into one semester system.
- How can short courses be integrated into the long-term program curriculum?
- Accreditation of short-term training and incorporating it into the system on the basis of modular batches or lessons.
- How can multiple provisions for the same qualification be facilitated?
- The semester system should ensure exit and entry on the basis of standard assessment based on modular way and such provisions should be applicable in the market system and industry but should have verifiable qualification for standard qualification, in this way the trainees who have left the training

<p>and gone to work will be counted in OJT based on the work done in the respective field. What can be done?</p> <ul style="list-style-type: none"> <li>• How can the recognition of TVET qualifications be ensured?</li> <li>• Applying the recognition of TVET qualifications to the criteria based on the national qualification system</li> <li>• How can the problem of identification of TVET passed trainees be addressed?</li> <li>• Removing the pre-diploma program and incorporating it into a single system</li> <li>• Ensuring the identity of the produced manpower according to the demand of the national and international market.</li> </ul>
<p><b>Management</b></p>
<p>Capacity development of school management</p> <ul style="list-style-type: none"> <li>Orientation of the existing education related laws to the business</li> <li>To make employees aware of their duties and rights</li> <li>Providing parenting education to parents</li> <li>Making Teacher Parents Association functional</li> <li>Making Q A responsible</li> </ul>
<p>What kind of training should be provided to improve management?</p> <ul style="list-style-type: none"> <li>Short term capacity development training for students, teachers and parents</li> <li>1 month PR management training</li> <li>Refresher trainings from time to time</li> </ul>
<p>Instructor quality</p> <ul style="list-style-type: none"> <li>Selection of qualified trainers</li> <li>Clear terms of service and convenience and stability</li> <li>Provision of additional facilities in remote areas</li> <li>To conduct programs related to training and capacity development</li> </ul>
<p>OJT</p> <ul style="list-style-type: none"> <li>Arrangement of financial facilities including lunch for the participants in OJT</li> <li>Linking OJT to productive work</li> <li>Effective inspection and monitoring by relevant agencies</li> <li>Orientation arrangements and effective coordination for organizations, industries, firms doing OJT</li> <li>There should be international standards for evaluation</li> </ul>
<p>Employment</p> <ul style="list-style-type: none"> <li>Allowing/sanctioning technical education only on the basis of market or need</li> <li>Ensuring employment of technical manpower</li> <li>Create an environment where work is respected</li> </ul>
<p>Budget assurance to schools</p> <ul style="list-style-type: none"> <li>Since it is the state policy that education up to secondary level is free, the federal , state and local levels should manage the necessary budget for technical education up to class 12.</li> <li>To manage the budget so that the association has 50%, the state 20% and the local level 30%</li> <li>To manage technical education operations through a one-door system from one of the Education and Human Resource Development Centers or CTEVT.</li> </ul>
<p><b>MPs' Presentation</b></p>
<ul style="list-style-type: none"> <li>TVET Act needs to be prepared in the spirit of the constitution</li> <li>Based on TVET Act, prepare provincial TVET act and policies</li> <li>Prepare Nepal's standards based on international TVET standards / NVQF practices</li> <li>Open educational path in TVET up to master and doctoral</li> <li>Prepare workforce based on market needs</li> </ul>

Implement short term training by authorized agency  
Link informal/ traditional skills with formal education  
Establish autonomous TVET authority in the province and units at local level under provincial TVET authority  
Financing, 10% by local levels, 20% by province level and rest federal level

At least one technical school in each local level to prepare local level workforce  
Coordination mechanism in TVET Act to coordinate all the three levels.

## Annex 10.4: Gandaki Province Workshop Proceedings

### Brief Proceedings of the two-day workshop on TVET Sector Reform Strategic Plan among the officials of Gandaki Province

#### 1. Objectives of the program:

To share key findings of the TVET Sector Analysis Report (TVET SAR 2022) and key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032 through a two-day workshop and to collect feedback and suggestions.

#### 2. Program date:

21 and 22 August, 2022

#### 3. Venue:

Tuki Resort, Pokhara

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resource Persons
1	Inauguration session	
1.1	Inauguration	Honorable Mekha Lal Shrestha, Minister, Ministry of Education, Culture, Science Technology & Social Development
1.2	Session Chair	Mr. Devendra Lamichhane, Secretary, MoECST&SD.
1.3	Welcome	Mr. Kul Bahadur Phadera, Under Secretary, MoEST
1.4	Objective of the program	Mr. Kul Bahadur Phadera, US of MoEST
1.5	Master of ceremony	Sita Paudel
2	Technical Session	
2.1	Study concept presentation	Dr. Hari Kumar Pradhan and team
2.2	Question clarification	Dr. Hari Kumar Pradhan, Chuman Babu Shrestha, Sita Paudel
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

The program was Chaired by Mr. Devendra Lamichhane, Secretary, Ministry of Education, Culture, Science, Technology and Social Development (MoECST&SD) The inauguration was done jointly by Honorable Minister Mekha Lal Shrestha, Ministry of Education, Culture, Science Technology & Social Development, Gandaki Province, and Honorable Khim Bikram Shahi, Chairperson of State Affairs Committee, Province Assembly, Gandaki Province by lighting the 'Panas'. The contents of the banner were read by Khim Bikram Shahi, Special Guest of the inauguration Program. Welcome remarks and the workshop objectives as presented in Section 1 above shared by Mr. Kul Bahadur Phadera, Under Secretary of MoEST.

Mr. Phadera further added that MoEST is conducting similar workshops in all seven provinces to share the findings of TVET sector analysis report and collect suggestions and inputs from the participants/provincial stakeholders. Coordination with all the federal ministries and authorities was done to formulate TVET reform strategic plan for the next ten years. The inputs from students of all the provinces are also being included.

Ms. Indira Darai, Deputy Mayor of Byas Municipality, mentioned that the government has invested a lot in the education sector and in CTEVT and other authorities, but there is a lack of students and teachers. In the case of adequate students and teachers, the results are not quite impressive.

Mr. Nabaraj Ojha, Chairperson of Rupa Rural Municipality, shared that the implementation is not done effectively. Facilities and resources are not being provided.

Honorable, Khim Bikram Shahi, Special Guest of the program/Chairperson of State Affairs Committee, Provincial Assembly, spoke that it is very hard to understand the technical education stream. Most of the educated human resources manpower have gone abroad.

Honorable Mekha Lal Shrestha, Minister of MoECST&SD, shared that many schools have opened but there is a lack of students and teachers in the schools. This is the reason why the report reflects the lack of enrolment rate. The reason for that may be due to the lack of qualified and skilled teachers. Devendra Lamichane, Secretary, MoECST&SD, spoke about the technological progress made in harvesting millet (*kodo*) using industrial machines. He suggested making the curricula to meet the market demand. The inauguration session was facilitated by Sita Paudel.

The inaugural session was followed by the technical session which started with a presentation by Dr. Hari Pradhan. Dr. Pradhan presented the major findings of TVET Sector Analyses study and summarized major proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032.

## 6. Summary of the comments and inputs from workshop participants:

This chapter covers the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 1: Participant's inputs and remarks.

### 6.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Attraction towards program	There is a lack of attraction towards the technical streams program. Fear of the subject, science, has demotivated the students from joining the program.	Attraction towards the program should be created such as good career scope and good career path. Awareness programs can be conducted to remove any confusions. Active engagement of people's representatives can boost the process.
2	Awareness for parents		Awareness program should be arranged for parents to inform them about the technical education stream.
3	Scholarship are not used	Approved classified scholarship quota are not used due to geographical location	- Scholarship guideline to revise. - Classified scholarship quota must be addressed by general quota in case students are not available. - Province and local levels must authorized for scholarship provision (people from other districts go to Manang and apply)

SN	Major Issues	Explanation	Participant's recommendation
	TVET is considered 'white elephant'. TVET is expensive;	Most parents are from poor financial backgrounds. Some do not have proper income and rely on yield from their own fields. Government says that education is free but actually it is not. It is again for those who can afford to pay with parents' income.	There should be guidelines to provide scholarships for needy and genuine students. Students who can afford to pay, should pay.
3	Access is also denied due to difficult curriculum		
4	Training farmers to		Untrained farmers should be provided with training to boost their productivity.
5	Student's interest		Interest of students towards the training/ program should also be surveyed. Commitment toward the training/ program should be motivated to increase enrolment and survival rate.
6	Low enrolment rate/ higher number of schools	The number of schools/institutes are increasing but the number of students being enrolled are decreasing. The reason for such an anomaly is not known. Less number of qualified teachers in those schools may have led to such schools not being appealing to students.	
7	Accessibility of land plots for schools	Land plots for construction of schools are very hard to find. When found, it is usually located very far away from civilization.	
8	False marketing	False prerogative during the admission in schools and proper career counseling has led students to regret and even drop out of schools. False hope of career scope is also prevalent.	
4	GESI	Gender Equality and Social Inclusion has been a good practice in schools. But it is not quite enough in all schools.	

SN	Major Issues	Explanation	Participant's recommendation
6	Nepotism in job vacancies and scholarship	Nepotism is prevailing in job vacancies and scholarship programs (quote system). People with connections but no skill are getting jobs while the skilled are deserted.	
<b>6.2 Expansion</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Expansion	Lack of education brief	Education brief before expansion is needed. Expansion only with employment assurance has to be done. Capacity development of schools is an important aspect.
<b>6.3 Quality</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Teacher's concerns	Teachers are eager to teach students. But the lack of students has discouraged the teachers and most of them are leaving the institutions. The schools also only talk about fees.  Retaining teachers for a long period of time cannot be achieved. They are leaving schools and institutes in search of better pay and better opportunities,	Permanent positions for teachers should be established to attract teachers and maintain their quality.
2	Quality over quantity	65 training would not have been necessary for an individual if the quality of the training was good.  Training is being conducted only for name's sake and not to meet any objectives.	The reformed curriculum should only apply to limited schools with limited seats and focus on quality foremost.
3	Outdated curriculum	While China has developed ways to melt wood, Nepal is still using the curriculum of 50 years ago.	
4	Learn earn pay program is not effective	<i>Kamaudai padhdai</i> ; (learn earn pay) program is not practical. Students have to take care of 'buffalo';	Review effectiveness of Learn and Pay Program. We need to promote self-employment; entries development.

SN	Major Issues	Explanation	Participant's recommendation
		Government has invested but that is not practical and successful.	
5	Truth about teachers	Teacher joins a school. After a while, the teacher gets engaged with another project and works most of the time there. The teacher receives salary from both the school and the project. They hesitate and rebel when they are instructed to stay in the school from 10AM to 4PM.	

#### 6.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Provision in Delhi, India	In Delhi, the products go to the market for work. Work industry is very good. The industry facilitates students with experience and funding to promote their work and motivate creativity.	

#### 6.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	Absence of competent graduates.	Example of deep-water boring machine-maintenance; NPR 1,50,000 invested to bring a mechanic from India who repaired the machine using Rs. 3000.	Skilled/competent workforce should be produced. Explore- such programs/courses where graduates can utilize their learnt skills in their community.
2	Career switching	Due to lack of proper scope and sufficient pay in their respective fields, many have switched careers.	
3	Manpower residing are from neighboring countries	Products of automobile engineering are mostly interested in going abroad for further study and work. In Pokhara, 1160 automobile engineers exist and most of them are from neighboring countries.	



SN	Major Issues	Explanation	Participant's recommendation
4	Attraction towards foreign employment	People are more attracted to work in Gulf Countries as they pay very well and do not need higher education.	
5	Lack of job opportunities	The lack of job opportunities has been relevant for a long time. People who want to work are not getting jobs and those who are, are not getting acceptable pay.	

### 6.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation

### 6.7 Integration

SN	Major Issues	Explanation	Participant's recommendation
1	Unified education system	The two major curriculum and its programs run two different ways. CTEVT's curriculum is 60% practical and 40% theory. CEHRD's curriculum is 40% practical and 60% theory.	Merging of existing curriculum should be properly done with coordination with all the ministries and authorities. This gives a unified education system. Pre-diploma course should be removed.
2	Multi-entry and multi-exit	Assessment of effectiveness (in Nepal) of multi-entry and multi-exit should not have been done. Students are bound to focus more on earning than studying.	Concept of multi-entry and multi-exit should be adopted in the curriculum to make it modular. Students who have completed third semester in Veterinary Science should be allowed to work, within the scope of knowledge, and be allowed to continue study if interested.
3	Short term and long-term training		Short term training should hold credit and be included in the curriculum.
4	Facilitating disabled students		Schools and curriculum should be accommodating to students who are disabled and who want to study. Construction of ramps, disable-friendly atmosphere should be created in such schools. Job opportunities which are disable-friendly should be created.

### 6.8 Management

SN	Major Issues	Explanation	Participant's recommendation
1	Tracing and tracking of manpower	The Technical Education Management Information System (TEMIS) was developed	Tracing and tracking of the manpower should be done. An online portal with the details should be included to track the outputs.

SN	Major Issues	Explanation	Participant's recommendation
		but the objective was not clear to teachers and students.	
2	Equipment and facilities management	The existing infrastructures in any institutes and schools are not enough to facilitate the students and teachers.	Management and maintenance of teaching materials, infrastructure, machines and equipment must be done regularly.
3	Sustenance of resources	It has been very hard to sustain infrastructures and resources due to lack of proper funding.	
5	Delay in result publication	Delay in result publication has left students stranded and unattended between career paths.	

### 6.9 Coordination

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of coordination between authorities	There is a lack of coordination and communication between different authorities and the ministries. This has caused an imbalance in supply and demand.	

### 6.10 Governance

SN	Major Issues	Explanation	Participant's recommendation
1	Complex policies	The existing TVET education policies are very hard to understand.	
2	Limited coordination with BIAs		We have to put BIAs in the front line through MoU. MoU should be done with BIAs for better coordination, collaboration and practical OJT placement. Appropriate policies have to be formulated to make TVET as doable, technical and Vocational education.
3	Outdated rules and regulations	Rules and regulations developed by the Government of Nepal have not been updated and improvised.	The rules and regulations should be updated regularly and according to the trending and future demands of the market.
4	Work distribution	Clear work and responsibility division between people in any TVET organization has not been done.	

SN	Major Issues	Explanation	Participant's recommendation
5	Regular meetings		Regular meetings discussing the input and output in schools must be conducted. Different approaches, problems and solutions can be extracted and shared with the assembly. Identification of existing problems and possible problems can be discussed. Brainstorming for resolutions and solutions can be yielded with effective coordination with the local, provincial and federal government.
6	Certificate validation	Training certificates are not being validated by the authorities. People have to ramble through different ministries and authority to authenticate the certificates.  The pre-diploma certificates are being deemed null.	

#### 6.11 Finance

SN	Major Issues	Explanation	Participant's recommendation
1	Misinterpretation of the word 'free'	Misinterpretation and misuse of 'free' education has been witnessed in many schools.	Those who can afford should be less prioritized and those who cannot afford should be more engrossed. “:f;Sg]n] lbg], g;::;:fSg]n] glbg]” was quoted.

#### 6.12 Monitoring and Evaluation

SN	Major Issues	Explanation	Participant's recommendation
1	Budget monitoring	Budget allocation of more than 1 crore was done for the laboratory in a school but there was no monitoring done.	
2	Inspection of institutes	The authorities have not done much inspection on the institutes running under their name.	Regular monitoring and inspection of institutes, curriculum and output must be done by authorities to ensure quality.

#### 6.13 Knowledge Management

SN	Major Issues	Explanation	Participant's recommendation
1	Extra skills to be taught		Extra skills, other than academics, should be taught in schools. Skills such as public speaking, strategic planning are vital skills that will aid the products in the world of work.
2	Tough subjects	Difficult and irrelevant subjects are being included in the	

SN	Major Issues	Explanation	Participant's recommendation
		curriculum. Subjects that are no use in the world of work and those that give minimum knowledge are being included.	
3	Different teachers different techniques	Different teachers are teaching the same subject matter in different styles and techniques. Confusion among students is inevitable.	
4	Fault in our system	Those who could not pass 8 subjects in SEE are routed to TSLC (pre-diploma), where 14 subjects are induced. It is a wonder how a student who could not pass 8 subjects will pass 14 subjects.	

### 7. Observations/ guidance:

Table 2: Inputs and suggestions from the participants.

<b>Khim Bikram Shahi</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Quality education		Only thorough proper education, development is possible.
2	Reason to be proud	Introduction and application of political practices were done very well. But it is no reason to be proud as the quality has depleted since its introduction.	
<b>Mekha Lal Shrestha</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Protest against merging		The protest against the policy of merging of schools should be resolved. An Act that satisfies both parties involved in the merging should be established. In case it does not work, strict rules should be implied to the responsible party.

### 8. Closure of the program:

Closing session was chaired by Mr. Devendra Lamichhane, Secretary, Ministry of Education Culture, Science Technology and Social Development. Chief and Guest and Special Guest during the closing session were Honorable Minister, Ministry of Education Culture, Science Technology and Social Development and Honorable Khim Bikram Shahi, Chairperson, State Affairs Committee, Provincial Assembly, Gandaki Province.

### 9. Closing remarks:

Dr. Somanath Sapkota, Executive Director, GTEVTA representing the participants during closing, shared that data alerts us, only 14000 employment places is not a good indication. TVET providers have huge responsibility. Retrofitting is not the only solution; full reform is required. Institutions need to be categorized in red, yellow and green categories. Expansion should not be done without mapping and proper assurance of minimum quality has to be there; we have to guide students to make the "bare lands green". There should be flexibility in school to change subjects. We have to develop such a mechanism to respond to the needs of the labor market. New areas of study Vis-a-Vis health, industrial technician is not prepared. Hongshi Cement has employed more than 100 technicians from India. He further suggested that the strategic plan must be simple and reader/users friendly, it should not be like ADB and World Bank reports. All programs are donor driven; strategy should address the modality of implementation as well.

Pramod Bhakta Acharya, CTEVT-Gandaki Province Office Director, shared that it is obvious to take time for preparation of a strategic plan. Addressing participants' concern he further stressed that there should be commitment from National level particularly on "no expansion unless minimum infrastructure is ensured and 'No TSLC/pre-diploma without recognition of time investment."

Mr. Bishnu Bahadur K.C, Chairperson of Annapurna Rural Municipality shared his remarks during the closing program. He stated that we have to explore where we are lacking, are we weak in policy and procedure or at implementation. Why are we unable to link our graduates with employment/ industry, this is serious. Conclusion of the workshop is not a solution. We need to focus on where the problem lies. Province needs to make a serious plan for the province. Employment oriented policy is required. Local level will ensure access and enrollment but employment must be guaranteed by the provincial government. We have to think about how to stop the increasing trend of youth migration to the US and other Middle East countries. Local Level is ready to invest in Technical education but there has to be good results, he further emphasized.

Khim Bikram Shahi, Chairperson of State Affairs Committee, mentioned that steps towards increasing pass percentage and decreasing drop-outs should be taken. Certification of educators and their constant supervision and licensing should be done. Nepotism is still prevailing in major service sectors.

Mekh Lal Shrestha, Minister, Ministry of Education, Culture, Science Technology and Social Development, Gandaki Province, shared sellable and productive skills should be generated. All prepared documents should be shared with all. Time should not be wasted on discussing the same subject. Solutions should be explored and implemented. Our plan should be practical, stakeholders friendly and customers friendly. The Gandaki Provincial ministry is ready to support all your efforts. There should be standards for BIAs to be engaged in the TVET process and their contribution has to be in employment and GDP.

The last session was formally closed with closing remarks by Mr. Devendera Lamichane, Secretary, (MoECSTSD). He hoped that the workshop was helpful as well as fruitful. Province specific problems and solutions exist. It should be formulated and analyzed properly. He mentioned that the TVET program is not available for those who really need it. Investment in the education sector is huge but the output is not being seen. Communication between the three governments should be improved.

**10. Participant's presentation  
Access, Equity and Expansion**

SN	Problems	Solutions
1	<ul style="list-style-type: none"> <li>● Student Enrollment Issues               <ul style="list-style-type: none"> <li>● Course complexity,</li> <li>● lack of mapping of institutions,</li> <li>● expensive fees,</li> </ul> </li> <li>● The admission system is impractical.</li> </ul>	<ul style="list-style-type: none"> <li>● Keeping in mind the complexity of the curriculum, non-essential subjects including science should be simplified without making them mandatory.</li> <li>● Should be mapped on the basis of employment opportunities and not competitively;</li> <li>● Fees should be made affordable.</li> </ul>

SN	Problems	Solutions
		<ul style="list-style-type: none"> <li>• Student admission procedure should be simplified.</li> </ul>
2	Technical school / institutes <ul style="list-style-type: none"> <li>• Non-implementation of merit system,</li> <li>• lack of easy access,</li> <li>• Non-uniformity in time period.</li> </ul>	<ul style="list-style-type: none"> <li>• Compulsory implementation of merit system,</li> <li>• Ease of access should be provided,</li> <li>• There should be consistency over time.</li> </ul>
3	Gender Equality and Social Inclusion (GESI) <ul style="list-style-type: none"> <li>• Classified quotas may not always be met,</li> </ul> Not receiving the recommendation for the scholarship.	<ul style="list-style-type: none"> <li>• Under the classified quota, there should be a provision to fill the unfilled quotas through general admission.</li> <li>• Organized scholarships at the regional and local levels.</li> </ul>
4	Objectives of TVET: <ul style="list-style-type: none"> <li>• To produce middle level technical manpower,</li> <li>• To provide opportunities for higher studies after completing certain qualifications,</li> <li>• Therefore, both employment and educational qualification are the objectives of TVET.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of institutions only by ensuring employment,</li> <li>• Establishment and capacity development of institutions as per need,</li> <li>• Provision of qualified trainers,</li> <li>• <u>Retainment of teachers/assistant teachers,</u></li> <li>• Course (Horizontally, Diagonally, Vertically),</li> <li>• hostel arrangement,</li> <li>• Arrangement of Workshop/Lab.</li> </ul>
5	Relevance: <ul style="list-style-type: none"> <li>• Placement Unit and Counseling,</li> <li>• Enterprise, Advising and Partnership Committee,</li> <li>• Arrangement of Internship,</li> <li>• The relationship between academia and industry professionals.</li> </ul>	

### **Quality**

SN	Problems	Solutions
	Institutions and programs need to be accredited. This creates trust in institutions and programs conducted by institutions. <ul style="list-style-type: none"> <li>• A clear standard has not yet been made.</li> <li>• Making legal arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a directory with Criteria, Indicators, discuss with the stakeholders and encourage the programs conducted by the organization or organization to be accredited, Criteria should include the physical infrastructure available in educational institutions, availability of trainers, trainee support programs, agreements between educational institutions and industry, collaboration, regular study research, quality improvement plan management, etc.</li> </ul>
	The passing rate of trainees is low. <ul style="list-style-type: none"> <li>• Admission standards are weak</li> <li>• Lack of complexity and uniformity in curriculum</li> <li>• Lack of skilled trainers with high turnover</li> <li>• Annual Evaluation System</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging higher grade students to enroll,</li> <li>• Arranging special classes for low grade students,</li> <li>• simplifying the curriculum,</li> <li>• Developing and revising the curriculum so that it is not mandatory for those who want to enter</li> </ul>

SN	Problems	Solutions
	<ul style="list-style-type: none"> <li>Linguistic problems</li> </ul>	<p>the world of work to study the subjects of chemistry and physics only for the trainees who want to develop their academic skills,</p> <ul style="list-style-type: none"> <li>There should be a provision for refresher training incentive allowance for trainers and a permanent provision.</li> <li>There should be a formative assessment semester examination system</li> </ul> <p>The content of technical subjects should be developed in Nepali subjects</p>
	Instructor's management	<ul style="list-style-type: none"> <li>The number of instructors is low, the number of temporary, contract available is high</li> <li>Psychological impact of permanent and temporary</li> <li>The number of instructors is less in proportion to the number of students</li> <li>Entry into service without training and license</li> <li>Less competition in the selection of <b>teachers</b></li> </ul>
	<p>Curriculum Quality of Teaching Learning Materials (TLM).</p> <ul style="list-style-type: none"> <li>To determine equivalence and maintain quality as the syllabus varies</li> <li>Confusion in the understanding of common people due to diversity in the organization</li> <li>OJT is not in all programs</li> </ul> <p>Teaching learning materials and textbooks are not relevant and available.</p>	<ul style="list-style-type: none"> <li>Creation and implementation of integrated curriculum.</li> <li>Maintain consistency</li> <li>OJT should be arranged in all kinds of programs.</li> </ul> <p>Textbooks and teaching materials should be developed.</p>
	<ul style="list-style-type: none"> <li>Physical infrastructure</li> <li>The program will be run without the provision of minimum infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms, laboratories and educational equipment should be arranged</li> <li>Availability of <b>teaching</b> staff</li> <li>Provision of educational learning materials</li> <li>Provision of essential infrastructures including drinking water and toilets</li> <li>Arrangement of land playground for practical exercises,</li> <li>Residential facility should be provided</li> </ul> <p>The training class should have technology-friendly experimental materials and the laboratory management should be state-of-the-art.</p>
	<p>A workplace-based training model</p> <ul style="list-style-type: none"> <li>The training system could not be connected with the workplace, the work of teaching and learning in educational institutions was more like general education</li> <li>Failure to adopt student-centered teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>Student-centered teaching methods should be used.</li> <li>Institutional agreements should be made with the industry and business according to the program of the educational institution,</li> <li>Provision of OJT in all program,</li> <li>Conducting Industrial Apprentice Training,</li> <li>Easy access to industry for hands-on practice</li> <li>Using industrial workers as resource persons</li> </ul>

SN	Problems	Solutions
		<ul style="list-style-type: none"> <li>Conduct job fair, career fair program from time to time</li> <li>Arrangement of Exposure Visit for Trainer Trainees.</li> </ul>
	<p>Evaluation and Certification</p> <ul style="list-style-type: none"> <li>Training methods tend to be more traditional</li> <li>Failure to adopt student-centered teaching methods</li> <li>Theoretical and practical assessment is not objective</li> <li>Lack of trainer evaluation system by trainees</li> <li>Internal assessment of class 11</li> </ul>	<ul style="list-style-type: none"> <li>Competency based evaluation system should be implemented.</li> <li>Since it is a technical subject, student-centered teaching methods should be used.</li> <li>Arrangements should be made to show the trainees by doing Hands on Practices in the evaluation of practical exercises.</li> <li>Using advanced methods of participant evaluation.</li> <li>There should be a board exam arrangement in class 11 as well.</li> </ul>
	<p>Governance</p> <ul style="list-style-type: none"> <li>The budget of the related title has been spent elsewhere</li> <li>Publication of results</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring should be done to see if it is spent on the specified topic.</li> <li>The result should be published within 3 months of the examination</li> <li>The role of an external examiner should be improved.</li> </ul>

### **Management**

SN	Problems	Solution
1	<p>Physical</p> <ol style="list-style-type: none"> <li>Lack of suitable classrooms and buildings</li> <li>Lack of suitable furniture</li> <li>Labs, devices, equipment and other necessary materials,</li> <li>Fields and other facilities</li> </ol> <p>Hostels, drinking water, toilets</p>	<ul style="list-style-type: none"> <li>Managing the necessary resources in partnership with the Federal , State, local level and related organizations.</li> <li>Proper management of schools/educational institutions that do not have the necessary infrastructure</li> <li>Proper management of schools/educational institutions that do not have the necessary infrastructure.</li> </ul>
2	<p>Human Resources</p> <ul style="list-style-type: none"> <li>Students</li> <li>Trainers</li> <li>Non-Teaching Staff</li> </ul> <p>SMC</p>	<ul style="list-style-type: none"> <li>To promote technical education.</li> <li>There should be more service facilities to increase the attractiveness of the profession.</li> <li>Managing the necessary manpower by creating an organizational structure</li> <li>The recruitment process should be simple and transparent.</li> <li>To represent persons related to technical matters in SMC.</li> </ul>
3	<p>Economic</p>	<p>According to the organizational structure, the amount required to make the federal , state, local level and related organizations responsible will be 40%, 30%, 20% and 10% to arrange the expenditure burden.</p>



SN	Problems	Solutions
4	The responsibility and accountability	<ul style="list-style-type: none"> <li>To arrange a separate education administrator to look over technical</li> <li>Making legal arrangements to make the local level more responsible for monitoring and supervision</li> </ul> <p>In relation to admission, the local level will facilitate the process by providing scholarships on the basis of standards of education acts.</p>
5	Establishment of school without research/mapping	<ul style="list-style-type: none"> <li>Having adequate infrastructure, education system. Schools should be established only on the basis of maps and in-depth study.</li> </ul> <p>Make adjustments based on the number of students, subjects, new students and needs.</p>

### **Integration**

SN	Problems (Technical Stream and CTEVT Course)	Solution
	Standards and Curriculum Development and Revision	
1	9-12, Pre-Diploma and Diploma levels have different curriculum development institutions	<ul style="list-style-type: none"> <li>Integration of curriculum development organizations</li> </ul>
2	Variety of courses, variety of recognition, variety of course duration	<ul style="list-style-type: none"> <li>Integrated/same curriculum creation, self-implementation, same time period</li> </ul>
3	Higher participation of academic and technical manpower in curriculum development	<ul style="list-style-type: none"> <li>There should be participation of primary technical manpower as well as field technicians and employers in curriculum creation</li> </ul>
4	More priority given to academic courses	<ul style="list-style-type: none"> <li>Different curriculum and evaluation system should be developed for students who are interested in research in technical subjects and students who are interested in skilled professions</li> </ul>
5	Non-uniformity in regulation	<ul style="list-style-type: none"> <li>Should be regulated by a one-door system</li> </ul>
6	Not giving certificate without completing academic course (Multi entry/Exit)	<ul style="list-style-type: none"> <li>After learning certain skills, they should be allowed to go to work for a certain period of time as needed, and if they want to continue again, further studies in previous qualifications to be given an opportunity. (Farm MGT, Livestock)</li> </ul>
7	Non-inclusion of short-term courses in the academic fund (e.g.: Plumbing)	<ul style="list-style-type: none"> <li>Making certain subject of diploma course and short-term course of the same subject practical</li> </ul>

### **Governance**

SN	Problems	Solution
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SN	Problems	Solutions
1	The lack of mutual coordination between the three levels of government	<ul style="list-style-type: none"> <li>The legal system of clear division of labor (including duties, rights and responsibilities) between the three governments.</li> </ul>
2	Lack of assurance of minimum criteria for school running technical stream education	
3	Lack of proper supervision and support	
4	Centralized monitoring of administrative mechanisms	<ul style="list-style-type: none"> <li>Monitoring bodies should be established at the provincial level to maintain the quality of the federal government provided by the local level legislation</li> </ul>
5	Lack of equipment for transfer of schools to local level	<p>To transfer the authority of the local level.</p> <ul style="list-style-type: none"> <li>For this, the government of the three lower governments should give 50% of the money of the provincial government, 35-40% of the provincial government, and 10-15% of the local government.</li> </ul>

### **Students**

SN	Problems	Solutions
1	Expectation is not anticipated (false marketing)	<ol style="list-style-type: none"> <li>Consultant</li> <li>Effective human resources.</li> <li>Strict monitoring and implementation of policies from concerned authorities.</li> <li>Assurance of job placement for effective manpower.</li> </ol>
2	Delay in result publication/improper Recognition of certificate.	
3	Framework of education.	
4	Aligning different curricula.	
5	Scarce in experienced teacher's persistency	
	Disable a friendly environment. Accessibility	
6	Nepotism/ favoritism	
7	Lack of *Replacement of technical equipment.	
8	Job satisfaction/Job issue, exposure	

## Annex 10.5: Karnali Province Workshop Proceedings

### Brief Proceedings of the Two-day workshop on TVET Sector Reform Strategic Plan among the officials of Karnali province and collect feedback and suggestions

#### 1. Objectives of the program:

For stakeholder, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032

And collect inputs, feedback and suggestions.

#### 2. Program date:

25 and 26 August, 2022

#### 3. Venue:

Suva

Hotel,

Surkhet

#### 4. Workshop Schedule

SN	Activities	Responsibility/ Resources
1	Inauguration session	
1.1	Inauguration	Devi Oli, Krishna Prasad Kapre
1.2	Session Chair	Krishna Prasad Kapri
1.3	Welcome	Krishna Prasad Kapri
1.4	Objective of the program	Kul Bahadur Phadera
1.5	Master of ceremony	Sita Paudel
2	Technical Session	
2.1	Study concept presentation	Dr. Hari Kumar Pradhan and team
2.2	Facilitation for Group work and presentation	Chuman Babu Shrestha and team
2.3	Rapporteur	Sita Paudel, Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

The Inaugural session was chaired by Mr. Krishna Prasad Kapri, Secretary, MoSD, Karnali Province. The Chief Guest of the program was Honorable Devi Oli, Member of Provincial Assembly/Chairperson of Social Development Committee, Karnali Province. The program was inaugurated by the Chief Guest by lighting the Panas and reading the contents of the banner. Mr. Kul Bahadur Phadera, Under Secretary, MoEST, delivered welcome remarks and Objectives of the workshop presented above in part one.

Honorable Chairperson of Social Development Committee, delivered opening and best wishes remarks during inauguration session. She stated that the presentation made by expert covers overall picture of a nation on Technical and Vocational Education. After listening presentation, I feared that, it seems we are

generating more unemployed graduates in the sector. Institutional arrangements envisioned by the constitution of Nepal must be implemented by federal government. Province is still under federal government, she further stated.

## 6. Presentation:

After sharing the workshop objects, Dr. Hari Kumar Pradhan presented major findings of TVET sector analyses study. Dr. Pradhan, Team Leader, presented the major findings of TVET-SAR and key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032. His presentation was well received.

Mr. Krishna Prasad Kapri, Secretary of Ministry of Social Development, shared his opening and best wishes remarks during the opening ceremony. Mr. Kapri, mentioned that there is a good amount of attraction towards the TVET program among the youths. But, the lack of certificate recognition has discouraged them to join the Technical Education Stream and join the general stream instead. Further stated, absence of Federal TVET Act is affecting Provincial Government to formulate its Provincial TVET Act as it should be aligned with Federal TVET Act. CTEVT structures are not aligned with federal governance structure. The model for TVET schools should be made clear. Either it should be private or public, it has to be cleared. TVET must be free but schools are collecting fee up to 5 Lakh. Therefore, TVET is not in access of poor. Technical stream students were not getting Public Service Commission (PSC) recognition. PSC said only they recognize the CTEVT Act. There is no similarity in examination, it must be done by one institution he further added. The inauguration session was facilitated by Ms. Sita Paudel.

## 7. Summary of the comments and inputs from workshop participants:

This chapter covers the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 1: Participant's inputs and remarks.

### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Awareness to parents		<ul style="list-style-type: none"> <li>Awareness to parents about the importance and scope of technical education must be given. They will know about the scope and advantages of the programs and what is best.</li> </ul>
2	Quality schools	<ul style="list-style-type: none"> <li>One school per <i>'palika'</i> (municipality) should suffice the number of enrolments.</li> </ul>	<ul style="list-style-type: none"> <li>The technical school should have quality infrastructure, teachers, laboratories, libraries and other facilities. It should be as close to <i>ideal</i> as possible.</li> <li>Instead of operating schools per municipality, one school should be established at provincial headquarters. The school should provide all the facilities such as a hostel and transportation to better accommodate the students who have distant homes.</li> </ul>
3	'Samata mulak' scholarship		<ul style="list-style-type: none"> <li>Credible scholarship should replace the ongoing scholarship scheme. Students who are not able to pay to study will be awarded with scholarships instead of those who can.</li> </ul>
4	Basic facilities to be provided		<ul style="list-style-type: none"> <li>Facilities such as hostel, canteen, drinking water, transportation should be provided by the schools and institutes.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
<b>7.2 Expansion</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	No vertical expansion in technical education	<ul style="list-style-type: none"> <li>Students are interested in technical education due to its salability. But they are not able to continue to higher education and are forced to join the general stream bearing loss of time and money.</li> </ul>	<ul style="list-style-type: none"> <li>Policy should be in place to provide opportunity for higher level study in TVET.</li> <li>Horizontal expansion should be done in accordance with future demands. Introduction of programs such as Railway engineering, herbalism, café barista and many more must be done.</li> </ul>
<b>7.3 Quality</b>			
SN	Major Issues	Explanation	Participant's recommendation
1		<ul style="list-style-type: none"> <li>Some schools have been running without running a certain program. Instead, the school borrows infrastructure from other institutes and runs training on the same program. They are requesting CTEVT for facilitating the training.</li> </ul>	
2	Training programs only for facilities	<ul style="list-style-type: none"> <li>People are well facilitated in the training programs. They only attend the training for facilities and not to learn. They are collecting certificates without gaining any knowledge.</li> </ul>	
3	Retaining teachers	<ul style="list-style-type: none"> <li>It is very hard to retain teachers in schools. Teachers are leaving the schools mid-season in search of better opportunity and better pay.</li> <li>In a school in Bhaktapur, due to absence of teachers to check exam papers, the school was forced to hire a retired teacher just to check the papers.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of permanent teachers in CEHRD and CTEVT should be in place and should be given exposure to training in instructional skill and occupational skills.</li> </ul>
4	Inadequate knowledge in OJTs	<ul style="list-style-type: none"> <li>OJT does not offer proper exposure to practical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Orientation about OJT should be provided to school headmasters, principals, coordinators and employers.</li> </ul>
5	Updating curriculum		<ul style="list-style-type: none"> <li>The curriculum should be updated regularly and frequently. It should encompass the demand of</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
			the current market as well as the future's demand.
6	TLM manufacturing		<ul style="list-style-type: none"> <li>Teaching Learning Materials should be provided timely. The preparation of TLM domestically should be emphasized.</li> </ul>
7	Machine and equipment		<ul style="list-style-type: none"> <li>Machine and equipment needed for practical education should be fulfilled by the school. Proper maintenance and upgrading should be done.</li> <li>Coordination with industry should be made for practical aspects with costlier tools and equipment.</li> </ul>
8	Expert's lecture		<ul style="list-style-type: none"> <li>Expert's lectures and/ or guest lectures should be arranged by the school so that students can ask queries and confusion. Career counseling could also be achieved by doing so.</li> <li>'Ghokante Bidhya' should be discouraged by involving them in more practical activities. If a clear concept of the subject is provided to the students, iteration would not have been necessary.</li> </ul>
9	Quality teachers	<ul style="list-style-type: none"> <li>It is very hard to find teachers that are qualified and have good experience in teaching.</li> <li>It is witnessed that a single teacher is teaching multiple subjects. This has led to divided attention and loss of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of permanent teacher with opportunities to training in instructional skill and occupational skills would prepare quality teachers</li> </ul>
10	Books and library	<ul style="list-style-type: none"> <li>Books covering the contents in the curriculum are not available</li> </ul>	<ul style="list-style-type: none"> <li>Books relevant to subjects and courses should be available. Constantly updating those books is also important. Career trajectory and waypoints should be made clear to students using different resources and should be easily accessible in places like libraries.</li> </ul>

#### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of job opportunities	<ul style="list-style-type: none"> <li>Lack of job opportunities for recent graduates has been a serious problem. It is just like general education producing unemployment rather than employment.</li> </ul>	<ul style="list-style-type: none"> <li>Main focus should be given to prepare competent persons who could perform in the real world of work. Persons with certificates without competency in the study areas produce unemployment.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
2	Training certificates losing values	<ul style="list-style-type: none"> <li>Training certificates are being given without proper testing. This has reduced the values carried by the certificates.</li> </ul>	<ul style="list-style-type: none"> <li>Skill testing certificates from NTSB based on the NVQF should be operationalized.</li> </ul>
<b>7.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Nepotism in world of works	<ul style="list-style-type: none"> <li>Unqualified and unskilled manpower with political influence and right connections are getting jobs while the qualified and skilled are jobless.</li> </ul>	
<b>7.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Market demand not met	<ul style="list-style-type: none"> <li>Even after producing a large amount of manpower, the labor market demand is not met. The produced manpower is not skilled enough to meet the demand.</li> </ul>	<ul style="list-style-type: none"> <li>Aligning supply and demand of the industry with competent workforce must be the first priority</li> <li>More emphasis must be put on local market demand than foreign market demand.</li> </ul>
<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Study-earn-study	<ul style="list-style-type: none"> <li>The concept of study-earn-study or multi-entry and multi-exist is very good. A technical school in <i>Baddichaur</i> has been a prime example where the concept is well practiced and gaining popularity.</li> </ul>	<ul style="list-style-type: none"> <li>Such good examples need to be shared and replicated in other schools as well.</li> </ul>
2	Merging of curricula		<ul style="list-style-type: none"> <li>Curriculum developed by CEHRD and CTEVT should be merged. It should have a similar structure. The merged curricula should be based on need assessment, labor market and market analysis (supply and demand).</li> </ul>
3	South Korea's system	<ul style="list-style-type: none"> <li>In South Korea, there are numerous technical education providers. But the authentication authority provides equivalent certificates to all of their products.</li> </ul>	Such a single entity is required

SN	Major Issues	Explanation	Participant's recommendation
4	Short term and long term		<ul style="list-style-type: none"> <li>Short term training must be inclusive in long term training. Short term training should be a part of <u>long-term</u> training.</li> </ul>
5	Multi entry and multi exit		<ul style="list-style-type: none"> <li>Concept of multi-entry and multi-exit must be adopted in all programs.</li> </ul>
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Lack of recognition	<ul style="list-style-type: none"> <li>Due to lack of recognition of certificates, students are being discouraged to join technical education.</li> </ul>	
2	No plan for human resource	<ul style="list-style-type: none"> <li>There is no human resource planning for generated manpower.</li> </ul>	
3	Tracing and tracking of manpower	<ul style="list-style-type: none"> <li>Tracking and tracing of generated manpower is missing. This has created an imbalance in supply and demand.</li> </ul>	<ul style="list-style-type: none"> <li>TEMIS must be developed.</li> </ul>
4	Supply and demand	<ul style="list-style-type: none"> <li>Demand which was created for a certain time is being served with multiple supplies. The supply for a very old demand is trying to be fulfilled.</li> </ul>	
5	Duplication of training	<ul style="list-style-type: none"> <li>Many government offices under different ministries running the same nature of training</li> </ul>	<ul style="list-style-type: none"> <li>Duplication of training should be avoided and should only be considered in case of high demand.</li> </ul>
6	Accreditation of training	<ul style="list-style-type: none"> <li>Accreditation of program is not in place</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation of all training programs should be done.</li> <li>Accreditation of partially completed courses should be done.</li> </ul>
7	Delay in cycle completion	<ul style="list-style-type: none"> <li>While the courses are of 3 years, due to delay in result publication and delay in conducting practical exams, the cycle takes a longer than expected time.</li> </ul>	
8	Opening of schools		<ul style="list-style-type: none"> <li>Certain criteria (number of qualified teachers, infrastructure, planning of courses) should be met before a school is let to run and operate.</li> </ul>



SN	Major Issues	Explanation	Participant's recommendation
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Local level coordination		<ul style="list-style-type: none"> <li>Local level coordination must be more frequent and regular. This is to help to update the government about the progress and needs of the area.</li> </ul>
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	TVET rule enforcement not done	<ul style="list-style-type: none"> <li>TVET act and rule enforcement by the state government has not been done properly. Many institutions are breaking the rule without facing any consequences.</li> <li>Provincial act regarding the education sector closely resembles the act made by the CTEVT. Even then, those acts are not being enforced.</li> <li>It is unclear who enforces the act and rules. Ownership of the rules is also unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Provincial as well as federal government should provide quality assurance by development acts and rules accordingly. It should be strict and implementation should be done as quickly as possible.</li> <li>Certification should only be done by the provincial government.</li> </ul>
2	Absence of federal TVET act	<ul style="list-style-type: none"> <li>Federal TVET act is yet to be formulated. It should have been the basis to guide the strategic plan. The provincial TVET act plan may contradict with the federal TVET act.</li> </ul>	<ul style="list-style-type: none"> <li>Timely development of TVET act should be done.</li> </ul>
3	Local representative attaining information		<ul style="list-style-type: none"> <li>Local government (people's representative) must be active in attaining the information about needs and requirements in the area. The passage of such information can help in future planning and problem solving.</li> </ul>
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation

SN	Major Issues	Explanation	Participant's recommendation
1	Unclear about setting standard	<ul style="list-style-type: none"> <li>It is unclear who will be shaping the standard of training programs in schools.</li> </ul>	
2	Quality control		<ul style="list-style-type: none"> <li>Quality control and quality assurance for training, programs and curriculum should be done regularly and without any external influence.</li> <li>Monitoring and evaluating authority must be established to oversee all the curriculum and institutes that are adopting them. It should also oversee the demand and supply aspect.</li> </ul>
3	Logbook of teachers		<ul style="list-style-type: none"> <li>A logbook must be maintained by students recording the time spent by the teacher in the classroom. It should also record any grievances regarding the teachers. The logbook should not be accessible by any teachers and will only be shown to the provincial monitoring committee.</li> </ul>
4	Inspecting institutions	<ul style="list-style-type: none"> <li>CTEVT has not been inspecting its institutes and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Regular and frequent inspection of schools must be done to assure quality.</li> </ul>

### 7.13 Knowledge Management

SN	Major Issues	Explanation	Participant's recommendation
1	Practical knowledge emphasis	<ul style="list-style-type: none"> <li>Practical exercises are being held 6 months after the completion of theory courses. If those exercises were done simultaneously with theory, loss of concept would not occur.</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis should be given to practical knowledge. The knowledge should align with the world of work.</li> </ul>
2	Exposure of students to current market		<ul style="list-style-type: none"> <li>Brief period of internship can be introduced in the curriculum to expose the students to the market. Involvement of students in major and minor projects will aid the students.</li> </ul>

### 8. Observations/ guidance:

SN	Major Issues	Explanation	Participant's recommendation
1	Technical education road map	<ul style="list-style-type: none"> <li>The road map for the future of technical education is very unclear.</li> </ul>	<ul style="list-style-type: none"> <li>The road map should be made clear and be discussed with proper authorities with timely implantation.</li> </ul>

			<ul style="list-style-type: none"> <li>• The road map must be developed before formulation of a strategic plan.</li> </ul>
2	Trust in the system	<ul style="list-style-type: none"> <li>• The Technical Education System has been treated as the solution to all problems in the nation. Yet, people are not recommending joining the system. Some subjects are not recognized by Loksewa.</li> </ul>	

### 9. Closure of the program:

Closing ceremony was chaired by Krishna Prasad Kapri, Secretary, Ministry of Social Development, Karnali Province. Dharendra Prasad Sharma, Under Secretary of Birendranagar Municipality, spoke representing from the participants. He pointed out that there is lack of monitoring and evaluation. Identification and clarification of realities must be made to concerned government officials. He requested undivided coordination between inter and intra ministries and authorities. Rectification of training programs that are duplicate and worthless should be done.

Mr. Kul Bahadur Phadera, Under Secretary, MoEST, delivered vote of thanks remarks during closing ceremony. Mr. Phadera thanked all the participants, Chief Guest and Secretary of Ministry of Social Development (MoSD) for their active participation and cooperation during the provincial workshop.

Honorable Devi Oli, Chairperson, Social Development Committee requested to make the nation successful and eliminate nepotism, bad political influences. Authorities of Birendranagar could not keep official records of schools and programs they were running. Major reforms, as suggested by Dr. Hari Kumar Pradhan, should be formulated.

Mr. Krishna Prasad Kari, session chair mentioned that the Karnali Technical School has lost its quality over time. Quality control of schools, curriculum, and infrastructure should be regularly maintained and assured. Lack of strong governance and strong implantation still prevails. It should be eradicated very soon, he further added.

### 10. Participant's Presentation Access, Equity and Expansion

SN	Problems	Solution
1	Admission not readily available	<ul style="list-style-type: none"> <li>• Management of at least one technical school in each municipality</li> <li>• Provision of equitable scholarships</li> <li>• Role of local level</li> </ul>
2	Qualification	<ul style="list-style-type: none"> <li>• Correspondence between employment and educational qualification</li> </ul>
3	Access to higher education	<ul style="list-style-type: none"> <li>• Policy arrangement for higher education studies in the same subject after three years diploma study</li> </ul>
4	Schools are not operating according to geography and population	<ul style="list-style-type: none"> <li>• Schools should be allowed to operate based on geography and population</li> <li>• Local level adoption</li> </ul>

SN	Problems	Solution
5	Permission based on access	<ul style="list-style-type: none"> <li>● Permit to operate based on need</li> </ul>
6	Subjects according to the needs of the labor market are not conducted	<ul style="list-style-type: none"> <li>● The teaching of subjects according to the needs of the labor market should be brought into operation</li> </ul>
7	Employment problem	<ul style="list-style-type: none"> <li>● Employment should be guaranteed</li> <li>● There should be a coordinating role between educational institutions and industrialists and manpower supply should be managed according to the needs of the labor market</li> </ul>
8	Lack of coordination between labor market needs and produced manpower	<ul style="list-style-type: none"> <li>● Manpower should be produced according to the needs of the market</li> </ul>
9	Access to higher education	<ul style="list-style-type: none"> <li>● There should be a policy arrangement for higher education studies in the same subject after three years of diploma studies</li> </ul>
10	Increase in wage	<ul style="list-style-type: none"> <li>● Coordination with industry professionals</li> <li>● Expansion and growth of business</li> </ul>
11	Inability to change subjects for higher education studies	<ul style="list-style-type: none"> <li>● Opening the way for higher education studies</li> </ul>

### Quality

SN	Problems	Solution
1	Curriculum <ul style="list-style-type: none"> <li>● There is no timely revision of the curriculum.</li> <li>● Not fully matching the curriculum of the subject market</li> <li>● There is a difference between CEHRD's Technical Stream and CTEVT's Diploma level.</li> <li>● Failure to have adequate arrangements for OJT in Diploma level courses.</li> <li>● Insufficient availability of TLM and textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>● The curriculum should be revised over time.</li> <li>● The curriculum of technical education should be relevant to the demands and needs of the present market.</li> <li>● CEHRD's Technical Stream and CTEVT's Diploma level curriculum should be the same.</li> <li>● Adequate arrangements should be made for Diploma level course OJT.</li> <li>● TLM and textbooks should be made available by the institution on time.</li> </ul>
2	Instructor's management <ul style="list-style-type: none"> <li>● Lack of skilled and experienced trainers.</li> <li>● In the current situation, the process of selection of the permanent <u>teacher</u> is not clear.</li> <li>● Not being able to get the trainers needed by the organization.</li> <li>● Lack of training and training of trainers.</li> <li>● Trainers can't last long.</li> <li>● Not having a Darvandi Kitan (position permanency) for trainers.</li> </ul>	<ul style="list-style-type: none"> <li>● For the provision of skilled and experienced trainers, the services, facilities, position, level of the trainer should be arranged in the laws and regulations and selected procedurally.</li> <li>● Trainee qualified, skilled and highly qualified experienced subject trainers should be determined and selected by the Service Commission.</li> <li>● Skilled trainers needed to increase production.</li> </ul>

SN	Problems	Solution
		<ul style="list-style-type: none"> <li>● Training and <u>guiding</u> trainers should be done from time to time.</li> <li>● The trainers should be provided with the necessary service facilities to sustain them for a long time.</li> <li>● According to the subject and class, the instructor should be made available.</li> </ul>
3	<p>Physical infrastructure</p> <ul style="list-style-type: none"> <li>● Lack of adequate and quality management of physical infrastructure and laboratories in technical schools.</li> <li>● Technical trainees have not been able to fully improve their quality practical skills in the practical training according to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● There should be quality management based on physical infrastructure and laboratory requirements.</li> <li>● Technical trainees should manage the necessary materials to fully improve the quality of practical skills in the practical training according to the curriculum, develop the profession and business in the market and the trainees should have the opportunity to develop practical skills.</li> </ul>
4	<p>Workplace-based training models</p> <ul style="list-style-type: none"> <li>● Lack of development of workplace-based training models.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing models and methods of workplace-based training models and preparing and implementing experimental and OJT guidelines, internal and external supervision should be in accordance with the rules.</li> <li>● The trainees should be evaluated based on their ability and regularity.</li> <li>● OJT should be assigned in coordination and agreement with government, non-government and privately run organizations in order to develop thematic skills.</li> </ul>
5	<p>Assessment and certification</p> <ul style="list-style-type: none"> <li>● Formative assessment in technical education is not be fully implemented.</li> <li>● Absence of instructor in regular lessons.</li> <li>● Failure to make necessary improvements in the skill test of students.</li> <li>● How to improve the final examination system of students?</li> <li>● What are other relevant issues for quality improvement?</li> </ul>	<ul style="list-style-type: none"> <li>● In order to improve the formative assessment (constructive assessment), the trainees must take class tests, conduct project work to develop their skills and conduct field visits and give homework and provide feedback by accounting the student's achievement.</li> <li>● Using logbooks by students to make an instructor's presence in regular lectures and review them monthly.</li> <li>● It seems necessary to use different methods of training to evaluate the trainer by the trainees.</li> <li>● To test the skills, take unit tests, monthly tests, quarterly tests and collect the results, apply the semester system in technical education.</li> <li>● In order to improve the final examination system, complete implementation of the curriculum, preparation of specification table and exam level question paper should be conducted and sub-examination should be</li> </ul>

SN	Problems	Solution
		<p>conducted by skilled personnel and examination results and elimination of errors in the examination results.</p> <ul style="list-style-type: none"> <li>In order to improve the quality of technical education, it is necessary to implement the complete and quality study and teaching work by the skilled instructors of the theoretical and practical aspects of the curriculum, efforts should be made to make technical education quality by connecting skill with labor, labor with industry, industry with production, and all three levels of government should support and cooperate in the development of technical education. And the investment should be continuously included in the plan and implemented.</li> </ul>
	<p>Questions: Who is responsible for manufacturing TLM? What are the problems in OJT? How will the teachers receive training and what should be included?</p>	<p>Responses: Teacher training based on training manuals. ToT should be held at the provincial level and should be systematic. Only one organization should be allowed to manufacture TLM and all schools should take the TLM from them. Duplication of programs should be stopped.</p>
<b>Management</b>		
SN	Problems	Solution
1	Increase the number of long-term and short-term programs	<p>A policy should be made to complete all levels by coordinating training at different levels.</p> <p>Training should be timely and employment oriented.</p>
2	High tendency of students to drop out Reasons: The fees of the programs are expensive, employment is not guaranteed, there is no opportunity to get higher education, there is no housing arrangement	It should be made completely free, arrange for chance exams, inform about its importance from the basic level
3	Low employment rate, Reasons: Lack of job market, lack of coordination between market demand and manpower production.	<p>Conducting programs in partnership with the private sector and producing only necessary manpower.</p> <p>Employing students in productive work while studying.</p> <p>Giving information about its importance from the basic level.</p>
4	School Management Capacity Building	<p>Conducting educational observation visits, training, seminars, conferences,</p> <p>Arrange to have experts in related fields in the committee,</p>

SN	Problems	Solution
		<p>Collaboration with government and non-government organizations</p> <p>Increased access to and availability of resources</p> <p>To form a committee free from political interference</p> <p>Social testing reviews public hearings</p>
5	Training quality	<p>The government should manage permanent manpower.</p> <p>That is, capacity building and periodical training should be managed, development of a training mechanism at the provincial level,</p> <p>Arranging sightseeing tours,</p> <p>Adequate availability of resources,</p> <p>To organize various thematic workshops, discussions and seminars <i>etc.</i></p> <p>Provide training with an emphasis on proactive learning</p>
6	OJT	<p>Effective monitoring should be arranged,</p> <p>Making agreements with private industries to ensure that they get job opportunities,</p> <p>Making resources available</p>
7	Employment	<p>Timely curriculum should be made, revised from time to time,</p> <p>To conduct recruitment programs only according to the agreement with the employer and the demand of the market,</p> <p>Emphasis should be placed on maintaining quality</p> <p>Emphasis on the production of skilled manpower</p>
8	Federal, state and local level coordination	<p>The federal level will work to maintain quality by making policies and laws, the provinces will assist in program implementation, and the local level will implement the program and effectively monitor it, so that the government at that level will adopt the policy arrangement.</p>
9	Monitoring is low and results-oriented	<p>Management, training, resource availability and management, etc., capacity development, training, etc., should be developed and monitored at the federal, provincial and local levels.</p>
10	Ensuring the necessary budget for the school	<p>Arrangement of grants at the federal , state and local levels</p> <p>Parents support,</p> <p>Support from partner organizations,</p> <p>Income of the school (including income from productive activities of the school)</p>

SN	Problems	Solution
11	Make it real free	Federal, state and local levels take full ownership and manage the budget. Arranging concessional installments (paying by students themselves) To manage the “Sheed Money” and/ or lan provisions To arrange technical education grants
12	Federal, state and local level budget percentage	Federal 50%, state 30% and local level 20% should arrange budget allocation and distribution through local level.
13	Promotion of programs under TECS	The government of Nepal should create and manage position permanency
14	Financial Management System	PPP model
15	There is no uniform system for TVET	The government of Nepal should make policies and laws and the related ministries should only work to maintain quality, or make technical education technical and make the current CTEVT independent and entrust quality maintenance or find an alternative, all levels of government should take responsibility and manage adequate budget, regulatory bodies and implementation. Organizations should be arranged separately

### Integration and Governance

SN	Problems	Solution
1	NVQS and curriculum development <ul style="list-style-type: none"> <li>Inconsistency in syllabus of 9-12 and CTEVT.</li> <li>The course is not designed according to labor market analysis.</li> <li>The course could not be modified according to regular and market demand.</li> <li>Course Standard of Diploma level should be modified.</li> </ul>	<ul style="list-style-type: none"> <li>A unified curriculum should be created based on a unified system.</li> <li>Curriculum should be developed based on labor market analysis.</li> <li>There should be periodic revisions in the curriculum</li> <li>Diploma level courses should be modified and advanced diploma courses should be added.</li> </ul>
2	Technical stream/ integration of curriculum of 9-12 and CTEVT <ul style="list-style-type: none"> <li>Policy ambiguity in technical education.</li> </ul>	<ul style="list-style-type: none"> <li>The Technical Education Authority should be formed to provide technical education through a single system.</li> </ul>
3	Integrating short-term skill training and long-term programs into the curriculum. <ul style="list-style-type: none"> <li>Lack of combination of curriculum in short term training and long-term program.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum combination, coordination and upgrading system should be implemented in short-term training and long-term programs.</li> </ul>



SN	Problems	Solution
4	How can multi-entry/exit procedures be facilitated for the same qualification? <ul style="list-style-type: none"> <li>Duration of entire course is long, no provision of separate verification based on skills learned</li> </ul>	<ul style="list-style-type: none"> <li>Although the duration of the course is long, a provision of disaggregated verification based on skills learned should be implemented.</li> </ul>
5	How to ensure recognition of TVET qualifications? <ul style="list-style-type: none"> <li>Not getting full recognition of TVET qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Forming a technical education authority and certifying all technical skills accordingly.</li> </ul>
6	How can the problem of recognition of TVET pass trainees be addressed? <ul style="list-style-type: none"> <li>Non-recognition of TVET qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Forming a technical education authority and certifying all technical skills accordingly.</li> </ul>
7	What kind of organizational structure is needed for TVET at the federal, state and local levels? <ul style="list-style-type: none"> <li>Continued policy ambiguity on TVET.</li> </ul>	<ul style="list-style-type: none"> <li>Establishing the Technical Education Authority and preparing the organizational framework accordingly.</li> <li>A stratified policy should be made.</li> </ul>
8	What could be the roles and responsibilities of TVET structures at all three levels? <ul style="list-style-type: none"> <li>Lack of clear division of responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>The center will work in the areas of policy, planning, quality assurance, the province will do MoE and Quality assurance, and the local level will do planning and implementation.</li> </ul>
9	In relation to monitoring and coordination <ul style="list-style-type: none"> <li>no specific responsibilities have been assigned in relation to monitoring and coordination between 3 levels (federal, state and local).</li> </ul>	<ul style="list-style-type: none"> <li>Clearly, certain responsibilities should be assigned in relation to monitoring and coordination between the 3 levels (federal, state and local).</li> </ul>

### Students

SN	Problems	Solution
1	Simultaneous study of practical as well as theoretical studies does not occur	Experimental work should be done as soon as possible subject material,
2	Study time exceeding the stipulated year, Example: It takes 4.5 for 3-year Diploma Civil Engineer	Education should be completed, the system should be implemented,
3	Lack of evaluation of curriculum and schools by the concerned authorities	Sufficient monitoring should be done  Direct interaction program should be arranged with the students
4	Absence of subject teachers	The practice of teaching more than one subject by one teacher should be stopped
5	Lack of education system including planning,	Production according to demand and sale according to production

SN	Problems	Solution
		After studying the number of students and the adequacy of teachers, the school should be given a teaching ratio.
6	Lack of necessary counseling for students,	Counselors should emphasize on direct meeting and advice
7	For the library Lack of physical structure and lack of related course study, books for teaching,	Sufficient knowledge books should be available in the relevant field,
8	Technical education is limited to the name of practical education. There is no arrangement for things like field visits and education tours.	Experiential work should be arranged for learning achievement based on the required syllabus
9	Shortage of experienced teachers, specialized teachers The condition of not being able to coordinate practical activities with studies, of teachers	Along with qualifications, experience should also be measured
10	Lack of required study inspection by the responsible body,	Inspection should not be treated as a mandatory subject
11	Needed skills during employment, nepotism more than efficiency, nepotism problem	During employment, performance and skills should also be tested Nepotism and favoritism should end
12	Lack of adequate transport facilities,	
13	Although technical education is expensive and promising, it cannot be of quality and effectiveness in actual practice.	Looking at the overall category Technical education It should be made as affordable as possible The education system based on daily life should be ended and education system should be adopted
14	Although interesting policies and action plans have been prepared, the lack of implementation is affecting the future of students and the large productive workforce of the country, especially the technical education sector, the backbone of the country's development.	Formulated policy action plan To be strictly enforced
15	Technical education is also limited to written examinations rather than practical learning.	Technical education Practical learning should be arranged along with written
16	determined by the administrative body Not teaching according to credit hours	Subjectively exempted time It should be used only for academic purposes
17	Semester exam and annual exam results are not published on time.	No delay in publication of results,

## Annex 11: Presentation by Parliamentarians

<p style="text-align: center;"><b>माननियज्युहरुको प्रस्तुति</b></p>	<p><b>ऐन तथा मापदण्ड</b></p> <ul style="list-style-type: none"> <li>• संविधानका प्रावधान अनुसार ससंघिय ऐन तयार गर्नुपर्ने</li> <li>• ससंघिय ऐन प्रदेश तहको प्रदेश ऐन तयार गर्नुपर्ने</li> <li>• राष्ट्रिय मापदण्ड अन्तराष्ट्रिय मापदण्डससंग मिल्नुपर्ने</li> <li>• माष्टर र पिएचडिसम्म अध्ययन गर्ने बाटो तय गर्नुपर्ने</li> </ul>
<p><b>ससान्दर्भिकता</b></p> <ul style="list-style-type: none"> <li>• बजारको माग अनससार पाठ्यक्रम तयार हुनुपर्ने</li> <li>• अधिकार प्राप्त निकायबाट छोट्टा कार्यक्रम कार्यान्वयन गर्नुपर्ने</li> <li>• अनौपचारिक शिकाइलाई औपचारिक शिक्षासंग जोडन पर्ने</li> <li>• प्रत्येक स्थानीय तहमा १ प्राविधिक शिक्षालय हुनुपर्ने</li> </ul>	<p><b>संस्थागत संरचना</b></p> <ul style="list-style-type: none"> <li>• प्रदेश तहमा प्राविधिक स्वायत्त प्राधिकरण तथा यस संरचना अन्तर्गत स्थानिय तहमा TVET इकाइ तयार गर्ने</li> <li>• ऐनमा नै तिनतहका निःकार्यविच समन्वय हुनुपर्ने</li> </ul>
<p><b>TVET मा लगानि</b></p> <ul style="list-style-type: none"> <li>• स्थानिय तह: १० प्रतिशत</li> <li>• प्रदेश तह: २० प्रतिशत</li> <li>• संघ तह: ७० प्रतिशत</li> </ul>	

## Annex 12: Final TRSP presentation



**प्रस्तुतिको उद्देश्य:**  
प्राविधिक तथा व्यावसायिक शिक्षा क्षेत्र विपरिपन्न अध्ययन (TVET Sector Analysis) तथा सुधार योजना क्रममा बाइएका प्रमुख समस्या तथा अध्ययनका आधारमा, प्राविधिक तथा व्यावसायिक शिक्षा क्षेत्र सुदृढीकरण रणनीतिक योजना (TVET Reform Strategic Plan)



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### अध्ययन विधी

- शिक्षा विज्ञान तथा प्राविधिक मन्त्रालयको नेतृत्व र स्वामित्वमा अध्ययन
- प्राविधिक तथा व्यावसायिक शिक्षा एवं तालीमका मन्त्रीकारवालाहरूसँग वृहत्तर परामर्श
  - संघ प्रदेश तथा स्थानीय तह
- आधारस्तरको लागि प्राविधिक तथा व्यावसायिक शिक्षा एवं तालीम क्षेत्रगत विपरिपन्न अध्ययन तथा अल्ट्रास्टिप उपयुक्त अनुभवहरूको प्रयोग
- उपयुक्तता अनुसार राष्ट्रिय तथ्यहरूको प्रयोग,

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### प्राविधिक तथा व्यावसायिक शिक्षाको क्षेत्रगत विपरिपन्न अध्ययनको सक्षिप्त फलक

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### शिक्षामा/विज्ञानमा विस्तार (२००९-२०१८)

Year	CTEVT Total	CEHRD	All Total
2009	853	569	284
2010	1084	650	434
2011	1361	877	484
2012	1526	1042	484
2013	1585	1100	485
2014	1591	1106	485



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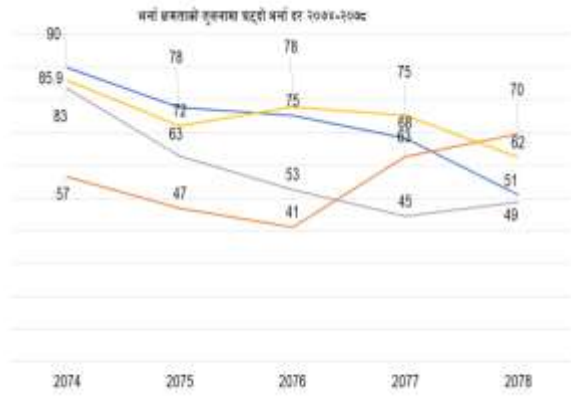
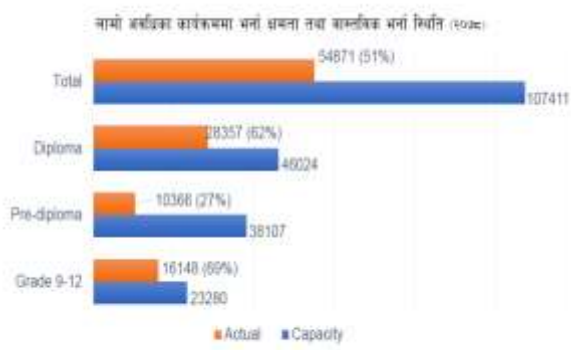
### प्राविधिक तथा व्यावसायिक शिक्षाका प्रमुख समस्याहरू

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### प्राविधिक तथा व्यावसायिक शिक्षा क्षेत्रमा केही प्रमुख समस्याहरू

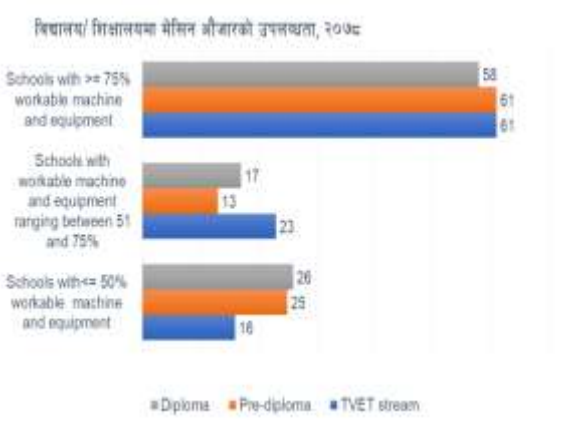
- अत्यधिक विस्तार
  - न्यून भर्ना दर
  - कमबोरो गुणस्तर
  - कमबोरो दक्षता (Efficiency)
  - कमबोरो परिणाम
- प्राविधिक तथा व्यावसायिक शिक्षाका प्रमाणपत्रहरूको मान्यतामा समस्या
  - कार्यक्रमहरू बीच असमत्वता
  - प्रभावहीन अत्यधिक छोटो अवधिको कार्यक्रम
  - रोजगारी तथा उच्च शिक्षा अध्ययनमा समस्या
- प्राविधिक तथा व्यावसायिक शिक्षामा उद्योग व्यवसायको सिमित संलग्नता

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### विद्यार्थीले विद्यार्थी छाड्ने दर, 2078

Grades with dropout	शैक्षिक क्षमता	वि-द्विपिढा	द्विपिढा
Dropout in Grade 10	14.5	-	-
Dropout in Grade 11	21.7	-	-
Dropout in Grade 12	38.8	-	-
Dropout in Pre-Diploma	-	0.1	-
Dropout in Diploma	-	-	0.8

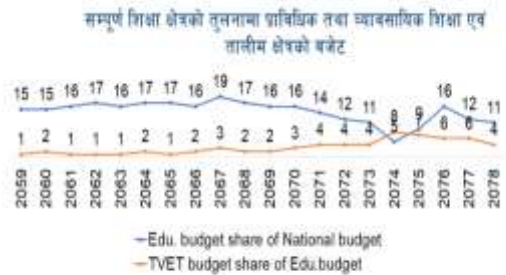


### २०७३ पछि परिमार्जित पाठ्यक्रमहरू

Sectors	Technical stream	Pre-Diploma	Diploma	Short term
Total (after)	8 (100%)	6 (18%)	28 (57%)	89 (30%)
Prepared before		72%	43%	70%



वार्षिक अनुमानित २० अर्ब भन्दा बढी लगानीको परिणामहरू



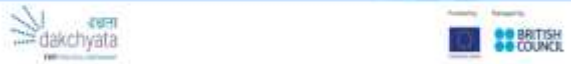
छोटो अर्बौका तालिम सम्बन्धमा

- छोटो अर्बौका तालिम सह १ केन्द्रित एबन (Stand alone training) कार्यक्रम
- छोटो अर्बौका तालिममा दाताको समेत अत्याधिक तर खण्डित गर्नै

मारागमा,

- उचित प्रतिक्रमा प्रति अत्याधिक गुनासाका बाबजुद निरन्तर दुनो माशमा ख्या तथा अनुदान लगाउने
- उचित नगानीको आचरणकता तथा प्राथमिकताका बाबजुद नामो अर्बौको कार्यक्रममा कम थामो
- कसका बाबजुद विदावी वा याजुयत उद्योग व्यवसायका लागि तयार नहुनु (Graduates are not industry-ready)

प्राविधिक तथा व्यावसायिक शिक्षा क्षेत्र सुधार योजना प्रमुख रणनीति तथा कार्य नीतिहरू



प्राविधिक तथा व्यावसायिक शिक्षा क्षेत्र सुधार योजनाको लागि विश्लेषण



प्राविधिक तथा व्यावसायिक शिक्षा क्षेत्रमा सुधारका लागि आवश्यक

- प्राविधिक तथा व्यावसायिक शिक्षाको धारणाको परिवर्तन
- रोजगारी तथा उच्च विकास पहिलो उद्देश्य
  - परिभाषाको परिवर्तन (परम्परागत अध्ययन क्षेत्रका अतिरिक्त नयाँ क्षेत्रहरू)
  - प्राविधिक तथा व्यावसायिक शिक्षामा उद्योग व्यवसायको अर्बपूर्ण संलग्नता
- शैक्षिक योग्यता सम्बन्धि धारणाको रूपान्तरण
- शैक्षिक योग्यताको पुनर्संरचना
  - उच्च अध्ययनको अवसर, तथा
  - सिक्काइका अवसरमा नचिन्तौपन
- कार्यान्वयन विकासहरूको संरचनात्मक परिवर्तन तथा निरन्तरता
- सम्भाव्य अधिकार तथा हाथिलमा स्पष्टता
  - समय उपलब्ध सम्भाव्य तथा जनशक्तिको सदुपयोग









**Annex 13: List of meeting participants**

SN	Name	Designation	Organization (Full Name)	Phone Number	Email
1	Ram Krishna Subedi	Secretary	MOEST		
2	Kamal Prasad Pokhrel	Joint Secretary	MOEST		
3	Hari Prasad Lamsal	Joint Secretary	MOEST	9851115702	lamsalhl@gmail.com
4	Deepak Sharma	Joint Secretary	MOEST	9841302406	sharmadeepak2075@gmail.com
5	Bhagwan Aryal	Joint Secretary	MOEST	9851122833	
6	Mahesh Bhattarai	Executive Director	CTEVT/TITI	9851198043	bhmahesh69@gmail.com
7	Dipak Bhandari	Section officer	MOEST	9857064058	dpkbhandari39@gmail.com
8	Chandra Kanta Bhusal	DG	ERO	9841274282	ckbhusal033@gmail.com
9	Gauri Shankar Pandey	Under Secretary	MOEST	9841379369	ggspandey@yahoo.com
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11	Anil Muni Bajracharya	Principal	CTEVT	9851049422	anil.bajracharya@gmail.com
12	Devi Ram Acharya	Section officer	ERO	9851193542	achdevi38@gmail.com
13	Prakash Kumar Poudel	Researcher	KU	9849772594	prakashpoudel@kusoed.edu.np
14	Deepak Babu Aryal	Deputy Director	CTEVT	9851238310	dbaryal2000@gmail.com
15	Tek Bahadur Malla	Director	CTEVT	9851142488	tekmalla2@gmail.com
16	Mukunda Mani Khanal	NPM	SKILLS	9841395714	
17	Durga Prasad Bhurtel	Under Secretary	MOEST	9841182758	bhurteldp@gmail.com
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20	Mina Regmi Poudel	Section officer	MOEST	9841268975	minapoudel60@gmail.com
21	Keshab Sharma Ghimire	Deputy Director	CTEVT/NSTB	9846034854	kghimirey@gmail.com
22	Ramchandra Sharma	Director	CEHRD	9849628615	timilsinaramchandra@gmail.com
23	Sarita Devi Sharma	Section officer	MOEST	9849028593	gautamsarita2041@gmail.com

SN	Name	Designation	Organization (Full Name)	Phone Number	Email
24	Misterkant Mainali	Director	CTEVT	9851254378	mainalictvt@gmail.com
25	Shiva Kumar Sapkota	Project Director	EVENT Project	9851091208	sapkotashiva@yahoo.com
26	Bal Krishna Simkhada	Section Officer	MOEST	9841886016	balkrsimkhada@gmail.com
27	Binod Badal	Director	CTEVT	9851174121	binodbadal@gmail.com
28	Jaya Prasad Acharya	Under Secretary	MOEST	9841429705	acharyajayaprasad@gmail.com
29	Vishnu Karki	Consultant	MOEST	9851176429	vkarki@hotmail.com
30	Ramhari Lamichhane	MD	HD Nepal	9851067067	rhlamichhane@gmail.com
31	Usha Bhandari	Sr. Program Officer	SDC	9841256322	bhandariusha@gmail.com
32	Deepak Pd Poudel	Director	CTEVT	9851101415	dpoudel66@gmail.com
33	James Russell	Section Liason Officer	DAC MOEST UNICEF	9808621451	jrussell@unicef.org
34	Shiva Ram Shrestha	Finance Officer	CTEVT	9851101416	shivaramshrestha@gmail.com
35	Kul Bahadur Phadera	Under Secretary	MOEST	9745369402	
36	Anoj Bhattarai	Director	CTEVT	9841207494	anoj-bhattarai@gmail.com
37	Jeeb N. Kafle	Member Secretary	CTEVT	9841759470	kaflendppo@gmail.com
38	Gehendra Karki	Project Director	Sakchyamta	984121280	
39	Chuman Babu Shrestha	Team Lead	CPPD	9841217590	chumanbabus@gmail.com
40	Roshan Ghimire	Project Manager	CPPD	9851204309	rosh.ghimire@gmail.com
41	Suzana Kansakar	Project Support	CPPD	9841993433	suzi.ya@gmail.com
42	Salik Ram Lamsal	Logistic Support	CPPD	9861331941	lamsal.salik03@gmail.com
43	Ram Bahadur Lama		MOEST	9849486744	
44	Jebendra Maharjan		MOEST	9849296619	
45	Man Bahadur Tamang		ERO	9841386482	
46	Prakash Maharjan		MOEST	9861519160	
47	Jhabindra Raut		TITI	9809831116	

<b>SN</b>	<b>Name</b>	<b>Designation</b>	<b>Organization (Full Name)</b>	<b>Phone Number</b>	<b>Email</b>
48	Man Krishna Manandhar		CTEVT	9843578594	
49	Sudharshan Magar		MOEST	9849830546	
50	Buddha Nagarkoti		MOEST	9841351859	
51	Ashal Tamang		MOEST	986716917	
52	Rajan Thapa		CEHRD	9841328817	

## Annex 14: Stakeholders' meeting proceedings

### Brief proceedings of the monitoring, evaluation and implementation workshop among ministry officials

#### 1. Objectives of the program:

The objectives of the program were to:

- Finalization of the proposed TRSP (TEVT Reform Strategic Plan)
- Collect inputs, suggestions regarding the document to improve it.

#### 2. Program date:

November 18-19, 2022

#### 3. Venue:

Alice Conference, Kupondol, Lalitpur

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not applicable
1.1	Inauguration	Not applicable
1.2	Session Chair	
1.3	Welcome	Dr. Hari Prasad Lamsal, Joint Secretary of MoEST
1.4	Objective of the program	Dr. Hari Prasad Lamsal, Joint Secretary of MoEST
1.5	Master of ceremony	Dr. Hari Prasad Lamsal, Joint Secretary of MoEST
2	Technical Session	Not applicable
2.1	Study concept presentation	Not applicable
2.2	Question clarification	Chuman Babu Shrestha
2.3	Rapporteur	

#### 5. Inauguration of the program:

The inauguration of the program was done by Dr. Hari Prasad Lamsal, Joint Secretary of MoEST. He welcomed all the attendee and thanked them for coming in even during national holiday. He requested Kul Bahadur Phadera, Undersecretary of MoEST, to hand out the relevant documents to all attending participants. He requested the attendee to look at the document carefully as their inputs on the respective matter are going to be incorporated in the final plan. Suggestion on the document, if anything is over-looked or under-looked, and contributions that can be made from one's department and then from other's is greatly welcomed.

Ram Krishna Subedi, Secretary of MoEST, welcomed all. He shared that he has sat through a lot of meetings similar to this. He urged everyone to present their inputs as such that the inputs are most relevant and precise help the plan document. He requested to not entertain as if it were a training program and exhibit serious inputs along with justification. The suggestions should be such that its "implement-ability" is existent.

The attendee were pre-arranged in five groups. The group member were suggested to discuss on the topics specified to them. The inputs were present on the next day and further discussion with the rest of the participants were conducted.

## 6. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

### 6.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Transparency in career path	<ul style="list-style-type: none"> <li>Most of the students are uninformed and unaware of the career paths. They are struggling to choose suitable career for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>The career path should be made transparent and the students should be well informed before they join any stream.</li> </ul>
2	Mismatch in supply and demand	<ul style="list-style-type: none"> <li>Those who are in need of technical education are not getting easy access. Those who do not necessarily required are taking the courses without using it. This mismatch should be addressed.</li> </ul>	
3	Merging schools	<ul style="list-style-type: none"> <li>Merging of public schools are only addressed and not for private schools.</li> </ul>	
4	Informal education		<ul style="list-style-type: none"> <li>Informal education should also be focused.</li> </ul>

### 6.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation
1	Horizontal expansion	<ul style="list-style-type: none"> <li>Giving focus to sectors like tourism, agriculture and construction is not enough.</li> </ul>	<ul style="list-style-type: none"> <li>Other sector and even traditional sectors should also be equally focused.</li> </ul>

### 6.3 Quality

SN	Major Issues	Explanation	Participant's recommendation

### 6.4 Output

SN	Major Issues	Explanation	Participant's recommendation

### 6.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation

### 6.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation
1	Employability		<ul style="list-style-type: none"> <li>Focus on employability of graduates as well as employability and entrepreneurship of graduates should also be made.</li> </ul>

### 6.7 Integration

SN	Major Issues	Explanation	Participant's recommendation
SN	Major Issues	Explanation	Participant's recommendation
<b>6.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>6.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Goal dynamics		<ul style="list-style-type: none"> <li>The goal dynamics of three-level government should be restricted.</li> </ul>
<b>6.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Predicting future demands		<ul style="list-style-type: none"> <li>The context of how the economic trend moves should be studied in order to predict future demands.</li> </ul>
2	Misaligned priorities	<ul style="list-style-type: none"> <li>As the document addresses that quality should match the quantity, the budget allocated seems to focus only on quality and expansion.</li> </ul>	
3	Too optimistic allocation	<ul style="list-style-type: none"> <li>According to a recent study by UNESCO, majority of the budget is forecasted on reformation of economy due to the recent pandemic. In that context, the allocated 760 Arba might be too much optimistic.</li> <li>Parent's contribution is huge in part to the poor financial conditions of the citizens.</li> </ul>	
5	Baseline data	<ul style="list-style-type: none"> <li>The baseline data of primary contributors is absent as well as contributions made by other governments. The basis of budget allocation is also absent.</li> </ul>	
<b>6.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation

SN	Major Issues	Explanation	Participant's recommendation
<b>6.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

### 7. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation.

*Table 3: Participant's observations and guidance.*

<b>Anil Muni Bajracharya</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Negative start	<ul style="list-style-type: none"> <li>Most of the sentences in the documents starts with negative gist.</li> </ul>	
2	Topic confusion	<ul style="list-style-type: none"> <li>The first chapter of the document is titled "Introduction", but as we go on reading, it's more present scenario than introduction of TRSP.</li> <li>In the "Introduction", 25% economy consumption is by foreign remittance and the rest 75% is other. The document covers and highly prioritizes the foreign remittance and not others.</li> </ul>	<ul style="list-style-type: none"> <li>The current introduction literature should be replaced with the introduction of TRSP and its existence.</li> </ul>
3	Complex literature	<ul style="list-style-type: none"> <li>The document is very complex in wording and literature. If the experts and stakeholders cannot understand the gist, it cannot be understood by others.</li> </ul>	
<b>Dr. Usha Bhandari</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Chapter 3		<ul style="list-style-type: none"> <li>The context section of Chapter 3 should be reformulated and rearrange the information.</li> </ul>
2	General comments	<ul style="list-style-type: none"> <li>The document is too long and with scattered information.</li> <li>There is no logical sequence.</li> </ul>	



		<ul style="list-style-type: none"><li>• The document is riddled with poor syntax.</li></ul>	
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#### **8. Closure of the program:**

Closing remarks were made by Kamal Prasad Pokhrel, Joint Secretary of MoEST. He stated that the inputs were very helpful and the workshop was successful. He thanked the participants for their valuable inputs and suggestions regarding the document and that he looked forward to more of these propositions, if any. The key performance areas were advised and shorted, by the ministry, from the original document.

Dr. Hari Prasad Lamsal, Joint Secretary of MoEST, shared that the document is heading towards perfection. The plan document will be definitely restructured and the suggestion will surely be implied. The document can be a part of long-term strategic plan. He urged the documentation team to combine issues, challenges, opportunities, threat into a single chapter as SWOT analysis on every chapter is not necessary.

Ram Krishna Subedi, Secretary of MoEST, shared that he compared the TVET sector of other countries with that of Nepal, specifically Netherlands. He shared that the objective now is to meet the deadline and complete the project before that. He requested the attendee to find any other absent study and suggest the team via electronic mail.

**Annex 15: List of province-wise dissemination workshop/ events participants**

**Annex 15.1: 2 December 2022 workhop/ event participants**

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35	Gopal Kr. Tamang		Biratnagar Metropolitan	9842074704	

**Annex 15.2: 2 December 2022 workhop/ event participants**

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	Ganesh Bahadur Singh	Deputy Secretary Ministry of social development
	Baikuntha Subedi	Deputy Secretary EDCU Kailali
	Akbar Chand	Branch Officer Dhangadhi Sub-Metropolitan, Dhangadhi
	Narendra Bahadur Khati	Deputy Secretary Dhangadhi Sub-Metropolitan, Dhangadhi
	Lokendra Bahadur Bkatta	Branch Officer Ministry of Social Development
	Jewan Dutta Pant	Program Officer CTEVT Sudurpachim Province Office Dhangadhi
	Dan Bahadur Thapa Pratap Singh Dhami Arbindra Deuba Kanaiya Kathariya	Program Officer Province Tourism Development Program Implementation Unit Dhangdhi, Kailali Section Officer EDCU Kailali Agriculture Institute Pahalman Singh Memorial Sec. instructor School Mangement Pahalman Singh Memorial Sec. Committee Member School
	Prem Prasad Subedi	Principle Pahalman Singh Memorial Sec. School
	Jiban Kumar Chaudhary	President, Management Committee Pahalman Singh Memorial Sec. School

#	Name	Designation	Organization
	Elisha Rawal	Student	Pahalman Singh Memorial Sec. School
	Hari Joshi	Secretary	Federation of Nepal Journalist, Sudrupachim
	Navraj Bhatta	Section officer	Ministry of Land Management Agriculture & Cooperative

**Annex 15.3: 4 December 2022 workhop/ event participants**

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**Annex 15.4: 4 December 2022 workhop/ event participants**

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2	Deepak Poudel	Director	CTEVT
3	Thaneshwor Jwala	Undersecretary	Ministry of Education and Sports, Lumbini
4	Deepak Bhandari	Section Officer	MoEST
5	Bishnu Prasad Kelwase	Section Officer	EDCU
6	Bishnu Neupane	Computer Instructor	Kalika Man Bigyan Secondary School
7	Bal Bahadur Basnet	Information Officer	CTEVT, Lumbini
8	Dr. Sabina Poudel	Exam Section Head	CTEVT, Lumbini Province Office
9	Laxman Prasad Gnawali	Section Officer	Ministry of Education and Sports, butwal
10	Tikaram Panthi	Section Officer	Butwal Sub Metropolitan
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14	Tikaram Aryal	Training Chief	ETC, Rupandehi
15	Himlal Khanal	Section Officer	ETC, Rupandehi
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17	Yam Bahadur K.C.	Director	Education and Social Development Directorate
18	Neha Ray	Technical Instructor	Ram Naresh Yadav Adarsha Secondary School

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**Annex 15.5: 5 December 2022 workhop/ event participants**

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37	Mankrishna Manandhar		CTEVT/ENSSURE	9843578594	

<b>SN</b>	<b>Name</b>	<b>Designation</b>	<b>Organization (Full Name)</b>	<b>Phone Number</b>	<b>Email</b>
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40	Samir Dulal		MOSD	9861308710	samir297@gmail.com

**Annex 15.7: 6 December 2022 workhop/ event participants**

SN	Name	Designation	Organization
1	Hemraj Subedi	Province Secretary	MoSD, Gandaki
2	Pramod Bhakta Acharya	Director	CTEVT
3	Deepak Poudel	Director	CTEVT
4	Soma Nath Sapkota	CEO	CTEVT
5	Badri Nath Adhikari	Admin Officer	Pokhara Technical School
6	Harklal Shrestha	Principal	Pokhara Technical School
7	Bhoj Raj Neupane	Under Secretary	MoSD, Gandaki
8	Krishna Poudel Pd	Section Officer	EDD, Gandaki Province
9	Narayan Subedi Pd	Unit Chief	EDCU, Kaski
10	Bidur Hari Acharya	Section Officer	ETC, Tanahu
11	Ambika Prasad Acharya	Director	EDD
12	Mana Kumari Poudel	Section Officer	MoSD
13	Bharat Raj Baral	Section Officer	EDCU
14	Prakash Devkota	Section Officer	ETC
15	Sudip Pokhrel	Student	Sukra Raj Secondary School
16	Saroj Sankhi	Instructor	Sukra Raj Secondary School
17	Nara Nath Baral	Head Teacher	Sukra Raj Secondary School
18	Sangam Baral	Student	Sukra Raj Secondary School
19	Yam Baral	Parents	Sukra Raj Secondary School



SN	Name	Designation	Organization
20	Suprina Gurung	Student	Charak Institute of Health Science
21	Manisha Lawati	Student	Charak Institute of Health Science
22	Kalika Lamsal	Admin Officer	Charak Institute of Health Science
23	Rajib Pd Koirala	Asst Campus Chief	Charak Institute of Health Science
24	Tika Thapa Magar	HoD Nursing	Charak Institute of Health Science
25	Tulsa Gaihre	Legal Officer	MoEST
26	Nepal Hari Nath	Chief	ETC
27	Sailendra Shahi	HoD	Pokhara Technical School
28	Rajan Subedi	Staff	Pokhara Technical School
29	Sanjib Bdr Koirala	President	FNCCI
30	Dr Grishma Neupane	Under Secretary	Ministry of Agriculture
31	Sagar Ghimire	Agriculture Assistant	Ministry of Agriculture
32	Indra Prasad Dhungana	Accountant	CTEVT

SN	Name	Designation	Organization
33	Madhu Lamsal	Account Officer	CPPD
34	Pratikshya Pandey	Program Associate	CPPD
35	Resham Adhikari		EDCU
36	Kumar Timsina		Ministry of Agriculture
37	Sabin Neupane		ETC
38	Devi Jung Gurung		EDD

**Annex 16: Dissemination provincial workshop proceedings**  
**Annex 16.1: Province 1 Workshop Proceedings**

**Brief proceedings of the  
dissemination workshop on TVET Sector Strategic Plan among the stakeholder of  
Province 1 officials**

**1. Objectives of the program:**

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Sector Strategic Plan (TSSP) 2022-2032

To collect inputs, suggestions and feedbacks.

**2. Program date:**

4 December, 2022

**3. Venue:**

Hotel Eastern Star, Biratnagar

**4. Workshop Schedule**

*Table 1: Workshop schedule and key personnel.*

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Not Applicable
1.3	Welcome	Suresh Kumar Joshi, Anil Muni Bajracharya
1.4	Objective of the program	Suresh Kumar Joshi, Director of CEHRD
1.5	Master of ceremony	Anil Muni Bajracharya, Principal of SPI/ CTEVT
2	Technical Session	Suresh Kumar Joshi
2.1	Study concept presentation	Suresh Kumar Joshi
2.2	Question clarification	Suresh Kumar Joshi, Anil Muni Bajracharya
2.3	Rapporteur	Nijendra Pratap Shrestha

**5. Inauguration of the program:**

The program was commenced by Anil Bajracharya. He welcomed all the participants and thanked them for taking time in their busy schedule to attend the workshop. He briefed the attendee of the current situation of TVET Sector as well as status of world of works in the nation.

Suresh Kumar Joshi, Director of CEHRD, welcomed all the participants. He shared with the participants that there lacked quality in the education sector of the nation. Unification and standardization of curriculum must be done. The reformed curriculum should developed such that it helps to generate manpower aligned for domestic market as well as international market. He quoted, “*Access with success*” and mentioned that the access is being enhanced but the quality has degraded at the same time. Concept of “*padhdai kamaudai*” or *study-while-working (concept of dual VET)* should be introduced and promoted. The planning team is visiting all the seven provinces collecting feedbacks. Those feedback will be incorporated in the final strategic plan. The workshop aims to collect inputs to make the final strategic plan that voices each and every concern as well as future of the education sector from all parts of the nation.

Vijay Hari Sharma, Director General of CNI Province 1, mentioned that he was also involved in previous events. He shared that there are a lot of seats to be filled in the industry. The industry is seeking manpower. The applicants are not satisfied with the job offerings and that they are more motivated to working abroad. Many people are attending the 18-month internship program but they are hard to clutch. It has been very hard to convince them to stay on low pay and doomed career path. It is of big apprehension whether we are providing training to prepare them for domestic or international market.

Tanka Prasad Gautam, Chief of EDCU Morang, shared his involvement since the baseline data was collected. The collected data was very detailed and all the relevant data were collected with esteemed carefulness. The strategic plan should also focus on its scope and preliminary study of implementation.

Rajendra Budhathoki, Director of EDCU Dhankuta, welcomed all and thanked the organizer team for the invitation. Even though the workshop will last for a day, he requested for genuine suggestions and expects valuable inputs. He mentioned that the statistics of the currently existing manpower should be established. The broken linkage between the education sector and industry (supply and demand) should be fixed as soon as possible. Improvement of evaluation system in the education should be completely rectified. Retention of teachers and students in schools should be solved as investment of the government is going to waste. The teachers are only joining schools to pass the time and wait for better opportunities and better pay. Promoting opening of industry to fill the gap to develop socio-economic status of the nation should also be considered.

Phanindra Khatri, Under Secretary of MoSD, shared that the nation is still operating in the old system. A new approach is necessary. Linkage and coordination between manpower and industry needs improvement. The reformed curriculum should be practically feasible. A reformed education act should be concise and clear. The workshop should have included more private sector, instructor, students and principals who are directing various faculties to get more diverse inputs and suggestions.

## **6. Presentation:**

The technical presentation was given by Suresh Kumar Joshi, Director of CEHRD. The presentation incorporated key findings of TVET Sector Analyses Report (TVET SAR) 2022 and key proposals for the TVET Sector Strategic Plan (TSSP) 2022-2032.

## 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Tough entrance exam	<ul style="list-style-type: none"> <li>The entrance exams are very tough. Entrance exam is based on curriculum of general stream (+2).</li> </ul>	
2	Loss of interest due to scholarship	<ul style="list-style-type: none"> <li>Parents might lose interest in the stream if the scholarship program is introduced as they are not investing in the stream.</li> </ul>	
3	Promoting women		<ul style="list-style-type: none"> <li>Women's access should be increased and promoted in technical stream.</li> </ul>
4	Career counseling		<ul style="list-style-type: none"> <li>Career counseling to students as well as parents should be provided. This will hugely reduce drop-out rates and increase enrolment.</li> </ul>

### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Tough curriculum	<ul style="list-style-type: none"> <li>The course is very tough. Students are having hard time to catch-up with the curriculum. This might be the major reason for high dropout rates.</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum should be such that the graduates are <i>sellable in international market, retainable in job market, yieldable income</i>".</li> </ul>
2	Lack of material	<ul style="list-style-type: none"> <li>Lack of sufficient study materials is existent. Handouts, audio-visual aids and proper guidance are absent.</li> </ul>	
3	Retention of teachers	<ul style="list-style-type: none"> <li>Lack of teachers has been a big issue for majority of schools. The teachers are very hard to retain for long periods of time.</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
4	Teacher's licensing		<ul style="list-style-type: none"> <li>• Licensing teachers should be made flexible.</li> </ul>
5	Teacher's training		<ul style="list-style-type: none"> <li>• Training to teachers should be provided to increase quality of education.</li> </ul>
6	No platform for practical education	<ul style="list-style-type: none"> <li>• It is very hard for the schools to arrange practical knowledge. Industry experience cannot be provided.</li> </ul>	
7	Language management	<ul style="list-style-type: none"> <li>• Student are fashioned in Nepali language up until secondary education but are forced to study in English medium as they progress to higher education. This has been causing frustration as the courses get tougher in higher education.</li> </ul>	
8	No lab equipment	<ul style="list-style-type: none"> <li>• Labs in schools are not well equipped. The machines and tools are very old and are in very poor condition. The newer equipment are very expensive. Students are not getting enough practical knowledge because of it.</li> </ul>	
9	Retention of students	<ul style="list-style-type: none"> <li>• It is getting very hard to retain students as they are quitting after grade 10 due to course complexity of physics, chemistry and mathematics. It is also one of the reason for high drop-out rates.</li> </ul>	
10	Limited OJT exposure	<ul style="list-style-type: none"> <li>• OJT conducted are only limited to the school campus. Students are not getting enough exposure.</li> <li>• Due to fear of damaging the equipment, students</li> </ul>	<ul style="list-style-type: none"> <li>• OJT should be conducted and evaluated by the ministry to mitigate mentioned problems. Machine friendly environment should be envisioned and implemented.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
		are not subjected to use them. In an event of damaged equipment, it does not get quickly repaired. It sits broken for long stretch of time.	
11	Quality of teachers		<ul style="list-style-type: none"> <li>Quality of teachers and instructors should be amplified.</li> </ul>
12	Question papers		<ul style="list-style-type: none"> <li>Test questions should more quality and knowledge based. The old format and evaluation system should be discarded.</li> </ul>
<b>7.4 Output</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	No jobs for graduates	<ul style="list-style-type: none"> <li>The graduates are not getting jobs.</li> </ul>	
<b>7.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Imbalance supply and demand		<ul style="list-style-type: none"> <li>The imbalance between supply and demand in the world of works should be rectified. The balance should be based on province and not the nation as every province has its own demand and supply issues.</li> </ul>
<b>7.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Equivalency		<ul style="list-style-type: none"> <li>Equivalency of certification offered by CEHRD and CTEVT should be done.</li> </ul>
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Dropouts		<ul style="list-style-type: none"> <li>The document should incorporate plan for dropout students.</li> </ul>
2	Strategic planning		<ul style="list-style-type: none"> <li>Strategic management planning should be generated.</li> </ul>
3	Facilitation		<ul style="list-style-type: none"> <li>Facilitation of skilled manpower in the world of work should be done. This should help in retaining them in the nation.</li> </ul>
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	No coordination between sectors	<ul style="list-style-type: none"> <li>There is no coordination between education sector and industry (employment sector).</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
2	Bonding CEHRD and CTEVT	<ul style="list-style-type: none"> <li>• CTEVT has gained a lot of experience and has more expertise in the education sector compared to CEHRD which is relatively newer.</li> </ul>	<ul style="list-style-type: none"> <li>• CTEVT should share its learnings and coordinate with CEHRD regularly.</li> </ul>

#### 7.10 Governance

SN	Major Issues	Explanation	Participant's recommendation

#### 7.11 Finance

SN	Major Issues	Explanation	Participant's recommendation
1	Parent's contribution	<ul style="list-style-type: none"> <li>• The proposed plan states that parent's contribution should be 38%</li> </ul>	<ul style="list-style-type: none"> <li>• Not everyone can afford the cost of education.</li> </ul>
2	Scholarship budget	<ul style="list-style-type: none"> <li>• Budget for scholarship has not been properly allocated.</li> </ul>	
3	Strategic planning		<ul style="list-style-type: none"> <li>• Strategic finance planning should be generated.</li> </ul>

#### 7.12 Monitoring and Evaluation

SN	Major Issues	Explanation	Participant's recommendation
1	No inspection	<ul style="list-style-type: none"> <li>• There appears to be no inspection or evaluation of CEHRD affiliated schools.</li> </ul>	

#### 7.13 Knowledge Management

SN	Major Issues	Explanation	Participant's recommendation

### 8. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation.

*Table 3: Participant's observations and guidance.*

#### Durga Prasad Khatiwada

SN	Major Issues	Explanation	Participant's recommendation
1	No detail report	<ul style="list-style-type: none"> <li>• The report presented is not detailed enough. There were key data that were not included in the report.</li> </ul>	<ul style="list-style-type: none"> <li>• The report should be more in detail and should cover all relevant grounds.</li> </ul>



SN	Major Issues	Explanation	Participant's recommendation
<b>Nabaraj Dhungana</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	No plan after 10 years	<ul style="list-style-type: none"> <li>The plan is only for 10 years. Steps after the plan year should also be discussed in the plan document.</li> </ul>	

## 9. Closure of the program:

## 10. Participant's presentation:

<b>Group 1: Chapter 1; Introduction</b>
<p>Introduction section</p> <p>1.1 Overview of Technical and Vocational Education and Training sector's sector-wise strategic reform plan establishment</p> <p>→ World scenario of employability education</p> <ul style="list-style-type: none"> <li>- Prosperous Nepal Happy Nepali</li> <li>- 2083 B.S. From a developed nation to a developed nation</li> <li>- It is planned to be implemented in three phases 8 in the first 2 years</li> </ul> <p>In the first 2 years</p> <ul style="list-style-type: none"> <li>- Work related to policies, standards, standards, verification and others:-</li> </ul> <p>In the next 3 years</p> <ul style="list-style-type: none"> <li>- Reconciling demand and supply gaps, implementing TVET, implementing modular and hybrid models</li> </ul> <p>1.2. National Development Perspective</p> <ul style="list-style-type: none"> <li>- Long Term Objectives</li> </ul> <p>1.3. Context of labor market and economy</p> <ul style="list-style-type: none"> <li>- In Periodic Plan</li> <li>- Sectoral Contribution to GDP, the character of the labor force, the condition of the basic indicators of labor, the condition of the age indicator, the rural and urban indicators, the assessment of the necessary population in the area, the transfer of political power</li> </ul> <p>1.4. Social and Political Context</p> <ul style="list-style-type: none"> <li>- Viewpoint of Labor and labor force</li> </ul> <p>1.5. Development of TVET</p> <ul style="list-style-type: none"> <li>- V.S. Before 1911 (Pre-Rana)</li> <li>- V.S. 1911 Viewed 2006 Time (Gunashasan)</li> <li>- V.S. 2010 till 2005 (Panchayat Kaal)</li> <li>- V.S. 2046 saw 2064 time (multi-party era)</li> </ul>

- V.S. 2064 west (Gavatantra period)

#### 1.6. Principle of change

- 4 main elements related to change
  - equal access
  - quality and relevance
  - inclusiveness and permeability
  - good governance and administration

#### 1.7. Result Format

- Vision, Mission, Goal
- Objectives and Strategy (4th component)

#### 1.8.TSSP rationale

- NVQF
- Objectives of achieving the 10 year target (On 4 explanation)

#### 1.9Preparation and structure of TSSP

- 5 weeks discussion

Conclusion:- The first part of this report has excellent touches and does not require much modification.

### **Group 2: Chapter 2; Challenges, Opportunities and Lessons Learned**

#### **Challenges**

##### **Access and Equity**

- To study in the technical field, there should be a 5-year program.
- Access of community school students studying technical edge is low.
- Representatives of the local government should bring an orientation program to the parents related to technical education.

##### **Quality and Relevance**

- The manpower produced by technical resources cannot be consumed in the market.
- PPTS scholarship should be arranged.
- Facilitation of technical edge.
- Availability of tools and materials is not enough.
- He will be admitted in the technical stream in class 3 but in the middle he will go to another stream. (waste of state investment)
- The question paper should be prepared according to the criteria of CTEVT.

##### **Coherence and Transferability**

- Lack of linkages and collaboration between CTEVT and education and human resources.
- Community schools have OJT limited within the school only.
- Only the topics of the class syllabus are mentioned and given quickly.

##### **Government and Management**

- Lack of training and stability for government trainees.
- There is no uniformity in the between CTEVT and education and human resources.

- The classes should be made according to the schedule of classes and classes.

### **Opportunities**

- Able to transform the school educationally.
- Can be trained in hunting.
- Skill earning work opportunities are reduced while going abroad.

### **Lessons Learned**

- Supply and demand is not in harmony.
- Market based selection should be brought.
- To include practical subjects rather than theoretical ones in the curriculum
- Bringing regular evaluation and improvement programs.

### **Group 3: Chapter 3; Vision, Mission & Goal**

#### **TVET Strategic Direction**

- Vision, Mission & Goals are appropriate

#### Equitable access

- In the job market, technical institutions and vocational training should be organized and operated by giving priority to low-level families and groups that produce the required manpower.
- There should be arrangements for scholarships and hostels.
- Based on the demand of the labor market, more courses should be designed and conducted at the provincial level.
- Traditional and cultural skills transfer and learning programs should be conducted.
- Students should be admitted through carrier counseling. If possible, establish such an organization.

#### Quality and relevance

- Curriculum should be implemented to produce low and middle level manpower who can sell in the world market, who can learn, who can survive and earn income.
- The technical stream course of classes 9-12 and the 3-year diploma course under CTEVT should be the same.
- In order to sustain qualified and skilled teachers, provision should be made for the increase and stability of their facilities and respect.
- Maximum practical exercises should be conducted in workplace and laboratory.

#### Governance and Management:

- Arranging monitoring/inspection by professional expert groups.
- An Act related to technical and vocational education and training should be formulated as soon as possible.
- For the implementation of the national qualification model, an act should be issued including the formation of the national qualification qualification.
- Arrange a legal arrangement to have a directorate committee to coordinate the management of technical education with experts in various subjects at the provincial level.

#### Coherence and Transferability

- A flexible course should be made so that those who study in one subject/area can move to another stream after completing certain standards and learning additional subjects.

Edited works from the province:

- Conducting interaction program with principals and coordinators of technical schools.
- Conducting course orientation program for technical instructors.
- Allocating resources for the management of technical schools.
- Conducting 390 hours of short term training for teachers.
- Provision of inspection and monitoring of technical edge operating schools.
- Conducting ICT-related online training for teachers/trainers.
- Proposal-based grants to partners and private schools

### **Group 5: Chapter 5; Implementation Strategies**

Implementation strategies

- Encompass the whole process and steps of TVET sector planned activities
- Phased Implementation
- *First Phase: Coordination, consolidation and Institutional capacity building* i.e primarily focusing on strengthening institutional capacity and delivery systems by consolidating and harmonizing among different service providers to operate through one-door TVET system
- *Second Phase: Gainful Results* of the plan will run for three-years primarily focusing on minimizing the mismatch between demand and supply of workforce within country and in global markets.
- TVET programs designed specifically targeting local and international markets, implement market oriented modular programs in partnership with business and industrial groups, medium and small entrepreneurs, and other social and service sector
- *Third Phase: Expansion of TVET Services* ; primarily expanding both its outreach throughout the country and producing relevant and competent graduates to meet the projected workforce demand both in-country and internationally.
- This will contribute to Prosperous Nepal and Happy Nepali
- Preparation of SOPs with action-plans and required policies
- Since the TVET sector needs both reform in existing programs and services, restructuring is also needed to realign competing functions and structure so that the efficiency and effectiveness in the delivery of TVET services is ensured.
- *Development of a consolidated regulatory framework* MOEST will form a senior policy making team led by MOEST with representatives from CTEVT and BIAs, provincial and local governments, and line ministries to review and recommend a revised policy for TVET sector
- This will also include operationalizing NQF/NVQF, NTQA, NVQS and other regulatory tools and framework that has been part of the TVET reform. Further, the policy making team will also develop TVET regulatory bodies in both provincial and local level.
- *SOP with Action-plan for Restructuring of TVET Structure and Functions* MOEST will form a joint team consisting of CEHRD, CTEVT, and BIAs which will be facilitated by an experienced national expert in governance and management
- *SOP with Action-plan for consolidation of TVET Programs and curricula* MOEST will form a joint team to consisting of CEHRD, CTEVT, CDC and BIAs which will be facilitated by an experienced national expert in TVET program and curricula.
- *SOP with Action-plan for short-term skills training*

- *SOP with Action-plan for Institutional Capacity Building Plan* - A joint team will be formed including CTEVT, CEHRD, and BIAs to develop/update a complete and comprehensive profile of TVET institutions currently in operation and those with high prospect for this service
  - SOP with Action-plan for Monitoring and Evaluation System development Includes phase-wise activity scheduling
  - Lacks monitoring indicators for scheduled activities (eg. Instructor receive capacity building....what is monitoring indicator....trained participants by him/her ...?)
  - Key performance indicators should have year wise breakdown
  - Risk and mitigation measures.....? Are really risk....? Act remained unchanged/current TVE system structure will continue....HR/Budget

Some issues and suggestion

- Does this plan really help to produce manpower demanded by market ?
- Plan covers theoretical part/broad....should be more specific to guide the activities...
- Should include specific roles of provincial and local government and community involvement in M&E (Participatory monitoring and evaluation)
- Institutions of M&E
- Should have Translated copy....

## Annex 16.2: Sudurpaschim Province Workshop Proceedings

### Brief proceedings of the dissemination workshop on TVET Sector Strategic Plan among the stakeholder of Sudurpaschim Province officials

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Sector Strategic Plan (TSSP) 2022-2032

To collect inputs, suggestions and feedbacks.

#### 2. Program date:

2 December, 2022

#### 3. Venue:

Hotel Devotee, Dhangadhi

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Ganesh Bahadur Singh, Deputy Secretary of MoSD, Tek Bahadur Malla, Director of CTEVT
1.3	Welcome	Kul Bahadur Phadera, Under Secretary
1.4	Objective of the program	Kul Bahadur Phadera, Under Secretary
1.5	Master of ceremony	Kul Bahadur Phadera, Under Secretary
2	Technical Session	Kul Bahadur Phadera, Under Secretary
2.1	Study concept presentation	
2.2	Question clarification	
2.3	Rapporteur	

#### 5. Inauguration of the program:

During the welcome remarks, Ganesh Bahadur Singh expressed his optimism towards the TRSP draft, stating that the plan shows the way forward for the current TVET structure. He encouraged participants to participate in the workshop activities and provide essential inputs to make it a complete document.

He requested the participants to give feedback, suggestions, and inputs to improve the TVET Reform Strategic Plan. The group was divided according to the themes specified in the draft and further worked with the same group to discuss the draft for implementation. The program was presented and facilitated by Mr. Kul Bahadur Phadera, Under Secretary representing the Ministry of Education, and Shiv Ram Shrestha Shrestha, Finance Officer of CTEVT. The program is part of consultations for the TVET Sector Reform Strategic Plan Formulation (2022-2031).

**6. Presentation:****7. Summary of the comments and inputs from workshop participants:**

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

*Table 2: Participant's inputs and remarks.*

<b>7.1 Access and equity</b>			
SN	Major Issues	Explanation	Participant's recommendation
1			
<b>7.2 Expansion</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.3 Quality</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Quality of teachers		Quality of teachers and instructors should be amplified.
2	No lab equipment	Labs in schools are not well equipped. The machines and tools are very old and are in very poor condition. The newer equipment are very expensive. Students are not getting enough practical knowledge because of it.	
3	Teacher's licensing		Licensing teachers should be made flexible.
4	Teacher's training		Training to teachers should be provided to increase quality of education.
<b>7.4 Output</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Dropouts		The document should incorporate plan for dropout students.
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation

<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Parent's contribution	The proposed plan states that parent's contribution should be 38%	Not everyone can afford the cost of education.
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

**8. Observations/ guidance:**

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation.

*Table 3: Participant's observations and guidance.*

SN	Major Issues	Explanation	Participant's recommendation
1		•	•
SN	Major Issues	Explanation	Participant's recommendation



## Annex 16.3: Madhesh Province Workshop Proceedings

### Brief proceedings of the dissemination workshop on TVET Sector Strategic Plan among Provincial Stakeholders

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Sector Strategic Plan (TSSP) 2022-2032

To collect inputs, suggestions and feedbacks.

#### 2. Program date:

4 December, 2022

#### 3. Venue:

Hotel Sitasharan, Janakpur

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Not Applicable
1.3	Welcome	Suresh Kumar Joshi, Deepak Babu Aryal
1.4	Objective of the program	Suresh Kumar Joshi, Director of CEHRD
1.5	Master of ceremony	Deepak Babu Aryal, Director of CTEVT
2	Technical Session	Suresh Kumar Joshi,
2.1	Study concept presentation	Suresh Kumar Joshi, Deepak Babu Aryal
2.2	Question clarification	Suresh Kumar Joshi, Deepak Babu Aryal
2.3	Rapporteur	Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

The program was inaugurated by Deepak Babu Aryal, Deputy Director of Planning division of CTEVT. He welcomed all the participants and thanked everyone for dedicating time to attend the workshop. He briefly explained the objectives of the program. He shared the current state of the education sector and labor market.

Laxmi Prasad Bhattarai, Province Secretary of MoSD, welcomed all the participants. He mentioned that education, technical education in specific, is the foundation of sustainable development. The fact that enrollment rate, cycle completion rate and job placement rate are shamefully minute in number. Most of the migrant are unskilled as well as under educated. As those countries do not seek for certain skill and education, the migrants are attracted to work menial jobs. The quality of training programs is very low and most of the programs have been a center of gossips. Adequate number of quality teachers, instructors and equipment is lacking.

#### 6. Presentation:

The technical presentation was exhibited by Suresh Kumar Joshi, Director of CEHRD. He showcased major findings of the TVET Strategic Reform Plan (TSRP). The presentation also reflected proposed plan from TVET Reform Strategic Plan (TSRP) on reforms to be made on the

NVQF (National Vocational Qualification Framework). He, then, divided the attendee into five groups and assigned the chapters from TSSP. The group discussing chapter three from the report was hand-picked to include chief guest and other major stakeholders.

### 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

#### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Entrance exam	<ul style="list-style-type: none"> <li>The major cause of low enrollment rate might be the toughness of entrance exams.</li> </ul>	<ul style="list-style-type: none"> <li>The cause behind low entrance exam pass rate should be figured out.</li> </ul>
2	Choice of one college over the other	<ul style="list-style-type: none"> <li>Even though Janakpur has a medical college (Janaki Medical College), students are more attracted to study in Bharatpur and Kathmandu. The students claim that those college offer better opportunities even when they offer similar curriculum.</li> </ul>	

#### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

#### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Teacher's retention	<ul style="list-style-type: none"> <li>It is very hard to retain teachers. They leave the schools mid-session after they find better opportunities.</li> </ul>	

#### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Huge investment but no output	<ul style="list-style-type: none"> <li>Even though the government has invest a huge sum into training quality manpower, the output is very poor.</li> </ul>	
2	Objective of technical education	<ul style="list-style-type: none"> <li>Clear objective of technical education is a mystery. Whether it is to create better workers or to develop the future of children or just to prepare</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
		them for higher studies is unclear.	
3	Inequivalent curriculum and output	<ul style="list-style-type: none"> <li>The curriculum of general stream (B. Tech) and equivalency of technical education is very contrasting. The graduates of technical stream cannot compete with them as they have lesser knowledge.</li> </ul>	
<b>7.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Lack of job opportunities	<ul style="list-style-type: none"> <li>Lack of exposure in students, especially software engineering, has baffled them to choose a better career path. As inexperienced as they are, they do not know where to begin and where to aim.</li> </ul>	
<b>7.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	One standard curriculum		<ul style="list-style-type: none"> <li>Equivalency between curriculums of CEHRD and CTEVT should be arranged. If not so, a single curriculum should be developed.</li> </ul>
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Balance between supply and demand	<ul style="list-style-type: none"> <li>Imbalance between supply and demand is very poor.</li> </ul>	
2	Mobilization of students		<ul style="list-style-type: none"> <li>In schools where there is lack of students or teachers, the students or the teachers can be accommodated to schools which can facilitate them.</li> </ul>
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation

SN	Major Issues	Explanation	Participant's recommendation
1	Imbalance in proposed plan	<ul style="list-style-type: none"> <li>The plan proposes contribution of 38% from parents, 0.05% from BIA, which is very unfair.</li> </ul>	<ul style="list-style-type: none"> <li>Considering the poor financial state of majority of the family, parent's contribution should be decrease while contribution from provincial government and BIA should be increased significantly.</li> </ul>
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

### 8. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation.

*Table 3: Participant's observations and guidance.*

SN	Major Issues	Explanation	Participant's recommendation
1		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
SN	Major Issues	Explanation	Participant's recommendation

### 9. Closure of the program:

The closure of the program was done by Chudamani Phuyal, Director of EDD Janakpur. He expressed his curiosity of approaches on how attraction towards the technical stream can be increased. The quality of the outputs should be increased. The contest of which is better between CEHRD and CTEVT should be stopped and both authorities should work in harmony to uplift the nation's economy. A single curriculum should be developed.

### 10. Participant's presentation

#### Group 1: (Chapter 1; Introduction)

Problem	Solution
Labor Migration 1. Lack of employment in Nepal based on knowledge, skill and ability 2. According to the Acts, Rules, Laws and the current organizational structure, the roles of different levels and entities are not clear. 3. Lack of public awareness (uninformed, ill culture, social, cultural condition) 4. Lack of faith on knowledge, skill and capacity of women. 5. Lack of skilled manpower (language problem, education).	1. Acts, rules, laws, the role of different levels and institutions should be made clear 2. Authority should be decentralized 3. Emphasis should be placed on manpower production according to market demand and requirements. 4. Emphasis should be on theory 20% and practical 80% in professional education 5. Vocational education should be linked with work 6. Modernizing knowledge and skills, keeping in sync with the current market

Problem	Solution	
<b>Group 2: (Chapter 2; Objective, goals and challenges)</b>		
<p>Challenges and Opportunities</p> <ul style="list-style-type: none"> <li>• Access and equity</li> <li>• Quality and relevance</li> <li>• Consistency and transferability</li> <li>• Governance and Management</li> </ul> <p>Lesson Learned</p> <ul style="list-style-type: none"> <li>• Plenty of expansion</li> <li>• Expanding our program to market</li> <li>• Extension of work-based training curriculum</li> <li>• Continuous assessment of achievement</li> <li>• Encouraging the coach</li> <li>• Supporting CEHR</li> <li>• Assurance of quality</li> <li>• Implementation of NVQF/S (National Vocational Qualification Framework/System).</li> <li>• To expand the trainer training and training program.</li> </ul> <p>Problems and challenges of technical education</p> <ul style="list-style-type: none"> <li>• Class 9-12, Pre-Diploma, Diploma level courses operating under TEVET Sector could not be made timely.</li> <li>• There is no uniformity in the curriculum.</li> <li>• Problems in exam management.</li> <li>• Problems in the practical test.</li> <li>• Problem in entrance exam.</li> <li>• Problems in monitoring and evaluation.</li> <li>• Skill based informal business-oriented training.</li> <li>• Establishment and adjustment of technical schools on the basis of marking</li> </ul> <p>Problems and challenges of technical education</p> <ul style="list-style-type: none"> <li>• Problem in implementation of Advance Diploma Level.</li> <li>• Obstacles of Higher Education.</li> <li>• To develop a curriculum that is oriented towards turning people into businessmen from technical education.</li> <li>• Coach management and assurance of job security</li> <li>• A clear action plan for the management of the prepared technical manpower from the same level of government.</li> <li>• Coordinate with market and program.</li> <li>• To maintain practical practices at par with international quality</li> </ul>		
<b>Group 3: (Chapter 3)</b>		
Point Number	Problems	Solution
3.1	Absence of federal TVET regulations	Regulations from federal government should be developed in time
3.4	Coordination only between the three levels of government	Coordination and cooperation between the three levels of government should be maintained 1. State and local government reports are not mandatory.


Problem	Solution
Lack of adequate allocation of institutional and human resources.  BIA not taken seriously	2. State level CTEVT offices have been brought under the state government and empowered. The proper allocation of human resources should be achieved in time.  The government should provide more communication to the industrial businesses and increase the number of employment opportunities.
3.5  Organizations run by TVET are not competent    Lack of platform to recognize poor people	Increasing capacity i. Should be skilled manpower ii. Infrastructure of full capacity iii. Modern equipment (Laboratory, Equipment, Tool, Machine)  Create platform to recognize poor people
3.6  Quality and Relevance	We agree with determination of Quality and Relevance but its effectiveness should be implemented
3.7  Regarding Advance Diploma	Those who have completed 3-year Diploma should not attend Advance Diploma and can join Bachelor's degree directly.
3.8  Governance And Management related   Not having a unified curriculum	We agree with the proposal but it should be readily implemented.  Technical education runed by any organization should have a single curriculum It should be on one door policy.

#### **Group 4: (Chapter 4; Financing)**

Problems	Solution
<ul style="list-style-type: none"> <li>• Business &amp; industry (0.05% )</li> <li>• Parents Contribution is huge (38.4%)</li> <li>• Local level (31.7%)</li> <li>• Provincial level (13.6 %)</li> <li>• Federal level (14.1%)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum modification</li> </ul>

#### **Group 5: (Chapter 5; Implementation)**

Presentation Outline <ul style="list-style-type: none"> <li>• Who is Technician?</li> <li>• Structure of TVET in Nepal</li> <li>• Implementation reforms</li> <li>• Ways Forward</li> </ul> Technician <ul style="list-style-type: none"> <li>• Technology Generation</li> </ul>
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Problem	Solution
<ul style="list-style-type: none"> <li>• Technology Adoption</li> <li>• Technology Verification</li> </ul> <p>Now the question arises here Is vocational training making a technician deprofessionalized? Ex: Dietician Vs Doctor</p>  <p>Structure of TVET in Nepal The TVET structure in Nepal comprises formal, informal, and nonformal education.</p> <ul style="list-style-type: none"> <li>• Management</li> <li>• Financing</li> <li>• Good Practice</li> </ul> <p>Management</p> <ul style="list-style-type: none"> <li>• Regulating and upgrading the <u>standard</u> of TVET;</li> <li>• Maintaining <u>coordination</u> among different agencies providing TVET programs;</li> <li>• Assuring TVET <u>quality</u> by producing qualified instructors, curriculum developers, managers, and professionals for TVET institutions; and</li> <li>• <u>Assessing</u> students and issuing certificates.</li> </ul> <p>Financing Financing of TVET activities at CTEVT is mainly from government grants, with only 3% from foreign grants; internal sources comprise about 20% of the total annual expenditure.</p> <p>Good Practices</p> <p>(i) Technical school system which operates in remote locations and opens access to out-of-school youth at <u>affordable cost</u> ?</p> <p>(ii) <u>Skills testing and certification system</u> which is evolving as a reliable pathway for acquiring skills and competencies through informal means ?</p> <p>Implementation <span style="float: right;">Reforms</span></p> <p>The TVET sector in Nepal needs carefully implemented reforms to address</p> <ul style="list-style-type: none"> <li>• <u>its relevance</u>, by promoting effective linkages between education and training and the world of work;</li> </ul>	

Problem	Solution
<p>• <u>the quality and effectiveness</u> of instruction, graduates' employment, examinations, and TVET certification;</p> <p>• <u>efficiency</u>, by promoting partnerships and efficiently utilizing available resources; The TVET sector in Nepal needs carefully implemented reforms to address...</p> <p>• <u>access, equity, affordability, and inclusion</u> in TVET courses and programs for all levels and forms of TVET offered to the people;</p> <p>• <u>financing mechanisms and sustainability</u> of TVET operations pertaining to government prioritization and support, industry participation, private incentives, and responsibility; and</p> <p>• <u>better coordination, communication, and networking</u> for the development of TVET.</p> <p>The TVET sector in Nepal needs carefully implemented reforms to address....</p> <p>• curricula of TVET programs and courses;</p> <p>• examination and certification of TVET programs and graduates;</p> <p>• accreditation and approval of institutions and programs;</p> <p>• recognition and equivalency of the qualifications acquired from other countries training of instructors, curriculum developers, institution managers, and leaders;</p> <p>• TVET research and information;</p> <p>• skills testing and certification of youths to recognize informally acquired skills; and</p> <p>• quality assurance in TVET by coordinating and monitoring the roles of the system.</p> <p>Ways <span style="float: right;">Forward</span></p> <p>For overall structure and implementation</p> <p>• There should be an immediate need for all stakeholders to work together toward a more holistic system of education and training in Nepal.</p> <p>• The government's role in TVET must change from implementation to facilitation, from traditional to modern, and from rigid to flexible.</p> <p>• Better outcomes from TVET programs and projects may be achieved through strong focus on outcome monitoring.</p> <p>For overall structure and implementation....</p> <p>• Given the difficulty of retaining competent instructors and managers in remote parts of Nepal, establishing a rotation system based on recognizing individual work performance is very important.</p> <p>• The rotation system can also work on a fixed-term basis anchored on specific performance indicators.</p> <p>On institutional sustainability and quality maintenance...</p> <p>• Long-term assistance and cooperation from government, community, and funding agencies, as applicable, is important for capacity development and sustained contribution by institutions to the sector toward quality improvement.</p> <p>On institutional sustainability and quality maintenance...</p> <p>• Introducing the real world of work experience to training is critical in motivating trainees and enhancing the quality of the programs. Hence, <u>engaging experienced business and industry professionals as instructors (to teach new technology and to share experience of the world of work in training, among others)</u> will be better than retaining many permanent instructors with inflexible training approaches.</p> <p>On the importance of project design phase:  <i>During the design process for a TVET (or any subsector) project, three integral aspects must be very clear:</i></p>	



Problem	Solution
<p>(i) What outcomes are expected, and how will these be assessed?</p> <p>(ii) What concrete plan is assured, and how much is allocated for institutionalizing the project results at the end of the project life?</p> <p>(iii) If Nepal does not achieve the previous aspects, are the funding agencies and the government ready to reinvest in the same project to achieve the outcomes?</p> <p><i>Involvement of the major stakeholders is extremely important in coming up with a sound project design.</i></p> <p>On training relevance and employment:</p> <ul style="list-style-type: none"> <li>• Establishing linkages with employment opportunities contributes to increased demand for training and enhances trainees' interest.</li> <li>• For training programs to be relevant and successful, they must focus on employment and employability.</li> </ul> <p>On policy and programs:</p> <ul style="list-style-type: none"> <li>• In the development of national policy and programs, the <u>involvement</u> of major government, semigovernment, and a wide range of stakeholders contributes to better information, greater understanding of issues, and improved coordination, thereby <u>ensuring wider acceptance and smooth implementation.</u></li> <li>• All political parties must accept national policies and programs, and the government must focus on implementing such policies and programs with <u>adequate funding, human resources, and monitoring.</u></li> </ul> <p>On standards and qualifications:</p> <ul style="list-style-type: none"> <li>• There is a strong and immediate need for Nepal's standards of education and training to conform to global demand (e.g., World Trade Organization requirement, since Nepal is already a member); it is hard-pressed to make its TVET and entire education system compatible with international standards.</li> </ul> <p>On standards and qualifications...</p> <ul style="list-style-type: none"> <li>• To be competitive in the global market, Nepal must set clear national goals and develop a vision for TVET encompassing at least 15 years.</li> <li>• A national vocational qualifications framework will be instrumental in maintaining uniformity, reliability, effectiveness, system-based instruction, responsiveness to the job market, and quality standards of training and assessment, and, above all, allowing all citizens to select appropriate paths and programs for their careers, without any confusion.</li> </ul>	

## Annex 16.4: Lumbini Province Workshop Proceedings

### Brief proceedings of the dissemination workshop on TVET Sector Strategic Plan among the stakeholder of Lumbini Province officials

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Sector Strategic Plan (TSSP) 2022-2032

To collect inputs, suggestions and feedbacks.

#### 2. Program date:

4 December, 2022

#### 3. Venue:

Hotel Da Flamingo, Butwal

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Not Applicable
1.3	Welcome	Kamal Pokhrel
1.4	Objective of the program	Deepak Poudel, Director, CTEVT,
1.5	Master of ceremony	Deepak Poudel, Director, CTEVT,
2	Technical Session	Deepak Poudel, Director, CTEVT,
2.1	Study concept presentation	
2.2	Question clarification	
2.3	Rapporteur	

#### 5. Inauguration of the program:

Kamal Pokhrel, Joint Secretary of the Ministry of Education, Science and Technology (MoEST), and Thaneshwor Jwala, Undersecretary, Ministry of Education and Sports, Lumbini Province, chaired the program.

During the welcome remarks, Kamal Pokhrel expressed his optimism toward the TRSP draft, stating that the plan shows the way forward for the current TVET structure. He explained the overall objective of the strategic planning and the workshops to all the participants. He encouraged participants to participate in the workshop activities and provide essential inputs to make it a complete document. He requested the participants to give feedback, suggestions, and inputs to improve the TVET Reform Strategic Plan.

Thaneshwor Jwala, Under Secretary of the Ministry of Education and Sports, acknowledged the TRSP draft and welcomed all the workshop participants. The group was divided according to the themes specified in the draft and further worked with the same group to discuss the draft for implementation.

The program was presented and facilitated by Mr. Deepak Poudel, Director, CTEVT, Bagmati Province, and Deepak Bhandari, Section Officer, Ministry of Education, Science, and Technology.

## 6. Presentation:

### 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

*Table 2: Participant's inputs and remarks.*

#### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Entrance exam	<ul style="list-style-type: none"> <li>The major cause of low enrollment rate might be the toughness of entrance exams.</li> </ul>	The cause behind low entrance exam pass rate should be figured out.

#### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

#### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Teacher's retention	It is very hard to retain teachers. They leave the schools mid-session after they find better opportunities.	

#### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Huge investment but no output	Even though the government has invest a huge sum into training quality manpower, the output is very poor.	

#### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of job opportunities	Lack of exposure in students, especially software engineering, has baffled them to choose a better career path. As inexperienced as they are, they do not know where to begin and where to aim.	

#### 7.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation

#### 7.7 Integration

SN	Major Issues	Explanation	Participant's recommendation

SN	Major Issues	Explanation	Participant's recommendation
1	One standard curriculum		Equivalency between curriculums of CEHRD and CTEVT should be arranged. If not so, a single curriculum should be developed.
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Mobilization of students		In schools where there is lack of students or teachers, the students or the teachers can be accommodated to schools which can facilitate them.
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Parent's contribution		
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

### 8. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation.

*Table 3: Participant's observations and guidance.*

SN	Major Issues	Explanation	Participant's recommendation
1			
SN	Major Issues	Explanation	Participant's recommendation

## Annex 16.5: Karnali Province Workshop Proceedings

### Brief proceedings of the dissemination workshop on TVET Sector Strategic Plan among the stakeholder of Karnali Province officials

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Sector Strategic Plan (TSSP) 2022-2032

To collect inputs, suggestions and feedbacks.

#### 2. Program date:

5 December, 2022

#### 3. Venue:

Hotel Suva, Birendranagar

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Not Applicable
1.3	Welcome	Mr. Santa Bahadur Sunar, Secretary of MoSD
1.4	Objective of the program	Kul Bahadur Phadera, Under Secretary of MoEST
1.5	Master of ceremony	Kul Bahadur Phadera, Under Secretary of MoEST,
2	Technical Session	Shiv Ram Shrestha Shrestha, Finance Officer of CTEVT
2.1	Study concept presentation	Kul Bahadur Phadera, Under Secretary of MoEST,
2.2	Question clarification	
2.3	Rapporteur	

#### 5. Inauguration of the program:

The program was chaired by Mr. Santa Bahadur Sunar, Secretary of the Ministry of Social Development, Karnali Province. During the welcome remark, he emphasized the importance of this national document stating its potential to shape the TVET sector of Nepal. He said, "This is a national document connecting all government levels. It is to take a giant leap in the education sector, and this document will help. He warned that the government drafts many strategic plans each year, but they are not implemented at last. He wished that the situation will be different this time.

#### 6. Presentation:

## 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Entrance exam	<ul style="list-style-type: none"> <li>The major cause of low enrollment rate might be the toughness of entrance exams.</li> </ul>	The cause behind low entrance exam pass rate should be figured out.

### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1			

### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Inequivalent curriculum and output	The curriculum of general stream (B. Tech) and equivalency of technical education is very contrasting. The graduates of technical stream cannot compete with them as they have lesser knowledge.	

### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of job opportunities	Lack of exposure in students, especially software engineering, has baffled them to choose a better career path. As inexperienced as they are, they do not know where to begin and where to aim.	

### 7.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation

### 7.7 Integration

SN	Major Issues	Explanation	Participant's recommendation
1	One standard curriculum		Equivalency between curriculums of CEHRD and CTEVT should be arranged. If not so, a single curriculum should be developed.

### 7.8 Management

SN	Major Issues	Explanation	Participant's recommendation
1	Balance between	Imbalance between supply and demand is very poor.	

SN	Major Issues	Explanation	Participant's recommendation
	supply and demand		
2	Mobilization of students		In schools where there is lack of students or teachers, the students or the teachers can be accommodated to schools which can facilitate them.
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Imbalance in proposed plan	The plan proposes contribution of 38% from parents, 0.05% from BIA, which is very unfair.	Considering the poor financial state of majority of the family, parent's contribution should be decrease while contribution from provincial government and BIA should be increased significantly.
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

### 8. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation.

*Table 3: Participant's observations and guidance.*

SN	Major Issues	Explanation	Participant's recommendation
1		•	•
SN	Major Issues	Explanation	Participant's recommendation

### 9. Closure of the program:

During the closing remarks, Kul Bahadur Phadera, Under Secretary, highlighted the need of a strategic document that helps produce a world-class trained, skilled workforce. He said, "We have consulted with provinces, EDCU units, school principals and teachers, students and parents, to make this document inclusive. It is not the outcome of desk consultation but the result of real grassroots-level consultations.

## Annex 16.6: Bagmati Province Workshop Proceedings

### Brief proceedings of the dissemination workshop on TVET Sector Strategic Plan among Provincial Stakeholders

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Reform Strategic Plan (TRSP) 2022-2032
- Key proposals for the TVET Sector Strategic Plan (TSSP) 2023-2032

To collect inputs, suggestions and feedbacks.

#### 2. Program date:

December 6, 2022

#### 3. Venue:

Hotel Samana, Hetauda

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Not Applicable
1.3	Welcome	Suresh Kumar Joshi, Deepak Baby Aryal
1.4	Objective of the program	Suresh Kumar Joshi, Director of CEHRD
1.5	Master of ceremony	Deepak Babu Aryal, Deputy Director of CTEVT
2	Technical Session	Suresh Kumar Joshi
2.1	Study concept presentation	Suresh Kumar Joshi
2.2	Question clarification	Deepak Babu Aryal
2.3	Rapporteur	Sita Poudel, Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

Deepak Babu Aryal, Deputy Director of Planning Division of CTEVT, inaugurated the program welcoming all the participants. He thanked all the participants for taking time out of their busy schedule. After the assembly raised for the national anthem, he gave a general overview of the current scenario of the labor market and employment status. Only 51% of the enrollment capacity has been fulfilled. Out of the low enrollment number, only 50% are employed in the labor market. Due to insufficient pay and low recognition, they attend to foreign employment.

Suresh Kumar Joshi, Director of CEHRD, reflected the current situation of education sector. He suggested to enforce the concept of one-door system in the technical education system. The elimination of duplication of training programs and unification of the scattered training program should be done.

Mister Kant Mainali, Director of CTEVT, shared that during 2015 to 2019, the CTEVT proposed a strategic reform plan to the MoEST. It was, then, moved forward by the ministry towards national strategic reform plan. The new plan proposed in the workshop is much improved and optimized



according to current market. The objective of the workshop is to ease the process of implementing the strategies. He sincerely requested genuine participation and inputs from the attendees.

Ram Sharan Sapkota, Secretary of MoSD, shared that the graduates do not have enough knowledge to work, referring to civil engineering graduates. The ministry cannot accomplish the goal single-handed and need regular assistance from all the ministries as well as authorities. Stories of teachers leaving the school are reoccurring. Lack of skills are leading the labor force to work for low pay. The situation is worse than India. More than 80 Arba (80 Billion) per annum remittance has been going out of the nation to India and Bangladesh. Indian barbers, alone, are recorded sending 18 Arba (18 Billion) as remittance. Reputed institutes such as BP Memorial's products are jobless as are graduates of Agriculture Engineering. Different ministries have different norms and policies. The coordination between ministries are much needed. OJT programs conducted throughout the nation is weak in output and students are not learning much from these programs.

Purna Bahadur Darji, Director of EDD Hetuada, shared that the proposed document has still not addressed many of the concerns. He asked if the CTEVT will accept the new reformed curriculum. Traditional skills such as hair-cutting, handicraft, pottery should be improved and promoted. Manpower, who want to try for foreign employment, should at least have proof of one skill before allowing them to migrate. Graduates are not confident even after completing 3 year of diploma course. They are still wondering who will provide them jobs. Students from 9-12 technical stream are attracted towards CTEVT programs and general stream. Only 4 students are left out of 48 in computer engineering courses offered in Dolakha. Only after offering 60-70 thousand, Physics teachers can be found. The price is very expensive and higher than the authority states.

#### **6. Presentation:**

The technical presentation was exhibited by Suresh Kumar Joshi, Director of CEHRD. He showcased major findings of the TVET sector analyses report. The presentation also reflected proposed plan from TVET Reform Strategic Plan (TSRP) on reforms to be made on the NVQF (National Vocational Qualification Framework).

He, then, divided the attendee into five groups and assigned the chapters from TSSP. The group discussing chapter three from the report was hand-picked to include chief guest and other major stakeholders.

## 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1	Closed schools	<ul style="list-style-type: none"> <li>In the past, a school was opened for each community. Most of them had to be closed down due to lack of students.</li> </ul>	
2	Scholarship wastage	<ul style="list-style-type: none"> <li>The scholarship program are going to waste as there are not students that are applying for the program.</li> </ul>	<ul style="list-style-type: none"> <li>Only after the fulfillment of demand (quota), the scholarship quota should be assigned.</li> </ul>
3	Admission quota		<ul style="list-style-type: none"> <li>The quota number of admission should be increase to attract students into programs.</li> </ul>

### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Lack of equipment	<ul style="list-style-type: none"> <li>Labs across the school are lacking major equipment. The practical education exposure is lacking.</li> </ul>	
2	Certification criteria		<ul style="list-style-type: none"> <li>Only after assurance of skill test and job placement, the training certificate should be provided to the graduates.</li> </ul>
3	Lack of practical knowledge	<ul style="list-style-type: none"> <li>It is evident that practical knowledge is lacking. Most students cannot pass the practical tests.</li> </ul>	<ul style="list-style-type: none"> <li>More focus on practical knowledge should be placed.</li> </ul>
4	Quality of OJT	<ul style="list-style-type: none"> <li>Quality of OJT is very poor and is decreasing.</li> </ul>	

### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Quantity and quality	<ul style="list-style-type: none"> <li>Even though the quantity of outputs of schools and training program are high, their quality is questionable.</li> </ul>	

SN	Major Issues	Explanation	Participant's recommendation
2	Misleading concept	<ul style="list-style-type: none"> <li>The concept of "learning while earning" cannot be always applicable. 1<sup>st</sup> year students cannot work as they have very few knowledge.</li> </ul>	
<b>7.5 Relevance</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.6 Outcomes</b>			
SN	Major Issues	Explanation	Participant's recommendation
<b>7.7 Integration</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	New program approach	<ul style="list-style-type: none"> <li>A pig farming program has been selling pigs. 60% of the sale goes to student and 40% goes to the school's administration. This has motivated students highly.</li> <li>Soil testing in the local area is being done by the student with the mentorship of the instructor.</li> </ul>	<ul style="list-style-type: none"> <li>Similar approaches can be introduced in the reform plan.</li> </ul>
2	Single curriculum		<ul style="list-style-type: none"> <li>A single curriculum should be applied by both CEHRD and CTEVT.</li> </ul>
3	Inclusion of subjects		<ul style="list-style-type: none"> <li>Only subjects that are getting interest from the students should be taught in schools.</li> </ul>
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1			
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Inter-ministry coordination		<ul style="list-style-type: none"> <li>Inter-ministry coordination should be established.</li> </ul>
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	High priority		<ul style="list-style-type: none"> <li>The TVET sector should be set on high priority</li> </ul>
2	Strength of system		<ul style="list-style-type: none"> <li>The education system, as a whole, should be enforced and strengthened by government.</li> </ul>
3	Federalization of act		<ul style="list-style-type: none"> <li>The federalization of TVET Act should be done.</li> </ul>

SN	Major Issues	Explanation	Participant's recommendation
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Parent's contribution		
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Inspection of quality		<ul style="list-style-type: none"> <li>Inspection, monitoring and evaluation of education quality should be done regularly in school and training programs.</li> </ul>
2	Tracer study		<ul style="list-style-type: none"> <li>Tracer study of manpower should be done.</li> </ul>
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

## 8. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation.

*Table 3: Participant's observations and guidance.*

SN	Major Issues	Explanation	Participant's recommendation
1		•	•
SN	Major Issues	Explanation	Participant's recommendation

## 9. Closure of the program:

Madhav Prasad Dahal, Head Teacher of Bhutandevi Secondary School, thanked the organizing team for conducting such a beautiful and fruitful workshop. The workshop was indeed eye-opener regarding the new strategies. The document is well thought out and well prepared. He hoped to see the implementations of the plan as soon as possible.

## 10. Participant's presentation:

### Group 1: Chapter 1; Introduction

Problem	Solution
<ol style="list-style-type: none"> <li>Goals is only producing work force, but not utilizing the talent.</li> <li>Attraction of Students</li> <li>Lack of practical for student</li> <li>Lack of instrument and way</li> <li>Subjects that are not necessary are included in the curriculum</li> <li>Year wise difference in subject matters in same field.</li> </ol>	<ol style="list-style-type: none"> <li>Utilizations of talent and skill in proper manner in related field.</li> <li>For running institutes, students are necessary and information should be given to all.</li> <li>Practical must be taken along with theory</li> <li>OJT center must be good with well-trained teacher</li> </ol>

Problem	Solution
7. Earning while learning: Not possible for every field student. 8. Multishift learning environment: teachers not coordinate may in some of the ways	5. Those Subjects should be excluded and relevant subjects should be included. 6. Study materials and introduction of Subjects should be provided starting from the first year. 7. Students should get basic knowledge about the work they are going to do so that it will help the students to earn and learn of every field. 8. Good Coordination and help of teacher Can help students in a better way

### **Group 2: Chapter 2; Objective, goals and challenges**

#### Challenges

- Equal access as well as quality to be improved
- Consolidation of established training institutions and consolidation of curricula
- To arrange short term training in rural areas.
- Provision of training with residential facilities.
- Capacity of the organization. condition Choose based on infrastructure'
- Addressing market demand. (Local, National, International)
- Regular monitoring of programs.

#### Opportunities

- Increase in access and interest towards technical education, awareness, increase in employment and self-employment.
- Increase in foreign employment, increase in income due to technical education

### **Group 5: Chapter5; Implementation Strategies**

#### Problems that may arise in implementation

- Reduction in the budget allocated to the education sector by the government of Nepal.
- Lack of coordination between different ministries.
- It takes a long time for any law, policy and rule to be implemented.
- Monitoring is weak.
- Lack of resources for capacity building.
- Lack of attraction towards technical education.
- The challenge of Quality Assurance.
- Lack of cooperation with the private sector.

#### Implementation efforts

- A policy should be made to allocate at least 20 percent of the budget to the education sector from the Government of Nepal. 10 percent budget should be kept for technical education.
- A one-door system should be implemented in coordination between various ministries.
- Any law, policy, rule should be made and implemented within a certain time frame.
- Necessary policy should be made to strengthen the monitoring area.
- Resources for capacity building should be provided.
- Public awareness programs should be introduced to attract people towards technical education.
- Quality assurance policy should be implemented compulsorily.

Problem	Solution
<ul style="list-style-type: none"> <li>It is necessary to proceed in cooperation with the private sector to reduce the skill mismatch.</li> </ul>	

## Annex 16.7: Gandaki Province Workshop Proceedings

### Brief proceedings of the dissemination workshop on TVET Sector Strategic Plan among the stakeholder of Gandaki Province officials

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Sector Strategic Plan (TSSP) 2022-2032

To collect inputs, suggestions and feedbacks.

#### 2. Program date:

6 December, 2022

#### 3. Venue:

Tuki Resort, Pokhara

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Tulasha Gaire, Legal Officer of MoEST and Pramod Bhakta Acharya, Director of CTEVT
1.3	Welcome	Pramod Bhakta Acharya
1.4	Objective of the program	Deepak Poudel, Director, CTEVT
1.5	Master of ceremony	Deepak Poudel, Director, CTEVT
2	Technical Session	Deepak Poudel, Director, CTEVT
2.1	Study concept presentation	Deepak Poudel, Director, CTEVT
2.2	Question clarification	
2.3	Rapporteur	

#### 5. Inauguration of the program:

The program was chaired by Tulasha Gaire, Legal Officer, Ministry of Education, Science and Technology (MoEST) legal officer, and Pramod Bhakta Acharya, Director, CTEVT Gandaki Province.

During the welcome remarks, Tulasha Gaire expressed her positivity on the TRSP draft and explained the overall objective of the strategic planning and the workshops to the participants. She encouraged participants to participate in the workshop activities and provided essential inputs to make it a complete document.

Mr. Pramod Bhakta Acharya welcomed all the participants from the Governmental as well as

Private sectors. He requested the participants to give feedback, suggestions, and inputs to improve the TVET Reform Strategic Plan. The group was divided according to the themes specified in the draft and further worked with the same group to discuss the draft for implementation.

The program was presented and facilitated by Mr. Deepak Poudel, Director, CTEVT, Bagmati Province, and Sailendra Shahi, HoD of Pokhara Technical School.

## 6. Presentation:

### 7. Summary of the comments and inputs from workshop participants:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

Table 2: Participant's inputs and remarks.

#### 7.1 Access and equity

SN	Major Issues	Explanation	Participant's recommendation
1		•	

#### 7.2 Expansion

SN	Major Issues	Explanation	Participant's recommendation

#### 7.3 Quality

SN	Major Issues	Explanation	Participant's recommendation
1	Quality of OJT	• Quality of OJT is very poor and is decreasing.	
2	Lack of equipment	• Labs across the school are lacking major equipment. The practical education exposure is lacking.	
3	Lack of practical knowledge	• It is evident that practical knowledge is lacking. Most students cannot pass the practical tests.	More focus on practical knowledge should be placed.

#### 7.4 Output

SN	Major Issues	Explanation	Participant's recommendation
1	Quantity and quality	Even though the quantity of outputs of schools and training program are high, their quality is questionable.	

#### 7.5 Relevance

SN	Major Issues	Explanation	Participant's recommendation

#### 7.6 Outcomes

SN	Major Issues	Explanation	Participant's recommendation

#### 7.7 Integration

SN	Major Issues	Explanation	Participant's recommendation

SN	Major Issues	Explanation	Participant's recommendation
1	Inclusion of subjects		Only subjects that are getting interest from the students should be taught in schools.
2	Single curriculum		A single curriculum should be applied by both CEHRD and CTEVT.
<b>7.8 Management</b>			
SN	Major Issues	Explanation	Participant's recommendation
1			
<b>7.9 Coordination</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Inter-ministry coordination		Inter-ministry coordination should be established.
<b>7.10 Governance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	High priority		The TVET sector should be set on high priority
<b>7.11 Finance</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Parent's contribution		
<b>7.12 Monitoring and Evaluation</b>			
SN	Major Issues	Explanation	Participant's recommendation
1	Inspection of quality		Inspection, monitoring and evaluation of education quality should be done regularly in school and training programs.
<b>7.13 Knowledge Management</b>			
SN	Major Issues	Explanation	Participant's recommendation

### 8. Observations/ guidance:

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation.

*Table 3: Participant's observations and guidance.*

SN	Major Issues	Explanation	Participant's recommendation
1		•	•
SN	Major Issues	Explanation	Participant's recommendation



**Annex 17: List of Participants in meeting with development partners**

SN	Name	Designation	Organization (Full Name)	Phone Number	Email
1	Hari Pd Lamsal	Joint Secretary	MOEST	9851115702	<a href="mailto:lamsalhl@gmail.com">lamsalhl@gmail.com</a>
2	Kamal Pd Pokhrel	Joint Secretary	MOEST		
3	Chandra Kanta Bhusal	DG	ERO	9841274282	<a href="mailto:ckbhusal033@gmail.com">ckbhusal033@gmail.com</a>
4	Vishnu Karki	Consultant	MOEST	9851176429	<a href="mailto:vkarki@hotmail.com">vkarki@hotmail.com</a>
5	Deepak Babu Aryal	Deputy Director	CTEVT	9851238310	<a href="mailto:dbaryal2000@gmail.com">dbaryal2000@gmail.com</a>
6	Shree Pd Bhattarai	DDG	CEHRD	9841506161	<a href="mailto:shreepdb101@gmail.com">shreepdb101@gmail.com</a>
7	Sarita Devi Sharma	Section officer	MOEST	9849028593	<a href="mailto:gautamsarita2041@gmail.com">gautamsarita2041@gmail.com</a>
8	Binod Badal	Director	CTEVT	9851174121	<a href="mailto:binodbadal@gmail.com">binodbadal@gmail.com</a>
9	Tek Bahadur Malla	Director	CTEVT	9851142488	<a href="mailto:tekmalla2@gmail.com">tekmalla2@gmail.com</a>
10	Bhuvaneshor Dhungana	Director	CTEVT	9851238310	<a href="mailto:bhuvaneshord@gmail.com">bhuvaneshord@gmail.com</a>
11	Suresh Kumar Joshi	Director	CEHRD	9841355515	<a href="mailto:joshi511@yahoo.com">joshi511@yahoo.com</a>
12	Sagun Shrestha	Head of Education and Skills	British Council	9851105307	<a href="mailto:sagun.shrestha@britishcouncil.org">sagun.shrestha@britishcouncil.org</a>
13	Rajendra Shrestha	Deputy Team Leader	British Council	9851201973	<a href="mailto:rajendra.shrestha@britishcouncil.org">rajendra.shrestha@britishcouncil.org</a>
14	Dhan Bahadur Shrestha	Under Secretary	MOEST	9842848329	<a href="mailto:dbstha2036@gmail.com">dbstha2036@gmail.com</a>
15	Gauri Shanker pandey	Under Secretary	MOEST	9841379369	<a href="mailto:ggspandey@yahoo.com">ggspandey@yahoo.com</a>
16	Babu Ram Dhungana	Director	CDC	9841606480	<a href="mailto:babu.thari@gmail.com">babu.thari@gmail.com</a>
17	Devi Ram Acharya	S.O.	ERO	9851193542	<a href="mailto:achdevi38@gmail.com">achdevi38@gmail.com</a>
18	Smita Gyawali	Education Specialist	Asian Development Bank	98012307	<a href="mailto:sgyawali@adb.org">sgyawali@adb.org</a>
19	Mohan Aryal	Senior Education Specialist	World Bank	9851220116	<a href="mailto:maryal@worldbank.org">maryal@worldbank.org</a>
20	Tuovi Leppenen	HOL, Counsellor of Education	Embassy of Finland	9801166222	<a href="mailto:tuori.leppenen@formin.fin">tuori.leppenen@formin.fin</a>
21	Maya Sherpa	Senior Economist	World Bank	9823268921	<a href="mailto:msherpa@worldbank.org">msherpa@worldbank.org</a>
22	Bandana Thapa	Program Manager	European Federal		
23	John Mountford	Team Leader	Dackshyata, British Council		

SN	Name	Designation	Organization (Full Name)	Phone Number	Email
24	Usha Bhandari	Sr. Program Officer	SDC	9841256322	<a href="mailto:bhandariusha@gmail.com">bhandariusha@gmail.com</a>
25	Jaya Prasad Acharya	Under Secretary	MOEST	9841429705	<a href="mailto:acharyajayaprasad@gmail.com">acharyajayaprasad@gmail.com</a>
26	James Russell	Section Liason Officer	DAC MOEST UNICEF	9808621451	<a href="mailto:jrussell@unicef.org">jrussell@unicef.org</a>
27	Ghanshyam Aryal	Under Secretary	MOEST	9856035455	<a href="mailto:gsaryal@gmail.com">gsaryal@gmail.com</a>
28	Shiva Ram Shrestha	Finance Officer	CTEVT	9851101416	<a href="mailto:shivaramshrestha@gmail.com">shivaramshrestha@gmail.com</a>
29	Kul Bahadur Phadera	Under Secretary	MOEST	9745369402	<a href="mailto:kbpadhera@gmail.com">kbpadhera@gmail.com</a>
30	Chuman Babu Shrestha	Team Lead	CPPD	9841217590	<a href="mailto:chumanbabus@gmail.com">chumanbabus@gmail.com</a>
31	Nijendra Pratap Shrestha	Documentation Expert	CPPD	9851172305	<a href="mailto:shresthanijendra@gmail.com">shresthanijendra@gmail.com</a>
32	Roshan Ghimire	Project Manager	CPPD	9851204309	<a href="mailto:rosh.ghimire@gmail.com">rosh.ghimire@gmail.com</a>
33	Suzana Kansakar	Project Support	CPPD	9841993433	<a href="mailto:suzi.ya@gmail.com">suzi.ya@gmail.com</a>
34	Salik Ram Lamsal	Logistic Support	CPPD	9861331941	<a href="mailto:lamsal.salik03@gmail.com">lamsal.salik03@gmail.com</a>
35	Janak Khatri		CEHRD	9841422103	
36	Man Bahadur Tamang		MOEST	9841386482	
37	Sudarshan Magar		MOEST	9849830546	
38	Asal Tamang		MOEST	9867769174	
39	Pradip Timalisina		CTEVT	9851163160	

## Annex 18: Donors meeting proceedings

### Brief proceedings of the final dissemination of TVET Sector Strategic Plan (TSSP) among the development partner stakeholders

#### 1. Objectives of the program:

For stakeholders, to share the:

- Key findings of the TVET Sector Analyses Report (TVET SAR) 2022
- Key proposals for the TVET Sector Strategic Plan (TSSP) 2022-2032

To collect inputs, suggestions and feedbacks.

#### 2. Program date:

15 December, 2022

#### 3. Venue:

Hotel Akama, Kathmandu

#### 4. Workshop Schedule

Table 1: Workshop schedule and key personnel.

SN	Activities	Responsibility/ Resources
1	Inauguration session	Not Applicable
1.1	Inauguration	Not Applicable
1.2	Session Chair	Not Applicable
1.3	Welcome	Dr. Hari Prasad Lamsal, Joint Secretary MoEST
1.4	Objective of the program	Dr. Hari Prasad Lamsal, Joint Secretary MoEST
1.5	Master of ceremony	Dr. Hari Prasad Lamsal, Joint Secretary MoEST
2	Technical Session	Kul Bahadur Phadera, Kamal Prasad Pokhrel
2.1	Study concept presentation	Kul Bahadur Phadera, Kamal Prasad Pokhrel
2.2	Question clarification	Dr. Hari Prasad Lamsal, Joint Secretary MoEST Dr. Vishnu Karki, Dr. Hari Pradhan
2.3	Rapporteur	Nijendra Pratap Shrestha

#### 5. Inauguration of the program:

Dr. Hari Prasad Lamsal, Joint Secretary of MoEST, welcomed all to the final dissemination workshop. He shared how the dissemination workshop were conducted in all the seven provinces of the nation.

#### 6. Presentation:

Kamal Prasad Pokhrel, Joint Secretart of MoEST, shared the technical presentation with the attendee. The presentation incorporated the new and revised structure of the plan document and that it has been renamed to TSSP or TVET Sector Strategic Plan. The presentation showed the attendee how the document reviews the local, provincial and federal stakeholder's inputs. BIA of different provinces and other stakeholder's inputs were also mentioned.

Dr. Usha Bhandari, Senior Program Officer of SDC, shared that the new document is an improved and very well articulated version of the previous one. She wondered why TVET sector is always blamed for unemployment in the nation and if only graduates from general education are getting jobs. Even if the document entails us the involvement of three levels of government in the TVET

sector, it has not cleared where we are right now. She wondered why we wanted to go back in history when there was occupational backwarded, class-wise discriminancy, people getting sidelined. If we are trying to repeat the history, we are going to repeat the history. We are bound to repeat our mistakes again and again. This is a paradigm shift and a historical moment. Nepal is no more backward in TVET sector and it has taken a big leap. We are very advanced compared to other South Asian countries. Those types of perspectives are lacking in this document. This country has spent over 70 years in TVET sector. CTEVT existed with a bigger role in the past and was a flagship. It has established skill testing board. She also mentioned that some aspects are lacking in the plan document. The first phase is supposed to scaling up the existing structure and piloting of new initiatives. This document is supposed to reinstate the nation's constitution and respecting the rules of three-tier government. Only by establishing hostels in schools will not solve the problems that the education sector is facing. The distinction and plan for informal, unformal and formal education has not been mentioned in the document. The CTEVT has been doing wonderful works. Restructuring of the CTEVT, the process and its necessity has not been explained. Other approaches of analysis such as SWAp has not been considered. The major extract from the document was the comparison between CTEVT, CEHRD and NVQF. CEHRD is only the implementor and is not supposed to lead. And every step in the document is to direct the CEHRD. CTEVT is the competence center. NVQA is not replacing CTEVT. Proposal of NTQA is not acceptable. In 2020, the cabinet has approved NVQF and without implementing it, it cannot be judged. DACUM is an outdated concept. It is a wonder why the focus was made only on short-term training. Life-long learning, formal TVET sector, youths should also be considered. Instructor's career path is mentioned but the logic behind it is not there. This is not a private document but a public one, it has to have ownership from all the concerned authorities. The basis on which the financial contribution is mapped is unclear as there are formulas to devise those numbers. We cannot force private sector to own OJT. She promised to handover her/ donors comments to Dr. Vishnu Karki.

John Mountford, Team Leader of Dakchyata, reflected that this is a very historic moment. This is the moment when the education system will be changed positively and will head in a very positive direction. He hoped for a sustainable and impactful implementation approaches. The six pillar has helped the research team to map problem and help generate meaningful suggestions.

Bandana Thapa, Program Manager of European Union, shared that she is very new to the sector and is hoping for evocative insights on the matter.

Tuovi Leppenen, HOL, Counsellor of Education for Embassy of Finland, mentioned that the linkage between TVET educator and the industry should be bridged. Realistic plan to hold migrants here or even reasons for them to return should be concocted. Green job to create green energy should also be considered. There should be educational institutes that are directly under the supervision of the ministry or local government.

Mohan Aryal, Senior Education Specialist of the World Bank, spoke out that the document is very comprehensive. It has reflected the hardship and the detailed homework done by the planning team.

Smita Gyawali, Education Specialist of Asian Development Bank, shared that the document needs a little bit more soul searching. We have killed what we have developed by condensing the pre-diploma program. The planning document needs more pruning. Rather than focusing on expansion, more focus should be allotted to improving quality. The document is very good as it is public driven.

Rajendra Bahadur Shrestha, Deputy Team Leader of Dakchyata, thanked everyone for their valuable suggestion. He shared that the plan incorporates insights from over a thousand experts. The document has been constructed such that it includes voices of all the relevant stakeholders spread throughout the country. The document has been developed by a very research rich team.

Sagun Shrestha, Head of Education and Skills of British Council, shared that the document institutionalized jobs. He shared his concerns on what the 21<sup>st</sup> century job is.

Dr. Vishnu Karki, consultant for MoEST, quoted, "History is not made in a day." He urged the attendee to wait as the team is still improving the document. The objective has been met as valuable inputs were received during the workshop. First and foremost objective is to attain 100% implementation of the plan. Even if it was not possible, achieving its 80% will be quite remarkable. The 10-year plan is, in itself, a questionable plan. As the country is going through numerous reforms, in government and state level, nothing can be said for sure. Still, steps on improving the document and implementation strategies have begun and the results will be visible soon. The best idea is to think about 2 or 3 year and then achieve and set the course. That will give us more emphasis to think about the next five years. The question of from where the 750 billion required to implement the plan is still prevailing. He urged everyone to give their best ideas and inputs to make something to carry on and not let it sit on table.

Dr. Hari Kumar Pradhan, Team Leader of TRSP team, shared that the TVET Sector Analyses Report (TVET SAR) 2022 which is Baseline Study explains in detail how the indicators were developed and baseline figures were developed for this plan. He added, TVET Reform Strategic Plan (TRSP) 2022 which government considered as technical report was foundation on which government presumably developed the TSSP. Without reading and understanding these two reports (TVET SAR 2022 and TRSP 2022), the questions that were raised in the meeting will re-emerge. Even after those study documents being shared to the participants, it is surprising to listen to these kinds of comments and questions being made. He questioned, are we serious for reform? He furthered, if the TVET Sector Reform Plan 2022 is read, in detail with the interventions and baseline that comes from the earlier studies, the picture that the country has problem is very clear. Considering the state of formal, informal and nonformal education, the plan focuses on operationalization of NVQF. In case of unacceptable NTQF, he tried to explain why NTQF instead of NVQF. He added, analysis of current NVQF will entail where the focus has to be and where the country is missing opportunities for improvement. Looking back at the TVET Sector Analyses Report, the study shows what the students actually are suffering from. These problems cannot be figured out or formulated by sitting in the capital, but by talking with the students, teachers and parents at implementation level. CTEVT has to be the quality-assurance-body with all quality assurance responsibility (research, standards and curriculum development, accreditation of instructors/ institutes and programs, technical backstopping, instructors preparation, assessment and certification, and recognition and equivalency). The NVQF needs to be replaced by NTQF (national TVET quality assurance framework) and will part of CTEVT/ NTQAA responsibility. Referring the consultation participants' inputs, he said, having too many bodies serving the same purpose will create nothing but confusion. This is the voice of people and not the experts, he emphasised. And when the implementation works are handed over to provinces and local levels, CTEVT will be left only with the quality assurance responsibilities including direct management of some schools in each province (for the quality demonstration purpose). Establishing hostels can be a minor thing for us but those queries were voiced by participants who had attended previous workshop. It was voiced by teachers, head teachers, parents and students since 2017, particularly from CEHRD. For them, hostel is a very big problem. Although it is a small thing, it can mean much to them. For students who are just 17 years old, they have to walk 2-3 hours in the morning to reach school and return home the same way. Then where do they have time to study these

difficult subjects, he exemplified the importance of hostel as strategy. On question on costing front, he quoted, “The finance is followed by interventions.” All the interventions are not hypothetical but were discussed and well thought through keeping the TVET SAR and PESTAL and SWOT analyses indepth. These interventions were the basis for costing, he closed upon request from Dr. Hari Lamsal.

#### **7. Summary of the comments and inputs from workshop participants:**

This chapter covers, the remarks made by participants during the workshop and particularly during the group presentation. These remarks/ inputs are presented in TVET pillar sequence.

#### **8. Closure of the program:**

Closing remarks were given by Dr. Hari Prasad Lamsal, Joint Secretary of MoEST. He thanked all the participants for their valuable inputs and suggestions. He appreciated every member who has contributed in formulating the reform plan. He thanked Kul Bahadur Phadera for attending provincial workshop and reposing the ministry. He quoted, “We don’t have money, but we have a heart.” He requested all the participants to forward inputs, even critical ones, and suggestions through written form or emails. This is for the betterment of the plan. The MoE will be going to NPC and other concerned authorities for their consent regarding the plan so that something solid comes in to move forward. He shared that the objective is to collect strategic direction regarding the plan and not comments regarding financial decisions.

#### **9. Additional Comments from Smita Gyawali, ADB (Comment on TSSP)**

Further, to what we underscored on 15 Dec , the following are detailed comments. We would like to also suggest to have Peer Reviewed by some international experts from across region and beyond to make it a high quality document which everyone owns and able to support the government in implementation.

9. The strategy paper provides useful information on government policies related to TVET, labor market developments , history of the TVET system , current structure and challenges and opportunities. More information/details on TVET financing would have been useful to identify investment gaps. We suggest condensing the section and provide crucial information leading to the rationale for sector strategy and plan. Also the wide stakeholder consultation held by the ministry should be reflected similar to how the ministry has done for SESP.
10. As reiterated on 15<sup>th</sup>, the report is heavily “supply driven” with traditional approach to engagement of employment. A stronger discussion on ways towards improving engagement with employers and business communities might have been useful; the report puts emphasis on improving the LIS , however, more flexible and differentiated approaches working with business sector groups/associations , chambers, local entrepreneurs might be more efficient to align training programs with labor market needs and increase relevance and quality of programs.
11. Teachers are the backbone of the TVET system. The paper recognized the importance of experienced and knowledge teachers, but tangible strategies to select teachers, strengthen incentive schemes and improve in-service ( including apprenticeship model for teachers to partner with industry to improve the relevance of their skills- innovation) and pre-service training, practical training and guidance programs are missing. It appears that the role of TITI shall be strengthened and increased, which would be good , but would require additional resources’
12. As mentioned in the consultation the implementation strategies in three phases is very vague and does not take into consideration the existing works already done which we believe is preparatory. There are no clear actions, work plan and schedules.

13. The issue of harmonizing standard development with curriculum development and assessment procedures is not addressed.
14. the creation of a new National TVET Quality Assurance Authority (NTQAA) and subsequent transfer of TVET responsibilities from CTEVT to the new NTQAA and the same time shifting responsibilities for operating TVET schools to local government administration will require special attention, clarity and a detailed time-bound action plan. However, concrete and detailed plans and measures are missing in the strategic Plan, which need to be elaborated as part of the implementation plan. Also, the explicit mention of local governments is quite confusing given there might be roles of provincial governments and clear demarcation would be very helpful, which we believe should have certain legal underpinnings.
15. The key performance indicators are largely supply driven. In my view, success in TVET is determined by the employment rate of TVET graduates and the satisfaction and engagement of employers and business communities. In strategic direction, vision, mission, goals, objectives, and strategies are there, but key activities are completely missing such as when the NVQS system will be established, how many teachers will be developed, Number of TVET institutes merge, number of new programs etc. Need to set time frame or SMART criteria for NVQS, Standard, evaluation and certification system. Similarly, TVET teacher development, and occupational skills standard (OSS) will completely replaced by National Competency Standard (NCS)
16. Annex A “National Vocational Qualification Framework” - the chart provides a brief overview; but may need to be updated based on the recent developments.
17. Annex “Projection Tables” - It would be helpful to understand the assumption and sources for these projections.
18. Tables under Annex C “Details of Costing” - The purpose and the computation of these tables needs further clarity.

### **Annex 19. TVET experts providing inputs**

List of experts who provided inputs during the draft preparation process.

1	Anil Muni Shakya
2	Binod Badal
3	Deepak Babu Aryal
4	Deepak Poudel
5	Dr. Dinesh Devkota
6	Hari Lamsal, Phd
7	Janardan Nepal
8	Jay Acharya
9	Dr. Kamal Pokharel
10	Mahesh Bhattarai
11	Prof. Mahesh Nath Prajuli
12	Prakash Paudel
13	Prof. Pramod Bahadur Shrestha
14	Pursottam Nepal
15	Dr. Ram Hari Lamichhane
16	Ram Krishna Subedi
17	Shiva Ram Shrestha-
18	Prof. Dr. Tanka Prasad Sharma
19	Tek Malla
20	Dr. Usha Bhandari
21	Dr. Vishnu Karki

### **Annex 20: Experts' written comments**

Written comments received from experts are presented hereunder.

Comments from Dr. Pradmod Bahadur Sharestha

Some of my general comments are:

This National TVET Strategy reflects an important paradigm shift of recent years which places quality and relevance of TVET as its priority. Major contents of the TVET strategy should be accepted by all relevant stakeholders. The new TVET structure and roles and responsibilities should follow the inner logic of a consistent and feasible TVET eco-system.

Experience has shown that the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy. TVET has to respond to the competence needs of the labor market and create a competent, motivated and adaptable workforce capable of driving economic growth and development. This strategy should be developed with the involvement of a broad range of stakeholders from the private and public sectors. In order to do that, I would like to suggest that we should have a workshop dedicated to discussing the various issues that confront the TVET sector.



I would like to identify four major themes like 1) Organizational Development (Planning) of the TVET 2) System - Operational (implementation) Development of the TVET 3) Institutions, Human Resources Development, and 4) Improvement of the Quality of Teaching and Training are identified. Working groups should be assigned to each theme. Participants and other interested persons signed in for the work groups. The groups will work on the strategy plan and produce a revised strategy structure draft of their field. The work of all groups was combined into one revised structure. The revised strategy defines the major principles of the intended TVET development in the coming years. The main thrust of the strategy is that TVET development relies on a TVET system which is relevant, flexible, effective, efficient, accessible, sustainable, and which fulfills its general obligations as an integrated part of the educational system of Nepal.

The unified TVET strategy will provide the Nepalese Workforce with market-oriented training, a structural ability to adapt quickly to changing circumstances and market needs, high quality in teaching through comprehensive and continuous teacher training (the concept of Lifelong learning) and curricula development, a financially secure and independent TVET system and, ideally, equal participation of disadvantaged groups.

The Reformed TVET system should have a clear structure stipulated e.g. by a “TVET Act”, interventions and regulations. It should be characterized by the following attributes - unified, independent, and participative with all partners, and involves all stakeholders. Clear responsibilities, competence, and commitment are empowered on different levels. The level of independence and mandate are described by law and a system of financing and budgeting is confirmed. The system should be able to deliver training at the levels of semi-skilled workers, skilled workers, craftsmen, technicians, and technical specialists. The TVET system will ensure options for the articulation of students within the entire educational system on the basis of comparable levels and accreditation of graduation certificates within the National Qualifications System. Providing vertical and lateral (bridging and permeability) channels between the two streams of formal and non-formal/informal TVET, so that both patterns form an integrated system that allows learners to move from one stream to the other according to specific criteria and enabling Life Long Learning (LLL). In order to ensure the participatory approach in governing the TVET system a new governance model should be adopted to ensure the harmonization of all TVET programs and interventions.

A national Governance structure to develop, organize, coordinate and drive the entire system should be established. TVET institutions should offer programs relevant to the local market in their area/districts/province, complementing each other and avoiding duplication; thus trying to excel in certain occupations

The Reformed TVET System should be complemented by integrating entrepreneurship skills in all curricula and supported by a comprehensive career guidance and counselling system. To ensure the continuous improvement and development of operations and outcomes of the TVET eco-system, Quality management system should be adopted as an integral part of TVET system to assure the relevance of TVET outcomes with the labor market demands and to ensure the employability of TVET graduates through the effective and efficient use of the available resources and according to unified quality standards.

#### **Comments from Dr. Tank Nath Sharma**

1. The document has lots of information which is not organized properly.
2. Reform strategic plan has a standard format. The document is not following the right format. I suggest you bring it into standard format.
3. Place extra information in the annex condensing the main document.
4. Present the plan in a logical order covering main elements of the national plan.

5. The main document should be reworked and brought into a comprehensive, result oriented time bound plan document.