

Final Report

TVET and Secondary School Education in Nepal: A case study of Hetauda, Makwanpur

Takayoshi Kusago* and Kamal Phuyal**

*** Associate Professor, Osaka University, Japan
** Researcher, Purbanchal University, Nepal**

February 2009

I. Introduction

Conflict, regardless it is internal or external, does affect adversely people's livelihood in any society in the world. Nepal is no exception with the decade long internal insurgency. However, in November 2006, a historic comprehensive peace accord was made between the Government of Nepal and the Communist party of Nepal-Maoists (CPN-M), which have provided Nepalese an opportunity to build peaceful and prosperous society. In 2008, the new alliance government was formed and the new government has been trying hard to make post-conflict Nepal as a successful development case.

One of the major challenges for the new government to tackle with is to vitalize local economy and sustain Nepalese livelihood. To improve people's livelihood require many efforts from at least three key human development areas: decent economic base, knowledge and skill development, and high quality in health. As Human Development Index (HDI) (see Table 1) has shown that Nepal is one of the poorest performer in human development in South Asia, which suggests that improvement of people's well-being never be an easy task. To ease people's anxiety over their livelihood, sustainable economic development is needed and, for that stable economic growth, local-level skill development should receive a high priority of the government.

Table 1: Human Development Index Trends (South Asia)

HDI Rank		Human Development Index						
		1975	1980	1985	1990	1995	2000	2005
99	Sri Lanka	0.612	0.653	0.684	0.706	0.729	0.747	0.743
100	Maldives	..	..	..	..	..	..	0.741
128	India	0.413	0.439	0.477	0.515	0.548	0.577	0.619
133	Bhutan	..	..	..	..	..	..	0.579
136	Pakistan	0.365	0.388	0.42	0.463	0.493	0.511	0.551
140	Bangladesh	0.347	0.366	0.391	0.422	0.454	0.51	0.547
142	Nepal	0.299	0.336	0.378	0.425	0.467	0.5	0.534

Source: UNDP HDR 2007-2008. Available:

http://hdr.undp.org/en/media/HDR_20072008_EN_Complete.pdf. Accessed of 10 February 2009

In order for Nepalese to secure long-lasting social and economic well-being, pro-poor economic growth policy is helpful (Griffin 2003). Pro-poor economic growth policies include human resource development in the key economic sector of the country. The needs of human resource are constrained by the type of the economic sector and its state of development. Based on the initial assessment over human resource base of the people, a careful design of skill development policy could be made. A post-conflict country such as Nepal needs to develop viable private sector along with the reconstruction of the political stability through the set up of the new government structure. In particular, the informal economy – the dominant economic activities in Nepal-- should be given a higher priority to be grown (Kusago 2005). In the case of Nepal, key questions are followings: How does the government design a policy to enhance people's productive work and income prospect? How does the Nepalese government challenge educational development to find a way to grow its society and economy which makes people's livelihood better in the long run?

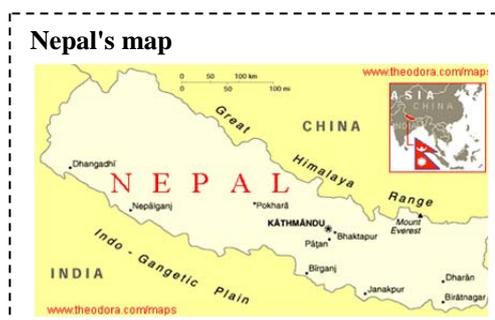
This paper, which is the final report of a research project on Nepalese education and skill development, looks at the Nepalese education and skill development sector by paying closer attention to its policy changes and prospect. Also, this attempts to assess effectiveness of the technical and vocational education and training (TVET) in Nepal through a case study for further policy dialogue over sound employment generation in Nepal.

II. Nepal: a country in a land-locked region

II-1 Geographical condition

Nepal is located in between the latitude 26°22' N to 30°27' North and longitude 80° 12' East and elevation ranges from 90 to 8, meters. The average length is 885 km. east to west and average breadth is about 193 km north to south. The total are of the country is 147,181 km². The country is located between two most populous countries of the world, India in the east, south, west and China in the north.

Geographically, the country is divided into three regions: the Mountain, Hill and Terai Regions. The Hill Region



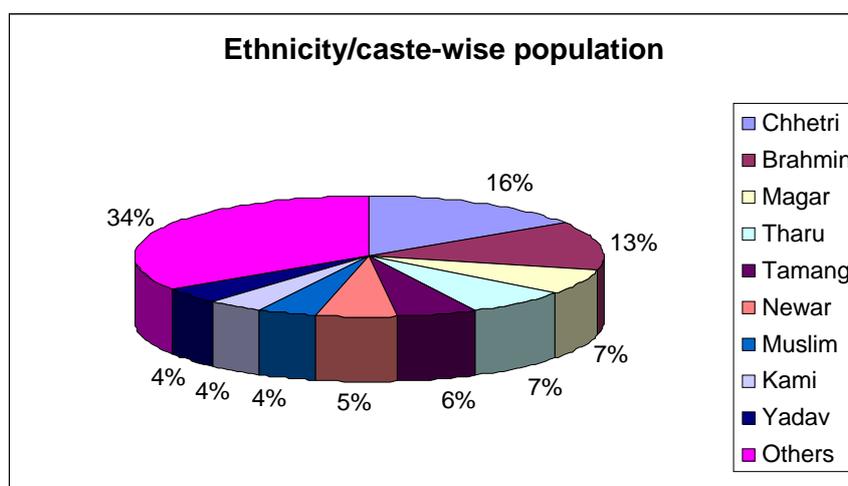
abuts the mountains and varies from 1,000 to 4,000 metres in altitude. Two low mountain ranges, the Mahabharata Lekh and Shiwalik Range dominate the region.

The Mountain Region contains the highest region in the world. The world's highest mountain, Mount Everest at 8,848 metres is located on the border with China. Eight of the world's fourteen highest mountains are located in Nepal.

The Terai bordering to India is part of the northern rim of the Indo-Gangetic plains. They were formed and are fed by three major rivers: the Kosi, the Narayani, and the Karnali. This region has hot and humid climate.

II-2. Population

Nepal has a total population of 25,886,736 as of July 2006, with the annual population growth rate of 2.25%. Thirty nine percent of the population is up to 14 years old, 57.3% are aged between 15 and 64, and 3.7% above 65. The median age is 20.07 (19.91 for males and 20.24 for females). There are 1,060 males for every 1,000 females. Life expectancy at birth is 63.3 years (Nepal in Figures 2006).



Source: Nepal in Figure 2006

Figure 1: Ethnicity/caste-wise population

The largest ethnic/caste group is the Chhetri which hold 15.8 percent of the total population. Likewise, Brahmin, Magar, Tharu, Tamang, Newar, Muslim, Kami, Yadav and Rai are other caste/ethnic groups who hold the bigger population size, respectively (see Figure 1).

Nepali is the national language with 48.61% of the population speaking it as their first language. Other major five mother tongues include Maithili 12.30%, Bhojpuri 7.53%, Tharu 5.86%, and Tamang 5.19%.

II-3 Socio-economic situation

Macro-economy

As Table 2 shows the recent trend over Nepalese economic data, per capita GNI is merely US\$220 in 2002 to US\$270 in 2005, and the GDP growth rate changed from -0.4% in 2002 to 2.3% in 2005. Nepal's economic base is very weak and Nepal has been amongst the world poorest countries. If we look at the key economic sector in Nepal, as is shown in Table 3, agriculture's share to GDP down to less than 40% in 2004 and industrial sector stagnated at around 20% of the total GDP in Nepal. Yet, if we look at the degree of contribution from different economic sectors, agriculture has remained the most important economic sector, though service sector has been arisen lately (see Figure 2)

Table 2: Nepal, Economic Indicators, 2002-2006

Economic Indicator	2002	2003	2004	2005	2006
Per capita GNI (\$)	220	220	250	270	...
GDP growth (% change per year)	-0.4	3.0	3.5	2.3	2.3
CPI (% change per year)	2.9	4.8	4.0	4.5	8.0
Unemployment rate (%)	5.0	...	...	...	...
Fiscal Balance (% of GDP)	-3.9	-1.5	-1.0	-0.8	-1.8
Export growth (% change per year)	-20.3	-13.8	14.8	11.0	4.2

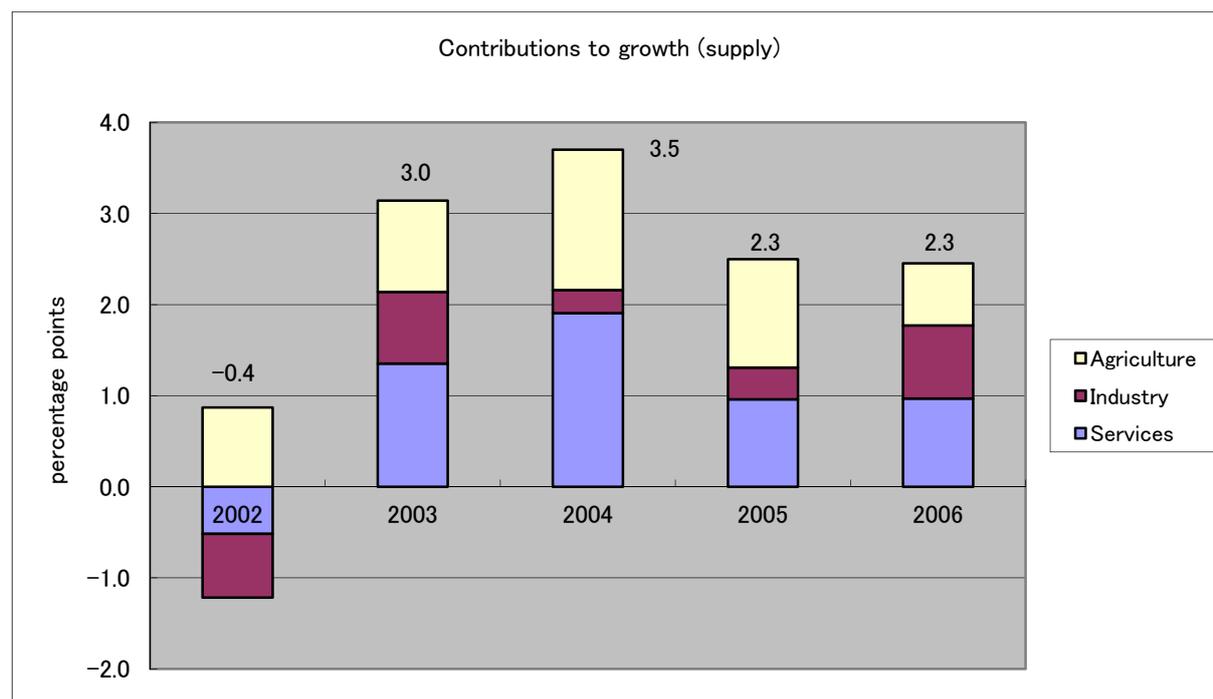
Import growth (% change per year)	-15.3	7.1	15.9	12.1	18.4
Current account (% of GDP)	4.3	2.5	2.9	2.2	2.4
External debt (% of GNI)	54.1	55.7	51.6	44.3	...

Source: "A Fact Sheet," Asian Development Bank and Nepal, 2007

Table 3: Structure of Output (% of GDP at current factor cost)

Item	1988	1990	1995	2001	2002	2003	2004	2005
Agriculture	50.2	50.6	40.8	38.3	39.4	39.1	38.6	38.2
Industry	16.0	15.9	22.2	21.4	21.2	21.1	20.9	21.0
Services	33.8	33.5	37.0	40.2	39.4	39.8	40.5	40.8

Source: "Asian Development Outlook 2007," Nepal Rastra Bank, available: <http://www.nrb.org.np/>, downloaded 3 September 2007



Source: "Asian Development Outlook 2007," Nepal Rastra Bank, available: <http://www.nrb.org.np/>, downloaded 3 September 2007

Figure 2: Contributions to growth (supply)

Poverty

As for poverty situation, the incidence of poverty in Nepal declined in 2003-04 in comparison to 1995-96. Forty one and seven percent of the total population was below poverty line in 1995-96 whereas it has declined by 10.9 percent and has remained in 30.9 percent in 2003-04. Table 4 shows that income poverty situation by the poverty headcount rate has been improved from 21.6% in 1995-96 to 9.6% in 2003-04 for the urban area, while the situation for the rural area was not changed as much as that for urban area from 43.3% in 1995-96 to 34.6% in 2003-04.

Table 4: Growth and redistribution decomposition of poverty changes in Nepal between 1995-96 and 2003-04

	1995-96	2003-04	Actual change
Nepal	41.8	30.9	-10.9
Urban	21.6	9.6	-12.0
Rural	43.3	34.6	-8.7

Note: Taking 2003-04 as a base, residual component is not reported

Source: "Millennium Development Goals: Needs Assessment for Nepal," Government of Nepal Planning Commission and United Nations Development Programme, 2006

This stems basically from inequity and inequality in the distribution of resources and opportunities. Along with overall low human development, Nepal also faces the challenge of significant disparities in the

level of human development within the country. The situation of the far-western villages is vulnerable in comparison to the Eastern region. Likewise, human poverty is also greater among the occupational castes and some ethnic minorities. The poor is very much common in the Far Western region, and among Dalits and some minority groups. Lack of economic growth, low agricultural productivity, and low levels of social and economic infrastructure, lack of non-agricultural employment opportunities and lack of good governance can be regarded as some of the major reasons of poverty in Nepal (Nepal HDR 2001, p.32). According to CBS (2006), people's self-assessment over their own livelihood confirm that quality of their life are down in food, housing, clothing, health care, total income and children's schooling (see Table 5)

Table 5: Self-reported assessment of consumption adequacy in Nepal, 1995-96 and 2003-04

"I would like to ask your opinion of your family's standard of living"	"It was less than adequate for your family needs?"	
	1995-96	2003-04
Concerning your family's food consumption over the past one month, which of the following is true?	49	30
Concerning your family's housing consumption over the past one month, which of the following is true?	64	40
Concerning your family's clothing consumption over the past one month, which of the following is true?	57	36
Concerning your family's health care your family gets, which of the following is true?	59	28
Concerning your children's schooling , which of the following is true?	48	23
Concerning your family's total income over the past one month, which of the following is true?	71	66
Do you consider that you, or your family eats too little to live a healthy and active life? (percentage of respondents answering "Yes")	90	87

Note: Since "not applicable" was a possible answer, there were naturally fewer responses of "less than adequate" on these questions than on others.

"Adequacy" is defined by what the respondent considered to be the minimum consumption needs of their family.

Source: "Resilience Amidst Conflict: An Assessment of Poverty in Nepal, 1995-96 and 2003-04," Central Bureau of Statistics, National Planning Commission Secretariat, Government of Nepal, and World Bank, 2006

As seen above, poverty has affected infrastructural development of the country. Hilly and mountainous terrain in the northern two-thirds of the country has made the building of roads and other infrastructure difficult and expensive. There were just over 8,500 km of paved roads, and one 59 km railway line in the south in 2003. Sixteen districts, out of 75 districts (21.3%), so far, have not been connected with any road network at all. There is less than one telephone per 19 people; landline services are not adequate nationwide but concentrated only in cities and district headquarters; mobile telephone is in a reasonable state in most parts of the country with increased accessibility and affordability. Only 89 government hospitals are providing services to the people throughout the country. Many hospitals in remote districts, out of these 89, are suffering from lack of technology as well as health experts.

Lack of employment opportunity has contributed to slower economic development of Nepal. The education system also lacks vocational training (NHDR 2004, p.42).

Employment issue

More than 90% of the workforce in Nepal, at around 10 million, live in rural areas and engage in farming. According to the 1998/1999 National Labour Force Survey, 4,225 manufacturing enterprises merely employ 385,000 workers. Around 20 % of the workforce is wage labourers and they are in the informal sector.

Table 6 shows that the number of economically active population expanded from 1991 to 2001 by more than 30%. Agriculture remains the dominant employment area, although there is an increasing trend in employment in manufacturing and service sectors. The census data has shown that youths of 15-24 age groups are more unemployed than adults, and men are more unemployed than women. Also, those who received higher level of education, say above grade ten, tended to be found as unemployed than illiterate.

Table 6: Population by Economic Sector

Economic sector	1991 census		2001 census	
	Active Population in number	% of total active labor	Active population in number	% of total active labor
Agriculture, fisheries and forestry	5,961,788	81.2%	6,504,688	65.7%
Manufacturing and recycling	150,051	2.0%	872,254	8.8%
Trade, restaurant and hotels	256,012	3.5%	984,661	9.9%
Community and social service	572,019	7.8%	827,189	8.4%
Other	219,710	3.0%	711,402	7.2%
Total	7,159,580	100.0%	9,900,194	100.0%

Source: CBS, Population Census 1991, 2001

According to ILO (2003), out of 9.5 million who are employed, only 1.5 million, 16% of the total, are in paid employment. The remaining 8.0 million is self-employed. About 3.8 million, 40% of the total, of the self-employed do not employ other employees and 4.1 million, 43 percent of the total, work as unpaid family members. For the most of Nepalese in rural area, time and energy spent for subsistence activities without any real income generation, which are predominantly carried out by women. Table 7 presents engagement of economically active population by work type.

Table 7: Economically active population by type of job

Employment Activities	Male	female	Total	%
Agriculture/own farm	2,689,221	2,457,361	5,146,582	33.9%
Salary/Wages	174,141	448,559	622,700	4.1%
Own Economic Enterprises	722,137	245,944	968,081	6.4%
Extended Economic Activities	117,044	518,431	635,475	4.2%
Job Seeking	137,004	33,226	170,230	1.1%
Household Chores	129,186	2,409,942	2,539,128	16.7%
Students	2,207,587	1,671,527	3,879,114	25.5%
No Work	586,987	654,714	1,241,701	8.2%
Total	6,763,307	8,439,704	15,203,011	100.0%

Source: CBS, Population Census 2001

It is worth pointing out the gendered gaps in the engagement status of labor: female are the major workforce in household work and extended activities like making straw mats, bamboo-work, and food drying, while, men are involved in job seeking, being students, and own enterprise. The table also shows that the majority of the jobs are in the informal sector in Nepal.

Understanding the weak base of industrial development in Nepal, human resources development through skill upgrading needs to be carefully designed *as a part of comprehensive education system*, since the type of needs from the agriculture sector and that from the manufacturing sector are very much different and the type of skills demanded by formal sector jobs and that by informal sector jobs might differ.

Rapid population growth, poor economic performance and declining manufacturing and production sector have had a major effect on the employment potential of the formal sector in Nepal. However, there seems to be enough labour market potential for trained people in the construction and service sector if trainees are properly trained to meet demands in the market. The service and construction sector, which generates more job opportunities for skilled workers. The agricultural sector, which employs more than

80% of the labor force, has significant employment and earning potential if it moves away from traditional subsistence farming to intensive commercial farming system. TVET needs to meet these demands thriving in the Nepalese market economy.

II-4 Marginalized groups¹

In Nepal, the major socially deprived people are women, Dalit, ethnic groups, people with disabilities, children, and others.

As seen in Table 8, of the total population, women hold 50.1 percent in Nepal. Due to patriarchal social structure, women hold lower social status in comparison to men. CBS 2001 reveal that women's life expectancy is 59.8 years which is slightly lower than of men, 60.1 years. However, women lag far behind men in literacy. Only 42.5 percent (6 + years of age) of women are literate where as 65.1 percent men are literate. Literacy rate of the women of the Far Western region is the lowest in the country, which is only 32 percent.

Table 8: Major marginalized groups

Subject	Nepal	Men	Women	Dalit	Janajati (Ethnic Groups)
Population	23,151,423	11,563,921 (49.9%)	11,587,502 (50.1%)	3,021,386 (13.1%)	8,454,782 (36.5%)
Life Expectancy (years)	59.5	60.1	59.8	50	54.6
Literacy Rate (%)	53.7	65.1	42.5	19.7	34.2

Source: CBS, Population Census 2001

Dalit² comprised 13.1 percent of the total population in Nepal (see Figure 1). Literacy rate among Dalit is extremely low, which is only 19.7 percent. Ethnic groups comprise 36.5 percent of the total population of the country. The largest ethnic groups in Nepal are Magar 7.14%, Tharu 6.5%, Tamang 5.64%, Newar 5.48%, Rai 2.79% and Limbu 1.6% (Nepal in Figures 2006). In comparison to the National average, literacy percentage of ethnic groups (Janajati) is very low, which is only 34.2%. These groups have low status in literacy as well as in economic well-being. Only 14% of the total population of Chepang are literate. Likewise, 22% of Bote are literate. Dalit's situation is very vulnerable.

III. Education in Nepal

III-1. Recent progress in educational development in Nepal

It is useful to review the progress of educational development in Nepal before we examine the policy changes in education and skill development. Millennium Development Goals (MDGs) identify education as one of the key development goals. According to the Needs Assessment Nepal report, Nepal has made progress on net enrolment rate in primary education, proportion of pupils starting grade 1 who reach grade 5, and literacy rate of 15-24 year olds. However, the adult literacy is listed as the least progressed by the report (see Table 9).

¹ Oxford dictionary defines the word marginalize as 'to make somebody feel as if they are not important and cannot influence decisions or event' or 'to put somebody in a position in which they have no power' (Oxford dictionary 2000, p.783). Many development actors in Nepal define marginalized people as 'socially deprived and economically poor people'.

² There is an on-going debate about who are referred to as Dalits. There are three Dalit groups in Nepal: (a) Hill Dalits such as Kami, Sarki and Damai; (b) Newar Dalits such as Pode and Chyame; and (c) Madhesi Dalits such as Dom, Musahar and Chamar. The Dalit Bikas Samiti (*Dalit Development Committee* referred in English) of the Government has identified 23 Dalit Castes (Action Aid Nepal 2003). However, there is a debate about the population size of Dalit. The Dalit activists claim this size to be about four million.

Table 9: Literacy and enrolment ratio in South Asia

HDI Rank		Adult Literacy rate (5 ages and older)		Youth literacy rate (% ages 15-24)		Net primary enrolment ratio (%)		Net secondary enrolment ratio (%)		Children reaching grade 5 (% of grade 1 students)	
		1990	2004	1990	2004	1991	2004	1991	2004	1991	2003
93	Sri Lanka	88.7	90.7	95.1	95.6	..	97	..	..	92	..
96	Iran, Islamic Rep. Of	63.2	77	86.3	..	92	89	..	78	90	88
98	Maldives	94.8	96.3	98.1	98.2	..	90	..	51	..	..
126	India	49.3	61	64.3	76.4	..	90	..	..	..	79
134	Pakistan	35.4	49.9	47.4	65.5	33	66	..	..	..	70
135	Bhutan	..	..	..	..	..	..	..	..	..	91
137	Bangladesh	34.2	..	42	..	..	94	..	48	..	65
138	Nepal	30.4	48.6	46.6	70.1	..	78	..	..	51	67

Source: "Human Development Report 2006, Beyond scarcity: Power, poverty and the global water crisis," United Nations Development Programme, available: <http://hdr.undp.org/hdr2006/statistics/> downloaded 3 September 2007

Table 10 shows that Nepal's progress on educational development in the MDG context, and Nepal has been assessed as on-track for primary school education and literacy among the youth. However, the Nepal MDGs Progress Report (2005) reveals that progress of female education is lagging behind to the male progress. In particular, the gaps are clear in rural areas in the Far West and the South regions. Regional gaps are still serious and even are aggravating.

It is no doubt that primary level education is essential for everyone in any society to formulate the knowledge base. However, if Nepal aims at economic development and growth meeting people's needs in economic well-being, improvement in productivity in major economic sector and products is a must. From this economic point of view, one should be cautioned over the following issue: the selection of the data on education from the broader development perspective than MDGs which skew toward primary education and "access" to schooling rather than quality or content of schooling. Thus, it is important to check the performance data on secondary and above education, which we will look at when we review the education policy in Nepal.

Table 10: Progress in attaining the MDG on primary education

Indicators	Status				Target		Situation in 2015 at the present rate of progress	Remarks
	1990	1995	2000	Latest year	PRSP 2007	MDG 2015		
Net enrolment in primary education (%)	64	69	81	83	90	100	100	On-track on the basis of DoE data
			(2001)	(2003)				
	NA	57	66	72	90	100	94	Slightly off-track on the basis of survey figures
Proportion of pupils starting grade 1 who reach grade 5	38	40	63	76	75	100	89	More or less on-track
	(1994)			(2004)				
Literacy rate of 15-24 year olds	50	56	70.1	73.0	79	100	100	On-track
Adult Literacy	33	40f	48	48	63	75	63	Very much off-track
	(1991)		(2001)	(2003)				

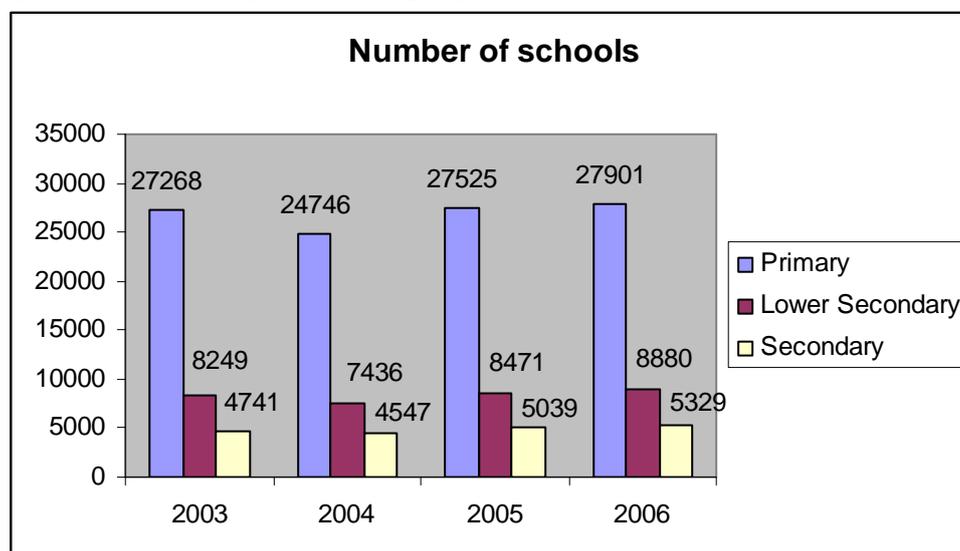
Source: "Millennium Development Goals: Needs Assessment For Nepal", Government of Nepal, National Planning Commission and United Nations Development Programme, 2006

III-1. Educational System in Nepal

(a) Types and Numbers of schools

Both quantity and quality in school education has improved in Nepal. In 1951, Nepal had the literacy rate of only 2%; 321 primary schools and 11 high schools constituted the whole of its public educational establishment. By 2002, the literacy rate had mounted to 54%, the number of primary schools to 25,927, lower secondary schools to 4,350 (NHDR 2004, p.32).

Figure 3 shows the trends of increment of schools' number. However, the number of schools declined in 2004 mainly due to the internal political insurgency.



Source: Nepal in Education Figure 2005 and Flash I Report 2006

Figure 3: Number of schools by levels in Nepal

The government has categorised schools into two: community³ (public) and institutional (private) school. Institutional school is approved under the company act and operates with profit motives.

Out of total 36,729 schools in Nepal, 16.1% are the private ones. Likewise, 28.3% and 23.8% of the secondary and lower secondary schools are private in the country as shown in Table 11.

Table 11: Number of schools: community and institutional (in 2004)

Schools	Total	Community (%)	Institutional (%)
Early Childhood/Pre primary	4,032	1,692 (42.0)	2,340 (58.0)
Primary	24,746	21,888 (88.5)	2,858 (11.5)
Lower secondary	7,436	5,664 (76.2)	1,772 (23.8)
Secondary	4,547	3,258 (71.7)	1,289 (28.3)

Source: Nepal in Figure 2005

As shown in Table 12, the number of teachers in community school is bigger than in institutional schools. Out of total 141,605 teachers in Nepal, 29.11% are engaged in institutional schools.

³ Community schools can be divided into three: community schools, community managed schools and unaided community schools. Community schools receive regular government grants in the form of teachers' salary for approved positions, as well as earmarked and block grants. The government has a policy of transferring the management of government-aided schools to the local community through the school management committee (SMC) and VDC or municipality. These schools are managed by the community who receive teachers' salary for approved positions, as well as earmarked block and incentive grants. The unaided community schools do not receive regular government grants but they receive fixed basic salary grants equivalent to two teachers' positions in primary education along with earmarked and block grants for both primary and secondary schools.

Table 12: Total number of teachers

School type	Female teachers	Male teachers	Total teachers (%)
Institutional schools	18,295	22,929	41,224 (29.11%)
Community schools	25,251	75,130	100,381 (69.89%)
<i>Total</i>	<i>43,546</i>	<i>98,059</i>	<i>141,605 (100%)</i>

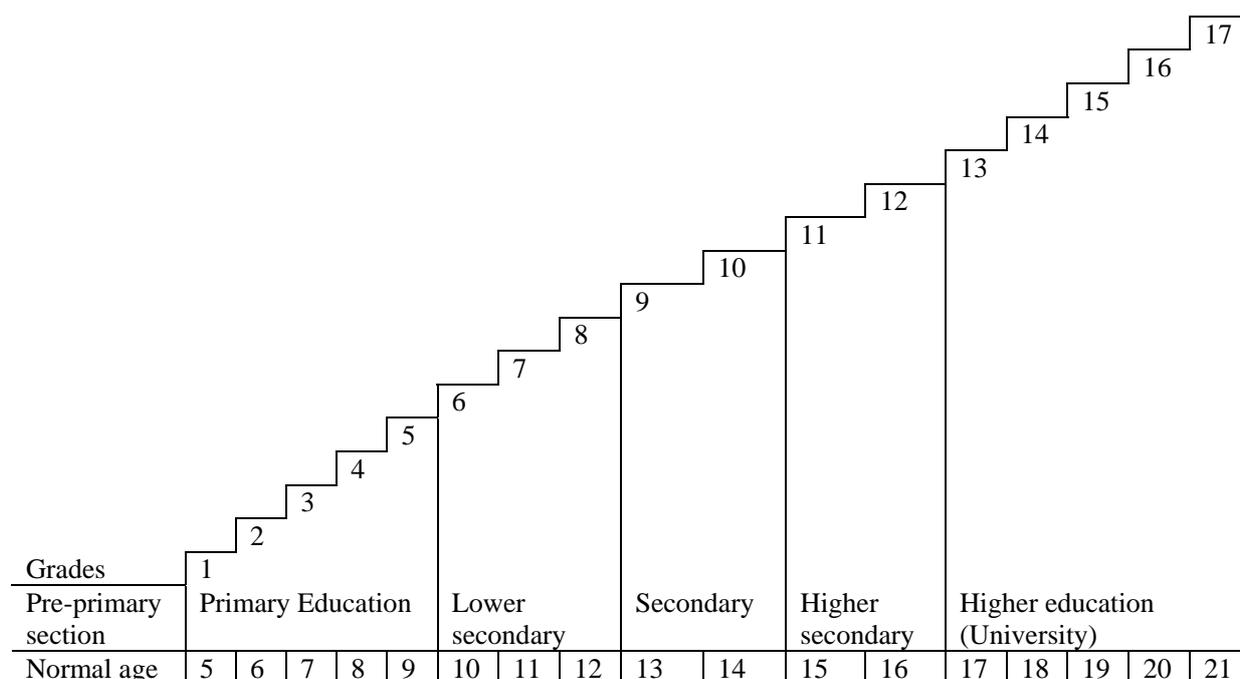
Source: Education Flash I report 2006

(b) School System

Basically schools in Nepal are organised into two broad levels: primary and secondary. Primary schools include early childhood development of one to three year duration. It is known as "Shishu Kachha" (pre-primary class) in Nepali and quite popular mostly in the cities. Primary school provides five years of universal education consist of five separate grades from 1 to 5.

Secondary education includes lower secondary, secondary and higher secondary levels. Lower secondary level is for three years consisting grade 6 to 8. Likewise, secondary level includes grade 9 and 10 and higher secondary 11 and 12.

The students are expected to complete higher secondary by the age of 16 and enter the University for obtaining bachelors degree. Bachelor's degree consists of three years and Masters Degree for two years. However, some technical subjects, for example engineering, need five years to complete Bachelors' level. The following chart shows the education structure in Nepal.



Source: Nepal in Education Figure 2005, Ministry of Education and Sports

Figure 4: School System in Nepal

(c) Number of students, schools and teachers by primary and secondary schools

Table 13 shows that gross enrolment rate (GER) at lower secondary level in 2006-07 has been 71.5 percent with 65.4 percent for girls and 77.9 percent for boys. Likewise, the overall GER of the country at the secondary level is 56.7 percent with 53.1 percent for girls and 60.2 percent for boys. Net enrolment rate (NER) has been improved by 5%, as compared to the last school year 2005-06, of lower secondary level. But, GER of lower secondary level has decreased by 4 percent (Education Flash I Report 2006). Girl's enrolment rate, both GER and NER as well as in both lower secondary and secondary level, is relatively lower than those of boys.

Table 13: Gross and Net Enrolment Rates (%)

Level	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Total	Girls	Boys	Total	Girls	Boys
Lower Secondary	71.5	65.4	77.9	52.3	47.8	57.1
<i>Secondary</i>	<i>56.7</i>	<i>53.1</i>	<i>60.2</i>	<i>34.7</i>	<i>32.4</i>	<i>37.0</i>

Source: Education Flash I Report 2006

Table 14 shows that the trend of the number of students has been increased at the primary level since 2003. However, it has decreased at the lower secondary and secondary levels in 2005. This trend has created pressure in the classroom at the primary level.

Table 14: Number of students per school by level (2003-2005)

Level	2003	2004	2005
Primary	147.6	162.9	163.9
Lower secondary	146.7	194.3	162.3
<i>Secondary</i>	<i>107.8</i>	<i>129.2</i>	<i>116.5</i>

Source: Nepal in Education Figure 2005

Table 15 shows that the trend of the number of teachers in schools has been decreased at all level. It shows that number of schools has been increased; on the contrary, the number of teachers has not increased as the same ratio.

Table 15: School-teacher ratio by level

	2003	2004	2005
Primary	4.1	4.1	4.0
Lower secondary	3.6	3.5	3.0
<i>Secondary</i>	<i>4.9</i>	<i>4.4</i>	<i>3.5</i>

Source: Nepal in Education Figure 2005

Out of the total school teachers, the number of trained teachers is very small. Only 1.3 teachers per school are trained at the primary level. At the lower secondary level, this is only 0.9 teachers per school (Table 16).

Table 16: Trained teacher/school ratio by level, 2003-2005

Level	2003	2004	2005
Primary	1.4	1.3	1.3
Lower secondary	1.0	1.0	0.9
<i>Secondary</i>	<i>2.0</i>	<i>2.1</i>	<i>1.9</i>

Source: Nepal in Education Figure 2005

Table 17 shows that the number of students has gradually increased over the last three years: 2003 to 2005. Teacher-student ratio seems to be appropriate both at the primary and secondary levels, but the size of the students are bigger in lower secondary level. One teacher has to handle 54 students in one class, comparing 40.8 for the primary level⁴.

⁴ Various data shows number of students varied from one school to another. Likewise, it varies from region to region. In Mahottari district, the data shows that, there is only 0.67 school per thousands population. Similarly, Manag district has 6.58 students per thousands students (Nepal Census Indicators 2001, p.152).

Table 17: Teacher-student ratio by level

Level	2003	2004	2005
Primary	35.8	39.7	40.8
Lower secondary	40.5	55.7	54.7
Secondary	21.9	29.0	33.3

Source: Nepal in Education Figure 2005

III-2. Educational policies in Nepal

The genesis of planned development started in Nepal in 1956. Since then, the government has completed ten periodic plans so far. An interim plan has been formulated in order to continue development efforts during this interim period started in 2007. Periodic development plans have been to make efforts for the systematic development of the country. In this section, we summarise educational policy changes through reviewing the recent national plans, Ninth, Tenth and the Interim Plans.

(a) The Ninth Plan (1997-2002)

Objectives

Education has a crucial role to develop disciplined and productive population in the country. Multi dimensional development and progress of the nation depends on its educational policy and programmes. Considering national situation and interest, the ninth plan has set various objectives in order to obtain national interest through skill formation in Nepal.

Key objectives of educational development in the Ninth Plan (NPC 1998: p. 571) include:

1. Create necessary human resource for nation's development and enable education system for poverty eradication.
2. Create citizens who are aware and committed to democracy, able, productive and disciplined, devote to human rights and faithful to nationality.
3. Make basic education gradually free, accessible and compulsory to all.
4. Develop the quality of secondary and higher education that can contribute to national development.
5. Develop skill, knowledge and information oriented literacy and run it nation-wide.
6. Create basic and mid-level skilled manpower generating technical and vocational education opportunities in the local (district and village) level.
7. Expand higher level technical education to develop and supply higher level skilled manpower.
8. Expand educational opportunities to women for gender equity in education.
9. Mainstreaming marginalised groups (disabled, backward ethnic groups, poor and people living in remote area) in development by providing educational opportunities.

Broadly, the Ninth Plan aim to create necessary human resources who can contribute for poverty alleviation of the country. Therefore, education sector has planned to generate quality human resource. Likewise, higher level technical education has been planned to develop high-skilled manpower and supply in the market. Considering rural context of the country, the Ninth Plan set its objectives to make basic education gradually free. Dalit, women, and backward ethnic groups have been relatively excluded from having access to mainstreaming development for a long time. Taking such reality into consideration, the Ninth Plan has planned to mainstream these marginalised groups into development processes by providing educational opportunities. To achieve the objectives of education development in such condition is a hard task. The Ninth Plan, therefore, formulated various policies in order to achieve the objectives efficiently.

Policies

Key educational policies in the Ninth Plan (NPC 1998: p.573) include:

1. Employment oriented education system will be developed for technical, vocational and skill development. Such education opportunities will be provided in secondary and higher secondary level. Polytechnic schools will be run to develop basic and mid-level skilled manpower. Appropriate educational curriculum will be developed for this.
2. Agriculture, forestry and other technical universities will be established to generate and supply high-level skilled manpower for the national development.

3. Research on technical and vocational education will be conducted. Necessary mechanism will be developed to implement the research outcomes for technical and vocational educational development.
4. Necessary education policies and curriculum will be developed for effective implementation of formal and informal education programmes.

It was planned to develop “employment-oriented education system” which target to secondary level students. Institutes that provide education on agriculture, fisheries, forestry, and mechanical engineering and so on were to be established. Such skills are in high demand in rural areas and the supply is not adequate as 76% of the total population (CBS 2001) in the country live in rural areas. The Ninth Plan was committed to develop appropriate curriculum for establishing relevant to local market which have high demands of technical human resources.

Programmes

Major programmes in the Ninth Plan (NPC 1998: pp. 577-579) include:

1. Provide training to school teachers for the quality development of education in lower secondary and secondary level.
2. About 15,000 teachers will be trained on English, science, maths and 25 science units will be established in various districts for upgrading the quality in 'science teaching'.
3. Adequate supervision and follow up programmes will be planned and also a strong evaluation system will be developed to support the trained teachers.
4. A new curriculum will be developed for lower secondary and secondary level. Likewise, 'teaching manuals' will be developed.
5. An evaluation improvement programme will be developed in order to make students evaluation process effective.
6. Establish training centres at the grassroots level to produce technical manpower. A need assessment survey will be conducted for understanding the needs.
7. Initiate effective coordination with private training centres for skilled manpower development.
8. Develop at least 5,000 skilled manpower from technical schools. And, training on various technical subjects will be provided to 20,000 persons.
9. Various short-term training will be provided in coordination with various NGOs.
10. Necessary supports, both technical and moral, will be provided to private sector training centres for human resource development.
11. Community development and vocational training centres will be expanded throughout the country.
12. Technical and vocational training council's policy will be updated for effective implementation of these activities.

Strong emphasis was made on rapport building between school and local community as well as community and parents of the students. A programme was planned to develop strengthen such relationship which would contribute for the educational development.

The Ninth Plan assured a list of special programmes to upgrade vocational education, preferably in the rural and semi-urban communities. It was decided to establish training centres to provide training and various vocational subjects based on a need assessment survey.

It was targeted to develop 25,000 skilled manpower from different technical schools. Likewise, it was programmed to organise short-term training having coordination with various NGOs. The Ninth Plan also committed to establish polytechnic schools to generate mid-level human resource to fulfil the demands of the local market.

Special educational programme was incorporated in the Ninth Plan. Primarily, disable population were targeted to include in special education programme. It was also planned to integrate 'special education programme' with Education for All (EFA) movement. Before the Ninth Plan started, less than one percent disable people had access to scholarship facility. The Ninth Plan committed to provide scholarship at least five percent of all of disabled people.

Performances/Review of Results

The Ninth Plan was severely disturbed by deteriorating law and order situation, which not only hindered the implementation of development programmes but also forced the government to divert development fund into security sectors (NPC 2003, p.6).

The Ninth Plan had targeted literacy rate (above 15 years) of the nation reach to 70%, however it could reach only up to 49.2%. Likewise, the net enrolment rate at the primary level could reach only up to 80.4%

against the target of 90%. The GERs at the lower secondary and secondary levels reached near the targets. Also, the numbers of the people trained in long and short-term technical education and vocational training appear to approach the targets (NPC 2003, p.452).

(b) The Tenth Plan (2002-2006)

Objectives

The Tenth Plan has accepted education as the primary means of overall development of the nation. Able, productive, disciplined and socially responsible citizens are to be developed for the nation. For this, it is important to create a workforce capable enough to face the challenges of the 21st century by improving quality education accessible to all (NPC 2003, p.451).

Nepal has local and international commitment 'Education for All (EFA)'. In order to render education that is productive, employment oriented and provides practical skills, it is imperative that the country stresses balanced development of the schools, technical colleges and universities for higher education (NPC 2003, p.452).

The Tenth Plan has set a new objective of decentralising authority to the institutions of all levels of education to take leadership for assuring quality education. Thus, local educational authorities can generate the supervision system and have own monitoring and evaluation approach which suit the local context.

Key objectives of educational development in the Tenth Plan (NPC 2003: p.454) include:

1. Help raise the living standards, especially of the backward communities and women by carrying out programmes of literacy, post literacy, income generating and valuable non-formal education.
2. Develop and expand quality education according to the need of the country's development and make quality primary education easily accessible.
3. Supply basic and mid-level skilled, technical human resources required by the country.
4. Utilize education as an effective means of economic and social development to eradicate poverty by way of developing human resources that can compete at the international level for all-round development of the country and support the national economy.
5. Give responsibilities to the institutions of all levels of education by way of making them capable to take leadership on the basis of the definitions and norms of quality education developed and refined, and for this, strengthen the systems of supervision, monitoring and evaluation as well as develop infrastructure in order to make the teaching license compulsory to all levels and specify intermediate level as the minimum qualification plus training for the primary school teachers.
6. In the context of the principle of 'Education for All', make special provisions to increase the access of women and people with disability to the opportunities of education.
7. Mobilize the youth and develop sports to prepare able, strong and disciplined human resource required in the country.

Policies

The Tenth Plan has set its policies which focus on developing vocational education. To meet the demands of local private sector, "annex programmes" would be expanded mobilising the local government, VDC (Village Development Committee). It has also planned to give higher priorities for the quality education in the secondary level by providing various training to the students. The major policies set by the Tenth Plan have been shown below.

Key educational policies in the tenth plan (NPC 2003: p.457):

a) *Development of technical and vocational education:*

- Expand Annex Programmes to increase the opportunities of technical education and vocational training by mobilizing the participation of local elected bodies and private sector.

b) *Development of secondary education:*

- By accepting higher education level as the last phase of school education, make institutional arrangements and improve the structure of school education accordingly.
- By phasing out the intermediate (certificate) level gradually from the Tribhuvan University, make appropriate arrangements to incorporate it into the higher secondary level.

c) *Development of the quality of education:*

- Enforce compulsory training and teaching licence system to maintain quality in education; and utilize distant as well in all training programmes of education and involve all training institutes to increase access to training.

- Make the systems of examination, monitoring and supervision effective based on indicators representing the objective standards by defining the quality of education at all levels.
- Assist in expanding education suitable to the modern world by utilising computer literacy at all levels of education; and teach the subjects related to information and communication technology in the schools according to the national policy of science and technology.
- Along with encouraging the private sector, develop and effective accreditation system by bringing all levels of education within the regulatory framework in order to enhance competition in education.

Vocational education: a key policy in educational and skill development in Nepal

The Tenth Plan emphasizes technical education and vocational training as one of the main strategies for human resource development, poverty alleviation as well as the meeting of skills education needs of youths and adults. The following are some of the important points mentioned in the Tenth Plan addressing the skills development needs of the poor and disadvantaged. (1) Increasing employment opportunities; (2) Promoting access of the poor and disadvantaged to employment; (3) Ensuring the rights of laborers; and, (4) Raising quality and productivity. The Tenth Plan has committed to 'impart regular (full time) training to 7,100 persons and short-term training to 23,555 persons by establishing two additional technical institutions and two poly-technical colleges; and on the basis of feasibility studies, conduct Annex Programmes with additional classes to provide secondary level skill-oriented education in 75 community schools, one in each district (NPC 2003, p. 455). On the whole, the Tenth Plan has made its commitment to make its efforts for upgrading quality education and increase marginalised people's access to education services. Moreover, it has emphasised to give responsibilities to local educational authorities for educational development. It has also tried to develop vocational education through schools by conducting annex programmes.

Performances/Review of Results

Review of the results of the Tenth Plan shows that literacy outcomes were not able to reach as expected during the Tenth Plan preparation. It was 71.5%, which surpassed the target such as 65%. The situation of the gross enrolment in the secondary level was also very satisfactory (see Table 18).

The Tenth Plan aimed to provide regular training to 7,100 populations. However, finally, 20,345 received regular training, thus, the result is far better than expectations. But, the target of the short-term training did not reach to the target.

Table 18: Review of the Tenth Plan outcomes

Indicators	Situation before TP initiated	Expected goal	Measured change by the end of the TP	Present growth result
Literacy				
a. Literacy (6+ age)	55.5%	70%	68%	
b. Literacy (15+ age)	49.2%	63%	61%	
Lower secondary				
a. Gross enrolment	58%	65%	64%	71.5%
b. Girls	42%	45%	44%	46.6%
Secondary level				
a. Gross enrolment	37%	45%	44%	56.7%
b. Girls	41%	45%	43%	46.6%
Technical and vocational training				
a. Regular training	-	7,100		20,345
b. Short-term training	-	23,555		15,800
c. Annex programme	15	75		15
d. Skill testing		4,000		3,471

Source: NPC 2006, p.4⁵

⁵ Many educationists working with the local people do not agree with the data provided by the authority. Conflict was in the height during the Tenth Plan implementation period. Consequently, many more displaced from their villages. More than

While the progress was made, some challenges and problems were also identified. The Tenth Plan did not meet the quality of education as per set in the plan. Likewise, infrastructure has not been developed for providing quality education services. Rural schools are still facing the lack of teachers. Teacher-student ratio could not be met as per plan. The Tenth Plan had expected to increase access of marginalized people (Dalit, ethnic and tribal groups, women, Madhesi, disabled and the poor) to education services. However, it was not satisfactory as per expectations (NPC 2006, p.5).

(c) Interim Plan

Objectives

Based on the mandate given by 'People's movement-2'⁶ this Interim Plan has been developed. EFA, achieving MDGs, establishment of people's democracy, and formation of federal government are the major mandates of the people's movement. The Interim Plan target has formulated three-year education development plans which support to meet those mandates (NPC 2006, p.3).

Social transformation is determined by the quality of education. Society creates aware, able and productive citizens who are committed to social change through education. Modern society has recognized and accepted education for social and economic development, preserving natural resources and cultures, and for development of citizens who love their nations and commit for the overall development of the society. Access to education is the fundamental right of every citizen. It is government's responsibility to secure educational right of women, *Dalit*, disable, poor, backward class, ethnic groups, Madhesi and others. However, problems and challenges are to be faced in every step of development process (NPC 2006, p.4).

This Interim Plan has envisioned of producing human resources by providing quality education as well as vocational and technical learning opportunities. The vision set for the interim period has been more or less similar to the visions set by the Tenth Plan. However, considering the mandates given by People's Movement-2, it has focussed on paying attention to support establishing modern, democratic, inclusive and equitable society through providing quality education.

Key visions for education development in the Interim Plan (NPC 2006, p.6) include:

1. Create aware, able and productive citizens securing their access to education opportunities.
2. Provide vocational education to youth and marginalised community and make them active in economic development, then reduce poverty and social injustice.
3. Develop higher education system to make it international standard.
4. Through such quality education system Nepal aims to establish modern, democratic, inclusive and equitable society.

The Interim Plan has set some important strategies to achieve the objectives effectively. The overall strategies are decentralization, social inclusion; integrated programme implementation, capacity development, use of information and technology, grants to schools, effective curriculum implementation system development, students' evaluation and testing system and so on. Especially, the Interim Plan has focussed conflict victims and conflict-displaced people to provide them special education programme.

Following points show the major strategies developed for achieving educational development of Nepal during the interim period.

Key strategies for educational development in the Interim Plan (NPC 2006: pp.9-10) include:

1. According to decentralization concept, being based on local governance act, the responsibility of education plan preparation and management will be given school management committee. Active participation of civil society will be ensured for reestablishment of the schools.
2. New schooling structure will be designed: class 1-8 will be known as basic education and class 9-12 will be regarded as high school education (general education and vocational education).
3. A new system will be developed through which students can shift from non-formal, technical and vocational to formal education. Likewise, students can also shift from formal education to non-formal, technical and vocational education system. Moreover, non-formal education system will be linked with life skills and income generation programmes.

million people went to India. Many schools in the rural area remained closed for months. In such situation, growth of enrolment can be questionable.

⁶ There was a big political movement, called people's movement-2, in April 2006 against the King who had grasped all the power two years ago.

4. Alternative education, non-formal education, open education and distance learning system will be developed in order to increase citizens' access to education opportunities.
5. Higher education will be strengthened and modernised in order to generate experts and highly academic manpower that can compete in international market.
6. Efforts will be made for physical, mental and emotional capability development of the youths. Likewise, youth will be mobilised for social inclusion and reconstruction of the nation.
7. A special programme will be carried out in order to increase the access to education of women, Dalit, disable, backward class and ethnic groups, Madhesi, conflict victims and conflict-displaced people.

Programmes

Various programmes have been formulated to materialise the visions set by the Interim Plan. It has separated programmes by different education levels: pre-primary, primary, lower secondary, secondary and others.

Secondary education:

Free education will be provided to the poor, Dalit, backward caste group, ethnic groups, martyr's children, conflict victims, women and persons with disabilities for increasing their access to secondary school education. School library support programme will be continued. Scholarship programme will be expanded to increase the enrolment of girls to higher education.

Some special programmes have also been developed. The government has planned to reform the high school education structure. High school will comprise grade 9 to 12 according to new reform plan. Thus, the concept of higher secondary education will be abolished. A new education system: general education and technical/vocational education system will be introduced in the secondary level. Once this system will be initiated, students can shift from general to vocational and vocational to general education easily.

Major programmes for educational development in the Interim Plan (NPC 2006: p.14):

1. A structure will be developed to establish high school education, grade 9 to 12.
2. General education and technical - vocation education system will be developed at the high school level.
3. Vocational education will be taken to target groups (at the grassroots) in coordination with local government and private sectors.
4. A system will be developed so that students can shift from general to vocational education and vocational to general education easily.
5. A package programme will be introduced in order to encourage women, Dalit, disable, Madhesi, conflict victims and poor to participate in higher education programme.
6. An intensive income generation oriented vocational training programme will be developed and implemented targeting backward caste/ethnic groups, Madhesi, Dalit and poor.
7. Special training packages will be developed targeting the youth who work in Nepal and also go abroad for work. This will be done in partnership with the private sector.
8. Various vocational training schemes will be developed based on the demands made by private sectors.
9. Vocational education will be incorporated in to higher education level as well.
10. Skill testing programme will be implemented to promote indigenous skills.

IV. Vocational and technical education in Nepal

IV-1 Historical aspect

An Aurvedic school was established to train Aurvedic physicians in 1929 which can be accepted as one of the pioneer formal attempts to produce technical human resource in Nepal (CTEVT profile 1994, p.2). Since then, various attempts have been made in order to develop technically capable human resources in Nepal. Different institutions have been established and technical knowledge and skills have been transferred, however, no systematic approach was introduced.

Government made its efforts to attach vocation education to general education from grade 6 to 10 in the 1960s. The main purpose of this attempt was to impart vocational knowledge and transfer technical skills to the students of grade 6 to 10.

The New Education System Plan (NESP) was introduced in 1971 that attempted to establish vocational education in every secondary school throughout the country.

Agronomy, poultry, animal husbandry, accounting, secretarial science, home economic and so on were the subjects taught in secondary schools. In general schools, 20 percent of the credit was allotted to a vocational subject and in vocational schools, about 40 percent of the time was allotted to vocational subjects (CTEVT 1994, p.2).

The government continued NESP in secondary schools until 1979. However, the graduate students from secondary schools could not compete with the students who graduated from vocational schools. Then, the government realized that more intensive skills should be given to the students for getting jobs in the market. One hour vocational teaching in school is not adequate to obtain intensive skills.

Thus, the idea of establishing formal technical schools for providing intensive skills and more focused knowledge on vocational subject emerged. Karnali Technical School in Jumla, established in 1980, has been the first technical school in Nepal. The concept of NESP was withdrawn in 1981. And, a Technical and Vocational Education Committee was formed in 1982 for the management of technical schools. This idea was followed by the establishment of the Directorate of Technical and Vocational Education (DTVE) under the Ministry of Education and Culture. DTVE coordinated the training activities of technical schools, designed curriculum, conducted examinations and certified successful candidates. As progress, eight technical schools were established by 1994⁷. Out of seven technical schools, Kumbheswor and Sanothimi technical schools were established with private funding, however, recognised by the DTVE. Hence, ultimately, various efforts made by the government for producing basic and mid-level skilled human resources supported to form the Council for Technical Education and Vocational Training.

IV-2 Council for Technical Education and Vocational Training (CTEVT)

The Council for Technical Education and Vocational Training (CTEVT) was established in 1989. It is the policy formulation and coordinating body for technical education and vocational training throughout the country. It also coordinates programs, develops and expands technical education and vocational training (TEVT) and ensures quality of TVET. It was initially established under the Act, 1989 and amended in 1993. It has an assembly composed of 24 members and a governing board of nine members. It is chaired by the Minister of Education. Currently, CTEVT has nine divisions: vocational training and community development division, curriculum development division, skill testing division, research and information division, examination division, planning and policy formulation division, polytechnic division, accreditation division, technical division and administrative division.

CTEVT has set its vision as: No Nepali should be unemployed due to lack of access to TVET programme. CTEVT says that "At CTEVT, skilled workforce preparation is our key responsibility (CTEVT 2005)." CTEVT aims at producing capable technical human resources in the country. Other goal is to coordinate TEVT stakeholders for enhancing efficiency, effectiveness and responsiveness. Quality maintenance and self-reliance are also its other major concerns.

Under the CTEVT system, there are eleven zonal level technical schools scattered around the country, three polytechnic schools, two village level Vocational Training and Community Development (VTCD) centers and the Training Institute for Technical Instruction (TITI).

In addition, the CTEVT has granted affiliation and recognition over 110 private training institutions offering 175 technical SLC level programs (TSLC). The CTEVT affiliated technical institutes have been offering courses in community medical assistance (CMA), junior technical assistance (JTA), junior technicians (JT), auxiliary nurse midwife (ANM); Electrical, Mechanical, Civil, Naturopathy, Therapy in Acupressure, Ayurvedic, dental and laboratory technicians; land surveyor (AMIN), Carpet Weaving, Wood Works, Carpentry, Welding, General Mechanics, Auto Mechanics and Food Technical Assistant. Youths with school leaving certificate (SLC) are admitted in diploma programs, which require three years to complete. There are 57 such programs operating in the private institutions affiliated with CTEVT. Students in Technical School Leaving Certificate (TSLC) level should pass the centrally administered entrance examination to get admission in these programs. At the end of the program a final examination is administered and the successful students receive nationally recognized certificate from CTEVT.

Skill testing system

CTEVT has skill testing division which has the responsibility of certifying the skill level of individuals to know whether they have been trained appropriately or not. They do testing of all basic, mid and higher level manpower. The division conducts national skill competitions in various occupational areas. Skill standards in different occupation and levels are developed. They also provide skill tests to those who have

⁷ Karnali Technical School (Jumla district), Lahan Technical School (Siraha), Uttarpani Technical School (Dhankuta), Lalitpur Technical School (Lalitpur), Kumbheswor Technical School (Lalitpur), Jiri Technical School (Dolakha) and Sanothimi Technical School (Bhaktapur district).

acquired skills informally. The division develops the dictionary of occupational classification suitable to Nepalese context. Moreover, they do provide opportunity for enhancing career of the industry workers and individuals (CTEVT 1994, p.14).

Table 19-1 and Table 19-2 give recent statistics over TVET programmes and students enrolled in the programmes.

- Public TSLC programmes are found in engineering, health and agriculture in balance. However, private programmes are skewed toward health sector.
- Office management and food technology have very few training programmes.
- The number of students received short-term training programmes is just over 10,000, which is far below to the market needs.

Table 19-1: The number of TVET programs in Nepal

Program Areas	Public (CTEVT)						Private				Total
	TSLC		Diploma		Short Term training		TSLC		Diploma		
	Number of programs	%	Number of programs	%	Number of programs	%	Number of programs	%	Number of programs	%	Number of programs
Engineering	10	47.6	4	50.0	1,079	45.9	33	18.9	28	53.8	1,154
Health	5	23.8	2	25.0	440	18.7	126	72.0	20	38.5	593
Agriculture	5	23.8	2	25.0	480	20.4	10	5.7	3	5.8	500
Office management	1	4.8	0	0	0	0	3	1.7	0	0	4
Food technology	0	0	0	0	0	0	1	0.6	1	1.9	2
Tourism	0	0	0	0	352	15.0	0	0	0	0	352
Community development	0	0	0	0	0	0	2	1.1	0	0	2
Others	0	0	0	0	0	0	0	0	0	0	0
Total	21	100	8	100	2,351	100	175	100	52	100	2,607

Table 19-2: The number of students of TVET programs in Nepal

Program Areas	Public (CTEVT)				Private				Total
	TSLC		Diploma		TSLC		Diploma		
	Number of students	%	Number of students	%	Number of students	%	Number of students	%	Number of students
Engineering	463	51.3	168	49.1	1,480	20.6	1,420	61.1	3,531
Health	236	26.1	120	35.1	5,080	70.6	745	32.0	6,181
Agriculture	174	19.3	54	15.8	400	5.6	120	5.2	748
Office management	30	3.3	0	0	120	1.7	0	0	150
Food technology	0	0	0	0	40	0.6	40	1.7	80
Tourism	0	0	0	0	0	0	0	0	0
Community development	0	0	0	0	80	1.1	0	0.0	80
Others	0	0	0	0	0	0	0	0	0
Total	903	100	342	100	7,200	100	2,325	100	10,770

Source: TVET Policy Platform, 2005.

Annex programme

CTEVT started the Annex Program in 2002 in collaboration with Department of Education. This is a technical education program offered to general secondary schools, which is cost effective as it has full ownership and support from the local community. It has been implemented in 15 such schools, three in each development region on experiment basis. This programme has provided courses in auto-mechanics,

mechanical and electrical fields, veterinary science, general agriculture, electrical and information technology (CTEVT 2005).

V. Key issues in School and Technical Education in Nepal

V-1. Key issues related to lower secondary and secondary education

(1) Access to school facilities

Approximately 19% of primary school-age children are still out of schools. Of the total primary level enrolment, approximately 35% of students leave school without reaching grade 5. Those who enrol in and complete the lower secondary and secondary levels are much smaller in number. A cohort analysis has indicated that out of 11 students enrolled in grade 1, only one student will pass the School Leaving Examination (Bajracharya and Sharma 2004: p.12).

Ethnic groups and Dalit's situation is relatively vulnerable in terms of having access to education. Many marginalised children are out of school, they leave school without completing primary education. Many children of those marginalised groups cannot join secondary education for lack of resources as well as the need to work for a day-to-day living.

Geographical condition has been another hindrance which has contributed for 'no access to education' problem. Two hours commuting for school (secondary school) is a common case for hilly remote people in Nepal. Many children cannot go to school during the rainy season as the water level of the river comes up. Number of school is also lower in compare to the number of school going children. On average 1.66 schools are available for every thousand persons in the country (Nepal Census Indicators, 2003). On the other hand, there is no special programme planned for those who are dropped out of the school.

(2) Lack of quality education

Quality education has always been a major question in education system in Nepal. Mainly among government schools, lack of adequate number of teachers, lack of trained teachers, and lack of education materials have been the major problems. Only 1.3% primary, 0.9% lower secondary and 1.9% secondary teachers are trained in Nepal. Trained teachers hardly go to schools in rural area. It has created a big gap between private and public schools. It also has created two classes in the society. Such situation always makes effects during the SLC performance. More students from the private school successfully complete the SLC exam; on the contrary, many fail from the public school. Table 20 reveals that grade 10 completion ratio is very unsatisfactory. Only 45.1 percent of those who appear in the exam could pass the exam in 2005.

Table 20: Passing rate at grade 5, 8 and 10 in the final exam (2005-06)

Students	Grade 5 (%)			Grade 8 (%)			Grade 10(%)		
	Total	Dalit	Janajati	Total	Dalit	Janajati	Total	Dalit	Janajati
Girls	86.4	82.4	80.6	83.5	79.2	77.8	43.4	41.5	45.7
Boys	86.9	84.9	86.2	84.2	83.8	81.4	46.4	43.6	50.5
Total	86.7	83.8	83.6	83.9	81.9	79.7	45.1	42.7	48.3

Source: Education Flash I Report 2006

Looking at the census data 2001, one can deduce the fact that among approximately 900,000 children born in Nepal in 1985, only 43,000 have passed SLC. Only 6 percent of the enrolled in grade one can pass the SLC exam. Many rural people sell their assets or land to provide education to their children taking loans. On the contrary, many more youth are hanging around with any work even after completing SLC. Such situation has created negative feelings among the parents towards the importance of education.

Number of students passed out SLC (CBS 2001):

1. 81% of children enrol in grade one.
2. 66% of enrolled in grade one pass grade five.
3. 15% of enrolled in grade one complete grade ten.
4. And, only 6% of enrolled in grade one pass SLC.

(3) Lack of community participation in decision making

Many schools in the community have 'school management committee' (SMC) which mainly look after the over all management of the school. Social workers, leading farmers, intellectuals take positions in this committee. Participation of normal farmers, women, Dalit and poor in the committee is very low. Marginalised people's voices are hardly heard. Moreover, this committee has no rights to make decisions about curriculum made by the government in the centre.

Nepal has diversities in many ways. More than 60 ethnic groups are living in the country and more than 60 languages are spoken. In many areas, ethnic groups, mainly children, cannot speak Nepali language. Under such a situation, teachers from outside and from other ethnic group cannot be effective in teaching when they cannot speak local language. The rights have not been given to the local people to choose and decide about the teachers. Similarly, in such diversified context, a single curriculum cannot be effective. Local people have no rights to make decision about the curriculum as well.

(4) Lack of efficient implementation

All the five-year plans have mentioned various programmes for the inclusion of all caste and ethnic groups. All the plans also have focussed on creating skilled human resource; however, implementation part has been ineffective and insufficient.

The District education deploys teachers to many rural schools. However, those teachers do not arrive in the respective schools. No disciplinary actions are taken against such teachers. Likewise, the process is very long to make decision when schools in rural are to make some demands to the district education office.

Box: 1

Case study⁸

I passed SLC in second division a few years ago. I had very hard time when I was studying in school. I live in Makawanpur district. My house was in a village where no road facility was available. There was no high school at my village. I, therefore, had to come to Hetauda, a near by town, everyday for school. I had to walk two hours and half to come to school, and again two hours and half to go back to home. My school started at 6 in the morning. I had to start at 3 a.m. in the morning. I had to cross the forest to come to school. Many times, I went back to home from half a way because of the dark and wild animals. This is how I spent three years and completed SLC. I struggled with my parents for getting opportunity to study in secondary level. Because, that time no villagers had sent their daughters to secondary school. After finishing school, I did not get any work. If I had chance to learn some skills in school, I could have found some work. That made me frustrated for some time. This also discouraged many others in the village to send their daughters to secondary school. I think that vocational education is most important in secondary level so that students can get some works after school that will support them to continue higher education a long with work.

My hard time did not end even after graduating from school. I was the first girl among Tamang community in my village that passed SLC. My parents were not ready to let me continue my higher education. Their economic condition was also not favourable for that. But, I was so committed to continue it. Many youths came to meet my parents with marriage proposal. My parents also wanted me to marry and settle family life. They were worried that if I would not find anyone for marriage if I get higher education. This is very common problem of educated girls even today. I had to face more than 100 marriage proposals which made me difficult psychologically because I was not prepared for marriage at all. I wanted to study. I struggled very hard to continue my study. But, I could do for two years more. I completed intermediate level (+2 level).

But, even after completing intermediate level, I could not get job. I realised that if I could have technical education, I could have a job.

A female (26), Padampokhari VDC, Makawanpur district

⁸ This is only a represent case story. There are hundreds of cases in various villages like this. During the field visit⁸ this team had recently, met many villagers, students and teachers and had discussion on various aspects of secondary school education in Nepal. Almost all the parents, teachers, and students expressed that vocational education should be incorporated into secondary education. Only general education cannot help to contribute the students for getting works.

VII. A case study in Makwanpur district

VII-1. Purpose

The purpose of this case study is to have users' voices over secondary and technical school education in skill development formulation in Nepal. Specific questions include:

- (1) Has (technical) education been satisfactory/useful?
- (2) What are people's needs/expectations over skill subjects at school?
- (3) What are people's perceptions over skill and technical education in Nepal?

With these inquiries in mind, this study will make us to think of the strength and weakness of school education in technical and vocational skill development in Nepal.

VII-2. Research methodology

The research method used for this case study is as follows. This study has adopted "a micro-case study" in one district in Nepal, which cannot be generalized but suggest something for us to review the school education in Nepal.

It is important to examine the real value of school education and TVET programs from the beneficiaries' view points. Especially, the following linkage needs to be closely examined:

Satisfaction of schooling/Technical education; School education and Jobs, and Needs for education and TVET. This survey was conducted from December 2007 to March 2008.

The field of this case study is the Hetauda area in Makwanpur district in Nepal and the case study was carried out with the following survey instruments and targeted groups.

- (1) Survey over school satisfaction, needs, understanding over technical and vocational education.
- (2) Questionnaires-based survey (quantitative) and Focus group discussions (qualitative)
- (3) Targets: Students (recent graduates), Parents and Teachers⁹

Table 21 has shown the number of respondents by category of the schools.

Table 21: Schools in the case study and the number of respondents

	Respondents	%
A secondary school	36	19.1
B secondary school	35	18.6
C secondary school	36	19.1
D Technical school	22	11.7
E Public CTEVT	11	5.9
F Private CTEVT	28	14.9
Former migrants	20	10.6
All total	188	100.0

Table 22: Ratio of the secondary school respondents by the level of grade

	Secondary School			Total
	Grade 8	Grade 10	Grade 11	
A secondary school	16	15	5	36
	44.4%	41.7%	13.9%	100.0%
B secondary school	18	10	7	35
	51.4%	28.6%	20.0%	100.0%
C secondary school	17	11	8	36
	47.2%	30.6%	22.2%	100.0%
Total	51	36	20	107
	47.7%	33.6%	18.7%	100.0%

⁹ The schools in this case study are detailed in the annex 1 of this report.

VII-3. Major Findings

(1) Quantitative analysis

Secondary school education

(A) School Satisfaction

Table 23 has shown school satisfaction of students and parents. This is shown as the ratio of the responses to the four level of satisfaction: “satisfied” “somewhat satisfied” “somewhat unsatisfied” and “unsatisfied.”As shown, more than 90% of the respondents feel satisfied or somewhat satisfied toward overall for the secondary school. The same tendency is seen for teachers, school building, and distance to school. However, satisfaction levels of students and parents are lower for school fees and school management committee. One note is that there are around 15% of students do not feel satisfied or somewhat satisfied with the school teaching subjects.

Table 23: Satisfaction for secondary school (Students and Parents)

	Students (Total: Satisfied + Somewhat satisfied)	Parents (Total: Satisfied + Somewhat satisfied)
OVERALL	93.5 (40.2 + 53.3)	95.4 (46.2 + 49.2)
Teachers	92.5 (51.4 + 41.1)	93.8 (63.1 + 30.8)
School fees	50.5 (15.0 + 35.5)	67.7 (33.8 + 33.8)
Teaching subjects	85.0 (52.3 + 32.7)	29.2 (9.2 + 20.0) * Don't know (67.7%)
Textbooks	86.0 (44.9 + 41.1)	29.2 (9.2 + 20.0) * Don't know (67.7%)
Distance to school	86.8 (71.7 + 15.1)	93.8 (76.9 + 16.9)
School Management Committee	64.5 (29.0 + 64.5)	61.5 (29.2 + 61.5)
School building	92.5 (56.6 + 35.8)	100.0 (98.5 + 1.5)

Table 24 has shown the needs of students, parents and teachers for teaching subjects at school. Needs of students include study primary health care, agricultural technology, sports and art, music. Similarly, needs of parents include primary health care and agricultural technology. In addition, they include agricultural technology and vocational training. Needs of teachers include vocational training, agricultural technology and primary health care. The three groups show that primary health care and agricultural technology are important subjects for school education. Speaking of vocational subjects, both parents and teachers place a high priority but students do not think this is important for school education.

Table 24: Needs for school subjects by students, parents and teachers (%)

	Students	Parents	Teachers
Ethnic language	47.7%	70.8%	55.6%
Agricultural Technology	82.2%	95.4%	83.3%
Industrial Technology	75.7%	92.3%	61.1%
Management	74.8%	64.6%	77.8%
Sports	82.2%	80.0%	55.6%
Art, Music	81.3%	84.6%	44.4%
Vocational Training (wiring, plumbing, sewing, knitting, etc.)	57.9%	95.4%	88.9%
Primary health case	95.3%	95.4%	83.3%

(B) Usefulness of school subjects for work

Table 25 has shown that usefulness of school subjects for work. This question was asked both to students and parents. Thus, there are some gaps between students and teachers in their view toward school subjects if they are useful for work in future, say, practicality of school learning. Students think English, Computer skills, Sciences and Mathematics important. On the other hand, teachers also think English and Computer skills important. In addition, they think that Nepali language and environment and population studies are useful for work.

**Table 25: Usefulness of school subjects for work by students and teachers
(Ratio of those who think useful for work in %)**

	Students	Teachers
Language (Nepali)	27.1	50.0
English	82.2	66.7
Mathematics	58.9	38.9
Social Studies	15.9	22.2
Sciences	67.3	44.4
Moral education	20.6	33.3
Computer education	76.6	61.1
Optional mathematics	29.9	22.2
Economics	18.7	22.2
Accounting	35.5	22.2
Environment and population studies	21.5	55.6

(C) Satisfaction toward school subjects

Table 26 has shown the satisfaction toward school subjects by students and teachers. It is interesting to find that, on the contrary to the result over usefulness of school subjects as shown above, students feel satisfied with Nepali language and social studies. Teachers feel satisfied with social studies and accounting. For the subjects viewed as useful and key for work by students and teachers receive low in satisfaction.

Table 26: Satisfaction toward school subjects by students and teachers

	Students	Teachers
Language (Nepali)	57.9	27.8
English	40.2	22.2
Mathematics	45.8	11.1
Social Studies	49.5	66.7
Sciences	37.4	11.1
Moral education	18.7	16.7
Computer education	21.5	11.1
Optional mathematics	21.5	11.1
Economics	21.5	5.6
Accounting	23.4	50.0
Environment and population studies	40.2	33.3

(D) Supports for schooling

We have asked if parents received any financial, material and/or moral supports for children's schooling. Less than one-third of respondents received a type of financial supports. Otherwise, there is no support for schooling.

(E) Difficulties of the secondary school

We have asked both students and parents if there are difficulties for the secondary school. As shown in Table 27, both students and parents pointed out that financial problems. Parents also pointed out that little family support, drop-out as problems with the secondary school education.

Table 27: Difficulties with the secondary school by students and parents

	Students	Parents
Financial problems	48.6%	72.2%
Academic performance	26.2%	38.9%
Little support from family	9.3%	55.6%
Problems with teachers	12.1%	27.8%
School bullies	10.3%	11.1%
Drop-out	14.0%	33.3%
Others	23.4%	16.7%

(F) Effectiveness of general education for job market

We have asked both students and teachers if general education is effective to find jobs in the labour market. Teachers perceive general education is effective for job market, while only less than one-fourth of students perceive the general education as positive for finding jobs.

Table 28: Effectiveness of general education for job market

	Students	Teachers
Effective	24.3%	44.4%
Not effective	67.3%	27.8%
Don't know	91.6%	72.2%

Technical and Vocational Education and Training

(G) Recognition of TVET program

We first have asked if people recognize the TVET programs such as TSLC program and short-term training programs. As shown in Table 29, among parents, less than one-third recognized the TSLC program. Even among students, just over half of them recognized the program. Close to 80% of teachers recognized it. As for short-term training programs, more people are aware of them. Especially, this number went up for parents. Yet, the student group have lower awareness of the skill development programs in Nepal.

Table 29: Recognition of TVET programs by students, parents and teachers

	Students	Parents	Teachers
Recognize TSLC	52.9%	29.2%	77.8%
How did you know the program	Teachers, Radio	Radio, Family	VDC, Teacher
Recognize short-term training program	69.7%	80.0%	88.9%

(H) Interest of TSLC Students in TVET programs

Current students of the technical secondary school have higher interest in technical education. We have included the following question: do you have an interest in technical education? Both strong interest and somewhat interest combined surpassed more than 85%.

We have asked how you select the technical education program and job prospects (72.9%), course contents (64.9%) and financial issues such as school fees (56.7%) are pointed as important aspects for the selection of the appropriate technical program.

(I) Satisfaction of the technical school by current students

As shown in Table 30, the level of satisfaction toward the technical school program by the current students is high. Overall satisfaction is 86.9% by combining satisfied (44.3%) and somewhat satisfied (42.6%). For teachers, this number went up very high more than 90%. However, school fees, textbooks and school management committee received less by the students in their satisfaction.

Table 30: Satisfaction toward technical secondary school by current students

	Students
OVERALL	86.9 (44.3 + 42.6)
Teacher	93.4 (45.9 + 47.5)
School Fees	44.3 (16.4 + 27.9)
Textbooks	55.8 (23.0 + 32.8)
School Management Committee	52.5(14.8 + 37.7)

(J) Difficulties with the technical school by students

We have asked the current students if there are any difficulties with the school they go to. As shown in Table 31, financial difficulty is found as a problem and academic performance and teachers' treatment have some difficulty.

Table 31: Difficulty with the technical school by students

	Students
Financial problems	54.1%
Academic performance	24.6%
Little support from family	13.1%
Problems with teachers	23.0%
School bullies	6.6%
Drop-out	0.0%
Others	16.4%

(K) Recognition of the National Skill Test

We have also asked if they knew about the National Skill Test by the government. As Table 32 shows, more than 80% did not hear about the National Skill Test. It is important to note that many are interested in the test among those who never heard of it.

Table 32: Recognition of the National Skill Test by Students

	Respondents	%
I know and I plan to take the test in the future	12	6.4
Yes, I only know (hear) the name of the test	22	11.8
I do not know but I am interested in knowing about it	139	74.3
I do not know and no interest.	14	7.5
Total	187	100.0

(L) Preference over general school or technical school by parents

We have asked parents over their preferences over general school education or technical school education. Table 33 shows that less than 10% of the respondents preferred general school education. On the other hand, more than 80% preferred schooling with technical components – general school with technical subjects and technical school education.

**Table 33: Parents' preferences :
General secondary schools vs. Technical secondary schools**

	Respondents	%
General Secondary School	6	9.2
General Secondary School with Technical subjects	23	35.4
Technical Secondary School	31	47.7
Not sure	5	7.7
Total	65	100.0

(M) Parents' interest toward short-term training programs

We have asked parents if they have interest in short-term training programs. As Table 34 shows, more than two-third of the respondents have interests in the short-term programs.

Table 34: Parents' interest toward short-term training programs

	Respondents	%
Strong interest	43	66.2
Somewhat interest	6	9.2
Little interest	14	21.5
No interest	2	3.1
Total	65	100.0

(N) Perception over general education vs. technical education by students and parents

We have included a question regarding the usefulness of general and technical education in Nepal for overseas work. Tables 35-38 show the results. It is interesting to notice that both parents and students consider technical school education useful for jobs overseas. Counting on their limited knowledge over technical education in Nepal, this result shows their high level of expectation toward the school education.

Table 35: Students' View : Is general education useful for overseas work?

	Respondents	%
Very useful	14	7.5
Somewhat useful	107	57.2
Not useful	31	16.6
Not useful at all	22	11.8
Do not know	13	7.0
Total	187	100.0

Table 36: Students' View : Is technical education useful for overseas work?

	Respondents	%
Very useful	29	35.8
Somewhat useful	37	45.7
Not useful	3	3.7
Do not know	12	14.8
Total	81	100.0

Table 37: Parents' View : Is general education useful for overseas work?

	Respondents	%
Very useful	2	3.1
Somewhat useful	11	16.9
Not useful	41	63.1
Not useful at all	1	1.5
Do not know	10	15.4
Total	65	100.0

Table 38: Parents' View : Is technical education useful for overseas work?

	Respondents	%
Very useful	40	61.5
Somewhat useful	13	20.0
Do not know	12	18.5
Total	65	100.0

Jobs overseas and Jobs in Nepal

(O) Students' Interests in jobs overseas

We have asked students if they plan to go overseas for work. More than two-third of students have planned to find jobs overseas. Destinations in which they are interested include USA, Japan, Middle East and Malaysia.

Table 39: Students' interests in overseas work and destinations

	%
Interests in overseas work	66.8
India	5.9
Bangladesh	0
Middle East	8.5
EU	5.9
USA	18.1
Japan	9.6
China	5.9
Malaysia	8.0
Others	6.4

Furthermore, we have asked how soon they would like to go abroad for jobs. As Table 40 shows, less than 10% plan to migrate for work within 1 year and almost the same ratio for within 1-3 years. The majority have no specific time to migrate.

Table 40: Specific time frame for migrant work

	Respondents	%
Within 1 year	15	8.2
Within 1-3 years	16	8.7
Like to go but no specific time	92	50.0
No plan	61	33.2
Total	184	

(P) Students' view of job prospects in and out of Nepal

Given the number of jobs in Nepal is limited and jobs available overseas, we have asked students if they would like to stay in Nepal or not if jobs are available. As Table 41 shows, students prefer to stay in own local areas if jobs are available. If jobs are available in Nepal, they like to grab jobs in the country. This does confirm the importance of job creation in Nepal to meet people's needs for livelihoods.

Table 41: Preferences for working places by students

	Respondents	%
If jobs are available in local areas, I will stay in Nepal	101	53.7
If jobs are available in anywhere in Nepal, I will stay in Nepal	78	41.5
Anyway, I will go to foreign countries for work	5	2.7
I am not sure. I do not know.	4	2.1
Total	188	100.0

(2) Qualitative analysis: Focus Group Discussion (FGD)

In this section, the findings of the FGD are presented. Tables 43 have shown the results of the FGD with students, teachers, parents and VDC representatives.

Table 42: FGD Outcomes**Table 42-1: FGD Question 1: What is your view over students' need for education?**

Students	Teachers	Parents	VDC Representatives
<ul style="list-style-type: none"> Necessary to find good jobs with good income; enough to live. They want to become high professionals or teachers in college. Some want to go abroad for work and earn a lot, come back to Nepal and start business having good education. All youth have a dream of becoming educated, get job, earn a lot and have happy life. 	<ul style="list-style-type: none"> All the children must be educated. Country's development is impossible without educated people. Education is the basic rights of the children. Vocational and technical education need to be included from the grade of six or eight. 	<ul style="list-style-type: none"> Uneducated person is not counted in the society. Only the educated ones will get good jobs (enough to live) in the future. 'A child can be a good citizen if s/he gets education'. 	<ul style="list-style-type: none"> Education is of course very necessary. But, Nepal's education system is not practical, only general subjects taught in school. Neither can it teach life skills to the students. Only general education does not help students to make their future bright. Technical education should be provided from the grade 8. In technical education, agriculture, engineering, computer skills, carpentry subjects should be included.

Table 42-2: Question: Are you satisfied with the school education given at present?

Students	Teachers	Parents	VDC Representatives
<ul style="list-style-type: none"> • Some are happy with the education they have because they can learn various things. Many said they are not fully happy because there is no guarantee that only general education can be helpful to find good jobs. • All said about the importance of technical and vocational education for the students. 	<ul style="list-style-type: none"> • Not fully happy. • We can be happy when our students become educated, get jobs and live happy life. 	<ul style="list-style-type: none"> • Some are somehow satisfied. Many said only having general education cannot be helpful to find jobs. • All want to have vocation and technical education in school. • Seven members said technical education should be incorporated with high school education from grade eight. • All the schools should have technical courses and they should teach it practically. 	<ul style="list-style-type: none"> • It's okay but it cannot secure the student's future in terms of having job opportunity. • The goal of present education system is not clear. What we really want to produce is not very clear. Many more parents are not serious to send their children in school, mainly because of this reason.

Table 42-3: Question: What is your view over technical and vocational education in Nepal?

How much do you know TEVT?

Students	Teachers	Parents	VDC Representatives
<ul style="list-style-type: none"> • No students know about TSLC. • They have heard about technical training like, plumbing, sewing, carpentry and wiring, which is provided by NGOs. • Some have heard about short-term training. Few students' parents have received short-term training on dairy product, plumbing, veterinary. 	<ul style="list-style-type: none"> • Nepal, which does not have enough places to provide jobs, needs technical and vocational education. • Those who are less educated (general education) but have technical skills can earn more than an educated person. • Hetauda is regarded as industrial (small scale) zone, technical skills, therefore, is very important for the people in this area. • Some know about TEVT. They know plumbing, carpentry, veterinary, JTA training provided. 	<ul style="list-style-type: none"> • No participants know about TSLC. • Some have heard that different organisations provide short-term training on cooperative management, sewing-knitting, etc. • Only few have heard about Hetauda Polytechnical school that provides training on plumbing and house-wiring. 	<ul style="list-style-type: none"> • Vocation education is very important for Nepal which is mainly based on agriculture for living. • Some know about TEVT. But, many even have not heard the name. • Some are aware about Makawanpur technical school which provides courses on health related subjects. • Technical schools' cost is very high. • They suggest providing heavy subsidy or scholarship for the poor students. Otherwise, the poor students always get marginalised from the benefit.

Tale 42-4: Question: What needs to be done to improve skill among the youth in Nepal?

Students	Teachers	Parents	VDC Representatives
<ul style="list-style-type: none"> • Technical and vocational education should be provided in every school; in high school level. • Short-term training should be provided in school. They also said NGOs should work together with schools for this. • Government should have special policy to train youth on various technical subjects. 	<ul style="list-style-type: none"> • School should start technical education having clear policy from the government. • School should conduct short term training on different subjects massively. • Coordination among the training institutes, I/NGOs, Government and private sectors should be strengthened for this programme. • First, a survey should be done to find out the number of unemployed youth in the district. 	<ul style="list-style-type: none"> • Skill improvement among the youth the most important thing in Nepal. • Skills like, plumbing, driving, workshop/automobile, and wiring. • At least one training institute should be established in each VDC. • VDC office should work together with various I/NGOs in the district for doing training programme. • Government should think which training will be better for the youth which can contribute for getting jobs in the future. 	<ul style="list-style-type: none"> • Vocational subjects should be taught. • Education board should generate policies which is very much conducive to create skilled human resource from the school. • Government should reduce the fee for such education programme to include the students from marginalised groups. • VDC's own programme should be towards developing technical human resources in the VDC. • VDC should coordinate with all education related institutions for better education in the village.

Importance of education

Almost all the participants of each group revealed their opinion as 'education is most important thing for their lives'. However, the students focussed more on the importance of education as a means of getting good jobs to secure a handsome salary for having 'better' life in the future. Teachers emphasised the significance of education for the contribution to the society to make it better as a responsible citizen. Teacher also focussed education as the right of every citizen. Parents' group members seemed to be have their children recognised as 'education people' as well as secure future with good income.

Almost every group members emphasised on the importance of vocation and technical education. Students showed their concern, in regard to have vocation education, more for linking it with 'good income'. Likewise, parents showed their major concern on having their children get job in the future. They seemed to be worried with their children's future living. VDC representatives said that the general education taught in most schools at present cannot help the students to learn the 'life skills' neither it can secure the job in the future.

Satisfaction about the general education

This issue was mainly raised during the discussion with the parents' group members. Some members revealed that they are 'somehow satisfied'. Yet, almost all did not reveal their full satisfaction about the general education given now. Their main concern was about the 'job security' even after being 'educated'. All the participants highlighted the need of technical and vocational education for the high school students. They even said that technical and vocation education should be included from the grade eight.

Some students said they are very happy for having general education as they can learn many things from their school. But, many said there is a lot to be improved in general education, mainly by including practical education, to link it with their future - getting jobs. Teachers are also not fully happy with the present education though are teaching it. Their main concern was that they want their students will gain better future economically as well. VDC members were not sure to find out the main goal of the present education system. 'What we really want to have by providing this education' - many raised this question.

Another question discussed with all the groups was about the importance of technical and vocational education. All the participants of all groups had high concentration during the discussion on this issue. Though the students showed their high concern about technical education, they have heard about various training and course. But, nobody has heard about TSLC. Some participants involved in short-term technical training. They also have not heard about the technical schools which provide technical and vocational education in Makawanpur.

Teachers said, since all the youth cannot have adequate jobs in Nepal alone, they need to go abroad for the search of jobs, for this technical and vocation education is very essential mainly for the youth. One more thing added by the teacher group was 'the reality is that those who have technical and vocation skills have higher opportunities to have jobs than those who are educated but do not have technical and vocational education'. Parents also had high concern about the important role of technical and vocational education for their children. However, most of them have not heard about TSCL. Few have heard about technical schools which provide technical and vocation skills. They said skills like plumbing, tailoring, wiring can be helpful to secure jobs in the future.

Comparatively, VDC representatives were found to be more aware about the institutes which provide technical and vocational education. They said it used to be one of the main issues to be discussed during VDC planning meeting. VDC had also sent, by providing scholarship, one local youth to study in technical school. They said that focus on agro-based technical education should be provided, which is more appropriate in Nepal's rural context.

Efforts to be made for improving the skills of youth in Nepal

To improve the skills among the youth in Nepal, in students' opinion, vocational and education should be provided from the high school level. Moreover, short term trainings should be provided on various subjects in school. Since many NGOs are putting efforts on this, school should in collaboration with those NGOs to develop skills among the students. They also suggested the government to come up with clear policy; their main concern was in that it should be made compulsory in school. Teachers' ideas to improve skills among the youth were more or less similar to the students. They also focussed on the importance of working together with various NGOs and International NGOs for the effectiveness of these courses as those organisations have long experiences in providing such training. One more point raised by the teachers was that a survey is necessary in order to find out the number of unemployed youth and also understanding their ideas about 'improving skills among the youth'.

Parents' concern with regards to improving skills among the youth was similar to the teachers and students. One new idea raised by the parents' group is to establish at least one training institute in each VDC. They also suggested VDC to work together with non-governmental organisations for establishing such training institute in VDC. Likewise, the government should also support for this efforts by making a clear policy.

VDC representatives seemed to be self critical over this question. They said VDC should allocate adequate budget to spend on human resources development in the grassroots level. Likewise, VDC should coordinate with various non-governmental organisations for this. They also said that it should be provided in each school. But, they showed their concern about the expensive tuition fees to be paid to obtain for technical education in Makawanpur. They, therefore, advocated for the provision of heavy subsidy especially for the poor and other deprived population. Moreover, they also stressed more on the importance of making appropriate policies for establishing technical and vocational education at the school level.

Students' ideas about the subject matters and necessary changes in it

Some other questions had been raised during the discussion with the students' group members. One issue was about their opinion about the subjects to be taught in school. Almost all the participants expressed the importance of English language. School should pay attention more on teaching it. Besides, technical subjects should be included from the grade eight. They think that computer, electronics, agriculture, veterinary and automobiles can be other subjects to be included in the course. Any other important subjects (they do not know - but important for them) should be included in the course. Students said district education office can/should support for including new subjects in the school.

VIII. Conclusion

This study has paid attention to the needs of skill development and effectiveness of school education to formulate solid base for the skill development through literature review and a micro case study with qualitative and quantitative analysis. In this last section, let us highlight key findings for further discussions over this topic.

Key issues related to skill development and employment

➤ **Lack of employment opportunity in Nepal: skill testing scheme for migrants**

Employment opportunities are limited in compare to the number of people looking for jobs in Nepal. Conflict occurred in last ten years hindered tourism and other small industries which increased the number of unemployed youth. Many youth and adults involved in agricultural work in rural villages could not live in their village due to the conflict and migrated to urban areas for seeking jobs.

A study, done in 1997, reveals that there were 250,000 Nepalese employed in the Indian army, police and government jobs and another 750,000 working in the private sector (Helvetas 2006).

It is estimated that more than a million Nepali youth are working abroad: mainly in Malaysia, India and gulf countries. However, those who go abroad cannot get good jobs due to the lack of language, knowledge and higher skills.

Some youths who migrate to abroad for work have skills like carpentry, cooking, plumbing, electrification and so on. However, due to insufficient skill-testing scheme, those youths who migrated to other countries cannot have found jobs appropriate for skills they possess. Unless certified are their skills, these migrants cannot find jobs based on their skills. Most of the Nepalese migrants, therefore, involved in unskilled labour work: most of them are working as guards, restaurant workers, house servants, agriculture labours, porters, and other similar physical works.

Recently, some private organisations who manage their jobs abroad have been raising this issue. CTEVT has started skill testing division which conducts *skill testing programme*. This section, however, should upgrade its qualities that will meet the requirement for working outside the country.

➤ **Lack of affordable vocational education**

A big problem with the technical and vocational training provision in Nepal remains in the limited population of the successful cohort through the general education, passing the SLC or equivalent. Thus, if we examine the TVET policy and its performances in Nepal, one should start with reform of the general education framework as well.

Number of technical schools in Nepal is very few run by the government. The five big technical schools are in five development regions. But, this cannot cover many students. The private sector has also started technical schools. The tuition fees in these schools are very high. For example, one student who wants to study CMA (community medical assistance) has to pay Rs. 2000 per month. One poor family in a rural area can live for a month with this amount. Besides, many people are not aware of these technical schools.

A serious problem is related to the small number of trainee by TVET in Nepal. Only 50,000 persons a year have access to skill training including a week-long training to three year training program (CTEVT 2005). Youths from disadvantaged communities are deprived from TVET due to restricted entry criteria, passing SLC or equivalent.

One fundamental problem in the TVET provision in Nepal is the complete lack of formal TVET programs targeted to serve primary and lower secondary school leavers with various reasons.

In fact, according to the 1998 census data, out of total working age population of 11 million people, only 403,000 people indicated receiving some form of education and training. Less than 4 % of the working population with training!

Job prospects for the students graduated from the technical schools are higher than for those who graduate from general school. Makawanpur Technical School is running its programmes at Hetauda a small town situated in the south of Kathmandu. Their experience reveals that more than 90% of the graduate students from the school are involved in jobs. It provides clear evidence in that technical education is viable for Nepal.

The case story of Box 1 in this report shows how a girl of a village completed her study. She was an example in the area to do hard work and complete school with better result. But, after completing it, she got no jobs. It discouraged her, her parents and her neighbours in a significant manner.

➤ **Irrelevancy and quality issue**

Technical and Vocational training in Nepal has another problem in quality assurance through trained teachers. Many TEVT institutions, especially private ones, have instructors who have possessed little over the instructional techniques. Skill development needs to be combined with proper learning environment with appropriate physical facilities, training materials and hands-on learning opportunities, which are mostly found very weak in Nepal.

In addition, post-training support is another problem in TVET in Nepal. TEVT service providers have focussed solely on training and do care little over the outcome of the training given. Given the majority of the Nepalese workforce found in the self-employed sector, a set of basic business skill development such as marketing and accounting could be helpful.

Keys for secondary school and skill development in Nepal

- Vocational and technical education should be developed as one of the first priority for the new government to secure Nepalese livelihoods. In this regard, our analysis come up with the following points:
- The government should prepare a clear policy on vocational and technical education. Such policy should be more conducive for the poor and other deprived people to have access to vocational and technical education. (STRATEGIC TVET PLAN)
 - Vocational and technical education is the most important to be taught in school from the high school level, if possible from the grade eight. (SCHOOL SYSTEM REFORM RIGHT TRUCK!)
 - Vocational and technical education can support the youth more (than general education) to get jobs in the future. (CTEVT and SUCCESSFUL PROGRAMS IN UPGRADE, F-Skills and SEP)
 - Though almost all the participants advocated the importance of vocational and technical education, many of them are not aware of technical schools which are providing technical education. So, disseminating the information about technical institute in Makawanpur (and also outside the district), which are providing technical education. (ACTIVE INFORMATION DISSEMINATION)
- Need to reform the general education in Nepal by careful selection of teaching subjects at school and installing support for families to continue children's schooling. In this regard, our analysis come up with the following points:
- The local people; students, parents, teachers and others do not seem to be fully satisfied with the general education provided, at present, to the school students. (SCHOOL REFORM)
 - General education is necessary but many new subjects should be included in the curriculum.(RELEVANT SUBJECTS SELECTION)
 - Subjects like (in terms of vocational and technical education) agriculture, veterinary, automobiles, etc. should be included in the course. (TVET SUBJECTS)
- Need to have stable and strong support from VDC for schooling and skill upgrading of the Nepalese youth. In this regard, our analysis come up with the following points:
- VDC, a local government body, should work together with other institutions, like NGOs and INGOs, for promoting vocational and technical skills among the youth in the village.(LOCAL INITIATIVE TO DEVELOP EDUCATION AND TVET)
 - VDC should also allocate its budget for the human resource development in the village itself. (LOCAL COMMITMENT FOR SKILL DEVELOPMENT)
- Meeting labour market needs outside Nepal to broaden chance for finding jobs for Nepali. In this regard, our analysis come up with the following point:
- The large number of the Nepali youth going abroad in search of jobs has risen year by year. Vocation and technical education, therefore, can be helpful to find 'skilled jobs' in abroad. Skill Testing is needed to ensure the level of skills by the Nepali when they go abroad. (TVET FOR OVERSEAS JOBS)

References

- Bajracharya, H.R. and T.N. Sharma (2004). *Skills development to meet the learning needs of the excluded in Nepal*, UNESCO, Kathmandu, Nepal.
- Bhattachan, K. et al. (2003). *Existing Practices of Caste-Based Untouchability in Nepal and Strategy for a Campaign for its Elimination*, Action Aid Nepal, Kathmandu, Nepal.
- CBS (2002). *Population Census 2001*, Kathmandu, Nepal.
- CBS (2004). *Nepal Living Standards Survey 2003/04*, Kathmandu, Nepal.
- CBS (2005). *Poverty Trends in Nepal 1995-96 and 2003-04*, Kathmandu, Nepal.
- CBS (2006). *Nepal in Figure 2005*, Kathmandu, Nepal.
- CBS (2006) *Nepal in Figure 2006*, Kathmandu, Nepal.
- CTEVT (1994). *CTEVT Profile*, Kathmandu, Nepal.
- CTEVT (2005). *CTEVT: Research and Information Division*, Bhaktapur, Nepal.
- Department of Education (2006). *Education Flash I Report*, Kathmandu.
- Griffin, K. et.al. (2003). *Poverty Reduction in Mongolia*, Asia Pacific Press, Canberra.
- Helvetas (2006). *Community based employment oriented training programme (F-skill)*, Kathmandu, Nepal.
- ICIMOD, SNV and CBS/Government (2003). *Mapping: Nepal Census Indicators 2001 and Trends*, Kathmandu, Nepal.
- ILO (2003) *Decent work for poverty reduction: an ILO contribution to the PRSP in Nepal*, Geneva.
- Kusago, T. (2005) "Post-Conflict Pro-Poor Private Sector Development: The Case of Timor-Leste," *Development In Practice*, vol 15 (3&4): 502-513.
- National Planning Commission (1998). *The Ninth Plan 1997-2002*, Kathmandu, Nepal.
- National Planning Commission (2003). *The Tenth Plan 2002-2007*, Kathmandu, Nepal.
- Oxford (2000). *Oxford Advanced Learner's Dictionary*, Oxford University Press, London.
- UNDP (2002). *Nepal Human Development Report 2001*, Kathmandu, Nepal.

Annex 1: Schools surveyed in this case study

1. Number of students

School's name	Primary level			Lower secondary level			Secondary level			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
A Secondary School	160	140	300	150	130	280	50	21	71	360	291	651
B Secondary School	220	180	400	80	70	150	80	60	140	380	310	690
C Secondary School	171	200	371	238	194	432	147	135	282	556	529	1085

2. Number of teachers at present

School's name	Primary level			Lower secondary level			Secondary level			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
A Secondary School	3	5	8	3	0	3	3	0	3	9	5	14
B Secondary School	7	6	13	3	0	3	3	0	3	13	6	18
C Secondary School	9	6	15	7	2	9	8	3	11	24	11	35