

Situational Analysis of TVET Sector in Lumbini and Gandaki Province: Institutional and TVET partnership perspectives

October 2026

1. About British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. We support peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide. Through our arts, education and English programmes, we give opportunities to hundreds of millions of people worldwide each year. We are on the ground in six continents and over 100 countries. The British Council has been operating in Nepal since 1959.

British Council's work in Technical Education and Vocational Training (TVET) in Nepal involves working with both public and private sector to support in system strengthening, partnerships to support improve relevance of TVET provisions, and partnership for development of the green skills. The British Council works with Nepali and UK partners to support TVET sector development in Nepal.

2. Background of British Council's TVET Programme

British Council's Going Global Partnerships programme TVET (GGP TVET) was launched to support TVET partnerships that support quality improvement and internationalization of TVET. GGP TVET has been contributing to the outcome of "Improved quality and efficiency of TVET systems and institutions, aligned to labour market needs" working with TVET stakeholders in various countries including government and the private sector.

During March 2023 to June 2026, British Council's GGP TVET programme has provided technical and financial assistance to further strengthen public private partnerships in the TVET sector, particularly in (i) partnering with the government and the private sector to support TVET partnership initiatives; (ii) amplifying the outcomes of the Employer Led Skills Secretariat (ELMS) project by supporting employer led agenda in TVET; (iii) expanding Public Private Partnership on green TVET by supporting to establish and operationalize a Green Skills Advisory Board (GSAB) at national level; (iv) capacity building of TVET stakeholders through International Skills Partnership (ISP) with UK organizations; (v) piloting work based training models in Bharatpur Metropolitan City and Dhangadhi Sub-metropolitan City; and (vi) convening policy dialogues and research to inform TVET sector reforms.

Private sector federations, led by Federation of Nepalese Chamber of Commerce & Industries (FNCCI) partnered with the British Council, as a grant partner, through a grant project called “TVET Partnership through Employer-led Skills Secretariat” during March 2023 to June 2026. It was a project to promote private sector employer engagement and leadership in TVET. The grant supports our partnership with the private sector to strengthen employer-led skills systems, expand sustainable public–private partnerships, and ensure that TVET delivery remains responsive to labour market needs.

Building on these achievements, the current phase of the partnership, “Advancing TVET Partnership through Employer-led Skills Secretariat” is being implemented by Confederation of Nepalese Industries (CNI) focusing on policy interventions, identification and piloting of work-based training opportunities, strengthening private-sector engagement in TVET, and capacity building through partnerships with Exeter collage, UK (International Skills Partnership).

3. Background of the Study

TVET has a vital role to play in unlocking economic opportunities, strengthening private sector competitiveness, creating jobs, and improving livelihoods. If driven by market opportunities and business demand, TVET can go beyond merely skills development to become a catalyst for enterprise growth, innovation, productivity, and employment creation. In Nepal’s federal governance context, provincial governments have an important opportunity to connect skills development with local economic potential, emerging industries, private sector investment, and the employment aspirations of young people.

Lumbini and Gandaki Provinces offer significant opportunities for economic transformation through sectors such as tourism, agriculture and agribusiness, manufacturing, construction, information technology, renewable energy, and services. Realizing this potential requires a workforce with the market relevant skills, practical experience, and capacity to respond to changing market demands. It also requires a TVET system that recognizes where businesses are growing, what skills employers need, and where new employment and enterprise opportunities are likely to emerge.

This presents an opportunity to position TVET as an integral part of provincial economic development and private sector growth strategies. By linking skills development with sectoral priorities and local labour market opportunities, provincial governments can help create a more enabling environment for businesses while improving access to productive and decent

employment. At the same time, there are emerging opportunities for employer-led skills development, work-based learning, sectoral partnerships, industry-led training, and innovative financing arrangements. There is therefore a need for a comprehensive situational analysis that examines the TVET ecosystem through both a TVET systems lens and a private sector development lens, with particular emphasis on economic opportunities, labour market relevance, and partnership-driven approaches.

In this context, the British Council is commissioning a situational analysis of TVET in Lumbini and Gandaki Provinces. The study will help identify existing gaps, emerging opportunities, and practical approaches to strengthen collaboration between government, training providers, employers, and other stakeholders. The findings and recommendations from this analysis will serve as a knowledge base for introducing TVET sector reforms policies in the respective provinces, aligning with the priorities set out under Nepal's TVET Sector Strategic Plan (TSSP), as well as guide British Council interventions in the provinces.

4. Purpose and Scope of Work

The purpose of this assignment is to provide an evidence-based assessment of the current status of the TVET system in Lumbini and Gandaki Provinces, with particular emphasis on:

- Institutional and governance arrangements;
- Policy and legislative frameworks and their implications for equitable access and outcomes;
- Stakeholder roles and relationships;
- Economic development priorities for labour market demand, with attention to gender gaps and opportunities in employment;
- Employer engagement mechanisms;
- TVET Public-private partnership practices;
- Work-based training systems;
- Financing arrangements; and
- Opportunities for future inclusive TVET system strengthening.

Specific objective of the study would be to generate insights on:

- How the TVET system currently functions in Lumbini and Gandaki Provinces, including its effectiveness in serving women, youth and marginalized populations.

- Who are the key stakeholders and how they interact.
- Which sectors and industries offer the strongest opportunities for skills development, private sector investment and employment.
- How employer engagement and work-based learning can be strengthened.
- What governance, financing and institutional reforms are needed.
- Which policy directions are most feasible to generate sustainable and inclusive system-level change.

The analysis should ultimately serve as a foundation for future provincial TVET system reforms policy that promote stronger public-private collaboration, improved labour market responsiveness, and sustainable and inclusive workforce development. The analysis will be based on desk review and stakeholder consultations.

The study will adopt a systems perspective and examine the institutional, governance, economic and partnership dimensions that influence the performance and responsiveness of the TVET system in Lumbini and Gandaki Provinces. Specific scope of the study may include:

4.1 Assess Stakeholders and Institutional Mechanism

The study shall examine the institutional arrangements for TVET governance, planning, coordination, implementation and oversight at provincial and local levels.

The assessment should include, but not be limited to:

- Mapping of TVET-related roles and responsibilities across provincial and local government stakeholders.
- Assessment of governance structures, coordination mechanisms and decision-making processes.
- Assessment of stakeholder readiness to participate in system strengthening initiatives.
- Review of provincial policies, strategies, acts, regulations and implementation arrangements related to TVET, skills development and employment.
- Assessment of gender equality and social inclusion (GESI) mainstreaming within TVET governance
- Assessment of data systems, labour market information use and evidence-informed decision-making practices.

- Assess provincial level TVET financing mechanism.

4.2 Examine Economic Opportunities and Private Sector Status

The study shall identify priority economic sectors, emerging opportunities and the status of private sector industries that can inform future TVET sector development in the provinces.

The assessment should include, but not be limited to:

- Review of provincial economic development priorities and investment plans.
- Identification of sectors with high potential for employment creation and enterprise development.
- Review of technology trends and emerging occupations and skills.
- Assess private sector and industry landscape in the province.

4.3 Assess TVET Employer Engagement and Partnership Mechanisms

The study shall assess the extent and effectiveness of employer participation in TVET governance and delivery systems.

The assessment should include, but not be limited to:

- Review of employer participation in TVET policy dialogue and decision-making structures.
- Assessment of private sector / employer involvement in different stages of TVET planning and delivery.
- Assessment of partnerships between training providers and employers.
- Assess status, effectiveness and scalability of work-based learning arrangements.
- Identification of good practices and successful partnership models.

4.4 Facilitate Identification of Provincial TVET Reform Priorities through Policy Dialogue

Building on the findings of the situational analysis, the study shall identify practical future TVET reform areas addressing principles of equity and inclusion. Based on the study findings and recommendation, the study will support a structured policy dialogue processes in Lumbini and Gandaki Provinces to validate findings, build stakeholder consensus, and identify priority reforms for strengthening the provincial TVET system. The process should ensure the meaningful participation of government, training providers, employers, industry associations, development

partners, women and marginalized groups, and other relevant stakeholders. The output of the policy dialogues will be Province-specific gender sensitive policy recommendations and reform areas.

Implementation

The implementation period of the analysis will take place between 20 November 2026 to 28 February 2027.

Deliverables

Deliverable	Timeframe
A brief inception report outlining approach and methodology for the situational analysis	By 05 December 2027
Draft Situational Analysis Report	By 31 January 2027
Provincial Policy Dialogues	In February 2027
Final Situational Analysis Report along with policy recommendations post policy dialogues	By 28 February 2027

Consultant Specification

Study Team Leader / TVET Specialist

The Team Leader shall lead the study and will be responsible and accountable for designing, delivering and reporting situational analysis based on the scope of work. The consultant should have:

- University degree in Education, TVET or other relevant social science
- More than 10 years of experience in the field of TVET reforms.
- Demonstrable experience in conducting TVET sector analysis and/or labour market assessment (please include links to published reports)
- Experience in private sector development and private sector participation in TVET
- Good command in written English.

Input Days: Approx. 45 days (20 days in field)

TVET Research Associate(s)

The Research Associate will support Team Leader in study design, information collection, reporting and coordination with provincial stakeholders. The consultant should have:

- University degree in Education, TVET or other relevant social science
- More than 5 years of experience in the field of social science research.
- Demonstrable experience in conducting Education / TVET / labour market research

Input Days: Approx. 30 days (20 days in field)

Reporting and Management

The selected consultants will report to the British Council and work closely with the Confederation of Nepalese Industries (CNI).

Application procedure

Interested and eligible candidates (an independent expert or team of experts) are requested to submit the following documents by email to consultant@britishcouncil.org.np by 12 November 2026:

1. CV in not more than 5 pages.
2. A covering letter with a daily rate.

Please indicate "**..... (Your Name and Proposed Position) for Situational Analysis**" in the subject line. Only the final selected candidates will be contacted for further process.