Knowledge Management and Knowledge Networking in TVET Sub-Sector

25th Mangsir 2075
Gandaki Province, Pokhara

Submitted To:
Council For Technical Education and Vocational Training (CTEVT)
Sanothimi, Bhaktapur

Supported By:
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Submitted By:
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Contents
1. Overview of Program .................................................................................................................. 2
   1.1 Introduction .......................................................................................................................... 2
   1.2 Objective of Program .......................................................................................................... 4
   1.3 Methodology of seminar ..................................................................................................... 4
   1.4 Papers and Presenters ........................................................................................................ 4
2. The Seminar Detail .................................................................................................................... 5
   2.1 Inaugural Session .............................................................................................................. 5
   2.2 Technical Session ............................................................................................................... 6
      2.2.1 Paper-1: SKILL PROJECT ........................................................................................ 6
      2.2.2 Paper-2: Introduction; Statistics; History; Future Plan of CTEVT ............................... 7
      2.2.3 Paper-3: Constituent Schools of Gandaki Province and Contribution of Pokhara Technical School .................................................................................................................. 8
   2.3 Orator Speech-1 .................................................................................................................. 8
   2.4 Orator Speech-2 .................................................................................................................. 9
   2.5 Opening Discussion ........................................................................................................... 10
   2.6 Closing Session ................................................................................................................ 12
3. Conclusion and Recommendation .......................................................................................... 12
   3.1 Conclusion ....................................................................................................................... 12
   3.2 Recommendation for Way Forward .................................................................................. 13
1. Overview of Program

1.1 Introduction

Knowledge Management and Knowledge Networking is the joint program of Council for Technical Education and Vocational Training (Research and Information Division) sponsored by UNDP (SKILL).

The Council for Technical Education and Vocational Training (CTEVT) constituted in 1989 (2045 BS) is a national autonomous apex body of Technical and Vocational Education and Training (TVET) sector committed for the production of technical and skillful human resources required to the nation. 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.

A large number of organizations in the country—including government, non-government, private-sector and donor-funded projects—are presently engaged in the technical and vocational education and training (TVET) sub-sector. However, coordination among these TVET providers is yet to be strengthened and inconsistencies addressed in quality and reach of TVET opportunities, particularly in terms of increasing access to women and people from marginalized and disadvantaged groups.

Despite various efforts, the country has failed to effectively institutionalize Technical and Vocational Education and Training (TVET). The data base system is lacking and is found in scattered and intangible form. Due to lack of adequate, clear and transparent information, the national and international donors are not able to work effectively although they are interested to contribute in TVET. There is fragmentation in TVET provision and gaps exist in policy coherence.

Support to Knowledge and Lifelong Learning Skills (SKILLS) programme has been designed to promote institutionalized policy dialogue process by supporting the Government of Nepal. It aims to provide a common platform for stakeholders to come together and work together for the betterment of the TVET policy by enhancing cooperation and collaboration with line ministries and stakeholders, including private sectors, by figuring out the gaps and addressing the needs of the present time.

Proper coordination mechanism has not been institutionalized yet although several attempts were made in the past towards institutionalizing the appropriate mechanism for coordination among the sub-sector. Currently, there are different initiatives ongoing in Nepal in the TVET provisions. various projects and programs related to TVET under different ministries through MoE (Ministry of Education, Science and Technology),
MoLES (Ministry of Labour, Employment and Social Security), MOAD (Ministry of Agricultural and Livestock Development), MoICS (Ministry of Industry, Commerce and Supplies) etc. including EVENT Project/World Bank, Skills Development Project (SDP)/Asian Development Bank (ADB), Employment Fund (EF), Youth Employment Project (YEP)/Swiss Contact are implemented.

In the year 2015, CTEVT in technical and financial assistance of SKILLS programme has initiated Knowledge Management and Knowledge Networking (KMKN) initiation to facilitate and coordinate for exchanging ideas, experiences, research and studies on the policy issue in common platforms regarding TVET developments where CTEVT organized two workshops and one national seminar among key stakeholders which was also carried on in 2016. These events included national seminar; paper presentation and several knowledge sharing interaction meetings. These sort of events created opportunities to share and update in-country TVET interventions, status and way forward among stakeholders. SKILLS programme has been supporting CTEVT to enhance/strengthen knowledge management and networking efforts to execute different activities that are helpful to institutionalize KMKN system in TVET subsector of Nepal.

It is in this context that the Support to Knowledge and Lifelong Learning Skills (SKILLS) programme under UNDP was envisioned, working closely with the MoE and CTEVT to reform the TVET Policy 2012, so as to make provisions therein more practical and responsive to the present-day demands of the market. Through regular policy dialogues, SKILLS aim to create a policy review platform, assembling a wide range of stakeholders and experts, including representatives of line ministries, public organizations and the private sector, development partners and social organizations at local, provincial, and federal levels.

The Government of Nepal (GoN), MoE and UNDP thus signed an agreement to initiate the SKILLS programme to support (i) TVET policy coherence involving public, private sector, organizations/donors in the reform of TVET Policy 2012; and (ii) to design monitoring and evaluation system for the quality assurance, knowledge management and networking as relates to the TVET sub-sector. MoE is the implementing partner and leading organization of the programme where as CTEVT has been vested with the role of regulating the TVET sector in Nepal. The programme is under National Implementation Modality (NIM) of UNDP.

"As Nepal is now embarking on a new phase of federal governance a strong focus on unleashing the economic potential is crucial for the nation’s vision and drive towards LDC graduation by 2022 and middle income status by 2030. We hope the Sakchyamta
project will play a pivotal support role in boosting economic growth by helping to create a more demand driven workforce,” Mr. Roettger said after the signing ceremony. The EU continues to be committed to assist Nepal in achieving better livelihood opportunities for all.

1.2 Objective of Program

1.3 Methodology of seminar

A half day seminar was organized amongst the policy makers, planners, practitioners, TVET graduates, industrialist, member of different organizations and other freelance TVET experts in Pokhara on 25th Mangsir 2075. Opening session was followed by introduction, welcome speech and the paper presentation session. Four papers were presented by different personalities. After each presentation, a vivacious open floor discussion and question-answer session was held. Presented papers as well as discussions made during the event have been documented. It will enhance a culture if recording knowledge for future reference.

1.4 Papers and Presenters

Since quality and relevance are widely considered as the preconditions of TVET programs to achieve the desired benefits from it, the subject matter of the seminar was more influenced from it. Out of the three papers discussed in the seminar, two were related with the program followed by CTEVT. The title of the three papers presented in the seminar together with the name of experts presented it are as follows.

1. Objective of Knowledge Management and Networking Management by Mr. Mahesh Bista, Facilitator of Seminar, Consultant, Devtec Nepal Pvt Ltd.

2. Skill Project: Planning and Implementations by Mr. Manoj Sharma Neupane, TVET Specialists, Skill Project, UNDP

3. History, programs, objective, results and future plans of CTEVT By Mr. Sangam Gautam, Technical Officer, R & I Department, CEVT.
4. Contribution of Pokhara Technical School in Gandaki Province by Mr. Rajiv Kumar Thakur, Vice Principal, Pokhara Technical School, Pokhara.

2. The Seminar Detail

2.1 Inaugural Session

The Seminar began with a brief inaugural Session chaired by Dr. Buwaneshower Dhungana, Director, R & I division, CTEVT. Former President, FNCCI, Mr Anand Raj Mulmi was the chief guest of the program. After taking the chair of chief guest and other distinguished guests delivered a welcome speech to all distinguished guests, paper presenters and the participants. He wished for the success and active participation of all.

Delivering the opening remarks, Mr. Jeevan Bhandari, Principal, Pokhara Technical School drew attention of the participants regarding the activities of Pokhara Technical School and CTEVT. He formally welcomes all the participants. He emphasis the working modality of CTEVT to produce skill manpower demanded on the market. He also focusses on the problems facing by the industry about the manpower. He requested all the sector to active participation for making policy of technical education. Mr. Bhandari request all the participations to share the management practices of technical manpower and also requested to figure out the problems they are facing with the best solution of solving the problems.
2.2 Technical Session

Technical Session commenced immediately after the inaugural session. Mr. Mahesh Basnet facilitated the paper presentation session. Enlightening on the rationale of selecting the topics for different papers in the program, he highlighted on the need of increasing productivity to increase the production and TVET is inevitable for increasing production. The session began with the paper’s presentation from responsible author. Four papers were presented in the seminar.

2.2.1 Paper-1: SKILL PROJECT

Manoj Sharma Neupane, TVET Specialist, Skill Project, UNDP was the first paper presenter. He presented a paper on “SKILL PROJECT: Supports to knowledge and lifelong learning skills”. In his presentation, he pointed out skill project is working with Government of Nepal and UNDP to support the policy of different programs. He added “Skill is a policy project to support to revise/reform TVET policy and strategy, it was first launched in Nepal in April 2015 and ended at December 2016 as the first phase of the program and it has been extended for another three-year 2020.

Mr Neupane also figure out the objectives of project. He pointed skill project promote knowledge management and networking among stakeholders for program monitoring and subsequent evaluation of TVET program and services. He added knowledge management and network management helps to document TVET innovations, challenges and issues with appropriate solution. He also said that they are planning to document success stories in TVET and make annual publication/report through Knowledge management and network management.

Mr. Neupane emphasis on the major problem in TVET sub sector; Demand and Supply. He requested all the participants to make coordination for making the TVET sector strong and potential by centralizing all the programs running by different organization under continuous organization, the umbrella of CTEVT to solve the problem of demand and supply.

He mentioned that Knowledge Management and Network Management can be a platform to discuss and share the innovations, problems and suggestion on TVET subsector with all the stakeholders and can solve the issue of demand and supply.

Mr. Neupane highlighted about the fragmented TVET programs and challenges to institutionalize the monitoring system and emphasized on establishing a sustainable integrated monitoring system. He highlighted the need of adequate interaction among different institutional set up and necessity of monitoring the compliance, progress and impact of each intervention. He also depicted the need of adequate
interaction even in the planning stage rather than implementation alone. He emphasized on avoiding the overlapping and duplications of the interventions and insisted on actors mapping.

At closing remarks Mr. Neupane shares he further believes that the quality is a continuous process and there is always space for improvement. Under the MoEST, policy making committee is working effectively to make the central database system to keep the records if every innovations, problems and solution seen in TVET sector securing TVET for future.

2.2.2 Paper-2: Introduction; Statistics; History; Future Plan of CTEVT

Mr. Sangam Gautam, Technical Officer, R & I Division, CTEVT presented another paper on “Introduction; Statistics; History; Future Plans of CTEVT”. He introduces CTEVT among the participants following the TVET policy of 2012 and also noticed the new TVET policy is writing phase and will be implemented soon. He mentioned that 932 staffs are working on making CTEVT reliable and improving aptitudes to meet the objectives of CTEVT “All people access to TVET program and all funding should be implemented on related sector with positive outcomes.”

He mentioned, 45 constituent school, 5 schools in partnership, 397 TSEE/Community School, 429 private schools and 760 short term program running organizations are working under CTEVT. Similarly, Mr. Gautam define about the curriculum of CTEVT. There are 41 programs in Diploma, 37 TSEE programs, 180 short term program and 308 OSS (Occupation and Skill Standard) program is in running process.

He said, CTEVT has the admission capacity of 27740 students in Diploma program, 33400 in TSEE program, 60000 students in short term program and have capacity of skill test of 35000 students in a year. He also provides the data of graduate’s students. He said CTEVT has till now graduates of 47000 in diploma program, 164500 in TSEE program, 292000 students in short term program and they have done skill test of 300000 students.

On the closing remarks Mr. Gautam mentioned about the future plans of CTEVT. CTEVT is in process take admission of 53000 student in Diploma program and Skill test of 39000 students. CTEVT is providing scholarship to 12280 students. 11 new polytechnical school will be established and the curriculum will be revised soon. At last he said CTEVT is planning for the tracer study of graduates so that situation of graduates will be known and can be used to solve the problem of demand and supply.
2.2.3 Paper-3: Constituent Schools of Gandaki Province and Contribution of Pokhara Technical School

Presenting paper on about the constituent schools of Gandaki Province and contribution of Pokhara Technical School, Vice Principal, Pokhara Technical School, Mr. Rajiv Kumar Thakur stated that there are nine technical school running different programs like Diploma in Hotel Management, Diploma in Ophthalmic Science, Diploma in Plant Science, Diploma in Civil, Diploma in Forestry, Diploma in Civil, Diploma in Electrical and many other short-term programs. He mentioned out of 11 districts in Gandaki province only 7 districts running program under CTEVT and request the participant of CTEVT to make the capacity to run program in all 11 districts. Out of 29 diploma programs only 7 diploma programs and out of 37 TSEE program only 4 TSEE programs are currently running in Gandaki province. He pointed towards CTEVT to increase the number of programs to be run in Gandaki province.

Mr. Thakur briefly described about Pokhara Technical School. Pokhara Technical was established in 1996 A.D. with the aim to produce trained and skilled human resource for the fast-growing tourism market of Nepal. PTS is well equipped with the required facilities to provide technical and vocational education on hospitality management.

In the academic sector PTS launched a three-year Diploma in Hotel Management program in 2014 AD. This academic course was for the first time introduced in Western Development Region of Nepal. From 2016 onward, PTS launched three-year PCL in Ophthalmic Science in partnership module with Himalayan Eye Hospital.

Future more an 18-month TSEE in Culinary Art (Cooking/Baking) started in 2016 as well.

In terms of vocational sector PTS offers 1 week to 26 weeks training programs. As being a school in hospitality, PTS operates its own restaurant and hotel to provide real experience to the students and trainees during their study and training.

Since its establishment PTS has been providing quality training in hospitality related occupations. So far, the school has produced more than 8000 competent graduates. 80% of them are full time and self-employed in the domestic and overseas countries so far.

2.3 Orator Speech-1
Due to his busy schedule Mr. Damu Adhikari, President, PCCI (Pokhara Chamber of Commerce & Industry) thanks organizer committee for inviting in program and wishes for success of program and leave the program sooner. He said, he had already discussed with different industrialist in previous interaction program and figured out the major problem of all industry sector which is “Lack of technical manpower”. He also mentioned all the graduates are plans for abroad study but it only deals with labor work only in foreign country. He said same person is taking part in many of the training courses only for allowance but that person do not implement his training in real life work and the needy people are not getting chance for the any training provided by CTEVT or other any organization. He added CTEVT is running program continuously but they are not getting any technical manpower.

He suggested CTEVT to centralize the data of graduates and selection process of trainee should be done by knowing his history and capacity. He also suggested about curriculum. Curriculum should not be made only by curriculum expert by sitting on a chair, curriculum department should go to industry, sit inside the industry and concern with industrialist for developing real method of curriculum.

As closing remarks, he added being himself an industrialist he is always ready to improve the quality of TVET subsector and from the side of PCCI he is always ready to help for the solving the problem of Demand and Supply with mutual understanding of CTEVT. PCCI, FNCCI and Government of Nepal.

2.4 Orator Speech-2

Mr. Kailash Ranjit, Private TTP (Technical Training Provider), Managing Director, Panchakanya Training Institute, shared his 12 years of experience in TVET sector to all the participants. He said TVET is like “आज खाएम भोली पनि चाहिन्छ” means the technical manpower produced by TVET is being daily basic need of people. The volume of production of skilled manpower is absolutely high in ratio but the market is facing the problems of shortage of skilled manpower. So its being necessary to bring the skilled manpower from neighbor country and they are charging extremely high cost for simple maintenance.

He shared, he had already discussed with the government representatives about the issue of skilled manpower and they are only replying that government is in process of establishment of database centralizing which was started 5 years before but yet not completed. 100s of organization is organizing a lot of TVET programs but due to
careless implementation system in ministry level the market is not getting enough skilled manpower. And also mentioned same problem like Mr. Adhikari mentioned, needy people is not getting the training and same person is taking multiple training.

As closing remarks, Mr. Ranjit added CTEVT is providing vocational training with different grade and should further upgrade vocational training to academic level for participation of every skilled TVET manpower to further academic success.

2.5 Opening Discussion
Mr. Shakti Pandey, Executive Director, Machhapuchre Metal and Machinary Works, Pokhara, Dr. Deepak Ram Subedi, Treasure, Forum for Health and Technical Science, Mr. Sanjaya Kant Sigdel, 1st VP, NATTA Pokhara, Mr. Amar Pariyar, Mr. Chandra Kawor, Mr. Maha Prasad Subedi, Paudel, Mr. Milan GC took part in opening discussion and all the discussion are concluded by Mr. Bhuwaneshower Dhungana, Director, R & I Department, CTEVT and chief guest Mr. Anand Raj Mulmi.

Mr. Shakti Pandey and Mr. Chandra Kawor focused on the problems facing by metal industry. Due to the shortage of Nepali workers metal industry is hiring Indian workers and paid extremely high. Due to lack of respect of work and workers Nepali working are moving towards gulf country for minimum 30000 salary and Nepali industry is paying minimum 50000 to Indian workers for same work. So they requested the government to make the environment for the worker so that they can do same work in Nepal in minimum paid. Mr. Shakti also added an aggressive word that if the government cant produce skilled manpower then industry can self-produce skilled and tranined manpower inside the industry but the policy should be made with the coordination of Industrialist. He also said there are 350 metal industry in Pokhara and still they needed more the 10000 workers.

Mr. Milan GC also express his feeling with the participants about the problems they are facing in trekking industry. Due to the poor communication skill of trekking and tour guide tourist are not getting proper knowledge about the beauty of Pokhara and different training like Mountain Trekking Guide, Paraglider, Trekking Cook, etc should be included in the curriculum of CTEVT so that skilled manpower can be produced in trekking sector. Mr. Dhungana said Paraglider training will start soon in Pokhara Technical School.
Mr. Amar Priyar shared the unsatisfaction toward CTEVT for not including training in garment industry. Garment industry can be the main business to the people and can promote local garment product with tourist internationally.

Mr. Deepak Ram Subedi briefly describe about CTEVT affiliated institutions in Gadaki Province which are running the program related in health sector. He is little bit confused about the market competition with other institute. Mr. Subedi said that they are graduating the students at very low cost and cannot compete with private affiliated sector so requested to revise the fee structure.

Mr. Maha Praasad Subedi suggested that technical education should be started from school level according to the community and workplace. For example in Mustang District the knowledge of apple farming should be given in school level so that when they start short term course they have full knowledge about apple and can learn technical education in better way.

Regarding the opening discussion Mr. Anand Raj Mulmi accept that the government is giving low priority to technical education but they are working on improvement process. He said recently government had announced to keep one staff nurse/health assistant, one sport teacher, and one music or art teacher in each secondary level school all over Nepal. Which basically keep the placement of TVET graduates but this will not be enough to solve the problem of demand and supply. He also made assurance about the centralizing database of each and every graduates of TVET sector which will surely minimize miss-match of technical workers.

Mr. Bhuwaneshower Dhungana also conclude the opening discussion with acceptance of problems regarding CTEVT and also made assurance to solve the problem soon.
2.6 Closing Session

Chief Guest, Mr. Anand Raj Mulmi, in his closing remarks, emphasized on the strategic planning and initiate change. He concluded his remarks by requesting all the participation to make coordination of industrialist and CTEVT to give information about the problems and work together to keep TVET sector strong for better output.

3. Conclusion and Recommendation

3.1 Conclusion

The seminar was a successful event to bring major stakeholders of TVET in Pokhara as well as Gandaki Province including policy maker in a common platform and sensitized for the continuation of events. Seminar was also successful from the number and quality of the participants and their view point. First paper reflected about the skill project and way forwarded for further improvement of work of Nepal government and UNDP in TVET sector. Second paper was about the working procedure of CTEVT whereas last and third paper was about the contribution of Pokhara Technical School in tourism industry as well as in TVET sector. It was a good learning and sharing opportunity to all participants and influencing their view point.

The major problem seen now a days is demand and supply of skilled manpower in different sector. Several factors including lack of proper coordination mechanism,
ineffective monitoring activities, lack of evaluation in outcome and impact level, variation of curriculum and course duration, less focus on keeping database of graduates is taking CTEVT downgrading path. Quality enhancement should therefore be major priority area making TVET work as it was desired.

The curriculum of TVET sector should made by consulting industrialist and workers keeping entrance in industry instead of sitting on chair consulting curriculum expert. It has already been late to adopt sustainable development approaches while running TVET programs. Therefore the TVET program now must include the needy people who actually want to join technical education and can be placed in local market. Priority should therefore be given on centralizing the database of graduates to prepare workforce compatible with the need of labor market in this era.

3.2 Recommendation for Way Forward

Based on the above mentioned conclusion, some points are recommended as a way forward as mentioned hereunder

- A central level database should be established of each stakeholders activities including their input, training activities, output and outcome and make its easy access by means of central database system.
- CTEVT already have a lots of program but it should develop the curriculum as per the market need after detail study of labor market.
- The seminar of Knowledge Management and Network Management should be done in certain time of interval including various TVET stakeholders for the discussion of every problems and solution seen in TVET sector.
• CTEVT should be considered as the umbrella of all the organization that are running different TVET program so to figuring out the major redundancies and duplication of the program and resources.

• Easy access to the planning and program of CTEVT should be established to make the mutual understanding between TVET stakeholders of subsector and representative of TVET policy makers.

• CTEVT should upgrade the vocational training towards the academic platform to achieve the skilled manpower in a desired personality and reputed position.

• Nepal Government concerning with others related organization should actively run motivational program for TVET student to work on locally and can be entrepreneur in their own sector.
Knowledge Management and Knowledge Networking in TVET Sub-Sector

4th Poush, 2075 (December 19, 2018)
Kathmandu

Submitted To:
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1. Overview of Program ............................................................................................................. 17
   1.1 Introduction ...................................................................................................................... 17
   1.2 Objective of Program .................................................................................................... 19
   1.3 Methodology of seminar ............................................................................................... 19
   1.4 Papers and Presenters ................................................................................................. 19
2. The Seminar Detail ............................................................................................................... 19
   2.1 Inaugural Session ......................................................................................................... 19
   2.2 Technical Session ......................................................................................................... 20
      Paper-1: TVET in Nepal: Some Concerns ........................................................................ 21
      Paper-2: Observation on TVET Development for Cutting Edge TVET: Participants to make their own Judgement ......................................................................................... 24
   2.3 Opening Discussion ...................................................................................................... 26
   2.4 Closing Session ............................................................................................................ 28
3. Conclusion and Recommendation ..................................................................................... 29
   3.1 Conclusion .................................................................................................................. 29
   3.2 Recommendation for Way Forward ............................................................................. 30
4. Overview of Program

1.1 Introduction

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The Government of Nepal (GoN), MoE and UNDP thus signed an agreement to initiate the SKILLS programme to support (i) TVET policy coherence involving public, private sector, organizations/donors in the reform of TVET Policy 2012; and (ii) to design monitoring and evaluation system for the quality assurance, knowledge management and networking as relates to the TVET sub-sector. MoE is the implementing partner and leading organization of the programme where as CTEVT has been vested with the role of regulating the TVET sector in Nepal. The programme is under National Implementation Modality (NIM) of UNDP.

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project will play a pivotal support role in boosting economic growth by helping to create a more demand driven workforce," Mr. Roettger said after the signing ceremony. The EU continues to be committed to assist Nepal in achieving better livelihood opportunities for all.

1.2 Objective of Program

1.3 Methodology of seminar
A half day seminar was organized amongst the policy makers, planners, practitioners, TVET graduates, industrialist, member of different organizations and other freelance TVET experts in Kathmandu on 4th Poush 2075. Opening session was followed by introduction, welcome speech and the paper presentation session with open discussion. Two papers were presented by different personalities. After each presentation, a vivacious open floor discussion and question-answer session was held.

Presented papers as well as discussions made during the event have been documented. It will enhance a culture if recording knowledge for future reference.

1.4 Papers and Presenters
Since quality and relevance are widely considered as the preconditions of TVET programs to achieve the desired benefits from it, the subject matter of the seminar was more influenced from it. Out of the two papers discussed in the seminar, one was related with the TVET background and some concerns about TCET sector. The title of the two papers presented in the seminar together with the name of experts presented it are as follows.

5. TVET in Nepal: Some Concerns by Prof. Dr. Mahesh Nath Parajuli, Dean, Kathmandu University School Of Education

6. Observation on TVET Development for Cutting Edge TVET: Participants to make their own Judgement by Dr. Hari Pradhan, TVET Expert.

2. The Seminar Detail
2.1 Inaugural Session
The Seminar began with a brief inaugural session started with introduction. For making the program more intellectual, interactive and beneficial the facilitator did not wasted time in fulfilling the formality the session direct started with welcome speech followed by presentation of paper by expertise. Mr. Anil Bajracharya facilitated the inaugural session with his introduction and remarks to participant to participate in the session actively.

Mr. Bhuwaneshower Dhungana, Director, Research and Information Division delivered welcome speech with brief introduction of program.

Delivering the opening remarks, Mr. Dhungana thanks all the participants for accept the invitation and making active participation in the program. He said by establishment of such forum and a platform it give an important chance to discuss and share the problems and way of solution in TVET sector with all the policy maker and stakeholders of TVET sub sector. He also mentioned the way to focus on new demanded occupation can be figure out is only possible by joining the market with technology. It will be only way to innovation and to get the path of success in TVET sector.

He formally welcomes all the participants. His emphasis the working modality of CTEVT to produce skill manpower demanded on the market. He also focusses on the problems facing by the industry about the manpower. He requested all the sector to active participation for making policy of technical education. Mr. Dhungana requested all the participations to share the management practices of technical manpower and also requested to figure out the problems they are facing with the best solution of solving the problems.

2.2 Technical Session
Technical Session commenced immediately after the inaugural session. Mr. Anil Bajracharya facilitated the paper presentation session. Enlightening on the rationale of selecting the topics for different
papers in the program, he highlighted on the need of increasing productivity to increase the production and TVET is inevitable for increasing production. The session began with the paper’s presentation from responsible author. Two papers were presented in the seminar.

**Paper-1: TVET in Nepal: Some Concerns**

Prof. Dr. Mahesh Nath Parajuli, Dean, Kathmandu University School Of Education, was the first paper presenter. He presented a paper on “TVET in Nepal: Some concerns”. In his presentation, he pointed out the history of TVET sector following the problems along with success. Dr. Parajuli delineated monitoring as scrutinize about the question “Are we doing things right? to get the desired result in TVET sector. Contrary, he defined evaluation as reviewing whether “Are we doing right things?” In his presentation, he highlighted about the fragmented TVET programs and challenges to institutionalize the monitoring system and emphasized on establishing a sustainable integrated monitoring system.

He highlighted the need of adequate interaction among different institutional set up and necessity of monitoring the compliance, progress and impact of each intervention. He also depicted the need of adequate interaction even in the planning stage rather than implementation alone.

Dr. Parajuli emphasized on avoiding the overlapping and duplications of the interventions and insisted on actors mapping. He highlighted the main functions of M &E systems as helping in result based planning, establishing control and reporting
mechanism with performance indicators and making the system effective and functional to improve the existing system.

He also said that students are highly attractive towards the technical education but the outcome manpower from TVET are not getting proper placement as well as not so skilled to reserve the placement in market as per the capacity. Dr. Parajuli also mentioned that the policy of TVET itself making it as the second choice of education. TVET is in priority for the people who cannot gain academic education so talented students are not getting involvement in TVET sector. TVET is popular as the trap for the people for not getting higher academic education.

Dr. Parajuli also mentioned, from demand side parents are not encouraging the students joining TVET and cheering up for TVET education and from supply side the government do not implement the policy of TVET sector just keeping in paper where private sector only see the business from they can get profit.

He also share example to develop TVET sector. He said, every society follows the policy of development for the better run of society and established as social organization. Sometimes society follows the policy since the establishment decade ago and does not changes and take development action according to change of time as well as market demand as so CTEVT was following same.

Dr. Parajuli presented another theoretical prospect “Perfect Prospect”. It says the policy of right or wrong is generated by upper level known as government or policy maker and all the sector follow the same prospect which tell them what to do or what not to do. Such policy makers started TVET with the policy of giving chances to lower level people and target for the people who cannot afford higher education. CTEVT is following the same policy. CTEVT is maintaining the quality standard of students but reproducing the behaviour from the policy which directly affect the way of thinking of people rather than innovation of new behaviour.

Dr. Parajuli says regarding all the concept and aspects, Kathmandu University started Masters in TVET for the development of TVET sector including researchers and TVET related personalities.

He also mentioned about the objective of program. He said technical and vocational education has been recognized as a powerful tool for national development as well as for individual enhancement. Through the skills students would acquire by participating in the program, they become capable to engage themselves in the world of work, earn a decent living, and lead a quality life. However, this has not been so straight forward in many countries, particularly in developing countries like Nepal where the sector is yet to
be able to contribute as expected. It is also true that despite weaknesses the sector has been growing fast in many countries, including Nepal. In order to further strengthen the sector, a felt need is to develop its human resource capability so that it could contribute with its full potential. Master in Technical and Vocational Education and Training (MTVET) in KUSOED is an effort towards this direction.

Mr Parajuli also said, considering massive expansion of TVET activities in Nepal and also the growing demand of qualified TVET workforce in international market, KUSOED planned this program through a long preparation. Its preparation began by carrying out a feasibility study by interacting with wide group of national and international stakeholders – prospective students, TVET experts, government representatives, non-government actors, industry sector, TVET institutions, media which established that such program is the need of the time. Encouraged by such results, KUSOED began discussion on the design of the program with wider group of national and international experts and developed the program.

As closing remarks in Dr. Parajuli presentation he said as the TVET sector is a very promising sector and as the program provides them exposure to several subject areas in an inter-disciplinary manner, graduates of MTVET would have several options as their career prospect. They can explore their career prospects both in national and international market as the course prepares them for a competitive world of work both in national and international context. Graduates can chose to be an educator either focusing on teaching or focusing on management and leadership of TVET institute. They could also work as planner, analyst, monitoring and evaluation experts, or researcher. These options are available both in public and private sector. Industry sector could also provide promising career option to MTVET graduates. One other option that the MTVET graduate could go is establishing self-enterprise and become entrepreneur. As the program provides lots of exposure to students on aspects of entrepreneurship, they could be innovative, creative, and be entrepreneur.
Paper-2: Observation on TVET Development for Cutting Edge TVET: Participants to make their own judgement

Dr. Hari Pradhan, TVET expert presented second presentation among the participants on the topic “Observation on TVET Development for Cutting Edge TVET: Participant to make their own judgement”. His presentation mostly include his own observation on the report prepared by Bijay Group to Nepal Government. And requested all the participant to make their judgement on his observation. Dr. Pradhan presented his observation on staying in the topics like TVET federalization, Technical Coordination, Capacity in TVET system, Clarity on training objective, Research in TVET and TVET branding.

Going through technical coordination Dr Pradhan mentioned that according to the member of ministry 21 billion per year is being invested in TVET sector by government along with different national and international organization but the report presented to the government only focus on CTEVT. He said this was the golden opportunity to research on whole TVET sector but the report doesn’t even include the work done by ministry as well. Not all the program or planning will go on success by chairing Prime minister as a lead, CTEVT might be the major organization to take a lead on the implementation and making change in TVET sector. He also share the comment on report like duplication of training so that a same person is a trainee, training provider as well as have a bucket of certificate which has been seen as a major problem in TVET sector.

Along his presentation Dr Pradhan asked question to participant about the recent action of government that they are still planning to add tec-school in every part of country. He politely asked what is the simple thing needed to run the school; quality under relevance, feel with quality and relevance, with quality but no relevance or feel without quality and relevance. As he has observed all the schools that are currently running and they have neither quality nor relevance but the report still planning to establish more such schools which doesn’t have or doesn’t make to feel the quality as well as relevance. He conclude the report is not taking TVET in right direction by concept as well as by design.
In his observation report he salute prime minister for his sprit to open technical school in all 753 level of government but disappointed that not defining on the role of palnners, policy makers, expertise, technician as well. In his thinking of mind state of art industry, specialized technical school tied of with business industris should be established and in local level service delivery most be started. Talking about private sector Dr.Pradhansaid private sector invested billion of money in TVET sector and easily achieved the objective of their establishment by contributing skilled man power in labour market. Contribution of private sector must be encourage through report to work Nepal government as per the modality running by the private sector.

Dr. Pradhan observed that the report gives importance to skill mapping and says that they will do skill mapping with advice of expertise and established technical school in every level of needed rather than doing market study without having knowledge about labour market. He concludes provincial school should be approved by expert but technical schools are not for distribution among the level of governance rather it should be established after market study.

He said we all are clearly known about the problems facing by CTEVT regarding the policy, objective, working methodology and the outcome result. We have government having 2/3rd of majority which is such a powerful to solve each and every problems seen in TVET sector within two minutes but itself the government is figuring out mistakes in CTEVT and plans to collapse the programs. He mentioned that only the thing he remembers is Training-Employment-Income. Millions of rupees being invested but where is the return of investment. Who is responsible for this? Government even don’t have any record about the number of organization working in this sector and which programs were running in those sectors.

Dr. Hari Pradhan also emphasis on the modal base working methodology that other country are implementation and getting success through that. Different models like practices for TVET system, HRD approach, sector skill council approach, social networking or other 42 different models should be implementing to protect TVET sector as well to protect country. But our country only produces manpower and left them on street result they experience their skill in gulf countries. The time should take a change, only training will be not enough and now we also have to do counselling
training to the students so that they know for what they are prepared. For this we should make same concept from micro level to macro level and prepare the manpower with proper knowledge of their capacity and skill they have. All the stakeholder should must concern about the modality of TVET, either we can do tie up or contribution or modelling to include all the participants including from SEE level to PHD level.

As closing remarks Dr. Pradhan show some glimpse collection of photos who actually needs MVEF certificate. And must know what is MVEF. MVEF convert impossibilities to possibilities. “When you have power, policy and resource, you can do anything” was the last sentence of his presentation. At last he requested for branding and packaging of TVET. TVET(Technical and Vocational Education Training) includes every meaning and represents every skill development and it’s not necessary to change the name as TVESD(Technical and Vocational Education for Skill Development) because it’s a level of expert and level of need.

### 2.3 Opening Discussion

Mr Digvijay Acharya, Sipradi Trading Pvt Ltd, Mr Mohan Katwal, President, Federation of Grill and Steel Fabrication, Mr Khagendra Adhikari, Chairperson, Forum for Health and Science Education, Mr Yogendra Kawor, General Secretary, Nepal Trade Union Congress, Mr Sailendra Raj Giri, MD, Merojob.com and Mr Damodar Khanal, Professor, Kathmandu University are participated in opening discussion.

At first Mr Digvijay thanks the organizer for such great program and he was totally impressed by the combination of theoretical presentation of Mr Mahesh Nath Parajuli and Practical presentation of Mr Hari Pradhan. In his remarks the policy of TVET is in hand of so called TVET expert rather than original and experienced TVET expertise. In his opinion due to not updated curriculum we are unable to produce skilled manpower. Another problem is way of thinking towards CTEVT. We must think to make CTEVT strong by replacing the content rather than changing name.

Mr Mohan Katwal, President, Federation of Grill and Steel Fabrication mentioned as the government is using technology of digitalization to trace the worker that goes abroad for work, same technology can be used in technical sector to trace and study the record
of graduates. At last giving the example of foreign country we should find out the way so that everyone will respect the name and work of TVET.

Mr Yogendra Kawor, General Secretary, Nepal Trade Union Congress was confused about the stakeholders of TVET sector. In his opinion the worst situation had come because we are working only in academic sector. Who will care about market innovation sector? Was his question to all the participants? He said CTEVT and TVET is the important part for employment which generate income and bring development. Daily 100s of occupation disappears and 100s of new occupation innovated and we should make research on the occupation that’s going to innovate tomorrow rather than developing curriculum of the job that was disappeared yesterday. People know CTEVT as only a licence providing organization; such thinking should be erased immediately.

Mr Khagendra Adhikari, Chairperson, Forum for Health and Science Education said Prime minister is not a technical related person. He can only give principle and cannot involved in policy making process. Much discussion has been done on policy making of TVET sector but all they are stored in paper not implemented in practical. Deadline of TVET policy is coming soon and the person related to TVET sector are having discussion in such programs and the policy is being ready with different personalities.

Mr Sailendra Raj Giri, MD, Merojob.com aggressively shares his experience he have gain in TVET sector. He represents 40000 job provider and 500000 job securers and found nobody have enough skill for demanded he repeated NOBODY. He found Nepal almost have ZERO skilled manpower. TVET should be demand oriented and if anyone need the demand list he have 1000s of list stored since 2006. Till now nobody took interest to tie up with them at least they may know what is actually needed in market and what we are producing in market.

Mr Damodar Khanal, Professor, Kathmandu University was unhappy because of absent of represented member from ministry and major stakeholders. He was totally against the process of changing name of TVET to TVETSD

Apart from program schedule Ms Pushpa Basnet, CNN HERO, CNN SUPER HERO shared her short experience in TVET sector. She has recently started masters in TVET at Kathmandu University. She introduce a great idea among the participant that she currently working on. Connecting TVET to the prisoners in prison will be best idea to generate innovation in TVET sector. This will help to train the prisoners and can be used as skilled manpower in demanded market after their release which will reduce the problem of labour market as well as help to reduce the crime rate by generating income thorough their skills.
2.4 Closing Session

Mr Kul Bahadur Basnet, Vice Chairperson, CTEVT started closing session. In his closing remarks, he thanks all the participants for active participation of all, sharing the experience and making the program successful. He wishes the organizer that they achieve the objective of program Knowledge Management and Knowledge Networking. He concluded his remarks by sentence; “I am happy that Kathmandu University started
Masters in TVET which is the proud moment for the country for starting truly new course in whole South Asia but we are in country where people don’t know the meaning of TVET can the graduate define the meaning of MTEVT”

7. Conclusion and Recommendation

3.1 Conclusion
The seminar was a successful event to bring major stakeholders of TVET in Nepal including policy makers, different committee members, TVET experts in a common platform and sensitized for the continuation of such events. Seminar was also successful from the number and quality of the participants and their view points. First papers reflected the academic elaboration of TVET sub sector way forward for further improvements whereas the second paper was targeted towards the observation on
report submitted to government for policy making. It was a good learning opportunity to all participants and influencing their view points.

Presently, depletion of quality is regarded as one of the major challenges of this sector. Several factors including lack of proper coordination mechanism, ineffective monitoring activities, lack of evaluation in outcome and impact level, variation of curricula and course duration, less focus on teaching learning activities can be attributed for this situation. Quality enhancement should therefore be major priority area making TVET work as it was desired.

It has already been late to adopt sustainable development approaches while running TVET programs. Therefore the TVET program now must include the needy people who actually want to join technical education and can be placed in local market. Priority should therefore be given on centralizing the database of graduates to prepare workforce compatible with the need of labor market in this era.

3.2 Recommendation for Way Forward
Based on the above mentioned conclusion, some points are recommended as a way forward as mentioned hereunder

- Programs runs by CTEVT must be demand oriented and must study market first.
- CTEVT already have lots of program but it should develop the curriculum as per the nature of market need after detail study of labor market.
- The seminar of Knowledge Management and Network Management should be done in certain time of interval including various TVET stakeholders for the discussion of every problems and solution seen in TVET sector.
- Represent from concerned government level and represent from major stakeholders must be participated in future programs.
- It waste of time to have a discussion on change the name TVET from TVETSD because TVET already include skill development.
- CTEVT should be considered as the umbrella of all the organization that are running different TVET program so to figuring out the major redundancies and duplication of the program and resources.
- Easy access to the planning and program of CTEVT should be established to make the mutual understanding between TVET stakeholders of subsector and representative of TVET policy makers.
- CTEVT should upgrade the vocational training towards the academic platform to achieve the skilled manpower in a desired personality and reputed position.
• Nepal Government concerning with others related organization should actively run motivational program for TVET student to work on locally and can be entrepreneur in their own sector.
Knowledge Management and Knowledge Networking in TVET Sub-Sector

8th Poush, 2075 (December 23, 2018)
Butwal

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Council For Technical Education and Vocational Training (CTEVT)
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# Contents

1. Overview of Program .......................................................................................................................... 35
   1.1 Introduction .................................................................................................................................. 35
   1.2 Objective of Program .................................................................................................................... 37
   1.3 Methodology of seminar ................................................................................................................ 37
   1.4 Papers and Presenters ................................................................................................................... 37

2. The Seminar Detail .............................................................................................................................. 37
   2.1 Inaugural Session .......................................................................................................................... 37
   2.2 Technical Session .......................................................................................................................... 38
      2.2.1 Paper-1: SKILL PROJECT .................................................................................................... 38
      2.2.2 Paper-2: Introduction; Statistics; History; Future Plan of CTEVT ............................................. 39
      2.2.3 Orator Speech-1 ...................................................................................................................... 40
      2.2.4 Orator Speech-2 ...................................................................................................................... 40
      2.2.5 Orator Speech-3 ...................................................................................................................... 40
   2.3 Opening Discussion Session ......................................................................................................... 41
   2.4 Closing Session .............................................................................................................................. 43

3. Conclusion and Recommendation ...................................................................................................... 43
   3.1 Conclusion.................................................................................................................................... 43
   3.2 Recommendation for Way Forward ............................................................................................... 44
5. Overview of Program

1.1 Introduction

Knowledge Management and Knowledge Networking is the joint program of Council for Technical Education and Vocational Training (Research and Information Division) sponsored by UNDP (SKILL).

The Council for Technical Education and Vocational Training (CTEVT) constituted in 1989 (2045 BS) is a national autonomous apex body of Technical and Vocational Education and Training (TVET) sector committed for the production of technical and skillful human resources required to the nation. 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.

A large number of organizations in the country—including government, non-government, private-sector and donor-funded projects—are presently engaged in the technical and vocational education and training (TVET) sub-sector. However, coordination among these TVET providers is yet to be strengthened and inconsistencies addressed in quality and reach of TVET opportunities, particularly in terms of increasing access to women and people from marginalized and disadvantaged groups.

Despite various efforts, the country has failed to effectively institutionalize Technical and Vocational Education and Training (TVET). The data base system is lacking and is found in scattered and intangible form. Due to lack of adequate, clear and transparent information, the national and international donors are not able to work effectively although they are interested to contribute in TVET. There is fragmentation in TVET provision and gaps exist in policy coherence.

Support to Knowledge and Lifelong Learning Skills (SKILLS) programme has been designed to promote institutionalized policy dialogue process by supporting the Government of Nepal. It aims to provide a common platform for stakeholders to come together and work together for the betterment of the TVET policy by enhancing cooperation and collaboration with line ministries and stakeholders, including private sectors, by figuring out the gaps and addressing the needs of the present time.

Proper coordination mechanism has not been institutionalized yet although several attempts were made in the past towards institutionalizing the appropriate mechanism for coordination among the sub-sector. Currently, there are different initiatives ongoing in Nepal in the TVET provisions. various projects and programs related to TVET under different ministries through MoE (Ministry of Education, Science and Technology),
MoLES (Ministry of Labour, Employment and Social Security), MOAD (Ministry of Agricultural and Livestock Development), MoICS (Ministry of Industry, Commerce and Supplies) etc. including EVENT Project/World Bank, Skills Development Project (SDP)/Asian Development Bank (ADB), Employment Fund (EF), Youth Employment Project (YEP)/Swiss Contact are implemented.

In the year 2015, CTEVT in technical and financial assistance of SKILLS programme has initiated Knowledge Management and Knowledge Networking (KMKN) initiative to facilitate and coordinate for exchanging ideas, experiences, research and studies on the policy issue in common platforms regarding TVET developments where CTEVT organized two workshops and one national seminar among key stakeholders which was also carried on in 2016. These events included national seminar; paper presentation and several knowledge sharing interaction meetings. These sort of events created opportunities to share and update in-country TVET interventions, status and way forward among stakeholders. SKILLS programme has been supporting CTEVT to enhance/strengthen knowledge management and networking efforts to execute different activities that are helpful to institutionalize KMKN system in TVET subsector of Nepal.

It is in this context that the Support to Knowledge and Lifelong Learning Skills (SKILLS) programme under UNDP was envisioned, working closely with the MoE and CTEVT to reform the TVET Policy 2012, so as to make provisions therein more practical and responsive to the present-day demands of the market. Through regular policy dialogues, SKILLS aim to create a policy review platform, assembling a wide range of stakeholders and experts, including representatives of line ministries, public organizations and the private sector, development partners and social organizations at local, provincial, and federal levels.

The Government of Nepal (GoN), MoE and UNDP thus signed an agreement to initiate the SKILLS programme to support (i) TVET policy coherence involving public, private sector, organizations/donors in the reform of TVET Policy 2012; and (ii) to design monitoring and evaluation system for the quality assurance, knowledge management and networking as relates to the TVET sub-sector. MoE is the implementing partner and leading organization of the programme where as CTEVT has been vested with the role of regulating the TVET sector in Nepal. The programme is under National Implementation Modality (NIM) of UNDP.

"As Nepal is now embarking on a new phase of federal governance a strong focus on unleashing the economic potential is crucial for the nation’s vision and drive towards LDC graduation by 2022 and middle income status by 2030. We hope the Sakchyamta
project will play a pivotal support role in boosting economic growth by helping to create a more demand driven workforce," Mr. Roettger said after the signing ceremony. The EU continues to be committed to assist Nepal in achieving better livelihood opportunities for all.

1.2 Objective of Program

1.3 Methodology of seminar

A half day seminar was organized amongst the policy makers, planners, practitioners, TVET graduates, industrialist, member of different organizations and other freelance TVET experts in Butwal on 8th Poush 2075. Opening session was followed by introduction, welcome speech and the paper presentation session. Two papers were presented by different personalities. After each presentation, a vivacious open floor discussion and question-answer session was held. Presented papers as well as discussions made during the event have been documented. It will enhance a culture if recording knowledge for future reference.

1.4 Papers and Presenters

Since quality and relevance are widely considered as the preconditions of TVET programs to achieve the desired benefits from it, the subject matter of the seminar was more influenced from it. Out of the two papers discussed in the seminar, one was related with the program followed by CTEVT. The title of the two papers presented in the seminar together with the name of experts presented it are as follows.

8. Skill Project: Planning and Implementations by Mr. Manoj Sharma Neupane, TVET Specialists, Skill Project, UNDP

9. History, programs, objective, results and future plans of CTEVT By Mr. Sangam Gautam, Technical Officer, R & I Department, CEVT.

2 The Seminar Detail

2.1 Inaugural Session

The Seminar began with introduction of all the participants facilitated by Mr. Anil Bajracharya. The workshop was completely a discussion platform with all the member involved in TVET sector so no any formality was done in the program and started with paper presentation. In opening remarks Mr. Bajracharya detailed about the objective of program Knowledge Management and Knowledge Networking. He make remember
about the sentence said by Dr. Hari Pradhan in Kathmandu workshop “To get success in TVET sector all the person have only love and affection toward Industry”. He also requested all the participants to make active participation in program and help to achieve objective of the program.

2.2 Technical Session

Technical Session commenced immediately after the inaugural session. Mr. Anil Bajracharya facilitated the paper presentation session. Enlightening on the rationale of selecting the topics for different papers in the program, he highlighted on the need of increasing productivity to increase the production and TVET is inevitable for increasing production. The session began with the paper’s presentation from responsible author. Two papers were presented in the seminar.

2.2.1 Paper-1: SKILL PROJECT

Manoj Sharma Neupane, TVET Specialist, Skill Project, UNDP was the first paper presenter. He presented a paper on “SKILL PROJECT: Supports to knowledge and lifelong learning skills”. In his presentation, he pointed out skill project is working with Government of Nepal and UNDP to support the policy of different programs. He added “Skill is a policy project to support to revise/reform TVET policy and strategy, it was first launched in Nepal in April 2015 and ended at December 2016 as the first phase of the program and it has been extended for another three-year 2020.

Mr Neupane also figure out the objectives of project. He pointed skill project promote knowledge management and networking among stakeholders for program monitoring and subsequent evaluation of TVET program and services. He added knowledge management and network management helps to document TVET innovations, challenges and issues with appropriate solution. He also said that they are planning to document success stories in TVET and make annual publication/report through Knowledge management and network management.

Mr. Neupane emphasis on the major problem in TVET sub sector; Demand and Supply. He requested all the participants to make coordination for making the TVET sector strong and potential by centralizing all the programs running by different organization under continuous organization, the umbrella of CTEVT to solve the problem of demand and supply.

He mentioned that Knowledge Management and Network Management can be a platform to discuss and share the innovations, problems and suggestion on TVET subsector with all the stakeholders and can solve the issue of demand and supply.
Mr. Neupane highlighted about the fragmented TVET programs and challenges to institutionalize the monitoring system and emphasized on establishing a sustainable integrated monitoring system. He highlighted the need of adequate interaction among different institutional set up and necessity of monitoring the compliance, progress and impact of each intervention. He also depicted the need of adequate interaction even in the planning stage rather than implementation alone. He emphasized on avoiding the overlapping and duplications of the interventions and insisted on actors mapping.

At closing remarks Mr. Neupane shares he further believes that the quality is a continuous process and there is always space for improvement. Under the MoEST, policy making committee is working effectively to make the central database system to keep the records if every innovations, problems and solution seen in TVET sector securing TVET for future.

2.2.2 Paper-2: Introduction; Statistics; History; Future Plan of CTEVT

Mr. Sangam Gautam, Technical Officer, R & I Division, CTEVT presented another paper on “Introduction; Statistics; History; Future Plans of CTEVT”. He introduces CTEVT among the participants following the TVET policy of 2012 and also noticed the new TVET policy is writing phase and will be implemented soon. He mentioned that 932 staffs are working on making CTEVT reliable and improving aptitudes to meet the objectives of CTEVT “All people access to TVET program and all funding should be implemented on related sector with positive outcomes.”

He mentioned, 45 constituent school, 5 schools in partnership, 397 TSEE/Community School, 429 private schools and 760 short term program running organizations are working under CTEVT. Similarly, Mr. Gautam define about the curriculum of CTEVT. There are 41 programs in Diploma, 37 TSEE programs, 180 short term program and 308 OSS (Occupation and Skill Standard) program is in running process.

He said, CTEVT has the admission capacity of 27740 students in Diploma program, 33400 in TSEE program, 60000 students in short term program and have capacity of skill test of 35000 students in a year. He also provides the data of graduate's students. He said CTEVT has till now graduates of 47000 in diploma program, 164500 in TSEE program, 2920000 students in short term program and they have done
skill test of 300000 students.

On the closing remarks Mr. Gautam mentioned about the future plans of CTEVT. CTEVT is in process take admission of 53000 student in Diploma program and Skill test of 39000 students. CTEVT is providing scholarship to 12280 students. 11 new polytechnical school will be established and the curriculum will be revised soon. At last he said CTEVT is planning for the tracer study of graduates so that situation of graduates will be known and can be used to solve the problem of demand and supply.

2.2.3 Orator Speech-1
Mr. Sagar Marasiani, Graduate, Electrical & Electronic, Korea Nepal Institute of Technology shared his experience in TVET sector. He recently graduates from KNIT and also make a job placement in KNIT. He said after graduate from HSEB he was confused for his higher education and choose technical education again in Diploma as seen in demand in market. He also said that his friends also make convince of his success and chooses technical education. He thanks KNIT and CTEVT for making his life better with technical training. He was confidence on his skill to make life success.

2.2.4 Orator Speech-2
Manoj Bhandari, Trainer, Butwal Technical Institute shared his experience in TVET sector involving in Butwal Technical School. He gave short introduction about Butwal Technical School, BTI was established in 2020 with coordination of UMN. Butwal technical Institute (B.T.I.) provides technical and vocational training. It is only one and pioneer’s apprenticeship training institute of Nepal. BTI only produce limited students that are highly demanded market and almost 99% of graduates get job placement. Out of 99% almost 25% became entrepreneurship and rest of all involves in Industry. Annually 150-200 graduates are produced by BTI in welding, carpenter and electrical. Welding is the only program of Nepal run by BTI. For financial support BTI runs short term trainings to collect fund to run institute. He said to produce skilled manpower admission should be done only when demanded by market so that the market can make placement of graduates.

2.2.5 Orator Speech-3
Niraj Tiwari, Placement and Income Generator Officer, Korea Nepal Institute of Technology (KNIT) introduce KNIT among the participants. This institute was established under the mutual cooperation of Nepal and Republic of Korea in 2010. All the financial and technical support for the establishment of the institute is donated by Korea International Cooperation Agency (KOICA) under Government of Republic Korea. KNIT is
the government institution operating by Council for Technical Education & Vocational Training (CTEVT), so it’s all programs and services are mandated by an act of the CTEVT. It is designed as a high tech and advanced Korean technology to produce basic and middle level professional experts for the growing manufacturing and industrial activities.

It is very spacious institute with physical facilities in abundance for teaching and training technical workforce under CTEVT. KNIT runs three diplomas in engineering program in Automobile, Electrical & Electronics and Mechanical. This institute gradually promotes different short-term training programs according to the need of industry and community.

The main objective of this institute is to produce basic and middle level high tech professional workforce/expert according to need of nation and overseas. By promoting income generating activities this institute has plan to grow up with self-reliance management. To achieve the targeted goal of the institute, this institute has planned to establish Industry School Cooperation system. Now a days, to support the objectives of this institution, KNIT is growing as a high technology-based institute under CTEVT.

Mr. Tiwari mentioned on job training (OJT) provided by KNIT with coordination of industries making the trainee more skilled and make reliable environment knowing the industry. He also said KNIT is planning to make tracer study of graduates and demand of industry for future curriculum plans.

2.3 Opening Discussion Session

Mr. R P Pandey, MD, Mega Hydro, Ms. Bindu Magar, GES/Project Specialist, UNDP, Mr. Nischal Sharma, Mr. Jay Krishna Paudel, Mrs. Parbati Poudel, Mr. Shree Narayan Yadav, Mr. Ganesh Prasad Adhikari, Mr. Ram Prasad Pandy, Mr. Radha Krishna Devkota and Mr. Yubraj Poudel took part in open discussion. The session was facilitated by Mr. Anil Bajracharya.

Mr. Radha Krishna Devkota share about the problems they are facing in automobile sector. He said there are no any skilled manpower to work on dust going under the vehicle. People do not respect the small worker that are actually needed so none of the worker want to join the small occupation or labor work. He said recently the government announced the TVET training for 500 people and only one person filled form in welding. So the related sector must make some plan to empower the youth to join technical sector. Mr. Bajracharya thanks for sharing the important issue and he agree the problem shared by Mr. Devkota.
Ms Bindu Magar asked CTEVT team about the skill testing process and curriculum development methodology. She also asked KNIT representative member about the contribution done by KNIT to empower women in technical education. In return Mr. Anil Bajracharya made clear about the curriculum development process and skill testing process. On Ms. Magar remarks Mr. Niraj Tiwari said that they are 13 seats in electronic and 8 seats on automobile for women but only 4-5 students are women.

On the way of opening discussion Mr. Ganesh Prasad Adhikari, President, Rupendehi Industry Association share about the problem facing by industry in Rupendehi. There are 12000 industry in Rupendehi district including steel industry, cement industry, small industry and many more. They got manpower for higher level authority but for labour work they need to borrow the worker from neighbor country and need to pay high. He said that many of the worker they need in their industry trained the worker by themselves. Some industry don’t want to do skill test of their worker knowing that after getting certificate they may leave the work.

Mr. Shree Narayan Yadav representative of Mahakavi Devkota School requested the representative of CTEVT to increase the seat up to 40 student and make confidence that they have capacity to run diploma and bachelor too in TVET sector but due to the policy design in TVET sector its not possible to produce large manpower by school. He said to made TVET strong private sector engagement must be necessary.

Mr. Ram Prasad Pandey, Executive Director, Mega Hydro pointed the policy of TVET sector. He said that there is n respect on work and worker. Paying high and not respecting work will not sustain TVET. Grading system of worker must be necessary. In hydro sector manpower for small work are very necessary with different type of grading.
Mr. Nischal Sharma mentioned that people choose TVET sector just to go abroad. Technical manpower is highly demanded in global industry and people get paid high in foreign country but in context of Nepal worker are not getting minimum pay for their work so necessary to choose gulf country. Due to competition in market everyone needs quality manufacture and for quality skilled manpower is needed. So, it’s being necessary to bring worker from neighbor country and need to pay high.

### 2.4 Closing Session

Mr. Ram Narayan Chaudhary, Principal, KNIT said in closing remarks that industry need to make coordination with the technical school so that they can produce skilled manpower. He thanks all the participants to share their problem so that KNIT will concentrate on future plan according to situation of market.

Mr. Yubraj Poudel, Under Secretary, MoEST, said that the program was very meaningful and requested CTEVT to continue such program in future so that the understanding between TVET policy maker and Industry will remain constant. He requested all to go together and make TVET policy strong. Institute must maintain in quality of manpower rather than producing the number of manpower, said Mr. Poudel in his closing remarks.

### 3 Conclusion

The seminar was a successful event to bring major stakeholders of TVET in Butwal as well as Rupendehi District including policy maker in a common platform and sensitized for the continuation of events. Seminar was also successful from the number and quality of the participants and their view point. First paper reflected about the skill project and way forwarded for further improvement of work of Nepal government and UNDP in TVET sector. Second paper was about the working procedure of CTEVT. It was a good learning and sharing opportunity to all participants and influencing their view point.
The major problem seen now a days is demand and supply of skilled manpower in different sector. Several factors including lack of proper coordination mechanism, ineffective monitoring activities, lack of evaluation in outcome and impact level, variation of curriculum and course duration, less focus on keeping database of graduates is taking CTEVT downgrading path. Quality enhancement should therefore be major priority area making TVET work as it was desired.

The curriculum of TVET sector should made by consulting industrialist and workers keeping entrance in industry instead of sitting on chair consulting curriculum expert. It has already been late to adopt sustainable development approaches while running TVET programs. Therefore the TVET program now must include the needy people who actually want to join technical education and can be placed in local market. Priority should therefore be given on centralizing the database of graduates to prepare workforce compatible with the need of labor market in this era.

3.2 Recommendation for Way Forward
Based on the above mentioned conclusion, some points are recommended as a way forward as mentioned hereunder

- On Job Training (OJT) should be implemented in every TVET sector.
- CTEVT should engage private sector to produce quality manpower.
- Policy on entrepreneurship should be implemented to empower TVET graduates.
- The seminar of Knowledge Management and Network Management should be done in certain time of interval including various TVET stakeholders for the discussion of every problems and solution seen in TVET sector.
- TVET stakeholders with mutual coordination of industry must be active in keeping women in work form.
- CTEVT should upgrade the vocational training towards the academic platform to achieve the skilled manpower in a desired personality and reputed position.
- Nepal Government concerning with others related organization should actively run motivational program for TVET student to work on locally and can be entrepreneur in their own sector.