


# Reorienting TVET Policy towards Education for Sustainable Development



CTEVT, Nepal



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# Introduction: A Country Brief

- ◆ **Population:** 26.3 million (UN, 2005)
- ◆ **Capital:** Kathmandu
- ◆ **Area:** 147,181 sq km (56,827 sq miles)
- ◆ **Major language:** Nepali
- ◆ **Major religions:** Hinduism, Buddhism
- ◆ **Life expectancy:** 61 years (men), 62 years (women) (UN)
- ◆ **Monetary unit:** 1 Nepalese rupee
- ◆ **Main exports:** Carpets, clothing, leather goods, jute goods, grain
- ◆ **GNI per capita:** US \$340 (World Bank, 2006)
- ◆ **Literacy rate:** .54.1%, (male-65.5%, female-42.8%)
- ◆ **International dialing code:** +977

# CTEVT

- ◆ Established in 1989 A.D.
- ◆ Functions Under
  - CTEVT Act 1989 (First Amendment 1993)
  - CTEVT Rules and Regulations 1995 (First Amendment 2004)
  - Policy Formulation and Coordinating body mandated for producing basic level to higher level skillful human resource required to the labor market

# Rationale (why reorientation?)

- ◆ Sustainable development is impossible without appropriate policies and programs on education and training, particularly TVET
- ◆ CTEVT since its establishment is playing vital role in the development of such policies.
- ◆ Various plans, policies and programs were developed
- ◆ However, these were not adequate in terms of expansion, inclusion, relevancy etc.
- ◆ Considering this fact Govt. approved new policy on Oct. 2, 2007

# Core elements of newly developed policy

- ⑩ **EXPANSION** of training services and opportunities
- ⑩ **INCLUSION** of hitherto disadvantaged groups and individuals
- ⑩ **INTEGRATION** of various training modes and providers into one system
- ⑩ **RELEVANCE** to link training content and outcome with economic demand, and
- ⑩ Finally sustained **FUNDING** to ensure that the TEVT market can take off.

# How best Nepal is doing in terms of each element?

## Expansion

- ◆ CTEVT 19 schools/ institutes affiliated more than 200 private schools
- ◆ Demand for affiliation, particularly in nursing is tremendously increasing reversing traditional saying “send daughters to nurse and sons to commerce if you wish to spoil them”

## Inclusion

- ◆ Target group scholarships such as Madanjit, Netherlands NGO to encourage serve people of their native places after completion their training
- ◆ Provision of classified (1 full & 1 half in each school) and special scholarships (75) selected based on 10 criteria (60 %) and score of entrance (40 %)
- ◆ Allocation of budget for imparting TSLC level Trainings to 400 poor Muslim & DAGs boys and girls of 8 backward terai districts, besides initiating 2 nursing schools for terai girls
- ◆

## **Integration**

- ◆ Revision of curricula incorporation of essential element through DACUM process advancing

## **Relevancy**

- ◆ Speeding up of the research on demand for TVET products in quantity and quality (skills)

## **Sustainable funding**

- ◆ Donors including Govt. are increasingly interested in expanding and improving TVET sector, Banepa (China), MM Biratnagar (India), KNIT (Korea), Nurbegian gift in pipe line.



# Present Status of TEVT Programs

## TEVT Providers in Nepal

- ◆ Council for Technical Education and Vocational Training
- ◆ Private Institutions
- ◆ Other Governmental Agencies
- ◆ Technical Institutions of the Universities
- ◆ Secondary School (Annex Schools)
- ◆ NGO/INGO

# Geographical Distribution of TEVT Institutions under CTEVT

## Council for Technical Education and Vocational Training

Sanothimi, Bhaktapur  
Nepal



# Various programs currently run by the CTEVT by areas and level

Area	Program		
	Diploma	TSLC	Short term training
Engineering	Civil, Electrical, Electronics Mechanical, Surveying, Computer, Architecture,	Civil, Electrical, Electronics, Mechanical, Refrigeration and Air Conditioning, Computer, Surveying, Automobile	Need based vocational trainings in all areas like <ul style="list-style-type: none"> <li>• Motorcycle Maintenance,</li> <li>• Traditional Birth Attendance,</li> <li>• Food and Vegetable Preservation,</li> <li>• Hotel and Tourism Management,</li> <li>• Trekking Guide,</li> <li>• Cooking and Baking</li> <li>• Village Animal Health Worker,</li> <li>• Fitter, Carpenter etc of</li> </ul>
Health	General Health, Nursing Pharmacy, Dental Science Medical Lab Technology Ophthalmic Science	CMA, ANM, Lab Assistant, AAHW, Dental Hygienist, Amchi	
Agriculture	Agriculture Science, Food Technology	Veterinary JTA, Plant Science JTA	
Others	-	Social Mobilization, Office Management	

# Number of TEVT institutions under CTEVT (CTEVT, 2007)

SN	Description	Diploma	TSLC	Short-term vocational training
1	CTEVT managed	7	7	3
2	Affiliated	125	100	47
3	Annex	-	15+4 = 19	-
3	Total	71	126	44

# Best Practices for ESD

## No unique modality

- ◆ Trade Schools (CTEVT managed and Affiliated)
- ◆ Annex Schools (TEVT programs in Public schools)
- ◆ Partnership schools such as Tansen & Ilam by giving grants only
- ◆ Community Schools KPK Guthi, Madan Memorial performing well
- ◆ National Skills Testing Board (already developed 174 OSSs, skill testing increasing tremendously even of insurgents, skills of holders are stated in back of certificates, 4 levels of certificates, holders are employed soon with better salary nationally/internationally)
- ◆ OJT in relevant areas such as Community forests (most successful) that have given life to earlier saying "wealth of Nepal is the green forest"

## Skill for Employment Project

- ◆ Is ADB funded and aims at train 80000 youths of DAGS in 6 years based on their interest and needs
- ◆ Model in partnership in policy making at center & implementation in local level
- ◆ Long and complex procedures

### TITI

- ◆ Ιμπαρτσ τραινινγ το νατιοναλ ανδ ιντερνατιοναλ ινστρυχτορσ ανδ μαναγερσ οφ διφφερεντ δυρατιον ασ περ δεμανδσ
- ◆ Βεχομινγ σελφ συφφιχιεντ επεν αφτερ ωιτηδραωαλ Σωισσ συππορτ

# Issues and Challenges

- ◆ How to make TVET programs accessible equitable and adequate.
- ◆ How to match supply and demand of TVET products (relevancy)
- ◆ How to refocused programs according to the emerging needs at national and international labor markets.
- ◆ How improve quality of training programs
- ◆ How to provide post training supports
- ◆ How to monitor, coordinate ever increasing TTPs diversified nature located at various locations of
- ◆ How to replace traditional instructors by competent ones
- ◆ How to raise sustainable funds for 3 months and beyond
- ◆ How to develop NVQF for upgrading of qualification and skills of incumbent workers

**Thank you very much for patience**





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