



**Article**

## **TVET Sector Strategic Plan, 2023-2032: A Drive to Success**

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### **Abstract**

The technical and vocational education and training (TVET) sector faces a number of challenges, including declining enrollment, supply-demand disparity, and quality and relevance concerns. These issues may be addressed through a strategic plan that focuses on improving the quality of TVET programs, strengthening governance, managing the sector, and increasing enrollment and participation. The three-phase 10-year plan this article dwells on is expected to pave a path for addressing these challenges so that the TVET sector would take a right direction. The first phase could focus on laying the foundation for a more effective and efficient TVET sector, including investment in infrastructure and technology, development of governance and management systems, and improvement of program quality. Similarly, the second phase could focus on expanding access to TVET programs and increasing enrollment, while the third phase could focus on consolidating the gains made in the first two phases and making further improvements in the TVET sector. The authors of this article conducted a desk review and engaged with various stakeholders to gain a comprehensive understanding of the challenges facing the TVET sector in Nepal. By identifying the current challenges and exploring the way forward through the 10-year plan in three phases, the article contributes to the development of a comprehensive and effective solution to the problems facing the TVET sector. Overall, the article highlights the importance of a strategic approach in Nepal. The comprehensive approach with phase-wise attention and engagement is to bolster the TVET sector, thereby making it a strong and effective source of economic growth and prosperity in the country.

**Keywords:** technical and vocational education and training, TVET sector strategic plan, TVET governance, enrollment, human resource, benefits of education

### **Context**

The technical and vocational education and training (TVET) sector plays a crucial role in providing individuals with the skills, knowledge and attitude necessary for gainful employment, which in turn can drive economic growth and prosperity

(Sharma, 2021). By offering hands-on, practical training in a variety of industries, TVET programs can help close the skills gap and meet the needs of employers for a skilled workforce. But, there are some challenges facing the TVET sector in Nepal

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which range from declining enrollment and concerns about quality and relevance (Sharma Neupane, 2020), difficulty in placing graduates in jobs, inadequate coordination with the private sectors, poor linkage with the markets (Lamsal, 2021), ‘top-top approach’ to policymaking evading citizen participation (Dhakal, 2019), and lack of research-based action plan to address the unemployment gaps (Parajuli et al., 2020). Addressing such host of challenges will require a comprehensive approach, including the development of a TVET Sector Strategic Plan (TSSP), investment in infrastructure and technology, and collaboration between government, industry, and educational institutions. The strong and effective TSSP is essential for economic growth and prosperity in Nepal. With the right investments and strategies in place, TVET programs can help to meet the demands of a rapidly changing world of works and equip individuals with the skills and knowledge necessary for successful careers.

The shift towards skills-based education, driven by technology and market demands, is a trend dominating the world for long. It is important that the Nepali education system adapts to these changes to ensure that students are equipped with the skills needed for gainful employment.

The goal of becoming a prosperous nation by 2026 and a developed nation by 2043 is ambitious, but achievable with the right investments and strategies in place. Developing a competent and relevant technical workforce is a critical component of this effort, and a well-planned TVET sector can play a key role in achieving this. Overall, it is important to prioritize the development

and improvement of the TVET sector in Nepal in order to ensure that it would be able to meet the demands of a fast changing world and contribute to the country's overall economic growth and prosperity with well-planned TVET Strategic Plan.

This article discusses the basis of the desk review of TSSP and interaction with different stakeholders. It further underpins the current challenges of the TVET sector and the way forward with the 10-year plan in three phases.

### **Education and Human Resources**

There are several benefits of education. Broadly, the benefits of education to the individual are categorized as private and social (Chavoshi & Hamidi, 2019). Similarly, it can also be termed as monetary and non-monetary (Lamsal, 2014). Education can equip individuals with knowledge and skills. But, nature and types, and levels of education will have different impact on individuals while developing knowledge and skills.

The UNESCO (2012) explained the purpose of education into five pillars, which are as follows:

- Learning to know
- Learning to do
- Learning to be
- Learning to live together
- Learning to transform oneself and society

The UNESCO Global Monitoring Report highlights the function of education to develop skills within the individuals under three broader categories, i.e. foundational skills, vocational skills and transferable skills (King, 2009).

The middle level human resources are considered the backbone of economic activities. It helps individual engage in jobs in the market. It is directly linked with the self-employment and employment which are the ultimate objectives of the TVET system. But, TVET only may not be able to produce such human resources because other components of the education system-entire ecosystem- should also be favorable for the quality education.

### **Historical Development of TVET in Nepal**

The formation of the TEVT apex body was a gradual process that took several years to come to fruition. The introduction of vocational education in the main stream of the National Education System's Plan (NESP) in 1971 was a significant step towards the vocational education in Nepal. Despite the withdrawal of the NESP ten years later, the impact of vocational education had already been made and a separate wing was established within the Ministry of Education to continue developing technical and vocational education and training (Belbase, 1999). This wing was further strengthened with the creation of the Technical Education and Vocational Training Directorate. The CTEVT Act was enacted in 1989 and provided the organization with autonomy to serve as the umbrella organization for the technical and vocational education sector in Nepal (Gajurel, 2010).

The history of TVET as a formal system is relatively recent, spanning less than 50 years. However, the transfer of skills and knowledge in this field has been going on informally for centuries- passed down from generation to generation as a vital part of human civilization. Despite this rich heritage, TVET

is often perceived as a second-choice option for students who struggle academically or have dropped the traditional education. Some traditional skills are still highly valued and practiced in the communities, leading to low enrollment rates for corresponding TVET courses (MOEST, 2023).

Nepal has a long history of practicing technical and vocational skills with some arts, crafts, and architecture renowned in the region since ancient time. From this perspective, the development of TVET in Nepal can be divided into several time periods.

### **TVET in Nepal at Present**

TVET in Nepal is understood in different perspectives. Even government entities do have different understanding on it. Such understanding ranges from short term vocational training to the higher level technical education. Both training and education are stressed as essentials of the TVET. It is neither only training nor only education in theoretical sense. But, people used to explain TVET in a narrower sense by linking it mostly with the training (Sharma et al., 2021).

TVET is evidently an integral component of larger education system. It is a major part in the overall system. It remains in a blended manner from non-formal to school education to the higher education. Even continuing education can also include some of the nature and characteristics of the TVET.

As per the level of skills of an individual and ability to perform, technical human resources can be categorized into four levels: lower level skills developed from short term

training, mid-level skills developed from secondary level technical and vocational education, higher level skills developed from higher technical education and professional skills developed through professional courses.

TVET, specialty, can be categorized into four types as it helps to produce the skills in the persons.

- 1) Short-term training: lower level life relevant skills
- 2) Middle level skills: through secondary level education
- 3) Higher level technical skills: through higher technical education
- 4) Life relevant professional skills or soft skills- through professional courses

The more these skills integrate the more the nation gets human resources in an efficient and effective manner. Therefore, integrated and harmonized system is necessary to fulfill the need of qualified human resources in the economy and country as a whole.

In Nepal, different ministries, non-governmental organizational and private sector entities are involved in running TVET programs. After federalization, two more layers- provinces and local levels- are also added in the list of TVET providers (Caves & Renold, 2017).

### **Issues and Challenges of TVET in Nepal**

Issues and challenges in TVET sector broadly are categorized into access and equity, quality and relevancy, transferability and permeability, governance and management, co-ordination and integration. Such categories are however not sole categorization. The

fundamental question is to what extent we have access to TVET program; to whom TVET program or who the target groups are;. Whether these programs are made available in all rural municipalities (753 palikas) or whether these programs are made available to the specific target group.

The CTEVT annual report revealed that only 51% seats of total quota (enrollment capacity) are fulfilled (CTEVT, 2022). If available seats are not fulfilled, expanding the number of institution or increasing enrolment quota may not be justifiable. The low enrolment in the existing program certainly warrants an in-depth analysis. Without considering all these issues, only explaining the number of institution and program may not add value in the TVET system.

The second consideration in the TVET sector is who the target groups of the program are. Without knowing them, mass enrollment will not certainly provide benefit to the individual and system. Mass enrolment may consume the quota of the actually needy group or people.

Third, the strength of the TVET program is to enhance students of the necessary skills that can fit the market. In order to enhance students with such skills, lab, facilities, equipment and practical exposure in the institution should be strictly ensured. At present, most of the institutions do not have lab and equipment facilities during the hands-on practice which has adverse impact on quality of the graduates.

The graduation rate of the TVET program is about 49% of the enrolled students (CTEVT, 2021). Such graduates may not have required skills and competencies because of not

getting chance to carry out ample practicum in their institutions. Because of under or quack competences, market may not be interested to employ them, and they are not confident to start their own business as self employment.

Fourth, the shortage of instructors is also evident. MOEST (2023) found that on average, there were only 4 instructional staff members per institution in the Pre-diploma program, compared to the required 5. The availability of instructors per Diploma program was 6.13 against a requirement of 10. This shortage is seen in most programs and the lack of required number of instructors is a concern. Additionally, the current state of the instructors' occupational skill upgrading and industry exposure is far from satisfactory level.

Fifth, monitoring of the program at present is carried out on ad-hoc basis which may hardly provide support to the teachers and institutions for the quality of TVET. The in-house monitoring and within the institute or self evaluation and monitoring is almost missing because of the absence of such culture.

Sixth, there is fragmentation and uncertainty in the career path due to the lack of legal provisions. Every institution tries to implement more programs to expand its coverage, which negatively affects the development of specialty-focused institutions. Running several programs in a single institution eludes not only integration with the market, but also workplace learning opportunities and qualified instructors. The weak linkages with higher education institutions also prevent graduates from pursuing further studies. No tertiary

education programs have been established in the TVET sector though the NVQF outline has been passed by the government.

Seventh, poor linkage with the industry and business sector (Caves & Renold, 2018) hardly brings institutions and business in the same platform, as TVET demands both workplace and classroom learning. Dual VET apprentices are exemplary model of linking industry to institute.

### **What Next?**

The central question is- to what extent does harmony exist among these TVET actors? One of the best ways to enforce strong harmonization is through the establishment of a comprehensive TVET Act that clarifies the roles and mandates of all actors, reducing overlap and duplication. Revisions to the existing CTEVT Act may not be sufficient to bring harmony to the actions of federal, provincial, and local institutions and actors. A comprehensive TVET Act that coordinates the roles of all actors and guides their actions is desperately needed in the country.

In addition, we also need to envision the future of TVET. What should it look like? How should we proceed? What actions should we implement? How can we establish strong linkages with industry and business? How can we generate the necessary resources? How can we bring all TVET actors under a common framework? How can we create synergies in their actions? These and similar questions need to be discussed for the quality and relevance of TVET. In the wake of these pressing concerns, MOEST plans to prepare the stakeholders and develop a comprehensive action plan under an umbrella framework.

## Need of TSSP

In Nepal, TVET has institutional set-up, budget, programs, mandates, employees, and networks. With strong commitment and dedication from the TVET providers, enrolment can be easily increased; teaching and learning can be improved; the pass rate can be increased; and the partnerships with the private sector can be strengthened.

The following tasks should be given priority in order to bring reform to the TVET sector:

- Restructuring of existing programs, including revision of the curriculum to align with market demand, expanding and scaling the dual TVET apprenticeship program, and making short-term skill development programs effective under the leadership of the local government. Expanding the coverage of the skill testing program is making it accessible to those in need. Removing existing barriers is equally imperative.
- Formulating a new plan for the TVET sector to develop a unified and integrated TVET system in the country by bringing the private sector to the forefront and coordinating with the provincial and local governments. This requires new acts and provisions.

To integrate and harmonize the actions of all actors, there is a need for a comprehensive plan that can guide everyone. A 10-year strategic plan, the TVET Sector Strategic Plan (TSSP), would bring the desired output and outcomes in the sector and act as a guiding framework for all, which can be operated through an annual work plan and budget.

This plan focuses solely on the development of middle-level human resources, which is the aim of technical education and vocational training. The TVET Sector Strategic Plan (TSSP) provides strategic direction for the TVET sector in the country over the next 10 years, targeting specific groups of the population and providing relevant competencies for employment in both the national and global job markets in three phases.

The constitutional mandates and the new governance structure in the country have necessitated the restructuring of both the governance and administrative systems in the TVET sector.

The TVET Sector Strategic Plan (TSSP) aims to develop strategic directions for the next 10 years with the following objectives:

- a) Provision of necessary policies, regulatory frameworks, and strategic directions for the structural and functional realignment of the TVET system to address constitutional provisions and the governance system, bringing all TVET services and providers under one-door system.
- b) Consolidation and coordination of TVET programs and activities scattered across various ministries, departments, and the private sector to improve recognition and accreditation of both the TVET services and providers in the country.
- c) Minimization of gap between the demand and supply of the workforce by responding to market needs and demand for qualified and competent workers.

- d) Partnership with businesses and industry to develop quality TVET programs and ensure gainful employment through their implementation.

**Guiding Principles of TSSP**

- a) Employment first – programs with high demand and employability to receive top priority
- b) Focus on short-term skilling/upskilling/reskilling programs – addressing the need of migrant workers and those needed in country
- c) Recognition and expansion of multi-stakeholder led programs – training programs conducted by various ministries, Business Industries Associations (BIAs) and others are recognized and fully accredited.
- d) TVET system restructuring in line with the constitutional mandate and market demand
- e) Vertical and horizontal expansion of qualifications and programs instead of focusing on expansion of school number
- f) Demand driven and market-led program intervention
- g) Public private productive partnership (4P)
- h) Coordination among three government levels
- i) Capitalizing the current achievements/strengths with institutions and human resources.

**TSSP : Vision, Mission and Goals**

There are three crucial concepts that are ingrained in the vision and mission:

- (i) The graduates of TVET must be competent and skilled, ensuring that the courses they have taken align with the needs of the relevant organizations and they are ready to join the workforce;
- (ii) The TVET system should be structured and designed to be responsive to the demands of labor market, considering the needs of business and industries when planning competencies, distribution, capacity, content, and availability of TVET courses; and
- (iii) The workforce must be trained to contribute to sustainable business and enterprise, avoiding practices that sacrifice future generations' resources for immediate benefits.

**Table 1**  
*Vision, Mission and Goals of TSSP*

Vision	Skilled workforce for sustainable development and prosperous Nepal
Mission	To equip youths and adolescents with 21st century skills and technological knowhow in fulfilling market demands in a sustainable way for the world of work
Goal	To strengthen and operationalize all TVET institutions to run in their full capacity and produce relevant and competent workforce. To change the values and acceptability of technical and vocational education programs in the country.

*Source: MOEST (2023)*

## Components of TSSP

There are four key components associated with this change: (i) Equitable Access; (ii) Quality and Relevance; (iii) Governance and Management; and, (iv) Coherence and

Transferability. The following objectives and strategies are extracted from the TSSP (MOEST, 2023).

**Table 2**

### *Equitable Access (Component 1)*

Objectives	Strategies
1.1 Running TVET institutions and programs in its full capacity	1.1.1 Strengthening TVET programs and institutional capacity
	1.1.2 Establishing hostel facility for needy people.
	1.1.3 Introducing multi shift instructional learning environment (ILE) for 'flexible learning' opportunity.
	1.1.4 Establishing multi entry and multi exit education structure for enhancing access so as to include work needy learners for 'flexile learning' and 'earning while learning'.
1.2 Introducing multishift instructional learning environment (ILE) for 'flexible learning' opportunity.	1.2.1 Prioritized and focused expansion of TVE institutions/programs as per geographical and demographic needs.

**Table 3**

### *Quality and Relevance (Component 2)*

Objectives	Strategies
2.1 System strengthening	2.1.1 Operationalizing the accreditation system
	2.1.2 Developing a Curriculum (DACUM) is institutionalized as a system, curriculum review, revision, and development
	2.1.3 TVET M&E system is strengthened and linked with LMBIS
	2.1.4 Enhancing skills testing and assessment system
	2.1.5 Strengthening institutional capacity in assessment/ examination system (OCs)
	2.1.6 Increasing number of Sector Skills Council (SSC)
	2.1.7 System is developed for instructor's capacity building
2.2 Institutional strengthening (Support and establish operational norms and standards in all schools/institutions)	2.2.1 Provision of adequate and quality instructors as per curricular requirement
	2.2.2 Reducing instructors' turnover - review and reform benefits and conditions of services of instructors
	2.2.3 Learning environment in school/institutions are improved, including lab facility
	2.2.4 Learning standards and curricula are revised based on NVQS level descriptors
	2.2.5 Instructors' capacity development
2.3 Improving quality and relevance of TVET programs - both short and long-term programs	2.3.1 A comprehensive review and revision of TVET programs in collaboration with BIAs and other stakeholders.
	2.3.2 Enhance cross-fertilization in ILE (??) through ICT based distance/virtual learning and e-learning resources
	2.3.3 Widening workplace based practical training



2.4 Continuous research and development	2.4.1 Continuing publication of TVE sector research reports 2.4.2 Enhancing utilization of TVE outputs and outcomes 2.4.3 Increasing BIAs participants in TVET development workshops and missions
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**Table 4***Coherence and Transferability (Component 3)*

Objectives	Strategies
3.1 Accelerating NVQS implementation process	3.1.1 Restructuring TVET qualifications and accreditation system (ref. Strategy1.1.1) 3.1.2 Revisiting the scope and responsibility of NVQS 3.1.3 Strengthening and expansion of skills testing board including its realignment with NVQS 3.1.4 Integrating competencies learned in in/non-formal sector
3.2 Standardization of certification and accreditation	3.2.1 Ensuring recognition of TVE qualifications 3.2.2 Redefining curricular weightage in each level and in each program course 3.2.3 Level descriptors are expanded to cover and include various short-term training programs
3.3 TVET Program and System restructuring	3.3.1 CTEVT is developed as National Qualifications Authority that focuses on all technical aspects, such as skills testing, examination and certification of TVET programs in schools and higher education institutions 3.3.2 CEHRD is developed as an administrative and management body of school-based TVET programs. 3.3.3 CEHRD develops a system of coordination between and among ministries, BIAs and other stakeholders in developing nationally recognised TVET programs – both short term training programs and Pre-Diploma and Diploma courses.

**Table 5***Governance and Management (Component 4)*

Objectives	Strategies
4.1 Restructuring of TVET governance system	4.1.1 TVET will be restructured to focus on technical aspects of TVET 4.1.2 CEHRD will develop a special division to focus on Management and Administration and Coordination, including making financial provisions for TVET programs 4.1.3 BIAs will be included as an integral part of the technical aspects of TVET and will be part of CEHRD's advisory body 4.1.4 MOEST will formulate a TVET coordination body, inclusive of BIAs, to work closely with the development partners to ensure adequate funding and technical assistance for this sector.
4.2 Delineation and delegation of TVET functions	4.2.1 TVET bodies will be formulated at the provincial and local government levels 4.2.2 CTEVT and CEHRD will develop Standard Operating Guidelines with specific roles, responsibilities and timeline for implementing the TSSP 4.2.3 BIAs work closely with the respective governments for collaboration and availing financial incentives to students during OJT 4.2.4 Capacity of TVET bodies at all levels will be built to perform effectively and efficiently.

4.3 Establishment of knowledge management system	4.3.1 An integrated /coordinated system of information management system will be in place.
	4.3.2 TVE research and development capacity will be enhanced.

## Financing of TSSP

Because of the involvement of several public entities, it is difficult to capture the public resources allocated in the TVET sector. The absence of integrated account system to capture the actual allocation and expenditure made by different ministries is

visible. Likewise, the resources are spent by the provincial and local governments. The current allocation under the Ministry of Education, Science and Technology (MOEST) is as follows:

**Table 6**

### *Sub-Sectoral Federal Investments in Education*

Subsector	2019/20		2020/21	
	Budget (NPR 10 million)	Percent	Budget (NPR 10 million)	Percent
ECED/PPE	273.32	1.67	293.80	1.71
Basic level	6,807.28	41.57	8,497.43	49.49
Secondary level	2,834.84	17.31	3,313.41	19.30
Technical education	47.72	2.49	955.89	5.57
Higher education	1,763.40	10.77	1,762.44	10.26
Non-formal education and life-long learning	134.52	0.82	58.47	0.34
Educational management	4,154.07	25.37	2,289.78	13.33
Total	16,375.59	100	17,171.22	100

*Source:* Ministry of Finance (budget booklets)

## Financial Estimates for TVET

Based on the proposed interventions under various performance areas explained in the above section, financial resources required to implement this reform plan has been estimated. The estimates include the total amount required in the sector to implement the proposed interventions with the sources of funding. While estimating the financing envelope, two alternative growth scenarios are considered which are expected to drive the demand for labor force in the economy (MOEST, 2023).

**Scenario A:** In the planned growth scenario, the government is expected to achieve the growth targets set in the Fifteenth Periodic Plan as well as projected in the Sustainable Development Goals (SDGs).

**Scenario B:** In the business-as-usual growth scenario, country shall economically progress in the same growth rate as has been the case for the last 10 years. In other words, in this scenario, the country's economy will grow by an average 4.6% per annum for the next ten years.

In terms of the sources of financing, nearly 60% of the cost is to be borne by public sector including federal, provincial, and local government entities

(Table 4.4). Similarly, the private sector comprising training providers, parents of the trainee students and business and industrial sectors are to contribute the remaining 40% share.

**Table 7**

*Estimated Financing Sources for TSSP (in NRs. billion)*

Sector	Cost Center	Total	%	Short run (two-year)	Medium run (three-year)	Long run (five-year)
Public	Federal Level	107.1	14.1	4.9	37.7	64.5
	Provincial Level	103.5	13.6	10.7	36.3	56.4
	Local Level	240.8	31.7	20.7	86.1	134.1
	Subtotal- Public	451.3	59.4	36.3	160.2	254.9
Private	Training providers	16.4	2.2	2.3	4.4	9.7
	Fee/ Parents Contribution	291.6	38.4	17.2	82.4	192.0
	Business & Industry	0.4	0.05	0.0	0.1	0.2
	Subtotal- Private		40.6	19.5	86.9	202.0
	Grand Total	759.7	100.0	55.8	247.0	456.9

*Source:* (MOEST, 2023)

### **Implementation Strategies: Phase-Wise Implementation**

**First Phase:** The coordination, consolidation, and institutional capacity building of the TSSP will be a two-year initiative that focuses primarily on strengthening the institutional capacity and delivery systems by consolidating and harmonizing different service providers to operate through a one-door TVET system. During this phase, existing TVET institutions and service providers will be empowered to function in full capacity.

**Second Phase:** The "Gainful Results" phase of the TSSP will run for three years, primarily focusing on reducing the mismatch between the demand and supply of the workforce within the country and in global market. During this phase, TVET programs will be designed specifically to target domestic and international markets and implemented in partnership with business and industrial groups, medium and small entrepreneurs, and other social and service sectors, including the government administrative services.

**Third Phase:** The "Expansion of TVET Services" phase of the TSSP will run for five years, with the primary focus on expanding the reach of TVET services throughout the country and producing relevant and competent graduates to meet the projected workforce demand both domestically and internationally. This phase will contribute to the long-term vision of "*Prosperous Nepal and Happy Nepali*" by equipping young people and adolescents with relevant competencies and enhancing their opportunities for gainful employment.

### **TSSP Implementation: Strong Commitment of Leaders**

To improve the situation in the TVET sector in Nepal, it is necessary to address the issues and problems that exist in the sector. Some of these problems are due to the inaction of existing structures and institutions, while others are related to policies and laws. It is important to distinguish between these problems and implement appropriate actions.

While new legal provisions may be necessary to bring structural changes, such as merging existing structures and programs or creating new structures, it is possible to improve the design, implementation, and monitoring of programs through the laws, policies, programs, and mechanisms.

Strong leadership is crucial to achieving results in the TVET sector. A leader with a passion for their job, institution and change can effectively mobilize the available resources. Without strong commitment from the leadership, it will be difficult to achieve results.

To make managers more accountable towards results, they need to be dedicated, passionate, and result-oriented. This can be encouraged through training, exposure, exchange of best practices and success stories, and by giving specific tasks with a specified timeframe. Automating these practices can help develop a result-oriented attitude. For example, once a task is completed or not within a given time, the system should be closed and the reports made and submitted to the higher and concerned levels to ensure accountability. Similarly, if the managers are dedicated, accountable, passionate, and result-oriented, it will not be difficult at all to move forward to the next level of reform in the TVET sector.

### **Conclusion**

The TVET system is fragmented in Nepal largely due to non-implementation of the existing legal provisions and programs and partly the absence of new legal tools. The sector is also facing challenges with inadequate public funding to deliver quality services. There is no funding from the sources other than the public either. Harmonization is necessary in the existing programs, which requires a SWAP (Sector-Wide Approach) in the sector where the TSSP can serve as a tool to bring all actors on a common platform.

The TSSP is a ten-year strategic plan that serves as a guiding framework for the sector and aims to restructure programs, curricula, institutions, and give more power and authority to the provinces and local level. To operationalize the plan, an annual work plan and budget must be prepared and implemented.

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