

STRONG TVET FOUNDATIONS FOR A PROSPEROUS NEPAL:

# Commitments to Support TVET Reform



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# Strong TVET foundations for a prosperous Nepal: Commitments to Support TVET Reform

The TVET Sector Reform Plan (TSRP- 2022 – 2032) sets out a 10-year plan for the reform and development of the TVET sector, at its core is the vision to develop TVET as a garikhane sikshya (education ensuring employment) for a 'Transformative and Prosperous Nepal'.

The TSRP is focused on improving the access, quality, and governance of the TVET sector in Nepal to "prepare globally competitive and industry-ready and entrepreneurial workforce with seamless academic opportunity at all levels".

Six priority areas have been identified through the TSRP as major components for reform:

1	Access, Equity, and Expansion to, in and of TVET services
2	Quality (instructors, standards and curriculum, instructors' preparation, physical infrastructure, and examination/assessment) and Efficiency of TVET services
3	Results (outputs and outcomes) and Relevance of TVET services
4	Ensure Integration in TVET system (operationalisation of National Vocational Qualification Framework)
5	Management of TVET system (HR development, Monitoring and Evaluation and Knowledge Management)
6	Governance, Coordination, and Financing

Since 2017, Dakchyata has worked with the Government of Nepal and the private sector to build new ways of working that will bridge the gap between public and private sectors and develop the effectiveness and market relevance of TVET policy and practice for a greener, more inclusive, effective economy.

Dakchyata has worked with the Ministry of Education, Science, and Technology (MoEST) to develop the TSRP and to establish a foundation from which a modern, employer-engaged, responsive, inclusive, and green TVET sector which contributes significantly to Nepal's National Development Vision and its drive to become a middle-income country by 2030 (SDGs) can be built.

As the TVET sector sits on the brink of an exciting shift to a more sustainable future, Dakchyata has consolidated learning from across the project into bold commitments and recommendations for the Government of Nepal to consider as they implement the TVET Sector Reform Plan.

The following document consolidates Dakchyata's learning and organises the suggested commitments and recommendations under four core themes that have emerged through Dakchyata implementation:

- Placing employer voice and engagement at the heart of TVET design and delivery
- A responsive, high quality, relevant TVET sector designed around the labour market
- Inclusive TVET practice growing the economy for all
- Green TVET driving sustainable growth.

Placing employer voice and engagement  
**at the heart of TVET  
design and delivery**



# Placing employer voice and engagement at the heart of TVET design and delivery

At the heart of TVET reform is the desire to create *garikhane sikshya* (employment-led education) leading to employment and a prosperous Nepal; to do this the private sector will need to play an enhanced role in the design and delivery of quality TVET.

It is acknowledged that the private sector has not always been represented within decision making and implementation of TVET, nor been recognised or supported as an essential TVET partner. Yet, as the core beneficiary of TVET, they are also impacted most by a workforce who do not have the relevant skills needed in the market.

The reform process will place a greater emphasis on increasing and improving the level of meaningful private sector engagement in TVET and ensuring greater ownership of process and results for this group.

## Three commitments to support private sector voice and engagement

Dakchyata has consistently demonstrated the value and importance of an engaged private sector and relevant industry associations in TVET and the role they can play in bridging the gap between demand and supply. Learning from the Dakchyata grant streams (Practical Partnerships Pilots, Employer Led Labour Market Secretariat and the Returning Migrant Workers project) and the Public-Private Partnership Working Group has generated 3 commitments that can support an employer-driven TVET sector.

Promote the private sector as an integral part of designing, implementing and quality assuring TVET

Create formalised and standardised approaches for private sector engagement

Foster space for and recognition of private sector leadership within TVET

### Commitment 1: Promote the private sector as an integral part of designing, implementing and quality assuring TVET provision

The private sector has a significant role to play in the success of TVET. However, engagement between public and private remains a challenge; trust must be built through the promotion of industry-led involvement to enhance the quality and relevance of training programmes, assessment, learning materials and facilities.

**Recommendation 1: Foster trust between the private sector and the TVET sector by endorsing public-private partnership at all levels of TVET:** Trust levels are steadily growing through increased engagements. Whilst this takes time to develop, public-private collaboration should be promoted and endorsed by TVET leaders as a core element of all TVET functions to improve relevance and quality. The TVET sector and private sector should be aware that there is a role that employers can play across the full TVET provision cycle:

- **Capacitating TVET on market relevant skills:** Supporting TVET personnel, including instructors, to modernise their industry skills through advice or direct training provision.
- **Market assessment and skills identifications:** Providing up to date information on the skills and jobs most needed within the industry.
- **Adapting curriculums:** Updating and validating the skills and training approaches.
- **Support skills transfer:** Provision of training directly to trainees or through the provision of apprenticeships or jobs for them to continue to develop their skills within the workplace.
- **Quality assurance:** Systematically reviewing educational programmes and processes to maintain and improve their quality, equity and efficiency and ensuring they meet industry standards.
- **Strategic direction:** Collaborating on the development of TVET objectives and strategies.

**Recommendation 2: Build the capacity of TVET personnel and schools to engage effectively with the private sector through dissemination of good practice:** School leadership and wider TVET personnel have often had limited engagement with the private sector and lack effective capacity and strategies to build partnerships. Support needs to be provided to enable these groups to build skills and rethink engagement approaches. Good practice examples of private sector engagement have been found to be effective in raising awareness and developing understanding of how best to facilitate collaboration.

### Commitment 2: Create formalised structures and standardised approaches for private sector engagement

Robust, highly effective private sector engagement rarely occurs without conscious effort and a framework to develop within. The TVET system must review its own structures and guidelines for how it promotes and nurtures private sector engagement and seek to integrate mechanisms and policies for collaboration.

**Recommendation 3: Endorse the Employers Information and Counselling Committee (EICC) model within CTEVT schools to promote private sector engagement within direct TVET provision:** Established through the CTEVT schools participating in the Strengthening Employer Engagement in CTEVT Schools (SEECs) project, the EICCs were found to effectively integrate private sector actors into the schools' governance system bridge the gap between supply and demand.

EICCs have clear mandates to support schools in specific tasks, such as inputting into market assessment and skills identifications, development and revision of skills curriculums, engagement in guest lectures and open days, and provision of apprenticeships and jobs, and have been found to be an effective way to bring private sector voice and influence into practice.

**Recommendation 4: Establish regulations for greater representation of the private sector across governing bodies at all levels of CTEVT:** TVET bodies have benefited from the insights of market actors, however, standardised representation across all TVET governing bodies still requires further support to move towards greater parity and equity between public and private. Guidelines, annual metrics on representat

ion and partnership, and quotas will support the TVET sector to grow private sector engagement involvement and placement of private sector in leadership positions e.g., Chair or Vice Chairs of committees will support a move towards meaningful engagement. This may require the development of a reference framework for collaboration and coordination and revision to legislature to ensure that supports greater engagement.

### Commitment 3: Foster space for and recognition of private sector leadership within TVET

The TVET sector must have space for the development of private sector led alliances and leadership. The private sector has shown that they have the resources, skills, and drive to build cross-industry alliances and take on greater leadership roles within the sector, however, this will only be sustainable in the long-term if the TVET sector adequately supports them through effective partnership, implementation of insight, and an enabling legislative environment.

**Recommendation 5: Coordinate closely with the private sector on labour market demand:** The private sector through the ELMS secretariat has developed a burgeoning evidence base through engagements, sectors specific analyses, and the LMI surveying. The most in demand skills and occupations identified have been verified and validated as useful in the world of work and should be taken forward by CTEVT - these are areas that the GoN should look to build further resource and invest in. However, work must be done to ensure there is complementarity between individual public and private sector LMI systems so that they can work together to the same ends. Cohesion and coordination must be prioritised in partnership between the TVET and private sector.

**Recommendation 6: Ensure legislation supports the development of private sector led bodies:** As the private sector continues to build alliances and strengthen their independent bodies in the support of TVET, the Government of Nepal must consider and review its partnership approach and legislation surrounding private sector involvement and ensure that it is supportive of their developing role. In particular, the potential development of an employer-led sector skills council out of structures such as ELMS, would require provision for private sector bodies to be registered and recognised as independent by the law and to have a clear TVET mandate.



A responsive, high quality, relevant TVET sector

# designed around the labour market



# A responsive, high quality, relevant TVET sector designed around the labour market

To achieve the Government’s vision of a ‘Make in Nepal and Made in Nepal’, a technically competent workforce capable of meeting the demands of the private sector is required. Yet, the TVET sector has not always been able to bridge the gap between supply and demand leading to TVET graduates entering the workforce without the modern technical skills required by employers.

Essential to a reformed TVET sector will be improvements in quality of services, teaching and assessment. This should be heavily informed by the specific needs of the current and future labour market to produce a modern, market relevant approach.

## Three commitments to improve the quality and relevance of the TVET sector

Dakchyata’s learning demonstrates that market need should drive TVET decisions. The insights from the project have supported the formulation of 3 commitments to enable greater market relevance in TVET.

TVET providers and TVET personnel develop market-relevant knowledge and resources

Market relevant skills are prioritised in TVET design and provision

Sector wide monitoring of TVET is invested in by the Government of Nepal

### Commitment 1: TVET providers and TVET personnel develop market-relevant knowledge and resources

Two of the most significant challenges facing TVET providers are the lack of modern, market relevant equipment and facilities and outdated instructor practices. It is, however, vital that TVET providers have the knowledge, skills, and values to align with the market and employers for the future.

**Recommendation 1: Pre- and in-service instructor programmes formalised to ensure up to date industry knowledge (Occupational Skills Upgrading):** Many instructors have had limited exposure to industry and are less confident in providing practical skills training. Capacity development opportunities for instructors need to be widened to integrate modern training skills and techniques needed by trainees in the world of work. Occupational Skills upgrade programmes (OSU) should be provided based on assessment of instructors’ industry knowledge; this should be done in collaboration with the private sector who are best placed to identify knowledge gaps and can provide bespoke highly specialised- skills development for instructors.

More broadly, TVET Personnel must have the competencies to support a more market relevant TVET sector. The scaling of the Competency Framework for TVET Professionals will support all levels and types of roles within TVET (proprietor, coordination, private sector and employer associations, implementation, and support functions) to develop the knowledge and skills needed to master the critical issues of TVET.

**Recommendation 2: Facilities and equipment updated in line with market demand to support practical training:** Working with the private sector, TVET providers should assess equipment and facilities against industry requirements and identify priority areas for upgrading and modernising. At a national level, CTEVT should revise or develop standardised lists of market relevant equipment per curriculum or trade to guide TVET providers in their assessment.

## Commitment 2: Market relevant skills are prioritised in TVET design and provision

To improve the quality of TVET provision significant investment must be made in integrating market demands into the development of skills identification, curriculum development, approaches for training delivering, and linkages to the world of work.

### **Recommendation 3: TVET providers should collaborate with or be led by the private sector's insights on the labour market:**

When employers and industry experts define market needs, it supports the implementation of TVET models that develop skilled, job-ready workers who can be of value to the economy from day one of their career. The involvement of industry experts and the private sector will ensure that all qualifications respond to the employment market and are applicable within the world of work and CTEVT should continue to promote this as an essential requirement of market assessments. This collaboration can be enhanced by MoEST's endorsement and roll-out of the Occupation Demand Tool which can support the robust and accurate collection and analysis of market data.

### **Recommendation 4: Adapt curriculums to ensure what is taught and how it is taught is in line with market demand:**

The inclusion of outdated skills in curriculums and a focus on theoretical training have resulted in many TVET graduates being unprepared for their world of work. The design and delivery of training must be demand led, with the private sector taking a sizeable role in Developing a Curriculum (DACUM) processes to transform local demand into curriculum. This should be further supported by delivery modalities which emphasise learning and applying practical skills within a workplace-based setting; the TVET sector should seek to significantly increase the proportion of training provision which incorporates workplace-based approaches and the engagement, either through direct training or wider support, of employers.

**Recommendation 5: Prepare trainees for the transition from training to work:** The TVET sector has not always been effective in planning for the post-education journey of graduates. Trainees have often completed courses and then been challenged to access work in their trade due to limited experience, lack of linkage to employers, and lack of market relevant skills. To support post-training journeys, the mainstreaming of life skills, career counselling, and entrepreneurship training across TVET provision needs to be considered to ensure all trainees have access to tools and resources to think through their post-training pathway.

## Commitment 3: Sector wide monitoring of the TVET sector is invested in by MoEST

The importance of systematic monitoring of the overall TVET Sector has been recognised as good practice by MoEST, and there is clear intention to continue sector wide monitoring after the close of Dakchyata. To continue this process effectively, the MoEST and CTEVT will need to invest in the ongoing skills development of their staff to implement the process.

### **Recommendation 6: Capacity for comprehensive and regular monitoring of the sector is built and maintained within MoEST:**

The TSRP development process has further recognised the value of a robust monitoring system and has integrated annual monitoring processes by the National TVET Coordination Committee within the TSRP. This will require initial and ongoing capacity building of relevant TVET personnel, for example the Planning Division, to build understanding on the application of the sector monitoring tools and global good practice in TVET strategy development and implementation.

Building an  
**inclusive TVET system**



# Building an inclusive TVET system

Traditionally, TVET has been challenged by its ability to create an inclusive environment for all people. Access and attainment have not always been possible for groups facing gender, ethnic, and social discriminations. Many groups have remained under-served by the TVET sector of Nepal, however, a more inclusive TVET system will support the long-term growth of the economy and enable these groups to become valued economic actors.

Over the next 10 years of TVET reform, a major focus will be placed on ensuring the expansion of TVET to ensure programmes guarantee access and equity, with a focus on scholarship provision, flexible learning and learning while earning opportunities, and establishing hostel facilities to support access.

## Three commitments to support TVET inclusivity

Inclusivity has been a central element of the Dakchyata project and has driven many of the solutions being tested. The learning from the last 5 years, with much being developed from the 4 grant streams: Practical Partnerships Pilots, Employer Led Labour Market Secretariat and the Returning Migrant Workers project, has identified three commitments that will support long-term TVET inclusivity:

**Personal:** Build up the services, supports and skills needed by individuals to access training, gain knowledge and apply this in future work or education

**Institutional:** Expand the resources and expert skills for inclusion within TVET institutions and build opportunities for greater diversity within TVET leadership

**Enabling Environment:** Create a mutually beneficial network with private sector, communities, and specialist organisations to push forward inclusion within the sector

### Commitment 1: Personal: Build up the services, supports and skills needed by individuals to access training, gain knowledge and apply this in future work or education

At the heart of inclusion, sit the underserved groups who require changes within the TVET system to be able to progress and develop their own skills effectively. It is widely acknowledged that GESI will not happen in the TVET system without adaption to how it is designed and implemented. To make systemic improvements, the TVET sector must build up their knowledge of underserved groups and seek to make reasonable accommodations to support engagement and success.

**Recommendation 1: Minimum standards on adaptations, provisions and additional supports are established to support inclusive TVET design and provision:** It is vital to respond to and overcome the barriers being faced by underserved groups within TVET provision and make adaptations to ensure the engagement and success of underserved groups. Localised responses and adaptations work effectively to meet the specific needs of underserved groups within a geographic region; however, this should be framed by provincial and national level guidance on the minimum standards needed within TVET institutions. This will ensure more standardised approaches emerge and related gains are consolidated across the sector.

A set of minimum standards on what inclusive TVET looks like would cover adaptations to:

- Awareness raising of TVET as a viable opportunity for underserved groups
- Recruitment and entry requirements
- Retention supports, such as scholarships and physical access supports such as hostels and transportation
- Curriculums, teaching methods, materials and evaluation methods
- Physical spaces.

**Recommendation 2: Generate high quality, segmented data at local, provincial and national level that supports inclusivity decision making and implementation:** To support effective adaptations and the push towards inclusivity, the TVET sector must prioritise the development and application of high-quality up-to-date data and knowledge on targeted underserved groups. At localised project levels, the development of data and knowledge has shaped effective GESI responses- this needs to be replicated and developed at both provincial and national levels data to create a broader body of knowledge to shape policy decisions on GESI.

Such data and knowledge gathering might include needs analysis of specific underserved groups, more robust sampling and analysis of underserved groups within broader TVET studies e.g. market studies, development of bespoke tracer approaches which map post-training journeys of underserved groups, and more generally, the disaggregation of TVET data across a range of social groups who have traditionally been left behind within TVET e.g. women, marginalised ethnic groups, people with disabilities.

### **Commitment 2: Institutional: Expand the resources and expert skills for inclusion and build opportunities for greater diversity within TVET leadership**

Building greater inclusion within TVET will require systemic change within the structures that implement and govern it. Inclusion must be mainstreamed across all levels to ensure that it remains a priority. To do this, the TVET institutions must reflect on their own resources + skills and examine how well underserved groups are promoted within their own structures.

### **Recommendation 3: Inclusivity goals are supported by budgets, resource, and realistic expectations:**

Building inclusivity within TVET is a long-term process; adequate resources, expertise and time are essential to be able to create systemic change. Learning suggests that for inclusion to flourish, all levels of the TVET sector must be supported by:

- Expertise: Dedicated expert personnel are best placed to advise and lead on how to push forward progress; this can further be supported by working groups pooling wider technical expertise.
- Budget: Inclusion approaches often require substantive changes to policy, practice, and infrastructure which all have a budgetary implication that need to be accommodated.
- Realism: Inclusion should be seen a permanent fixture for the TVET system. One which will require ongoing assessment, revision and updating as progress continues to be made. Planning and the development of realistic objectives alongside regular monitoring will be essential to keep the inclusivity agenda on track and making continued progress.

**Recommendation 4: Career development opportunities build capacity for GESI and promote diversity within TVET leadership:** All TVET personnel will have a role to play to progress inclusion. At a basic level, all TVET personnel must be aware of the value and importance of GESI and understand how the issue impacts their work. Upskilling of TVET personnel on inclusion issues and approaches should be incorporated into standard training, with additional technical training being provided for instructors to support their teaching approaches.

Leadership of the TVET sector remains relatively homogenous. An inclusive TVET agenda must support the assessment of institutional makeup and build new supplementary career development pathways, for TVET personnel from underserved backgrounds, such as mentoring, additional training, leadership development, development of champions and role models.

**Commitment 3: Enabling Environment: Create a mutually beneficial network with private sector, communities, and specialist organisations to push forward inclusion within the sector**

The TVET sector must not try to work alone on issues of inclusion. The forging and strengthening of partnerships and networks with allies, such as the private sector, communities and specialist organisations, can support inclusion at multiple levels with the impact being felt beyond TVET.

**Recommendation 5: Engage and activate communities and related bodies in the design and implementation inclusivity approaches:** Communities, and related authorities, NGOs and CBOs, will often serve as gatekeepers to underserved groups so need to be part of any inclusivity approach. They are likely to have the knowledge and networks to be able to leverage support for TVET initiatives and will be the ones that will support long term success of graduates beyond the life of training. It will be imperative for the TVET sector to engage these local, regional, and national groups to build greater understanding of barriers and collaborate on complementary approaches.

At a national and federal level, NGOs are well placed to inform strategies on how to best support specific underserved groups and reflect their needs.

**Recommendation 6: Collaborate with the private sector on promoting diversity within TVET and the workforce:** Representation of underserved groups, such as women, within the workforce remains low, reflecting lower levels of training and qualifications and, a potential hesitancy of employers to employ from within these groups. The TVET sector must not only build accessible routes to skills and qualifications but also work closely with the private sector to improve awareness on the value of a diversified workforce.

Green TVET

# driving sustainable growth





# Green TVET driving sustainable growth

Discussion and understanding on the urgent need to integrate and strengthen green skills, jobs, and practices within TVET provision has drastically improved, in line with the commitments made by the Government of Nepal to be net-zero carbon by 2045 and negative thereafter. However, the TVET sector has not yet been able to fully implement green practices into curriculum and teaching processes.

Long-term, sustainable economic growth and employment is critical to Nepal's development. Without a shift towards a greener economy, Nepal will continue to suffer environmental degradation, resource scarcity, climate change and economic volatility. Nepal's TVET sector must be at the forefront of a transition to green growth.

## Four commitments to support the greening of TVET

Dakchyata has provided awareness raising and capacity building support to stakeholders from Practical Partnerships Pilots, private sector associations and businesses, and from CTEVT, to build understanding of core green concepts and how they can be factored into TVET. Dakchyata's learning has identified four commitments to support a move towards sustainable practices.

**Culture:** The TVET sector prioritises the investment of time and resources into green issues

**Campus:** Promote the responsible and sustainable use of resources within training environments

**Community:** The private sector is actively engaged in dialogue and decision making on greening TVET

**Curriculum:** Green awareness, skills, and jobs are reflected in skills identification, curriculum development, and training provision

### Commitment 1: Culture: The TVET sector prioritises the investment of time and resources into green issues

Dakchyata's learning demonstrates that the greening of the TVET sector will require a significant shift in the culture surrounding green concepts and how it is resourced and invested in.

**Recommendation 1: Build resource for research and piloting of green initiatives:** To date, there is limited evidence of what green TVET approaches work within the Nepal TVET context. Funds should be allocated to allow for research and piloting of the most promising areas of green work for the TVET sector to produce a body of evidence that identifies scalable solutions. CTEVT Centres of Excellence might serve as green hubs to pilot new approaches and disseminate good practice across the sector.

**Recommendation 2: Capacitate TVET personnel on green concepts:** There is limited capacity within the TVET sector on environmental sustainability and few opportunities to integrate the issue into workstreams. Provide bespoke training and accompaniment for different specialisms within the sector e.g., instructors who may need new skills to train those moving into green jobs, curriculum division who will need to incorporate identified skills into curriculums. Specialised green roles, often recruited from green industries, should be considered to establish technical leadership and expertise; these roles may serve as focal points and lead the sector in strategic planning.

## Commitment 2: Campus: Promote the responsible and sustainable use of resources within training environments

For many TVET stakeholders, green growth within TVET is centred around improving the use of physical resources, such as waste and energy, and the move towards net zero TVET campuses. The tangible nature of adapting physical spaces and resources makes this a natural entry point for those starting a green journey.

**Recommendation 3: Promote environmental management within all TVET schools:** TVET providers should be promoted and supported to develop their own environmental initiatives. These will generally focus on energy, waste, and water consumption. Environmental management works best when it:

- Measures baselines in terms of energy, waste and water utilities, and their resulting environmental impact
- Observes how these resources are used by personnel and trainees
- Implements a simple Green Action Plan
- Monitors and reports on progress.

**Recommendation 4: Establish minimum standards for environmental management within TVET providers and build funding resources to support adaptations:** Whilst TVET providers will implement bespoke environmental management plans based on their specific needs, the quality and coherence of green efforts will benefit from endorsed minimum standards which prioritise green tasks. At a national and provincial level, the development of funds for major adaptations and green infrastructure within schools should be considered; few schools will be able to progress to low-emission status without additional funding support.

## Commitment 3: Community: The private sector is actively engaged in dialogue and decision making on greening TVET

The private sector and TVET stakeholders agree that the TVET sector cannot work in isolation on green issues; environmental sustainability will only be progressed through a collaboration with the private sector and wider communities of supporting stakeholders.

**Recommendation 5: Build coalitions with the private sector, academia, and sustainability experts:** In the context of a TVET, the Government of Nepal should seek to identify and convene relevant stakeholders to build consensus about the future of green TVET in Nepal. Linkages between TVET, the private sector, academia, and expert green practitioners should be mapped, and roles identified for how they can support the long-term process. Over time, a specialised green working group could be established to formalise green collaboration.

#### Commitment 4: Curriculum: Green awareness, skills, and jobs are reflected in skills identification, curriculum development, and training provision

Private sector and CTEVT representatives have highlighted the importance of green skills and green jobs to support Nepal's development; such green skills are the *"technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community"*<sup>1</sup>. These skills urgently need to be reflected into TVET practice.

**Recommendation 6: Build awareness, understanding, and interest in green skills:** There is a lack of consensus and understanding amongst the TVET sector, private sector, and potential trainees on what green skills are and how they fit into the economy. To progress towards a greener economy and future, it will be important to define the levels of green skills required across all forms of work. The levels of green skills can be defined as:

<b>1</b>	<b>Green Skills Level 1:</b> Awareness: Basic environmental awareness, knowledge, skills, attitudes and values that support a green mindset and can be applied in any job to minimise environmental impacts.
<b>2</b>	<b>Green Skills Level 2:</b> Specialised: Knowledge and skills that supervisor level workers may use to develop systems and processes to measure and manage environmental sustainability.
<b>3</b>	<b>Green Skills Level 3:</b> Highly Specialised: Specialised skills directly linked to the reduction of environmental impact, such as renewable energy technology, sewerage systems, water purification, urban design, waste management technology.

**Recommendation 7: Integrate green skills and jobs into curriculum development and training provision:** Basic environmental awareness, knowledge, skills, attitudes and values should be integrated into all TVET programmes, regardless of the subject. By integrating basic green education across all TVET programmes, the trainees will be aware of their own environmental impact and the solutions they can adopt. At an advanced level, standalone curriculums need to be created for those students that have a desire to continue learning about sustainability as a career path for a green economy. To do this, the private sector must be engaged in identifying the most in demand green occupations and relevant green Labour Market Information.

1 NCVET 2013, Australia



**Dakchyata:** TVET Practical Partnership is a skills development programme designed to strengthen the implementation of more effective policy in the Technical and Vocational Education and Training sector in Nepal. Dakchyata is part of the overarching TVET PP programme funded by the European Union and managed by the British Council under the leadership of Ministry of Education, Science and Technology (MoEST) in partnership with the Council for Technical Education and Vocational Training (CTEVT)'s Sakchyamta project in Nepal.

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