

COMPREHENSIVE TVET ANNUAL REPORT

2075



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

COMPREHENSIVE TVET ANNUAL REPORT 2075

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It is our great privilege to present the second edition of the Comprehensive Technical and Vocational Education and Training (TVET) Annual Report, a compilation of major activities and achievements of TVET sub-sector of Nepal for the fiscal year 2074/75 (mainly by public entities). As more than 12 federal ministries, including other non-governmental and private agencies, are involved in the delivery of TVET programs, the Ministry of Education, Science and Technology (MoEST) has already initiated to coordinate among them to maintain uniformity in skills development training programs.

On the one hand, this Comprehensive TVET Annual Report acts as a mirror for the whole TVET sub-sector to review its activities and thus provides crucial feedback to avoid duplications and redundancies, on the other hand, it's expected to be beneficial for a wide range of TVET stakeholders, including policy makers, planners and other officials involved in implementations of TVET programs. We also express our firm commitment to give continuity to this publication in the future in a more refined and informative manner.

This report gives us immense pleasure in placing on record our deep appreciation and sincere gratitude to all those who have directly or indirectly contributed to prepare and publish this comprehensive report. First and foremost, I would like to express our heartfelt gratitude to Dr. Mukunda Mani Khanal and Mr. Yuba Raj Paudel, Under Secretaries of MoEST, for their active support from coordinating with and among line ministries to designing the content of this report and in finalizing this publication.

I would also like to offer my sincere appreciation to the whole team of SKILLS Project- Mr. Manoj Sharma Neupane, Mr. Anand Gurung and Mr. Khagendra Khadka, for their sincere effort to compile and analyze the data and bring this publication into this shape.

Last but not the least, I would like to thank all those who have directly or indirectly contributed to this report.

Baikuntha Prasad Aryal

Joint Secretary, Planning and Monitoring Division
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ACRONYMS AND ABBREVIATION

AAM	Acupuncture Acupressure and Moxibustion
APSDEP	Asia Pacific Skill Development Project
AC	Air Conditioning
ANM	Auxiliary Nurse Midwifery
CEHRD	Center for Education and Human Resources Development
CMA	Community Medicine Assistant
CTEVT	Council for Technical Education and Vocational Training
DTVE	Directorate of Technical and Vocational Education
EL	Elementary Level
Ele/Elex	Electrical and Electronics
HA	Health Assistant
I. Sc.	Intermediate in Science
ILO	International Labour Organization
JTA	Junior Technical Assistant
MoEST	Ministry of Education Science and Technology
NESP	New Education System Plan
NSTB	National Skill Testing Board
NVQF/S	National Vocational Qualification Framework/System
NVTC	National Vocational Training Center
OIS	Occupational Instructional Skills
OSU	Occupational Skill Upgrading
PCL	Proficiency Certificate Level
PPCP	Public Private Community Partnership
QIP	Quality Improvement Program
RPL	Recognition of Prior Learning
STA	Skill Testing Authority
TECS	Technical Education in Community School
TITI	Training Institution for Technical Instruction
TSLC	Technical School Leaving Certificate
TVET	Technical and Vocational Education and Training
V/PJTA	Junior Technical Assistant in Veterinary/Plant Science

EXECUTIVE SUMMARY

The Ministry of Education, Science and Technology (MoEST) is the lead ministry responsible for TVET sector policy making, planning and setting TVET strategy in Nepal. Moreover, 12 federal ministries are also involved in the delivery of TVET programs together with notable numbers of non-government organizations, private firms, as well as projects supported by different donor agencies. The Council for Technical Education and Vocational Training (CTEVT) under the Ministry of Education, Science and Technology (MoEST), Vocational and Skill Development Training Center (VSDTC) under the Ministry of Labour, Employment and Social Security (MoLESS) and Cottage and Small Industry Training Institute under the Ministry of Industry, Commerce and Supplies are some major agencies responsible for TVET delivery in Nepal. Because of uncoordinated involvement of various agencies and institutes in the delivery of technical-vocational education and training in the country, the unified database to explore the figure of TVET delivery in Nepal has been seen to be lacking for a long time.

Hence the need for a comprehensive publication that provides all the information related to TVET programs currently being run in the country has been widely felt. A Comprehensive TVET Annual Report which was published in 2073 (2017) as a result of the initiation made by the Ministry of Education, Science and Technology and UNDP-SKILLS Program, was a crucial step towards this end. This is second edition of the same report wherein attempts have been made to make this issue more comprehensive and analytical than the last. Like its predecessor, the latest edition of the Comprehensive TVET Annual Report also aims to help policymakers to formulate TVET policies; assist TVET planners; aid TVET providers in analyzing needs; and extend necessary support to researchers for conduction of timely research and studies.

This report is more comprehensive and informative than its previous editions as it has explored further disaggregated and systematic data of TVET programs in Nepal. Yet it is still unable to incorporate the data of non-governmental organizations as well as training delivered by private sector in their own initiation and cost. Therefore, rather than a full compiled report, this report can be taken as a humble effort to collect and present all the data and information regarding TVET delivery in Nepal in book form and make it as comprehensive as possible. Since this report will be published annually, we can be certain that it will see more improvements in the years to come.

This report is divided into three parts. The first part provides a brief background with objectives and the rationale of the report, with the second part providing information on skill development training

conducted by agencies falling under the Government of Nepal. Similarly, in the last or third part, synopsis and analysis of TVET programs delivered by 10 federal ministries have been incorporated. Since the Comprehensive TVET Annual Report for the fiscal year 2072/73 (2015/16) has already been published, data and information on TVET program delivery of the next two fiscal years (FY 2073/74 and 2074/75) have been incorporated in this report.

This report has incorporated the data of 16 public training providers under ten federal ministries, and which are: Ministry of Education, Science and Technology; Ministry of Labour, Employment and Social Security; Ministry of Industry, Commerce and Supplies; Ministry of Agriculture and Livestock Development; Ministry of Women, Children and Senior Citizens; Ministry of Culture, Tourism and Civil Aviation; Ministry of Forest and Environment; Ministry of Land Management, Cooperatives and Poverty Alleviation and Ministry of Health and Population. Out of these ten ministries, three ministries, including the Ministry of Education, Science and Technology, conducts both vocational training and academic programs, but the remaining seven ministries merely conducts vocational training programs. Based on the information obtained from these ministries and respective training organizations/institutes under these ministries, this Comprehensive TVET Annual Report has been compiled and published and now graces your hands.

Under the long-term TVET courses being provided at present, CTEVT has 31 diploma level programs with an enrollment capacity of just over 27,000 students a year. Similarly, it has total enrolment capacity of over 33,000 in TSLC level courses under 876 training programs. Similarly, Center for Education and Human Resource Development also runs 284 high schools with technical education in different engineering and agriculture related trades and which have enrolment capacity of more than 11,000 students. Nepal Academy of Tourism and Hotel Management (NATHM) is providing long-term TVET courses in the hospitality sector that leads up to Bachelor's and Master's degrees in hospitality management, as well as a Bachelor's degree in travel and tourism. Similarly, Nepal Mountain Academy also conducts Bachelor's of Mountaineering Studies (BMS) and Master's of Adventure Tourism Studies (MATS). The student intake capacity of long-term courses provided by NATHM is, however, less than 300 a year. Thus, the total capacity of long-term TVET courses in the country is almost 60,000 placements annually. National Health Training Center also conducts diploma in Biomedical Equipment Engineering Program getting affiliation from CTEVT.

There is no exact figure available for how many short-term vocational training courses are provided annually in Nepal. However, a total of 1078 CTEVT affiliated and constituent institutions are currently operating as certified vocational training providers. These institutions mainly conduct short-term vocational training courses, with assistance and support received from various agencies including multilateral and bilateral donor agencies. In majority cases, mandatory provision for skill testing is there. Accordingly, skill test attendants' figures provided by the National Skill Testing Board can give an approximate picture of the vocational training graduates under CTEVT-approved programs. According to National Skill Testing Board data, up till the end of fiscal year 2074/75, a total of 445,500 persons have attended skill tests conducted in the country, and among which 315,762 have passed

the tests. Taking account of recent skill test attendants [over 40,000 in F.Y. 2073/74 and over 62,000 in fiscal year 2074/2075)], and considering the approximate numbers of vocational training graduates not attending the skill test, it can be estimated that the total number of short-term vocational training programs conducted under CTEVT is about 50,000 a year.

Among the short-term vocational training available in the country, that provided by Vocational and Skill Development Training Center under the Ministry of Labor, Employment and Social Security; and Department of Cottage and Small Industries and Cottage and Small Industries Development Board under the Ministry of Industries, Commerce and Supplies occupy a considerable portion. Every year, Vocational and Skill Development Training Center is providing vocational training to around 19,000 people while both Department of Cottage and Small Industries and Cottage and Small Industries Development Board have enrollment capacity of about 8,000 individuals. Thus, the average capacity for short-term vocational training under the aforementioned ministries seems to be about 35,000 annually.

In addition to that provided by the Ministry of Labour Employment and Social Security, the Ministry of Industry, Commerce and Supplies and MoEST, short-term vocational training are also provided by other line ministries, including Ministry of Agriculture and Livestock Development, Ministry of Forest and Environment, Ministry of Women, Children and Senior Citizens, Ministry of Land Management, Cooperative and Poverty Alleviation, Ministry of Youth and Sports and Ministry of Health and Population and so on. The training conducted by these ministries also includes livelihood as well as orientation type of training. During the fiscal year 2074/75, a total of 149,485 graduates received short term vocational training from the aforementioned ministries, including livelihood and orientation training. However the corresponding number of graduates in Fiscal Year 2073/74 was 284,334. Out of them 46% training are less than one week, 40% are between 31 days to 3 months, 11% are from 3 to 6 months and 3% are from one week to one month.

Although major chunks of these training were provided by the Ministry of Agriculture and Livestock Development, these training programs are limited to within one week duration and are of orientation in nature.

Thus, it can be safely concluded that the current annual student intake capacity of both long-term and short-term TVET courses in Nepal under the public sector is limited to 130,000 excluding the orientation type of training. This figure is considerably fewer than the 512,000 young people entering the labor market every year. But due to the unavailability of comprehensive data and the lack of a single, unified data keeping system, we have an incomplete picture on TVET provision in Nepal that may complicate estimates of the extent of mismatch between demand for, and supply of, technical and vocational training in the country.

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PART I

INTRODUCTORY

1.1 Background

The prosperity of a country is closely associated with the productivity of its citizens, and productivity, in turn, can be enhanced by imparting knowledge and skills. Investment in Technical and Vocational Education and Training (TVET) is therefore crucial to address the socio-economic challenges facing a country and help make it prosperous.

Presently, large number of institutions are involved in TVET. Among them, some are directly running under government agencies while others are getting support from donor agencies to run various TVET programs. Furthermore, a few have made their programs financially sustainable by charging certain fees to the trainees. From the public side, twelve different ministries are found to be directly involved in conducting a range of TVET programs in the country. In addition to these government institutions, large number of TVET projects, donor agencies and I/NGOs deliver short-term TVET programs. Therefore, attempts have been made to establish coordination among these organizations since the last few years. As a result, Comprehensive TVET Annual Report 2072/73 (2015/16) was published last year. In the meantime, TVET MIS has been launched, Policy Coordination Committee and TVET Technical Committee have been formed and some high-level discussions and meetings have also taken place on the issue of coordination and overall enhancement of TVET sub-sector in Nepal.

Despite few shortcomings, the Comprehensive TVET Annual Report 2072/73 (2015/16), which was by far the first such publication in Nepal that provided all the information related to TVET programs currently operational in the country, had earned huge appreciation from relevant stakeholders, including TVET policy makers and planners. As a result, this is the second attempt to prepare an all inclusive TVET Annual Report that is informative in many ways and aims to help TVET planners, researchers and providers to analyze needs, latest trends and possibilities of the sub-sector and help formulate TVET policies.

This comprehensive TVET Annual Report has been developed mainly to disseminate information to a large number of young people who are seeking information regarding various kinds of TVET programs available in the country. In addition, TVET planners, policy makers, and researchers would also be extensively benefited from this report.

Although this Annual Report has planned to incorporate all the TVET-related activities undertaken by all the governmental, non-governmental and private firms across the country, information from some institutions could not be obtained. Nonetheless, information and data available from the institutions related to the ten ministries regarding TVET delivery by their internal sources or supported by donors have been incorporated in this report.

1.2 Objectives

The objective of this Comprehensive TVET Annual Report 2074/75 (2017/18) is to give a detail picture on the TVET delivery (especially from public institutions) as well as TVET provisions in Nepal. Hence, this publication intends to offer a unique chance to reduce duplication and redundancies of program delivery activities and match provisions with demand.

The specific objectives to publish this report are to:

- Provide brief overview of the TVET delivery system in the public sector of Nepal
- Analyze the supply system of TVET delivery in Nepal

1.3 Methodology

As twelve federal ministries are considered as line ministries regarding the implementation of TVET programs delivery, majority of these ministries have one or more specialized entities that deal with TVET related activities. However, some ministries and the project implementing agencies under them get the support of both private sector institutions and other public TVET institutions to conduct TVET programs.

An attempt was made to incorporate the status of various TVET programs being delivered by these ministries. A structured data collection format, which was used for the previous edition, was initially revised by the SKILLS team. This revised format was again discussed in the technical committee meetings to solicit additional feedback and suggestions to be later incorporated in the final version of the data collection format. Despite making the best attempt to incorporate the information and data of all 12 TVET related ministries, the report could only collate the information of ten ministries. SKILLS staff, with the active help of members of the inter-ministerial TVET Technical Committee, were involved in the data collection process. Hence, the information incorporated in this report are either provided officially or through official sources. Statistical Program for Social Science (SPSS), a software package used for interactive statistical analysis, was also used in the data analysis process.

TVET related information of the following ministries are included in this report.

- Ministry of Education, Science and Technology
- Ministry of Industry, Commerce and Supplies
- Ministry of Culture, Tourism and Civil Aviation
- Ministry of Women, Children and Senior Citizens
- Ministry of Agriculture and Livestock Development
- Ministry of Labour, Employment and Social Security

- Ministry of Health and Population
- Ministry of Forest and Environment
- Ministry of Land Management, Cooperatives and Poverty Alleviation
- Ministry of Youth and Sports

1.4 Organization of the report

Similar to its previous edition, this edition of the Comprehensive TVET Annual Report also constitutes the basic introduction of the afore-mentioned ministries and the TVET programs they offer through the institutions affiliated to them. In the case of having more than one separate TVET providing entities under these ministries, basic introduction of each of these entities have also been incorporated in this report. Although proper attention has been paid to explore the training programs and the status of graduates in fiscal year 2074/75 (2017/18), information about the TVET graduates in fiscal year 2073/74 (2016/17) has also been incorporated in this report separately.

This report is mainly organized under separate chapters – the first chapter is about the overview and objectives of comprehensive TVET Annual Report and the methodology to prepare it whereas the second chapter simply explores the data and informations of different ministries and their entities. The third chapter, on the other hand, incorporates the analysis of training related data from different angles and other aggregated and disaggregated information. This part attempts further to analyze the effectiveness of the training programs delivered by these institutions.

1.5 Limitations

As this comprehensive annual report is mainly focused on TVET programs, attempts were made to incorporate TVET related information from all twelve ministries. However, information from only ten ministries were made available to be incorporated in the report, and they were either provided officially from related entities or taken from officially approved sources.

Although data collection format was circulated to all twelve ministries, only limited informations were obtained from the aforementioned ten ministries, while none of the information of the remaining two ministries could be incorporated.

PART II

MINISTRIES AND THEIR ENTITIES EXECUTING TVET PROGRAMS

2.1 Ministry of Education, Science and Technology

Established in 1951, the Ministry of Education, Science and Technology (MoEST) is the apex body of all educational institutions in Nepal and is responsible for overall development of education, science and technology in the country. This Ministry is responsible for formulating educational policies and plans and managing and implementing them across the country through the institutions under it.

In addition to general education, the MoEST also facilitates the provision of technical and vocational education and training. Under the ministry, some semi-autonomous boards and periodic projects are working for the sake of overall development and expansion of TVET programs across the country. MoEST provides policy level feedback to the Council for Technical Education and Vocational Training (CTEVT). Enhanced Vocational Education and Training (EVENT) is one of the projects directly implemented by MoEST, while projects like Employment Fund and Skill Development Project (SDP) are also steered by MoEST.

2.1.1 Council for Technical Education and Vocational Training

2.1.1.1 Background

The Council for Technical Education and Vocational Training (CTEVT) is a national autonomous apex body for TVET sub sector in Nepal. Formed under the Technical Education and Vocational Training (TEVT) Act in 1989, CTEVT comprises of Training Institute for Technical Instruction (TITI) and 45 constituent Technical Schools (including Polytechnics and rural training centers). In addition, 546 Technical School Leaving Certificate level training institutes, 451 institutes running PCL/Diploma level programs including Partnership Programs and 1078 training centres dealing with short-term training are affiliated to CTEVT. Likewise, there are 397 public schools running under TECS (Technical Education in Community Schools) modality of CTEVT. It mainly involves in policy formulation, quality control, preparation of competency based curriculum, developing skill standards of various occupations and testing the skills of the people, conduct various research studies and training needs assessment etc.

Table 2.1: Institutes running under the umbrella of CTEVT by their types

SN	Type of Institutes	Total Number of Institutes	Institutes Running TSLC Program	Institutes Running Diploma Program	Remarks
1	Constituent Schools	45	12	42	
2	Technical Education in Community Schools (TECS)	397	269	198	
3	PPCP Partnership Institutes	5	2	5	
4	Affiliated Institutes	429	263	206	
	Total Institutes	875	546	451	

Note: Since some institutions run both TSLC and Diploma program, total figure is lower than the addition of corresponding figures of diploma and TSLC Program.

CTEVT has set the following six goals:

1. Expand TVET programs for ensuring access and equity
2. Ensure quality, relevant and efficient TVET system
3. Enhance effectiveness and efficiency of CTEVT management
4. Establish NVQF to ensure its compatibility with education framework
5. Extend technical input to establish TVET Fund
6. Establish effective coordination with and among TVET stakeholders

2.1.1.2 Long Term Programs under CTEVT

CTEVT carries out the activities focusing mainly on goals of the strategic plan 2014-2018. The major achievements and outputs of CTEVT in the fiscal year 2074/75 (2017/2018) are delivery of the long term and short term training, curricula development and revision and recognition of prior learning (skill test), expansion and extension of TVET institutions and activities, assurance of quality and relevance of TVET programs, enhancing effectiveness and efficiency of TVET management with organizational and staff development and facilitation and coordination among various TVET stakeholders to ensure uniformity of training programs. Till Fiscal Year 2074/75 (2017/2018), CTEVT produced 56,918 graduates from 3 years diploma level programs and 197,728 graduates from TSLC programs of various durations. Likewise, 717 graduates were produced from special technical education programs which includes girls and boys from Janajati (indigenous), Dalit and Muslim communities and other impoverished and marginalized communities.

CTEVT is presently running two types of training programs– three-year Diploma/PCL Level Program and 18-Month TSLC Level Program. Enrolment capacity of these programs is presented in table 2.2 and 2.3 below.

Enrolment Capacity of TSLC and Diploma Level Programs

The total enrolment capacity of CTEVT constituent and affiliated institutes is 61,426 (33,520 in TSLC programs and 27,906 in Diploma programs). The program wise enrolment capacity of these institutions together with the number of programs are given in table 2.2 and 2.3.

Table 2.2: Details of Programs and Enrolment Capacity under CTEVT

SN	Name of Programs	Number of Programs	Total Enrolment Capacity
1	Proficiency Certificate Level (PCL) in Nursing (Staff Nurse)	111	4440
2	Diploma in Civil Engineering	116	5568
3	Diploma in Agriculture (Plant Science)	117	4680
4	PCL in General Medicine	54	2160
5	PCL in Medical Lab Technology	56	1680
6	Diploma in Pharmacy	33	1320
7	Diploma in Agriculture (Veterinary Science)	35	1400
8	Diploma in Computer Engineering	32	1536
9	PCL in Diagnostic Radiography	20	800
10	Diploma in Electrical Engineering	19	912
11	PCL in Dental Science(Dental Hygiene)	10	400
12	Diploma in Geomatics Engineering	5	240
13	PCL in Ophthalmic Science	8	320
14	Diploma in Electronics Engineering	9	432
15	Diploma in Forestry	12	480
16	Diploma in Information Technology	5	240
17	Diploma in Mechanical Engineering	5	240
18	Diploma in Physiotherapy	2	80
19	Diploma in Hotel Management	5	200
20	Diploma in Entrepreneurship Development	1	40
21	Diploma in Food & Dairy Technology	4	160
22	PCL in General Ayurved Medicine	4	160
23	Diploma in Architecture Engineering	4	192
24	Diploma in Automobile Engineering	2	96
25	Diploma in Electrical & Electronics Engineering	1	48

SN	Name of Programs	Number of Programs	Total Enrolment Capacity
26	Diploma in Hydropower Engineering	1	48
27	Diploma in Refrigeration and A/C	1	48
28	Diploma in Social Works	1	48
29	PCL in Acupuncture, Acupressure and Moxibustion	1	40
30	Diploma in Biomedical Equipment Engineering	1	30
31	Diploma in Homeopathy	1	40
Total		676	27,906

Source: ctevt.org.np/ctevtmapping

Table 2.3: Enrolment Capacity for Technical SLC Level Program

SN	Name of Programs	Number of Programs	Enrolment Capacity
1	TSLC in Civil Engineering	139	5560
2	TSLC in Agriculture (Plant Science)	190	7600
3	TSLC in Medical Laboratory Assistant	88	3520
4	TSLC in Community Medical Assistant	81	3240
5	TSLC in Agriculture (Animal Science)	114	4560
6	TSLC in Auxiliary Nurse Midwifery	49	1960
7	TSLC in Electrical Sub overseer	56	2240
8	TSLC in Basic Surveying (AMIN)	29	1160
9	TSLC in Computer Engineering	37	1480
10	TSLC in Auxiliary Ayurveda Health Worker	13	520
11	TSLC in Mechanical Sub-overseer	9	360
12	TSLC in Social Mobilization	8	320
13	TSLC in Entrepreneurship Development	5	200
14	TSLC in Culinary Art	5	200
15	TSLC in Automobile Engineering	5	200
16	TSLC in Community Amchi Assistant (AAM)	1	40
17	TSLC in Acupuncture, Acupressure and Moxibustion (AAM)	1	40
18	TSLC in Electronics Engineering	1	40
19	TSLC in Textile and Sericulture	1	40
20	TSLC in Computer Application and Secretarial Management	3	120
21	TSLC in Water Supply Sanitation Engineering	1	40
22	TSLC in Hotel Management	1	40
23	TSLC in Refrigeration Engineering	1	40
Total		838	33,520

Source: ctevt.org.np/ctevtmapping

2.1.1.3 Short Term Program and Skill Test

CTEVT conducts short term vocational training programs through its constituent and affiliated institutions. There are curricula for 190 short-term vocational courses related to different trades and occupations. Similarly, more than 1078 institutes are affiliated to CTEVT to provide short-term training. Presently, the training programs conducted by its constituent schools are also being supported by the development partners. Skill Development Project is one of the major projects under CTEVT which delivers short-term vocational training programs. The following table 2.4 gives the statistical overview of the training program delivered by SDP in the fiscal year 2016-17 and 2017-18.

Skill test is one major activity of the National Skill Testing Board (NSTB) under CTEVT that develops National Occupational Skills Standard (NOSS) for elementary level and for level one to four. To date it has developed 286 NOSS. Similarly, up till the year 2074/75 (2017/2018), 445,500 craftsmen have taken skills test conducted by NSTB, of which 315,762 passed the test. Similarly, during the fiscal year 2074/75 (2017/18) alone, National Skill Testing Board conducted skill tests for 62,041 applicants out of which 41,362 have passed the test (see table 2.4).

Table 2.4: Year-wise applicants and graduates record of skill test

SN	Level	Up to FY (2016/2017)		FY (2017/2018)		Total (Till Fiscal Year 2074/75)	
		Attendants	Graduates	Attendants	Graduates	Attendants	Graduates
1	Elementary	9000	7853	0	0	9000	7853
2	Level-1	328258	244117	51463	37710	379721	281827
3	Level-2	40222	18897	9248	3406	49470	22303
4	Level-3	7079	2349	1330	246	8409	2595
5	Level-4	47	37			47	37
	Total	383459	274400	62041	41362	445500	315762

If the figure is disaggregated by gender, 55.7% are female and 44.3% are male. Similarly, in the level wise categorization 82.9% applicants have applied for level 1, 14.9% applied for level 2 and 2.14 % applied for level 3. Out of the total applicants of 62,041, 66.67% of them met the standard and rest 26.45% failed to meet the standard, whereas 6.62% remained absent as provided in the Table 2.5 (see table 2.4 to 2.6).

Table 2.5: Distribution of Skill Test Applicants of 2074/75 (2017/18)

SN	Skill Test Status	Level One		Level Two		Level Three		Total	
		Number	%	Number	%	Number	%	Number	%
1	Absent Candidate	2819	5.47	1026	11.09	261	19.62	4106	6.62
2	Standard Unmet	10773	20.89	4811	52.02	823	61.88	16407	26.45
3	Standard Met	37710	73.13	3406	36.83	246	18.50	41362	66.67
4	Result Processing	161	0.31	5	0.05	0	0.00	166	0.27
	Total	51463	99.81	9248	100.00	1330	100.00	62041	100.00

Table 2.6: Distribution of Skill Test Applicants by Gender

SN	Gender	Frequency	Percent
1	Male	27457	44.3
2	Female	34583	55.7
3	Others	1	.0
	Total	62041	100.0

The data on skill test applicants also gives a snapshot on the number of graduates who received skills training of more than 3-month duration. In this regard, we can estimate that more than 62,041 youths have received skills training of more than 3-months. If the number is compared as per the sponsor, EVENT Project delivered training programs to some 17,750 youths. This is the highest number of training provided by an individual sponsor. Similarly, Skill Development Project carried out skill training programs for more than 13,000 graduates. The table 2.8 provides training programs and Skill Test Applicants from different program/project.

Table 2.7: Categorization of Skill Test Applicants by Sponsor

SN	Name of Sponsors	Frequency	Percent
1	EVENT Project	19595	31.6
2	Skill Development Project	16564	26.7
3	Individual Participants	8199	13.2
4	Employment Fund	6418	10.3
5	Training Center Nepal	2879	4.6
6	Save the Children	1896	3.1
7	Swisscontact Nepal	1843	3.0
8	CTEVT/Regular	1780	2.9
9	NSTB Regular	491	0.8
10	Ministry of Women, Child and Senior Citizens	417	0.7

SN	Name of Sponsors	Frequency	Percent
11	Geneous Multi Technical Institutes	393	0.6
12	UCEP Nepal	301	0.5
13	ILO	223	0.4
14	Action Aid Nepal	209	0.3
15	CTEVT ENSSURE	202	0.3
16	HELVETAS Nepal	160	0.3
17	F-SKILL	117	0.2
18	Others	334	0.53
	Total	62041	100.0

During the full project period 2013-2018, 47,036 candidates were enrolled in 99 different trades from 68 districts of Nepal. Out of them, almost 60% are male candidates and rest 40% are female. Furthermore, almost 99% of them have completed the training programs they were enrolled in. The corresponding percentage of skill test passed is 73.03 (see table 2.8).

Table 2.8: Short term training under SDP/CTEVT in the project period

SN	Particulars	Number	Percentage of Selected
1	Selected Participants	47036	100%
2	Male Participants	28049	59.63
3	Female Participants	18987	40.36
4	Needy Group Participants	4589	9.76
5	Training Completed Participants (Verified by RMO)	46450	98.75
6	Training Drop out Participants (Verified by RMO)	587	1.25
7	Skill Test Result In Processing (Verified by RMO)	565	1.20
8	Skill Test Result Standard Met (Verified by RMO)	34348	73.02
9	Skill Test Result Standard Not Met (Verified by RMO)	11313	24.05
10	Skill Test Certificate Received Applicants (Verified by RMO)	43666	92.84

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2.1.2 Center for Education and Human Resources Development

2.1.2.1 Background

Center for Education and Human Resources Development (CEHRD) is the changed name of previous Department of Education which was established in Jest 9, 2056 BS under then Ministry of Education. At a time when Basic and Primary Education Program and Secondary Education Development Project were about to phase out, a separate entity was urgently felt to carry on the activities running under these projects.

The main objective of the DoE was to monitor and evaluate the policies, plans and programs implemented under Ministry of Education in situation where extension and development of education sector of Nepal is increasing in fullest pace. The department was also expected to make school education system effective by activating Regional Directorate and District Education Offices.

2.1.2.2 Technical Stream Education in Community School

CEHRD is also implementing the technical stream of secondary education alongside with secondary education in general subject throughout the country. Presently, there are altogether 284 technical stream schools running throughout the country offering technical diploma (9-12) in five occupational subjects. The Table 2.9 depicts the province wise and program wise figure of technical stream school running throughout the country.

Table 2.9: Technical Stream School by Programs and Provinces

SN	Subject Area of TVET Programs	Provincial Distribution of Schools							Total
		Province One	Province Two	Province Three	Gandaki Province	Province Five	Karnali Province	Sudurpaschim Province	
1	Animal Science	1		28					29
2	Civil Engineering		17	14	27	13			71
3	Computer Engineering					25	13	25	63
4	Electrical Engineering				2	25			27
5	Plant Science	49	34	10					93
6	Music & Arts			1					1
	Total	50	51	52	29	63	13	25	284

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2.1.3 Enhanced Vocational Education and Training Project – Second

2.1.3.1 Background

Enhanced Vocational Education and Training (EVENT) Project Second has been established as per the agreement signed between the Government of Nepal and the World Bank on 21 January, 2018. The main objective of this project is to expand the supply of skilled and employable labor by increasing access to quality training programs and by strengthening the technical and vocational education and training system in Nepal. The project emphasizes on increasing access to technical education and vocational training (TEVT) programs for disadvantaged youths, especially poor, those living in remote and backward regions, female, Dalit, marginalized Janajatis and people with disability through targeted and other inclusive processes.

The first phase of this project, implemented from 2011 to 2017, had aimed to increase the supply of skilled and employable labor force by increasing people's access to quality training programs and by strengthening the technical and vocational education and training system in Nepal.

The primary beneficiaries of the project are approximately 1,15,000 Nepali youths, who will get access to short-term skills training, technical education and opportunity for certifying their existing skills. The institutions providing Technical School Leaving Certificate (TSLC)/Diploma, which are the part of the project, will benefit through improved facilities, trained instructors, use of high quality teaching and learning materials, improved delivery process including regular monitoring and evaluation. The project will support in strengthening labour market information system to increase access to information related to employment. Ultimately, the project aims to help raise the capability of the TEVT sector to produce skilled, employable and productive labor for both domestic and international markets.

Component 1: Strengthening TVET Regulatory Activities and Capacity Building

Component 2: Strengthening Technical Education

Component 3: Supporting Short-Term Vocational Training and Recognition of Prior Learning

Component 4: Project Management and Monitoring and Evaluation

2.1.3.2 Delivery of TVET Programs

Enhanced Vocational Education and Training Project (EVENT) has been carrying out training programs in different occupations and conducting training under the result-based and voucher based scheme. Details regarding the number of graduates and the corresponding figure of those who passed skill tests and their employment status can be seen in table 2.10.

Table 2.10 Training Programs and Corresponding Number of Graduates in 2074/75 (F.Y. 2017/18)

SN	Occupation of Training	Duration of Training	Minimum Qualification	Graduate Status		Provincial Distribution of Respondents							
				Total	Female	Skill Test Passed	Province One	Province Two	Province Three	Gandaki Province	Province Five	Karnali Province	Sudurpashchim Province
1	Aluminum- Fabricator	390 Hours	Literate	58	0	58				18	40		
2	ARC Welder	390 Hours	Literate	129	2	129		59		37	33		
3	Assistant Beautician	390 Hours	Literate	2582	2574	2582		218	1986	278	100		
4	Assistant Librarian	390 Hours	Literate	7	6	7			7				
5	Assistant Waiter	390 Hours	Literate	290	86	290	111		85	56	38		
6	Brick Layer Mason	390 Hours	Literate	934	88	934	78	197			299		360
7	Building Electrician	390 Hours	Literate	2774	137	2774	272	558	572	337	737	100	198
8	Building Painter	390 Hours	Literate	60	11	60					60		
9	Carpet Weaver	390 Hours	Literate	164	157	164		95	69				
10	Commis- III	390 Hours	Literate	233	67	233	40		123	30	40		
11	Community Agriculture Assistant	390 Hours	Literate	116	79	116			57	20	39		
12	Community Livestock Assistant	390 Hours	Literate	120	78	120			80	40			
13	Construction Worker	390 Hours	Literate	63	13	63					63		
14	Continental Cook	390 Hours	Literate	76	15	76			76				
15	Dress Maker/Tailoring	390 Hours	Literate	1311	1304	1311	179	277	635	40	80		100
16	ECD Facilitator	390 Hours	Literate	334	333	334		80	215		39		
17	Electrical Appliance Repairer	390 Hours	Literate	20		20			20				
18	Electric Motor Rewinder	390 Hours	Literate	59	0	59			58				
19	Fashion Design	390 Hours	Literate	78	76	78		20					
20	Furniture Maker	390 Hours	Literate	268	15	268		113		57			98
21	Hand Embroider	390 Hours	Literate	139	138	139		59		80			
22	House Keeping	390 Hours	Literate	40	22	40	40						
23	Indian Cook	390 Hours	Literate	296	67	296			99	117	40	40	
24	Industrial Electrician	390 Hours	Literate	258	14	258			9	35	214		
25	Junior Computer Hardware Technician	390 Hours	Literate	290	138	290	20	55	75		20	80	40
26	Junior Plumber	390 Hours	Literate	709	49	709	40	77	236	99	217	40	
27	Junior Poultry Technician	390 Hours	Literate	488	268	488	60	39	150	60	139		40

SN	Occupation of Training	Duration of Training	Minimum Qualification	Graduate Status		Provincial Distribution of Respondents							
				Total	Female	Skill Test Passed	Province One	Province Two	Province Three	Gandaki Province	Province Five	Karnali Province	Sudurpashchim Province
28	Mobile phone Repair Technician	390 Hours	Literate	720	44	720	40	152	211	177	80		60
29	Motor Cycle Service Mechanics	390 Hours	Literate	53	1	53				14	39		
30	Off Season Vegetable Producer	390 Hours	Literate	179	143	179		60	39		80		
31	Plasterer	390 Hours	Literate	60	45	60					60		
32	Ref. and AC Mechanics	390 Hours	Literate	39	0	39			20		19		
33	Security Guard	390 Hours	Literate	54	29	54		54					80
34	Tailoring	390 Hours	Literate	2240	2218	2240		219	1166	476	239	60	
35	Telecom Technician	390 Hours	Literate	11	1	11			11				
36	Thanka Artist	390 Hours	Literate	231	139	231			231				
37	Tharu Handicraft	390 Hours	Literate	80	80	80				80			
38	Village Animal Health Worker	390 Hours	Literate	198	34	198		178			20		
39	Wood Carver	390 Hours	Literate	20	5	20			20				
Total				15781	8476	15781	880	2510	6250	2051	2735	320	976

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2.1.4 Skills Development Project

2.1.4.1 Background

The Skills Development Project (SDP), financed by the Asian Development Bank and the Government of Nepal, was established to support the government to implement key aspects of the Technical and Vocational Education and Training (TVET) Policy 2012. The project being run under the Ministry of Education, Science and Technology is being implemented by the Council for Technical Education and Vocational Training (CTEVT) through a Project Implementation Unit (PIU).

The SDP is helping the government to (i) initiate strategic sector reforms that aim to improve overall sector management and performance, (ii) improve quality and relevance of public training, and (iii) increase private sector engagement in training delivery and job placement. Each intervention has been designed to increase the efficiency and result-orientation of the TVET system, making it more market-driven. The impact of the project will be the increased employability of the Nepalese workforce. Its outcome will be the establishment of a market-responsive and social and gender-inclusive TVET system.

2.1.4.2 Delivery of TVET Programs

The training delivered by SDP project in the fiscal year 2073/74 and 2074/75 is depicted in table 2.11.

Table 2.11: Training Delivered by SDP in 2073/74 (2016-17)

SN	Name of Trade	Gender		Total	Skill Test Pass %
		Male	Female		
1	Agriculture Junior Technical Assistant	31	88	119	18.18
2	Aluminum Fabricator	408	50	458	75.57
3	ARC Welder(IG & IF)	198	17	215	69.27
4	Assistant Beautician	0	20	20	85.00
5	Assistant Waiter	238	102	340	75.82
6	Baker	66	74	140	87.68
7	Bakery	17	3	20	85.00
8	Bar Bender	155	0	155	87.58
9	Bar Tender	98	0	98	83.33
10	Beautician	0	123	123	15.00
11	Boiler Operator	39	1	40	50.00
12	Bricklayer/Mason	76	3	79	72.15
13	Building Electrician	588	255	843	83.80

SN	Name of Trade	Gender		Total	Skill Test Pass %
		Male	Female		
14	Building Electrician -2	219	7	226	70.40
15	Building Painter	99	101	200	81.41
16	Care Giver	1	233	234	86.64
17	Chinese Cook	180	79	259	86.43
18	Civil Construction Technician	20	0	20	20.00
19	Commis III	177	102	279	80.43
20	Computer Hardware Technician	31	9	40	85.00
21	Computer Operator	11	29	40	72.50
22	Construction Carpenter	257	161	418	72.82
23	Construction Carpenter	40	0	40	80.00
24	Construction Worker	148	32	180	81.11
25	Continental Cook	157	63	220	72.56
26	Dress Maker/Tailoring	0	65	65	63.49
27	Early Childhood Development (ECD) Facilitator	0	19	19	42.11
28	Electric Motor Rewinder	99	61	160	64.78
29	Furniture Maker	96	20	116	84.35
30	Garment Fabricator	0	21	21	80.00
31	Hair Cutting	41	19	60	96.67
32	Heavy Machinery Operator	295	3	298	74.30
33	House Hold Plumber	123	23	146	45.45
34	House Keeping	32	68	100	87.88
35	Indian Cook	184	157	341	80.30
36	Industrial Electrician	39	21	60	85.00
37	Industrial Electrician-1	172	66	238	72.57
38	Junior Auto Mechanics	178	0	178	80.59
39	Junior Computer Hardware Technician	100	39	139	73.95
40	Junior Optical Dispenser	41	39	80	21.52
41	Junior Plumber	281	34	315	87.66
42	Junior Telecom Technician	62	18	80	88.75
43	Lathe Setter Operator	93	9	102	48.94
44	Lathe Setter Operator-1	57	3	60	85.45
45	Light Vehicle Mechanic	18	1	19	78.95
46	Light Vehicle Service Mechanic	79	0	79	70.15
47	Livestock Junior Technical Assistant	46	35	81	13.92
48	Mason	984	269	1253	87.33
49	Mobile Phone Repair Technician	157	23	180	80.23
50	Motorcycle Mechanics	40	0	40	78.95
51	Motorcycle Service Mechanics	233	7	240	81.62
52	Off Season Vegetable Producer	20	40	60	94.64
53	Off Seasonal Vegetable	29	88	117	83.76
54	Pipe Fitter	7	13	20	60.00
55	Post-Harvest Technician Vegetable	4	36	40	97.50
56	Refrigeration & Air-condition Mechanic	20	0	20	75.00

SN	Name of Trade	Gender		Total	Skill Test Pass %
		Male	Female		
57	Refrigeration & Air-condition Mechanic-1	59	1	60	75.00
58	Scaffolder	180	40	220	83.56
59	Security Guard	89	27	116	93.04
60	Shoe Maker	10	10	20	100.00
61	Shuttering Carpenter	233	62	295	75.43
62	Solar Electrical Technician	15	5	20	100.00
63	Steel Fixture	95	63	158	82.91
64	Stone Layer Mason	18	0	18	91.67
65	Structural Fabricator	63	6	69	51.67
66	Sweets and Snacks Maker	13	27	40	77.50
67	Tailoring	4	140	144	36.36
68	Tile/Marble Fix./Plaster/Marble Polishing	99	61	160	75.00
69	Waiter	34	5	39	35.90
	Total	7696	3196	10892	76

Table 2.12: Training Delivered by SDP in 2074/75 (2017/18)

SN	Trade	Gender		Total	Skill Test Pass
		Male	Female		
1	Aluminum Fabricator	130	9	139	83.33
2	ARC Welder	20	0	20	85.00
3	ARC Welder (IG & IF)	419	60	479	77.49
4	Assistant Waiter	17	143	160	79.38
5	Baker	56	61	117	86.21
6	Bakery	1	59	60	
7	Bar Bender	243	197	440	82.13
8	Bar Tender	107	13	120	88.24
9	Beautician	7	373	380	9.76
10	Boiler Operator	297	60	357	69.00
11	Building Electrician	642	377	1019	79.88
12	Building Electrician -2	39	2	41	-
13	Building Painter	91	109	200	84.50
14	Care Giver	0	286	286	81.13
15	Coffee Maker	66	129	195	63.33
16	Commercial Cooking	2	158	160	-
17	Commis II	0	100	100	55.00
18	Commis III	126	94	220	83.55
19	Construction Carpenter	207	451	658	78.02
20	Construction Carpenter	0	20	20	100.00
21	Construction Worker	118	122	240	85.36
22	Continental Cook	83	37	120	84.17
23	Cook	0	127	127	9.09
24	Electric Motor Rewinder	166	74	240	69.46
25	Hair Cutting	24	117	141	78.01
26	Heavy Machinery Operator	153	7	160	94.38

SN	Trade	Gender		Total	Skill Test Pass
		Male	Female		
27	House Hold Plumber	23	0	23	30.43
28	House Keeping	43	579	622	75.93
29	Indian Cook	68	32	100	88.00
30	Industrial Electrician	73	27	100	73.74
31	Industrial Electrician-1	208	71	279	76.92
32	Junior Auto Mechanics	309	8	317	90.85
33	Junior Computer Hardware Technician	56	123	179	77.70
34	Junior Optical Dispenser	68	48	116	27.78
35	Junior Plumber	367	115	482	78.84
36	Lathe Setter Operator	42	18	60	58.33
37	Lathe Setter Operator-1	282	37	319	54.73
38	Livestock Junieur Technical Assistant	11	29	40	-
39	Mason	693	1286	1979	84.28
40	Mechanical Fitter	423	74	497	70.47
41	Micro Hydro Assistant	321	79	400	80.71
42	Mobile Phone Repair Technician	258	161	419	75.00
43	Motorcycle Service Mechanics	346	13	359	82.73
44	Off Season Vegetable Producer	15	244	259	100.00
45	Off Seasonal Vegetable	1	19	20	0.00
46	Receptionist Cum Cashier	0	300	300	77.31
47	Refrigeration & Air-condition Mechanic-1	117	3	120	81.67
48	Refrigerator AC Mechanic-1	48	9	57	80.70
49	Room Attendant	69	132	201	89.00
50	Scaffolder	251	189	440	81.78
51	Security Guard	136	204	340	87.42
52	Shuttering Carpenter	137	104	241	81.74
53	Small Hotel & Lodge Assistant	124	76	200	75.13
54	Solar Electric Technician-1	20	0	20	25.00
55	Steel Fixture	195	145	340	89.67
56	Stone Layer Mason	41	0	41	68.29
57	Tailoring	8	575	583	46.44
58	Tile/Marble Fix./Plaster/Marble Polish	118	122	240	82.85
59	Veterinary Junior Technical Assistant	0	20	20	-
60	Waiter	13	66	79	37.04
61	Waitress	3	577	580	74.15
62	Waitress-2	0	122	122	47.06
	All Programs	7901	8792	16693	77.58

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2.1.5 Other Projects

There are some TVET projects that are currently being implemented, but the trainees admitted in some of these projects have not graduated till the end of the fiscal year 2074/75. The brief information of these projects are as follows:

2.1.5.1 National Vocational Qualification System (NVQS)

Nepal Vocational Qualifications System (NVQS) Project, a bilateral initiative between the Government of Nepal and Government of Switzerland, is funded by the Swiss Agency for Development and Cooperation (SDC) and implemented by Council for Technical Education and Vocational Training (CTEVT)/National Skill Testing Board (NSTB) with full Technical Assistance provided by the Swiss Foundation for Technical Cooperation (Swisscontact). The project is supporting the Ministry of Education, Science and Technology to establish a National Vocational Qualifications Framework and a corresponding National Vocational Qualifications Authority to manage it.

The overall goal is to contribute to systemic changes in the TVET system that will enable women and men, including disadvantaged groups, to get access to increased employment and self-employment and to perform at higher productivity levels. This, in turn, shall lead to higher income, enhanced livelihood and resilience, and thus combat poverty and promote inclusive growth. Outcomes of the project are expected to occur at two levels:

At system level: NSTB successfully manages Vocational Qualifications Frameworks (VQF) and is prepared for its transformation into NVQA. Some of the indicators of the success are: i) Guidelines with quality criteria to manage VQFs are prepared ii) At least 25,000 youth are tested and certified by NSTB with the newly developed nationally recognized VQFs iii) Improved Human Resource Plan for NSTB is prepared and implemented.

At user level: Nepalese youth, especially from the disadvantaged groups, are better employable in the labour market or in self-employment. Some indicators of success are: i) NSTB certificates are officially recognized by employers at least in two sectors ii) At least 3,000 certified youths are enrolled in higher levels of training by using NSTB certificates iii) At least 1,500 certified women are enrolled in higher levels of training by using NSTB certificates iv) At least 12,000 certified disadvantaged youths are employed at the national minimum wage of NPRs 6,200 by using NSTB certificates.

The NVQS project phase I is implemented from October 2015 – August 2019. The project foresees 2 subsequent phases to complete the process.

2.1.5.2 Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE)

ENSSURE is a project funded by the Government of Nepal and Swiss Agency for Development and Cooperation (SDC). The ultimate aim of the project is to help Nepalese workers particularly from disadvantaged groups to benefit from continuous employment and an improved standard of living. The project will achieve following three interrelated outcomes:

- At Workers level: Workers (women and men) have improved their employability.
- At Employer's level: Partner companies have established a favorable work environment.
- At the system level: TVET system is expanded and more inclusive of the private sector.

The project will reach out to at least 60,000 beneficiaries and will address mainly two target groups: (a) young job seekers who will either apply for apprenticeship or enter short training courses and (b) workers without proper skills recognition who are in need of further training.

The institutional partner of the project is the Ministry of Education, Science and Technology. The direct implementation partner is CTEVT which will manage the Project Implementation Unit (PIU), acts as regulator, facilitates course design and supports the training providers.

Timeframe of phase 1 of the ENSSURE project is from January 2016 to December 2019.

2.1.5.3 TVET Practical Partnership Programme (SAKCHYAMTA)

TVET Practical Partnership Programme is a project funded by the European Union and implemented by the British Council and the Council for Technical Education and Vocational Training (CTEVT). Over the course of four years, the project aims to contribute to Nepal's inclusive and sustainable growth through investment in human capital and by creating better employment opportunities.

The specific objectives of this project are to strengthen and implement more effective policy in the Technical and Vocational Education and Training (TVET) sector that is responsive to labour market needs. The programme will pilot an integrated Public Partnership Approach in three key economic sectors: i) agriculture ii) construction, iii) tourism, offering opportunities for promoting the transition to a greener, climate-resilient, low-emission economy.

The expected results are as follows:

1. Role of the GoN in the TVET system enhanced and TVET governance improved (which is under the Result 1 and is implemented by CTEVT through Sakchyamta Project);
2. Quality of the TVET provision and implementation scaled-up and reach out to the most disadvantaged ensured and innovative Public-Private Partnership models piloted to enhance the relevance, quality and sustainability of TVET provision in Nepal (which are under the result area 2 and 3 and is implemented by British Council through Dakchyata).

2.2 Ministry of Labour, Employment and Social Security

The Ministry of Labour, Employment and Social Security governs the policies related to labour and employment in the country. The major objectives of the ministry are as follows:

- Ensuring right to employment as envisioned in the constitution by creating decent employment opportunities
- Making foreign employment safe, decent and managed
- Bringing all people to the net of social security by implementing integrated social security scheme
- Increasing production and productivity by developing good labour relations
- Ending all kinds of labour exploitation and child labour
- Managing social security

Under the Ministry of Labour, Employment and Social Security, there are two entities that are mainly involved in the delivery of Technical and Vocational Education and Training. They include: Vocational and Skill Development Training Center, which works as a department level office, and Safer Migration (SaMi) project. The TVET related information of these two agencies are given below.

2.2.1 Vocational and Skills Development Training Center

2.2.1.1 Background

The Vocational and Skills Development Training Center (VSDTC) was established in 2034 (1977). The central office at Bhainsepati, Lalitpur has been designated as the Directorate, which has been transformed into department level office from 2065 (2008). It has been given the mandate of preparing demand-based skillful human resource and developing curriculum for all types of vocational and skills training.

Vision

The center will be developed as the Center of Excellence for the production of needs-based skilled human resources and contribute to the economic and social development of the country.

Mission

To produce employable skilled human resources and upgrade their entrepreneurial skills and make them fit for national and international job markets.

Objectives

- Provide skills development training for unemployed young people
- Provide orientation and training for young people seeking foreign employment
- Provide self-employment and entrepreneurship training to women, Dalit, indigenous nationalities and the people from deprived communities
- Conduct training in cooperation with local agencies, non-governmental organizations and the private sector
- Monitor and evaluate the skills training

2.2.1.2 Delivery of Training Programs

The Vocational and Skill Development Training Center is one of the major TVET training providers in Nepal. It conducts training programs of mainly 3-month duration. During the last fiscal year, the Center provided 3-month training programs to 17,493 students (see table 2.13).

Table 2.13: Training Programs and number of Graduates

SN	Trade	Duration	Eligibility	2073/74		2074/75	
				Total	Female	Total	Female
1	General Mechanics	6 Months	Literacy	115	8	115	3
2	Electrician	3 Months	Literacy	1322	54	1272	51
3	Electrician Upgrading	1.5 Months	Literacy	94	5	106	18
4	Plumbing	3 Months	Literacy	841	25	869	44
5	Assistant Beautician	3 Months	Literacy	1152	1147	1078	1070
6	Beautician	1.5 Months	Literacy	277	264	337	337
7	Tailoring	3 Months	Literacy	1654	1644	1550	1545
8	Dress Making/Tailoring	1.5 Months	Literacy	82	82	305	302
9	Electronics Good Repairer	3 Months	Literacy	635	42	649	75
10	Motorcycle Repairer	6 Months	Literacy	548	1	436	0
11	Auto-mechanics	6 Months	Literacy	168	1	142	1
12	Computer	6 Months	Literacy	955	545	1012	691

13	Welding	3 Months	Literacy	204	0	228	36
14	Betbanch Goods	3 Months	Literacy	40	40	78	72
15	Pumpset Mechanics	3 Months	Literacy	39	5	38	10
16	Dhaka Weaving	3 Months	Literacy	53	53	34	32
17	Residential Women	6 Months	Literacy	119	119	118	118
18	Foreign Employment and Youth Self Employment	1.5 Months	Literacy	11080	5279	11159	5576
19	Carpenter	3 Months	Literacy	323	43	121	37
20	Mason	3 Months	Literacy	315	18	42	0
21	Stuttering Carpenter	3 Months	Literacy		0	0	0
22	Tile and Marble Fixing	3 Months	Literacy	50	2	0	0
Total				20066	9377	19689	10018

2.2.2 Safer Migration (SaMi) Project

2.2.2.1 Background

The Safer Migration project (SaMi) is a bilateral initiative of the Government of Nepal (GoN) and the Government of Switzerland. The project is implemented through partnership between the Ministry of Labour, Employment and Social Security and HELVETAS Swiss Intercooperation Nepal.

The overall goal of the project is that migrant workers & their families are better protected by concerned Nepali institutions and benefit from decent working conditions abroad. Presently, the Phase III of the project is being implemented for 4 years, from 16 September 2018 to 15 July 2022, and which builds on the lessons learned from Phase I & II and supports the GoN to properly manage its services.

Through implementation of the first two phases of the project (2011-2018), SaMi had aimed to improve governance in foreign employment sector and to ensure protection of migrant workers and their families. In addition, Phase III of SaMi is taking place in the context of the state's federalization process, which gives important roles to the local governments, including in the area of foreign employment. SaMi III will also support this transition particularly in enhancing capacity of local governments to exercise their function in line with the good governance criteria.

2.2.2.2 Delivery of TVET Programs

Table 2.14: Details of training programs and graduates

SN	Title of The Training	Duration	Eligibility	Per unit cost in Thousand	2073/74		2074/75	
					Total	Female	Total	Female
1	Aluminium Fabricator	30		-	29			
2	Building Electrician	30		-	548			
3	Industrial Electrician	30	Up to secondary level	27300	15		18	
4	Junior Plumber	30		-	408			
5	Mason	30	Up to primary level	26000	162		132	
6	Scaffolder	30	Literate	23300	984		166	
7	Stuttering Carpenter	30	Up to primary level	27000	73		169	
8	Steel Fixture	30		-	76			
9	General Welder	30	Up to primary level	29300	22		17	
10	Garment Machine Operator	30	Up to primary level	22750	744	744	383	383
Total					3061	744	885	383

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2.3 Ministry of Culture, Tourism and Civil Aviation

Ministry of Tourism first came into existence in 2035 BS (1978 AD). In 2039 (1982 AD), Civil Aviation was also merged into the Ministry of Tourism and it became the Ministry of Tourism & Civil Aviation. In 2057 (2000 AD), Cultural sector was also integrated in the Ministry and called the Ministry of Culture, Tourism & Civil Aviation (MOCTCA). In August 31, 2008 (B.S. 2065-5-15) the ministry was divided into two ministries, i.e. Ministry of Tourism and Civil Aviation and Ministry of Culture and State Restructuring. The cultural sector has been integrated with the tourism and civil aviation on May 18, 2012 (2069-02-05 BS). The name of the ministry has now become the Ministry of Culture, Tourism and Civil Aviation.

There are mainly three entities involved in the delivery of TVET programs. They are Nepal Academy of Tourism and Hospitality Management (NATHM), Nepal Mountain Academy and Cultural Corporation. The brief introduction of these entities and the TVET program delivered by them in fiscal year 2073/74 and 2074/75 is given in the following sub topics.

2.3.1 Nepal Academy of Tourism and Hotel Management

2.3.1.1 Background

Nepal Academy of Tourism and Hotel Management (NATHM) was established in the year 1972 to produce skilled workforce for the hospitality and tourism industry of the country. The Academy, in consultation with the hospitality and tourism industry and others, launched a three-year Bachelor in Hotel Management in 1999, and a three-year Bachelor in Travel and Tourism Management in 2003 in collaboration with Tribhuvan University to fulfill the needs of supervisory level workforce in the hospitality and tourism industry. NATHM started offering Master of Tourism & Hospitality Management course from 2011.

Vision

To be established as a preferred destination for tourism and hospitality education in the SAARC region.

Mission

NATHM is the pioneer national institution dedicated to human resource development for tourism and hospitality sector. It will facilitate and prepare quality human resources by improving and expanding education, training and research opportunities. It will thus be a 'Center for Excellence' for national and international students.

Objectives

The objectives of NATHM are to:

- Produce trained and skilled workforce required for the hotel and tourism industry
- Conduct long-term higher level academic programs to produce managerial level personnel
- Provide consultancy and carryout survey and research for the development of tourism sector.

2.3.1.2 Delivery of TVET Programs

Table 2.15 presents detail information about the training programs carried out by NATHM from fiscal year 2073/74 (2016/17) to 2074/75 (2017/18). It conducts three types of training programs which includes Regular Courses and Training, On-request training and Mobile outreach training.

Table 2.15: Training Programs and Graduates

SN	Training Programs	Duration of Program	Minimum Qualification	Number of Graduates in	
				2073/74 (2016/17)	2074/75 (2017/18)
1	Master's in Hospitality Management	2 Years	Bachelor's or Equivalent	40	0
2	Bachelor's in Hotel Management	4 Years	10+2 or Equivalent	168	167
3	Bachelor's in Travel and Tourism	4 Years	10+2 or Equivalent	126	125
4	Food Preparation and Control	3-6 Months	SLC Pass	72	81
5	Food & Beverage Service	3-6 Months	SLC Pass	9	0
6	House Keeping	6 Months		84	0
7	Local Guide by Region			41	115
8	Trekking Route Guide			375	672
9	Rafting Route Guide			85	51
10	In-service Training/Seminar/ Public Relations and Hospitality			100	60
11	Outreach Training			0	261
12	Homestay Management			171	0
13	Hospitality and Food Safety Standard			0	0
14	Porter Guide	15 Days	SLC Appear	0	187
Total				1271	1719

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Nepal Academy of Tourism and Hotel Management

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2.3.2 Nepal Mountain Academy

2.3.2.1 Background

Nepal Mountain Academy is an academic institute established in 2002 where top-tier students, educators and researchers from across the country and around the globe come and thrive. NMA's academic programs are divided into two phases: under the first phase, the beginners' theoretical courses are conducted in Kathmandu while in the second phase, students are taken to the Solukhumbu campus located in Garma, an hour walk from Salleri, in its own spacious premises specially built for technical and practical mountain studies program.

More than 200 students are attending the academy for their undergraduate program where they receive a world-class education in a broad range of subjects which include the most awaited mountain studies in truly desired locations of Nepal and along with mountain trades and allied courses of mountain and tourism studies.

Vision

NMA eventually envisions to be a University for mountain and mountaineering studies that promotes, coordinates, and conducts academic activities and carries out research from across the disciplines on mountainous areas, peoples and practices, and advances both theoretical and experiential learning on campus and in mountain environment in the future. Presently, the main vision of this academy is to be a nationally and internationally reputed learning center, recognized for academic and practical excellence in teaching and research in mountaineering studies education in Nepal.

Mission

The academy seeks to make mountaineering studies a part of the core identity of the University by building on the academy's existing world-class strength in research and teaching on the mountains and the mountaineering studies.

Goals

Understanding mountains and environments; mountain cultures; and mountain activities in relation to one another in order to bring students, faculty members, and community together through the study of mountains and its allied services.

2.3.2.2 Delivery of Training Programs

NMA conducts both academic and non-academic programs. The non-academic training programs ranges from one week to six months and other academic programs includes three-year Bachelor's Degree and one-year Master's Degree.

The following table shows the detail about the programs it is conducting.

Table 2.16: Information on TVET Programs Delivered by Nepal Mountain Academy

SN	Academic or Training Program	Curriculum Developed	Approved	Level	Duration	Minimum Qualification
1	Bachelor's in Mountaineering Studies	NMA	TU		4 Years	Higher Secondary Level
2	Master's in Advance Tourism Studies	NMA	TU		Two Years	Bachelor Degree
3	Female Trekking Guide Course	NMA	MoCTCA		35 Days	Higher Secondary Level
4	Trekking Guide Course	NMA	MoCTCA		35 Days	Higher Secondary Level
5	Ski-Course	NMA	NMA Board	One	10 Days	Literate
6	Ski-Course	NMA	NMA Board	Two	15 Days	Literate
7	Ski-Course	NMA	NMA Board	Three	15 Days	Literate
8	Climbing and Mountaineering Orientation Training	NMA	NMA Board		7 Days	Trekking Guide
9	High Altitude Training	NMA	NMA Board		15 Days	Literate
10	Introductory Rock Climbing Course	NMA	NMA Board		7 Days	Literate
11	Metrological, Environmental and Cultural Course	NMA	NMA Board		7 Days	Literate
12	Himalayan Flora and Fauna Course	NMA	NMA Board		7 Days	Literate
13	White water Rescue Technician Training	NMA	NMA Board		7 Days	Literate
14	Mountain Navigation Course	NMA	NMA Board		7 Days	Literate
15	Climbing and Mountaineering High Altitude Training	NMA	NMA Board		7 Days	Literate
16	Outdoor Medication	NMA	NMA Board		7 Days	Literate
17	Mountaineering Tourism Training	NMA	NMA Board		7 Days	Literate

Table 2.17: TVET Programs Delivered in 2073/74 and 2074/75

SN	Name of occupational sector	Fiscal Year	Number of Graduates		Skill Test Status		Percentage of employment
			Total	Female	Appeared	Passed	
1	Female Trekking Guide Course	2073/74 (2016/17)	30	30	30	30	95
2	Trekking Guide Course		64	19	62	62	80
3	Ski-Course		10		10	10	100
4	High Altitude Training		150	55	-	-	70
Total			254	104	102	102	345
1	Female Trekking Guide Course	2074/75 (2017/18)	30	30	30	30	95
2	Trekking Guide Course		105	35	105	100	80
3	Ski-Course		10		10	10	100
4	High Altitude Training		150	55	-	-	70
Total			295	120	145	140	345

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Nepal Mountain Academy

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2.3.3 Nepal Cultural Corporation

2.3.3.1 Background

The institutional development of Nepali play music and dance was initiated in 1959 (2016 Bikram Sambat) after the construction of first National Theatre. However, it was formally established on November 13, 1961. At the beginning, it was under the Department of Culture, gradually followed by the Department of Archaeology, Department of Information and the Department of Extension. The major objectives of Nepal Cultural Corporation is as follows.

- Provide healthy entertainment to the public
- Fulfill the intellectual needs of the people by maintaining and developing the glorious culture and tradition of Nepal.
- Prepare cultural programs and display important and functional events.

2.3.3.2 Delivery of TVET Programs

Table 2.18: Training programs and graduates in Fiscal Year 2073/74 and 2074/75.

SN	Name of occupational sector	Minimum Qualification	Duration of Training	Fiscal Year 2073/74 (2016/17)		Fiscal Year 2074/75 (2017/18)	
				Total Graduates	Female Graduates	Total Graduates	Female Graduates
1	Singing	Literate	6 months	48	18	65	22
2	Dancing			45	25	60	40
3	Acting			48	9	84	20
4	TabalaBadan			5		11	
5	MadalBadan			6		13	
6	SarangiBadan			5		9	2
7	BansuriBadan			8		19	4
8	Total			165	52	261	88

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2.4 Ministry of Industry, Commerce and Supplies

The Ministry of Industry, Commerce and Supplies (MoICS) has been entrusted with the task of formulating, implementing and monitoring policy, plans and programs related to industry, commerce and supplies and to promote country's international trade, industrial development and investment as well as supply of food, consumable goods and other essential items, thereby protecting consumer rights. The role of the ministry has been considered crucial in the overall development of the nation. Due to the extensive scope of work, the ministry possesses pivotal role in supporting and propelling country's overall economic growth and development of industry and trade sectors.

MoICS has three separate entities for the delivery of training programs. They are Department of Cottage and Small Industry, Cottage and Small Industry Development Board, and Industries Enterprise Development Institute.

2.4.1 Department of Cottage and Small Industries

2.4.1.1 Background

The Department of Cottage and Small Industries (DCSI) was constituted under the Ministry of Industry, Commerce and Supplies (MOICS) in 1974 (2030 B.S as per Nepali calendar) to promote and foster various kinds of cottage and small industries under this department.

2.4.1.2 Delivery of TVET Programs

DCSI has been conducting various kinds of training programs. The training program and number of graduates produced by DCSI are presented in table 2.19.

Table 2.19: Details of training programs and graduates

SN	Name of Occupational Subject	Duration	Training Delivered in Fiscal Year 2073/74
1	Entrepreneurship Development	7 days	666
2	Bakery	15 days	66
3	Skill and Capacity Development	15 days	18
4	Paper Goods and Screen Print	21 days	15

SN	Name of Occupational Subject	Duration	Training Delivered in Fiscal Year 2073/74
5	Kristal Goods Production	1 Month	41
6	Hand Paper and Felt Production	1 Month	70
7	Rubber Moulding and Resin Goods Production	1 Month	20
8	Doll Making	1 Month	44
9	Makhmal, Dhaka Shoe and Sandal Making	2 Months	135
10	Beautician	3 Months	70
11	Computer Hardware Technician	3 Months	41
12	Hand Embroider	3 Months	48
13	Junior Plumber	3 Months	37
14	Mobile phone Repair Technician	3 Months	42
15	Motor Cycle Service Mechanics	3 Months	56
16	Basic Tailoring	3 Months	153
17	Advance Tailoring	3 Months	127
18	Fashion Design	3 Months	94
19	Machine Embroidery	3 Months	80
20	Wheel Througing	3 Months	20
21	House Wiring	3 Months	42
Total			1885

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2.4.2 Cottage & Small Industry Development Board

2.4.2.1 Background

The Cottage and Small Industry Development Board (CSIDB) was established in 1992 (2049 BS) under the Development Committee Board 2013 B.S. (1956) The Board is particularly responsible for supporting cottage and small industries. In addition, the board organizes and supports skills training in various subjects and occupations.

Vision

CSIDB will be developed as a major service provider of the government of Nepal for the development of micro, cottage and small industries in the country.

Mission

On behalf of the government, CSIDB provides several services to formal and informal Cottage and Small Industries (CSI) sector for the promotion, expansion and strengthening of cottage and small industries.

Goal

The main goal of CSIDB is to increase its share on GDP through CSI sector by providing promotional services to the entrepreneurs.

Major Activities

- Provide Skill Development Training and Entrepreneurship Development Training Program
- Provide technical support and counseling services.
- Provide information regarding industrial policies, acts, rules and establishment procedures.
- Organize industrial fair, exhibitions and provide recognition with Award Certificate, Shield and Cash Prize to the best performing entrepreneurs of cottage and small industry sector.
- Undertake industrial feasibility study and provide industrial project scheme of feasible industries to entrepreneurs.
- Participate in, organize and manage local, national and international exhibition and fairs for the promotion of local products.

- Registration and renewal of cottage & small industries and recommend to provide facilities as per acts and rules.
- Registration and renewal of business enterprises.

2.4.2.2 Delivery of TVET Programs

Skills training, particularly livelihood related training, in various subjects and occupations are of 7 days to 3 month as per the need and demand of trainees. No particular duration for skills training offered has been specified by the Board. Therefore, the hours of training are also not fixed as per the subject or training. The number of graduates produced by the Board is presented in the table 2.20.

Table 2.20. Details of Training Programs and Corresponding Number of Graduates

SN	Name of occupational sector	Minimum Qualification	Duration of Training	Total Graduates in Fiscal Year 074/75
1	Mason Refresher Training	Literate	7 Days	8600
Total				8600

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Cottage and Small Industry Development Board

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2.5 Ministry of Agriculture and Livestock Development

2.5.1 Background

The Ministry of Agriculture and Livestock Development chiefly aims to formulate policy aimed towards development of agriculture sector and implement the policy as per the requirement and potential of the country. One of the foremost goals of the ministry is to also achieve high and sustainable economic growth through commercial and competitive agricultural system and contribute towards food security and poverty reduction in the country.

The country's agriculture sector provides employment opportunities to 66 percent of the total population and contributes about 33 percent to the national GDP. The Ministry of Agriculture and Livestock Development shoulders the responsibility of the growth and development of agriculture and livestock sector. For this, it conducts short term training programs for farmers.

Vision

Improve the living standard of the people through sustainable agricultural development by transforming the subsistence farming system into commercial and competitive agricultural system.

Mission

- Increase agricultural production and productivity.
- Develop the basis of commercial and competitive agricultural systems and make them competitive in the regional and global markets.
- Preserve, promote and utilize natural resources, environment, and biological diversity properly.

2.5.2 Delivery of TVET Programs

Ministry of Agriculture regularly conducts Training Programs to farmers. However, their training programs ranges from duration of less than one week to month-long duration. Although the Agriculture Information and Training Center is the specialized agency for training, its branch offices from service center level to district level are involved in the training programs. The Table 2.21 depicts the training programs delivered by varies agencies under the Ministry of Agriculture and Livestock Development.

Table 2.21: Details of Training Programs and Corresponding Number of Graduates

SN	Name of Training	Qualification	Fiscal Year 2073/74		Fiscal Year 2074/75	
			Total	Female	Total	Female
1	Mobile Field Training	Literate	146,442	78,766	34,876	17,831
2	Service Center Level Training	Literate	53,473	28,115	4,691	7,504
3	District Level Training	Literate	19,541	10,276	3,061	1,353
4	Lead Farmer Training	Literate			828	
	Total		219,456	117,157	53,456	26,688

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2.6 Ministry of Health and Population

The Ministry of Health and Population plays a leading role in improving the health of the people, including mental, physical and social well-being, for overall national development with the increased participation of the private sector and non-government institutions in the implementation of programs. The Ministry is also responsible to make necessary arrangements and formulate policies for effective delivery of curative services, disease prevention, health promotion activities and establishment of a primary health care system.

National Health Training Center is the training authority running under the Ministry of Health and Population. It conducts training programs that are mostly focused in in-service training to enhance and upgrade the capacity of internal staff (see table 2.22).

2.6.1 National Health Training Center

2.6.1.1 Background

National Health Training Center is an apex body under the Ministry of Health and Population (MOHP) for overseeing all health related training not only for the Department of Health Services (DoHS) but also for the Department of Drug Administration (DDA), Department of Ayurveda (DA) in order to cater to the need of the health manpower training for their human resources.. The National Health Training Strategy (NHTS)-2004 focused on development and management of human resources at all levels, through shared responsibility with NGO/INGO and the private sector, to deliver quality health care services. To materialize this objective, the National Health Training Strategy (NHTS) 2004 has been revised and updated. At the same time, it has also focused on overseeing all the training needs of MOHP through coordinated and complimentary efforts of all stakeholders, support partners and the private sector under the stewardship of MOHP. The strategy also envisaged for an integrated national health training system to maximize quality training for all resource persons and trainee health workers.

National Health Training Centre was established for human resource development to meet the goals of Nepal Health Sector Program (NHSP) and the Millennium Development Goals 4, 5 and 6. Thus, it aims to cater to the training needs of various divisions/centres of Department of Health Services, Department of Drug Administration and Department of Ayurveda under MOHP.

NHTC as an apex body of the network provides technical as well as managerial inputs at the national, regional, district and community level health training programs through appropriate

and quality training need assessment, training delivery, monitoring, evaluation, post training follow up and research related activities.

Vision

The vision of NHTC is to develop it as a National Health Training Academy to institutionalize training system, which will be sustainable and capable of responding to training requirements of all stakeholders involved in health care delivery system up to the community level.

Mission

The National Health Training Centre helps to develop human resources to facilitate health system planners, program operators, trainers in preparing and implementing their training programs and train the service providers for successful implementation of health services.

Goal

The overall goal of NHTC is to produce/prepare efficient health service providers by the means of training to contribute to deliver quality health care services towards attainment of the highest level of health status.

Objectives

- Assess training requirements of health workers and prepare training plans based on the program's requirement.
- Plan, implement and train health workers as demanded by programs.
- Design, develop and refine teaching, learning materials to support implementation of training programs.
- Develop/improve capacity of trainers to deliver quality training at central, regional and district level.
- Support RHDs and DHOs in organizing, implementing and evaluating the training programs.
- Coordinate with all national and international, governmental and non-governmental organizations to avoid duplication of training and improve quality of training.
- Orient newly recruited health workers on health programs.
- Supervise, monitor, follow-up and evaluate training programs.
- Conduct operational studies to improve training efficiency and effectiveness.
- Organize international training as per need.

- Establish TIMS for the quality recording and reporting systems of all training programs at central, regional, district, and community levels.

2.6.1.2 Delivery of TVET Programs

The training programs delivered by National Training Health Center are given in table 2.22.

Table 2.22: Details of Training Programs and Corresponding Number of Graduates

SN	Name of Training Program	Fiscal Year 2073/74 (2016/17)		Fiscal Year 2074/75 (2017/18)	
		Total Graduates	Female Graduates	Total Graduates	Female Graduates
1	Safe Abortion Blended Learning	6	2	6	
2	Adolescent Sexual and Reproductive Health	367	153	420	252
3	Advanced Skilled Birth Attendant	28	6	29	8
4	AHWP	15	1		
5	Basic Mental Health	17	1	21	3
6	CB-IMNCI	31	9	113	45
7	Cervical Cancer Screening and Preventing	124	99	76	62
8	Clinical Training Skill	97	56	130	44
9	Community Based Management of Neonatal	1			
10	Competency Based Pelvic Organ Prolapse	12	8		
11	Comprehensive Abortion Care	127	78	182	108
12	Comprehensive Abortion Care-OJT	6	6	9	7
13	Comprehensive Family Planning and Counseling	252	151	902	618
14	Comprehensive Newborn Care Level II	62	61	41	41
15	Emergency Trauma Management	85	55		
16	Health Response to Gender Based Violence	65	44	153	91
17	Health Response to Gender Based Violence (Blended)	173	80	60	41
18	Health Response to Gender Based Violence OJT	112	74	23	14

SN	Name of Training Program	Fiscal Year 2073/74 (2016/17)		Fiscal Year 2074/75 (2017/18)	
		Total Graduates	Female Graduates	Total Graduates	Female Graduates
19	Health Response to Gender Based Violence ToT	73	53	807	560
20	Implant	901	599	132	42
21	Induction	294	118	79	44
22	Infection Prevention & Health Care Waste Management	105	57	539	532
23	Intra Uterine Contraceptive Device (IUCD)	456	454	665	365
24	Medical Abortion (abortion)	218	217	42	33
25	Medico-legal	49	17	132	23
26	Mental Health	181	23		
27	Mid Level Practicum	115	22	85	53
28	Mini lap	65	44	22	10
29	MISP for Sexual & Reproductive Health and Crisis	16	5	71	9
30	Mobile USG	5	5		
31	No Scalpel Vasectomy (NSV)	59	11	69	69
32	Operation Theatre Techniques and Management (OTTM)	36	36	51	43
33	Palliative Care	20	19	43	43
34	Pediatric Nursing Care (PNC)	46	46	35	35
35	PEN Intervention Program	150	32		
36	PPIUCD	68	64	25	25
37	Rural Ultra Sound	10	10	12	12
38	SBA Trainers' Update and Refresher	75	67	615	611
39	Safe Abortion Service Provider	5	1		
40	Skill Birth Attendant	582	581		
41	Senior AHW	148	22		
42	Senior ANM	61	61		
43	Supervisor Upgrading Training Program	45	12		
44	ToT on High Attitude Sickness	24	3		
45	ToT on Pen Program Management	53	8		
46	Transactional Accounting and Budget Control System	155	14	43	9

SN	Name of Training Program	Fiscal Year 2073/74 (2016/17)		Fiscal Year 2074/75 (2017/18)	
		Total Graduates	Female Graduates	Total Graduates	Female Graduates
47	User Maintenance of Cold Chain Equipment	10	1	7	
48	User Maintenance of Lab Equipment	11	2	8	
49	User Maintenance of X-ray Equipment	10	2	9	1
50	Bio-medical Equipment Assistant Technician			15	
51	Bio-medical Equipment Refresher			10	9
52	CoFP and Counseling ToT			18	9
53	Critical Care			18	18
54	Family Planning OJT			5	5
55	Instructional Design			15	8
56	Mental Health ToT			16	5
57	Mentor/Coach on MNH			15	15
58	MToT on PEN Program Management			98	16
59	PPIUCD OJT			6	6
60	Rural USG			21	21
61	SBA Trainers' Refresher			11	10
Total		5626	3490	5915	3979

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2.7 Ministry of Forest and Environment

The Ministry of Forest and Environment aims to contribute towards poverty reduction and create employment opportunities by adopting peoples' participatory approach as well as preserve forest, vegetation, herbs, watershed and bio-diversity in the country.

Objectives:

- Manage the regular supply of forest products in order to fulfill the requirements of citizens and forest-based industry through proper management and use of forest resources.
- Conserve nature and natural resources, including flora and fauna by increasing awareness among citizens about the importance of environmental hygiene and negative externalities of physical development activities.
- Create employment and income generation opportunities among citizens at the local level by developing and expanding modern farming of herbs and other forest resources.
- Control soil erosion and maintain the fertility of soil.

2.7.1 Forest Research and Training Center

2.7.1.1 Background

Central Forest Research Training Center is an organization under the Ministry of Forest and Environment. Its main function is to train human resources through development process for sustainable forest, biodiversity and environmental management.

Forest Research and Training Center (FRTC) is an organization under Ministry of Forest and Environment. Its main function is to train human resources through development process for sustainable forest, biodiversity and environmental management. Initially it was established as a training section in the Ministry of Forest and Soil Conservation in B.S. 2037. Later, it was upgraded to a training division in B.S. 2044. Then, it was restructured and established as Human Resource Development Section under Human Resource Development Division in the Ministry of Forest and Soil Conservation. In order to increase technical capacity and intuitional capacity of middle level forest technical personnel and community user group of community forest, a community forestry training project was commenced with the co-operation of Danish government after the year 2040 B.S.

2.7.1.2 Delivery of TVET Programs

The Forest Research and Training Institute under the Ministry of Forest and Soil Conservation mostly conducts in-service training. The details of the training delivered by FRTC in the fiscal years 2073/74 and 2074/75 have been shown in table 2.23

Table 2.23: Details of Training Programs and Corresponding Number of Graduates

SN	Name of occupational sector	Number of Graduates		Number of Graduates	
		Total	Female	Total	Female
1	Management Training for Development and Preservation	24	1	52	11
2	Forest Reservation for Development	0	0	17	5
3	Service Entry Training	24	4	66	22
4	Crisis Management Training	110	17	61	5
5	Basic Training for Forest Preservation	62	9	142	25
6	Nursery Plantation Management Training	78	16	27	7
7	Scientific Forest Management	110	14	74	11
8	GPS/GIS Training	110	14	94	19
9	REDD & Climate Change Resilience	0	0	15	5
10	Bio-engineering	89	23	75	12
11	Legal Procedure and Office Management	100	11	19	4
12	Survey Designing and Cost Estimation	0	0	20	5
13	Initial Environment Assessment Training	0	0	45	4
Total		707	109	707	135

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2.8 Ministry of Women, Children and Senior Citizen

2.8.1 Background

The Ministry of Women, Children and Senior Citizen has the following objectives.

- Formulate policies, develop long-term plans and programs related to women, children, senior citizen and social welfare, and implement, monitor and evaluate them accordingly.
- Conduct survey, research and studies about women, children, senior citizen and social welfare.
- Establish linkage and coordination with the national, regional and international forums related to women, children, senior citizen and social welfare related activities.
- Protect orphans, disabled, women, and elderly, among others.
- Work for women's welfare and skill development
- Coordination and mobilization of national and international non-governmental agencies etc.

2.8.2 Delivery of TVET Programs

Training programs offered by the Ministry of Women, Children and Senior Citizens are given in table 2.24.

Table 2.24: Details of Training Programs and Corresponding Number of Graduates

SN	Occupational Subject	Duration	Graduates in Fiscal Year 2073/74		Graduates in Fiscal Year 2074/75	
			Total	Female	Total	Female
1	Assistant Beautician	3 Months	279	279	150	150
2	Bangles Making	15 Days	15	15		
3	Beautician	3 Months	204	204		
4	Bethe/Sisno Procession	7 Days	24	24		
5	Building Painter	3 Months	23	23		
6	Butik	1 Months	119	119		
7	Carpet Weaver	3 Months	10	10		
8	Cloth Bag	1 Months	50	50		
9	Computer Operator	3 Months	29	29	295	295
10	Cook	3 Months	20	20		
11	Dhaka Weaving	3 Months	13	13		

SN	Occupational Subject	Duration	Graduates in Fiscal Year 2073/74		Graduates in Fiscal Year 2074/75	
			Total	Female	Total	Female
12	Dress Maker/Tailoring	3 Months	50	50	529	529
13	Tailoring	3 Months	842	842		
14	Driving	1 Month	51	51		
15	Hojiyaari	3 Months	90	90		
16	Junior Plumber	3 Months	7	7		
17	Livestock JTA Assistant	3 Months	20	20	63	63
18	Mobile phone Repair Technician	3 Months	15	15		
19	Hand Embroidery	3 Months			61	61
20	Small Hotel and Lodge Assistant	3 Months			101	101
21	Doll Making	15 Days			76	76
	Total		1861	1861	1275	1275

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2.9 Ministry of Land Management, Cooperatives and Poverty Alleviation

2.9.1 Background

The tasks of the Ministry of Land Management, Cooperatives and Poverty Alleviation are as follows:

- Formulation, implementation, monitoring and evaluation of policy, plan and programs related to land management, cooperatives and poverty alleviation.
- Development, strengthening and regulation of cooperative societies and unions/federations.
- Cooperation and economic development.
- Promotion and protection of cooperatives.
- Subject related to international cooperative organization.
- Promotion and development of cooperatives at international level.
- Topics related to cooperative, saving, deposits and credit.
- Monitoring, supervision and regulation of institutions related to land management, cooperatives and poverty alleviation.
- Investment of cooperative funds.
- Coordination, monitoring and evaluation of programs launched by various agencies related to land management, cooperatives and poverty alleviation.
- Coordination of inter-ministerial activities related to land management, cooperatives and poverty alleviation.
- Identification of marginalized and poor in different class/strata and communities.
- Promotion, coordination, monitoring and evaluation of activities of national and international level Non-Governmental Organizations working in the areas of cooperatives and poverty alleviation.
- Study, research and survey related to land management, cooperatives and poverty alleviation.
- Capacity development of cooperatives.

2.9.2 Delivery of TVET Programs:

Training programs offered by the ministry are given in table 2.25.

Table 2.25: Details of Training Programs and Corresponding Number of Graduates

SN	Name of Training Program	Duration of Training	Fiscal Year 2073/74		Fiscal Year 2074/75	
1	Institutional Capacity Development Training	7 Days	98	76		
2	Institutional Capacity Development Training	7 Days	73	35		
3	Cooperative Accounting	15 Days	155	68		
4	Training for Trainer		147	44	145	60
6	Strategic Planning	15 Days	67	18	65	28
7	Entrepreneurship and Cooperative Business Promotion Training	15 Days	64	26		
8	Management Skill Development Training	15 Days	43	7		
9	Professional Leadership Development Training	15 Days	38	13		
10	Cooperative Management and Accounting	30 Days	77	31		
11	Cooperative Orientation Training				67	45
12	Entrepreneurship and Cooperative Business Promotion Training	15 Days			64	40
13	Cooperative Management and Leadership	15 Days			172	77
14	Cooperative Orientation Training	4 Days			208	195
7	Cooperative Orientation Training	5 Days			24	20
	Total		762	318	745	465

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2.10 Ministry of Youth and Sports

The Ministry of Youth and Sports supports the development of young people and sports in the country. The main purpose of this ministry is to prepare capable, entrepreneurial, creative and competent youths with scientific and positive vision. The Ministry of Youth and Sports has also devised Youth Vision 2025 coordinating with other sectoral ministries.

2.10.1 National Youth Council

2.10.1.1 Background

National Youth Council has been established to conduct various activities as envisioned by Youth Vision 2025 and National Youth Policy 2015 as per the National Youth Council Act 2015. After the formal establishment of Council, it has started its activities by setting up its own office and organizational structure. One of the main activities of this council is to conduct vocational training to the needy youths throughout the country.

The vision of National Youth Council is to make Nepali youths capable, competitive, self-reliant and ensure their active and meaningful participation in all parts of the state so as to make a modern, prosperous and just Nepal.

2.10.1.2 Delivery of TVET Programs

Training offered by the ministry in the fiscal year 2017/18 have been set out below.

Table 2.19 Details of Training Programs and Corresponding Number of Graduates

Name of occupational sector	Number of Graduates		Number of Graduates by Province						
	Total	Female	Pro.1	Pro.2	Pro. 3	Pro.4	Pro. 5	Pro.6	Pro.7
Assistant Beautician (Basic)	90	90		46	21		11		12
Bakery	15	12				15			
Beautician (Advance)	86	86	25		20	16	20	5	
Building Electrician	53	3	10	20			10	13	

Name of occupational sector	Number of Graduates		Number of Graduates by Province						
	Total	Female	Pro.1	Pro.2	Pro. 3	Pro.4	Pro. 5	Pro.6	Pro.7
Dress Maker/Tailoring (Advance)	17	17	5		2	5		5	
Furniture Maker	10								10
Mason	13	13							13
Mobile phone Repair Technician (Basic)	106	3	35	10	28	13	10	10	
Off Season Vegetable Producer	61	46					41	20	
Tailoring (Basic)	169	169	25	12	27	36	22	47	
Entrepreneurship Development	26	17			26				
Driving	40		10				18	12	
Logistic Service	49	32	20		6	5		9	9
Bee Keeping	20	8			20				
Livestock Farming	20	6					20		
Poultry	15	4	15						
Kushan Making	20	20			20				
MakhamaliJhola Making	20	20			20				
Paper Pencil Making	24	22			24				
Computer Graphics Design	27	11					27		
Goat Farming	15	5	15						
Pickle Making	20	19							20
Potato Chips	15	12				15			
Total	931	615	160	88	214	105	179	121	64

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PART III

ANALYTICAL TABLES

3.1 Summary of Training Delivered

Of the total 12 federal ministries involved in the delivery of TVET Program, information from 10 ministries have been collected and presented here. Altogether 284,344 persons were found to have directly benefited from various technical-vocational training programs in the fiscal year 2073/74 (2016/17) and 149,485 in the fiscal year 2074/75 (2017/18). Out of the 10 ministries whose information and delivery of TVET programs have been presented here, some ministries have single agency involved in delivering training programs and some have more than one agencies. In summation, training related information from 14 agencies was collected for the previous fiscal years 073/74 and 074/75. These agencies and their corresponding number of graduates in the fiscal year 073/74 and 074/75 have been included separately in the Table 3.1 below.

Table 3.1 : Training delivered by federal ministries and their respective training centers

FISCAL YEAR 2073/74

SN	Name of Ministry	Name of Training Institutions/ Agencies	Total Graduates	Female Graduates
1	Ministry of Education, Science & Technology	Council for Technical Education and Vocational Training (Long term)	23784	Not available
		Skill Development Project	5446	1665
		Total	29230	1665
2	Ministry of Labour, Employment and Social Security	Vocational and Skill Development Training Center	20066	9377
		Safer Migration Project	3061	744
		Total	23127	10121
3	Ministry of Industry, Commerce and Supplies	Cottage and Small Industry Training Academy	1885	Not available
4	Ministry of Agriculture and Livestock Development	Department of Agriculture	219456	117157
5	Ministry of Women, Children and Senior Citizen	President Women Promotion Program	1861	1861

SN	Name of Ministry	Name of Training Institutions/ Agencies	Total Graduates	Female Graduates
6	Ministry of Culture Tourism and Civil Aviation	Cultural Corporation	165	52
		Nepal Mountain Academy	254	104
		National Institute of Tourism and Hotel Management	1271	
		Total	1690	156
7	Ministry of Forest and Environment	Forest Research and Training Center	707	109
8	Ministry of Land Management, Cooperatives and Poverty Alleviation	Cooperative Training Center	762	318
9	Ministry of Health and Population	National Health Training Center	5626	3490
Total			284,344	134,877

FISCAL YEAR 2074/75

SN	Name of Ministry	Name of Training Institutions/ Agencies	Total Graduates	Female Graduates
1	Ministry of Education, Science & Technology	Council for Technical Education and Vocational Training (Long term)	22533	Not available
		Enhanced Vocational Education and Training Project	15781	8476
		Skill Development Project	16693	8792
		Total	55007	17268
2	Ministry of Labour Employment and Social Security	Vocational and Skill Development Training Center	19689	10018
		Safer Migration Project	885	383
		Total	20574	10401
3	Ministry of Industry, Commerce and Supplies	Cottage and Small Industry Development Board	8600	Not available
4	Ministry of Agriculture and Livestock Development	Department of Agriculture	53456	26688
5	Ministry of Women, Children and Senior Citizen	President Women Promotion Program	1275	1275
6	Ministry of Culture Tourism and Civil Aviation	Cultural Corporation	261	88
		Nepal Mountain Academy	295	120
		National Academy of Tourism and Hospitality Management	1719	
		Total	2275	208

SN	Name of Ministry	Name of Training Institutions/ Agencies	Total Graduates	Female Graduates
7	Ministry of Youth and Sports	National Youth Council	931	615
8	Ministry of Forest and Environment	Forest Research and Training Center	707	135
9	Ministry of Land Management, Cooperatives and Poverty Alleviation	Cooperative Training Center	745	465
10	Ministry of Health and Population	National Health Training Center	5915	3979
Total			149485	61034

3.2 Training by Duration

The training providing agencies under these ministries are conducting trainings from less than a week long orientation training to 4-year long academic programs. These trainings are classified into five categories: less than one week, one week to one month, one month to 3 months, 3 months to six months and more than six months, including the aforementioned academic programs. Table 3.2 depicts the number of graduates who have benefited from these training programs separately in fiscal year 2073/74 and 2074/75 as per the duration of training. In totality, 68% of training fell on orientation category and less than one week duration, followed by 1 to three months (20%), more than 6 months (6%), and 5% of them are between 1 week to one month. The detail breakdown of the training program by fiscal year and duration range is depicted in Table 3.2 while aggregated figure has been outlined in chart 3.2.

Table 3.2: Training delivered by duration

FISCAL YEAR 2073/74

Range of Training Duration	Name of Ministry	Total Graduates	Female Graduates
Less than one week	Ministry of Industry, Commerce and Supplies	666	
	Ministry of Agriculture and Livestock Development	219456	117157
	Ministry of Women, Children and Senior Citizen	24	24
	Ministry of Forest and Environment	113	27
	Ministry of Land Management, Cooperatives and Poverty Alleviation	171	111
	Ministry of Health and Population	2395	1209
	Total	222825	118528

Range of Training Duration	Name of Ministry	Total Graduates	Female Graduates
One week to 30 days	Ministry of Labour, Employment and Social Security	3061	744
	Ministry of Industry, Commerce and Supplies	274	
	Ministry of Women, Children and Senior Citizen	235	235
	Ministry of Culture, Tourism and Civil Aviation	891	55
	Ministry of Forest and Environment	594	82
	Ministry of Land Management, Cooperatives and Poverty Alleviation	591	207
	Ministry of Health and Population	2126	1473
	Total	7772	2796
31 days to three months	Ministry of Education, Science & Technology	5446	1665
	Ministry of Labour, Employment and Social Security	18161	8703
	Ministry of Industry, Commerce and Supplies	945	
	Ministry of Women, Children and Senior Citizen	1602	1602
	Ministry of Culture, Tourism and Civil Aviation	300	49
	Ministry of Health and Population	836	712
	Total	27290	12731
3 to 6 months	Ministry of Labour, Employment and Social Security	1905	674
	Ministry of Culture, Tourism and Civil Aviation	165	52
	Ministry of Health and Population	224	84
	Total	2294	810
More than six month & academic program	Ministry of Education, Science & Technology	23784	
	Ministry of Culture, Tourism and Civil Aviation	334	
	Ministry of Health and Population	45	12
	Total	24163	12

FISCAL YEAR 2074/75

Range of Training Duration	Name of Ministry	Total Graduates	Female Graduates
Less than one week	Ministry of Agriculture and Livestock Development	53456	26688
	Ministry of Culture, Tourism and Civil Aviation	295	120
	Ministry of Youth and Sports	146	106
	Ministry of Forest and Environment	206	43
	Ministry of Land Management, Cooperatives and Poverty Alleviation	299	260
	Ministry of Health and Population	2934	1705
	Total	57336	28922

Range of Training Duration	Name of Ministry	Total Graduates	Female Graduates
One week to thirty days	Ministry of Labour, Employment and Social Security	885	383
	Ministry of Industry, Commerce and Supplies	8600	
	Ministry of Culture, Tourism and Civil Aviation	1231	
	Ministry of Youth and Sports	131	59
	Ministry of Forest and Environment	501	92
	Ministry of Land Management, Cooperatives and Poverty Alleviation	446	205
	Ministry of Health and Population	2093	1536
	Total	13887	2275
Thirty one days to three months	Ministry of Education, Science & Technology	32474	17268
	Ministry of Labour, Employment and Social Security	17866	9205
	Ministry of Women, Children and Senior Citizen	1275	1275
	Ministry of Culture, Tourism and Civil Aviation	196	
	Ministry of Youth and Sports	654	450
	Ministry of Health and Population	873	738
	Total	53338	28936
Three to six months	Ministry of Labour, Employment and Social Security	1823	813
	Ministry of Culture, Tourism and Civil Aviation	261	88
	Total	2084	901
More than six month & academic program	Ministry of Education, Science and Technology	22533	
	Ministry of Culture, Tourism and Civil Aviation	292	
	Ministry of Health and Population	15	
	Total	22840	

3.3 Training by Types and Duration

Although 12 ministries are involved in delivering TVET across the country, the objectives of these training are different for different agencies. Out of the total graduates who graduated in the fiscal year 2073/74, 278,011 were delivered for the purpose of employment promotion whereas 6,333 training were delivered for the purpose of staff development. The corresponding figure for the fiscal year 2074/75 was 142,631 and 6,854 respectively. The detail figure is depicted in Table 3.3. In totality, 98% of training are found delivered for the purpose of employment promotion and only 2% of them are delivered for the purpose of capacity development of existing staff (See chart 3.1)

Table 3.3: Training delivered by type of training & duration

Fiscal Year 2073/74

SN	Range of Training Duration	Employment Promotion		Staff Development		All Types of Training	
		Total Graduates	Female Graduates	Total Graduates	Female Graduates	Total Graduates	Female Graduates
1	Less than one week	220,317	117,292	2,508	1,236	222,825	118,528
2	One week to one month	5,052	1,241	2,720	1,555	7,772	2,796
3	Thirty one days to three months	26,454	12,019	836	712	27,290	12,731
4	3 to 6 months	2,070	726	224	84	2,294	810
5	More than six month and academic Program	24,118	-	45	12	24,163	12
Total		278,011	131,278	6,333	3,599	284,344	134,877

Fiscal Year 2074/75

SN	Range of Training Duration	Employment Promotion		Staff Development		All Types of Training	
		Total Graduates	Female Graduates	Total Graduates	Female Graduates	Total Graduates	Female Graduates
1	Program less than one week	53,964	26,959	3,372	1,963	57,336	28,922
2	Program one week to one month	11,293	647	2,594	1,628	13,887	2,275
3	Program 31 days to three months	52,465	28,198	873	738	53,338	28,936
4	Program between 3 to 6 months	2,084	901			2,084	901
5	More than six month and academic Program	22825		15		22840	0
Total		142,631	56,705	6,854	4,329	149,485	61,034

Chart 3.1: Trainings by Purpose

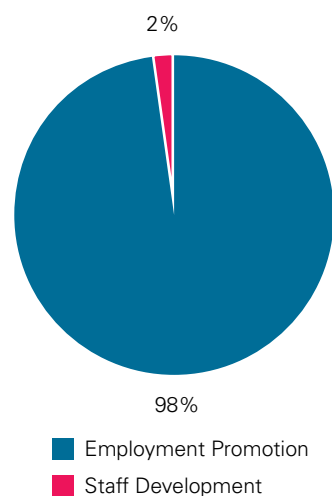
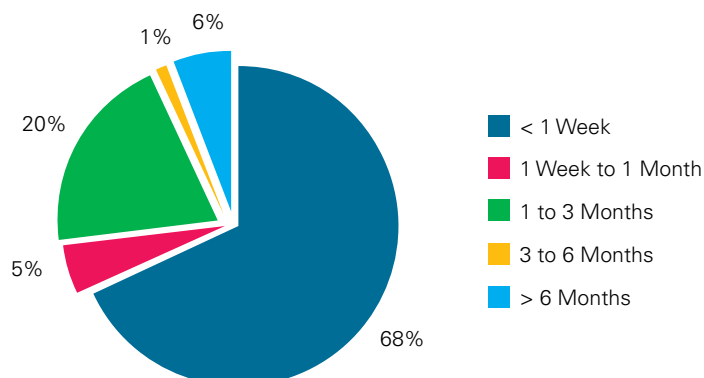


Chart 3.2: Trainings by Duration



3.4 Major Trainings Delivered by Public Institutions

Although large number of training are found delivered by public institutions in the fiscal year 2073/74 and 074/75, majority of them are of very short duration and of orientation in nature. Ministry of Agriculture and Livestock Development conducts these type of training in large quantity in the name of Mobile field training and Service center level training. The training delivered in the district level are not more than a week-long. While considering a training with duration of one month and long, Tailoring (Basic), Assistant beautician, Building electrician, Junior Plumber were found to be imparted in greatest number. See Table 3.4 for the detail information on the top occupations.

Table 3.4: Major occupations and number of graduates for fiscal year 2073/74 & 074/75

SN	Name of Training	Graduates	Duration
1	Mobile field training	181,318	1 Day
2	Service center level training	68,164	3 Days
3	TSLC level programs	33,205	18 Months
4	District level training	22,602	7 Days
5	Self-employment & Foreign Employment	22,239	6 Weeks
6	Certificates and diploma level programs	13,112	3 Years
7	Mason refresher training	8,600	7 Days
8	Tailoring	7,627	3 Months
9	Assistant beautician	5,351	3 Months
10	Building electrician	4,878	3 Months
11	Junior plumber	3,698	3 Months
12	Mason	3,355	3 Months
13	Electrician	2,794	3 Months
14	Computer operator	2,429	3 Months
15	Dress maker/tailoring	1,965	3 Months
16	Implant	1,708	8 Days
17	Scaffolder	1,610	3 Months
18	Beautician	1,433	3 Months
19	Mobile phone repair technician	1,382	3 Months
20	Electronics goods repairer	1,284	3 Months
21	Skill birth attendant	1,197	3 Months
22	Comprehensive family planning and counseling	1,154	7 Days
23	Garment machine operator	1,127	3 Months
24	Motor cycle mechanics	1,061	3 Months
24	Brick layer mason	1,014	3 Months

