

TEVT Skill Development Policy, 2064



Government of Nepal
Ministry of Education
Singhdurbar, Kathmandu

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As per the findings of various studies and researches, the majority of Nepal's youth of school age group leave school without completing the study of class ten. Children of this age group, outgoing from the school, could not have been competent to conduct economic activities. Relevant short term training courses, which would provide vocational skills to the literate manpower, are not easily available. Moreover, there are also notable number of youths who have either not been to school or not have an opportunity to obtain technical education or vocational trainings.

The situation seems more serious and complex while adding those people who have been suffered from conflict and deprived of passing normal productive livelihood. It is necessary to make involvement of the youth and adult manpower who were taken out or not admitted to the school, illiterate and not obtained any kind of skills either technical education or vocational training of income generating activities for their livelihood. In this context, due to the lack of productivity of the manpower involved in domestic or overseas employment, various problems are appeared in employment sector. As a result of low productivity, there is negative effect on employment opportunity and income generation; hence, no expected improvement has been realized in respect of the people falling below the poverty line. In this out look, it seems necessary to expand nation wide an opportunities of technical education and vocational training. It is required to provide skills oriented education and training to the productive men power of the country so as to make them adequately competent in vocational and professional areas as per the needs. It is expedient, in present contest that to create conducive environment for providing an opportunities of education and training to those persons, who are deprived to get minimum opportunity of productive employment, self employment and subsistence.

Major target of this policy is to expand the training programs and to ensure the excess and inclusion of women, Dalits, ethnic groups, Madhesi and deprived communities of all areas in training programs. Both the objectives, as mentioned above, may increase the participation of targeted groups in income generating activities or profession as such programs would equally be conducted in all groups or level of Nepali society.

Under this program, all citizens residing in different areas of the country who are interested to obtain training but can not pay for or access to it, may participate in entry training in the beginning; a policy will be pursued to provide different types of scholarship to these groups as financial assistance so as to encourage such groups in obtaining productive employment. This policy will be tending towards the skills training for the development and promotion of market oriented employment. This may create a

motion for the development of training system, whereby the number of training opportunities is expected to increase fourfold over the next ten years. Usual development of new training courses will be organized in a revamped system (National Skills Testing Board) of Nepal Vocational Qualifications. This Board shall, upon framing a policy for conducting a formal examination and providing a certificate thereof, make coordination on all types of vocational trainings. The Board shall also conclude complete analysis of the progress of the worker with a combination of initial training, subsequent occupational experience and further training of various kinds. All modes and places of learning, formal or informal, in school or on the job, will be organized in a single system which will be useful for progression and transition. This policy may address the needs and demands of Nepali citizens who wish to reveal their productive talents, training providers associations who wish to engage in the development of human resources and employers who are keen to increase their productivity and provide work and income to their fellow citizens.

Major five objectives focused by the policy are as follows:-

- Expansion: To expand the training opportunities and services.
- Inclusion and access: To make access of training to all needy citizens and to ensure the opportunity of training to all.
- Integration: To integrate various training modes and training providers into one system.
- Relevancy: To link training contents and outcomes of the training with economic demands.
- Funding: To ensure sustainable funding to create such an environment where the technical education and vocational training market can take off.

In order to implement and follow the objectives set out in this policy, the strategies felt appropriate have been summarized in following tables:

Nepal's Technical Education and Vocational Training Skills Development Policy, 2064:-

Achievements	Key Policy areas	Strategies
<p><u>To citizens</u> Desirous Nepali citizen shall have an opportunity of free of charge training of at least three months for employment; in addition life-long learning opportunities will be available on fee-paying basis.</p>	Massive expansion of training opportunities	<ul style="list-style-type: none"> ○ To be followed the system of flexibility, deregulation, autonomy and decentralization. ○ Provide free start up support to organized and reliable training providers. ○ Provide assurance of quality outcome (in line with national vocational quality standard). ○ Make arrangement of objective performance, transparency and standard marks as elements of consumers protection.
<p><u>To training providers</u> Various training providing institutions will be encouraged to support the children outside the school in skills development and development of national workforce.</p>	Inclusion of and access for all citizens who need training.	<ul style="list-style-type: none"> ○ Assurance of tuition fees and subsistence allowance for the citizens of those groups who are deprived from minimum facilities. ○ Recognition of prior learning for open assessment. ○ Set out occupational standards for entry level. ○ Conduct preparatory courses for mainstreaming and to produce teaching supportive materials.
<p><u>To business community</u> Competent and confident workers will be supplied in massive scale; hence national productivity will be increased.</p>	Firm integration of various modes of training and pathways.	<ul style="list-style-type: none"> ○ Prepare framework of vocational qualification and develop it as guidelines for formal and informal training and learning. ○ Bridging courses into general education in order to make equivalent to it. ○ Promote specialized occupational career ladders. ○ Prepare career guidance of the workforce for life long learning so as to support to their career development.
<p><u>In essence</u> Strong and active market will be developed for technical education, vocational training and skill development.</p>	Emphasis on competency of initial learners and relevancy of courses.	<ul style="list-style-type: none"> ○ Prepare licensed trainers with industrial exposure. ○ Need identification and preparation of curricula based upon occupational standards. ○ Make arrangement of practical training (on the job and projects) ○ Develop a system of independent assessment and certification.
	Sustained funding sources	<ul style="list-style-type: none"> ○ Massive increase in government investment. ○ Make arrangement of three months training

	and mechanisms	<p>without fees.</p> <ul style="list-style-type: none">◦ Donor assistance will be concerted.◦ Make arrangement of fund for technical education and vocational training in district level.◦ Explore possible contributions from former trainees who obtained training on scholarship.
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