



Labour Migration and Skills Training

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SUMMARY

Of the half a million or so Nepalis who left the country for work in 2013/14, nearly three quarters were classified as 'unskilled'. This tendency of the majority of migrants being poorly trained is a cause for concern since low-skilled and 'unskilled' workers are more vulnerable to exploitation and abuse, are accorded fewer job benefits, and face limited earning potential. Addressing this issue will require a strong, well-organised technical and vocational education sector which is also attuned to the needs of the foreign employment labour market. This policy paper provides an overview of Nepal's technical training sector, identifies the key challenges and issues that need to be addressed vis-à-vis labour migration, and provides recommendations on how these could be addressed.

I. Introduction

Labour migration and the resultant inflow of remittance has long since become a mainstay of the Nepali economy, with roughly half a million Nepalis migrating for labour in the previous fiscal year alone,¹ and personal remittances approaching 30 per cent of the country's GDP.² While the foreign employment sector at large suffers from a range of challenges and governance issues, the one pressing concern that has arguably received the least attention is skills training for the migrant labour force.

This paper assesses the technical and vocational education and training (TVET) sector in Nepal as it relates to foreign labour migra-

tion. It draws on the findings of the study, 'An Analysis of Labour Market and Migration Trends in Nepal',³ conducted by the Centre for the Study of Labour and Mobility (CESLAM) in collaboration with the International Labour Organisation (ILO) and the German development agency, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and also on additional primary and secondary sources of information with the aim of illuminating the shortcomings of the TVET sector in Nepal with regard to labour migration. It also considers the key actors, institutions, and poli-

1 Department of Foreign Employment, 'Monthly Progress Report,' accessed July 07, 2015, <http://dofe.gov.np/new/pages/details/34>.

2 World Bank, World Development Indicators.

3 Published as, Bandita Sijapati, Ashim Bhattarai and Dinesh Pathak, *Analysis of Labour Market and Migration Trends in Nepal* (Kathmandu: GIZ and ILO, 2015), http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/--ilo-kathmandu/documents/publication/wcms_407963.pdf.

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cies that currently govern the sector and identifies the issues and challenges that need to be addressed.

II. Overview of Skills and Labour Migration in Nepal

According to information received from the Department of Foreign Employment (DoFE), in fiscal year 2013/14, of all the migrant workers who received labour permits to work abroad,⁴ approximately 74 per cent were in the 'unskilled'⁵ category, while 12 per cent were 'semi-skilled', around 14 per cent 'skilled', and less than 1 per cent were 'highly skilled' or 'professional'. Further, as seen in Figure 1, available data⁶ shows that while there has been a rapidly increasing trend of labour out-migration from the country, a disproportionately high number of that rise has been in the category of the low-skilled.

The fact that the majority of the current labour migrants from Nepal belong to this category is a cause for concern as low-skilled workers are prone to being more vulnerable to abuse and exploitation for a number of reasons. First, since low-skilled workers are more likely to rely primarily on recruitment agencies/agents for their migration,⁷ they are more likely to be subjected to instances such as overcharging of recruitment fees and contractual fraud⁸ that recruitment agencies in

Nepal have gained notoriety for.⁹ Low-skilled migrant workers also generally pay a higher percentage in job-matching fees in comparison to their better-skilled counterparts.¹⁰ In fact, a 2014 study conducted by the government's Council for Technical Education and Vocational Training (CTEVT)¹¹ found that while low-skilled aspiring migrants are charged NPR 64,437.35 on average, semi-skilled and skilled migrants are charged NPR 60,025, and professionals, only NPR 53,365.38 during recruitment.¹² (For the sake of comparison, the exchange rate at the time of publication was USD 1=NPR 106.)

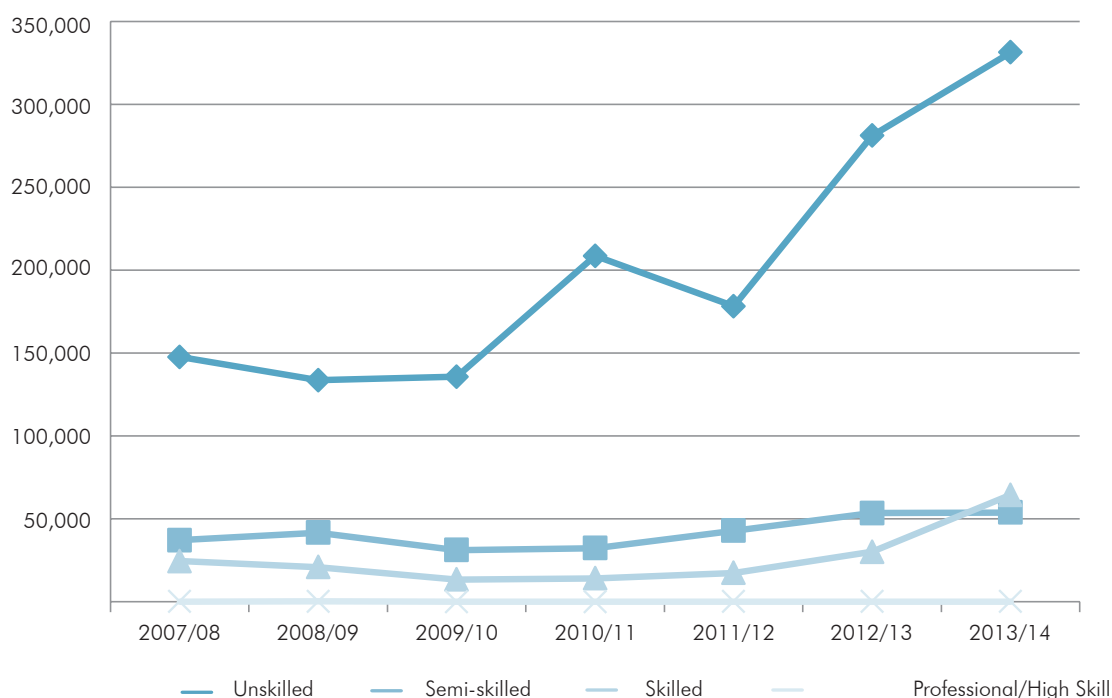
It has also been found that at the countries of destination (CoDs), low-skilled migrant workers are less able to bargain for better working conditions and higher wages.¹³ Further, low-skilled migrant workers are accorded fewer job benefits and have fairly limited earning potential. The CTEVT study found that, on average, low-skilled workers

counterfeit contract; issuing the contract in a foreign language that the worker is unable to understand; giving migrants false or misleading information about wages, number of hours of work, type of work, etc; and withholding the contract until the last possible minute when the worker is 'locked in'.

4 This data does not account either for people who may have migrated through irregular channels or for migrant workers in India.
5 Except for figures that present government data, we use the term 'low-skilled' in place of the term 'unskilled' as the latter implies a total absence of skill.
6 Information on skill level of migrant worker is available only from the year 2007/08 onwards.
7 Ryszard Cholewinski, 'Protecting Migrant Workers in a Globalized World,' Migration Policy Institute, accessed September 17, 2015, <http://www.migrationpolicy.org/article/protecting-migrant-workers-globalized-world>.
8 Practices of contractual fraud, among others, include not giving the worker a contract; issuing a

9 Sarah Paoletti, Eleanor Taylor-Nicholson, Bandita Sijapati and Bassina Farbenblum, *Migrant Worker's Access to Justice at Home: Nepal* (New York: Open Society Foundations, 2014), 64-66.
10 Philip Martin, 'Regulating Private Recruiters: The Core Issues,' in *Merchants of Labour*, edited by Christiane Kuptsch (Geneva: International Institute for Labour Studies and International Labour Office, 2006), 14-16.
11 Please note that 'TVET' refers to the technical and vocational education and training sector at large, while 'CTEVT' refers to a specific government agency within the sector in Nepal.
12 Council for Technical Education and Vocational Training, 'Dynamics and Dimensions of Labour Migration from Nepal' (Bhaktapur: CTEVT, 2014), 21-22.
13 Verite, *Help Wanted: Hiring, Human Trafficking and Modern-Day Slavery in the Global Economy (Summary report)* (Amherst: Verite, 2010), 16.

Figure 1: Labour Permits by Skill Category of Migrant Workers



Source: Department of Foreign Employment.

earn roughly NPR 10,000 and NPR 13,250 less per month than semi-skilled and skilled workers, respectively (see Figure 2).¹⁴

The higher cost of migration coupled with weak contractual practices and bargaining capabilities translate into increased worker vulnerability among low-skilled workers at the destination country. Burdened by large debts acquired to fund the migration, workers are trapped and forced into accepting harsh working conditions.¹⁵ Further, it has also been observed that systematic confiscation of passports by employers at the destination country is also more common among the low-skilled labour migrant population, serving to further constrict worker mobility and options once at the destination.¹⁶

¹⁴ CTEVT, op cit, pp. 18-20.

¹⁵ Amnesty International, *False Promises* (London: Amnesty International, 2011), 33-36.

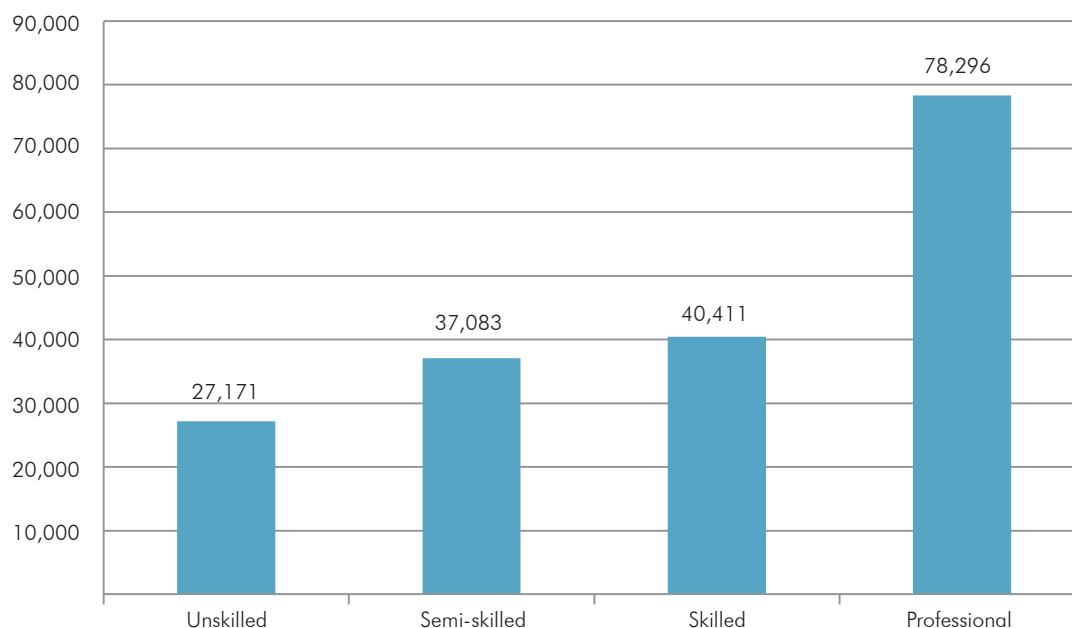
¹⁶ Helene Harroff-Tavel and Alix Nasri, *Tricked and Trapped: Human Trafficking in the Middle East* (Beirut: International Labour Organization), 120-121.

Despite these challenges, however, the prevalence of low-skilled workers in the migrant pool is also indicative of the latent potential for increased benefits from foreign employment (from economic and social remittance, alike). In most destination countries, Nepal has till date only been able to exploit occupational categories that require low-skilled or semi-skilled workers. For instance, although Nepalis constitute roughly 17 per cent of the migrant labour force in Malaysia, they make up only 0.4 per cent of the high-skilled migrants. The demand analysis conducted for the GIZ-ILO study¹⁷ indicates there is likely to be continued demand for migrant workers in the Gulf states and Malaysia due to large-scale infrastructural development projects being initiated in the Gulf Cooperation Council (GCC) countries and the implementation of the Economic Transformation Plan in Malaysia. It also revealed that these initiatives will see an increase in the demand for civil engineers, masons, welders, foremen, super-

¹⁷ Sijapati, Bhattarai and Pathak, op cit, pp. 27-35.



Figure 2: Average Salary Offered by Skill Category (NPR)



Source: CTEVT, 'Dynamics and Dimensions of Labour Migration from Nepal' (Bhaktapur: CTEVT, 2014).

visors, skilled carpenters, waiters, caregivers, nurses, paramedics, and electricians, to name a few.¹⁸ With proper investment in skills training for migrant workers, Nepal could meet this demand for high-skilled workers.

Policies

As seen in Table 1 below, government policies on the TVET sector with regard to foreign employment by and large recognise the huge outflow of low-skilled migrants and also the potential to further maximise the socio-economic benefits of labour migration – both to the individual migrant and the national economy – via systematic up-skilling of aspiring migrants. The policies also acknowledge the need to strengthen existing TVET curricula and institutions while simultaneously expanding the coverage of training programmes in order to make Nepali migrant workers more 'competitive' in the international labour market and align the supply of human resources to the demand in the various destination countries.

¹⁸ Ibid.

Actors and Institutions

Table 2 lists the key actors and institutions in the TVET sector of Nepal and provides a brief description of their relevant roles and responsibilities. This section details some of the major accomplishments and analyses their shortcomings as well.

According to the Ministry of Education, Nepal has developed a technical stream of education 'in order to produce basic and mid-level human resources necessary to carry out the task of national development'.¹⁹ While the history of TVET in Nepal dates back to 1947 (2004 Bikram Sambat),²⁰ it was only in 1989 that CTEVT was established to cater exclusively to the production of technical and skilled human resources.²¹ Currently, through its constituent and affiliated schools, CTEVT runs a wide

¹⁹ Ministry of Education, *Ministry of Education: A Glimpse 2010* (Kathmandu: Ministry of Education, 2010), 10.

²⁰ CTEVT, 'A Glimpse of TVET in Nepal 2071' (Kathmandu: CTVEVT, 2014), 3.

²¹ CTEVT, 'About CTEVT,' accessed August 26, 2015, <http://ctevt.org.np/>.

Table 1: Summary of Plans and Policies Pertaining to Skills Training for Labour Migration

Policy	Content
Labour and Employment Policy (2005)	<ul style="list-style-type: none"> • Linking skills training to ‘lifelong learning’ so as to address the mismatch between the supply and demand of skilled labour; • Decentralising vocational training and skill development training programmes to the extent possible by linking them with the demands of the training practitioners and groups with specific needs; and • Need to link technical education and vocational training programmes to the demand situation in both the domestic and international labour markets.
Foreign Employment Policy (2012)	<ul style="list-style-type: none"> • Conducting research to study/analyse the demand trends in the international labour market; • Organising training programmes according to the demand of the labour market; • Collaborating with CTEVT and other training centres to provide training programmes; • Increasing accessibility to foreign employment-oriented training programmes, especially for disadvantaged groups; and • Promoting and utilising the skills and technology brought back by returnee migrants.
Foreign Employment Promotion Board, Strategic Plan (2010/11–2014/15)	<ul style="list-style-type: none"> • Studying and identifying the skills useful during the course of foreign employment and to accordingly develop curricula for skill-development training programmes; • Organising skill-development training programmes, including language training for female domestic workers going abroad; • Monitoring training programmes; and • Organising other training, workshop and interaction programmes, as required.
Technical and Vocational Education and Training Policy (2012)	<ul style="list-style-type: none"> • Regularly revise and improve the TVET curriculum under the aegis of the national technical and vocational qualification mechanism while ensuring that the demands of both the national and international labour markets are addressed; • In order to align the TVET curriculum to the demand situation in the national and international labour markets, ensure that research and development form integral components of curriculum development; • Utilise experienced and skilled returnee labour migrants as resource persons during the development of the TVET curriculum; • Develop qualification guidelines and utilise training programmes based on various skill categories while keeping in mind demands of the internal and the international labour markets as well as traditional occupations; and • Encourage prospective labour migrants to receive skills certification and make certification mandatory for labour migrants within the next five years.
CTEVT Strategic Plan (2014-2018)	<ul style="list-style-type: none"> • Assess skills needs for domestic and foreign employment; • Involve returnee workers to develop/revise curricula; and • Coordinate with the Public Service Commission/government bodies and foreign embassies to ‘ensure recognition of skills certificates by 2015’.

Note: Table adapted from Sijapati, Bhattarai and Pathak, op cit.

variety of vocational training programmes as per the demands and needs of the workers, primarily in sectors such as health, engineering, agriculture, tourism, management,

and information technology.²² These courses

²² For more information, see: CTEVT, ‘Programs,’ accessed July 14, 2015, <http://ctevt.org.np/page.php?pagecat=18>.



are conducted in 72 of the country's 75 districts and as of the end of June 2011, CTEVT had produced 119,184 Technical School Leaving Certificate (TSLC) graduates and trained 16,190 people through proficiency/diploma-level programmes.²³ There is also an increasing number of other private-sector and donor-supported agencies that currently provide TVET services in Nepal. (See Annex A for a more comprehensive list of relevant agencies.)

These developments, however, have failed to cater to and benefit the labour migrant population, as discussed below:

- Some of the Ministry of Education (MoE) activities focus directly on improving the skills level of the national labour force, but there is no comprehensive strategy to provide skills training to the migrant labour force.²⁴ This is a considerable oversight given that labour migrants constitute over 10 per cent²⁵ of the working-age population in Nepal.
- Likewise, CTEVT, the flagship government institution that holds the responsibility for technical and vocational education, is focused primarily on providing skills training targeted at the domestic market.²⁶ There is no curriculum designed specifically to

meet the needs of the countries of destination. This has meant that there is a dearth of skills training programmes that cater to the needs of migrant workers while the few courses that do exist do not meet the technological standards of the destination countries.

- In the absence of a strong system of certification and the prevalent practice of using forged certificates, such documents issued in Nepal suffer from a lack of credibility in the international labour market. TVET certification carries little weight even in the recruitment process within Nepal where certified workers are required to pass a skills-test in order to qualify for a job in destination countries. This serves to dissuade workers from trying to acquire skills before leaving for foreign employment.
- While the sector has seen an increase in the number of actors, including donor agencies, there is little coordination among them, and thus, the sector remains largely fragmented and susceptible to duplication of efforts.

The Foreign Employment Promotion Board (FEPB) is not directly a part of the TVET sector, but, besides managing the Foreign Employment Welfare Fund,²⁷ it is also tasked with publishing foreign employment-related educational material, including the pre-departure orientation training manual and conducting research on the labour demand situation in destination countries.²⁸ However, FEPB has on occasion been criticised for failing to utilise the Welfare Fund properly. The Fund was to be

23 Lokendra Prasad Poudyal, 'Scoping Study for Up-Scaling of the Skilling of Migrants' (Report submitted to SaMI and HELVETAS, Kathmandu, 2013).

24 Sijapati, Bhattarai and Pathak, op cit, pp. 68-70.

25 The population of labour migrants as a percentage of the working age population was calculated using data from the reason for absence and the total working age population (15,091,848) in the most recent National Population and Housing Census (2011). The category of labour migrant here includes absentees for whom either private jobs (1,364,602) or institutional jobs (192,484) were listed as the reason for absence. The other categories of reason for absence documented in the Census include business (11,685), study (110,564), conflict (2643), dependent (131,109), others (26,681), and not stated (81,726).

26 Sijapati, Bhattarai and Pathak, op cit, p. 42.

27 The Foreign Employment Welfare Fund consists of the mandatory amount deposited by migrant workers; license fees and license renewal fees obtained from recruitment agencies and training institutions; grants, funds and assistance received from other organisations; and the interest accrued on the amount.

28 Foreign Employment Promotion Board, 'Rights, Responsibilities and Duty of the Board,' accessed September 2, 2014, <http://www.fepb.gov.np/content.php?id=3>.

Table 2: An Overview of Concerned Agencies and Institutions

Actors and Institutions	Key Responsibilities (as pertinent to the TVET sector)
Ministry of Education (MoE)	<ul style="list-style-type: none"> Responsible for overall development of the education sector in Nepal; and Formulating educational policies and plans, as well as implementing them across the country.
Foreign Employment Promotion Board (FEPB)	<ul style="list-style-type: none"> Conducting research and publishing information pertaining to foreign employment; Responsible for the proper utilisation of the Migrant Welfare Fund; and Operating programmes to properly utilise skills brought in by returnee migrants.
Council for Technical Education and Vocational Training (CTEVT)	<ul style="list-style-type: none"> Autonomous government agency responsible for the overall management and supervision of vocational education and skills training in the country; Providing vocational and skills training, either directly or through affiliates (via its constituent schools or others); Designing and updating the curricula for various training courses; Conducting skills-testing and certification, among various others tasks; and Conducting research and analysis of the labour market situation.
Training Providers	<ul style="list-style-type: none"> Consists of a host of public-sector, private-sector, and donor-supported agencies that provide trainings.

invested in a wide range of activities (including in providing skill-oriented training to workers going for foreign employment²⁹), but its main activity seems to have been limited to rescue, repatriation, and compensation in instances of migrant workers' death.³⁰ The Board has also been criticised for using the Welfare Fund to cover expenses such as paying salaries of Nepali mission staff and purchasing vehicles for Nepali missions.³¹

III. Challenges and Issues

As alluded to earlier, the country's TVET sector is beset by a number of issues vis-à-vis foreign employment, namely, insufficient output capacity, non-recognition of certification provided in-country, absence of an explicit policy

framework, and weak measurement standards. In other words, the TVET sector is not able to adequately train the migrant workforce either in quantitative or qualitative terms. In this section, we discuss these challenges in further detail.

Inadequate output

According to a 2013 study commissioned by the Asian Development Bank (ADB), between 2008 and 2012, an estimated total of 303,900 individuals graduated from various skills training programmes offered by public-sector, private-sector, and donor-supported agencies.³² In other words, an average of 60,780 workers were trained annually in various trades, consisting of both those absorbed by the domestic economy and those who went abroad. Hence, if total output is used as a proxy for the institutional capacity of the TVET sector in the country, it is wholly insufficient to train the significantly larger volume of workers leaving for employment abroad,

29 Bandita Sijapati and Amrita Limbu, *Governing Labour Migration in Nepal: An Analysis of Existing Policies and Institutional Mechanisms* (Kathmandu: Centre for the Study of Labour and Mobility, 2012), 42-43.

30 Paoletti, Taylor-Nicholson, Sijapati and Farbenblum, *op cit*, p. 123.

31 Roshan Sedai, 'Govt Misused Migrant Worker's Fund,' *The Kathmandu Post*, 13 March, 2014; *The Kathmandu Post*, 'Youths Demand Transparency in Migrant Worker's Fund,' 18 March, 2015.

32 Lokendra P. Poudyal, 'TVET Sub-Sector Roadmap - Nepal' (Report submitted to the Asian Development Bank TA - 7992 NEP: Skills Development Project, Manila, 2013), 66-67.



let alone for the domestic market as well. Between 2008/09 and 2012/13, over 1.7 million workers received labour permits from the Department of Foreign Employment.³³ This means an annual average of 340,845 workers were leaving the country every year during that period for foreign employment to countries other than India, a figure which is nearly six times more than the average annual output of the TVET sector between 2008 and 2012.³⁴

Lack of an explicit mandate

Despite the decades-long history of migration of workers, there is no government agency charged specifically with the responsibility of studying skills-related demand trends in destination countries and, accordingly, providing skills training to migrant workers or advising organisations that do so. The CTEVT designs training curricula geared primarily towards national demand trends, based on the plans and policies of the National Planning Commission (NPC). Thus, even though CTEVT has assessed demand trends³⁵ and provides training to migrants, that is not its primary focus and its institutional capacity for training migrant workers is very limited.

Similarly, as noted above, even though FEPB has the mandate to utilise the Welfare Fund to provide skills training to migrant workers, its efforts in this respect have been quite limited. For instance, during the fiscal year 2013/14, FEPB trained only 3587 individuals in domestic work and 2000 in other sectors.³⁶ Although various government poli-

cies – outlined in Table 1 – have stressed the need to study and assess demand trends in labour markets abroad and to conduct training programmes accordingly, no particular agency has been designated to carry out the said task. The lack of an explicit mandate means that none of the many agencies engaged in the sector can be held accountable for the failure to provide proper skills training to the vast majority of migrant workers. Similarly, there is also room for a dedicated government policy specifically geared towards addressing the issue of training the migrant labour force.

Non-recognition of training

A major concern with regard to the TVET sector in Nepal is the fact that training programmes are neither recognised by foreign employers, and, consequently, nor by Nepali recruitment agencies. Recruitment agencies are of the view that training programmes in Nepal, especially those under CTEVT, are focused primarily on the domestic market, and thus the training provided in operating machinery/equipment is hardly adequate in the countries of destination which are technologically more ‘advanced’ or ‘modern’ than Nepal. This discrepancy between what is taught and what is expected in the destination country means that CTEVT certification does not carry significant weight during recruitment for skilled positions abroad. That is one of the primary reasons why recruitment agencies routinely conduct skills tests for technical positions, even when workers possess CTEVT certification.³⁷

Measurement and reporting issues

There are numerous problems with the official recording of the skill level of outbound workers as well. Since the DoFE has no established criteria to classify different professions into ‘unskilled’, ‘semi-skilled’, ‘skilled’, and ‘highly-skilled/professional’ categories, the ‘skill level’ recorded follows whatever is listed

33 Department of Foreign Employment, Annual Progress Report (various years).

34 This is not to say, however, that all of the outbound migrant workers would require and/or desire skills training. But if the percentage of migrant workers classified as ‘unskilled’ is any indication (73.68 per cent in FY 2013/14), a significant proportion are in a position to avail themselves of such training.

35 Sijapati, Bhattarai and Pathak, op cit, p. 42.

36 Foreign Employment Promotion Board, Annual Progress Report (2070/71 BS).

37 Sijapati, Bhattarai and Pathak, op cit, p. 42.

in the labour permit application filed by the recruitment agency/individual.³⁸ Given the lack of a standard criteria for skills classification, official statistics derived from the DoFE applications on the level of skills in demand in labour-receiving countries are often unreliable. This can mislead programmes that rely on such statistics for the design of skills training and can also have an impact on skills-based minimum wages set by the government in the case of some destination countries (as with the UAE, for instance³⁹).

Counterfeit demand

Recruitment agencies often receive demand letters with counterfeit occupational requests from employers in CoDs. The latter often fabricate official demand requests to avoid paying higher fees or to bypass quotas set by CoD governments for skilled positions. Quotas have been instituted in the GCC countries since the 1990s in an effort to nationalise the country's labour force.⁴⁰ According to recruitment agency representatives, in many CoDs, fees are higher for recruiting skilled foreign workers or governments have fixed an outright quota. In order to circumvent these regulations, CoD employers often place a formal demand for low-skilled positions while informally requesting skilled workers with countries of origin-based recruitment agencies. As a result, recruitment agency representatives believe that the official statistics on the skills level of outbound migrant workers are highly incorrect since the recorded number of low-skilled workers far exceeds the actual figure.

38 Interview with DoFE official, September 14, 2015.

39 *The Himalayan Times*, 'Government fixes wage for UAE bound workers,' 5 November, 2012.

40 For more information, see GIZ and ILO, 'Labour Market Trends Analysis and Labour Migration from South Asia to Gulf Cooperation Council Countries, India and Malaysia' (Kathmandu: GIZ and ILO, 2015), 47-48.

IV. Conclusion and Recommendations

Based on the discussion above, the challenges facing the TVET sector vis-à-vis migrant worker up-skilling can be classified into three broad categories: (i) governance and policy issues; (ii) output capacity; and (iii) training quality. Needless to say, however, these categories do not encompass the entire range of challenges facing the sector as the focus of this brief has been on institutional capacity and direction. Issues such as geographical and financial accessibility of TVET services, for instance, have not been addressed in this brief. Notwithstanding these concerns, this section will attempt to provide a set of recommendations targeted towards addressing the broad spectrum of challenges and shortcomings present in the TVET sector.

- **Separate policy framework specifically focused on migrant skilling**

The existing policy framework touches upon skills training for migrant workers almost as an afterthought. There is a dire need for the government to formulate a concrete policy focused specifically towards the 'up-skilling' of migrant workers with a concrete plan of action and specific deadlines and responsibilities allocated to a specific government body, presumably CTEVT, to achieve set targets. Such a policy document should lay out the framework for cooperation between CTEVT and FEPB in order to achieve economies of scale and to avoid duplication of efforts. It should also provide milestones to measure progress while also holding relevant actors and institutions accountable for any failure to achieve targets.

- **Address fragmentation among various TVET agencies and improve coordination**

Once a responsible institution has been identified, it needs to guide and coordinate the plans and programmes of the various TVET institutions in the country. As listed in Annex A, there are numerous government,



private, and donor-supported programmes across the country. However, there is no overarching policy or regulatory authority coordinating the efforts of the various institutions. A mechanism to coordinate the plan, policies, and programmes of the various TVET institutions would minimise duplication of efforts, make a broader range of trainings available, and improve service accessibility to aspiring migrants.

- **Align existing or new training to demand requirements in CoDs and ensure certification recognition**

There is an urgent need to bring migrant-specific training in alignment with demand requirements in the CoDs. Periodic research involving comprehensive labour market analysis and long-term demand trends in the major destination countries could serve as a point of departure. Such research would form the basis for the formulation of medium- to long-term TVET programme and policy formulation. As FEPB already holds the mandate for conducting research and identifying new markets for foreign employment, it could take the lead, in collaboration with CTEVT, in studying demand trends in CoDs. Furthermore, the quality of existing training programmes has to be improved to meet international standards so that the Government of Nepal can negotiate with major CoDs for recognition of local TVET certification in those countries.

- **Expand the capacity of TVET institutions**

As noted above, the average annual outflow of migrant workers between 2008 and 2012 was nearly six times the annual output of TVET institutions in the country. This, of course, does not necessarily imply that output capacity be increased almost six-fold, as enrolment would presumably be affected by other factors like quality, cost, relevance at destination, and so forth. However, it is clear that the output capacity of the TVET sector

is wholly insufficient to properly train the majority of migrant workers. Considering the importance of foreign labour migration to the country, the government has to adopt ways to increase the overall output capacity of the TVET sector along with improvements in service quality and delivery. It can begin by increasing the budget allocated to CTEVT, which stood at just over 1.5 per cent of the total education budget in the fiscal year 2014/15.⁴¹

- **Implement standardised measurements**

Finally, there is also a need for the government to implement a standardised system of job and skill-level classification which takes into consideration both the type of work and the remuneration they provide. In the absence of such a system of measurement, it is nearly impossible to conduct an accurate analysis of the trends in labour demand which would be crucial to ensuring the formulation of accurate and effective plans and policies. To this end, the ILO International Standard Classification of Occupations⁴² might serve as an appropriate model for the implementation of standardised measurements.

41 During the fiscal year 2014/15, NPR 86,034,055 was the total budgetary allotment under the Ministry of Education out of which NPR 1,353,975 was the allocation for CTEVT (Source: Ministry of Finance, Red Book FY 2014-15 [Kathmandu: Ministry of Finance, 2015]).

42 Available at: <http://www.ilo.org/public/english/bureau/stat/isco/isco08/>.

Annex A: Training Providers (past and present)

Public Sector	Private Sector	Donor Supported
Council for Technical Education and Vocational Training (CTEVT)	Federation of Nepalese Chamber of Commerce and Industry (FNCCI)	Jobs for Peace Project for Youth Employment (J4P) – supported by United Nations Peace Fund for Nepal (UNPFN); implemented by FAO and ILO; completed 2010
Vocational and Skills Development Training Centre (VSDTC)	Federation of Nepal Cottage and Small Industries (FNCSI)	Skills for Employment Project (SEP) – supported by ADB; implemented by CTEVT; completed 2012
Nepal Academy of Tourism and Hotel Management (NATHM)	Independent training centres	Education for Income Generation (EIG) Program – supported by USAID; implemented by Winrock International; completed 2012
Department of Cottage and Small Industries (DCSI)		Skill Development and Employment for the Informal Sector – supported by EU; implemented by Helvetas; completed 2013
Cottage and Small Industry Development Board (CSIDB)		United Nations Interagency Rehabilitation Programme (UNIRP) – supported by UNDP, UNICEF, UNFPA, BCPR, ILO, Norway and DFID; implemented by UNDP, UNICEF, UNFPA and ILO; completed 2013
Foreign Employment Promotion Board (FEPB)		High Impact Tourism Training Programmed for Jobs and Income (HITT) – supported by EU; implemented by SNV; completed 2014
		YUWAccess Program – supported by EU; implemented by PlaNet Finance; completed 2014
		Employment Fund (EF) – supported by SDC, UKAID, World Bank; implemented by Helvetas; ends 2015
		Inclusive Development of Economy (INCLUDE) – supported by GIZ; implemented by Ministry of Industry; ends 2016
		Enhanced Vocational Education and Training (EVENT) – supported by World Bank; implemented by Ministry of Education; ends 2017
		Elam Project – supported and implemented by Helvetas
		Rojgari (Raising Opportunities for Jobs in Gramin Areas for Rural Income) – supported by EU; implemented by Practical Action

Note: Table adapted from Lokendra P. Poudyal, 'TVET Sub-Sector Roadmap – Nepal' (Report submitted to the Asian Development Bank TA – 7992 NEP: Skills Development Project, Manila, 2013).

The Centre for the Study of Labour and Mobility (CESLAM) is a research centre established in January 2011 under the aegis of Social Science Baha. Its primary objectives are to contribute to broader theories and understandings on labour and mobility by cultivating new insights through interdisciplinary research; conduct reliable, policy-relevant research on critical issues affecting working people and develop policy alternatives; improve understanding about the impact of labour and migration as well as inform migrants, labourers and the public at large about their rights and responsibilities; serve as a forum to foster academic, policy and public debates about labour and mobility through an open interchange of ideas; and disseminate knowledge to a broad range of audience using a variety of academic, policy and media outlets.

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