

What is TSRP?

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Technical and Vocational Education and Training (TVET) services are available in more than 84% local levels which has been possible through 1560 schools. While the short term training programmes range between a few days to less than one year, the Pre-Diploma and Diploma qualifications are for a duration ranging between one and half years to three years. The Technical Stream is another programme that starts at Grade 9 and ends at Grade 12. More than 12 federal ministries, 2 provincial ministries and all local levels are engaged in TVET in one or the other way. These programmes are funded by resources from the both government and international development partners. Despite these efforts, the TVET sector suffers from all aspects of TVET (access and equity, quality and relevance, efficiency, integration, management and finance, and coordination). Therefore, there has been a long-standing debate in the country around the limited outcomes despite such huge inputs. In order to improve the sector performance, the Ministry of Education, Science and Technology (MoEST) had approval for action to develop the sector strategic plan through its 2077/78 programme budget. As pre-requisite, the MoEST also prepared a TVET sector analysis report (TVET SAR) 2022 which provides sectoral baseline situation. In order to build the strategic plan on TVET SAR 2022, the government established steering and technical committees to support the process. The process included desk review followed by large number of consultative meetings with large number of stakeholders – politicians, policy makers, government ministries, employers, practitioners and experts, and media. The process was lead by MoEST but major TVET players such as CTEVT, CEHRD and other sector ministries at both federal and province levels were heavily engaged in the process. Participation and in some cases, presentation made by provincial ministers and chair, vice chair and members of social development committees was remarkable. The participants included head teachers/ principals and instructors. The TVET students and graduates, and parents were also important participants. Special consultations were made with the business and industry community apart from their representatives participation in both Technical and Advisory Committees. The draft report was presented in several meetings at MoEST participated by all the stakeholders. As result of all these efforts, MoEST has prepared a draft final TVET Reform Strategic Plan (TSRP) 2023-2032.

The TSRP (TVET Reform Strategic Plan) envisions to establish TVET as '**Garikhane sikshya**' (education ensuring employment) for '**Transformative and Prosperous Nepal**'. The TSRP objectives include:

1	Expand TVET programmes ensuring access and equity, and for innovation
2	Improve Quality (instructors, standards and curriculum, instructors preparation, physical infrastructure and examination/ assessment) and Efficiency of TVET services
3	Enhance outputs of TVET services
4	Ensure Integration and recognition of TVET qualifications (operationalisation of NVQF)
5	Develop TVET Management System (HR development, school management, Knowledge Management and financing)
6	Improve governance and Coordination, and Financing

The actual plan is divided into six performance areas (access, equity and expansion, quality, outputs and outcomes and relevance, integration, management and governance, coordination and financing) aligning with the TSRP objectives. Each performance area specific reform plan starts with SWOT analysis which basically is the summary of the TVET SAR 2022 that has established major TVET performance indicators. Each performance areas specific chapter furthers with objective specific lessons learnt, issues/ reform agendas, objectives. These objectives are supported by 48 strategies. Under each strategy several interventions are planned which are further associated with indicators, baseline and target, timeline and agencies expected to contribute in implementing these interventions.

The plan has followed National Planning Commission estimations and Nepal Labour Force Survey projections for estimating the number of graduates planned to produce through short and long term training programmes. It has made government approved

Why is it important?

National Vocational Qualification System (NVQS) a basis for sector reform. As per the plan, the reform starts from study of economic sector for domestic and foreign employment market. Then it has specific plans on the preparation of NVQF based competency standards and curriculum development. It has proposed important provision to make curricula competency based, credit and modular based to facilitate multi exit and entry opportunity to the learners allowing them to earn while learning. It has also proposed restructuring of TVET which include recognition of current Pre-Diploma. It has proposed to make both Pre-Diploma and Diploma programmes for a two year duration. It has also proposed advanced Diploma and Bachelors programmes in TVET. The plan has proposed for inclusion of introductory TVET in Grades 6 to 8. Through NVQS, the plan intends to ensure recognition of TVET graduates and facilitate seamless educational opportunity. Similarly, it has heavy emphasis on instructors preparation and laboratory improvement. Through operationalisation of NVQF/ Recognition of Prior Learning, the plan intends to link the non/informal skills with formal TVET. The plan has followed 'employment first' as principal and accordingly, it has heavy emphasis on employers engagement. In order to make the BIAs engagement effective, it has proposed at least 50% members in all TVET governance bodies (assembly, council, committees) to be from business and industry/ economic sectors. It has also proposed for establishing Sector Skills Councils by legislative instrument. Aligning with the Constitutional spirit and Local Government Operation Act provision, the plan intends to convert CTEVT as National Quality Assurance Authority with major role on quality aspects of TVET (research, standards and curriculum development, chief master trainers preparation, assessment and certification and equivalency). While it will have 2-3 model schools/ Centre of Excellence in each province, by far most of the current schools will be transferred to province level while all the Technical Stream schools are already under the local level management. As such the TSRP intends to reform every aspects of TVET particularly at the access and equity, quality and relevance, efficiency, integration and governance.

Funding all these interventions, the TSRP has also made financial estimation of NPR 782 billion for ten years. The implementation plan together with implementation mechanism is towards the end before the risks and assumptions as the last chapter.

Government has been making efforts for TVET development. However, due to absence of evidence-based comprehensive and well-targeted plans with relevant interventions, the outcomes are yet to be ensured at the desired level. Therefore, this plan has focus on major TVET performance areas. Some of the important transformation the plan proposes – restructuring of qualifications, linking short term training with long term, restructuring of curricula by making them modular, and competency and credit based for allowing multi exit to and entry from world of work, recognition of qualifications, change in governance by ensuring business and industry influential engagement and segregation between quality assurance and implementation responsibilities – makes the TSRP really important.

The TSRP assignment is supported by Dakchyata: *TVET practical partnership* which is a skills development programme, funded by the European Union and delivered by the British Council in partnership with the government of Nepal, to realise the potential of young people who – equipped with the right skills – can contribute to national economic success in the agricultural, tourism and construction industries.

TVET services available in more than

84%
local levels.

Made possible through

1,560
schools.

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.

Disclaimer: This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of Dakchyata/British Council and do not necessarily reflect the views of the European Union.



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