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List of Abbreviations

CTEVT	Council for Technical Education and Vocational Training
DoE	Department of Education
ECD	Early Childhood Development
ENSSURE	Enhanced Skills for Sustainable and Rewarding Employment
FCAN	Federation of Contractors Association of Nepal
FNCCI	Federation of Nepalese Chamber of Commerce and Industries
HAN	Hotel Association of Nepal
Helvetas	Swiss Intercooperation
ILO	International Labour Organization
ITMS	Integrated Training Management System (online system in CTEVT website)
ISCED	International Standard Classification of Education
JTA	Junior Technical Assistant
MoEST	Ministry of Education, Science and Technology
MoLESS	Ministry of Labour, Employment and Social Security (previously named MoLE, Ministry of Labour and Employment)
NATHM	Nepal Academy of Tourism and Hotel Management
OJT	On-the-job training
PCL	Proficiency Certificate Level
PET	Professional Education and Training
REBAN	Restaurant and Bar Association of Nepal
SDC	Swiss Agency for Cooperation and Development
SEE	Secondary Education Examination
SLC	School Leaving Certificate
SSRP	School Sector Reform Programme
TAN	Tourism Association of Nepal
TECS	Technical Education in Community Schools
TSC	Technical Subject Committee
TSLC	Technical School Leaving Certificate
TU	Tribhuban University
TVET	Technical Education and Vocational Training
UGC	University Grant Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Science and Culture Organization
VET	Vocational Education and Training

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1   Introduction

The aim of this country case study is to provide an overview of Nepal's formal and non-formal technical vocational education and training (TVET) landscape. In particular, it aims to provide detailed descriptions of some TVET programmes, its actors and institutions, which were selected based on a conceptual framework classifying TVET programmes into four categories. Such categories show whether the TVET programmes are formal or non-formal and whether they involve workplace-based training in the formal or informal labour market.

As part of the LELAM-TVET4Income project, this publication for Nepal is part of a series of case studies that have also been published for Costa Rica, Chile and Benin. By selecting countries representing low- (Benin and Nepal), middle- (Costa Rica) and high-income countries (Chile[1]), we want to approximate the heterogeneity of TVET programmes and economic settings of different countries across the world (OECD, 2018:465). In that regard, Benin and Nepal represent countries with a large informal sector (about 80 and 60 percent respectively), where also a substantial part of the country's TVET activities takes place. These two countries are also representative for their geographical regions West Africa and East Asia. In contrast, Costa Rica and Chile represent countries in Middle- and South America, where TVET typically takes place in schools and labour market informality is much lower (10-40 percent). Benin, Costa Rica, Chile and Nepal are all part of the LELAM-TVET4Income project (see the box below). In this context, the case studies represent an important step aiming to better understand the TVET landscape in the four countries. Therefore, the main purpose of this study is to gather descriptive evidence to trace out particularities, strengths and difficulties of the countries' TVET programmes.

About the LELAM TVET4Income project

As summarized by its title: *"Linking Education and Labour Markets: Under what conditions can Technical Vocational Education and Training (TVET) improve the income of the youth?" (short title: LELAM TVET4Income)*, the aim of this project is to find out under what conditions and to what extent TVET can help to improve the labour market situation of the youth- especially in east developed, low and middle-income countries. The project consists of six teams coming from five different countries and four continents: Chile, Costa Rica, Benin, Nepal and Switzerland. This project is financed jointly by the Swiss National Science Foundation (SNSF) and the Swiss Agency for Development and Cooperation (SDC). For more info, see: http://www.r4d.tvet4income.ethz.ch/. Each year, stakeholder teams from these four countries attend the CEMETS Summer Institute (http://www.cemets.ethz.ch/), which is a reform-lab for reform-leaders from all over the world who want to improve their national TVET systems. This study helps practitioners to understand the whole TVET landscape in Nepal.

In a first step to gather information about Nepal's TVET landscape, through desk-based research and expert interviews, we created a list of TVET programmes for Nepal and gathered information on some of their characteristics in a so-called "asset mapping" The asset mapping allowed us to select certain TVET programmes that we described in case studies. This selection of programmes was done using the conceptual

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[1] Chile became a high-income economy in 2012 and for the purpose of this study, we considered Chile as a middle-income country (United Nations, 2014; World Economic Situation and Prospects report, 2014)

framework for classifying formal and non-formal TVET programmes among other criteria which are described in the method part of this study.

Overview of this Country Case

The Council dominates formal Technical Education and Vocational Training (CTEVT) in Nepal, which is in charge of formulating TVET-relevant policies, developing standards for TVET programmes, coordination, accreditation, monitoring and supervision of TVET programmes, as well as curriculum development. Two examples of formal TVET programmes in Nepal are both run by the CTEVT. First, the Technical School Leaving Certificate (TSLC) is a large programme with a long tradition and high enrolment. Second, the Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) Dual VET-Apprenticeship programme, which represents an innovative pilot project that introduces a dual 24-months TVET apprenticeship. This programme has raised expectations for a paradigm change of TVET in Nepal, moving from school-based TVET towards dual TVET, which combines school- and work-based training.

Additionally, many of Nepal's TVET programmes are non-formal. We found thirty-six programmes in this category in the country. One example of non-formal training is the NATHM Vocational Training, a training institution in the tourism and hospitality sector. This TVET programme is important because a considerable part of Nepal's economy is tourism and a considerable number of NATHM training graduates are working in the formal sector, mostly in the private sector.

Overall, the informal sector represents a very important part of Nepal's economy (62 percent) (CBS, 2019). A very important example of non-formal TVET programme in the informal employment is the Kumale (Pottery) training in Thimi, Bhaktapur. This is a well-known programme in the country due to the cultural bonds and expertise transmitted from generation to generation. This programme was selected because of its historical link with the region, and its current challenges to keep the occupation alive.

This document is structured as follows. In the first chapter, we introduce concepts that are important for a common understanding. In addition, we introduce a theoretical framework to classify and select TVET programmes for the case studies. In the second chapter, we describe the methodology of this country case, how we conducted an asset mapping and expert interviews to gather information about all TVET programmes in Nepal, and describe how we selected TVET programmes for the case studies. In the fourth chapter, we present the results of our selection procedure and describe the TVET programmes as case studies. Finally, in the fifth chapter, we give conclusions and outlook of this study.

2 Concepts and Theoretical Framework to Classify Formal and Non-Formal TVET

Worldwide, the understanding and definitions of TVET differ and often depend on the country-specific context. In the following, we provide an overview of the most important definitions and concepts. We then use these to construct a conceptual framework for classifying formal and non-formal TVET programmes, which we use to select TVET programmes for the case studies. In addition, we use the concept of Education and Employment Linkage (Bolli et al., 2018), which refers to the extent to which education and employment systems are linked. Finally, we introduce the concept of the Curriculum Value Chain (Renold et al., 2015), which refers to three steps to develop a curriculum and represents a helpful tool to analyse selected TVET programmes.

2.1 Concepts

Different Definitions of Technical Vocational Education and Training (TVET)

There are many different definitions for TVET [2]. In general, definitions are socially constructed concepts that are greatly influenced by national and socio-cultural contexts (Renold, forthcoming). Put on an abstract level, Popper (1994) noted that the definition of a given concept or term—in our case the definition for TVET—does not stipulate its application. Instead, the application of the concept (e.g. TVET) stipulates its definition—which makes it a socially constructed concept. Hence, according to Popper (1994), definitions are always derived from applications ("usage definitions"). At first sight, this implies that definitions for TVET can only be derived from their applications in real life. However, a definition of TVET can also be derived from theory. Popper (1994) states that the principles of any theory can be understood as an implicit definition of the "fundamental concepts" it uses. Moreover, application of fundamental concepts to reality stipulates the definition of this theory. Hence, a definition of TVET does not necessarily need to be derived from real life applications (concrete examples of TVET programmes), but can also be derived by applying different theories of TVET.

Following Popper (1994), we conclude that all existing definitions of TVET are "working definitions" and therefore not very helpful for the purpose of this paper, as we want to capture formal and non-formal TVET programmes for which learning may also take place in the formal or informal labour market. Hence, instead of using one explicit definition of TVET, we suggest a more open approach that tries to define TVET programmes according to their formality, such as formal and non-formal programmes that may also operate in the informal or formal labour market. In the following, we provide definitions of formal, non-formal and informal education programmes. These definitions are equally applicable to TVET programmes.

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[2] See for example: "(…) TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET. (…)" (UNESCO-UNEVOC, 2017a). Or: "(...) Technical and Vocational Education and Training (TVET) is concerned with the acquisition of knowledge and skills for the world of work. (…) (UNESCO-UNEVOC, 2017a). (…) Throughout the course of history, various terms have been used to describe elements of the field that are now conceived as comprising TVET. These include: Apprenticeship Training, Vocational Education, Technical Education, Technical-Vocational Education (TVE), Occupational Education (OE), Vocational Education and Training (VET), Professional and Vocational Education (PVE), Career and Technical Education (CTE), Workforce Education (WE), Workplace Education (WE), etc. Several of these terms are commonly used in specific geographic areas. (…)" (UNESCO-UNEVOC, 2017a).

Defining Formal Education, Non-Formal Education and Informal Education

Formal education

Formal education can be provided in educational institutions, such as schools, universities, colleges, or provided as off-the-job education and training in enterprises' training centres (in-company training centres) and workplaces (UNESCO-UNEVOC, 2017b). Usually, it is structured in terms of learning objectives, time or support (from a trainer, instructor or teacher) and typically leads to a formal recognition (diploma, degrees). Formal education is intentional from the learner's perspective (UNESCO-UNEVOC, 2017c). A written curriculum laying down the objectives, content, time, means of knowledge acquisition and awarded degree exists. Diploma/degrees are usually part of the education system and regulated by the legal framework.

Non-formal education

Non-formal education is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Education that takes place through a short course of instruction but does not usually lead to the attainment of a formal qualification or award, for example, in-house professional development programmes conducted in the workplace (UNESCO-UNEVOC, 2017d). Non-formal education is often delivered by educational providers, companies, social partnership organizations, and public-benefit bodies. In contrast to formal education, non-formal education leads to a formal degree (diploma) that allows the programme graduate to progress within the formal education system (GTZ, 2017). In non-formal education, a written curriculum may exist.

Informal education

Informal education is not structured in terms of objectives, time or learning support. In most cases, it is unintentional from the learner's perspective and does not lead to a formal degree. It is the kind of education resulting from daily life activities related to work, family or leisure. It is often referred to as experience based learning (e.g. learning-by-doing) and can, to a certain degree, be understood as accidental learning (UNESCO-UNEVOC, 2017e). A hidden curriculum, that is, lessons that are learned but unwritten, unofficial, and often not openly intended such as the transmission of norms, values, and beliefs taught in the classroom or social environment (Martin, 1983), may exist.

Pathway, programme and curricula

Similar to the definition of TVET, there is also no unique common understanding for the concepts of "pathway, programme and curriculum". Any education system can be divided into three nested layers: pathway, programme and curricula. In the following lines, these descriptions are applied to the TVET context (Renold et al., 2016).

TVET or PET pathway

Are all formal education and training programmes that prepare students specifically for the labour market or focus more on vocational topics, either at the secondary, postsecondary non-tertiary level (TVET pathway) or the tertiary level (PET pathway). In contrast to general education or academic programmes aiming to prepare students for university entry, TVET or PET programmes typically prepare for a direct labour market entry after graduation. In some countries, TVET programmes provide access to higher education (Renold et al., 2016).

TVET or PET programmes

"Programme" refers to the different ways education is organized within either the academic or vocational pathway. Examples for TVET programmes within the vocational pathway are dual programmes combining work-based with school-based TVET (e.g. apprenticeships), purely school-based TVET or training

programs at the tertiary level (PET). Programmes contain one or more curricula for one or more specialisation. For the purpose of this study, we focus on the programme level.

TVET or PET curricula

Curricula are study-field specific or occupation-specific learning plans within each programme that lay down the learning content, goals and evaluation criteria to pass or fail a programme.

2.2 Conceptual Framework for Classifying Formal and Non-Formal TVET Programmes

In this section, we constructed a framework to classify TVET programmes[3] for the four country cases. For this framework, we combine the classification of TVET programmes in formal and non-formal education with the notion that TVET programmes that involve workplace-based training can be classified as being part of the formal or informal labour market.

Although informal education exists, there are no informal TVET programmes (see Figure 1). In the previous chapter, we described informal education as unintentional from the learner's perspective, as a kind of education resulting from daily life activities related to work, family or leisure, often referred to as experience based learning (e.g. learning-by-doing) or even accidental learning. In contrast, the concept "programme" refers to the structure or form in which education is delivered, which contradicts the un-structured nature of informal training.

Since the unit of analysis for this study is the programme level, this forces us to restrict the framework to the programme categories formal and non-formal (education system) and formal and informal (employment system) because using the above definition of informal education and learning in combination with the definition of "programme" provides a conceptual contradiction. Therefore, by limiting our conceptual framework to the programme level, TVET programmes are classified into four categories according to whether they are formal or non-formal, and according to whether they involve workplace-based training in the formal or informal labour market.

The framework is depicted in Figure 1. The horizontal dimension of Figure 1 captures, from left to right, whether a given TVET programme is formal or non-formal. The vertical dimension depicts whether the programme involves workplace-based learning in the formal or informal labour market. The top right quadrant in Figure 1 displays all formal programmes that may involve training in the formal labour market, the quadrant represents formal programmes below that may involve training in the informal labour market. The upper quadrant on the left represents all non-formal programmes that may involve training in the formal labour market. The lower quadrant shows all non-formal programmes that may involve training in the informal labour market. Blue triangles in Figure 1 represent general education programmes and pink triangles TVET programmes that are not selected for the case studies. Red triangles represent the TVET programmes that we selected for the case studies. Table 1 depicts all four categories with examples of TVET programmes for each category.

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[3]The term «programme» is generic and linked to the concept of social system theory. See: Renold et al. (2015; 2016).

Figure 1: Asset mapping according to the six possible categories of formal, non-formal and informal education system and informal and formal employment[4] system
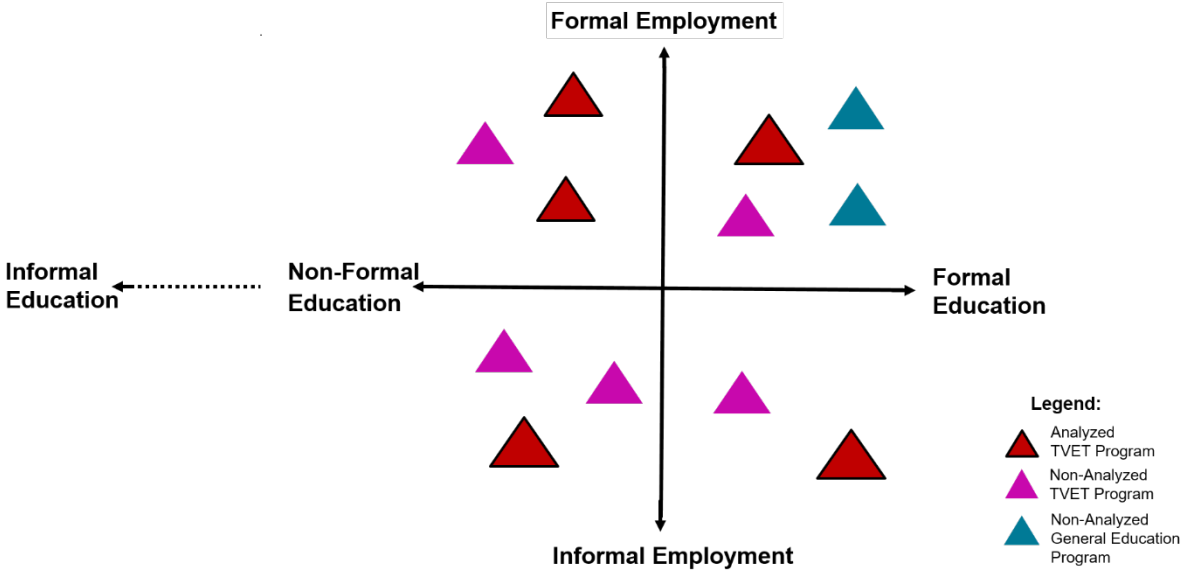
Source: own illustration.

Table 1: Four categories or "ideal types" of TVET education

Category number	Category	Type of Education	Type of Employment	Example
1	formal-formal	formal	formal	Swiss VET system
2	formal-informal	formal	informal	CQP training programme Benin
3	non-formal-formal	non-formal	formal	Master of Business Administration (MBA) that does not allow to progress in formal education system (e.g. to PhD)
4	non-formal-informal	non-formal	informal	SAMI project in Nepal

Source: own illustration.

Defining the Education and Employment Linkage

Independent of the question whether a TVET programme is formal or non-formal and may involve training in the informal or formal labour market, optimal labour market outcomes are more likely to be reached if all actors involved in a given TVET programme have a net benefit from participating. Renold et al. (2015; 2016; 2018) argue that in a setting where TVET takes place in schools and firms, the likelihood of achieving relatively better labour market outcomes may be higher than in a setting where TVET is either purely school- or workplace-based. This may be due a stronger involvement of firms in the design of curricula and organization of training, increasing the labour market relevancy of skills. Likewise, in a setting where training not only takes place in firms, but also in schools, it is more likely that the skills taught are not too firm specific. This increases the likelihood that students find jobs in other but the training firms and can upgrade their skills set later on. Hence the more actors from education (e.g. schools) and employment systems (e.g. firms) are involved in the organization and setup of TVET and the better their interest are balanced, the better they are "linked" in the TVET process. Generally, "linkage" refers to all processes where actors from

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[4] Formal employment considers the productive industry and services sectors. However, private education providers are not part of the employment system.

the education and employment systems interact in TVET. Rageth and Renold (2019) build on ideal types of TVET programmes where the education and employment linkage can be visible. shows three ideal types of TVET programmes. Ideal type 1 depicts an equal power sharing between both education system and employment system, while ideal types 2 and 3 show an unbalanced power sharing between the two systems in different directions.

Along the lines of Renold et al. (2015; 2016; 2018), we hypothesize that TVET programmes that are close to ideal type 1 are more likely to yield better labour market outcomes than programmes that are closer to types 2 or 3; irrespective of whether they are formal or non-formal, involve training in the formal or informal employment.

Figure 2: Education-employment linkage for different types of TVET
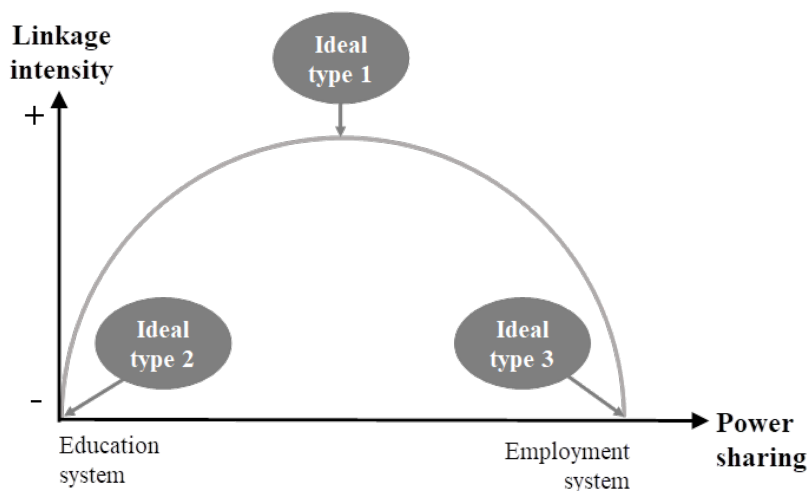
Source: Rageth and Renold (2019) Three ideal types of VET programs, Figure 5, p. 18

Curriculum Value Chain

The curriculum is a central element for the functioning of a TVET or PET system by defining the framework and the (quality) standards for the education system. The development of a curriculum can be decomposed into a three-step process with a curriculum design, a curriculum application and a curriculum feedback phase. This theoretical concept called the Curriculum Value Chain (CVC) is depicted in below (Renold et al., 2015). The concept of the CVC helps us to describe the involvement of actors from the education sector and labour market in the TVET programmes described in the case studies. Importantly, this provides us information about which actors are involved and to what extent they are involved in a given programme.

Figure 3: Curriculum Value Chain (CVC)
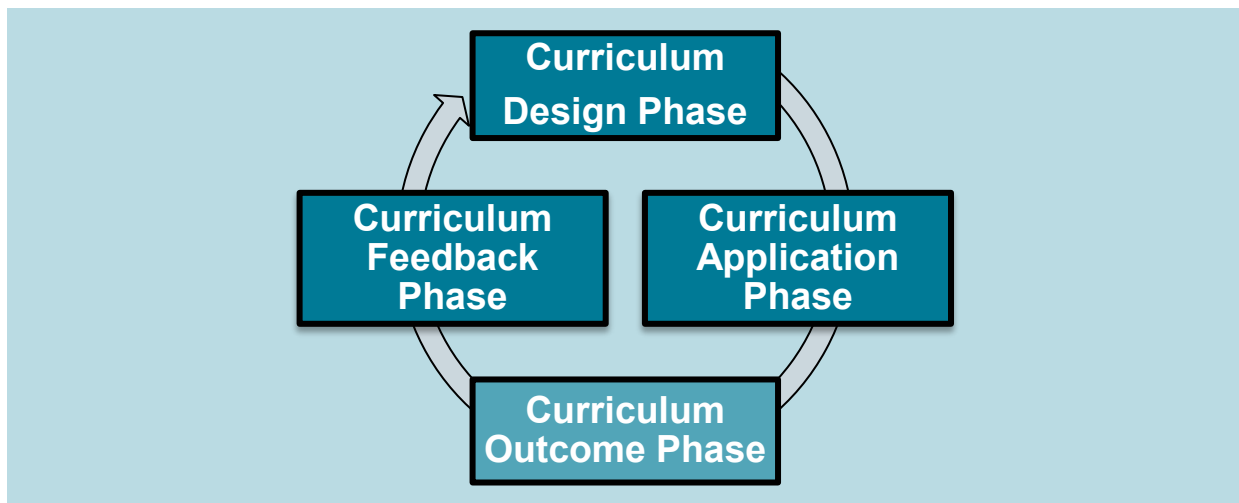
Source: (Renold et al., 2015).

In the curriculum design phase, TVET curriculum content and qualification standards are decided upon by the relevant actors. The curriculum application phase revolves around the implementation of the curriculum. Hence, while the curriculum design phase captures the processes of determining the curriculum, the curriculum application phase captures the resulting processes of education and training. Finally, the curriculum feedback phase intends to collect and analyse curriculum outcomes. This evaluation process is important as it may render a more refined curriculum design than was possible in the first place.

Curriculum Design Phase

The design phase is crucial for the whole curriculum process. In order to ensure that the skills taught in the TVET programmes correspond to the needs of the labour market, experts from companies should be involved in defining the qualification standards and learning contents of the curricula.

The curriculum design phase consists of creating the curriculum guiding the education process. It describes who decides what the content of the curriculum will be, who decides on the content, what the standards will be, who decides on the standards, and how achievement will be measured in granting certifications. Defining content relates to identifying the skills students must learn to be proficient at their occupations. Defining the qualification standards is about how this proficiency should be measured through exams. It can involve actors from both the education and employment system.

Curriculum Application Phase

The way in which a curriculum is implemented—especially with respect to learning environments—is important to achieve the intended learning outcome.

The curriculum application phase refers to the process of implementing the curriculum. The main functions or sub-dimensions of the application phase consist of the learning place, the examination regulations in the workplace, financing, equipment provision, teacher provision, and career counselling, and the logistics of the examination. Again, all of these dimensions can involve actors from the education and employment systems, so all are included.

Curriculum Feedback Phase

The curriculum feedback phase deals with the question, whether and how educational outcomes are analysed. Based on this, the curriculum could be re-worked and improved.
Outcomes of the CVC—for students as well as society and the economy—are simply the results of processes in the design and application phases. These outcomes are gathered, analysed, and utilized for

updating in the curriculum feedback phase. This captures the process of gathering information on education outcomes as well as the decision process to redesign the curriculum or restart the cycle of the CVC. Its sub-dimensions are information gathering and update timing. As both can involve actors from the education and employment systems, both functions are included.

3 Method

As mentioned before, the main goal of this study is to provide a detailed picture of different TVET programmes in Nepal.

The methodology of this study is a country case analysis based on explorative and descriptive research (Yin, 2018: 229). First, the explorative research consisted on desk-based research to gather basic information about all TVET programmes of Nepal. In this phase, we elaborated an inventory of TVET programmes in Nepal, a so-called asset mapping. We complemented the asset mapping with expert interviews to reassure we cover all TVET programmes known in Nepal. The expert interviews represent the "practical insider knowledge", which is especially useful in an explorative research phase (Bogner, Littig and Menz, 2009: 2). Second, the descriptive research consisted on selecting and describing in detail a small number of TVET programmes in Nepal, e.g. three to four TVET programmes fitting into one of the four categories of TVET programmes, as described in chapter 1 for an in-depth analysis. The selection of cases was based on the representation of diversity of case-study types (Gerring, 2007).

In this section, we describe the criteria TVET programmes had to fulfil to be included in the asset mapping, the criteria used to select experts for interviewing, as well as the criteria used to select programmes for a case study.

3.1 Asset Mapping

The aim of the asset mapping was to create an inventory of all TVET programmes in Nepal, which serve as a basis to select programmes for the case studies. The TVET programmes that were identified in the asset mapping were documented in a way that helped gathering the necessary information to assign the programmes to one of the four categories of the framework (formal/formal, formal/informal, non-formal/formal, non-formal/informal) described in chapter 1. In the course of documenting TVET programmes for the asset mapping, we allocated the respective TVET programme into one of the four categories, described as "ideal types".

Criteria for TVET programmes to be included in asset mapping

For a TVET programme to be included in the asset mapping, we developed five inclusion criteria: 1) it must be a TVET programme. 2) It should be identifiable to fit into one of the four categories. 3) The duration of the programme had to be at least a year. 4) The main purpose of the programme had to be initial education and training. Finally, 5) the target group had to be youth, disadvantaged youth or young women. Table 2 provides an overview of the relevant indicators for the asset mapping. The information based on which the inclusion criteria 2-5 are defined, can be found in the Asset Mapping Table A1 provided in Appendix A (using the indicator number in the right column in Table 2).

Table 2: Criteria for a TVET programme to be included in the asset mapping

Criteria	Decision rule or criteria	Indicator from Table A1
1.	Must be a TVET programme	
2.	Degree of formality: Unambiguously identifiable to fit in one of the four categories of the framework described in Figure 1.	8, 11-13, 15-17
3.	Programme lasts at least a year	3
4.	Main function/purpose of programme is initial education and training	6
5.	Target group is youth, disadvantaged youth, young women	5, 7

Source: own illustration.

3.2 Expert Interviews

Interviews to experts represented an explorative research to complete information of TVET programmes in Nepal. These interviews were particularly important to identify programmes that are non-formal or are very small programmes, which are known only by practitioners. We define country-specific expert characteristics to be considered in the selection process of experts (see Table B1 in Appendix B for more details).

Criteria for selecting interviewees

Our working definition of experts consists of two parts. First, the representativeness of the *institutional affiliation* of the expert for the national TVET sector. Such institutions could be education providers, institutions that monitor and control the system, representatives from the employee (e.g. unions) or employer-side (e.g. trade associations). Second, the *individual role* of the expert *within his/her institution*, which reassures he/she is at the top of his/her institution, or at least in some sort of a key position, and at the same time knowledgeable with respect to TVET. Table B1 in Appendix B provides an overview of *individual attributes* of experts for the formal and informal sector, sorted by the broad category of their *institutional affiliation.*

In the following, we give a short summary of the conducted expert interviews in Nepal. Additional criteria considered for selecting interviewees in Nepal was the coverage of federal and provincial levels, and the inclusion of diverse sectors of the economy such as government, non-government and private. Ten expert interviews were conducted (see more in Table 3 and Table B2 in Appendix B).

From these ten interviews, four persons are in the government, four persons are intermediaries, one person is a researcher, and one person is part of a non-governmental institution. Under the government, four senior officials were selected. One of them represented one of the TVET related ministries who had plenty experience of implementing TVET programmes under the ministry. The other three interviewees were implementers and managers working at the federal as well as provincial levels. As intermediaries, one of the interviewee was selected as one of the renowned trade unionists of the country. Other intermediary was the leader of a hotel association in the country and one intermediary represent the construction sector in the country. Similarly, one intermediary is a freelance consultant with experience on TVET of more than 15 years. As researcher, the interviewed person has been working in the non-formal and formal TVET sector in a private technical institution.

Finally, as non-governmental institution, one person is one of the international development partners, which has been collaborating with the government in the sector of TVET for more than five decades.

Interviews were conducted face to face, both in Kathmandu as well as in other locations of Province-1, province-2 and province-3. Initial interview sessions generally lasted for one hour. Further information was

collected either by visiting the organizations repetitively or through telephoning follow up. For reasons of confidentiality as ethical proceedings in conducting interviews, we do not list the names of interviewees.

Table 3: Summary of interviews

Stakeholder	Number of Interviews
Government	4
Intermediary	4
Researchers	1
Non-governmental institutions (or Institutions composed of actors from two or more of the above categories)	1
Total	10

Source: own illustration.

3.3 Case Studies

The case studies represent a descriptive research in which programmes were chosen due to their characteristics of diversity. This means that each selected programme represents one of the four categories of TVET programmes described in the conceptual framework in chapter 2. Therefore, it is part of the formal/non-formal education and/ or formal and informal labour market. Three main special cases were identified when selecting TVET programmes:

1. No TVET programme was available for a certain category: in such cases, the category was left blank. As a result, a case study for a programme falling into one of the other categories was conducted.

2. Only one TVET programme was available per category: in such cases, the respective TVET programme was directly chosen for the case study.

3. More than one TVET programme per category was available: in such cases, prioritized larger programmes in terms of enrolment and number of curricula/specialisations offered. Secondary level programmes were preferred over higher education programmes and dual over purely school-based programmes.

These criteria are summarized inTable 4. The information based on which the decision rules are defined, can be found in the Asset Mapping Table A1 provided in the Appendix A (using the indicator number in the right column in Table 4).

Table 4: Criteria to select TVET programmes competing in the same category against one another

Criteria	Decision rule or criteria	Indicator/characteristic from Table A1
Scope of the programme	- Take the larger programme in terms of enrolment and number of curricula /specialisations offered.	**2a), 9**
Effectiveness	- Programmes that target disadvantaged groups received a higher weight - Programmes located at higher levels of the education system (i.e. in the informal system: programmes where age of average student is higher) received a lower weight than those at lower levels, since the latter ones have a larger potential to improve the educational outcome and labour market situation of the youth	**5,7-8,10,12**

	- Programmes with a work-based component received a higher weight over programmes that are purely school-based.

Source: own illustration.

4   Results

In this section, we present the results of the asset mapping and case studies. According to the Asset Mapping prepared, there are two types of TVET programmes in the country. The first category is the formal TVET, which are generally named "long-term TVET programmes" in the local context. Those "long-term" programmes usually have a duration of more than a year. The second category and the biggest is the one of non-formal programmes, these programmes are generally led by non-government and government institutions. Non-formal TVET programmes are locally known as "short-term trainings" and target immediate employment or self-employment. Non-formal programmes or "short-term training" are generally project-driven interventions under different bilateral cooperation. Other relevant non-formal programmes are the traditional occupations organized by families and community organization.

4.1 Asset Mapping of Nepal

In the following pages, we give a short summary of the results of the asset mapping. An overview of the asset mapping in Nepal can be found in Table A2 in Appendix A. Detailed information of each programme can be found in the extended Tables A3.

As described in chapter 2, the selection of TVET programmes for the case studies was based on the conceptual framework for classifying TVET programmes in formal and non-formal education and within the formal and informal employment systems,

Based on both desk-research as well as the information collected with interviews to expert, we made strong efforts for including all TVET programmes existing in the country. However, non-formal TVET programmes presented here include only those programmes mentioned by the experts during the interviews. Therefore, non-formal TVET programmes presented here are merely preliminary and represent a subject for further research. Despite we aimed to represent at least one TVET programme for each category, this was not possible for the category of formal-informal since we did not find any program under this category.

The distribution of the forty-six TVET programmes in Nepal is provided in the following Table 5. This table shows that ten TVET programmes were classified in the category formal-formal (formal education for formal employment), and no TVET programmes were found for the category formal-informal (formal education for informal employment). Additionally, eleven programmes were classified as non-formal-formal (non-formal education for formal employment) and twenty-five programmes were classified as non-formal-informal (non-formal education for informal employment).

Based on the review of TVET programmes above, key findings suggest that Nepal has a greater amount of non-formal TVET programmes than formal programmes. Non-formal programmes represent occupational activities spread over different geographical locations and ethnic communities. Non-formal programmes are not only focused on the youth but they are also open to community for enhancing their knowledge and skills in a particular field. Some of these TVET programmes are very small and are limited to certain ethnic groups. Finally, formal TVET programmes are very important in terms of enrolment and also because, at least one of these programmes, represent a new pilot programme that introduce dual apprenticeships in the country.

We selected four programmes as case studies. These cases can be identified in the right column of the following Table 5. First, the Technical School Leaving Certificate (TSLC) programme is formal and run under the approval of CTEVT. This is the biggest TVET Programme, which targets young people (after completing tenth grade). Similarly, under the same category of formal-formal TVET programmes, the Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) Dual VET-Apprenticeship programme was selected as a case study. The main reason to select this training programme is that it is

considered an innovative programme that introduce dual VET in the country, has raised high expectations to be a milestone to change the orientation of TVET programmes, from school-based to work-based training. Within the non-formal-formal category, we selected a big vocational training programme run by the Nepal Academy of Tourism and Hotel Management (NATHM). This is a very influential non-formal vocational training programme, which target young people. The graduates of NATHM training programmes are working in different urban and rural areas of the country, as well as abroad. Similarly, under the non-formal category is the Kumale (Pottery) occupation run by the ethnic community of Bhaktapur and Thimi area, and it was selected as a case study under to represent the non-formal education and informal employment sector. This represents a traditional occupation almost disappearing but it is very important for its community.

Table 5: Distribution of TVET programmes in Asset Mapping by category and finally selected TVET programmes for Nepal

Category number	Category	Total number of Programmes in asset mapping	Names of TVET Programmes selected for case studies
1	formal-formal	10	a) CTEVT Technical School Leaving Certificate (TSLC) b) Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE)
2	formal-informal	0	
3	non-formal-formal	11	c) NATHM Vocational Training
4	non-formal-informal	25	d) Kumale (Pottery) training in Thimi, Bhaktapur

Source: own illustration.

4.2 Case Studies of Selected TVET Programmes

In the first part of this section, we give a short overview of the Nepalese education system and structure of economy for a better understanding of the location of the TVET programmes in Nepal's education system. In the second part of this chapter, we present the case studies.

The Context: Nepalese Education System

Nepal did not have a modern school system until the mid-1950s. Two recent major reforms tried to change this. First, in 2009, the government of Nepal together with the World Bank started the federalisation of the Nepalese education system. This undertaking was called "School Sector Reform Plan (SSRP)". It aimed to restructure in-school education by raising quality, efficiency and effectiveness of the services in the education sector. The process was meant to be closed in 2019 (Clark, 2013).

The second reform is an agreement between the Government of Nepal and UNICEF, the so-called "country action plan", which is meant to be implemented form 2018 to 2022. This is a somewhat larger reform undertaking as the first one as it aims to federalize the education system and implement affirmative action for backward casts and for women and to increase the level of schooling of the Nepalese population (GoN; UNICEF, 2018). This second reform is the implementation of the reform of Nepal's Constitution in 2015, which transformed the country into a federal democratic republic at all levels- including the education sector. One of the state's policies taken by the Constitution is "to prepare human resources that are competent, competitive, ethical, and devoted to national interests, while making education scientific, technical, vocational, empirical, employment and people-oriented" (GoN, 2015). With the federalization, Nepal was split in 7 provinces and 753 local levels. The local levels have the authority for planning, financing, and delivering

basic education (a year of pre-primary, followed by Grades 1 through 8), secondary education (Grades 9 through 12), and non-formal education programmes. The federalization shall help to improve factors such as accountability and cooperation with local partners or community. The federalization process is still on-going. Therefore, we may refer to some changes at the programme level in the case studies.

In order to provide a better understanding of education system before and after the federalization, we present the current education structure in Nepal in Figure 4 and the previous education structure in Figure 5.

In the course of the federalization process, Nepal's system of primary, secondary, higher-secondary, and tertiary level of education has changed to Early Childhood Development (ECD), Basic Education (grade one to grade eight), Secondary (grade nine to grade twelve), and Higher Education (Bachelor to PhD level). It is considered that a child completes ECD level at the age of four years. Similarly, the usual age of students when completing basic education (8 grade) is 12 years. The usual age when completing secondary education (class 12) is 16 years (MoEST, 2018). In the course of the federalization, the School Leaving Certificate (SLC) examination, which was conducted after the tenth grade, was replaced by the Secondary Education Examination (SEE). In addition, the previous Higher Secondary Education Board and Office of the Controller of Examination was converted into the National Examination Board together with other educational entities. This Board is responsible for conduction the SEE examinations and other examinations in the eleventh and twelfth grade (NEB, 2019).
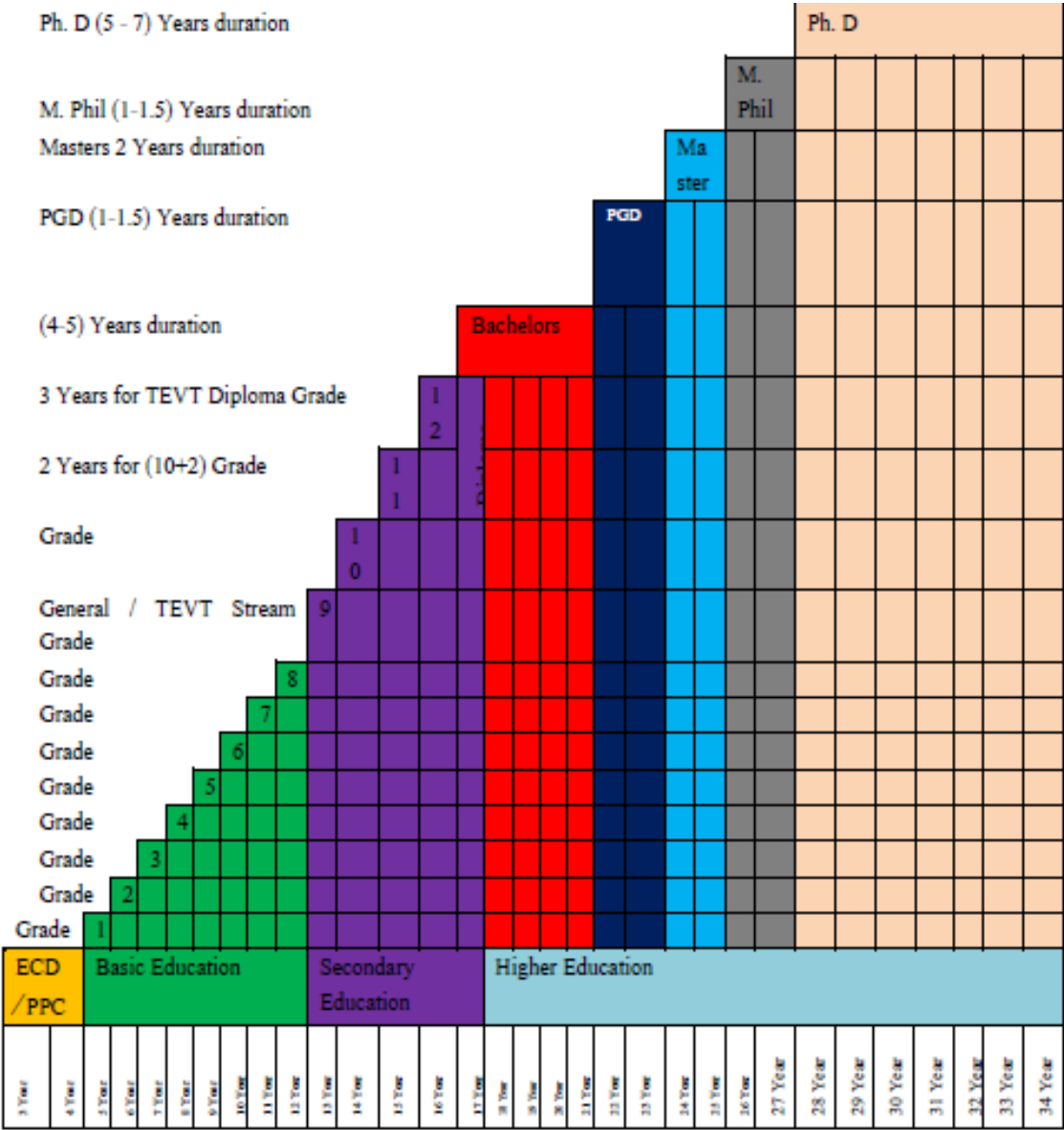
Five years ago, a separate technical education track was added to the school system. This project is guided by the Department of Education (currently known as Centre for Education and Human Resource Development, CEHRD). Students can opt for this track after passing the grade eight and continue in the track until grade twelve. After completion of grade ten, students opting for the technical track take the SEE examination, whereas the other students can continue in the general education track (CEHRD, 2019). Those who pass the SEE in technical track can earn the Technical School Leaving Certificate (TSLC) conducted by CTEVT. Similarly, those who complete class twelve and one-year OJT can earn the Diploma level for graduates of the programme conducted by CTEVT.

Before the federalization reform the Nepalese education system was subdivided into five stages (see Figure 5), such as primary education, lower secondary, secondary, higher secondary and higher education (university). According to the new School Sector Reform Programme (SSRP), the number of sublevels is reduced from five to three: to early childhood development (ECD), basic, secondary and higher education (MoE, 2009). According to the previous system depicted in Figure 5, pupils spent theoretically five years in primary education (aged 5 to 9; grade 1-5), and another three years if they proceeded to lower secondary education; typically when they were aged 10 to 12 (ISCED 2011 level 2; grade 6-8) (UIS, 2012, (ISCED 2011 level 1) (UNESCO, 2011).

Primary and lower secondary education (ISCED 2011 level 1+2; grade 1-8), has to be provided by the state free of charge, but community and families are allowed to provide donations for schools for development and maintenance (UNESCO, 2011).

Before the federalization reform, the transition from primary to lower general secondary school was determined by the results of the school-based final examination at the end of the 5th grade (UNESCO, 2011). Lower secondary education, which lasted three years, ended with the District Level examination at the end of the 8th grade (UIS, 2012). At the upper secondary level, classes were split into two levels: two years of secondary education, (grades 9-10, pupils aged 13-14 years), and two years of higher secondary education (grades 11-12, pupils aged 15-16 years) (see Figure 5). Secondary education ended with the nation-wide SLC examination at the end of the 10th grade, which was commonly called "Test examinations". One became eligible for writing the SLC only after passing previous test examinations. After 10th grade (secondary education), graduates could either enter into the general path of two-year higher secondary education, which ended with the Higher Secondary Certificate (HSC) examination at the end of grade 12, or enrol into Proficiency Certificate Level (PCL) programmes from universities, which ended up with the Proficiency certificate at the same grade (UNESCO, 2011). Since the federalization reform, secondary education is from grade 9 to 12.

Figure 4: Education Structure of Nepal after the federalization reform in 2015

Ph. D (5 - 7) Years duration — Ph. D

M. Phil (1-1.5) Years duration — M. Phil

Masters 2 Years duration — Master

PGD (1-1.5) Years duration — PGD

(4-5) Years duration — Bachelors

3 Years for TEVT Diploma Grade — 12

2 Years for (10+2) Grade — 11

Grade — 10

General / TEVT Stream Grade — 9

Grade — 8

Grade — 7

Grade — 6

Grade — 5

Grade — 4

Grade — 3

Grade — 2

Grade — 1

ECD / PPC | Basic Education | Secondary Education | Higher Education

3 Year, 4 Year, 5 Year, 6 Year, 7 Year, 8 Year, 9 Year, 10 Year, 11 Year, 12 Year, 13 Year, 14 Year, 15 Year, 16 Year, 17 Year, 18 Year, 19 Year, 20 Year, 21 Year, 22 Year, 23 Year, 24 Year, 25 Year, 26 Year, 27 Year, 28 Year, 29 Year, 30 Year, 31 Year, 32 Year, 33 Year, 34 Year

*PGD as professional and optional course.

Source: MoEST (2018)

Even though some universities still offer PCL programmes, they are phased out. As an alternative to upper secondary general education, students could choose a two-year technical and vocational secondary in grade 9. At the upper secondary level, technical schools and private technical training institutes offer two-year (sometimes 2.5 years) vocational higher secondary education. There are also shorter programmes of one-year as well as short-term training courses (skills oriented) of about 2-8 weeks. These are classified as short-term training programmes and thus are not academic programmes (UNESCO, 2011).

Higher education institutions offer programmes from the bachelor (ISCED 2011 level 6A) (UIS, 2012) to the PhD level (ISCED 2011 level 8) (UGC, 2012: 12). The normal duration for a bachelor's degree is about three to four years. Besides bachelor degrees, universities offer postgraduate diploma (one-year), master's (two years) and doctoral degree programmes (three years) in various fields (UNESCO, 2011). In addition, some universities and medical academies also offer a proficiency certificate level programmes for grades 11 and 12 (UGC, 2012: 12). The Tribhuvan University (TU) offered 50 technical PCL courses in 2015 (TU,

2015). However, these courses will be phased out or integrated into normal secondary level schools (UGC, 2012: 12).

Figure 5 Overview of the Nepalese education system before the federalization reform in 2015
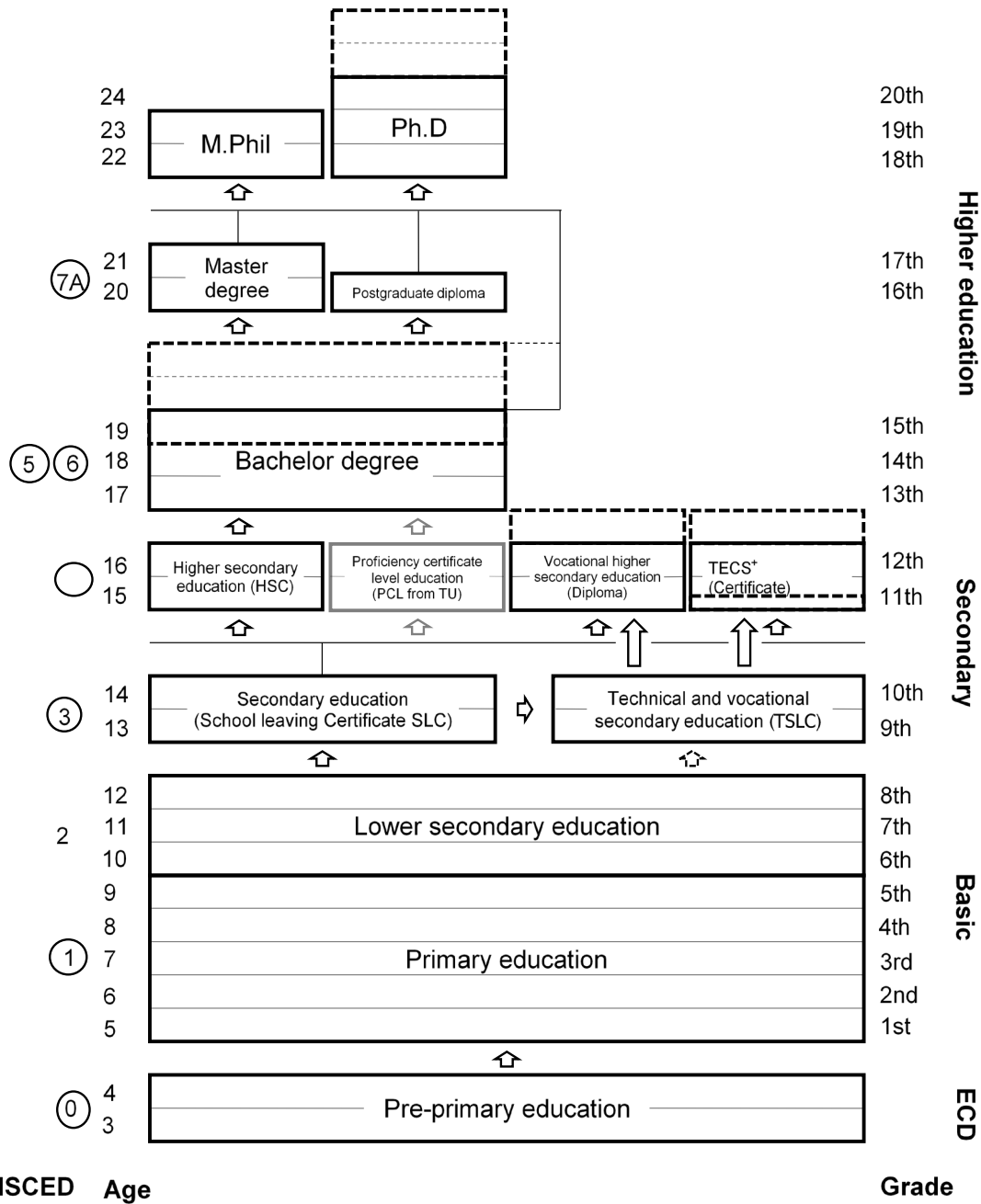
+Technical Education in Community Schools.

Source: own illustration based on MoE (2010); UIS (2012); EP-Nuffic (2015).

Until a decade ago, only approximately half of all children completed primary education, not to speak of secondary education. Similarly, there was comparatively high repetition rate and the dropout of pupils in Nepal's education system. More than one of five pupils in the 1st grade (21.3 percent) had to repeat the school year and almost every tenth pupil (7.9 percent) dropped out of school in the first year (school year: 2011). The survival rate from lower to upper secondary school was only 67.5 percent in 2011. This means, that more than 3 of 10 pupils did not finish basic education. Only 58.8 percent of the children managed to

graduate from lower secondary education within 8 years (DoE, 2011: 32). However, the situation in the last years has improved. According to latest educational information, repetition rate at the primary level (grade 1-5) is about 7 percent (boys 7.2 and girls 6.8). Repetition rate for lower secondary level (grade 6-8) was 4 percent (boys 4.1 and girls 3.8), and for secondary level (grade 9-10) was 2.9 percent (boys 3 and girls 2.9). Similarly dropout in the primary level was 3.6 percent (boys 3.8 and girls 3.3); in lower secondary level was 4.4 percent (boys 4.5 and girls 4.2); and in secondary level was 3.7 percent (boys 3.6 and girls 3.7) (MoEST, 2018).

The Context: Nepalese Structure of Economy

Size of the different sectors

In terms of gross value added (GVA), the services sector is the most important sector of the Nepalese economy, although it only employs roughly one sixth of the working population in the formal sector. In 2012, it had a share of 49.7 percent in GVA, followed by the agriculture sector with 35 percent, the industry (including manufacturing) with 9.5 percent and the construction sector with 5.8 percent in GVA (Table 6). As only 16.3 percent of the people of Nepal's formal sector workforce work in the services sector, it is not surprising, that the sector with the highest share in GVA also depicted the highest per employee value added. While the agricultural sector with the second highest share in GVA but largest share in employment had the lowest per employee value added in 2012.

Table 6: Breakdown of total value added and employment by sectors for Nepal, 2012

Sector	Nepal: Gross Value added (%)	Nepal: Employment (%)
Primary sector	35.0	72.9
Agriculture, hunting and forestry, fishing	35.0	72.9
Secondary sector	15.3	10.8
Manufacturing, mining and quarrying and other industrial activities	9.5	7.7
of which: Manufacturing	6.8	6.6
Construction	5.8	3.1
Tertiary sector	49.7	16.3
Wholesale and retail trade, repairs; hotels and restaurants; transport; information and communication	23.7	9.9
Financial intermediation; real estate, renting and business activities	12.1	0.8
Public administration, defence, education, health, and other service activities	13.9	5.6

Source: CBS (2014); APO (2015); Eurostat (2015a,b).

Size of the informal sector

According to the ILO, low-skilled and poorly qualified workforce, often working in low-productivity jobs are a common issues in Asia. The problem lies in insufficient earnings and access to social protection, as well as informal working arrangements (ILO, 2015). The affected people have no security by law, and no legal employment recognition. Informal employers often have no voice or representation in the workplace and no social protection, which leads to precarious working conditions. According to the Nepalese Labour Force Survey (LFS) 2008, about 86 percent of the total population working in the non-agriculture sector worked informally (ILO, 2012). In 2013, about 60 percent of the youngsters worked in the informal sector (ILO, 2014). About 55 percent of all registered firms in Nepal were competing against unregistered or informal

firms in 2013 (World Bank, 2017). The recent Labour Force Survey of Nepal shows some improvements in terms of decrease of the size of the informal sector.

Table 7: Employment by sectors for Nepal, 2018

Sector of employment	Male	Female	Total
	percent		
Total	**100**	**100**	**100**
Formal	**40.3**	**33.5**	**37.8**
Agriculture	1.3	1.2	1.3
Non-agriculture	39.0	32.3	36.5
Informal	**59.7**	**66.5**	**62.2**
Agriculture	13.4	31.8	20.2
Non-agriculture	45.8	32.9	41.0
Private households	0.6	1.8	1.0

Source: Central Bureau of Statistics [CBS] (2019).

Table 7 shows that that employment in the formal sector in 2018 was 37.6 percent. Thereof, the agriculture sector accounted for 1.3 percent and the non-agriculture sector for 36.5 percent). Employment in the informal sector amounted in total 62.2 percent (agricultural sector: 20.2 percent, non-agricultural sector:41 percent and private households: 1.0 percent). Statistics of Table 7 shows that informal employment is still very important in Nepal (Central Bureau of Stastistics [CBS], Nepal, 2019).

4.2.1 Formal-Formal TVET Programme: Technical School Leaving Certificate (TSLC)

This section aims to explain the TSLC programme in detail. This section was prepared with information from expert interviews, from the Integrated Training Management System (ITMS)[5], from the Examination Controllers Office, from the Research and Information Division and Curriculum Division, and from the website and periodic reports of the TSLC. A summary of basic information about this programme can be found in Table 8. (For additional information, see Appendix A, Asset Mapping Table A3 (2)).

Introduction

The Council for Technical Education and Vocational Training (CTEVT) was founded in 1989. It is the main institution involved in the TVET sector of Nepal. Its main functions include policy formulation, the development of standards for TVET programmes, maintaining coordination, providing accreditation, curriculum development, as well as the monitoring and supervision of TVET programmes. The Technical School Leaving Certificate (TSLC) is one of the largest TVET programmes conducted by the CTEVT. The TSLC programme under the CTEVT was selected as a case study for this research because it represents a large programme in terms of enrolment and because it has been in place for a considerable period of time. Table 8 (below) summarises relevant facts of the TSLC programme, such as the enrolment rate, the number of curricula of the TSLC programme, and other pertinent information.

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[5] http://202.166.206.52:4443/itms/

Table 8: Stylised Facts of the TVET Programme: CTEVT Technical SLC

Short Title of Indicator	
VET pathway enrolment share out of all upper secondary (%)	< 5%
Programme enrolment share out of all VET pathways (%)	About 25 %
Number of curricula or qualifications	24
Ø Share of time spent in the workplace (versus the classroom)	15–20%
Work contract (yes/no)	No
Ø Share of vocation-specific content (versus general content) in classroom education	80%
Classroom/workplace sequencing (alternating, sequentially)	On the job training (OJT) at the end of the course.
Frequency of workplace learning (annually, semi-annually, quarterly, monthly, weekly)	Once
Programme duration (years)	15 months or 29 months under the old system, which has been phased out since 2016; in the new system, the TSLC lasts 18 months.
Involved actors	CTEVT, technical schools, OJT providers
Reform years	2016/17
Reforms summary	Changed in duration and curricula and converted to 18-month duration.

Source: own illustration.

The main purpose of the TSLC programme is to provide its students with technical knowledge and skills, a diligent work ethic, and a respectful, positive attitude towards work and the profession as well as to develop students' socio-cultural values. In general, there is no specific target group of the programme. However, some special training offers are aimed at vulnerable and discriminated groups (such as women, the disabled, ethnic minorities, e.g. *Dalits, Janajatis*, and victims of conflicts), according to the government's policy framework. Geographically, the programme is operating all over Nepal. However, depending on the need for a training course which would target a special group of people, particular training can be organised in a particular location.

The federalisation process of Nepal's education system, mentioned in Section 3.2, has also implied certain changes for the TSLC programme. It is important to note that the changes made to the TSLC programme, which are detailed in the following paragraphs, are still being implemented, as of August 2019. In other words, the old and new versions of the programme are currently co-existing.

In its old version, the TSLC had two different durations addressing two different types of students: 1) those who had completed the national level school examination after grade ten, called the School Leaving Certificate (SLC); 2) those who had passed grade ten school education but could not pass the SLC examination.

Students who had passed the SLC examination could enrol in the 15-month programme, during which they spent 12 months undertaking in-classroom training and three months on-the-job training (OJT). Students who had passed grade ten but had failed the SLC exam could enrol in the 29-month TSLC programme, wherein students spent 24 months undertaking in-classroom training and five months OJT. The 29-month programme has typically been provided by public technical schools, while the 15-month programme has normally been provided by private, community-affiliated technical schools.

For the new version, the 15-month and 29-month TSLC programmes have been replaced by a TSLC that lasts 18 months, wherein 12 months are spent undertaking in-classroom training and six months OJT. For the new version of the TSLC, the CTEVT has revised all the TSLC curricula. Even though the first cohort

of this new 18-month programme started in 2016, the CTEVT still advertises its old 15-month and 29-month programmes on its website, as do some schools.[6] The implementation of the new 18-month TSLC programme and the phasing out of the old programme are being undertaken simultaneously; this is why the new and the old versions of the programme co-exist, as of August 2019. One exception to the duration of this programme is the TSLC in Textile and Sericulture, which takes three years to complete. Students can enter this programme after having passed grade eight.

In the course of the federalisation process of Nepal's education system, a further change affected the TSLC programme. In 2016, the examination system of the SLC was replaced by the new system of the Secondary Education Examination (SEE). This new system phased out the old pass/fail system of the SLC and replaced it with a single-subject certification grading system, where students are graded by means of letters form A (the highest score) to E (the lowest score) (World Bank, 2017).

Under the new system, students can enter the 18-month programme with any grade from the new SEE (grades A-E). Lowering the entry requirements for the 18-month TSLC programme may attract more students from disadvantaged backgrounds because shorter training programmes may be easier for them to finance and shorter programmes promise faster returns on investments.

Currently, there are 24 curricula under the TSLC programme which is operated by CTEVT. Table 9 shows the specific curricula available under the TSLC programme. There are no age restrictions regarding the participation in the TSLC programme. Most students are aged between 16 and 22 years.

The TSLC programme is a formal training programme because students follow a structured curriculum and the degrees are formally recognised. Three types of institutions offer TSLC courses: 1) government technical schools financed through public money, 2) technical schools that are affiliated with the CTEVT, and 3) community or annex technical schools operating in partnership with communities. In some cases, TSLC programmes are run by general schools under the TECS (Technical Education in Community Schools) programme. Under this programme, the courses are run by the general schools with some technical support from the CTEVT. These are all formal TVET institutions. While the public schools are managed by the CTEVT, the affiliated schools are privately run, and the annex schools are attached to community schools. However, functions such as the selection of students and the curriculum development of all TSLC schools are managed by the CTEVT (World Bank, 2017).

Besides general subjects such as English, Nepali, and Mathematics, in-classroom training also entails Entrepreneurship Development training and other more vocationally oriented topics; in contrast, OJT only teaches occupation-specific skills.

On-the-job training generally takes place at the end of a programme, after the completion of the final examination for the in-classroom training. Depending on the specific trade/curriculum, companies (for example, an engineering company for students enrolled in Mechanical Engineering), public organisations (such as, for example, regional public agricultural offices for the trade agriculture), or other specific organisations from the trade-specific sector can offer OJT.

In the year 2016/17, 28,777 trainees were enrolled in the TSLC programme. The enrolment rate in the 24 different trades of the TSLC differ. The two most popular trades in the TSLC programme are health and engineering. Even though no exact information is available, it has been estimated by the CTEVT that about 80% of all students manage to pass the final exam of the TSLC and graduate. However, only about 30% manage to pass the final exam on the first attempt (in the year 2016/17, only 8,059 students completed the course on the first attempt). The majority of TSLC graduates find employment in the formal sector after graduation.

Examinations in the 15-month TSLC programme take place three times a year, with one final examination at the end of the first year. In the 29-month TSLC, examinations also take place three times a year. Final

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[6] http://ctevt.org.np/page.php?page=569

examinations of the in-classroom component take place at the end of the second year. Only after this examination do students start the OJT component of the programme. After the successful completion of the in-classroom training and the OJT, trainees obtain a TSLC in their chosen speciality. The final evaluation for the TSLC is done by the company or organisation where the on-the-job training took place, by technical schools, and by the CTEVT.

Table 9: List of Available Curricula for CTEVT TSLC Courses

Trade	Curriculum
Engineering	1. Civil 2. Automobile 3. Refrigeration and air-conditioning 4. Electrical engineering 5. Electronics engineering 6. Computer engineering 7. Mechanical engineering 8. Sanitation engineering 9. Survey engineering
Agriculture	10. Animal science 11. Plant science 12. Veterinary science
Health	13. Community medical assistant 14. Auxiliary nurse midwife 15. Ayurved auxiliary health worker 16. Dental hygienist 17. Lab assistant 18. Community Aamchi assistant
Others	19. Culinary art 20. Hotel management 21. Entrepreneurship development 22. Social mobilisation 23. Computer application and secretarial management 24. Textile and sericulture JTA

Source: CTEVT (2017)

Key Actors

The CTEVT is the key institution that manages the implementation and that assures the quality of the TSLC programme by developing curricula and selecting students. The CTEVT is an autonomous apex body. The CTEVT Assembly consists of 24 members and a governing board (the CTEVT Council). The Minister of Education chairs both the Assembly and the Council (CTEVT, 2019).

Representation and Advisory

Key actors for managing the TSLC programme in Nepal are allocated in the CTEVT Act 1988. According to the Act, key actors and authorities take part in the organisation of the TSLC through their participation in the two supreme bodies, the CTEVT Assembly and the CTEVT Council.

Representation of Different Actors in the CTEVT Council

- Ministry of Education, Science and Technology (the main line ministry)
- National Planning Commission, Public Service Commission, Ministry of Industries, Ministry of Labour and Employment Promotion, Ministry of Tourism Culture and Civil Aviation
- Representation from education and training providers
- Federation of Nepali Chambers and Commerce and Industries
- Representation from industry associations

- Representation from education and training providers (for example, the Rector of Tribhuwan University and deans from five technological universities)
- Nepal Academy of Science and Technology

The Ministry of Education, Science and Technology (MoEST) provides the national policy framework to the CTEVT. The MoEST who acts as the Chairperson of the CTEVT Council and the CTEVT Assembly, leads the institution and provides overall guidance. A member who oversees the education portfolio in the National Planning Commission (NPC) is also part of the CTEVT Council. Furthermore, the CTEVT receives information about the skills needs of the labour market from the NPC. Similarly, representatives from other government institutions such as the Public Service Commission (PSC), the Ministry of Industries, Commerce and Supplies (MoICS), the Ministry of Labour, Employment, and Social Security (MoLESC), and the Ministry of Tourism, Culture and Civil Aviation (MoTCCA) are represented in the CTEVT Council.

Through the assistance of these government bodies and ministries in the CTEVT Council, the CTEVT obtains information, suggestions, and guidance on TVET-related issues in the country as well as information about the skills development activities of those ministries. Furthermore, private sector actors are also represented in the CTEVT Council – such as the Federation of Nepalese Chamber of Commerce and Industries (FNCCI) and some other industry associations.

The CTEVT programmes have been criticised for not taking into account the concerns of the private sector. However, in recent years, increasing the participation of the private sector in the CTEVT programmes has been one of the major focus areas of the CTEVT. Representatives from academia includes personnel from the largest university in the country together with other universities and academic institutions.

Besides the CTEVT, schools are important actors as training providers. There are three types of technical schools: public technical schools, private technical schools, and companies providing on-the-job training. The 29-month TSLC is exclusively offered by public technical schools, while private technical training providers generally run the 15 months and 18-month TSLC programme. Key providers of OJT are government agencies, semi-government corporations, non-government organisations, companies, and community-based organisations including those at local levels.

Finance

The TSLC programme that is run at public schools is financed through public funds (at the national level). Private TSLC providers are profit-oriented and operate by means of their own resources. Private schools collect tuition fees from the students, which entails their major funding source. Hence, TSLC programmes in private institutions are comparatively expensive. Another programme works in affiliation with the CTEVT and general public schools (TECS Programme). Within this programme, general public schools manage their funds with some financial and technical support from the CTEVT (from government funding).

Curriculum Development

Curriculum Design Phase

The qualification standards of the TSLC programme are prepared by the Curriculum Development Committee (CDC) of the CTEVT, which employs experts from TSLC-related fields. These standards specify the competencies and abilities that TSLC graduates should develop during the programme. The examination forms are also designed by the CTEVT.

The Curriculum Development Division (CDD) of the CTEVT is responsible for designing all types of TVET courses offered by the CTEVT-governed or -affiliated institutions. There is a team of experts in specific subjects related to the available curricula (depending upon the trade or occupation). The team first decides which subjects have to be included in the programme. In this process, feedback and information from other institutions is also considered. The CDD also allocates weekly hours for in-classroom training and OJT.

Provisions of examinations, assessments, and certification processes are also designed. The general process of curriculum design at the CTEVT is shown in Figure 6.

Figure 6: General Process of Curriculum Development in the CTEVT
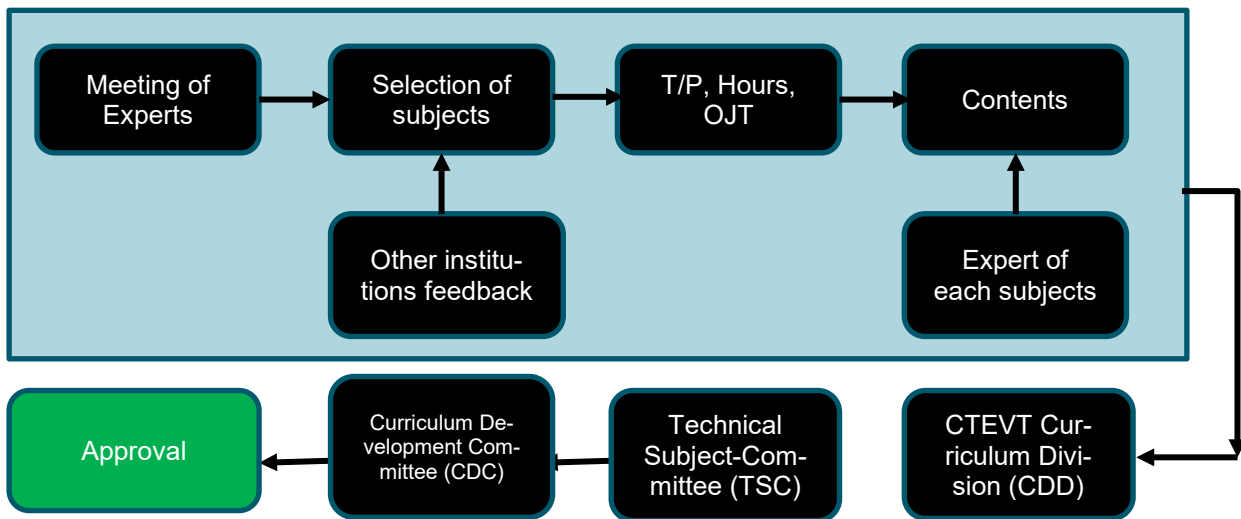
Source: own elaboration.

The CDD shares the draft of the curriculum with the Technical Subject Committee (TSC), which is composed of experts from particular fields. The TSC meets for three days to finalise the curriculum. Subsequently, the curriculum is sent to the CDC of the CTEVT, which is chaired by the Member-Secretary. The committee has the authority to approve or reject the curriculum and to return it to the CDD for the necessary corrections and improvement.

Curriculum Application Phase

The main actors who apply the TSLC curriculum include the public, private, and community/annex technical schools and the general schools running the TSLC courses under the Technical Education in Community Schools (TECS) programmes. The TSLC programme mainly focuses on practical learning. The relationship between theoretical and practical training is in a proportion of 1:4. Theoretical training takes place in schools, and OJT takes place in the company or organisation providing it. In-classroom training is further divided in theoretical (20%) and practical (80%) training: theoretical training takes place in classrooms, and practical training takes place in workshops and laboratories. On-the-job training guidelines prepared by the Technical Division of the CTEVT provide general guidance on how OJT shall be conducted, including regulations on how learning, supervision, and evaluation shall take place. However, the guideline does not specify the content to be covered during the OJT period, nor does it specify the instructors who are to be involved and the assessment criteria of OJT.

One of the major challenges of running technical education programmes is the organisation and quality of infrastructure, including workshops and labs which must have the required equipment. While public schools receive money from the government to improve infrastructure, the quality and provision of infrastructure in private technical schools vary considerably from institution to institution. Regular supervision and monitoring from the CTEVT helps to maintain minimum standards.

Instructors and teachers are the backbone of any technical training programme. There are full-time permanent instructors employed in the public technical schools who teach both theoretical and practical classes. However, in the private and community/annex technical schools, the provision of full-time instructors and teachers is generally lacking. These schools mostly use part-time instructors and teachers who are employed on temporary contracts for the period of the programme. In some cases, private technical schools use experienced technicians from the local industries and enterprises. Likewise, teachers and instructors in the private technical schools and in community/annex technical schools are employed on a part-time

basis. Some schools that offer the TSLC programme also use their full-time teachers employed for other programmes for the provision of TSLC courses. The majority of instructors in the technical schools running TSLC courses have never received any specific instructor training. The Training Institute for Technical Instruction (TITI) is the institution with the mandate to train instructors for the TVET system. It offers different instructor trainings at different levels (for instance, Instructional Skills-I, Instructional Skills-II, and Training of Trainers (ToT)). This training is only offered by instructors at government technical schools and at some community technical schools. Instructors in private technical schools generally lack such training. Since most instructors in private schools are employed on a temporary basis, this may be one of the main reasons why most private school instructors do not receive training.

The management of technical schools depends on the type of the school. For instance, the management of public technical schools running under the CTEVT is provisioned in the CTEVT bylaw. The management committee of public schools is constituted by a chairpersonship from a local authority (such as the Chief District Officer or the Chairperson of a local body) or by a reputed social worker. The principal or the chief of the school usually acts as the member secretary of the management committee. The management committee has the responsibility of guiding and steering the technical school. The formation of a management committee in private technical schools and community/annex technical schools can vary depending on the location and the trade.

Examinations for TSLC courses consist of internal assessments, both theoretical and practical, and a yearly examination being taken by the individual technical school. The final examination is conducted by the Office of Controllers of Examination under the CTEVT. The in-classroom and OJT components of the TSLC programme are assessed and recorded separately. For instance, for the 29-month TSLC programme, there are six internal assessments (three internal assessments each year), one yearly examination (at the end of the first year), and the final examination (at the end of second year). After the final examination, students are sent to the OJT.

Curriculum Feedback Phase

There is no established procedure and mechanism for the collection of feedback on the TSLC programme. However, feedback on TSLC programmes happens through different communication channels during the OJT supervision and evaluation by the CTEVT. Similarly, such feedback is collected during different interactions with education providers and employers. The curriculum update and revision process is based on the information received.

4.2.2 Formal-Formal TVET Programme: CTEVT ENSSURE Training Programme

This section aims to explain the ENSSURE Dual VET-Apprenticeship programme in more detail. This section was prepared with information from the expert interviews, from team leaders and staff, as well as from the website of ENSSURE. A summary of basic information about this programme can be found in Table 10. (For additional information, see Appendix A, Asset Mapping Table A3 (7)).

Introduction

The Programme Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) is the joint intervention of the Government of Nepal and the Swiss Agency for Development and Cooperation (SDC) in the sector of TVET. It is a programme that combines in-classroom training with an apprenticeship in companies during an alternating modus. The CTEVT is the main responsible agency for the programme from 2016 to 2025. During the first phase of this programme (2016-2019), the project has three main components: the Dual VET-Apprenticeship, short-term vocational training, and workers' training. The Dual VET-

Apprenticeship and the short-term vocational training have already started, while workers' training is currently still being developed. For this case study, we focus in the Dual VET-Apprenticeship.

The ENSSURE Dual VET-Apprenticeship programme is important for Nepal because it may change the perception of many people with regard TVET programmes as school-based. This potential change of perception is also one of the main reasons behind the selection of the Dual VET-Apprenticeship: it has been considered to be an innovative programme, which is expected to be a milestone for shifting the TVET programmes from school-based to workplace-based programmes. Furthermore, this programme targets young people and disadvantaged groups of people. The ENSSURE Dual VET-Apprenticeship programme was selected as a case of the formal-formal programme category (formal education targeted for formal employment). Accordingly, the expectation of this programme is that the majority of ENSSURE graduates acquire employment in the formal sector. Table 10 provides the main characteristics of the ENSSURE Dual VET-Apprenticeship programme, such as enrolment, number of curricula, and the duration of the programme.

Table 10: Stylised Facts of the TVET Programme: ENSSURE Dual VET-Apprenticeship Programme

Short Title of Indicator	
VET pathway enrolment share out of all upper secondary (%)	< 5%
Programme enrolment share out of all VET pathways (%)	N/A
Number of curricula or qualifications	5
Ø Share of time spent in the workplace (versus the classroom)	
Work contract (yes/no)	Yes
Ø Share of vocation-specific content (versus general content) in classroom education	> 90 %
Classroom/workplace sequencing (alternating, sequentially)	Alternately in apprenticeship
Frequency of workplace learning (annually, semi-annually, quarterly, monthly, weekly)	Semi-annually
Programme duration (years)	24 months for apprenticeship
Involved actors	CTEVT, SDC, Helvetas, FNCCI, FCAN, HAN, training providers, and OJT providers
Reform years	Initiated on 2016/17
Reforms summary	Establishment of workplace based training

Source: own illustration.

The ENSSURE Dual VET-Apprenticeship programme is comparatively new. There are five curricula for the Dual VET-Apprenticeship:

1. TSLC in Mechanical Engineering

2. TSLC in Electrical Engineering

3. TSLC in Automobile Engineering

4. TSLC in Information Technology

5. TSLC in Hotel Management

As the programme has recently started, only preliminary data is currently available. A first cohort of 181 apprentices started the Dual VET-Apprenticeship between July and September 2018. A second cohort of about 1,000 apprentices will start in November 2019 (Bolli et al. 2019). The first cohort included two occupations: TSLC in mechanical engineering and TLSC in electrical engineering. The ENSSURE Dual VET-Apprenticeship programme mainly provides vocationally oriented training with some general education. The training is conducted in Nepali. However, some essential terms, the translation of which into Nepali is difficult, are provided in English.

The duration of the apprenticeship is 24 months, which are designed as a 3+20+1 modality. This means that trainees obtain theoretical training on occupational foundations during the first three months in the technical schools. Subsequently, the trainees are sent to companies for workplace learning where they train with a skilled craftsperson during twenty months. During the last month, the trainees come back to the technical schools, where they receive general training.

The average age of ENSSURE Dual VET-Apprenticeship students is between 16 and 25. Candidates applying for this programme are required to hold a SLC, as in the old system, or a SEE (any grade) in the new system.

Key Actors

Key actors of the ENSSURE Dual VET-Apprenticeship programme are similar to the key actors of the other CTEVT programme mentioned in the previous case study (the CTEVT TSLC). Some additional actors involved in this programme are, particularly, industries and industry associations. Among the key actors of the ENSSURE programme, the CTEVT is the major institution, which implements the curricula and maintains the quality of the courses. Furthermore, the Federation of Nepalese Chamber of Commerce (FNCCI), the Federation of Contractor Association of Nepal (FCAN), and the Hotel Association of Nepal are other actors with whom CTEVT collaborates for the implementation of the programme.

Two types of technical training providers offer the training. Public technical schools and polytechnics mainly conduct apprenticeship training in collaboration with local industries and associations.

The ENSSURE Dual VET-Apprenticeship programme is a pilot programme that is funded by the Swiss Agency for Development and Cooperation (SDC). The implementer of the ENSSURE project is Helvetas Swiss Intercooperation Nepal. There is no separate advisory body in the CTEVT for the implementation of the ENSSURE Programmes. As mentioned above, the CTEVT Council and the CTEVT Assembly through the CTEVT Act 1988 ensure multi-sectoral representation among members of the stakeholders, including business industries and associations.

Finance

The government of Nepal and the Swiss government fund the ENSSURE Dual VET-Apprenticeship programme. Government technical schools and polytechnics running directly under the CTEVT are fully funded by the governmental budget. Even though these institutions normally run long-term courses for diplomas and at the TSLC level, they also offer short-duration, and non-formal training courses. Since the ENSSURE Dual VET-Apprenticeship programme has been newly launched, it has only operated in a few technical schools and occupations. There is the expectation that this workplace-focused training will be applied to other occupations and other technical schools in the future. However, the future funding modality of ENSSURE is currently not completely settled.

Curriculum Development

As Section 2.2 details, the development of a curriculum can be separated into a three-step process: the curriculum design, curriculum application, and curriculum feedback phase.

The curriculum development process in the ENSSURE Dual VET-Apprenticeship programme is similar to other curricula of the CTEVT. In this programme, there is a special emphasis on maximum participation and on the decisive role of the private sector businesses and industries. The Curriculum Development Division of the CTEVT is responsible for designing curriculums for the ENSSURE training programme.

Curriculum Design Phase

The qualification standards of the ENSSURE Dual VET-Apprenticeship programme are prepared by the Curriculum Development Committee (CDC). The main difference to other programmes is the representation of the private sector, whereas the content is structured by experts and instructors. In the curriculum design

process of the ENSSURE programme, not only the participation of industry and industrial associations but also the roles given to experienced industry people are augmented. The main emphasis of the ENSSURE Dual VET-Apprenticeship programme is on workplace-based training in a real-work setting.

In the apprenticeship programme, the supervisor at the workplace makes the regular assessment, whereas the final examination is conducted by the Office of the Examination Controller under the CTEVT. However, the question of how the examination should take place is still discussed among the key actors, including industry associations, ENSSURE project personnel, the CTEVT divisions, and the Office of the Examination Controller.

Curriculum Application Phase

Technical schools, polytechnics, and companies constitute the learning places of the ENSSURE Dual VET-Apprenticeship programme. In the apprenticeship training, the trainees spend 20 months in the companies working and learning under a supervisor. Trainees spend three months at the beginning of their training and the last month of their 24 months of training in technical schools.

ENSSURE has developed training guidelines for the apprenticeship programme. The present guideline will be updated and improved based on the lessons learned from the pilot programme phase, which runs from 2016 to 2025. The ENSSURE Dual VET-Apprenticeship is jointly funded by the government of Nepal and the Swiss government. The apprenticeship programme is planned to be scaled up in the first cohort to about 25 school (Bolli et al. 2019) and to include other occupations and institutions in the future.

The technical schools, on the one side, are responsible for the provision of equipment and other infrastructure for the school components of the programme. The requirements for equipment are fixed by the CTEVT guidelines 'Minimum Standards"' According to these guidelines, private technical schools have to acquire an affiliation with the CTVET and to obtain renewals each year. The renewal of the affiliations is decided on the basis of the supervision report provided by the Technical Division of the CTEVT. The companies, on the other side, provide the equipment for the in-workplace training.

In-school training is taught by instructors or teachers, whereas the workplace-based training is taught by the senior craftspersons of the respective company. Each individual student in the apprenticeship programme receives a personal mentor. This mentor is the main responsible person for instructing, assessing, and mentoring the individual trainee. ENSSURE is planning to implement instructor training, targeting the apprenticeship programme supervisors. Each school's management committee is in charge of deciding about matters related to the ENSSURE programme.

In this apprenticeship programme, regular assessment is carried out by the supervisor craftsperson at the workplace, while the Office of Examination Controller under the CTEVT conduct the final examination.

Curriculum Feedback Phase

There is not yet an established procedure and mechanism for feedback collection on programmes. However, feedback on curricula for the CTEVT programme is collected through different communication channels, for example, during the interactions with workers and supervisors of companies where the trainee performed his or her training. The curriculum update and revision process start once a preliminary revision has been undertaken with the information collected from the supervisors in the companies.

4.2.3 Non-Formal-Formal TVET Programme: NATHM Vocational Training

This section aims to explain the NATHM vocational training in more detail. This section was prepared with information from the expert interviews, from the NATHM website, from the Souvenir 2016, and from the principal of NATHM. A summary of basic information about the NATHM programme can be found in Table 11. (For additional information, see Appendix A, Asset Mapping Table A3 (18)).

Introduction

The Nepal Academy of Tourism and Hotel Management (NATHM) was established in 1972 with the support of the United Nations Development Programme (UNDP) and the International Labour Organization (ILO). The NATHM Board of Directors consists of members of government and the private sector, is chaired by the Secretary of Culture, Tourism and Civil Aviation, and makes all strategic decisions; an independent management committee for the vocational programmes does not exist. NATHM offers bachelor's programmes, master's programmes, as well as vocational training. The present case study focuses on NATHM's vocational training and is simply called NATHM programme. The programme focuses on vocational training in the hotel sector. The main goal of this academy is to educate skilled workers in the field of tourism and hospitality. There are three types of training: regular training, on-demand training, and mobile training (Nepal Academy of Tourism and Hotel Management [NATHM], 2019). The NATHM programme was selected for a case study due to its long history and its contribution to the hospitality and tourism sector, which is important for Nepal's economy. Tourism, in general, and the hospitality sector are one of the major contributors to the country's Gross Development Product (GDP).

The NATHM programme itself is considered as a non-formal training programme. The training sessions are generally conducted in the training centres of the NATHM, located in Kathmandu. Nevertheless, some sessions are also held in other training institutions, still under the name of NATHM. These other institutions can be private, public, or community-based. Since the majority of graduates of this non-formal vocational programme are working in the formal private sector, the NATHM programme is categorised as non-formal-formal (non-formal education for formal employment). The graduates of NATHM training courses are currently working in different parts of the country, including at large hotels and travel agencies – not only in Nepal but also in other countries. The NATHM is the major TVET provider in this sector and has a large tradition in the supply of human resources. The following table provides a summary of the NATHM programme.

Table 11: Stylised Facts of the TVET Programme: NATHM Vocational Training

Short Title of Indicator	
VET pathway enrolment share out of all upper secondary (%)	< 5%
Programme enrolment share out of all VET pathways (%)	3 %
Number of curricula or qualifications	- 10 (regular courses) - Need-based also
Ø Share of time spent in the workplace (versus the classroom)	N/A
Work contract (yes/no)	No
Ø Share of vocation-specific content (versus general content) in classroom education	80%
Classroom/workplace sequencing (alternating, sequentially)	N/A
Frequency of workplace learning (annually, semi-annually, quarterly, monthly, weekly)	N/A
Programme duration (years)	Different (3-6 months)
Involved actors	NATHM, HAN, TAN, ReBAN, local training providers, and training-demanding organisations
Reform years	N/A
Reforms summary	N/A

Source: own illustration.

Currently, there are ten different curricula for the programme. The duration of these differs from occupation to occupation and generally ranges from three to six months. A few selected examples can provide some insights. Specialising in the hotel sector or in food preparation and control requires a training of three or six months. The same length of training applies to the food and beverage services. Housekeeping and front office training take six months. These are the major types of training. In addition, there are shorter trainings in the following professions: tour/travel, ticketing, and tourist guides (10 weeks each), travel agency, ticketing, and fare construction (three months each), trekking guides (five weeks), and trekking porter guides (15 days).

Both jobseekers and workers are the target groups of the NATHM programme. In addition, some parts of the programme are specifically in line with the government's policy framework to target people with financial restrictions, socially discriminated people (such as women, handicapped people, ethnic minorities, and victims of conflicts), so-called 'special training'. The NATHM programme is operating all over Nepal and takes into account the demand of specific regions.

The minimum educational qualification required to enter the programme is the SLC in the old system and the SEE in the new system, with the exception of the professions of: front office, operation, and trekking guides, (such applicants have to have passed grade 12). There is no age restriction for enrolment in this programme. The age of students usually varies depending on the occupations. There is no specific data available. However, information from the NATHM programme responsible shows that the average age of the students is between 22 and 45 years.

The NATHM programme is mainly offered in the classroom, but there are still work-based components. Despite the larger share of classroom training, this programme focuses on vocational training. In other words, the NATHM training is a non-formal programme, and it particularly focuses on employment or self-employment. During classroom training, general subjects such as geography and history are also taught.

After completion of the programme, students have the possibility to apply for a skills test conducted by the NSTB and acquire a certificate for the chosen occupation. However, this certificate is optional, and most of the training graduates directly enter the labour market without earning the certificate. After the implementation of the new National Vocational Qualification Framework (NVQF) (presently in the approval process), the NATHM graduates will obtain a qualification provisioned in the NVQF.

Key Actors

The NATHM itself is the main institution responsible for the curricula and for the quality of the programme. Another key actor in this programme is the Ministry of Tourism, Culture and Civil Aviation (MoCTA), which provides the national legal framework and the executive personal for the NATHM programme. Additional actors include training providers such as the government, non-governmental organisations, and community organisations. Furthermore, important roles are played by the industry associations at the national and local level in the sector of hospitality and tourism, such as the Hotel Association of Nepal (HAN), the Tourism Association of Nepal (TAN), and the Restaurant and Bar Association of Nepal (ReBAN). In regular contact and interaction with these institutions, the NATHM provides training in both stationed and mobile bases. Some universities are also involved, as researchers provide support in the curriculum development and revision.

Finance

The NATHM programme is partly financed by the government through the MoCTA and partly by resources generated by the programme itself. Some courses within NATHM are free of charge and are targeted at marginalised groups of people. Some organisations, including hotels and training providers, support this initiative by providing training facilities free of cost or at subsidised rates.

Curriculum Development

Curriculum Design Phase

Experts from different organisations and institutions such as HAN, TAN, REBAN and from universities (for example, Tribhuwan University) work together with the NATHM towards the preparation of the curriculum. This curriculum is prepared based on the demand from the industries and companies. The process of curriculum elaboration generally takes from one week to a month.

Curriculum Application Phase

The NATHM as an institution is responsible for the implementation of the curriculum. The NATHM conducts the training either at its training centre located in Kathmandu or at other training institutions or hotels outside of Kathmandu. The training is provided in collaboration with other local training institutions and hotels. The main instructors of the programme are regular instructors employed by the NATHM or are temporarily hired personnel with work experience. During the mobile trainings and trainings outside the Kathmandu Valley, former students who are experienced in the relevant fields are recruited to be trainers (for example, from the Bachelor of Hotel Management [BHM] or the Bachelor of Travel and Tourism Management [BTTM]). These human resources are especially important in remote locations, where trained instructors are not available.

Curriculum Feedback Phase

There is not yet an established procedure for the collection of feedback on the curriculum. However, the feedback process on curriculum of the NATHM programme is similar to the ENSSURE programme: it is collected through different communication channels during the interactions with the supervisors of the companies in the tourism sector where the trainees work.

4.2.4 Non-Formal-Informal TVET Programme: Kumale Pottery Training in Thimi, Bhaktapur

This section aims to explain the Kumale Pottery Training in Thimi and Bhaktapur in more detail. This section was prepared with information from the expert interviews, from available literature, and from conversations with potters in Thimi, Bhaktapur. A summary of basic information about this programme can be found in Table 12. (For additional information, see Appendix A, Asset Mapping Table A3 (32)).

Introduction

Nepal's demography is composed of people from diverse castes, groups, and ethnicities, which were historically involved in different occupations. However, these traditional occupations and skills are rarely included in the TVET system. Some of these occupations are facing diverse problems in being able to continue, whereas other occupations have already been destroyed. One example is the traditional occupation of pottery, conducted by the caste groups locally known as *Kumale* (formally known as *Prajapati*) in Thimi of the Bhaktapur District. The production of daily utensils is important for the Nepali society. It also represents traditional cultural rituals for many caste groups. The pottery training programme is supported by the caste families rather than the national TVET system.

The Kumale pottery training is an example of *non-formal apprenticeship*. Like many countries around the world, Nepal also has a long-lasting tradition of non-formal apprenticeship (sometimes also referred to as traditional apprenticeship), where apprentices can learn non-formally by emulating their masters, who are often senior family members. Activities of mentoring, coaching, and supervision are also undertaken by senior family members. Non-formal apprenticeship is an important source of skills acquisition, especially for young people who are often from disadvantaged backgrounds and who are not able to access formal

education – either because they do not fulfil the entry conditions (for example, in the case that they have only finished primary education) or because they do not have the financial means to study in formal education programmes. The non-formal apprenticeship programme exists for many other trades/occupations, such as for bakers and ironsmiths.

Due to its historical importance and the extensive demand (particularly at cultural events), the Kumale pottery training was selected as a case study for the non-formal-informal category because this training is entirely non-formal and because the learners of the occupation work in the informal sector. Despite the growing modernisation in Nepal, the pottery training in Thimi, Bhaktapur, has not yet been modernised; the original form of the practice is preserved by the older generations of this culture. Skills are usually transferred from generation to generation.

Table 12: Stylised Facts of the TVET Programme: Kumale Pottery Training in Thimi, Bhaktapur

Short Title of Indicator	
VET pathway enrolment share out of all upper secondary (%)	N/A
Programme enrolment share out of all VET pathways (%)	N/A
Number of curricula or qualifications	No
Ø Share of time spent in the workplace (versus the classroom)	Full time
Work contract (yes/no)	No
Ø Share of vocation-specific content (versus general content) in classroom education	Fully vocational
Classroom/workplace sequencing (alternating, sequentially)	N/A
Frequency of workplace learning (annually, semi-annually, quarterly, monthly, weekly)	N/A
Programme duration (years)	N/A
Involved actors	Family, Prajapati community, local government, and cooperatives
Reform years	1982, with the GTZ-run project CPPN (Ceramic Production Project Nepal)
Reforms summary	Starting process of modernisation of ceramic production. However, not all have adopted this approach.

Source: own illustration.

The duration of training in this programme is not fixed and depends on the individual capacity of the learner and the senior craftsperson. Different skills are needed for the production of ceramic or clay products, such as the identification of the clay spot, the quarrying, drying, dusting, sieving, and mixing of the clay, and the preparing of the item on the flywheel. Additionally, shaping, drying, furnishing, painting, and other miscellaneous skills are also acquired.

Despite the scarce information on non-formal programmes, it is well known that the present young generation is abandoning the traditional occupation and adopting other occupations, such as driving, tailoring, and mechanics.

Since the skill transfer is performed non-formally, there is no system of examination and certification. Nepal Bhasha [the Newari language] is the mother tongue of the ethnic people in Kathmandu Valley, and the instruction and learning activities generally take place in this language. Also due to the non-formal character of this training, there are no specific statistics about the age of students or workers. Furthermore, there is

no written curriculum; however, the skill set and the instructions for the senior craftspersons can be understood as a non-formal 'hidden' curriculum because it is not written but it is implemented during the daily training.

The majority of the enterprises providing pottery training are family-run; some of them are not even registered anywhere. The pottery work can also be found in some other places in Nepal, but they are mainly concentrated in Thimi, Bhaktapur. Decades ago, Prajapati families moved to different rural parts of the country, produced their ceramics, and sold their products. In recent years, however, since consumption of plastic and metallic utensils has increased, the use of ceramic production has diminished drastically. Consequently, they have concentrated their production on their localities in Thimi. Today, they sell their products mainly to consumers of the Kathmandu Valley. Some producers also transport the goods to other commercial centres in the country. Currently, the occupation is mainly limited to production of art items and flower pots.

Key Actors

The main actors in this programme are the Prajapati families and the local communities. During the 1990s, a project called the Ceramic Production Project Nepal (CPPN) provided some pottery workshops for improving kilns and flywheels. This project allowed the creation of a cooperative, which is still active in the sector. Despite the fact that a considerable number of families are still practicing the traditional ceramic production, they are afraid of losing expertise and tradition through a future modernisation process of the ceramic production. Other important actors are cooperatives and networks established by the CPPN project. The role of the government is limited to the provision of local-level services.

Finance

The main source of funding for the Kumale Pottery Training stems from the involved families. There is no explicit funding for this training; rather, the costs are met during the daily occupational activities.

Curriculum Development

Curriculum Design Phase

The pottery training in Thimi does not have a written curriculum, qualification standards, and examination system. The senior members of the family act as the main instructors. These persons usually follow a flexible and 'hidden' curriculum based on the experience they have.

Curriculum Application Phase

The implementation of the 'hidden' curriculum happens by performing the work and training.

Curriculum Feedback Phase

On the one side, the senior craftsperson coaches the trainee during his/her performance and provide the necessary feedback for improvement. On the other side, feedback stems from the learner. Senior craftspersons usually improve the quality of training based on the comments received from the participants. This creates a learning process for the trainee.

5   Conclusions and Outlook

Summarizing, this study shows that the majority of TVET programmes in Nepal are part of non-formal education and a smaller amount of programmes are part of formal education. Nevertheless, some of the non-formal TVET programmes are very small and are limited to certain ethnic groups, whereas formal TVET programmes are very important in terms of enrolment.

Based on the mapping of TVET programmes in Nepal, we identified forty-six TVET programmes through desk-based research and expert interviews conducted between March and April 2018. These include ten programmes classified within formal education for formal employment, eleven programmes classified in non-formal education for formal employment, and twenty-five programmes classified within non-formal education for informal employment.

Formal TVET programmes with long-term courses are an important part of the TVET programmes in Nepal. These programmes usually have a high enrolment rate and focus on covering a large population of students. Public organizations, private sector and universities usually represent the key actors in formal TVET programmes. The representation of formal programmes is regulated through the CTEVT Act, the CTEVT Assembly, and the CTEVT Council.

Non-Formal TVET programmes are very frequent. Institutional actors involved in non-formal TVET programmes are very diverse. For example, there are donor agencies as well as multiple government and non-government organizations. Some of the non-formal programmes aim self-employment or traditional employment. The tourism and hospitality sector is one of the major contributors of the GDP in Nepal. An example in this sector is the NATHM vocational training programme. Other non-formal TVET programmes are part of traditional occupations or small business. In Nepal, several traditional occupations can be classified as non-formal TVET programmes. We identified twenty-five programmes, in non-formal education and informal employment. The majority of these programmes are not fully described in this study due to lack of information.

For this research we selected four case studies. Two are formal programmes: the TSLC programme and ENSSURE Dual VET-Apprenticeship programme. Other two are non-formal programmes: the NATHM vocational training and the Kumale Pottery Training in Thimi and Bhaktapur.

First, the formal TSLC programme, which is one of the largest TVET programmes in terms of enrolment. It is run by the CTEVT. The main purpose of the programme is to provide students with technical knowledge and skills, and offer special training to vulnerable and discriminated groups. In the course of ongoing reforms, the programme duration and curricula are in a transition process. The former 15 and 29-month versions of the TSLC are being phased out and replaced by 18-month programme (12 months in-classroom training and six months on-the-job-training).

Second, the formal ENSSURE Dual VET-Apprenticeship programme is a pilot project funded by the Government of Nepal and the Swiss Agency for Development and Cooperation (SDC). Similar to the TSLC programme, the CTEVT is the main responsible for this programme. The programme lasts 24-months. It combines school and workplace-based training. Students spend the first three and the last month in technical schools, and twenty months on-the-job-training in a company. The programme exists for five different occupations but the first cohort of apprentices who started in 2018 are enrolled in only two of the available occupations. The ENSSURE programme has raised expectations to change the paradigm of TVET education in Nepal, moving from a school-based TVET to a dual VET.

Third, the NATHM vocational training is a non-formal training programme. Graduates of this programme enter formal employment. The graduates usually work in large hotels and travel agencies in Nepal and abroad. NATHM is not only a programme but also the major TVET provider in the tourism and hospitality sector. The duration of the training programme is usually between three to six months. Additional actors

involved in this programme include training providers such as the government, non-governmental organisations, and community organisations.

Fourth, Kumale Pottery training in Thimi, Bhaktapur is a non-formal-informal programme. It is non-formal in education and leads to informal employment. The Kumale pottery training is an example of traditional apprenticeship. This non-formal programme is organised and run by the caste groups locally known as *Kumale* (formally known as *Prajapati*) in Thimi of the Bhaktapur District. Despite the growing modernisation of the Nepalese economy the pottery training remains a traditional apprenticeship, which is preserved by the older generations. Skills are usually transferred from generation to generation. The key actors involved in this non-formal programme are family-run enterprises. Neither formal curriculum nor qualification standards exist for this programme. Learning takes place non-formally while working in the masters workshop.

The results of this country case study suggest that the federalisation process in Nepal (since 2015) is an ongoing process affecting the education system and the formal TVET programmes. In contrast, the nature of high informal employment in the country contributes to the perseveration of informal TVET programmes.

Defining formal and non-formal TVET programmes is not an easy task. We found out that even "TVET experts" have difficulties to find a common understanding to define the formality of the programmes. Despite these difficulties, we conducted interviews with ten experts from both national and provincial level. Collecting information about non-formal TVET programmes was especially challenging, since they are very poorly documented and they take place in rural areas.

The non-formal TVET programmes we included in this study represent only those programmes mentioned by the experts during the interviews (of three provinces from seven: Province-1, Province-2 and Province-3). Therefore, we encourage further research especially on traditional occupations and skills in Nepal, as well as on the coordination of stakeholders in executing formal and non-formal TVET programmes.

This country case is expected to be instrumental to policy makers, TVET researchers as well as general readers who want to understand the existing TVET programmes in Nepal. It is also useful for students that analyse the Technical and Vocational Education and Training in other countries.

Further Research

In a related study, Caves et al. (2019) measure the linkage (or power sharing) between actors from education and employment system of TVET programmes in Benin, Chile, Costa Rica and Nepal by means of an expert survey. Based on the results of this survey, they construct the KOF Education-Employment Linkage Index (KOF EELI), which quantifies the "degree of linkage" between actors in a TVET programme with respect to key processes in the curriculum value chain; namely, curriculum design, curriculum application (programme delivery), and curriculum updating.

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Appendix

Appendix A. Asset Mapping of TVET Programmes in Nepal

Table A1: Template for Asset Mapping for one Programme

Short title of indicator	Question and reasoning
Title of the programme	Please write the name of the programme
1. Form of education	**O formal** **O non-formal**
2. a) Number of students enrolled in the programme	**Specification**: How many students are enrolled in this programme in a given year? Please state enrolment in absolute numbers, no percentages. **Reasoning**: In general, the number of students in a specific programme is a good proxy for its importance, as it tells how many students can be reached by the programme.
2. b) Optional: Number of students who completed programme	***Specification: How many students graduate from this programme in a given year? Please state graduation in absolute numbers, not in rates.*** **Reasoning:** Helps understanding successfulness/effectiveness of programme.
3. Duration of the programme	**Specification:** How long does the programme last (typically)? Duration of the programme in weeks/months or years; indicating a range is better than setting an arbitrary mean. **Reasoning:** The duration of a programme may say much about its quality. We include this indicator to help demarcating TVET programmes from training programmes that we would not classify as TVET, e.g. active labour market programmes.
4. Geographical location/spread of the programme	**Specification:** Is it a nation-wide programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the programme's scope? **Reasoning**: It may be helpful to create a map to illustrate the coverage of a programme geographically - e.g. by coloring regions on a map.
5. Age of the average student or	**Specification:** What is the age of a typical student in the programme? OR: How old are the students in the programme on average?

typical age-range of students	**Reasoning:** This information can help disentangling certain vocational programmes from TVET, e.g. from training in the course of active labour market programmes. This may be an important criteria when selecting programmes.	
6. **Main function/purpose of the programme**	**Specification** - Initial education and training - Continuing education and training - Labour market integration: from unemployment to employment in formal sector - Labour market integration: from informal to formal sector employment - Poverty alleviation - Increase share of people with formal education, formalize the education system - Other: specify!	
	Reasoning: This indicator helps to identify TVET programmes and to delineate it from other programmes, such as active labour market programmes.	
7. **Target group of the programme**	**Specification** - Youth - Women - Disadvantaged groups (e.g. from excluded ethnicities) - Informal sector workers - Returnee migrants who have been working abroad - People affected by environmental disaster or war - Other: specify! - No specific target group	
	Reasoning: Same as before.	
8. *Prior education needed to enter programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the programme? If possible, please also mention the name of the degree that is needed to enter the programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a year in a workshop along with a master.	
	Reasoning: This indicator has several aspects. First, it helps to position a programme within the formal education system. In case of informal programmes, this indicator nevertheless helps to get an idea of the position of these programmes in relation to the formal education system. Second, this indicator also says something about the potential of the programme to improve the educational background of the students and thereby their labour market situation, which is one of our criteria for the selection of programmes. For example, if a student, who has not finished primary school, participates in a training programme that helps him improving his chances of finding a job and probably	

provides him the opportunity for further education in the formal educations system, this effect

9. Number of curricula covered by the programme	**Specification:** Are there curricula for the programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the programme have curricula? Please specify these!	
	Reasoning: The number of curricula tells something about the importance of the programme in terms of scope. Knowing the distribution of curricula across sectors and/or trades can help to identify further programmes (e.g. by searching in sectors for that no programme has been discovered so far).	
10. Percentage school- and work-based training	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?	
	Reasoning: This indicator helps us understanding the nature of the programme.	
11. Examination at end of pro-gramme	**Specification:** Is there an examination that marks the end-point of the programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the programme? What serves as a "stand-ard" for the evaluation (if there is one)? Who tests the skills of the students?	
	Reasoning: This indicator reveals whether or not there is a curriculum for the programme setting standards for the student's skills. This is an indicator to determine the quality and degree of formality of a programme.	
12. Progression routes from pro-gramme	**Specification:** Does the programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the programme does not provide access to the formal education system, does it provide access to informal programmes? What is the name of the programme to which it is possible to transfer?	
	Reasoning: This indicator helps understanding whether or not the programme is formal, it is effective in helping getting access to other formal programmes and to find other (formal or informal) programmes.	
13. Accreditation of programme	**Specification:** Is the programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?	
	Reasoning: Assessing whether or not the programme is accredited by some formal body is an indicator to determine the quality and degree of formality of a programme.	
14. Implementation of the pro-gramme	**Specification:** Who is responsible for the implementation of the programme?	
	Reasoning: Helps identifying one of the main actors in the programme.	

15. Formality of firms in which training takes place	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
	Reasoning: With this indicator, we can assess the degree of formality of a programme.
16. Formality of the programme	**Specification:** - Is the programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to a formal recognition (diploma, certificate)? - Does the programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the programme lead to a formal degree?
	Reasoning: With this indicator, we can assess the degree of formality of a programme.
17. Insert graph of quadrant category programmes	**Specification:** Please place the programme in the position in the quadrant that you think best corresponds to its degree of formality.
	Reasoning: With this indicator, we can assess the degree of formality of a programme.

Table A2: Overview of all Programmes in the Asset Mapping of Nepal

Kind of TVET Programme	Name of the programme	Category
TVET Programme under the Council for Technical Education and Vocational Training (CTEVT)	1. CTEVT Diploma/Certificate Programme	Formal-Formal
	2. CTEVT Technical School Leaving Certificate (TSLC) Programme	Formal-Formal
	3. CTEVT Technical Education in Community Schools (TECS) Diploma Level Programme	Formal-Formal
	4. CTEVT Technical Education in Community Schools (TECS) TSLC Programme	Formal-Formal
	5. CTEVT short term vocational training (including all I/N/GOs, CBOs and other interventions	Non-formal-Informal
	6. Skill Tests conducted by National Skill Testing Board/NVQA	Formal-Formal
	7. CTEVT ENSSURE Dual VET-Apprenticeship programme	Formal-Formal
TVET Programme under Government Ministries/ Departments/Training Centres	8. Technical Vocational Education in general schools (run by Department of Education, presently named as Centre for Education and Human Resource Development, CEHRD), MoE	Formal-Formal
	9. Vocational training under Vocational Skill Development Training Centre (VSDTC)/ MoLESS	Non-formal-Informal
	10. Vocational training under Foreign Employment Promotion Board/ MoLESS	Non-formal-Informal
	11. Vocational training under Department of Cottage and Small Industries (DCSI)/ MoICS	Non-formal-Informal
	12. Vocational training under Cottage and Small Industries Development Board (CSIDB) /MoICS	Non-formal-Informal
	13. Training under Industrial Enterprise Development Institute /MoICS	Non-formal-Formal
	14. Trainings under Ministry of Agriculture Development Training Centres	Non-formal-Informal
	15. Trainings under Ministry of Livestock and Poultry Development Training Centres	Non-formal-Informal
	16. Trainings under Ministry of Forest and Soil Conservation (MoFSC) Presently	Non-formal-Formal

	Ministry of Forest and Environment (MoFE)	
	17. Trainings under MoFALD including Local Development Training Academy (LDTA)	Non-formal-Formal
	18. Nepal Academy of Tourism and Hotel Management (NATHM) vocational trainings	Non-formal-Formal
	19. Health trainings conducted by Health Training Centres under/ MoHP	Non-formal-Formal
	20. Nursing Programme under Universities	Formal-Formal
	21. Trainings under Ministry of Women, Children and Social Welfare	Non-formal-Informal
TVET Programme under Corporations/Authorities/ Academies	22. Trainings conducted by Nepal Telecom Training Centre	Non-formal-Formal
	23. Trainings conducted by Civil Aviation Academy of Nepal (CAAN)	Non-formal-Formal
	24. Trainings conducted by Water-Supply Authorities (KUKL and others)	Non-formal-Formal
	25. Art trainings conducted by Nepal Academy of Fine Arts	Non-formal-Informal
	26. Media training conducted by Sancharika Samuha (Women Communicators' Group)	Non-formal-Formal
Trainings conducted by Business/Industries and Associations	27. Training by Mahila Udyami Mahasangh (Federation of women enterpreneuirsAssociaitons of Nepal)	Non-formal-Informal
TVET Programme under Individual Institution/Schools	28. Apprenticeship training run by Butwal Technical Institute (BTI)	Formal-Formal
	29. Vocational training component in community schools (separate from TECS or DoE Programme)/ e.g. Surkhet, Khotang	Formal-Formal
Non-formal TVET Programmes listed during Expert Interview and traditional occupational trainings (not fully described in the Asset Mapping due to lack of information)	30. Thanka painting training	Non-formal-Formal
	31. Tharu dance training in Chitawan	Non-formal-Formal
	32. Kumale Pottery training in Thimi, Bhaktapur	Non-formal-Informal
	33. Yarsagumba processing/packaging (Western Mountains)	Non-formal-Informal
	34. Vocational Training conducted by Aama Samuha (Mothers Groups)	Non-formal-Informal
	35. Micro Enterprizes trainngs conducted by Associations (MEGA, DMEGA, NMEGA)	Non-formal-Informal
	36. Home Based Handicrafts related trainigs (Traditional Apprenticeships)	Non-formal-Informal

	37. Training in film industries	Non-formal-Informal
	38. Bio-gas trainings	Non-formal-Informal
	39. Fashions trainings	Non-formal-Informal
	40. Improved vegetable farming with communities' effort (e.g. in Humla)	Non-formal-Informal
	41. Sheeps hair based training (in mountainous region, e.g. in Humla)	Non-formal-Informal
	42. Wood Carving training	Non-formal-Informal
	43. Chyabrung (traditional Limbu) dance and music training	Non-formal-Informal
	44. Dhime (traditional Newari) dance and music training	Non-formal-Informal
	45. Mithila Art training (Mithila Area)	Non-formal-Informal
	46. Bamboo Art (Jhapa)	Non-formal-Informal

Tables A3: Nepal asset mapping

TVET Programme under the Council for Technical Education and Vocational Training (CTEVT)

1. CTEVT Diploma/Certificate Programme

Short title of indicator	Question and reasoning
Title of the Programme	CTEVT Proficiency Certificate/Diploma
1. Form of education	**formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: 18043 (in the year B.S. 2074 as Per CTEVT TIM)
1. b) Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: 8069 (in recent year B.S. 2073/74, as per CTEVT Examination Controller's Office)
2. Duration of the Programme	**Specification:** How long does the Programme last (typically)? Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: 3 Years (exception of Diploma in Bio-medical equipment engineering, 18 months, which is run by the National Health Training Centre under Ministry of Health and Population (MoHP).
3. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide Programme
4. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:16-22 (This is the dominating age group, there is no restriction on the age limit. Older people also can take part.
5. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* *The purpose differs on the discipline to discipline. General purposed are:* - Provide technical knowledge and skills and to produce quality human resources in the field. - Prepare technical workforce who will demonstrate positive attitude and respect for the profession and socio-cultural values - Reduce the foreign dependence on employment - Labour market integration: from unemployment to self/employment in formal and informal sector (national/international market)

6.	**Target group of the Programme**	**Specification:** *leave only items that apply and delete the others!* No specific target group in general; certain special Programmes are running targeting special disadvantaged groups.
7.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: It differs trade to trade. However, following are general criteria: - For hearth related trades the applicant should secure minimum of C grade in English, Math and Science and CGPA should be minimum 2 in SEE; or in School Leaving Certificate (SLC) with second division. For TSLC graduates, minimum of 68.33% is necessary to be enrolled. - In SEE, minimum mark 'D' accepted in any one among the subjects English, Math and science, in all other subjects must be C grade - Entrance examination, selection on the basis of merit list. - Citizenship certificate (for the verification of student's name, parent's name, age, date of birth and address) - For the candidate applying for classified scholarship, some additional documents necessary.
8.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer: - Yes, curricula exist in written form - Curricula available in following trades **Health** 1. Proficiency Certificate Level (PCL) in General Medicine 2. PCL in Nursing 3. PCL in Medical Lab Technology 4. PCL in Disgnostic Radiography 5. PCL in Ayurveda 6. Diploma in Pharmacy 7. PCL in Dental Science 8. PCL in Ophthalmic Science 9. PCL in Physiotherapy 10. PCL in Acupuncture, Acupressure and Moxibustion 11. PCL in Beauty and Cosmetology 12. PCL in midwifery 13. PCL in Ayurveda Pharmacy **Engineering** 14. Diploma in Civil Engineering 15. Diploma in Mechanical Engineering 16. Diploma in Electrical Engineering 17. Diploma in Electronic Engineering

18. Diploma in Geometrics Engineering
19. Diploma in Computer Engineering
20. Diploma in Information Technology
21. Diploma in Architecture Engineering
22. Diploma in Biomedical Equipment Engineering (1.5 Year)
23. Diploma in Biomedical Engineering (3 Year)
24. Diploma in Electrical and Electronics Engineering
25. Diploma in Refrigeration and Air conditioning
26. Diploma in Automobile Engineering
27. Diploma in Hydropower Engineering

Agriculture
28. I.Sc. Ag (Plant Science)
29. ISc. Ag (Animal Science)
30. Diploma in Food & Dairy Technology

Management
31. Diploma in Entrepreneurship Development

Hospitality
32. Diploma in Hotel Management

Forestry
33. Diploma in Forestry

Others
34. Diploma in Social Works
35. Diploma in mass mummification and journalism

9. Percentage school- and work-based training	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?	
	Answer: It varies trade to trade, for instance, in agriculture, 3 months: 480 Hrs./2650 Hrs. - 3-months duration Work Experience Programme (WEP, 3 months *4 weeks*40 hours = 480 hours) - WEP should be completed before third year final examination.	
10. **Examination at end of Programme**	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?	
	Answer: Semester and yearly examination at the end of the semester and year; and final examination at the end of the Programme.	
11. Progression routes from Programme	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?	
	Answer: - Progression to formal education in relevant disciplines. Eligible to apply for the entrance examination of Bachelor level education within the same field. - Eligible to work as mid-level technicians/supervisor in the relevant sectors as prescribed by the Public Service Commission or the concerned authorities.	
12. **Accreditation of Programme**	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?	

	Answer: Yes, the Programme is accredited by CTEVT
13. Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?
	Answer: Technical schools/ Polytechnic Institutes (constituted, private and partnership) receiving approval/accreditation from CTEVT are responsible for the implementation of the Programme.
14. Formality of firms in which training takes place	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
	Answer: Yes, the Programme is operated in formally registered affiliated institutions.
15. Formality of the Programme	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Yes, the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate).
16. Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

2. CTEVT Technical School Leaving Certificate (TSLC) Programme

Short title of indicator	Question and reasoning
Title of the Programme	Technical School Leaving Certificate (TSLC)
1. Form of education	**Formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: 27813 (Trainees enrolled in B.S. 2074/75 as per CTEVT: A Glimpse) 28777 (Capacity of CTEVT affiliated institutions as per CTEVT Annual Report 2073/74)
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: 13157 (in recent year B.S. 2073/74, as per CTEVT Annual Report 2073/2074
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)? Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.

	Answer:
	Present system since 2016 (after SEE provision)
	    1) 18 months (12 months institutional + 6 months-OJT
	    2) 24-months apprenticeship (BT)
	    3) TSLC in textile and Sericulture 3 years + 1-year OJT (after 8 class pass)
	Before commencement of SEE system in 2016:
	- 15 months for post SLC (institutional 12 months and OJT 3 months)
	- 29 months for pre-SLC (24 months at school and 5 months OJT)

4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: This is a nation-wide Programme.
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:16-22 years (This is the dominating age group, there is no restriction on the age limit and in some trades (Programme) there are aged people too.)
6. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* *The purpose differs on the discipline to discipline. General purposed are:* - Provide technical knowledge and skills and to produce quality human resources in the field. - Prepare technical workforce who will demonstrate positive attitude and respect for the profession and socio-cultural values - Reduce the foreign dependence on employment - Labour market integration: from unemployment to self/employment in formal and informal sector (national/international market)

7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* No specific target group in general. However, certain special Programmes are running targeting special disadvantaged groups.
8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - For post-SLC 15-months duration Programme, minimum qualification is SLC pass - For pre-SLC 29-months duration Programme, minimum qualification is 10th grade pass - As per new provision, for the 18 months duration Programme, Secondary Education Examination (SEE) appeared.
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer: - Yes, curricula exist in written form - Curricula available in following trades **Engineering** 1. Civil 2. Automobile 3. Refrigeration and Air-Conditioning 4. Electrical Engineering 5. Electronics Engineering 6. Computer Engineering 7. Mechanical Engineering 8. Sanitation Engineering 9. Survey Engineering **Agriculture** 10. Animal Science 11. Plant Science 12. Veterinary Science 13. Textile and Sericulture JTA, after 8 class (3 years institutional, 1-year OJT) **Health** 14. Community Medical Assistant 15. Auxiliary Nurse Midwife 16. Ayurved Auxiliary Health Worker 17. Dental Hygienist 18. Lab Assistant 19. Community Aamchi Assistant **Others** 20. Culinary Art

	21. Hotel Management 22. Entrepreneurship Development 23. Social Mobilization 24. Computer Application and Secretarial Management
10. Percentage school- and work-based training	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
	Answer: It varies with the duration of the Programme. - For 15 months TSLC, duration of OJT is 3 months - For 29 months TSLS, duration of OJT is 5 months - As per new provision, for 18 months duration TSLC, duration of OJT is 6 months and 3 months in some trades)
11. Examination at end of Programme	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
	Answer: Yearly/Final examination at the end of the year and then starts OJT. The OJT evaluation is done from three side, from OJT provider, from the institution and from CTEVT.
12. Progression routes from Programme	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
	Answer: - the Programme allows progressing in the formal education system in relevant subjects. Eligible to apply for the entrance examination of Certificate/Diploma level in the same field. However, the graduate needs at least 68.66% marks. - the name of the awarded degree upon completion is TSLC (in relevant subject) - eligible to work as lower mid-level technicians in the relevant sector as prescribed by the Public Service Commission or the concerned authorities
13. Accreditation of Programme	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
	Answer: Yes, the Programme is accredited by CTEVT, an apex TVET institution.
14. Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?
	Answer: Technical school running the Programme (constituted, partnership, private , community general schools and partnership) is responsible for the implementation of the Programme.
15. Formality of firms in which training takes place	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
	Answer:

	Yes, the Programmes are run in formally registered public and private affiliated institutions which pay taxes.
16. *Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Yes, the Programme is structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads a formal recognition with the TSLC certificate through curriculum.
17. *Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education ←···········← Non-Formal Education ←———	———→ Formal Education Informal Employment

3. CTEVT Technical Education in Community Schools (TECS) Diploma Level Programme

Short title of indicator	Question and reasoning
Title of the Programme	CTEVT Diploma run in community schools
1. **Form of education**	**O formal**
2. **a) Number of students enrolled in the Programme**	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: 2704 (As per 2073/74 data of CTEVT Examination Controllers Office)
2 **b)Optional: Number of students who completed Programme**	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer:

		1285 (As per 2073/74 data of CTEVT Examination Controllers Office)
3.	*Duration of the Programme*	**Specification:** How long does the Programme last (typically)? Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
		Answer: - 3 Years
4.	*Geographical location/spread of the Programme*	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
		Answer: Conducted nationwide, in the community schools
5.	*Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
		Answer: 16-22 years
6.	*Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* *The purpose differs on the discipline to discipline. General purposed are:* - to provide technical knowledge and skills and to produce quality human resources in the field. - Prepare technical workforce who will demonstrate positive attitude and respect for the profession and socio-cultural values. - Reduce the foreign dependence on employment. - Labour market integration-from unemployment to employment (generally, in the formal sector).
7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - No specific target group
8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - In SEE, minimum mark D accepted in any one among the subjects English, Math and science, in all other subjects must be C grade - School Leaving Certificate (SLC) with second division - Entrance examination, selection on the basis of merit list.
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!

	Answer:
	- Yes, curricula exist in written form
	- Curricula available in following trades:
	  1. Agriculture (Plant Science)
	  2. Agriculture (Animal Science)
	  3. Computer Engineering
	  4. Electrical Engineering
	  5. Civil Engineering
	  6. Auto-mechanical Engineering
	  7. Mechanical Engineering

10. Percentage school- and work-based training	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
	Answer: It varies trade to trade, for instance and also the duration of the course. For instance, Technical SLC in agriculture3 months: 480 Hrs./2650 Hrs. - 3-months duration Work Experience Programme (WEP, 3 months *4 weeks*40 hours = 480 hours - WEP should be completed before third year final examination.
11. Examination at end of Programme	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
	Answer: Semester and Yearly examination in the end of the semester sand year and final examination at the end of the Programme.
12. Progression routes from Programme	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
	Answer: - Progression to formal education in relevant subjects - Diploma/Certificate in relevant subjects. - eligible to work as mid-level technicians in the relevant sectors as prescribed by the Public Service Commission or the concerned authorities - Eligible to apply for the entrance examination of Bachelor level within the same field
13. Accreditation of Programme	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
	Answer: Yes, the Programme is accredited by CTEVT
14. Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?
	Answer: Community school running the Programme is responsible for the implementation of the Programme.
	Specification: Does the majority of the training firms pay taxes and social security contributions for their employees?

15. Formality of firms in which training takes place	**Answer:** Yes, formally registered secondary school
16. Formality of the Programme	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Yes, the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)
17. Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. **Formal Employment** Informal Education ←···········→ Non-Formal Education ←————————→ Formal Education **Informal Employment**

4. CTEVT Technical Education in Community Schools (TECS) TSLC Programme

Short title of indicator	Question and reasoning
Title of the Programme	CTEVT Technical SLC run in community schools
1. Form of education	**O formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: 4823 (As per 2073/74 data of CTEVT Examination Controllers Office)
	Specification: How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.

2 b)Optional: Number of students who completed Programme	**Answer:** 2254 (As per 2073/74 data of CTEVT Examination Controllers Office)
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: - 15 Months after School Leaving Certificate (SLC) - However, the course duration is converted to 1.5 years recently (1 year institutional and 6 months OJT) after introducing SEE (Secondary Education Examination) in place of SLC (School Leaving Certificate)
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the scope?
	Answer: Nation-wide
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:16-22 years
6. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* *The purpose differs on the discipline to discipline. General purposed are:* - to provide technical knowledge and skills and to produce quality human resources in the field. - Prepare technical workforce who will demonstrate positive attitude and respect for the profession and socio-cultural values - Reduce the foreign dependence on employment - Labour market integration: from unemployment to employment in formal sector
7. Target group of the Programme	**Specification:** *leave only items that apply and delete the others!* No specific target group; Certain special Programmes are running targeting special disadvantaged groups.
8. Prior education needed to enter Programme and other entry requirements	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
	Answer: - Minimum qualification is SLC pass - As per new provision, for the 18 months duration Programme, Secondary Education Examination (SEE) appeared.

9. Number of curricula covered by the Programme	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!	
	Answer: - Yes, curricula exist in written form - Curricula available in following trades: 1. Agriculture (Plant Science) 2. Agriculture (Animal Science) 3. Computer Engineering 4. Electrical Engineering 5. Civil Engineering 6. Auto-mechanical Engineering 7. Mechanical Engineering	
10. Percentage school- and work-based training	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?	
	Answer: It varies with the duration of the Programme. - For 15 months TSLC, duration of OJT is 3 months - As per new provision, for 18 months duration TSLC, duration of OJT is 6 months	
11. Examination at end of Programme	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?	
	Answer: Yearly examination in the end of the year and final/yearly examination at the end of the Programme.	
12. Progression routes from Programme	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?	
	Answer: - Progression to formal education in relevant subjects - TSLC in relevant subjects. - eligible to work as mid-level technicians in the relevant sector as prescribed by the Public Service Commission or the concerned authorities - Eligible to apply for the entrance examination of Certificate/Diploma level	
13. Accreditation of Programme	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?	
	Answer: Yes, the Programme is accredited by CTEVT	
14. Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?	
	Answer:	

	General school running the TECS Programme is responsible for the implementation of the Programme.
15. *Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
	Answer: Yes, formally registered CTEVT affiliated community secondary schools
16. *Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Yes, the Programme is structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads a formal recognition with the TSLC certificate
17. *Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

5. CTEVT short term vocational training (including all I/N/GOs, CBOs and other interventions)

CTEVT run public and private technical schools to conduct short-term vocational training and has 178 curriculums for these short-term vocational courses. Such curriculums are also being used for TVET projects of NGOs and INGOs. However, no data was found on which of the courses are currently being used. One requirement for TVET projects supported by donor partners is the Skill Test at the end of the training. The following list provides a glimpse on the biggest projects and donors that run this kind of short-term TVET programmes, and detailed information are in the Table

1. Enhanced Vocational Education and Training (EVENT): World Bank supported
2. Skill Development Project (SDP): ADB Supported
3. Employment Fund: SDC and DFID supported

4. Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE): SDC supported
5. Technical Vocational Education and Training Practical Partnership (TVET PP): European Union supported

Short title of indicator	Question and reasoning
Title of the Programme	Vocational training
1. Form of education	**O non-formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: Different
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: 35185 (Based on Comprehensive TVET Annual Report 2072/73, Skill Test Attended number, 2016)
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: 1 months to 12 months (3 months duration training are the dominant)
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide as well as targeted towards special groups in certain projects.
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:18-45 (This is only the dominant category)
6. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* - Employment
7. Target group of the Programme	**Specification:** *leave only items that apply and delete the others!* - Targeted special groups of people including female, Dalits, indigenous nationalities, martyr's family, conflict victims etc
8. Prior education needed to enter Programme and other entry requirements	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here!

		- For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a work-shop along with a master.
		Answer: - Generally literate but depends on the type of training.
9.	*Number of curricula covered by the Pro-gramme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!

Answer: Following are the curricula available from CTEVT

Animal Science
1. Dairy product/Sweets Maker, 2008-550 hrs
2. Community Livestock Assistant (Revised, 2016)-422 hrs
3. Wool Processor, 2008-460 hrs
4. Slaughter House Technician, 2010-390 hrs
5. Village Animal Health Worker, 2013-390 hrs-Nepali
6. Poultry Farm Worker, 2013-390 hrs-Nepali
7. Goat Keeper-2071-390 hrs-Nepali
8. Junior Fishery Technician- 2071 -390 hrs.-Nepali
9. Community Livestock Assistant Technician _2071 (L-2)-520 hrs.-Nepali

Plant Science
10. Sericulture Technical Worker, 2007-140 hrs
11. Nursery & Garden Assistant-2015 (Assistant Florist)-390 hrs
12. Garden designer- Revised-2014-550 hrs
13. Flower Decorator Revised -2014-390 hrs
14. Fruit Processor Revised -2014-390 hrs
15. Allo Processor, 2008-160 hrs
16. Cardamom Processor, 2008-460 hrs
17. Herb Processor, 2008-460 hrs
18. Off Season Vegetable Producer Revised, 2015-390 hrs-
19. Banana Fibre Craft Person, 2008-460 hrs-
20. Assistant Tea Technician, Revised-2071-430 hrs-
21. Assistant Coffee Technician-, Revised-2071-460 hrs-
22. Bee Keeper Nepali- 2070 (2008)-460 hrs-Nepali
23. Community Agriculture Assistant Revised, 2015-390 hrs -
24. Vegetable Processor, 2009-550 hrs-
25. Herbal Farm Worker, Revised -2070-390 hrs-Nepali
26. Mushroom Producer, 2013 (Revised)-390 hrs-Nepali
27. Banana Handmade Paper Maker, 2070-390 hrs-Nepali
28. Khoto Collector _2013-390 hrs.-Nepali
29. Ginger Farmer Final-2071-280 hrs.-Nepali
30. Banana Farming Technician- 2071-390 hrs.-Nepali

Engineering
Civil
31. Mason Revised -2015 -320 hrs-Nepali
32. Skill Upgrading Training for Mason, 2016-40 hrs-Nepali
33. Skill Upgrading Training for Construction Carpenter, 2016-40 hrs-Nepali

34. Shuttering Carpenter Revised- 2014-434 hrs-Nepali
35. Bar Bender, Revision -2014 -390 hrs-Nepali
36. Scaffolder Revised- 2070-390 hrs-
37. Tile and Marble Fitter Revised- 2070-390 hrs-Nepali
38. Assistant Furniture Maker, Revised-2071-390 hrs-Nepali
39. General Carpenter Revised- 2070-460 hrs-Nepali
40. Marble Polisher, 2009 -390 hrs-Nepali
41. Junior House Painter Revised - 2010-390 hrs-
42. Construction Worker Revised Revised-2070-390 hrs-Nepali
43. Stone Layer Mason, 2012-390 hrs-Nepali
44. Gypsum Installer, 2012-390 hrs.-Nepali
45. Plasterer, 2013-390 hrs.-Nepali
46. Assistant Plumber Revised_ 2013-390 hrs-Nepali
47. Trail Bridge Technician_2006-175 hrs.-
48. Gabion Weaver_2070-390 hrs.-Nepali
49. Geo-Engineering Lab technician _2071-390 hrs.-
50. Local Road Supervisor _2009   -550 hrs.-
51. Furniture Maker_2071 (L-2)-390 hrs.-Nepali
52. Professional Carpenter 2017-1696 hrs.-Nepali
53. Professional Plumber 2017-1696 hrs.-Nepali
54. Professional Mason 2017-1696 hrs.-Nepali
55. Mason L-2, 2017-390 hrs-Nepali
56. Plumber L-2, 2017-390 hrs-Nepali

Computer
57. Computer Operator (Basic Computer Application) _ 2014-220 hrs-
58. Computer Hardware Technician, 2012-390 hrs
59. Computer Repair & Maintenance Technician, 2012-390 hrs
60. Computer System Administrator & Developer _2014-1320 hrs

Electronics/Electrical
61. Telecom Technician, Revised-2015-1400 hrs-
62. Telecom Outside/External Plant Technician, 2014-943 hrs-
63. Junior building Electrician Revised -2070   -390 hrs-Nepali
64. Electrical Appliances Repairer (Revised, 2016)-390 hrs-
65. Radio TV Repairer Revised, 2008-460 hrs-
66. Industrial Electrician Revised- 2070-390 hrs-Nepali
67. Electromechanical Technician, 2009-780 hrs-
68. Solar PV Technician -2010-460 hrs-
69. Telecom Lineman Revised -2070-390 hrs-
70. Mobile Phone Repairer -2012-390 hrs-Nepali
71. FM Radio Technical Assistant, 2012-390 hrs-Nepali
72. Electric Motor Rewinder, 2013-390 hrs-Nepali
73. Cell-Mobile Phone Repair Technician _2071 (L-2)-390 hrs.-Nepali
74. Building Electrician Final, 2071 (L-2)-520 hrs.-Nepali
75. Professional Building Electrician 2017-1696 hrs.-Nepali

Mechanical
76. Repairing and maintenance of pump set (Diesel Engine and Water pump) _2002-280 hrs.-
77. Assistant Welder _2070   -550 hrs-Nepali
78. Cycle and Riksa Mechanic, 2004 -230 hrs

79. Metal Work Helper, 2004 -367 hrs-
80. Water Pump Repair Assistant, 2004 -247 hrs-
81. Auto Painter, 2008-460 hrs-
82. Light Vehicle Driver, 2008-390 hrs-
83. Lathe Setter Operator, 2015-460 hrs-
84. Auto Mechanic Revised, 2009-390 hrs-
85. Boiler Operator, 2010-460 hrs-
86. Motor Cycle Mechanic Revised- 2070-390 hrs-Nepali
87. Ref. and A C Mechanic- 2012-390 hrs-Nepali
88. Ordinary Seaman- 2013-390 hrs-
89. Stainless steel fabricator Revised, 2070-407 hrs.-Nepali
90. Power Tiller Repair (PA)_2070-390 hrs-Nepali
91. ACP Insulator_2070-407 hrs.-Nepali
92. Aluminium Fabricator _2070-408 hrs.-Nepali
93. Steal Furniture Maker _2070-390 hrs-Nepali
94. Offset press Operator- 2014-390 hrs-Nepali
95. Excavator Operator -2014- 190 hrs-Nepali
96. Back hoe loader Operator- 2014- 190 hrs-Nepali
97. Aluminium Fabricator- 2071 (L-2)-620 hrs.-Nepali
98. Structural Fabricator - 2071(L-2)-500 hrs.-Nepali
99. Junior Industrial Machine Operator-2071-390 hrs.-Nepali Junior Mill Machine Operator-2071-390 hrs.-Nepali
100. Junior Optical Dispenser, 2072-390 hrs-Nepali
101. Mechanical Fitter, 2017-390 hrs.-Nepali
102. Metal Handicraft Assistant 2017-390-Nepali
103. Professional Welder 2017-1696 hrs.-Nepali
104. Professional Aluminium Fabricator 2017-1696 hrs.-Nepali
105. Professional Motorcycle Mechanic 2017-1696 hrs.-Nepali

Health

106. Caregiver, 2007-390 hrs-
107. Dental Chair Side Assistant, 2010-390 hrs-
108. Dental Lab Mechanic, 2010-390 hrs-
109. Traditional Ayurveda Worker (TAW), 2013-550 hrs-
110. Physical Rehabilitation Assistant-490 hrs.-
111. Assistant Massage Therapy-2014-420 hrs.-Nepali
112. Community Ear Heath Worker, 2072-400 hrs.-Nepali
113. Village Nature Cure Worker 1998-6 months-

Tourism/Hospitality

114. Cooking/Baking (1)-11-
115. Commercial Cooking/Baking, 2001-792 hrs-
116. Assistant Cook, 2004 -211 hrs-
117. Chinese Cuisine Cook (Revised, 2016)-390 hrs-
118. Indian Cuisine Cook (Revised, 2016)-390 hrs-
119. Continental Cuisine Cook (Revised, 2016)-390 hrs-
120. General Cook, 2012-390 hrs-Nepali
121. Baker, 2013-390 hrs-Nepali
122. Fast food Cook, 2013 (AP)-390hrs-Nepali
123. General Cook (Commis II) _2071 (L-2)-390 hrs.-Nepali
124. Barista 2017-390 hrs.-English
125. Professional Cooks 2017-1696 hrs.-Nepali
126. Front Office/Housekeeping (2)-7-

127. Assistant Waiter/Waitress, 2015-390 hrs-Nepali
128. Room Attendant, 2012-390 hrs-Nepali
129. Housekeeping cleaner (AP)_2070-390 hrs-Nepali
130. Hotel Assistant_ 2070-390 hrs-Nepali
131. Bar Tender, 2016-390 hrs.-Nepali
132. Trekking Guide, 2016-260 hrs.-Nepali
133. Waiter/Waitress L-2, 2017-390 hrs-English

Secretarial/Management
134. Saving and credit mobilizing--40 hrs-
135. Library Assistant _2012-390 hrs.-
136. Receptions Cum Cashier_2070-390 hrs.-Nepali
137. Enterprise Development Facilitator-2071 (L-2) -1500 hrs.-Nepali
138. Sales person, 2072-390 hrs-Nepali

Education/Pedagogy
139. Montessori Revised- 2011 -390 hrs-
140. Psychosocial counselor-2010-780 hrs-
141. Paralegal Assistant -2070-415 hrs.-Nepali
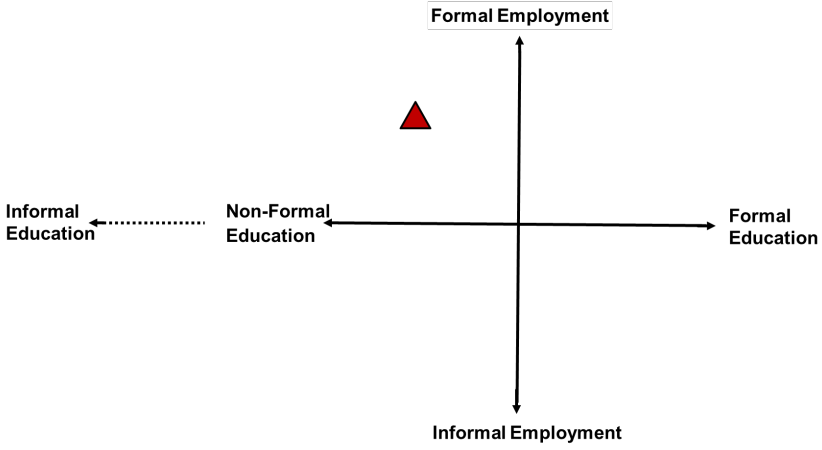142. Singer, 2070-390 hrs.-Nepali

Handicrafts
143. Doll Cushion Maker, 2016-390 hrs-
144. Beads, pearls and crystal's Items Maker_2016-225 hrs-
145. Junior Ceramics Assistant, 2004 -303 hrs-
146. Junior Paper Artisan, 2004 -258 hrs-
147. Junior Bamboo Artisan, 2016-244 hrs-
148. Junior Wood Artisan 2004 -296 hrs-
149. Carver 2064,1500 hrs
150. Turner 2064, 1280 hrs
151. Nepali Hand Paper Maker, 2008-390 hrs-
152. Wooden Handicraft Maker, 2010 -390 hrs-
153. Woollen Hand Knitter, 2013-390 hrs-Nepali
154. Woollen Machine Knitter, 2013-390 hrs-Nepali
155. Tharu -Handicraft Maker, 2070-390 hrs-Nepali
156. Bans Furniture Maker, 2070-390 hrs-Nepali
157. Bans Shilpakar, 2070-456 hrs.-Nepali

Miscellaneous
158. Assistant studio Photographer Revised, 2014-390 hrs.-Nepali
159. Assistant Beautician, Revised, 2071-390 hrs-Nepali
160. Shoe Maker and 2070-390 hrs-Nepali
161. Security Guard Revised, 2070-460 hrs.-Nepali
162. Mithila Folk Artist, 2008-520 hrs-
163. Fashion Designer (Revised, 2008)-460 hrs-
164. Assistant Tailor, 2016 (Revised Tailor Master, 2008)-390 hrs-
165. Fabric Painter, 2008-460 hrs-
166. Thanka Art Maker, 2070-420 hrs-Nepali
167. Assistant Barber, Revised-2013-390 hrs-Nepali
168. Hand Embroider, 2013 Revision-390 hrs-Nepali
169. Dhaka Weaver- 2070-454 hrs.-Nepali
170. Thread Spinner- 2070   -390 hrs-Nepali
171. Galaicha Bunkar- 2070-390 hrs-Nepali
172. Garment Fabricator Final- 2071-390 hrs.-Nepali

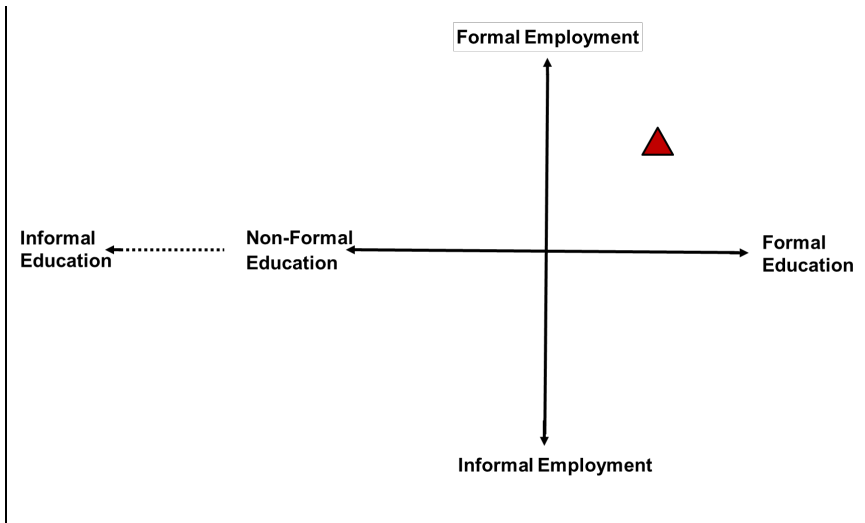|		
		173. Child protection Worker -2071-1000 hrs.-Nepali
		174. Beautician - 2071 (L-2) -670 hrs-Nepali
		175. Tailor -2071 (L-2)-390 hrs.-Nepali
		176. Junior Book Binder-2071-390 hrs-Nepali
		177. Sahayak Purohit, 2072-670 hrs-Nepali
		178. Micro Hydro Assistant 2017-550 hrs-Nepali
		179. Prarambhik Jyotish, 2017-390 hrs-Nepali
10.	*Percentage school- and work-based train- ing*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - Practical based
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Regular assessment, no final examination
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Working as a semi/skilled human resource in the related field - No formal progression route
13.	*Accreditation of Pro- gramme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: CTEVT accredited non-formal Programme
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Training institution/TVET Project/technical school running the Programme is responsible for its implementation.
15.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally approved government training Centre
16.	*Formality of the Pro- gramme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly desig- nated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to pro- gress within the formal education system?

		- Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - The Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). It doesn't lead to a formal degree that allows to progress within the formal education system. However, after the completion of the training, most of the Programme provisions for sitting the participants at skill test.
17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education Non-Formal Education Formal Education Informal Employment

6. *Skill Tests conducted by National Skill Testing Board/NVQA*

Short title of indicator	Question and reasoning
Title of the Programme	Skill Testing
1. Form of education	- formal (Test of skills obtained from formal, non-formal or informal way)
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: Skill test conduction: Up to F.Y. 2075/76 [2018/19] Total applicants: 494909; appeared on the exam- 470486
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: Skill test passed: Up to F.Y. 2075/76 [2018/19]: 349079
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: - N/A as the Programme is skill test

4. **Geographical location/spread of the Programme**	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?	
	Answer: Nation-wide	
5. **Age of the average student or typical age-range of students**	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?	
	Answer: 16-50 years	
6. **Main function/purpose of the Programme**	**Specification:** *leave only items that apply and delete the others!* *The purpose differs on the discipline to discipline. General purposed are:* - Identification of skills, preparation of National Occupational Skills Standard (NOSS), conduct skill test and certify (from elementary to level-4)	
7. **Target group of the Programme**	**Specification:** *leave only items that apply and delete the others!* No specific target group	
8. **Prior education needed to enter Programme and other entry requirements**	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme.	

	Answer:
	General Criteria:
	- Nepalese Citizenship Card holder
	- Age 16 years or above
	- Other requirements depend on the level of the skill test as following:
	   • For Level-I: (Literate + one-year experience) or 160 Hrs. training
	   • For Level-II: (Literate + three year. experience) or 600 Hrs. training; or one-year experience after Skill Test Level I
	   • For Level-III: (Literate + five years' experience) or two years' work experience after one-year training; or 1-year work experience after Skill Test level-II
	   • For Level-IV: As prescribed by NOSS	

9. **Number of curricula covered by the Programme**	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!	
	Answer: - Yes, exists 237 National Occupational Skills Standards (NOSS)/ Occupational Profiles (OP)	
10. **Percentage school- and work-based training**	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?	
	Answer: Total experienced based	
11. **Examination at end of Programme**	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam?	

	Answer: Skill Test only (both written and practical)	
12. *Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?	
	Answer: - Progression routes for the employment. However, after finalization of NVQS, there might be multiple routes.	
13. *Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?	
	Answer: Yes, the Programme is conducted by the national level board: National Skill Testing Board (NSTB)	
14. *Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?	
	Answer: National Skill Testing Boarding (NSTB)	
15. *Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?	
	Answer: Skill Testing Centres are formal institutions	
16. *Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?	
	Answer: - The skill test is the process for formalizing non-formal and informal learning formal.	
17. *Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.	

7. CTEVT ENSSURE Programme

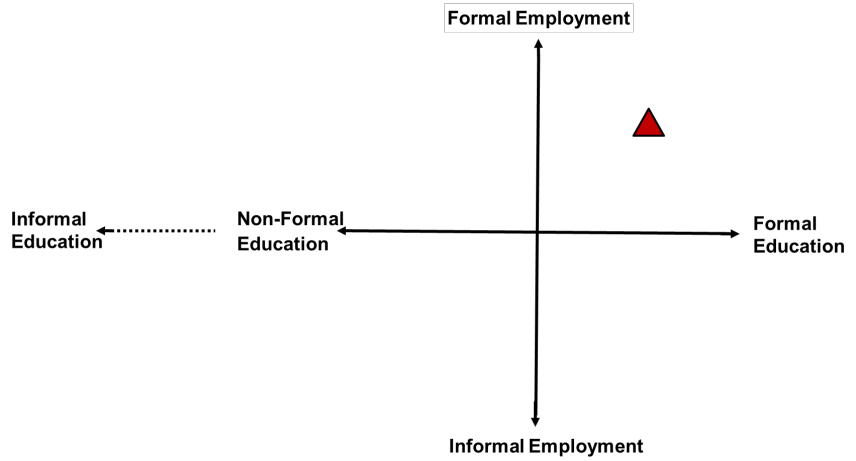| Short title of indicator	Question and reasoning
Title of the Programme	Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) Programme
1. Form of education	**Formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: - Dual VET Apprenticeship: 181 enrolled (Other 1000 are in the enrolment process. - Short-courses (10 months training + Skill level-II) - Total 5800 persons - 3550 completed (2017 April to 2019 July), different stage.
2 b) Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: - Dual VET Apprenticeship not yet completed (as duration of the course is 24 months) -
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: - Dual VET Apprenticeship: 24 months (3 months institutional +20-months workplace +1month institutional) - Short courses: 10 months
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide Programme being implemented in whole provinces

5. *Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?	
	Answer: Dual VET Apprenticeship 16-25 (as per guidelines) Domination age group: 22-30 years	
6. **Main function/purpose of the Programme**	**Specification:** *leave only items that apply and delete the others!* *The purpose differs on the discipline to discipline. General purposed are:* - Assure industry exposure - Increase employability - Prepare technical workforce who will demonstrate positive attitude and respect for the profession and socio-cultural values	
7. **Target group of the Programme**	**Specification:** *leave only items that apply and delete the others!* - Dual VET Apprenticeship (same as in short course, 60% disadvantaged group but women 10-50 % depending on occupation)	
8. *Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.	
	Answer: **For Dual VET Apprenticeship:** - SEE pass (any grade) other same as above	
9. *Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!	
	For Dual VET Apprenticeship: 1. SEE pass (any grade) 2. other same as above TSLC in Mechanical Engineering 3. TSLC in Electrical Engineering 4. TSLC in Automobile Engineering 5. TSLC in Information Technology 6. TSLC in Hotel Management	
10. *Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?	
	Dual VET Apprenticeship: - 15% institutional (4 months on 24 months)	

11. Examination at end of Programme	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
	Answer: Dual VET Apprenticeship: - Mid-term evaluation (Quality Examination)- 3 (By industry with the help of training centre) - Final exam- 1 (from CTEVT)
12. *Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
	Answer: - For short course graduates, self/employment - Discussion ongoing for further pathways. (Butwal Training Institute graduates are getting enrolled in other higher level courses too).
13. Accreditation of Programme	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
	Answer: Yes, accredited by CTEVT
14. Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?
	Answer: CTEVT is the main implementation, Associations are supporting on this Technical schools/ Polytechnic Institutes (constituted, private) receiving approval/accreditation from CTEVT are also responsible for the implementation of the Programme.
15. *Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
	Answer: Yes, the Programme is operated in formally registered affiliated institutions
16. Formality of the Programme	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Yes, the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and

	typically leads to lead to a formal recognition (diploma, certificate) as per curriculum.
17. Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education ← Non-Formal Education ←	Formal Education Informal Employment

TVET Programme under Government Ministries/ Departments/Training Centres

8. Technical Vocational Education in general schools (run by Department of Education, presently named as Centre for Education and Human Resource Development, CEHRD), MoE

Short title of indicator	Question and reasoning
Title of the Programme	TVE stream in secondary schools
1. Form of education	**O formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: (in recent year B.S. 2073/74)/ Total numbers of schools running TVE stream=24000
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: 24000
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: 5 years (4 years in school, class 9-12 and 1 year OJT)
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide/ conducted in general schools
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:13-18 years
6. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* - Work-oriented, practical and skillful human resources - Increase possibility of easy access to the labour market - Educational quality improvement
7. Target group of the Programme	**Specification:** *leave only items that apply and delete the others!* - Open to all
8. Prior education needed to enter Programme and other entry requirements	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here!

		- For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Continuation from class 8 and above
9. **Number of curricula covered by the Programme**		**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer: - Yes, curricula exist in written form - DoE approved curricula **Following are the subjects and schools (total 284)** - Animal Science (in 29 schools) - Plant Science (in 94 schools) - Civil Engineering (in 71 schools) - Computer Engineering (72 schools) - Electronics Engineering (27 schools) - Music (1 school) (Recently, in F. Y. 2075/76, other 150 schools granted approval for running the Programme)
10. **Percentage school- and work-based training**		**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - School based with community practice provision - OJT of total duration of 1 year is provisioned by the guidelines but whether after the class 12 or distributed in class 10 (3 months), class 11 (3 months) and class 12 (6 months) is under the discussion.
11. **Examination at end of Programme**		**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Yearly examinations at the end of each grade, 9, 10, 11 and - Final examination at Class 12
12. **Progression routes from Programme**		**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Yes, the completion of the course (Class 12 plus one-year OJT), the graduates can go for higher education.
13. **Accreditation of Programme**		**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?

		Answer: Yes, accredited by DoE (presently, CEHDR) under Ministry of Education, Science and Technology-MoEST)
14. Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?	
	Answer: The school running the Programme is responsible.	
15. Formality of firms in which training takes place	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?	
	Answer: Yes, formally registered affiliated institute	
16. Formality of the Programme	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?	
	Answer: - Yes, structured Programme - Yes, it allows for further education, but still under the discussion	
17. Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.	

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9. *Vocational training under Vocational Skill Development Training Centre (VSDTC)/ Mo-LESS*

Short title of indicator	Question and reasoning
Title of the Programme	Vocational training
1. Form of education	**O non-formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: ~ 7000 (in recent year B.S. 2015/16)
2. b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: ~ 7000 (in recent year B.S. 2015/16)
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)? Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: some weeks
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide as per government approve annual Programme and budget
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:18-45
6. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* - Employment generation
7. Target group of the Programme	**Specification:** *leave only items that apply and delete the others!* - Targeted special groups of people including female, Dalits, indigenous nationalities, martyr's family, conflict victims etc
8. Prior education needed to enter Programme and other entry requirements	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at

		least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Generally literate but depends on the type of training
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!

		Answer:
		- Yes, curricular frame exists
		- Curricular frame available in following trades
		  1. General Mechanics
		  2. Electrical Wiring
		  3. Plumbing
		  4. Beauty Parlor
		  5. Tailoring
		  6. Electronics Repairing
		  7. Motorcycle Repairer
		  8. Auto-mechanics
		  9. Computer
		  10. Welding
		  11. Bamboo production
		  12. Pump set Mechanics
		  13. Dhaka weaving
		  14. Carpentry
		  15. Stone layer
		  16. Shuttering Carpenter
		  17. Tile and Marble Fixer

10.	*Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - Practical based
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Regular assessment, no final examination
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Working as a skilled human resource in the related field - No formal progression route

13.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Government training centre Accredited by MoLESS
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Vocational Skill Development Training Centre, MoLESS
15.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally registered affiliated institute
16.	*Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Less structured Programme - Yes, it does not allow for the further education
17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

10. Vocational training under Foreign Employment Promotion Board/ MoLESS

Short title of indicator	Question and reasoning
Title of the Programme	Vocational training
1. ***Form of education***	**O non-formal**
2. ***a) Number of students enrolled in the Programme***	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: 10000 (in recent year B.S. 2073/74)
2 ***b)Optional: Number of students who completed Programme***	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: 9000 (in recent year B.S. 2073/74)
3. ***Duration of the Programme***	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: 1 month
4. ***Geographical location/spread of the Programme***	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide as per government approve annual Programme and budget
5. ***Age of the average student or typical age-range of students***	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:18-45 (Approximate)
6. ***Main function/purpose of the Programme***	**Specification:** *leave only items that apply and delete the others!* - Foreign Employment
7. ***Target group of the Programme***	**Specification:** *leave only items that apply and delete the others!* - Targeted special groups of people including female, Dalits, indigenous nationalities, martyr's family, conflict victims etc
8. ***Prior education needed to enter Programme and other entry requirements***	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.

		Answer: - Generally literate but depends on the type of training
9.	**Number of curricula covered by the Programme**	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer: - Yes, curricular frame exists - Curricular frame available in following trades 1. General Mechanics 2. Electrical Wiring 3. Plumbing 4. Beauty Parlor 5. Tailoring 6. Electronics Repairing 7. Motorcycle Repairer 8. Auto mechanics 9. Computer 10. Welding 11. Bamboo production 12. Pump set Mechanics 13. Dhaka weaving 14. Carpentry 15. Stone layer 16. Shuttering Carpenter 17. Tile and Marble Fixer
10.	**Percentage school- and work-based training**	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - Practical based
11.	**Examination at end of Programme**	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Regular assessment, no final examination
12.	**Progression routes from Programme**	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Working as a skilled human resource in the related field targeting skills demand in the destination countries. - No formal progression route
13.	**Accreditation of Programme**	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?

	Answer: Non-accredited non-formal Programme
14. *Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
	Answer: Foreign Employment Promotion Board Secretariat through accredited training institutions.
15. *Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
	Answer: Yes, formally registered affiliated institute
16. *Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Curriculum exists - it does not allow for the further education
17. *Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

11. Vocational training under Department of Cottage and Small Industries (DCSI)/ MoICS

Short title of indicator	Question and reasoning
Title of the Programme	Vocational training
1. *Form of education*	**O non-formal**

2.	**a) Number of students enrolled in the Programme**	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
		Answer: 8750 recent year B.S. 2015/16)
	2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
		Answer: 8750 (in recent year B.S. 2015/16)
3.	**Duration of the Programme**	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
		Answer: 1 Week to 3 months
4.	**Geographical location/spread of the Programme**	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
		Answer: Nation-wide as per government approve annual Programme and budget
5.	**Age of the average student or typical age-range of students**	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
		Answer:18-45 (Approximate)
6.	**Main function/purpose of the Programme**	**Specification:** *leave only items that apply and delete the others!* - Employment generation
7.	**Target group of the Programme**	**Specification:** *leave only items that apply and delete the others!* - Targeted special groups of people including female, Dalits, indigenous nationalities, martyr's family, conflict victims etc
8.	**Prior education needed to enter Programme and other entry requirements**	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Generally literate but depends on the type of training
9.	**Number of curricula covered by the Programme**	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered.

		- For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer: 1. Bio-briquette production 2. Mens' shoes production 3. Valvet and Dhaka Shoe making 4. Pote making 5. Steel-fixing 6. Masonry 7. Shuttering Carpentry 8. Scaffolding 9. Doll and cushion production 10. Rubber mould and ceramic goods 11. Shopping bag from Nepali paper and newspaper 12. Table fuldani making from plastic moulds
13.	*Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - Practical based
14.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Regular assessment, no final examination
15.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Working as a skilled human resource in the related field - No formal progression route
16.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Not accredited non-formal Programme
17.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Vocational Skill Development Training Centre, MoLESS
18.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer:

		Yes, formally registered government training centre

19.	*Formality of the Programme*	**Specification:**
		- Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)?
		- Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system?
		- Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer:
		- Less structured Programme
		- Yes, it does not allow for the further education

20.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.
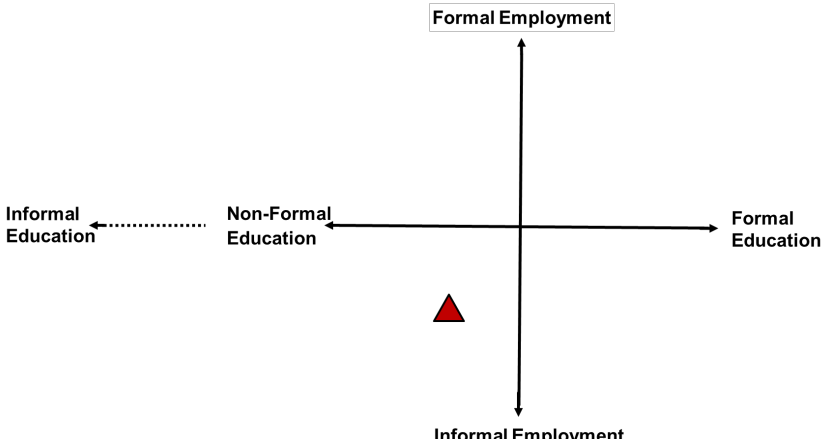
12. *Vocational training under Cottage and Small Industries Development Board (CSIDB) /Mo-ICS*

Short title of indicator	**Question and reasoning**
Title of the Programme	Vocational training
1. *Form of education*	**O non-formal**
2. a) *Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: 12000
2 b)*Optional: Number of students who completed Programme*	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer:12000 Not available

3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.	
	Answer: 1 Week to 3 months	
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?	
	Answer: Nation-wide as per government approve annual Programme and budget	
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?	
	Answer:18-45 (Approximate)	
6. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* - Employment generation	
7. Target group of the Programme	**Specification:** *leave only items that apply and delete the others!* - Targeted special groups of people including female, Dalits, indigenous nationalities, martyr's family, conflict victims etc	
8. Prior education needed to enter Programme and other entry requirements	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.	
	Answer: - Generally literate but depends on the type of training	
9. Number of curricula covered by the Programme	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!	
	Answer: 1. Allo (nettle) Fibre Processing 2. Bag Making 3. Bakery 4. Bamboo crafts 5. Bakery 6. Bead Works 7. Bee Keeping & honey Processing 8. Bhuja (Muri) Making	

9. Bicycle & Riksa Repairing
10. Block Printing
11. Box Making
12. brush Making
13. Candle Making
14. Carpentry
15. Carpet Weaving
16. Cement Roofing Tiles
17. Ceramics
18. Chalk Making
19. Chhwali Handicraft
20. Churi Ghee Processing
21. Coffee Processing
22. Computer (Basic Course)
23. Dairy Products
24. Dalmoth & Potato Chips
25. Dhaka Weaving
26. Dying (Textile & Yarn)
27. Embroidery
28. Envelopes & File Making
29. Fabric Painting
30. Fruits & Vegetables Processing
31. General Electric Works
32. General Engineering Works
33. Ginger Processing
34. Hair Cutting, Ladies/Gents
35. Handmade Paper & Products
36. Hosiery
37. House Painting
38. House Wiring
39. Improved Smokeless Chulo
40. Insense Sticks
41. Jute Carpet Weaving
42. Ketuki Processing
43. Kucho Making
44. Khukuri Knife Making
45. Knot Craft
46. Leather Goods
47. Leather Processing
48. Lioo Weaving
49. Mason Training
50. Mechanical Works
51. Metal Crafts
52. Motorcycle Repairing
53. Noodles
54. Photography & Videograph
55. Plumbing Sanitary
56. Product Design
57. Radio TV Repairing & Maintenance
58. Readymade Garments
59. Rope Making

60. Sallepeer Handicrafts
61. Sewing-Cutting (Traditional Garments)
62. Shoes Making and Repairing
63. Signboard Painting
64. Silk-Yarn Spinning
65. Soap Making
66. Socks Weaving
67. Solar Heater
68. Textile Weaving (Handloom, Semiautomatic, Automatic)
69. Tie-dye
70. Tika (Bindiya) Making
71. Tomato Ketchup, Pickle
72. Vimal Processing
73. Wood Carving
74. Wool Spinning
75. Woollen Knitwear
76. Woollen Radipakhi
77. Woolen Shall Weaving
78. Miscellaneous (As per demand)

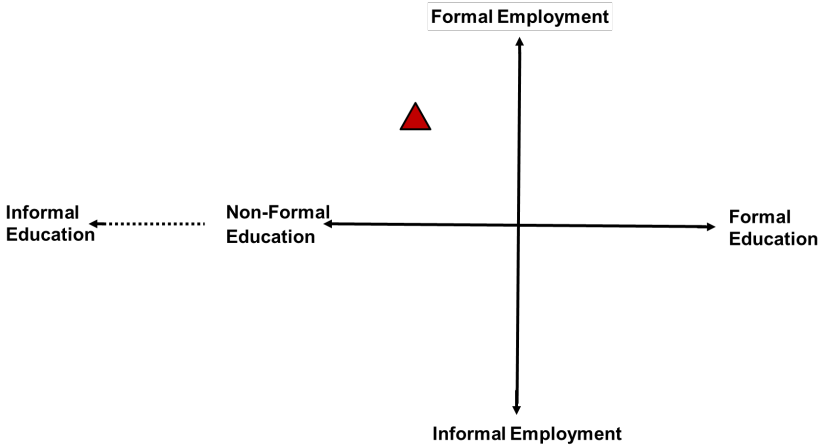|		
10.	*Percentage school-and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - Practical based
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Regular assessment, no final examination
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Working as a skilled human resource in the related field - No formal progression route
13.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Not accredited non-formal Programme
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: DCIDB recognized training centres

15. Formality of firms in which training takes place	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?	
	Answer: Yes, formally approved government training centre	
16. Formality of the Programme	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?	
	Answer: - Less structured Programme - Yes, it does not allow for the further education	
17. Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education ⟵········ Non-Formal Education ⟵⟶ Formal Education ▲ Informal Employment	

13. Training under Industrial Enterprise Development Institute /MoICS

Short title of indicator	Question and reasoning
Title of the Programme	Basic business skills to advanced management practices
1. Form of education	**O non-formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: N/A
2 b)Optional: Number of students who	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.

	completed Programme	**Answer:** N/A
3.	*Duration of the Programme*	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
		Answer: 1 Week to 3 months
4.	*Geographical location/spread of the Programme*	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
		Answer: Nation-wide as per government approve annual Programme and budget
5.	*Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
		Answer:18-45 (Approximate)
6.	*Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Employment generation
7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Targeted special groups of people including female, Dalits, indigenous nationalities, martyr's family, conflict victims etc
8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Generally literate but depends on the type of training
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Training for Potential and Starting Entrepreneurs (5) - Business Awareness - Micro Enterprise Creation (MEC)/New Business Creation (NBC) - Entrepreneurial Competency Development - Business Identification and Selection - Business Planning and Feasibility Study These training are offered from 5 to 10 days duration upon the level of participants and their need.

Training for Existing Entrepreneurs and Enterprises (10)
- Business Management and enterprise development
- Sales techniques
- Marketing Management
- Production Management and Productivity Improvement
- Book Keeping, Book Keeping with VAT
- Financial Management
- Business Expansion/Growth
- Family Business Management
- Skill Development
- Business   Counselling
  These training are offered from 3 to 5 days duration upon the level of participants and their need.

Services for Intermediary Organizations (11)
- Training of Trainers
- IEDI has a comprehensive Training of Trainers (ToT) Programme. Graduates of this ToT Programme are qualified to conduct their own Entrepreneurship Development Training using a selection of IEDI material and practices.
- Training of Trainers on MECD, NBC, EDP, SIYB and Small Business Management
- Training of Business Consultants
- Training on Teaching Skills Improvement (TSI)
- Other Services
- Library/Information Management Training
- Business Potentiality and Training Needs Assessment
- Training Programme on Project Development
- Market and Impact Study of Business Development Services (BDS)

10. Percentage school- and work-based training	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
	Answer: N/A
11. Examination at end of Programme	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
	Answer: No
12. Progression routes from Programme	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
	Answer: - Enterprise creation, operation or upgradation - No formal progression route
13. Accreditation of Programme	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?

		Answer: GoN approved Programmes
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: IEDI recognized training centres
15.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, government training centre
16.	*Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - No formal progression routes
17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

14. Trainings under Ministry of Agriculture Development Training Centres

Short title of indicator	Question and reasoning
Title of the Programme	Vocational and in-service trainings
1. *Form of education*	**O non-formal (vocational training for farmers and in-service training**
2. *a) Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.

		Answer: As per annual plan, about 1200 in-service training and through five regional training centres) and Also perform vocational training to farmers ~ 1200 Nos
2	b)Optional: Number of students who completed Programme	Specification: How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
		Answer: ~ 1200 (in-service) ~ 1200 (for farmers)
3.	Duration of the Programme	Specification: How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
		Answer: generally, 1 week for in-service training For farmers, 35 days Aguwa Krishak (lead farmer) ??
4.	Geographical location/spread of the Programme	Specification: Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
		Answer: Nation-wide, covering all districts by all central (1) and regional (5) training centres.
5.	Age of the average student or typical age-range of students	Specification: What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
		Answer:18-55 (Approximate)
6.	Main function/purpose of the Programme	Specification: leave only items that apply and delete the others! - In-service
7.	Target group of the Programme	Specification: leave only items that apply and delete the others! - Employees of MoAD as per need
8.	Prior education needed to enter Programme and other entry requirements	Specification: What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Annual Programme indicates the numbers and the positions of the trainees

9.	Number of curricula covered by the Programme	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer Different in-service related subjects
10.	Percentage school- and work-based training	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - Generally session based
11.	Examination at end of Programme	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - No
12.	Progression routes from Programme	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Counted for the promotions
13.	Accreditation of Programme	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Not accredited non-formal Programme (counts internally)
14.	Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Directorate of Agricultural Training ,MoAD
15.	Formality of firms in which training takes place	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally government training centre
16.	Formality of the Programme	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system?

- Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?	
Answer: - Less structured Programme - Yes, it does not allow for the further education	

17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

15. Trainings under Ministry of Livestock and Poultry Development Training Centres

Short title of indicator	Question and reasoning
Title of the Programme	Vocational and in-service trainings
1. *Form of education*	**O non-formal**
2. *a) Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: N/A
2 *b)Optional: Number of students who completed Programme*	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: **N/A**
3. *Duration of the Programme*	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: generally, 1 week for in-service training For farmers, training ranges from 1 week to 35 days, Livestock Assistant (*Pasu Sahayak*)
4. *Geographical location/spread of the Programme*	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide, covering all districts by all central and regional training centres.

5.	*Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
		Answer: 18-55 (Approximate)
6.	*Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - In-service - Provide skill to farmers
7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Employees of MoLP as per need - Farmers
8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Annual Programme indicates the numbers and the positions of the in-service trainees
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer In-service trainings targeted for enhancing skills of existing worker. Besides, following are the training available for farmers: - Cow/Buffalo Farming - Goat Farming - Piggery - Broder Piggery - Poultry Farming - Rabbit Farming - Seed Production - Livestock and Poultry Dispensary - Rural Livestock Assistant - Clean Milk Production - Milk pasteurizing training - Milk processing and diversification - Dairy equipment - Rural Milk Processing - Professional milk production and processing - Dairy diversification and marketing

		- Meat processing - Meat Processing and Marketing Planning - Meat Production - Meat Chopping and modern meat shop - Grass field and animal feed management And others as per need.
10.	*Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - Theory and Practical based
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: N/A
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - In-service training, counted for the promotions
13.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Not accredited non-formal Programme (counts internally)
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Directorate of Livestock Training ,MoLD
15.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally government training centre
16.	*Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities

		intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Less structured Programme - Yes, it does not allow for the further education
17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education ⬌ Non-Formal Education ⬌ Formal Education ▲ Informal Employment

16. Trainings under Ministry of Forest and Soil Conservation (MoFSC)/ Presently Ministry of Forest and Environment (MoFE)

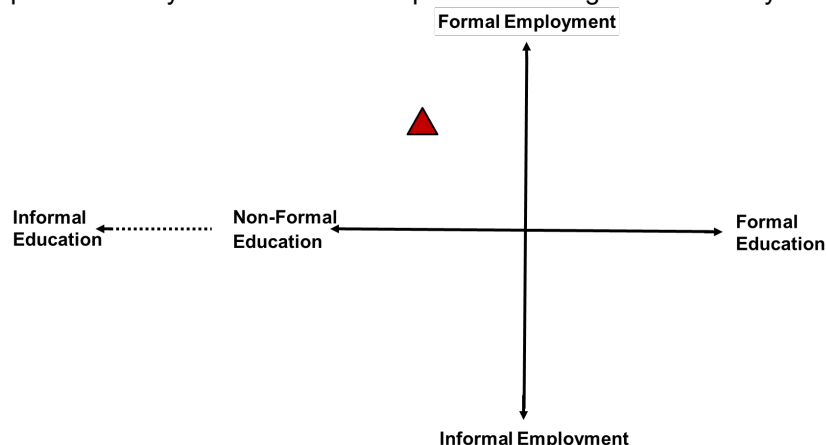| Short title of indicator	Question and reasoning
Title of the Programme	In-Service trainings
1. Form of education	**O non-formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: ~ 150
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: **~ 150**
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)? Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: Different
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide

5.	*Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
		Answer: 18-55 (Approximate)
6.	*Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - In-service - Open for community people
7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Employees of MoFSC as per need - Farmers
8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Annual Programme indicates the numbers and the positions of the in-service trainees - For farmers as per annual plan
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!

		Answer
		    1. Forest Guard training
		Other major in-service trainings are: (TVET Annual Report 2072/73)
		    2. Scientific Forest Management Training
		    3. Legal Procedure Training
		    4. Human Right and Gender Awareness Training
		    5. Gender Imbalance Mitigation Training
		    6. GPS Survey and Forest Resource Conservation Training
		    7. Climate Change and Carbon Reservation Training
		    8. Initial Environmental Assessment Training
		    9. Office Management and Capacity Development
		    10. GPS/GIS Training
		    11. GPS Handling Training
		    12. Ranger Service Entry Training

10.	*Percentage school- and work-based training*	- **Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer:

		- Theory and Practical based
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - N/A
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - In-service training, counted for the promotions
13.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Not accredited non-formal Programme (counts internally)
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Forest Training Centre under ,MoFE
15.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally government training centre
16.	*Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Less structured Programme - Yes, it does not allow for the further education

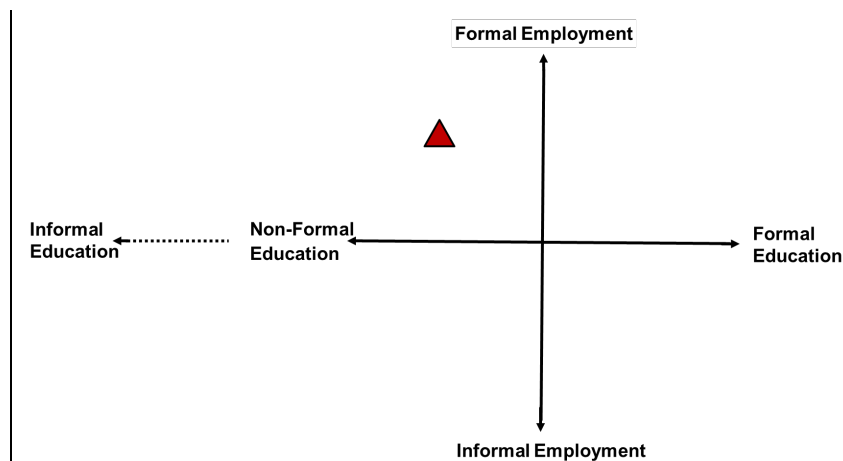| 17.	Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

Formal Employment

Informal Education ← Non-Formal Education

Formal Education

Informal Employment

17. Trainings under MoFALD including Local Development Training Academy (LDTA)

Short title of indicator	Question and reasoning
Title of the Programme	Vocational Skill development, awareness and others
1. Form of education	**O non-formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: 23495 (F. Y. 2072/73)
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: 23495
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: Different
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:18-55 (Approximate)

6.	*Main function/pur-pose of the Pro-gramme*	**Specification:** *leave only items that apply and delete the others!* To provide basic services and facilities to local people and enhance access to resources and opportunities to them
7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Training Programmes focused at the corridors of agricultural road.
8.	*Prior education needed to enter Pro-gramme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a work-shop along with a master.
		Answer: Different
9.	*Number of curricula covered by the Pro-gramme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer Major training conducted recently (TVET Annual Report 2072/73) included (it doesn't include the trainings conducted at local units with their own resources) 1. Agriculture 2. Animal Farming and Fishing 3. Skill Development and Self-Employment 4. Nutrition and Health 5. Water, Sanitation and Hygiene 6. Awareness and Others
10.	*Percentage school- and work-based training*	- **Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: N/A
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: N/A

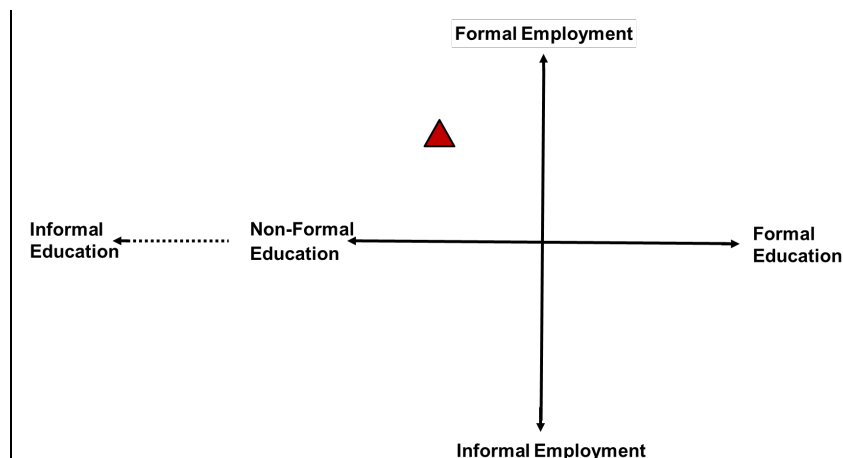| 12. *Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
	Answer: - No
13. *Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
	Answer: Not accredited non-formal Programme (counts internally)
14. *Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
	Answer: MoFALD outsource the training Programme. LDTA training centres support on it.
15. *Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
	Answer: Yes, formally government training centre/ or registered training centres.
16. *Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Less structured Programme - Yes, it does not allow for the further education
17. *Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

Formal Employment

Informal Education ←·········· Non-Formal Education ←————————→ Formal Education

Informal Employment

18. Nepal Academy of Tourism and Hotel Management (NATHM) vocational trainings

Short title of indicator	Question and reasoning
Title of the Programme	NATHM Vocational training
1. *Form of education*	**O non-formal**
2. *a) Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: ~ 2500
2 *b)Optional: Number of students who completed Programme*	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: ~ 2500
3. *Duration of the Programme*	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: 1 Week to 3 months
4. *Geographical location/spread of the Programme*	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide as per government approve annual Programme and budget
5. *Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer: 22-45
6. *Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Employment generation

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7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!*
		- Targeted special groups of people including female, Dalits, indigenous nationalities, martyr's family, conflict victims etc

8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Generally literate but depends on the type of training

9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer: **Under the hotel sector training** 1. Food preparation and control (6 months) 2. Food preparation and control (3 months) 3. Food and Beverage Service (6 months) and 3 months 4. Food and Beverage Service (3 months), 5. House Keeping (6 months) 6. Front Office Operation (6 months)) **Under the tour/travel and ticketing sector** 7. Tourist Guide training (10 weeks), 8. Travel Agency, Ticketing and Fare Construction (3 months) 9. Trekking Guide (5 weeks) 10. Trekking Porter Guide (15 days).

10.	*Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - Practical based

11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Regular assessment, no final examination

12.	Progression routes from Programme	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Working as a skilled human resource in the related field - No formal progression route
13.	Accreditation of Programme	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Not accredited non-formal Programme
14.	Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: NATHM recognized training centres
15.	Formality of firms in which training takes place	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally approved government training centre
16.	Formality of the Programme	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Less structured Programme - Yes, it does not allow for the further education
17.	Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

## 19. Health trainings conducted by Health Training Centres under/ MoHP

Short title of indicator	Question and reasoning
Title of the Programme	Health related in-service training
1. *Form of education*	**O non-formal**
2. *a) Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: ~ 400
2 *b)Optional: Number of students who completed Programme*	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: 375 (F. Y. 2073/74)
3. *Duration of the Programme*	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: Different
4. *Geographical location/spread of the Programme*	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide as per government approve annual Programme and budget
5. *Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer: N/A
6. *Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Enhance and upgrade the capacity of internal staff

7.	**Target group of the Programme**	**Specification:** *leave only items that apply and delete the others!* - Working people under MoHP as per need
8.	**Prior education needed to enter Programme and other entry requirements**	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Different
9.	**Number of curricula covered by the Programme**	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		1. Answer: 2. Senior AHW Training 3. Senior ANM Training 4. AHW Training 5. ANM Training 6. AHW-P Upgrading 7. Supervisor Upgrading Training 8. OTTM Training 9. Pediatric Nursing Care Training 10. SBA Training 11. SAS Training 12. ASRH Training 13. Minimum Initial Service Package Regarding RH 14. Service in Crisis 15. NSV Training 16. Minilap Training 17. Implant Training 18. Basic IUCD Training 19. PPIUCD 20. IUCD Self Placed Approach 21. NSV Self Placed Approach 22. Training on Medico-Legal 23. Rural USG Programme 24. Palliative Care Training 25. Mental Health Training 26. ICU/NICU Management Training (Level 1) 27. ICU/NICU Management Training (Level 2) 28. IP/Wholesale Orientation (ToT) 29. Induction Training for Officer Level 30. BMEAT 31. X-rays Maintenance Training 32. Health Altitude Sickness Training

7.	*Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: N/A
8.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Formal Final Examination
9.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - Eligible for Bachelor in Nursing
10.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Accredited from different Universities
11.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Concerned Institution obtaining accreditation from the University
12.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally approved government institutions
13.	*Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Formal

14.	Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.
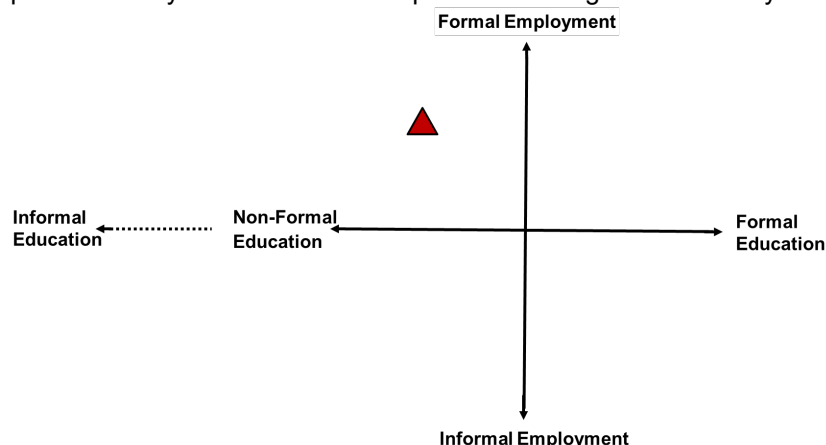
20. Nursing Programme under Universities

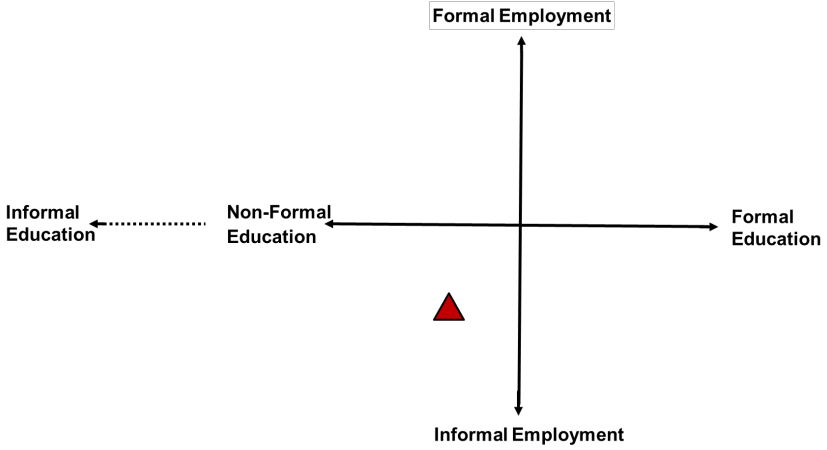| Short title of indicator	Question and reasoning
Title of the Programme	PCL in Nursing
1. **Form of education**	O Formal
2. **a) Number of students enrolled in the Programme**	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: ~ 250
3 **b)Optional: Number of students who completed Programme**	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: ~ 250
3. **Duration of the Programme**	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: 3 Years
4. **Geographical location/spread of the Programme**	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide
5. **Age of the average student or typical age-range of students**	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:16-25

6.	*Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Produce competent nursing staff
7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* N/A
8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - SLC/ SEE
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Following are Proficiency Certificate in Nursing Programme under different Universities - Pokhara Nursing Campus - Biratnagar Nursing Campus - Birgunj Nursing Campus - B.P. Koirala Institute of Health Science) - Nepalese Army Institute of Health Sciences-College of Nursing - Pokhara University
10.	*Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - As in CTEVT courses
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Regular assessment and final examination in most of the courses
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?

		Answer: - Working as a skilled human resource in the related field - Limited progression routes within the system
13.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Accredited from MoHP
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Health training centres under MoHP
15.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally approved government training centre
16.	*Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Most of the courses are structures
17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

21. Training under Ministry of Women, Children and Social Welfare

Short title of indicator	Question and reasoning
Title of the Programme	Different trainings including skill development (based on yearly plan)
1. Form of education	**O non-formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: 14605 (F. Y. 2072/73)
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: 14605
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: ??
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer: N/A
6. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* - Capacity building of marginalized people
7. Target group of the Programme	**Specification:** *leave only items that apply and delete the others!* - Marginalized people including women
8. Prior education needed to enter Programme and other entry requirements	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.

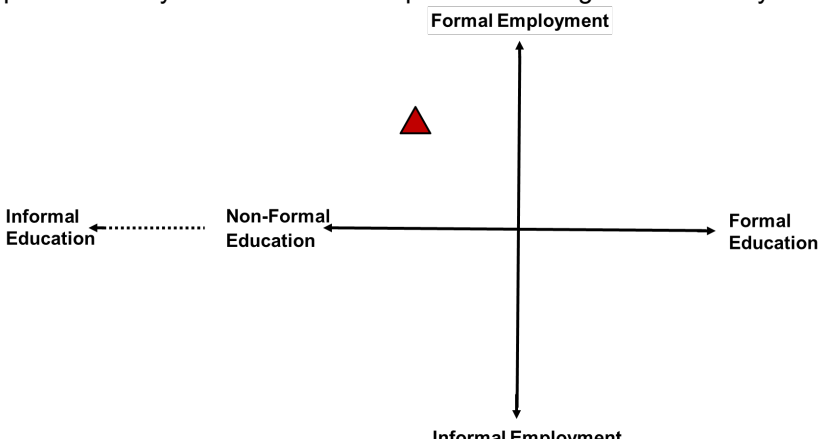|		**Answer:** Various (depending upon the training)
9.	*Number of curricula covered by the Pro-gramme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer Major training conducted recently (as per TVET Annual Report 2072/73). Types of training can be changed. - Skill and Professional Development Training (Personal Development Training - Skill Development Training (Women for Anti- Poverty Campaign) - Skill Development Training (Ex-Kamlari Empowerment) - Livelihood Training (Out of School Girls) - Skill and Professional Development Training (Out of School Girls) Skill Development Training (Anti Chaupadi Awareness) - Skill and Professional Development Training (Out of School Girls)
10.	*Percentage school- and work-based training*	- **Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: N/A
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - No
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: No
13.	*Accreditation of Pro-gramme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Not accredited non-formal Programme
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Mows outsources the training Programme.
		Specification: Does the majority of the training firms pay taxes and social security contributions for their employees?

15. *Formality of firms in which training takes place*	**Answer:** Yes, formally approved government training centre/ or registered training centres.
16. *Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Less structured Programme - Yes, it does not allow for the further education
17. *Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

TVET Programme under Corporations/Authorities/ Academies

22. Trainings conducted by Nepal Telecom Training Centre

Short title of indicator	Question and reasoning
Title of the Programme	Telecom in-service training
1. Form of education	**O non-formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: N/A
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: N/A
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: Different
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide as per need of the organization
5. Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer: N/A
6. Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* - develop highly competent human resource necessary for smooth operation, maintenance and expansion of telecommunication service networks.
7. Target group of the Programme	**Specification:** *leave only items that apply and delete the others!* - Staffs/workers of Nepal Telecom
8. Prior education needed to enter Programme and other entry requirements	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at

least 14 years old, must have worked for at least half a hear in a work-shop along with a master.

		Answer: N/A
9.	*Number of curricula covered by the Pro-gramme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer Major training conducted recently (as per TVET Annual Report 2072/73). Types of training can be changed.
10.	*Percentage school- and work-based training*	- **Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: Practical based
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - No
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: No (only for the internal purpose)
13.	*Accreditation of Pro-gramme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: Nepal Telecom
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Nepal Telecom Training Centre
15.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally approved government training centre
		Specification:

16. *Formality of the Programme*	- Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Less structured Programme - Yes, it does not allow for the further education
17. *Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education ←·············· Non-Formal Education ——————————→ Formal Education Informal Employment

23. Trainings conducted by Civil Aviation Academy of Nepal (CAAN)

Short title of indicator	Question and reasoning
Title of the Programme	State's approved aviation training organization (ATO)
1. **Form of education**	**O non-formal**
2. *a) Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: N/A
2 *b)Optional: Number of students who completed Programme*	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: N/A
3. *Duration of the Programme*	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.

		Answer: Different
4.	Geographical loca-tion/spread of the Programme	Specification: Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
		Answer: Nation-wide as per need of the organization
5.	Age of the average student or typical age-range of stu-dents	Specification: What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
		Answer: Different depending upon the type of training
6.	Main function/pur-pose of the Pro-gramme	Specification: leave only items that apply and delete the others! - providing a wide range of trainings in the field of aviation including contingent courses to fulfill the organizational and industrial needs.
7.	Target group of the Programme	Specification: leave only items that apply and delete the others! - Staffs/workers of CAAN and of other aviation organizations
8.	Prior education needed to enter Pro-gramme and other entry requirements	Specification: What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a work-shop along with a master.
		Answer: N/A
9.	Number of curricula covered by the Pro-gramme	Specification: Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer - In-service Training - Pre-service Training - Basic Training - Refresher Training - Specialization and Advance Training - Induction Trainings - Onsite Training - Other Trainings, Seminars and Interaction Programmes. (about 5 dozen courses ranging from knowledge based to competency-based training)
10.	Percentage school- and work-based training	- Specification: What share of the overall time in education and training do students spend in school and what share in the workplace?

		Answer:
		Depends on the course type
11.	**Examination at end of Programme**	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Yes
12.	**Progression routes from Programme**	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: No (only for the aviation purpose)
13.	**Accreditation of Programme**	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: CAAN
14.	**Implementation of the Programme**	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: CAAN
15.	**Formality of firms in which training takes place**	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Yes, formally approved government training centre
16.	**Formality of the Programme**	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Less structured Programme - Yes, it does not allow for the further education

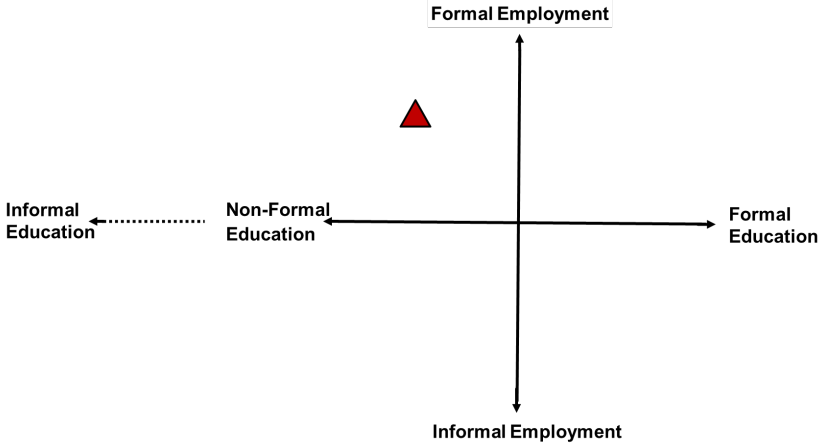|		
17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

24. Trainings conducted by Water-Supply Authorities (KUKL and others)

Short title of indicator	Question and reasoning
Title of the Programme	In-service training
1. *Form of education*	**O non-formal**
2. *a) Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: N/A
2 *b)Optional: Number of students who completed Programme*	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: N/A
3. *Duration of the Programme*	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: Different
4. *Geographical location/spread of the Programme*	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide as per the distribution of water-supply schemes
5. *Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer: N/A

6.	*Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Build capacity of staffs
7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Staffs/workers of water-supply schemes
8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: N/A
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer - Valve operator training - Water quality and treatment plant operation - Basic training for plumbers - Skill upgradation and change management training
10.	*Percentage school- and work-based training*	- **Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: Work-based
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - No
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - No (only for the internal purpose)

13. **Accreditation of Programme**	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
	Answer: KUKL
14. **Implementation of the Programme**	**Specification:** Who is responsible for the implementation of the Programme?
	Answer: KUKL and concerned water-supply scheme
15. **Formality of firms in which training takes place**	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
	Answer: Yes
16. **Formality of the Programme**	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Less structured Programme - It does not allow for the further education
17. **Insert graph of quadrant category Programmes**	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education ← ······· Non-Formal Education ←→ Formal Education Informal Employment

25. Art trainings conducted by Nepal Academy of Fine Arts

Short title of indicator	Question and reasoning
Title of the Programme	Fine Arts training
1. **Form of education**	**O non-formal**

2.	a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
		Answer: N/A
2	b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
		Answer: N/A
3.	Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
		Answer: Different
4.	Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
		Answer: In Kathmandu Valley
5.	Age of the average student or typical age-range of students	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
		Answer: N/A
6.	Main function/purpose of the Programme	**Specification:** *leave only items that apply and delete the others!* - develop all genres of existing art, and to fulfill this objective
7.	Target group of the Programme	**Specification:** *leave only items that apply and delete the others!* - Open to all interested
8.	Prior education needed to enter Programme and other entry requirements	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: N/A
9.	Number of curricula covered by the Programme	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!

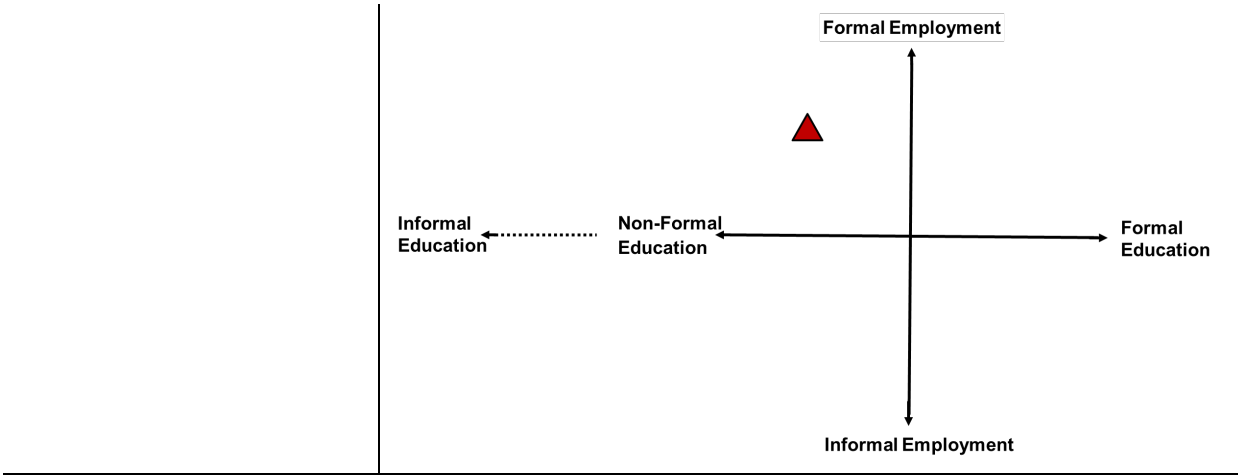|		
		Answer - Folk Art (3 days) - Painting - Ceramics Handicrafts and Sculpture - Performance Art training - Cartoon making - Sculpture
10.	*Percentage school- and work-based training*	- **Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: Practical focus
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - No
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: No
13.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: NAFA
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: NAFA
15.	*Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?
		Answer: Both formal and informal firms
16.	*Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities

		intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Less structured Programme - It does not allow for the further education
17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.

26. Media training conducted by Sancharika Samuha (Women Communicators' Group)

Short title of indicator	Question and reasoning
Title of the Programme	Media training
1. Form of education	**O non-formal**
2. a) Number of students enrolled in the Programme	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: N/A
2 b)Optional: Number of students who completed Programme	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: N/A
3. Duration of the Programme	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: Different but short (less than a week)
4. Geographical location/spread of the Programme	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: different urban locations
5. Age of the average student or typical	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?

	age-range of students	**Answer:** N/A
6.	*Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Capacity building of women journalists
7.	*Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Open to all interested journalists
8.	*Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: N/A
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer Training conducted by Sancharika Samuha includes: - Feature Writing Training for Women Journalist (4 days) - Journalism Training for the Reduction in Domestic Violence (3 days) - Training in Safety of Women Journalist (3 days) - Training on Human Rights, Transitional Justice and the Role of Media - Effective Investigative Reporting on Gender-based Violence
10.	*Percentage school- and work-based training*	- **Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: Both Theory and Practical
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - No

12. Progression routes from Programme	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?	
	Answer: No	
13. Accreditation of Programme	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?	
	Answer: Sancharika Samuha	
14. Implementation of the Programme	**Specification:** Who is responsible for the implementation of the Programme?	
	Answer: Sancharika Samuha	
15. Formality of firms in which training takes place	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?	
	Answer: Yes	
16. Formality of the Programme	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?	
	Answer: - Less structured Programme - It does not allow for the further education	
17. Insert graph of quadrant category Programmes	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality.	

Formal Employment

Informal
Education ◁┈┈┈┈┈ Non-Formal
Education ◁─────── │ ───────▷ Formal
Education

Informal Employment

Trainings conducted by Business/Industries and Associations

27. Training by Mahila Udyami Mahasangh (Federation of women entrepreneurs Associations of Nepal)

Short title of indicator	Question and reasoning
Title of the Programme	Women Entrepreneurs training
1. *Form of education*	**O non-formal**
2. *a) Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: N/A
2. *b)Optional: Number of students who completed Programme*	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: **N/A**
3. *Duration of the Programme*	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: Not specified (depends on the training type)
4. *Geographical location/spread of the Programme*	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Nation-wide
5. *Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer: N/A
6. *Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Enhance capacity of women entrepreneurs
7. *Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Needy women entrepreneurs/ Marginalized women are the main target
8. *Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here!

		- For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Not specified
9. *Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!	
	Answer: Major trainings include: - Enterprise Development Training - Institutional Development, Leadership and Governance Training - Bamboo Handicrafts training	
10. *Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?	
	Answer: - Practical based training	
11. *Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?	
	Answer: - No	
12. *Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?	
	Answer: - **No**	
13. *Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?	
	Answer: N/A	
14. *Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?	
	Answer: FWEAN	
15. *Formality of firms in which training takes place*	**Specification:** Does the majority of the training firms pay taxes and social security contributions for their employees?	
	Answer: Formal or Informal	

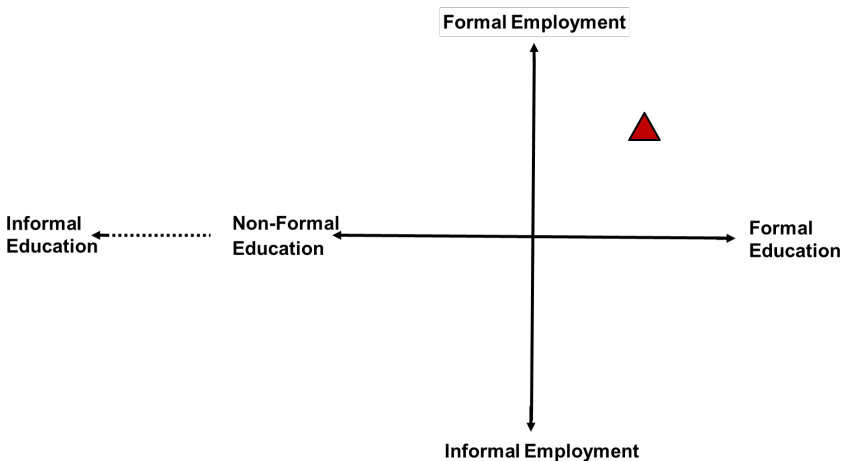|	
16. *Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
	Answer: - Less structured Programme - No further progression
17. *Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education ← Non-Formal Education ← → Formal Education Informal Employment
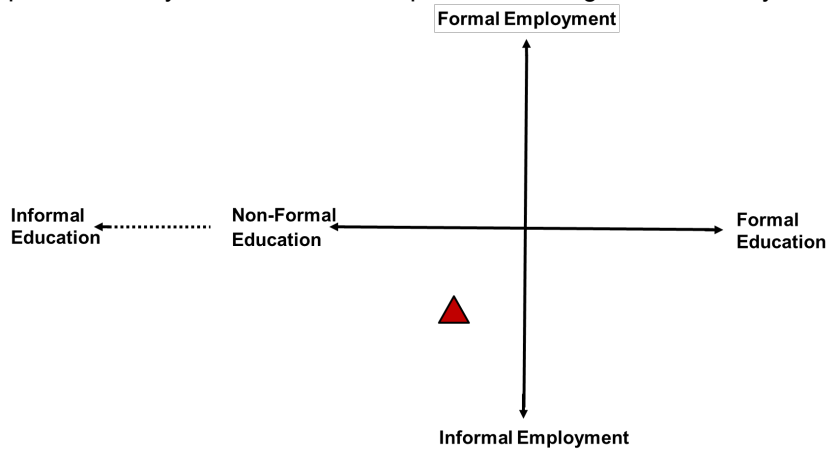
TVET Programme under Individual Institution/Schools

28. Apprenticeship training run by Butwal Technical Institute (BTI)

Short title of indicator	Question and reasoning
Title of the Programme	Apprenticeship training at BTI
1. *Form of education*	**O formal**
2. *a) Number of students enrolled in the Programme*	**Specification**: How many students are enrolled in this Programme in a given year? Please state enrolment in absolute numbers, no percentages.
	Answer: ~ 60
2. *b) Optional: Number of students who completed Programme*	**Specification:** How many students graduate from this Programme in a given year? Please state graduation in absolute numbers, not in rates.
	Answer: ~ 50
3. *Duration of the Programme*	**Specification:** How long does the Programme last (typically)?Duration of the Programme in weeks/months or years; indicating a range is better than setting an arbitrary mean.
	Answer: 2 years
4. *Geographical location/spread of the Programme*	**Specification:** Is it a nation-wide Programme or is it geographically restricted? If it is restricted, what is the smallest geographical unit used in your national language to describe the Programme's scope?
	Answer: Butwal Area
5. *Age of the average student or typical age-range of students*	**Specification:** What is the age of a typical student in the Programme? OR: How old are the students in the Programme on average?
	Answer:16-20 years
6. *Main function/purpose of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Work-oriented, practical and skillful human resources - Increase possibility of easy access to the labour market
7. *Target group of the Programme*	**Specification:** *leave only items that apply and delete the others!* - Open to all
8. *Prior education needed to enter Programme and other entry requirements*	**Specification:** What is the type and level of education (e.g. primary education) that is needed to be able to enter the Programme. If possible, please also mention the name of the degree that is needed to enter the Programme. - Are there other entry requirements or maybe requirements that have to be fulfilled in addition to a completed degree? If yes, please also state these here! - For example, for the CQP Programme in Benin, students only need to have 5 years of education (with or without degree), need to be at

		least 14 years old, must have worked for at least half a hear in a workshop along with a master.
		Answer: - Class 10 pass
9.	*Number of curricula covered by the Programme*	**Specification:** Are there curricula for the Programme? If yes, how many curricula are there? Are they available in written-from? If possible, please list all sectors and/or trades for which curricula are offered. - For which sectors and/or trades does the Programme have curricula? Please specify these!
		Answer: - Yes, curricula exist in written form - DoE approved curricula Following are the curricula: - Mechanical - Electrical - Carpentry
10.	*Percentage school- and work-based training*	**Specification:** What share of the overall time in education and training do students spend in school and what share in the workplace?
		Answer: - 2 hours at the training centre and 6 hours in workplace
11.	*Examination at end of Programme*	**Specification:** Is a there an examination that marks the end-point of the Programme? Is it a formal, officially recognized exam? - If no formal examination exists, is there any other way in which the skills of the students are assessed at the end of the Programme? What serves as a "standard" for the evaluation (if there is one)? Who tests the skills of the students?
		Answer: - Final examination conducted by the institute
12.	*Progression routes from Programme*	**Specification:** Does the Programme allow progressing in the formal education system? What is the name of the awarded degree upon completion? If the Programme does not provide access to the formal education system, does it provide access to informal Programmes? What is the name of the Programme to which it is possible to transfer?
		Answer: - No progression route available - Focus on the labour market
13.	*Accreditation of Programme*	**Specification:** Is the Programme accredited? Which body does the accreditation and what kind of body is that (independent, public, private)?
		Answer: It is running since more than 50 years. However, recognition from any government authority is still to be made.
14.	*Implementation of the Programme*	**Specification:** Who is responsible for the implementation of the Programme?
		Answer: Butwal Technical Institute
		Specification: Does the majority of the training firms pay taxes and social security contributions for their employees?

15.	*Formality of firms in which training takes place*	**Answer:** Yes, mostly formally registered affiliated firms where training takes place.
16.	*Formality of the Programme*	**Specification:** - Is the Programme structured in terms of learning objectives, learning time or learning support (from a trainer, instructor or teacher) and typically leads to lead to a formal recognition (diploma, certificate)? - Does the Programme entail planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)? Does it lead to a formal degree that allows to progress within the formal education system? - Does education and/or training in the Programme result from daily life activities related to work, family or leisure? Are these activities intentional or structured in terms of objectives, time or learning support? Does the Programme lead to a formal degree?
		Answer: - Yes, structured Programme - Yes, it allows for further education, but limited route.
17.	*Insert graph of quadrant category Programmes*	**Specification:** Please place the Programme in the position in the quadrant that you think best corresponds to its degree of formality. Formal Employment Informal Education ← Non-Formal Education ← → Formal Education Informal Employment

29. Vocational training component in community schools (separate from TECS or DoE Programme)/ e.g. Surkhet, Khotang

Some general schools run TVET courses with their own effort, meaning that they do not get support from CTEVT, ministries or any other public funding. Despite we have a lack of information within this category, we add the vocational training component in community schools in this mapping of TVET programmes considering that such modality has the potential to spread out in the future.

Non-formal-formal TVET Programmes listed during Expert-Interviews

Due to lack of information, full description and detailed characteristics of the non-formal TVET Programmes are not reported in this Asset Mapping, with exception of the Kumale Pottery training in Thimi, Bhaktapur (See Case Study 4.2.4). The experts interviewed reported these non-formal programmes. In the following lines, we present either non-formal-formal programmes (programmes listed as 31 and 32) or non-formal-informal programmes (programmes listed from 32 to 46).

30. Thanka painting training (Non-Formal-Formal)

31. Tharu dance training in Chitawan (Non-Formal-Formal)

Non-formal-informal TVET Programmes listed during Expert-Interviews

32. Kumale Pottery training in Thimi, Bhaktapur

33. Yarsagumba processing/packaging (Western Mountains)

34. Vocational Training conducted by Aama Samuha (Mothers Groups)

35. Micro Enterprises trainings conducted by Associations (MEGA, DMEGA, NMEGA)

36. Home Based Handicrafts related trainings (Traditional Apprenticeships)

37. Training in film industries

38. Bio-gas trainings

39. Fashions trainings

40. Improved vegetable farming with communities'effort (e.g. in Humla)

41. Sheeps hair based training (in mountainous region, e.g. in Humla)

42. Wood Carving training

43. Chyabrung (traditional Limbu) dance and music training

44. Dhime (traditional Newari) dance and music training

45. Mithila Art training (Mithila Area)

46. Bamboo Art (Jhapa)

Appendix B. Expert Interviews in Nepal

Table B1: List of individual attributes of experts of the TVET system and their institutional affiliation for the formal and informal sector

Thematic field	Formal sector	Informal sector

Government	• High-ranking/key officials who work directly on TVET…
	  ➢ In all relevant ministries,
	  ➢ At all levels where TVET is administered
	• Institution of expert has to be large enough to be representative for its "thematic field"
	
	Examples:
	
	Ministry of Education, Ministry of Labour
		n.a.

Intermediaries	• High-ranking/key individuals who work directly on TVET…
	  ➢ In bodies filling all roles played by the private sector in TVET
	  ➢ In bodies representing important sectors of the economy
	  ➢ In organizations representing employees interests
	• Institution of expert has to be large enough to be representative for its "thematic field"
	
	Examples:
	
	Chambers of commerce (of a certain sector), trade associations, clusters of companies
	
	➢ e.g. the Chambres de Métiers Régionales (CMR) or the Confédération Nationale des Artisans du Bénin (CNAB) in Benin, or the UCCAEP in Costa Rica
	➢ Unions, other kinds of employee representatives
		• High-ranking/key individuals who work directly on TVET…
		  ➢ In bodies filling all roles played by the private sector in TVET
		  ➢ In bodies representing important sectors of the economy
		• (Social) institution of expert has to be large enough to be representative for its "thematic field"
		
		Examples:
		
		Chambers of commerce (of a certain sector), trade associations
		
		➢ e.g. the Chambres de Métiers Régionales (CMR) or the Confédération Nationale des Artisans du Bénin (CNAB) in Benin, or the UCCAEP in Costa Rica
		➢ Important leaders, such as clan chefs

Researchers	• Senior scholars who work directly on TVET…
	  ➢ With advanced degrees in relevant fields,
	  ➢ With demonstrable history of research on TVET,
	  ➢ In all research institutes dealing with TVET
	
	Examples:
	
	Universities, private research institutes, NGOs	

Non-governmental institutions or Institutions composed of actors from two or more of the above categories	• High-ranking/key individuals who work directly on TVET… **Examples:** Educación 2020 in Chile; Instituto Nacional de Apredizaje (INA) in Costa Rica	• High-ranking/key individuals (who work directly on TVET or are important for the TVET sector) **Examples:** ➢ Foreign development aid agencies as for example SDC and others in Nepal ➢ Clans, guilds

Source: Extension of Table 3.2. in Renold et al (2016), p. 18.

Table B2: Information about selected experts for interviews

Type of actor	Institutional Affiliation	Reasons for selection
Intermediaries	TVET expert, Freelancer consultant	- Long experience in the TVET in Nepal - Leader of the occupational sector analysis conducted by the SDC - Experienced consultant at the national and international level
Government	Examination Board, CTEVT	- Long experience in TVET at the national and local levels - Experience of TECS, Research, Examination, Technical Division etc. - Extensive knowledge in indigenous occupations, particularly in furniture making
Intermediaries (private sector association)	Federation of Contractors Association of Nepal	- Long experience in the construction sector - Representation of the private sector
Government	MoLESS, Training Section	- Person with a long experience in the training sector - Experienced person as MoLESS focal person at the TVET Policy Technical Committee - Person with an extensive knowledge of the Nepali TVET system
Intermediaries (private sector association)	Hotel Association of Nepal	- Experienced person in the hospitality sector - Representation of the private sector - Representation of the Hotel Association
Non-Governmental Organization (Agency for Development and Cooperation)	Program Officer, SDC	- Active TVET expert - Representation of Cooperation Partners
Researcher	Pathibhara Politechnics Institute, Itahari	- Person with long experience in the non-formal and formal TVET - Representation of the training providers at the regional level
Government	Regional Director, CTEVT	- Person with long experience in CTEVT - Representation of regional CTEVT institution - Person with an extensive knowledge of the local context

Government	Lahan Technical School	- Person with experience in CTEVT and at the local level, particularly with the Maithil culture and society - Representation of a school as a TVET provider
Intermediaries	General Federation of Nepalese Trade Unions (GEFONT)	- Representation of the largest Trade Union in the country - Leader representing an influential trade union