



2082

Karnali Province Government
Ministry of Social Development
Birendranagar, Surkhet

Technical and Vocational Education and Training (TVET) Profile

First Edition

2082



Province Government of Karnali
Ministry of Social Development

Birendranagar, Surkhet, Nepal

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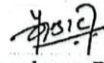
Foreword

It is my pleasure to present the TVET Profile of Karnali province in order to provide an integrated overview of TVET sector information in a single document. This profile marks a significant milestone in our collective efforts to strengthen the relevance, quality, and governance of TVET in the province by institutionalizing evidence-informed governance, policies, plans and programs.

Technical and Vocational Education and Training (TVET) plays a crucial role in building skilled, competent and productive human resources that can drive sustainable economic growth and societal transformation. It is imperative to constantly align TVET with evolving needs of labour market and industry demands, thereby enhancing employability, strengthening workforce productivity, and contributing to inclusive and sustainable socio-economic development. Provinces hold constitutional mandate to align skills development with provincial labour market needs, development priorities, and aspirations of young people. In this backdrop, having robust sectoral information system is essential to inform policy and program. This Profile serves as a reference point for TVET sector information by providing an analysis of a wide-range of information of both supply and demand sides of TVET.

In the context of Karnali Province, where geographic remoteness, limited industrialization, and youth out-migration remain pressing challenges. Strengthening TVET sector is inevitable for promoting inclusive economic growth, generating local employment opportunities, and reducing dependency on external labor markets. Delivering market-relevant TVET programs that respond to labor market demands is an urgent need in the province. The profile serves as a strategic information document to guide targeted investment, coordinated distribution of TVET programs compatible to labour market, make policy interventions to address existing gaps, supporting to the province's journey toward sustainable socio-economic development. The TVET Profile contributes to this broader development agenda by providing a clear and evidence-based understanding of existing gaps and opportunities across TVET sector.

I believe that the TVET Profile will guide strategic decisions and inspire collective actions to develop skilled and competent human resource in Karnali Province, contributing to Karnali's broader development goals. I look forward to the effective utilization of this profile in shaping policies, programmes, and investments that will advance the TVET sector and drive sustainable socio-economic progress in Karnali province. The Ministry remains committed to strengthening TVET as a pathway to decent employment, entrepreneurship, and prosperity in the province. I hope this profile will contribute meaningfully to the shared vision.


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Foreword



TVET Profile of Kamali province has been prepared as a comprehensive data-driven report to inform evidence-based planning, policy formulation, and program implementation across Technical and Vocational Education and Training (TVET) sector. The profile consolidates both primary and secondary data to present a structured overview of the province's TVET ecosystem including socio-economic characteristics, demand-and supply-side data. The profile intends to serve as a resource document of information for federal, provincial, and local government agencies, development partners and stakeholders engaged to figure out existing situation of TVET landscape.

Karnali, with its rich natural resources and cultural diversity, continues to face multi-layered development constraints, including lower human development indicators, higher multidimensional poverty, and limited access to quality education, skill development and employment opportunities amidst geographical complexities. In this context, strengthening TVET sector has been a strategic necessity of the province to unlock the potential of youth and to foster inclusive and sustainable socio-economic growth.

Ministry of Social Development remains firmly committed to prioritizing TVET sector as a cornerstone of socio-economic development of the province. By strengthening institutional capacity, ensuring quality and relevance in TVET, and fostering close alignment with labor market needs, the Ministry continues to focus on responsive and future-ready TVET system. MoSD is dedicated to creating pathways for dignified employment, entrepreneurship, and improved livelihoods across the province.

The Profile serves as a vital tool for policymakers, planners, development partners, and practitioners. It provides the evidence required to plan demand-based TVET, design programs, optimize resource allocation, and monitor progress in the TVET sector. The profile presents the data that suggests the need of quality assurance of TVET, review current the relevance of current TVET programs, prudent distribution of TVET programs through need analysis; and strengthen TVET-industry linkages. To this end, the Ministry is committed to developing required laws, policy, plan and allocate resources for quality assurance of TVET.

I would like to express my sincere appreciation to everyone involved in the preparation of this profile. Their dedication and collaborative efforts have made it possible to develop such a comprehensive TVET Profile at the province level. I am confident that the TVET Profile will support informed decision-making and contribute to building a skilled, competent and competitive human capital in Karnali Province, contributing to the nation's broader development goals.


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Acknowledgement

I am pleased to share the first edition of Technical and Vocational Education and Training (TVET) Profile of Karnali Province, prepared through collective efforts, consultation, and collaboration of TVET sector stakeholders. The profile incorporates a wide range of TVET sector information, consolidating demographic, socio-economic and TVET sector data information from both demand and supply sides. It maps out existing TVET programs, institutional distribution and capacity, TVET programs, enrollment trends, instructors, short-term vocational training, skill test certification etc. By integrating supply-side and demand-side information, the Profile provides a clear and coherent snapshot of TVET sector, supporting a better understanding of its current status, gaps and prospects.

I hope that the Profile will immensely helpful to inform planning and support evidence-informed decision-making within the Ministry and among relevant stakeholders working in TVET sector. It provides a basis for improving TVET eco-system, enhancing coordination mechanisms, and aligning TVET with labor market dynamics and provincial development priorities. It further supports results-oriented planning by identifying critical gaps in TVET infrastructure, program relevance, sectoral coverage, and institutional capacity.

Importantly, this profile directly informs to the ongoing TVET Sector Strategic Plan (TSSP) development process. The evidence and insights generated in the TVET profile will support priority setting, strategic decision-making, and investment planning, ensuring that TVET interventions are responsive to labour market needs and aligned with provincial development goals.

I would like to express my sincere appreciation to all those involved in the development of the TVET Profile including Swiss Agency for Development and Cooperation (SDC), Swisscontact, Quality PSU and PPSU team, CTEVT Karnali Province, TVET profile technical committee, consultants and all other individuals and institutions whose valuable contributions made this publication possible.

Besides, I would like to acknowledge the efforts of all stakeholders involved in the preparation of this document. I firmly believe that the Profile will serve as a strategic instrument for strengthening evidence-informed planning and enhancing the effectiveness of TVET program delivery in Karnali Province, thereby contributing to the broader goal of developing a skilled, productive, and competent human capital.

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उपसचिव

Acknowledgement

The preparation of the TVET Profile was technically assisted by Quality Technical and Vocational Education and Training for Youth (QualityY) project. QualityY is a bilateral project between the Government of Switzerland and the Government of Nepal. The Ministry of Education, Science and Technology (MoEST) and the Council for Technical Education and Vocational Training (CTEVT) implement project activities at the Federal level; whereas, in the Provinces, the Ministry of Social Development/Education (MoSD/E) implements project activities. On behalf of the Swiss Agency for Development and Cooperation (SDC), the Swisscontact - Swiss Foundation for Technical Cooperation provides technical assistance to the QualityY project.

Table of Contents

1. Introduction	1
1.1 Background of Karnali Province	1
1.2 Human Development Index of Karnali Province.....	1
1.3 Multi-dimensional Poverty (MPI) of Karnali Province	2
1.4 TVET in Nepal.....	2
1.5 TVET Sector Legislation – Key Developments	3
1.5.1 Constitution of Nepal (2015)	3
1.5.2 Technical and Vocational Education and Training Policy (2012)	3
1.5.3 Education Act (1971)	3
1.5.4 CTEVT Act - 1989	4
1.5.5 CTEVT Rules-2051	4
1.5.6 National Vocational Qualifications Framework (NVQF)	4
1.6 Progress on Provincial TVET Acts and Policies.....	4
1.7 TVET in Karnali	5
1.8 Objectives and Scope of TVET Profile.....	5
1.9 Steps used for preparing Profile.....	5
1.10 Methodology	6
1.11 Limitation and challenges.	6
2. Economic and Demographic Profile	8
2.1 Population Distribution by Age Group and Sex	8
2.2 Population Composition by Caste and Ethnic Group	9
2.3. Population Composition by Sex and District.....	11
2.4 Household Distribution by District.....	12
2.5 Household and Population Composition by Local Government Units.....	12
2.6 Economically Active Population in Karnali	15
2.7 Economic Active Population by Age Category	15
2.8 Economically Active Population by Industry	16
2.9 Economically Active Population by Major Occupations.....	17
2.10 Education Status by Sex.....	18
2.11 Educational Attainment (Age 5+) by Local Government Units	18
2.12 Economically Active Population by Employment Status and Palika	20
2.13 Occupational Structure and Employment Trends in Karnali Province	21
2.14 Employment Status by Sex and Age Group.....	22

2.15 Gender Disparities in Employment Status	22
2.17 Labour Migration (Foreign Employment) Status by District and Sex.....	22
2.18 Abroad Labor Migration by Skills Level	23
3. TVET Sector.....	24
3.1 CTEVT.....	24
3.1.1 Number of TVET Institutions by Type (including CEHRD-9-12 Technical Stream)	24
3.1.2 Distribution of TVET schools (CTEVT) across the districts	24
3.1.3 Number LG with and without TVET Schools (CTVET)	25
3.1.4 Distribution of TVET schools (CTVET) across Rural Municipalities Vs. Municipalities	25
3.1.5 Number of Programs by Districts.....	26
3.1.6 Distribution of TVET Programs across Four Types of TVET Institutions (CTEVT)	26
3.1.7 Number of Programs by Level.....	27
3.1.10 Enrolment Capacity by Level.....	28
3.1.11 Enrolment Capacity by Type of Schools	28
3.1.12 Number of Active and Inactive Programs by Level and Course	29
3.1.13 Active vs. Inactive Programs by Type of TVET Schools.....	30
3.1.14 Active vs. Inactive Programs by Level.....	30
3.1.15 Enrolment Rate by Level (CTEVT)	31
3.1.16 Enrolment Trends by Programs.....	32
3.1.17 Enrolment Trends by Types of TVET Schools (CTVET)	35
3.1.18 Enrolment Trends by Sector	37
3.1.19 Percentage of Active Programs by Type of Schools (2081)	38
3.1.20 Percentage of Schools (overall) ‘with/without’ Student Enrolment-2081	39
3.1.21 Number of Schools (CTEVT) ‘with vs. without’ enrolment-2081	39
3.1.22 Number of TVET Schools ‘with/without’ student enrolment-2081 by School Type ..	40
3.1.23 Last Five Years’ Trend of Active and Inactive Programs in terms of enrolment	40
3.1.24 Number of LGs (Palika) having CTVET-affiliated Programs, but with no Enrolment .	42
3.1.25 ICT Lab and Equipment in CTEVT-affiliated TVET institutions/schools	42
3.1.24 TVET Instructors in CTEVT-affiliated TVET Schools	43
3.1.25 Comparative Analysis of Capacity vs. Enrolment by Sector	48
between CTEVT vs. CEHRD affiliated institutions/schools	48
3.2 Short-Term Training - CTEVT	49
3.2.1 Number of short-term training providers by district.....	49
3.2.2 Total LGs vs. LGs with short-term training providers by district.....	49
3.2.3. Number of training programs by district.....	50
3.2.4 Rural-Urban Dichotomy in Short-Term Training Program Distribution.....	50

3.2.5 Disparity in Short-Term Training within Rural Municipalities in Karnali Province.....	51
3.2.6 Access Disparity in Short-Term Training across Rural Municipalities.....	51
3.2.7 Enrolment capacity per intake by LGs.....	51
3.2.8 Districts with No Short-Term Training Providers	52
3.2.9 Enrolment capacity per intake by Districts.....	53
3.2.10 Districts having the presence of short-term training providers	53
3.2.11 LGs by district with/without access of short-term training providers	53
3.2.12 Enrolment Capacity by Municipalities vs. Rural Municipalities.....	54
3.2.13 Number of short-term training programs by district and LG	54
3.2.14 Number of Training by Sectors.....	55
3.2.15 Enrolment Capacity by District.....	56
3.2.16 Training programs by Sector, District and Capacity	56
3.3 Skill Test and Certification Data	59
3.3.1 Skill Test: Applicant, Appeared and Graduate - Level-1	59
3.3.2 STB Skill Test Applicants and Graduates of Level-2	60
3.3.3 NSTB Skill Test Applicants and Graduates (Both Level-I & Level-II) in Karnali.....	60
3.3.4 Top occupations in demand for vocational training	62
3.4 CEHRD 9-12 Technical Stream	63
3.4.1 Number of CEHRD 9-12 Technical Schools by District.....	63
3.4.2 LG with/without CEHRD Technical stream Schools	63
3.4.3 Enrolment Rate of CEHRD 9-12 Technical Stream by Grades.....	64
3.4.4 Enrolment Capacity by Trade in CEHRD 9-12 Technical Stream	64
3.4.5 Number of Students Enrolment by Trade – 2081	65
3.4.6 Enrolment Rate against Capacity by District and Palika	65
4. Industry Sector	68
4.1 Number of Industries by Districts in Karnali Province	68
4.2 Number of Industries by Scale.....	68
4.3 Employer and Employee Population of Karnali	69
4.4 Employed and Unemployed Population in Karnali	69
4.5 Employment by Occupation	70
4.6 Employment by Sector.....	71
4.7 Employment by Institutional Sector	71
5. Annexes	73
Annex-5.1: No. of Active and Inactive Programs (2081)	73
Annex-5.2: No. of TVET-affiliated schools by District and LG.....	73

Annex-5.3: No of CEHRD 9-12 Technical Stream Schools by District and LG.....	75
Annex-5.4: LGs currently not having any TVET schools in Karnali province	76
Annex-5.5: LGs With/Without CEHRD 9-12 Technical Stream Schools	76
Annex-5.6: Short-Term Trainings available in Karnali Province	78
Annex-5.7: Short-Term Training Providers in Karnali Province.....	81
Annex-5.8: Educational Attainment (Age 5+) by LG (Chapter 12)	84
Annex-5.9: Economically Active Population by Employment Status & LG (Chapter 2.12)	88
Annex-5.10: Population by Occupation, Sex & Age (Chapter 2.13)	92
Annex-5.11: Status in Employment by Sex and Ege group (<i>Chapter 15</i>)	94
Annex-5.12: Population by Sector and Occupation (<i>Chapter 15</i>).....	95

Acronyms

BIA	Business and Industry Associations
CATS	Credit Accumulation and Transfer System
CDC	Curriculum Development Centre
CEHRD	Center for Education and Human Resource Development
CTEVT	Council for Technical Education and Vocational Training
DAGs	Disadvantaged Groups
FGDs	Focused Group Discussion
FNCCI	Nepalese Chambers of Commerce and Industry
GoN	Government of Nepal
HDI	Human Development Index
ITMS	Integrated Training Management System
JT/A	Junior Technician/ Agriculture
KII	Key Informant Interview
LMIS	Labor Market Information System
MOEST	Ministry of Education, Science and Technology
MoSD	Ministry of Social Development
MPI	Multi-Dimensional Poverty
NEB	National Examination Board
NRB	Nepal Rastra Bank
NPC	National Planning Commission
NSO	National Statistical Office
NSTB	National Skill Testing Board
NVQF/S	National Vocational Qualifications Framework/ System
OJT	On the Job Training
OSU	Occupation Skills Up-gradation
RPL	Recognition of Prior Learning
SDC	Swiss Agency for Development and Cooperation
SEE	School Education Examination
SMC	School Management Committee
SSC	Sector Skill Committee
SWOT	Strength, Weakness, Opportunity and Threats
T/SLC	Technical / School Leaving Certificate
TECS	Technical Education in Community Schools
TSSP	TVET Sector Strategy Plan
TITI	Training Institute for Technical Instructions
TVET	Technical and Vocational Education and Training

Executive Summary

Karnali Province, Nepal's largest by area with 27,984 km², remains the least populated province, yet is abundantly endowed with natural resources. The province is home to 1.68 million population with mediocre 76.1% literacy rate. The province contributes barely 4.2% contribution to national Gross Domestic Product (GDP), suggesting chronic economic stagnation. In this light, this profile seeks to present a consolidated form of information comprising of three domains; socio-economic sector, TVET sector (supply side) and industry sector (demand side) as a singular window to analyze the current status, gaps and opportunities of TVET ecosystem of Karnali province.

Socio-Economic Context

- **Demographic context:** Karnali Province covers 27,984 km², making it the largest province in Nepal, accounting for 18.97% geographical coverage of the country. As per 2021 census, the population of Karnali province is 1,688,412 with 51.21% female and 48.79% male, the population density is 60 people per sq. km and 4.61 average household size (NPHC, 2021).
- **Ethnic Composition:** The largest caste/ethnic group is Kshetri (42.2%), followed by Bishwokarma (16.2%), Thakuri (10.5%), and Magar (10.4%), highlighting diverse caste representation (NPHC, 2021).
- **Literacy & Education:** The literacy rate stands at 76.1%, with 83.3% of male and 69.4% of female able to read and write (NPHC, 2021).
- **Poverty and Development:** Karnali's Human Development Index (HDI) is 0.538, ranking second lowest nationally, and its Multi-Dimensional Poverty Index (MPI) stands at 39.5%, the highest among all provinces.
- **Industries in Karnali:** Karnali province has 40,015 industries classified in five categories as their registration status. Out of them, only 4 (0.1%) as medium, 20 (0.05%) large, 2805 (7.01%) cottage, 3880 (14.69%) Micro and 31306 (78.24%) small. Surkhet leads 30% of all industries in the province (Industry and Consumer Protection Directorate Karnali province, 2081).
- **Distribution Economically Active Population by Occupation:** 79.2% out of total population (1,688,412) of Karnali is 10 years old and above in Karnali province. Of that, 56.8% population is economically active. Majority of population 646,792 (69.8%) out of total employed are engaged in agriculture, forestry, and fishing, while 130,299 (14.1%) held basic labor jobs (elementary occupations), 3.2% are on managerial roles and 2.9% were professionals (NPHC, 2021)

TVET Sector Context

- **TVET Institutions:** Karnali has 170 TVET institutions with 107 (62.94%) TECS, 38 (22.35%) CEHRD 9-12 technical stream schools, 5 (2.94%) constituent, 18 (10.59%) private and 2 (1.18%) partnership-based schools.
- **TVET Program:** Karnali province delivers TVET programs at pre-diploma, diploma level and short-term vocational courses across 10 districts, focusing on agriculture, engineering, health, forestry, and IT. In 2081 academic year, 90 programs (42% of 215 affiliated programs) are active, with student enrolment.
- **Pre-Diploma and Diploma Programs:** There are a total of 215 TVET programs affiliated to CTVET both in Pre-Diploma and Diploma level. Out of them, Diploma programs account for 54 % (116) with 46 % (99) Pre-diploma level programs.
- **Number of Instructors (CTEVT-affiliated Institutions):** There are total 534 instructors with 19.6% female instructors and 80.4% are male instructors. Of them, 71% (341) are having technical qualifications and 29% (196) with general qualifications.

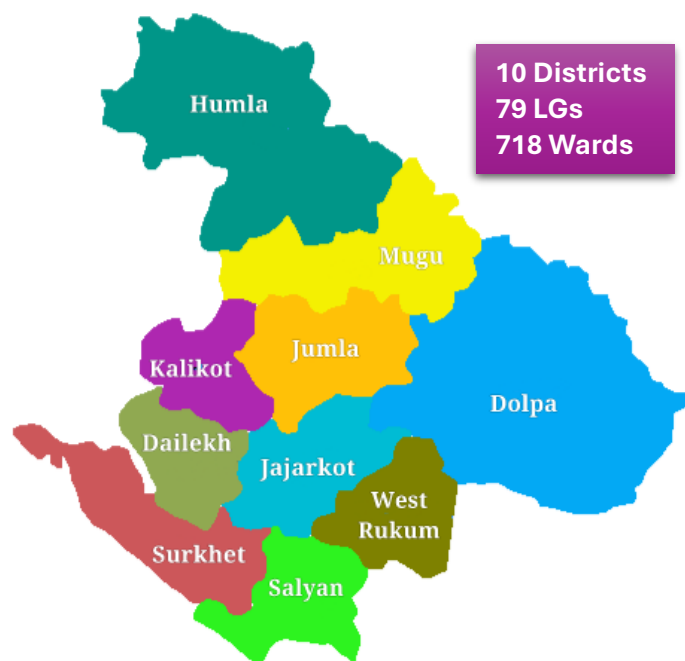
- **No. of Currently Active Programs:** As per 2081 enrolment, TECSs have 148 programs affiliated, but 49 (33%) programs have student's enrolment. Similarly, private institutions have 41 affiliated programs with only 21 (51%) programs having enrolment, constituent institutions have 16, having enrolment in 13 (81%) and Partnership have 10 affiliated programs, but have enrolment in 7 (70%) programs.
- **Instructor : Student Ratio:** Instructor-student ratio is seen excellent in Karnali province largely attributed to the higher number of part-time instructors. Currently, instructor-student ratio stands at 1: 6 and 1: 4 overall instructor-student ratio (including instructors with technical and general qualification) and instructor-student ratio (instructor having only technical qualification).
- **Enrolment Trends in last 5 years:** Across CTEVT-affiliated programs, between 2077 and 2081, Diploma level enrolment decreased by 44% (from 2,381 to 1,344) and Pre-diploma by 35% (from 1,230 to 801) with only 43% of programs active in overall.
- **Enrolment Capacity by Level:** Diploma level has 4898 enrolment capacity while Pre-Diploma has 3960 enrolment capacity, which accounts for 55% and 45% respectively.
- **Enrolment Capacity by Sector:** Agriculture sector leads with 4,640 (52.38%) enrolment capacity, followed by Engineering sector 3128 (35.31%), Health/Nursing sector 650 (7.34%) and Forestry 440 (4.97%).
- **Enrolment Capacity by Type of School:** TECS leads with a total intake capacity of 6144 seats, 69.36% out of 8858 seats. Private institutions offer 1626 seats (18.36%), constituent with 672 (7.59%) and partnership schools trail 416 (4.7%) seats respectively.
- **Enrolment Trends in CHERD 9-12:** In 2081, there are 4454 students enrolled in CEHRD 9-12 technical stream with Plant Science having 2188 students (49.1%), Animal Science 842 (18.9%), Civil Engineering 834 (18.7%), and Computer Engineering 590 (13.2%).
- **Short-Term Training Providers:** There are 95 short-term training providers offering 463 short-term programs across 15 LGs within 8 districts (except Dolpa and Humla) across Karnali province. It shows that only 15.96% LGs have short-term training providers while 84.4% do not have (out of 79 LGs). In terms of rural/urban dichotomy, 99 % are based in rural municipalities (urban-based), while only 1% serve in rural areas/rural municipalities. 66% short-term training providers are located in Surkhet, holding 78% of affiliated programs. 99% short-term providers are located in urban municipalities
- **NSTB Skill Tests:** 4018 people have received Level-I and Level-II skill certification from NSTB in Karnali province with 3824 Level-I (95%) and 194 Level-2 (5%). There is no one certified in Level 3.
- **Major Socio-Economic Indicators – Karnali Province Vs. National**

SN	Main Indicators	Karnali Province	National
1	GDP Growth Rate (%)	4.74%	3.50%
2	Absolute Poverty Rate (%)	25.10%	20.27%
3	Multidimensional Poverty Rate (%)	39.50%	15.10%
5	Per Capita Income (USD)	1,089	1,434
6	Human Development Index (HDI)	0.538	0.601
7	Unemployment Rate (%)	7.00%	7.00%
8	Literacy Rate (%)	76.10%	76.20%
10	Population growth rate	0.70%	0.92%
11	Economically Active population	71.7%	

1. Introduction

1.1 Background of Karnali Province

Karnali Province, situated in the northwestern region of Nepal, is the largest province in terms of land area, covering 30,716.23 square kilometers. Despite its vast size, it is the least populated province, with a total population of only 16,88,412, as per 2021 census. Geopolitically, Karnali shares borders with the Tibet Autonomous Region of China to the north, Gandaki Province to the east, Lumbini Province to the south, and Sudurpashchim Province to the west.



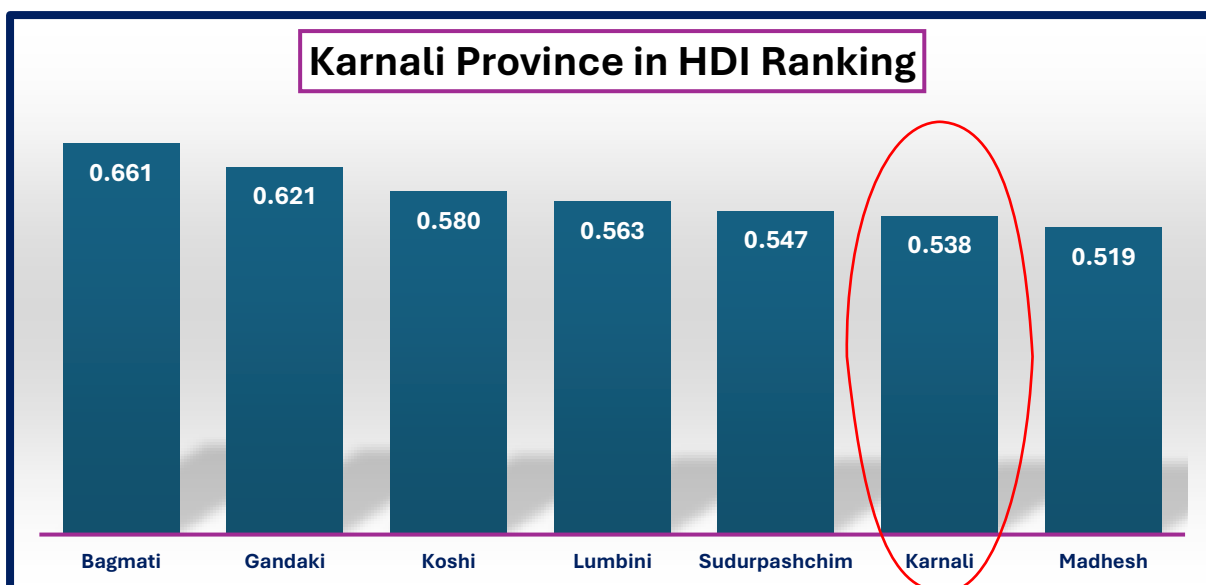
Administratively, Karnali has 79 local government units-including 25 municipalities and 54 rural municipalities and a total of 718 wards in 10 districts; Surkhet, Salyan, Rukum (West), Dolpa, Jajarkot, Dailekh, Kalikot, Jumla, Mugu, and Humla. The province's rugged terrain and sparse population distribution contributes to its unique socio-economic and developmental complexity within the country.

Population and Households	Nepal	Karnali
Population	29,164,578	1,688,412
% of Population Share in National Population		5.8%
Male Population	14,253,551	823,761
Female Population	14,911,027	864,651
Female Percentage of Population	51.1%	51.3%
Number of Households	6,666,937	366,255
Households in % against National Figure		5.5%
Average Family Size	4.4	4.6

Comparative Analysis of Population and Households – National vs. Karnali

1.2 Human Development Index of Karnali Province

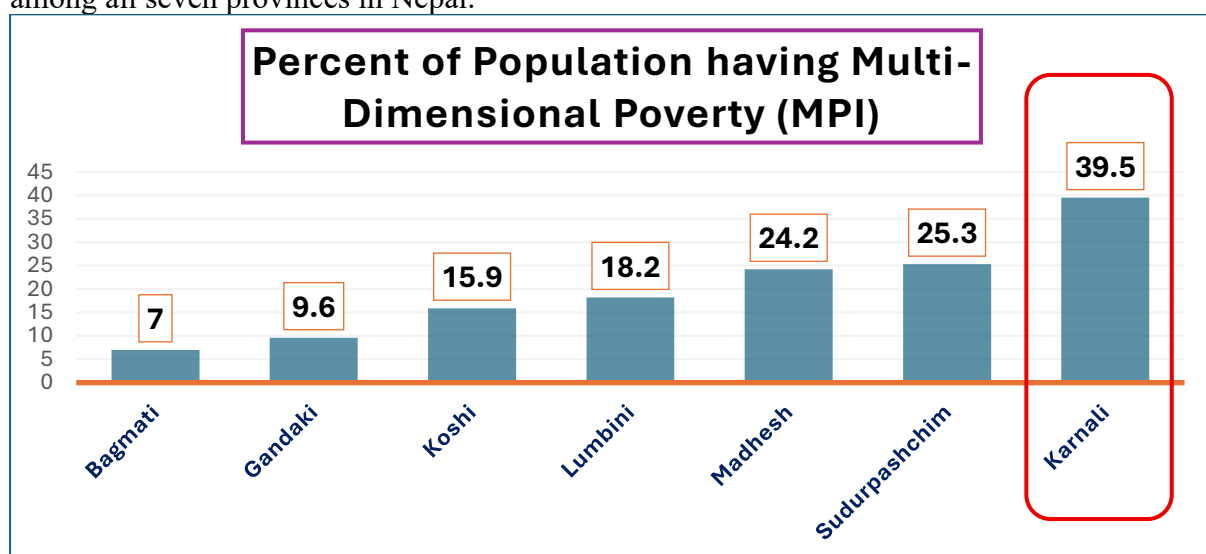
With an HDI score of 0.538, Karnali ranks second lowest among Nepal's seven provinces, ahead of only Madhesh Province. This low score reflects persistent challenges in critical areas such as healthcare access, quality education, and income generation opportunities in Karnali Province. The province's rugged geography, limited infrastructure, and relatively low government and private sector investment are cited as impediments in human development indicators. Despite national efforts toward federal decentralization and inclusive development, Karnali continues to lag behind other provinces. This disparity underscores the urgent need for targeted policy interventions, increased resource allocation, and context-sensitive development programs to uplift Karnali's human development status and ensure equitable growth across the country.



Source: Human Development Report 2020 published by National Planning Commission

1.3 Multi-dimensional Poverty (MPI) of Karnali Province

Karnali Province has the highest MPI rate with 39.5% of its population experiencing deprivations across key dimensions such as health, education, and living standards, indicating that nearly two out of every five people suffer from multi-dimensional poverty. MPI in Karnali province is significantly higher than the national average; and nearly six times higher than that of Bagmati Province, which has the lowest rate at 7%. Karnali province trails at the bottom among all seven provinces in Nepal.



1.4 TVET in Nepal

The history of Technical and Vocational Education and Training (TVET) in Nepal dates back to the establishment of the Technical Training School in 1929 under the Department of Industries, marking the formal introduction of vocational education in the country. Over the decades, a number TVET institutions were established such as Trade School in Balaju and a Technical Institute in Dharan to meet the growing demand for skilled human resources. A significant milestone of technical education was the establishment of Karnali Technical School (KTS) in 2037 B.S. (1980 A.D.) in Jumla, one of the first institutions of its kind in a remote and underdeveloped region without the country. This initiative laid the groundwork for expanding access to TVET in rural areas. The most pivotal moment came in 1989 with

establishment of the Council for Technical Education and Vocational Training (CTEVT), which became the apex body to implement, coordinate, regulate, and promote TVET programs nationwide. Since then, Nepal's TVET sector has evolved significantly through the establishment of constituent, private, TECS, and partnership-based TVET institutions, as well as through strategic policy reforms aimed at aligning TVET with national development goals and labour market needs.

Technical and Vocational Education and Training (TVET) in Nepal serves as a critical pillar for national development by equipping individuals with practical skills and knowledge required for employment, entrepreneurship, and productivity. As a country with a large youth population and persistent challenges in job creation, TVET offers an alternative and inclusive pathway to economic empowerment. Council for Technical Education and Vocational Training (CTEVT), established in 1989, functions as the apex body for coordinating and managing the TVET sector. It works in collaboration with federal, provincial, and local governments, as well as private and non-governmental actors, to deliver a wide range of pre-diploma, diploma, and short-term training programs across diverse sectors including agriculture, health, engineering, hospitality, and services.

1.5 TVET Sector Legislation – Key Developments

1.5.1 Constitution of Nepal (2015)

Nepal's Constitution has made provisions for compulsory and free education up to the basic level, and free education at the secondary level. Article 51 of the Constitution outlines the state's policy to make education scientific, technical, vocational, skill-oriented, employment-oriented, and people-centered, with the goal of producing competent human resources required for the development of the nation. This provision highlights the constitutional emphasis on technical and vocational education, guiding the state to make education employment-oriented and aligned with the needs of the people.

1.5.2 Technical and Vocational Education and Training Policy (2012)

TVET Policy of 2012 rendered a strategic roadmap for the advancement of the technical and vocational education and training sector in Nepal. It outlined clear objectives aimed at ensuring inclusive access to TVET for all citizens, with the goal of producing skilled human resources to drive economic development and job creation. The policy also emphasized the identification, certification, and integration of traditional skills into the formal TVET system to better respond to labour market demands, while fostering coordination among institutions and stakeholders involved in TVET delivery. To realize these objectives, the policy focused on expanding training opportunities, ensuring the participation of disadvantaged groups, aligning TVET programs with labour market needs, and enhancing the quality and relevance of curricula. Furthermore, it calls for the establishment of a dedicated TVET fund through joint investments from the government and development partners, laying the foundation for a more responsive, equitable, and sustainable TVET system.

1.5.3 Education Act (1971)

The Education Act of 2028 B.S. (1971 A.D.), as amended, recognizes the importance of developing technical education. It emphasizes the need for a dedicated institutional body to guide the development of TVET sector. Education Act 2071 (with its amendment) formally recognizes technical and vocational education (TVET) as a distinct stream within secondary education, parallel to general and traditional systems. The Act recognizes Technical and Vocational Education as a crucial part of the education system, focusing on skill development for employment and self-employment. It provisions the inclusion of representatives from Industry and Commerce in School Management Committee to promote the quality TVET through BIA linkages.

1.5.4 CTEVT Act - 1989

CTEVT Act of 1989 (2045 B.S.) is a foundational legal framework that established Council for Technical Education and Vocational Training (CTEVT) as the apex body responsible for coordinating, regulating, and promoting TVET in Nepal. Enacted by the Parliament, the Act empowers CTEVT to formulate policies, develop curricula, conduct examinations, accredit institutions, and ensure quality assurance in technical and vocational education. It also provides CTEVT with the authority to affiliate public and private institutions, operate its own training centers, and collaborate with national and international partners. Over the years, the Act has served as the legal backbone for the expansion and institutionalization of TVET across the country. With growing demands for skilled labor, decentralization, and federal restructuring, there is now a recognized need to revise and update the Act to reflect the changing context, including provincial roles, labor market dynamics, and emerging technologies.

1.5.5 CTEVT Rules-2051

CTEVT Rules 2051 B.S. (1994 A.D.) serves as the foundational regulatory framework guiding the operations of the Council for Technical Education and Vocational Training (CTEVT) in Nepal. Established under CTEVT Act 2045 B.S., these rules delineate the organizational structure, roles, responsibilities, and operational procedures of the Council. They define the qualifications and duties of key positions such as the Chairperson, Vice-Chairperson, and Member Secretary, ensuring effective governance within the institution.

CTEVT Rules 2051 and the Examination Regulations 2070 form the legal and procedural backbone of Nepal's TVET system. They facilitate the effective implementation of technical and vocational education policies, ensuring that training programs are administered efficiently and that graduates possess the skills and qualifications necessary to meet the demands of the labor market.

1.5.6 National Vocational Qualifications Framework (NVQF)

The Government of Nepal has introduced National Vocational Qualifications Framework (NVQF) to recognize and categorize knowledge and skills obtained through formal general education, technical and vocational education, non-formal education, and work experience, charting out the horizontal and vertical career pathways across these streams of education. NVQF sets clear standards for assessing learning outcomes and offers a structured certification system for competencies acquired through formal and informal learning paths. NVQF classifies vocational qualifications into eight progressive levels, introducing a modular, competency-based system, with clear pathways. The framework also supports Recognition of Prior Learning (RPL), making it inclusive for those without formal education. NVQF allows individuals to formally validate and certify their life experiences, skills, and knowledge. It facilitates both vertical and horizontal mobility, ensuring smooth transitions and access across different education sectors. Overall, the National Vocational Qualification Framework (NVQF) promotes flexibility, educational equity, and coordination within the national education system. NVQF is a milestone in nation's drive to create a skilled, competitive, and internationally recognized workforce.

1.6 Progress on Provincial TVET Acts and Policies

Karnali Province prioritizes the development of Technical and Vocational Education and Training (TVET) to drive economic growth and sustainable development. However, policy stagnation has been a major challenge in Karnali. Provincial Education Policy which was first drafted seven years ago still remains unendorsed. Education Plan faces the same fate, still remains as draft, is however at the final stage to get endorsed which also addresses TVET sector. The overarching focus is on making TVET more accessible, inclusive, and aligned with

industry standards to ensure quality and relevance. These efforts aim to create a responsive TVET system tailored to the province's unique needs.

1.7 TVET in Karnali

Technical and Vocational Education and Training (TVET) plays a crucial role in fostering socio-economic development of Karnali Province, one of the most remote and underdeveloped provinces of Nepal, by equipping its population with skills and opening up pathways to employment and entrepreneurship. TVET serves as a key driver for enhancing employability, reducing poverty, and promoting entrepreneurship, especially in a region where formal employment and higher education opportunities are limited.

Currently, there are 170 TVET institutions/schools being operated across Karnali province, with 107 TECS (62.94%), 5 constituent schools (2.94%), 2 partnership schools (1.18%), 18 private institutions (10.59%), and 38 CEHRD 9-12 technical stream (22.35%). In addition, 95 short-term training providers are also present across the districts, offering a range of short-term vocational training.

Despite the presence of these institutions, the actual utilization and impact of TVET remain limited. Out of 132 TVET institutions, merely 61 schools have student enrolment in the academic year 2081, while 70 schools have no enrolment at all; and one institution was established recently. Particularly, TECS schools are facing a critical enrolment crisis - only 39% (42 out of 107) TECS have student enrolment in academic year-2081, whereas 61% TECS have zero (no) enrolment. This shows that while the infrastructure and affiliation exist, there are significant gaps in program relevance, community engagement, and access, leading to underutilization of available resources.

Currently, as per 2081 enrolment status, 97 programs (43% out of total affiliated programs) at pre-diploma and diploma levels have received student enrolment in the province. However, enrolment remains alarmingly low, with only 46% of diploma programs and 41% of pre-diploma programs record student intake. These statistics reflect systemic issues such as limited career guidance, low perceived value of technical education, outdated curricula, and a lack of alignment with local labor market needs. Moreover, 21 out of 79 local governments (LGs) in Karnali do not have CTEVT-affiliated schools. Likewise, 41 LGs do not have CEHRD-affiliated school programs. Combined together, there 6 LGs without any TVET schools/institutions in Karnali Province.

1.8 Objectives and Scope of TVET Profile

- ✚ To generate evidence-based TVET sector information management system to inform to the formulation of TVET sector law, policy, plan and strategy, enabling data-driven decision-making.
- ✚ To ensure TVET alignment with the specific needs of the industries, businesses and labour market at home and abroad, making TVET more demand-driven.
- ✚ To help identify TVET sector gaps and contribute to resolve them in a coordinated way among the state and non-state actors.

1.9 Steps used for preparing Profile

The TVET Profile was developed through a structured and collaborative process to ensure accuracy, inclusiveness, and contextual relevance. It commenced with clarifying the purpose and scope, followed by a review of existing documents. Expert consultations and workshops improved the approach, and collaboration with center-level experts ensured technical rigor. A Technical Committee was formed which guided the process, and both secondary and primary data were collected and analyzed systematically. The profile was refined through reviews and stakeholder feedback, resulting in a comprehensive and evidence-based document. The development of TVET profile followed the following steps:

- ☞ **Formation of TVET Profile Development Technical Committee:** A Technical Committee was formed to provide strategic guidance and manage the technical aspects of developing the TVET profile, including data collection, analysis, and report drafting.
- ☞ **Orientation Workshop:** An orientation workshop was conducted to introduce the objectives, methodology, process and template of TVET profile development to relevant stakeholders. The session was facilitated by a TVET expert/consultant.
- ☞ **Secondary Data Collection & Analysis:** A thorough literature review and analysis of existing data and documents were carried out to gather relevant provincial-level information needed for the profile.
- ☞ **Primary Data Collection:** In the areas where secondary data was insufficient or unavailable, primary data was collected with the support of the CTEVT provincial office, ensuring completeness of the TVET profile.
- ☞ **Periodic Meeting of the Committees:** Regular meetings of both the Steering and Technical Committees were held to review progress, discuss challenges, and provide necessary decisions or approvals during the process.
- ☞ **Drafting TVET Profile:** Based on the analysis of collected data, the initial draft of the TVET profile was prepared, highlighting the current status, gaps, and opportunities in the province's TVET sector.
- ☞ **Periodic Review & Feedback:** The draft profile underwent periodic reviews and consultations, during which feedback from stakeholders and experts was incorporated to ensure accuracy, relevance, and ownership.

1.10 Methodology

Participatory and context-responsive approaches were adopted to develop TVET Profile of Karnali province which was led by TVET Profile Technical Committee. It began with extensive stakeholder consultations involving representatives from Ministry of Social Development, CTEVT provincial office, Directorate of Industry and Consumer Protection, FNCCI, National Statistics Office Education Development and Coordination Unit (EDCU), Education Development Directorate (EDD) of Karnali Province among others. These consultations helped reflect on format of TVET profile, contents to be included, process to follow, stakeholders to engage, roles etc.

Desk Review/Literature Review – Literature review was undertaken specially for secondary data collection. It was useful for economic and demographic data collection through basic sources. It included reviewing existing documents, reports, infographic, databases, ITMS, IEMIS, DMIS, and other relevant documents on TVET in the province.

Primary data was collected from schools at the support of CTEVT provincial office and data was collected using census method. No sampling was used. The data from both sources (primary and secondary) were analysed identifying trends, gaps, and opportunities in TVET access, quality, and relevance. To ensure the reliability of findings, data triangulation was undertaken.

Validation meetings were conducted with key stakeholders (including Technical Committee) to review the draft profile, confirm the accuracy of data, and incorporate feedback before finalization. This methodology ensured that the TVET Profile is credible, comprehensive, and aligned with provincial needs.

The Ministry of Social Development (MoSD) Karnali Province adopted a systematic and collaborative approach to develop a comprehensive TVET profile. The process was informed by both secondary and primary data sources.

1.11 Limitation and challenges.

Despite rigorous efforts, several challenges and limitations were encountered during the preparation of this profile:

- **Data Disaggregation:** While national-level TVET data were accessible, disaggregated data specific to Karnali Province were limited.
- **IEMIS and ITMS Limitations:** Though both EMIS and ITMS were useful sources of data; however, their limitations posed a number of challenges.
- **Labor Market Data Gaps:** Limited data on labor market and market demand for TVET-related occupations were available, with many labor market surveys in Karnali province.
- **Topographical:** Karnali province, largest in area, is the remotest in Nepal with scattered habitats. Location of schools in the remotest areas with limited communication means posed challenges hindering smooth data collection.

Nonetheless, despite the challenges, all available data collected through census methods and were well triangulated to ensure comprehensiveness and accuracy.

2. Economic and Demographic Profile

This section presents the economic and demographic profile of Karnali Province by analyzing key factors such as gender, ethnicity, age groups, locality, and educational background. It also examines the participation of the labour force, employment status, and occupational engagement of the employed population. These insights are crucial for understanding demographic trends on labor, employment, entrepreneurship contributing to analyse its relevance to Technical and Vocational Education and Training (TVET) programs and addressing existing gaps to develop effective strategies.

2.1 Population Distribution by Age Group and Sex

Karnali Province has a total population of 1,688,412 (male: 823,761, female: 864,651), with a slightly higher number of females overall. The age-wise population distribution reveals that Karnali is a predominantly young province. Children aged 0-14 years make up about one-third of the total population, with 10-14 age group alone accounting for 12.3%, the largest single age group. This large share of children and adolescents reflects high birth rates and suggests a significant need for investment in early childhood development, education, and health services. The working-age population (15-59 years) comprises just over half of the total population. Interestingly, females outnumber males in almost all working-age brackets, especially in the 20-29 age range where women make up more than 52% of the population. This gender imbalance may be attributed to male outmigration for employment opportunities, both within the country and abroad. The dominance of females in the productive age group underlines the importance of women's inclusion in economic activities, skill development, and entrepreneurship initiatives.

The elderly population (60 years and above) forms about 12.7% of the total. As age increases, the number of individuals declines steadily, with those aged 95 and above accounting for only 0.03%. However, in the oldest age groups, females significantly outnumber males, especially among those aged 90 and above, where women make up nearly 62% of the population. This trend reflects higher life expectancy among women and indicates the growing need for geriatric care, especially focused on elderly women.

Age group in years	Population				Female %
	Total	%	Male	Female	
All Ages	1688412		823761	864651	
00-04 Yrs.	168801	10.0	88558	80243	47.5
05-09 Yrs.	181718	10.8	93345	88373	48.6
10-14 Yrs.	208372	12.3	105671	102701	49.3
15-19 Yrs.	196744	11.7	95552	101192	51.4
20-24 Yrs.	171261	10.1	78794	92467	54.0
25-29 Yrs.	133332	7.9	62847	70485	52.9
30-34 Yrs.	110629	6.6	51760	58869	53.2
35-39 Yrs.	100490	6.0	46602	53888	53.6
40-44 Yrs.	86139	5.1	39691	46448	53.9
45-49 Yrs.	73055	4.3	34930	38125	52.2
50-54 Yrs.	69706	4.1	34094	35612	51.1
55-59 Yrs.	53683	3.2	27094	26589	49.5
60-64 Yrs.	47987	2.8	23430	24557	51.2
65-69 Yrs.	34780	2.1	17196	17584	50.6
70-74 Yrs.	28770	1.7	13352	15418	53.6

75-79 Yrs.	14453	0.9	6790	7663	53.0
80-84 Yrs.	5250	0.3	2605	2645	50.4
85-89 Yrs.	2004	0.1	978	1026	51.2
90-94 Yrs.	742	0.0	283	459	61.9
95+ Yrs.	496	0.0	189	307	61.9

Table 2.1 Population by five ears age group and sex, NPHC 2021

2.2 Population Composition by Caste and Ethnic Group

Karnali Province has its diverse caste and ethnic composition. The largest caste group is Kshetri, accounting for 42.2% of the population, followed by Bishwokarma (16.2%), Thakuri (10.5%), and Magar (10.4%). Other significant groups include Hill Brahmins (8%), Pariyar (4.1%) and Mijar (2.8%). Smaller communities such as Sanyasi/Dasnami, Gurung, and Tharu each make up less than 2% of the population. Most groups have a slightly higher number of females than males, with the female population overall at 51.2%. Tharu group is an exception, with males outnumbering females. The table below illustrates the ethnic diversity and relatively balanced gender distribution in the province.

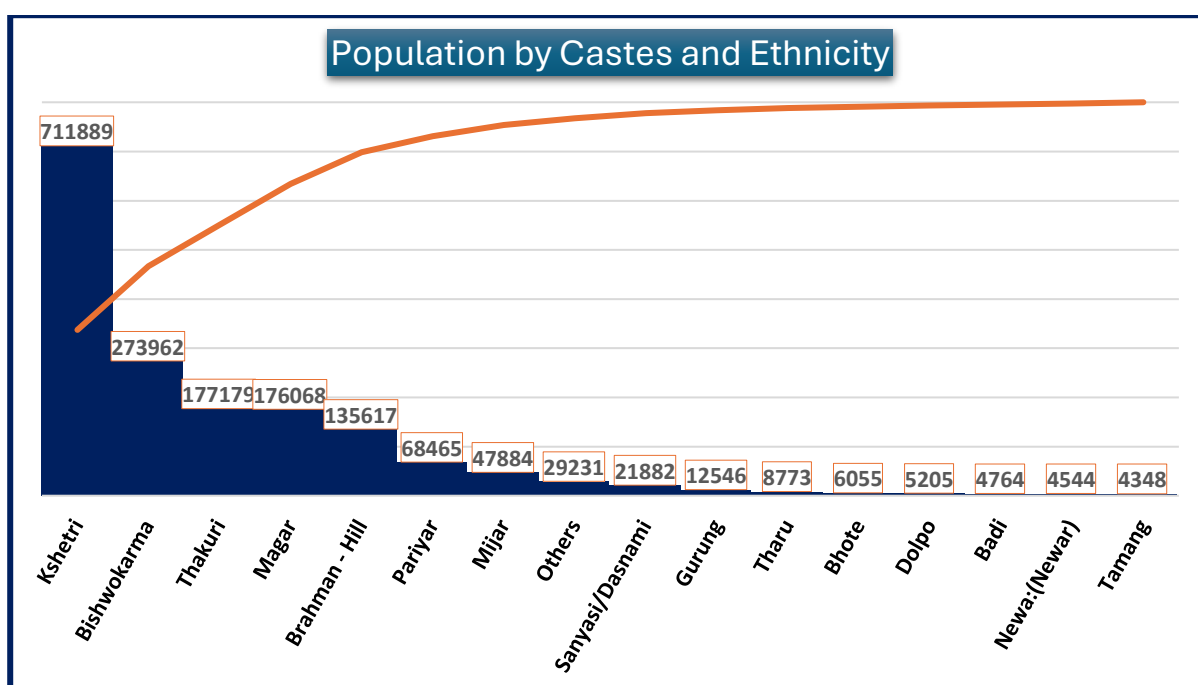


Chart 2.2: Province population by ethnic group

The chart illustrates the caste and ethnicity-wise population distribution, showing clear dominance by certain groups. Kshetri emerges as the largest caste group with a population of 711,889, accounting for approximately 41.3% of the total. This is followed by Bishwokarma with 273,962 people (15.9%), and Thakuri with 177,171 (10.3%). Magar follows closely behind with 176,068 individuals (10.2%), while Brahman-Hill represents 135,617 (7.9%). Mid-range groups include Pariyar with 68,465 (4%) and Mijar with 47,884 (2.8%). Other notable groups include Others (29,231 or 1.7%), Sanyasi/Dasnami (21,882 or 1.3%), Gurung (12,546 or 0.7%), Tharu (8,773 or 0.5%), Bhote (6,055 or 0.4%), and Dolpo (5,205 or 0.3%). Smaller populations include Badi (4,764 or 0.3%), Newar (4,544 or 0.3%), and Tamang (4,348 or 0.3%). The data indicates a demographic concentration among a few major caste groups, particularly Kshetri and Bishwokarma, while numerous ethnic minorities remain underrepresented in terms of population size.

Provincial population is composed of a few major ethnic groups with differences in volume:

- ✚ Kshetri represents the largest population group with 711,889 individuals, accounting for approximately 42.15% of the total population.
- ✚ Bishwokarma, a major Dalit community, follows with 273,962, making up about 16.23% of the total.
- ✚ Thakuri (177,179) and Magar (176,068) are nearly equal in size, each contributing around 10.5%, reflecting significant representation of both Khas Arya and Janajati groups respectively.
- ✚ Brahman-Hill numbers 135,617, constituting approximately 8.03%, maintaining a strong presence among high-caste hill groups.
- ✚ Other Dalit communities like Pariyar (68,465) and Mijar (47,884) collectively account for more than 6.9%, reflecting notable inclusion of marginalized castes.
- ✚ Others make up 29,231 people, which is around 1.73%, suggesting a diverse set of smaller caste and ethnic groups.
- ✚ Likewise, Sanyasi, Gurung, Tharu, Bhote, Dolpo, Badi, Newar and Tamang hold the population share of 21882 (1.30%), 12546 (0.74%), 8773(0.52%), 6055 (0.36%), 5205 (0.31%), 4764 (0.28%), 4544 (0.27%) and 4348 (0.26%) respectively.

Thus, ethnic composition highlights the province’s Khas Arya dominance, with a substantial presence of Dalit and Janajati groups.

Castes/Ethnicity	Total	Male	Female	Male in %	Female in %
Kshetri	711,889	348,669	363,220	49.0%	51.0%
Bishwokarma	273,962	131,980	141,982	48.2%	51.8%
Thakuri	177,179	87,233	89,946	49.2%	50.8%
Magar	176,068	84,901	91,167	48.2%	51.8%
Brahman – Hill	135,617	66,985	68,632	49.4%	50.6%
Pariyar	68,465	32,709	35,756	47.8%	52.2%
Mijar	47,884	23,104	24,780	48.2%	51.8%
Sanyasi/Dasnami	21,882	10,584	11,298	48.4%	51.6%
Gurung	12,546	5,958	6,588	47.5%	52.5%
Tharu	8,773	4,854	3,919	55.3%	44.7%
Bhote	6,055	3,060	2,995	50.5%	49.5%
Dolpo	5,205	2,507	2,698	48.2%	51.8%
Badi	4,764	2,286	2,478	48.0%	52.0%
Newa: (Newar)	4,544	2,258	2,286	49.7%	50.3%
Tamang	4,348	2,079	2,269	47.8%	52.2%
Others	29,231	14,594	14,637	49.9%	50.1%

2.2. Table: Population Composition by Caste and Ethnic Group

2.3. Population Composition by Sex and District

The population of Karnali Province is spread out among its rural municipalities and municipalities. Surkhet is the most populous district with 415,126 people and 97,893 households, followed by Dailekh (252,313 people) and Salyan (238,515 people). In contrast, Dolpa and Humla are sparsely populated, with 42,774 and 55,394 people, respectively, due to their remote and mountainous terrain. The population in all districts is almost evenly split between males and females, with a slight female majority in most areas. Urban centers like Birendranagar Municipality in Surkhet and Chandannath Municipality in Jumla have larger populations

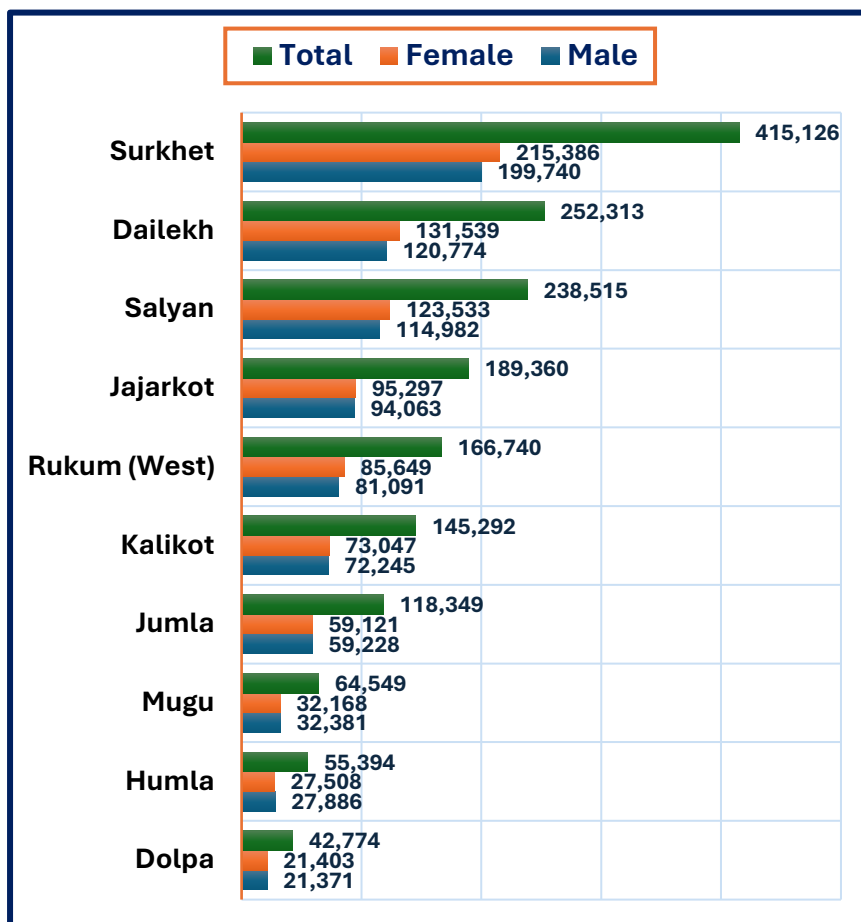


Chart 2.3 Population Composition by Sex and District

compared to surrounding rural areas, showcasing the diversity of settlement patterns in Karnali Province. Most of the population still resides in rural areas, and population density varies significantly by district and geography. The sex distribution in Karnali Province generally shows a slightly higher number of females than males. In most districts, such as Dailekh, Jajarkot, Kalikot, Surkhet, and Salyan, females outnumber males. For instance, Surkhet has 215,386 females compared to 199,740 males, and Dailekh has 131,539 females and 120,774 males. This trend of a female-majority population may be attributed to factors like male outmigration for employment, a common occurrence in rural Nepal. However, in smaller or remote areas like Humla and Dolpa, the male and female populations are nearly balanced.

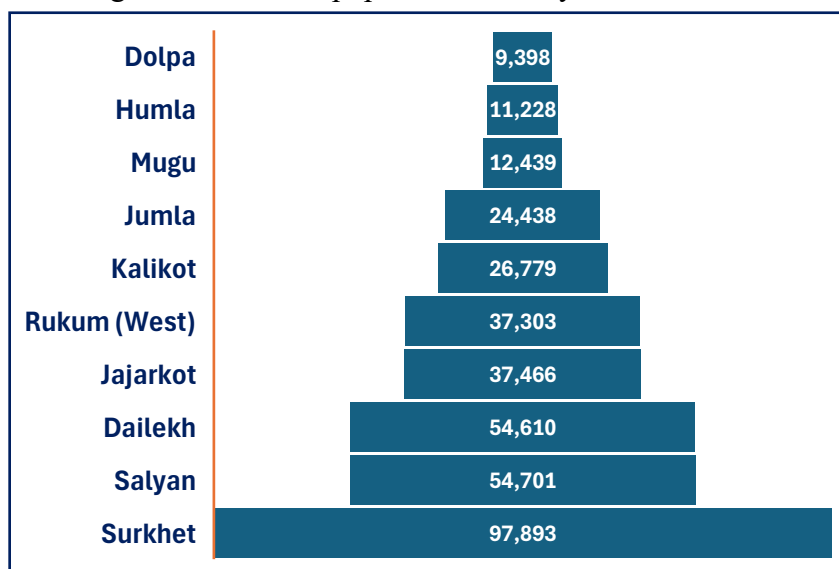
The table below illustrates the population distribution, number of households, and gender composition across 10 districts of Karnali Province.

- Surkhet has the highest population at 415,126 (215,386 females; 199,740 males), making it the most populous district.
- Dailekh and Salyan follow with 252,313 and 238,515 people respectively, both showing a higher number of females than males.
- Jajarkot (189,360), Rukum West (166,740) and Kalikot (145,292) reflect mid-range populations with relatively balanced gender ratios.
- Jumla (118,349) and Mugu (64,549) and Humla show near equality between male and female populations. (male number is a bit > than female)
- Humla (55,394) and Dolpa (42,774) have the lowest populations, with Dolpa being the least populated district.

Across all districts, female population slightly greater than male. This demographic pattern has implications for service delivery, gender-focused planning and resource allocation, especially in remote and less populated areas.

2.4 Household Distribution by District

The number of households across districts in Karnali Province shows significant variation, reflecting differences in population density and settlement. Surkhet leads with the highest



number of households at 97,893, Salyan is second (54,701) than Dailekh (54,610). Mid-range figures are seen in Jajarkot (37,466) and Rukum West (37,303), while Kalikot (26,779) and Jumla (24,438) have fewer households. The most sparsely populated districts are Mugu (12,439), Humla (11,228) and Dolpa (9,398).

This distribution highlights the urban-rural divide and the need for district-specific planning

Chart 2.4: Household Distribution by District, NPHC 2021

in service delivery, infrastructure development and resource allocation to ensure equitable growth across the province.

2.5 Household and Population Composition by Local Government Units

The detailed demographic breakdown of ten districts in Karnali, including the number of households and population distribution by gender across different local governments (LGs) is stated in this section. A thorough examination uncovers significant patterns and trends in household size, gender distribution, and population density.

District and Palika (LG)	Household	Total Population	Male	Female	Family Size
Dailekh	54,610	252,313	120,774	131,539	4.64
Aathbis Municipality	6,134	31,092	15,250	15,842	5.07
Bhagawatimai Rural Municipality	3,550	18,206	9,017	9,189	5.13
Bhairabi Rural Municipality	4,269	18,767	8,584	10,183	4.40
Chamunda Bindrasaini M	5,113	26,559	13,021	13,538	5.19
Dullu Municipality	9,053	39,143	18,105	21,038	4.32
Dungeshwar Rural Municipality	3,399	14,533	6,890	7,643	4.28
Gurans Rural Municipality	4,541	21,189	10,402	10,787	4.67
Mahabu Rural Municipality	3,968	18,059	8,262	9,797	4.55
Narayan Municipality	6,504	26,111	12,205	13,906	4.01
Naumule Rural Municipality	4,223	19,687	9,491	10,196	4.66
Thantikandh Rural Municipality	3,840	18,301	8,930	9,371	4.77
Institutional	16	666	617	49	
Dolpa	9,398	42,774	21,371	21,403	4.54

Chharka Tangsong Rural Municipality	320	1,672	819	853	5.23
Dolpo Buddha Rural Municipality	543	2,420	1,148	1,272	4.46
Jagadulla Rural Municipality	601	2,575	1,260	1,315	4.28
Kaike Rural Municipality	916	3,965	1,852	2,113	4.33
Mudkechula Rural Municipality	1,190	5,803	2,918	2,885	4.88
She Phoksundo Rural Municipality	861	3,635	1,779	1,856	4.22
Thuli Bheri Municipality	2,327	9,861	4,947	4,914	4.24
Tripurasundari Municipality	2,622	12,233	6,080	6,153	4.67
Institutional	18	610	568	42	
Humla	11,228	55,394	27,886	27,508	4.89
Adanchuli Rural Municipality	1,480	8,265	4,038	4,227	5.58
Chankheli Rural Municipality	1,193	6,579	3,290	3,289	5.51
Kharpunath Rural Municipality	1,437	6,736	3,326	3,410	4.69
Namkha Rural Municipality	849	3,589	1,750	1,839	4.23
Sarkegad Rural Municipality	2,205	10,688	5,363	5,325	4.85
Simkot Rural Municipality	2,882	11,935	6,047	5,888	4.14
Tajakot Rural Municipality	1,158	6,092	3,005	3,087	5.26
Institutional	24	1,510	1,067	443	
Jajarkot	37,466	189,360	94,063	95,297	5.15
Barekot Rural Municipality	3,887	22,005	11,035	10,970	5.66
Bheri Municipality	8,874	37,892	18,376	19,516	4.27
Chhedagad Municipality	7,197	37,877	18,698	19,179	5.26
Junichande Rural Municipality	4,296	23,771	11,835	11,936	5.53
Kushe Rural Municipality	4,401	23,058	11,503	11,555	5.24
Nalgad Municipality	5,992	28,922	14,366	14,556	4.83
Shivalaya Rural Municipality	2,806	14,776	7,298	7,478	5.27
Institutional	13	1,059	952	107	
Jumla	24,438	118,349	59,228	59,121	4.93
Chandannath Municipality	5,367	21,036	10,399	10,637	3.92
Guthichaur Rural Municipality	2,444	10,922	5,381	5,541	4.47
Hima Rural Municipality	2,176	12,191	6,154	6,037	5.60
Kanakasundari Rural Municipality	2,754	13,625	6,734	6,891	4.95
Patarasi Rural Municipality	3,342	16,824	8,256	8,568	5.03
Sinja Rural Municipality	2,354	12,556	6,413	6,143	5.33
Tatopani Rural Municipality	3,318	15,575	7,699	7,876	4.69
Tila Rural Municipality	2,667	14,539	7,202	7,337	5.45
Institutional	16	1,081	990	91	
Kalikot	26,779	145,292	72,245	73,047	5.41
Khandachakra Municipality	4,101	22,274	11,212	11,062	5.43
Mahawai Rural Municipality	1,615	8,177	4,049	4,128	5.06
Narharinath Rural Municipality	4,290	22,458	11,058	11,400	5.23
Pachaljharana Rural Municipality	2,398	13,687	6,900	6,787	5.71
Palata Rural Municipality	2,834	17,346	8,808	8,538	6.12
Raskot Municipality	3,194	17,425	8,544	8,881	5.46
Sanni Triveni Rural Municipality	2,422	13,491	6,588	6,903	5.57
Shubha Kalika Rural Municipality	2,762	13,773	6,634	7,139	4.99

Tilagupha Municipality	3,154	16,197	8,004	8,193	5.14
Institutional	9	464	448	16	
Mugu	12,439	64,549	32,381	32,168	5.09
Chhayanath Rara Municipality	4,952	24,527	12,390	12,137	4.95
Khatyad Rural Municipality	3,525	18,832	9,513	9,319	5.34
Mugum Karmarong RM	1,372	6,222	2,963	3,259	4.53
Soru Rural Municipality	2,581	14,277	7,029	7,248	5.53
Institutional	9	691	486	205	
Rukum Paschim	37,303	166,740	81,091	85,649	4.49
Aathbiskot Municipality	7,553	35,917	17,618	18,299	4.76
Banphikot Rural Municipality	4,607	21,033	10,174	10,859	4.57
Chaurjahari Municipality	6,837	28,956	14,009	14,947	4.24
Musikot Municipality	8,693	34,270	16,250	18,020	3.94
Sani Bheri Rural Municipality	5,292	24,759	12,014	12,745	4.68
Tribeni Rural Municipality	4,308	20,525	9,821	10,704	4.76
Institutional	13	1,280	1,205	75	
Salyan	54,701	238,515	114,982	123,533	4.37
Bagchaur Municipality	7,498	34,021	16,474	17,547	4.54
Bangad Kupinde Municipality	7,428	32,940	15,738	17,202	4.43
Chhatreshwari Rural Municipality	5,139	21,242	10,019	11,223	4.13
Darma Rural Municipality	4,264	20,139	9,755	10,384	4.72
Kalimati Rural Municipality	4,972	22,206	10,941	11,265	4.47
Kapurkot Rural Municipality	3,974	17,526	8,369	9,157	4.41
Kumakh Rural Municipality	5,491	24,859	12,094	12,765	4.53
Sharada Municipality	8,898	34,663	16,388	18,275	3.90
Siddha Kumakh Rural Municipality	2,898	13,127	6,258	6,869	4.53
Tribeni Rural Municipality	4,110	16,664	7,918	8,746	4.05
Institutional	29	1,128	1,028	100	
Surkhet	97,893	415,126	199,740	215,386	4.34
Barahatal Rural Municipality	6,169	25,943	12,465	13,478	4.21
Bheriganga Municipality	11,539	48,203	22,538	25,665	4.18
Birendranagar Municipality	38,377	153,863	75,129	78,734	4.01
Chaukune Rural Municipality	5,336	26,950	13,236	13,714	5.05
Chingad Rural Municipality	3,297	15,600	7,367	8,233	4.73
Gurbhakot Municipality	11,798	48,216	22,183	26,033	4.09
Lekbeshi Municipality	7,441	31,710	14,877	16,833	4.26
Panchapuri Municipality	7,803	35,839	17,230	18,609	4.59
Simta Rural Municipality	6,062	24,083	10,620	13,463	3.97
Institutional	71	4,719	4,095	624	
Grand Total	366,255	1,688,412	823,761	864,651	4.79

Table 2.5 Household and Population Composition by Local Government Units (NPHC 2021)

The total number of households in Karnali province recorded is 366,255, with a total population of 1,688,412 individuals. Of this population, males constitute 823,761, while females number slightly higher at 864,651. This results in a gender ratio that leans marginally toward females across the province. The overall average family size in Karnali stands at approximately 4.79 members per household.

Among the districts, Surkhet has the largest population, with 415,126 individuals residing in 97,893 households. It is followed by Salyan (238,515), Dailekh (252,313), and Jajarkot (189,360). These districts also show diverse average family sizes, with Surkhet recording an average of 4.34 members per household and Salyan at 4.37. In contrast, smaller districts like Dolpa, Humla, and Mugu host significantly fewer people, ranging between 40,000 to 65,000 in total population, yet often exhibit larger average family sizes, such as 5.09 in Mugu and 4.89 in Humla.

Across municipalities and rural municipalities within districts, the average family size varies. For instance, Palata Rural Municipality in Kalikot shows a high family size of 6.12, the highest among all local units, while Sharada Municipality in Salyan has the lowest recorded average family size of 3.90. Many municipalities, such as those in Jumla and Jajarkot, have average family sizes exceeding five, indicating relatively larger family structures compared to municipalities like Birendranagar (4.01) or Narayan Municipality (4.01).

Institutional populations (such as those in hostels, monasteries, or similar facilities) are also included in the dataset, with a combined total of 17,566 individuals recorded under this category across the province. This segment accounts for a minor share of the total population but is documented separately to provide a comprehensive view of settlement patterns in Karnali Province.

2.6 Economically Active Population in Karnali

The total population of Karnali is 1,688,412, with females slightly outnumbering males (51.2% female, 48.8% male). Of this total, 79.2% are aged 10 or older, with females again constituting a higher proportion (52%). When examining economic activity, 56.8% are recorded economically active, meaning they are either employed or actively seeking work. This group

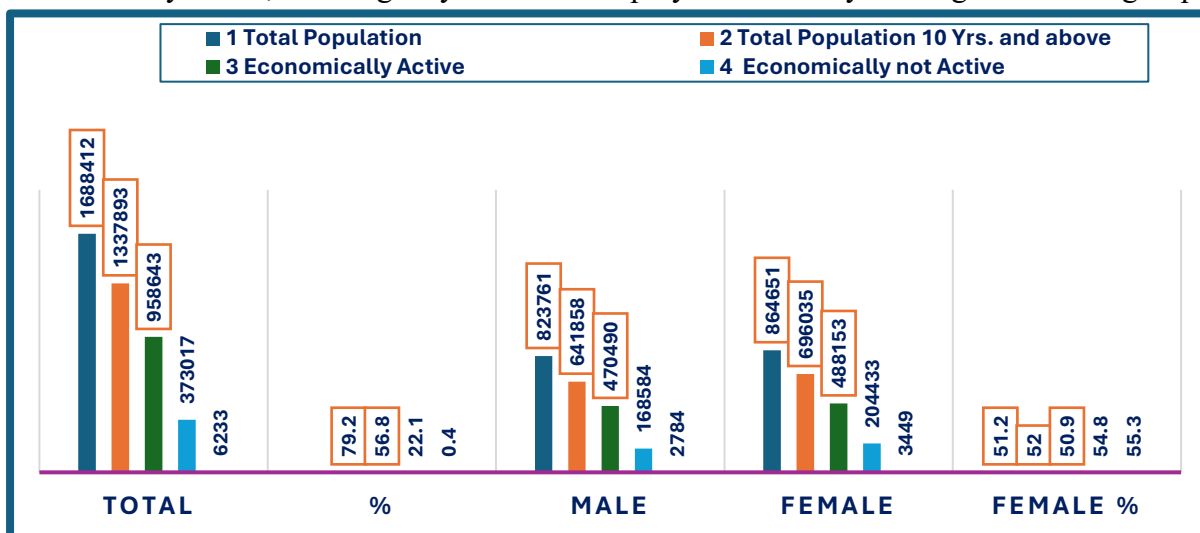


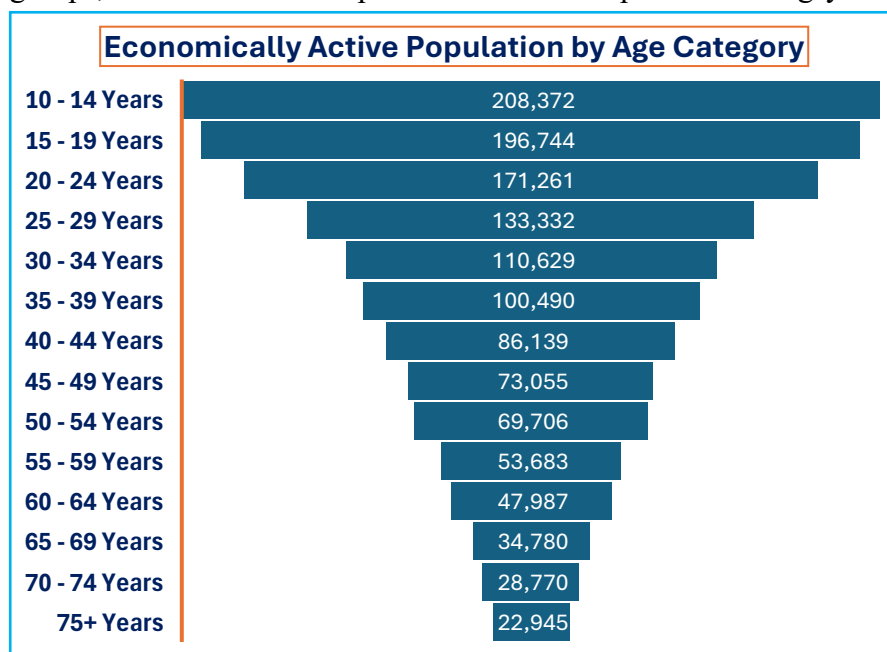
Chart 2.6 Economically active and not active population 10 years of age and above in the province (NHPC 2021)

shows a near-even gender distribution, with females making up 50.9%. On the other hand, 22.1% are economically inactive. Here, females represent a larger share (54.8%). It shows a higher female presence in both the total population and the economically inactive segment, while the labor force maintains a more balanced gender ratio.

2.7 Economic Active Population by Age Category

Younger age groups make up a significant portion of the workforce, with 10–14-year-olds accounting for 15.6% of the total and 15–19-year-olds making up 14.7%. Female participation generally exceeds male participation across most age groups, especially in the 20–44-year range where women represent 53-54% of workers. Workforce participation gradually

decreases with age, with those aged 75+ comprising only 1.7% of the total. Interestingly, gender distribution remains relatively balanced in younger (10-14) and older (55-59) age groups, while women are predominant in the prime working years. Overall, the workforce shows a slight female majority at 52%. These patterns reveal important dynamics related to youth employment, gender participation trends, and the aging workforce in the province's labor market. The high representation of young workers may be due to educational participation or early entry into the workforce, while the consistent female



majority across most working ages highlights women's significant role in the provincial economy. This table provides a detailed breakdown of the economically active population aged 10 years and above in the province, categorized by age group and gender.

Chart 7: Economic Active Population by Age Category in the province.

2.8 Economically Active Population by Industry

Agriculture, Forestry, and Fishing sector employs the largest proportion of the workforce, with 73.7% of workers, and 55.1% of those employed are women in Karnali province. Other notable sectors include Wholesale and Retail Trade, where 51.3% of workers are female, and Accommodation and Food Services, which also has a relatively high female participation at 45.3%. However, industries like Electricity, Gas, Steam, and Air Conditioning Supply and Transportation and Storage have very low female representation, with just 17.1% and 4.9% females, respectively. Female participation is also low in sectors like Construction, Public Administration, and Professional, Scientific, and Technical Activities. On the other hand, sectors such as Human Health and Social Work Activities (51.4%) and Other Service Activities (56.4%) have a higher proportion of females. Additionally, Activities of Households as Employers have the highest female participation at 63.1%. The table below illustrates both the gender disparities in certain sectors and the significant female participation in others, particularly in more service-oriented and traditional sectors.

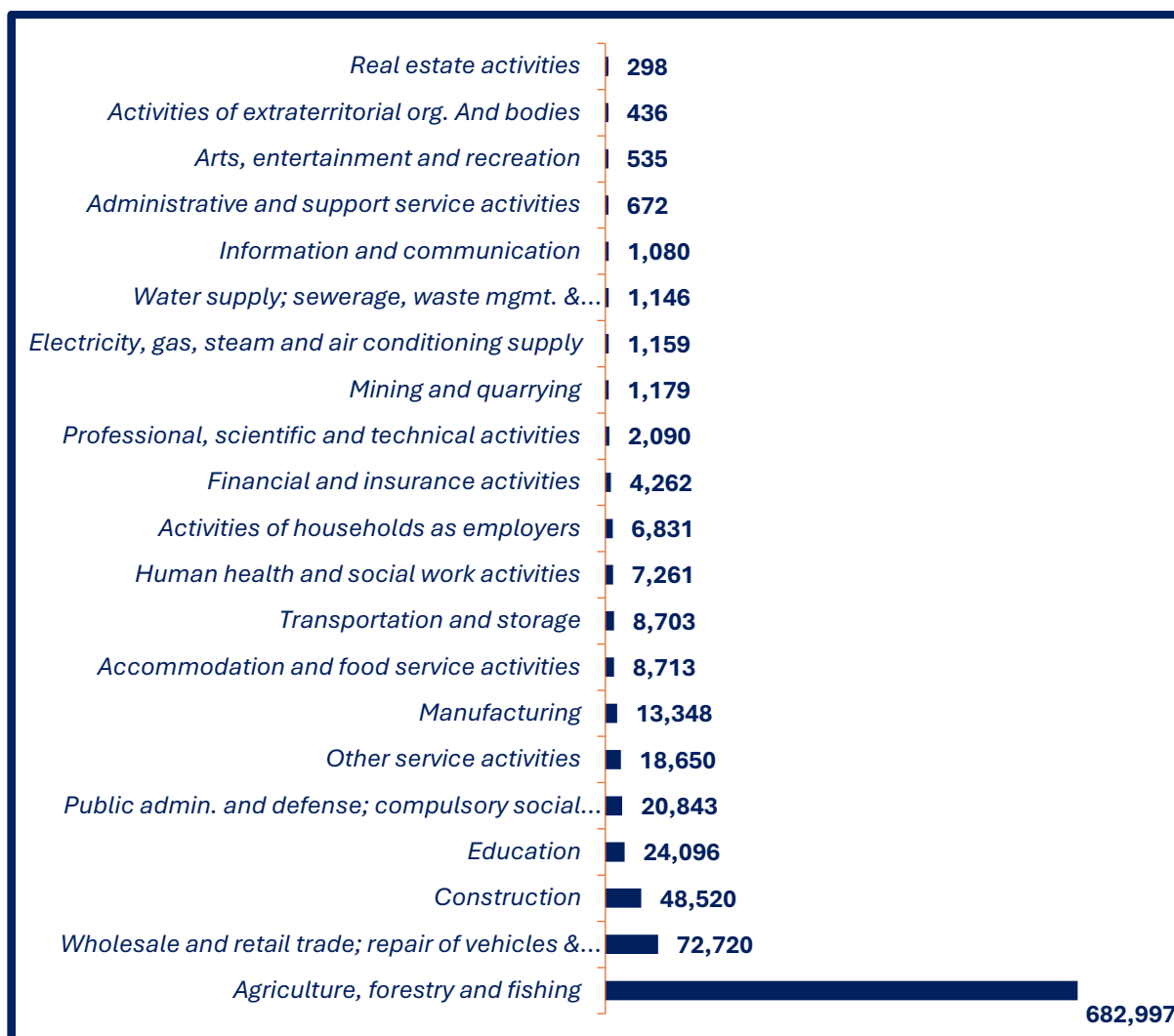


Chart 2.8: Economically Active Population by Industry

2.9 Economically Active Population by Major Occupations

Out of a total of 926,340 workers the largest number (69.8%) is engaged in skilled agriculture, forestry and fishery work, mostly as own account workers and contributing family members. Elementary occupations (like manual labor) follow, comprising 14.1% of the workforce. A smaller portion works as service and sales workers (3.4%), craft workers (3.0%), and managers (3.2%). Only a few are in professional, technical, or armed forces roles. Most people are self-employed (65.6%), with only 15.2% working as employees. The data shows that agriculture dominates the job market, while formal employment and leadership positions are limited. The given table provides a summary of the economically active population in Karnali Province by major occupations.

Occupation	%	Total	Status of employment				
			Employee	Employer	Own account worker	Contributing family member	Not stated
			15.2	1.0	65.6	18.1	0.1
Total	100.0	926340	140635	8989	608043	167769	904
Armed forces	0.8	7181	7181	0	0	0	0
Managers	3.2	29761	9158	3825	16707	0	71
Professionals	2.9	26644	23783	1491	1241	108	21

Technicians and associate professional	1.1	10076	8667	408	894	86	21
Office assistance	0.7	6572	5397	250	751	160	14
Service & sale workers	3.4	31054	10357	711	15843	4114	29
Skilled agri., forestry & fishery workers	69.8	646793	3603	1273	531809	109985	123
Craft and related trades workers	3.0	27577	18492	476	8094	490	25
Plant & machine operators & assemblers	1.0	9561	7221	239	2039	46	16
Elementary workers	14.1	130299	46590	294	30537	52695	183
Occupation not stated	0.1	822	186	22	128	85	401

Table 2.9 Economical active population by major occupations

2.10 Education Status by Sex

The data suggests that there are gender disparities across all levels of education in Karnali province. At the primary level, 190,724 males (52.99%) are enrolled compared to 169,097 females (47.01%); in

lower secondary, 133,536 males (53.40%) versus 116,560 females (46.60%); and in upper secondary, 101,139 males (52.26%) against 92,459 females (47.74%). The gap widens in higher education, with 18,519 males (58.98%) and 12,878 females (41.02%) at the graduate level, and only 3,753 females (29.04%) compared to 9,172 males (70.96%) at the postgraduate level. Alarming, 13,909 females (66.42%) report having no formal education, nearly double the 7,026 males (33.58%) in the same category. Early childhood enrollment is relatively balanced, with 26,345 males (52.69%) and 23,677 females (47.31%). This trend suggests increasing dropout rates among girls at higher education levels, largely due to poverty and entrenched social norms. Addressing this requires scholarships, safe school environments, and strong local support systems to keep girls in school. Among the province's total population of 1,163,317 (614,971 males and 548,346 females), 30.9% have completed primary education, 21.5% lower secondary, 16.6% upper secondary, 8.0% SLC/SEE or equivalent, 11.9% intermediate, 2.7% graduate, and only 1.1% postgraduate or above. Early childhood education accounts for 4.3%, while 1.0% did not state their education level.

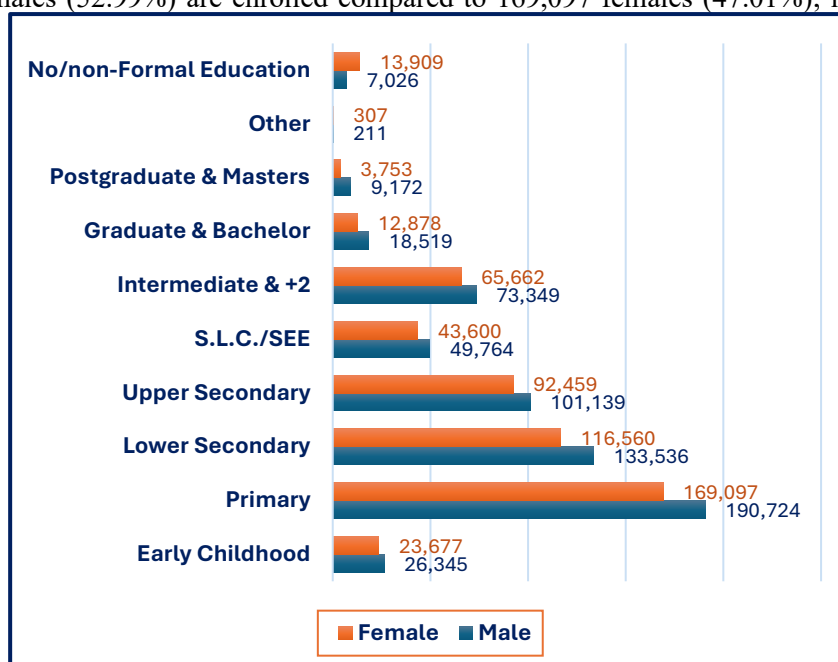


Chart 2.10 Education Status by Sex in the province.

Early childhood enrollment is relatively balanced, with 26,345 males (52.69%) and 23,677 females (47.31%). This trend suggests increasing dropout rates among girls at higher education levels, largely due to poverty and entrenched social norms. Addressing this requires scholarships, safe school environments, and strong local support systems to keep girls in school. Among the province's total population of 1,163,317 (614,971 males and 548,346 females), 30.9% have completed primary education, 21.5% lower secondary, 16.6% upper secondary, 8.0% SLC/SEE or equivalent, 11.9% intermediate, 2.7% graduate, and only 1.1% postgraduate or above. Early childhood education accounts for 4.3%, while 1.0% did not state their education level.

2.11 Educational Attainment (Age 5+) by Local Government Units

According to the 2021 census, educational attainment for the population aged 5 years and above across the local levels (Palikas) of Karnali Province offers critical insights into the region's educational landscape. Out of the total population of 1,163,317 individuals, a substantial portion, 359,821, completed primary education, making it the most attained level. This is followed by lower secondary (250,096) and upper secondary (193,598) education levels. The

number of individuals who have completed the SLC/SEE or its equivalent is 93,364, while those who have attained intermediate and graduate-level education stand at 139,011 and 31,397 respectively. Postgraduate and higher-level achievers account for only 12,925 individuals, indicating a steep drop beyond secondary schooling. In Dolpa, with a total population of 26,649, educational attainment remains low across all levels. The highest number of individuals (9,439) have completed primary education, with numbers sharply declining at higher levels. Rural Municipalities such as Dolpo Buddha, Shey Phoksundo, and Chharka Tangsong report particularly low educational attainment across all stages, with minimal access to secondary and higher education. A similar trend is observed in Mugu and Humla, where most residents have only completed primary or lower secondary education. For example, in Simkot Rural Municipality of Humla, the district headquarters, only 274 individuals have attained a bachelor's degree and 134 postgraduate degree out of a population of 7,223 - one of the higher figures within the district, yet still modest in absolute terms.

In contrast, Jumla, with a population of 76,653, shows relatively better educational outcomes. A total of 23,275 individuals have completed primary education, and 7,428 have passed the SLC/SEE level. However, the number of graduates (2,432) and postgraduates (905) remains limited, reflecting the continued challenges in accessing higher education, though outcomes are slightly better than in the northernmost districts. Accordingly, Kalikot, with a population exceeding 94,000, also has a solid foundation in basic education, with 28,548 at the primary level and 18,820 at lower secondary. Notably, over 14,000 individuals have reached the intermediate level, indicating some progress in post-secondary education.

Dailekh, the most populous district in Karnali Province with around 171,000 people, displays a broader and more balanced educational profile. It has over 54,000 individuals with primary education, 38,187 with lower secondary, and 30,903 with upper secondary education. It also leads in higher education, with 18,555 at the intermediate level, 4,252 with bachelor's degrees, and 1,778 having completed postgraduate or higher education. Moreover, the districts of Jajarkot and Rukum West exhibit similar patterns, where a large portion of the population has completed basic education, but the numbers decline steadily at higher levels. In Jajarkot, 41,079 individuals have completed primary education, compared to just 905 with postgraduate degrees or higher. Rukum West, with a population of 114,087, has 16,474 at the intermediate level and 1,431 postgraduates. Similarly, Salyan shows a relatively balanced distribution, with 52,015 completing primary education and 17,150 at the intermediate level. However, only 3,427 individuals hold a bachelor's degree, and just 1,372 have reached postgraduate or higher education.

In sharp contrast, Surkhet—the provincial capital and most educationally advanced district in Karnali—outperforms all others. It has the highest numbers across nearly all educational categories: 92,556 with primary education, 70,040 with lower secondary, and 30,512 with SLC/SEE. It also leads in higher education, with 35,070 at the intermediate level, 10,196 with graduate degrees, and 5,022 at the postgraduate or above level—figures far surpassing any other district in the province.

Despite some progress, the data reveals significant educational disparities across local governments in Karnali Province, particularly beyond the basic education levels. Most of the population remains concentrated at the primary and lower secondary levels, with a noticeable drop-off in upper secondary and higher education. Rural and remote Palikas in mountainous districts such as Dolpa, Mugu, and Humla continue to face major barriers in accessing quality education beyond the foundational stage. This underscores the urgent need for targeted investment and policy focus to improve access to and completion of secondary and tertiary education throughout the province. (*see table in Annex*)

2.12 Economically Active Population by Employment Status and Palika

The dataset presents a comprehensive overview of the economically active population by employment status, sex, and local government (Palika) in Karnali Province, Nepal. It categorizes individuals aged 10 and above into various employment statuses: employed, unemployed, usually not active, and activity not stated, offering both male and female breakdowns for each local unit.

At the provincial level, Karnali is home to 1,325,162 individuals aged 10 and above, of whom approximately 608,517 are economically active categories that include both employed and unemployed. Within this group, males (340,784) outnumber females (267,733), reflecting a gender imbalance in economic participation. Most economically active individuals are employed, while a smaller segment remains unemployed, including 26,583 males and 23,540 females. However, a substantial portion of the population - 289,478 males and 373,293 females - is categorized as economically inactive, indicating high dependency ratios and widespread engagement in non-market activities such as education, household responsibilities, and caregiving.

District-Level Patterns and Disparities

There is significant variation in economic activity across districts. Surkhet, the most populous district, has over 147,000 economically active individuals, with nearly 115,000 of them employed. Urban areas such as Birendranagar Municipality exhibit higher employment rates across both genders, though a considerable number of women remain either unemployed or economically inactive. In contrast, remote districts like Dolpa and Humla have much smaller economically active populations, with particularly low female participation.

Gender Disparity in Economic Participation

A consistent gender disparity is evident across all local units. In every Palika, male employment rates surpass those of females. For example, in Dailekh, while more than 43,000 males are employed, the number of employed females is significantly lower - even though the female population is higher. This pattern is replicated in districts like Jajarkot, Jumla, and Kalikot, where cultural norms, limited mobility, and a lack of job opportunities for women contribute to the gender gap in economic engagement.

Urban vs. Rural Trends

Urban municipalities generally show higher female labor force participation and better employment outcomes. Sharada Municipality (Salyan) and Bheriganga Municipality (Surkhet), for instance, report relatively strong female employment figures. In contrast, rural municipalities such as Chharka Tangsong (Dolpa) and Raskot (Kalikot) report high levels of female economic inactivity, further reinforcing the rural-urban divide in access to work opportunities.

Developmental Disparities and Labor Market Engagement

The data also highlights developmental disparities among districts. In Mugu, Dolpa, and Humla, employment levels are notably low, pointing to limited economic activities. These limitations are likely influenced by challenging geography, poor infrastructure, and restricted market access. Conversely, districts such as Surkhet, Dailekh, and Salyan show stronger labor market engagement, likely supported by better connectivity, urbanization, and access to services.

Overall, the data reveals a labor market characterized by male dominance, a large number of economically inactive women, and distinct variations in employment based on geography and the urban-rural divide. These patterns underscore the urgent need for targeted policies aimed at enhancing female economic participation and reducing regional disparities in employment opportunities across Karnali Province. (*see table in Annex 2.12*)

2.13 Occupational Structure and Employment Trends in Karnali Province

The economically active population in Karnali Province is engaged in a diverse range of occupations, including skilled agricultural work, elementary labor, professional roles, managerial positions, and various technical and industrial jobs. Males dominate numerically across these occupations, but women are notably represented in agriculture, elementary labor, and service-oriented roles.

Age Dynamics Across Occupations

Youth (15–24 years) are actively engaged in agriculture, elementary occupations, and services but are underrepresented in professional and managerial roles, which typically start after age 25. Economic participation begins as early as age 10, particularly in agriculture and elementary occupations. In contrast, professional, technical, and managerial roles show higher participation in the 25–44 age bracket, following formal education or skill development. Older individuals, especially those in their 50s and 60s, remain active in agriculture and informal work, indicating delayed retirement and ongoing economic necessity in rural settings.

Gender Participation Patterns

While men dominate skilled, industrial, and technical occupations, female labor force participation is strongest in agriculture, followed by elementary occupations and services. Women are also increasingly represented in managerial (10,751) and professional roles (9,763), indicating educational advancement and improved access to formal employment among younger generations.

Employment Status by Sex and Age Group

According to the 2021 census, the total economically active population (aged 10 and above) is 915,737, distributed across age groups as follows:

- 10-24 years: 289,019 (32%)
- 25-44 years: 378,826 (41%)
- 45 years and above: 247,892 (27%)

The most common employment type is own-account work (607,826 or 33%), followed by family support work (167,517 or 9%), and formal employment (130,692 or 7%). A small portion of the population reported being employers (8,825 or 0.96%), while 877 individuals were classified under unspecified status.

Youth Employment Trends

Among youth aged 10–24, the data indicates early economic engagement:

- 20% are involved in family support roles, particularly in agriculture and informal family-run businesses.
- 25% work as own-account workers, showing a reliance on informal self-employment, such as street vending or subsistence farming.
- Only 5% are engaged in formal employment, indicating limited opportunities in structured labor markets for this age group. *(See table in Annex 2.13)*

2.14 Employment Status by Sex and Age Group

Employment dynamics vary significantly across age groups, especially during the prime working years (25–44). In this age group, self-employment accounts for the largest share at 36%, indicating a strong reliance on informal economic activities. There is also a slight increase in formal employment to 9%, likely due to higher job readiness after completing education or vocational training. The proportion of individuals in family support roles decreases to 4% as many transition to more autonomous and income-generating activities.

For workers aged 45 and above, self-employment remains dominant at 38%, highlighting the continued dependence on informal livelihoods in older age. Formal employment decreases slightly to 6%, while family support roles persist for 5% of this demographic. These trends may be attributed to limited access to pensions or formal retirement systems, leading older adults to stay economically active for longer periods.

2.15 Gender Disparities in Employment Status

Significant gender disparities exist in employment status. Out of 445,668 economically active males, own-account workers (31%) and employees (10%) make up over 40% of the male labor force. This indicates greater access for men to informal entrepreneurship and formal job opportunities. Males are also more likely to be employers (1%), suggesting broader access to capital, networks, and leadership roles. Even among youth, male participation in formal employment (7%) and self-employment (23%) surpasses that of females, indicating an early divergence in career paths.

On the other hand, out of 470,069 economically active females, a higher percentage are engaged in own-account work (35%), with the share increasing to 39% in both the 25–44 and 45+ age groups. Family support roles are more common among women, representing 10% of total female employment and rising to 20% among younger females. In comparison, only 5% of women are in formal employment, dropping to 3% after age 45. These patterns reflect the barriers women face in accessing quality employment, especially in the formal sector. (See in Annex 2.15)

2.16 Implications for Policy and Development

The data on employment status highlights a predominantly informal labor force in Nepal, with a significant reliance on self-employment and gender imbalances. Several youths are engaged in unpaid family work or informal economic activities, while formal employment remains limited, even among those in their prime working years. Women are underrepresented in salaried positions and business ownership, and their participation in formal employment decreases with age. These disparities reflect structural and cultural inequalities, indicating economic vulnerability among women and older workers.

Addressing these challenges requires comprehensive policy interventions, including:

- Employment reforms to expand the formal job market,
- Gender-sensitive labor programs to enhance economic participation,
- Vocational and entrepreneurial support, especially for women and rural youth.

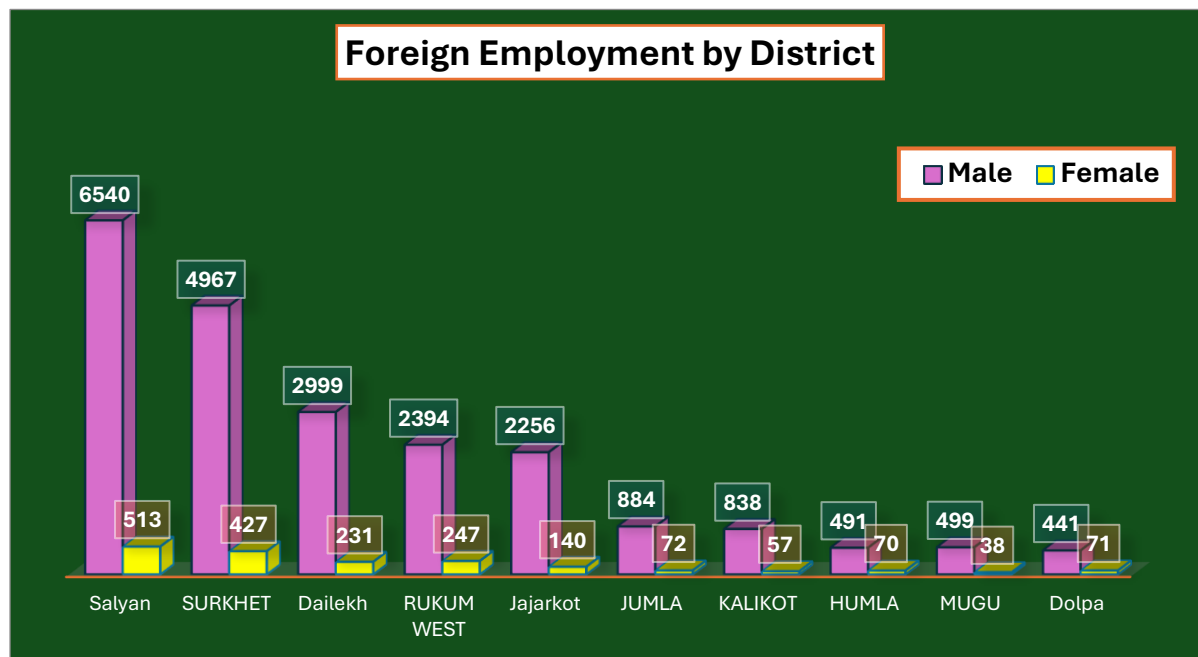
Promoting inclusive and sustainable employment is crucial for equitable economic development and poverty reduction across Nepal's diverse regions and demographics.

2.17 Labour Migration (Foreign Employment) Status by District and Sex

Trend of foreign employment is observed high in Karnali province with 24,175 youth (12.95% female) migrated in the 2080/081 fiscal year alone. The data reveals a significantly higher proportion of male migrants compared to females across all districts. Salyan recorded the highest migration with 6,540 males and 513 females, followed by Surkhet with 4,967 males and 427 females. Other districts with notable migration include Dailekh (2,999 males, 231 females), Rukum West (2,394 males, 247 females), and Jajarkot (2,256 males, 140 females).

In contrast, districts like Mugu, Dolpa, and Humla witnessed comparatively lower numbers of foreign employment seekers, with male migrants ranging from around 441 to 499 and female migrants as low as 38 to 71, which needs to be considered by the size of population of those districts as well. This trend indicates both the economic dependency on foreign remittances and the existing gender norms that influence mobility and employment opportunities in Karnali Province.

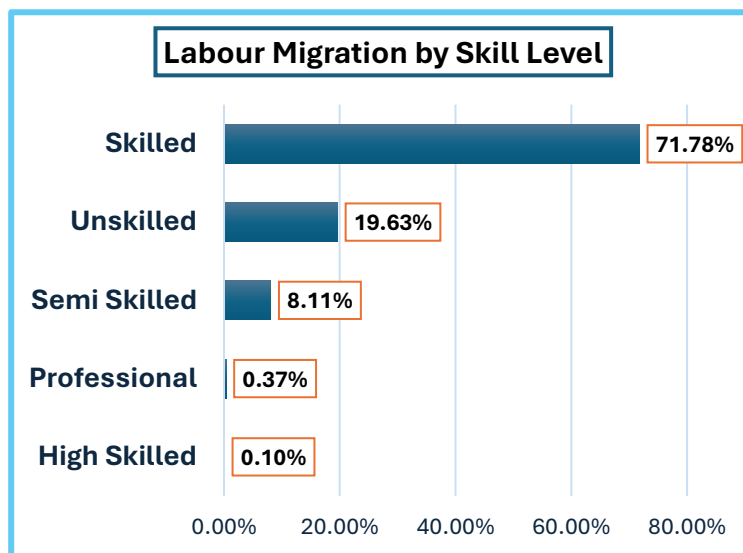
Table 17: Labour Migration (Foreign Employment) Status by District and Sex in the Fiscal Year-2080/081



Source: Department of Foreign Employment

2.18 Abroad Labor Migration by Skills Level

The data presents the majority of migrants, 71.78%, fall under the skilled category, indicating that most of the skilled manpower especially vocational or technical expertise. However, a significant portion, 19.63% are still unskilled, reflecting migration of individuals with minimal or no formal training, engaging in labor-intensive and low-wage jobs. Semi-skilled migrants account for 8.11%, suggesting a modest presence of workers with basic training or partial technical competencies. Meanwhile, professional and high-skilled workers make up only 0.37% and 0.10% respectively. This trend underscores the need to invest more in TVET programs to enhance the quality and diversity of its labor exports and reduce dependency on low-skill job markets.

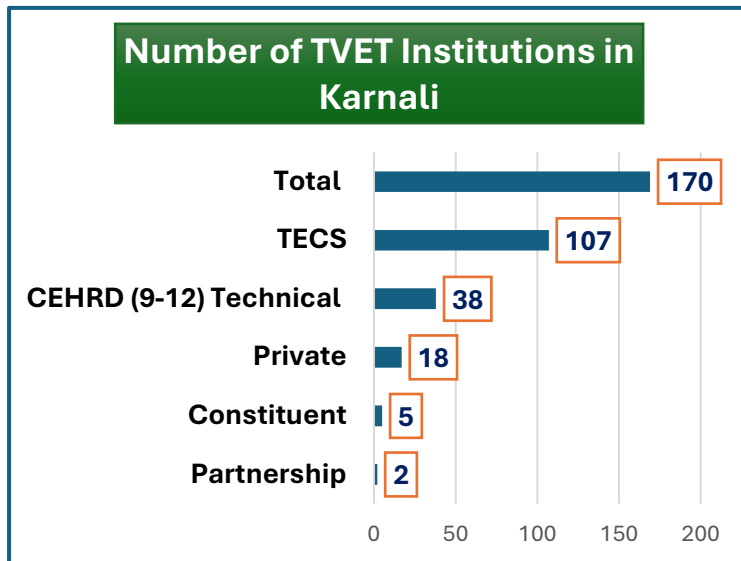


Source: Department of Foreign Employment

3. TVET Sector

3.1 CTEVT

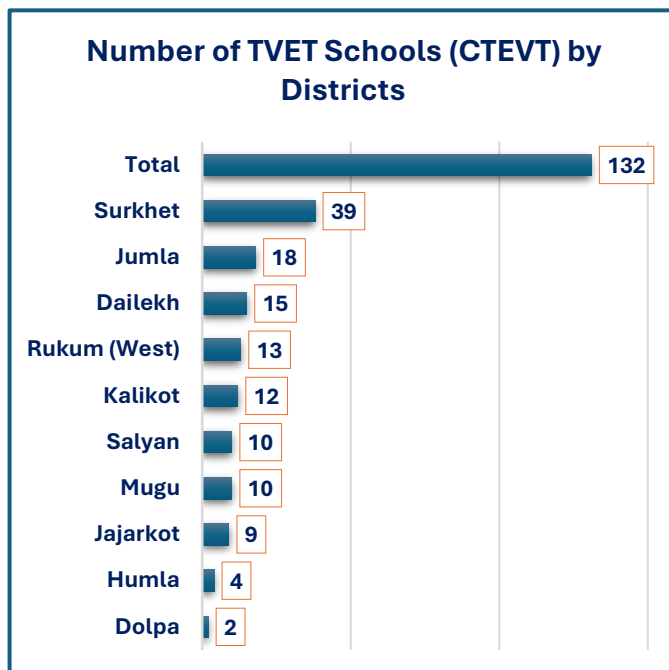
3.1.1 Number of TVET Institutions by Type (including CEHRD-9-12 Technical Stream)



Karnali Province has a total of 170 Technical and Vocational Education and Training (TVET) institutions. Of them, Technical Education and Vocational Training Schools (TECS) embody the majority, with 107 institutions at 62.94% of the total. This is followed by (CEHRD 9-12 technical stream schools with a total of 38 schools, representing 22.35% of the total TVET schools in Karnali. There are 18 private (10.59%), 5 constituent (2.94%) and 2 partnership-based TVET

institutions/schools (1.18%) in Karnali. A constituent school – Gurbhakot Polytechnic Institute (GPI) has recently been established in Gurbhakot Municipality of Surkhet with nursing program which starts enrolment from 2082 academic year.

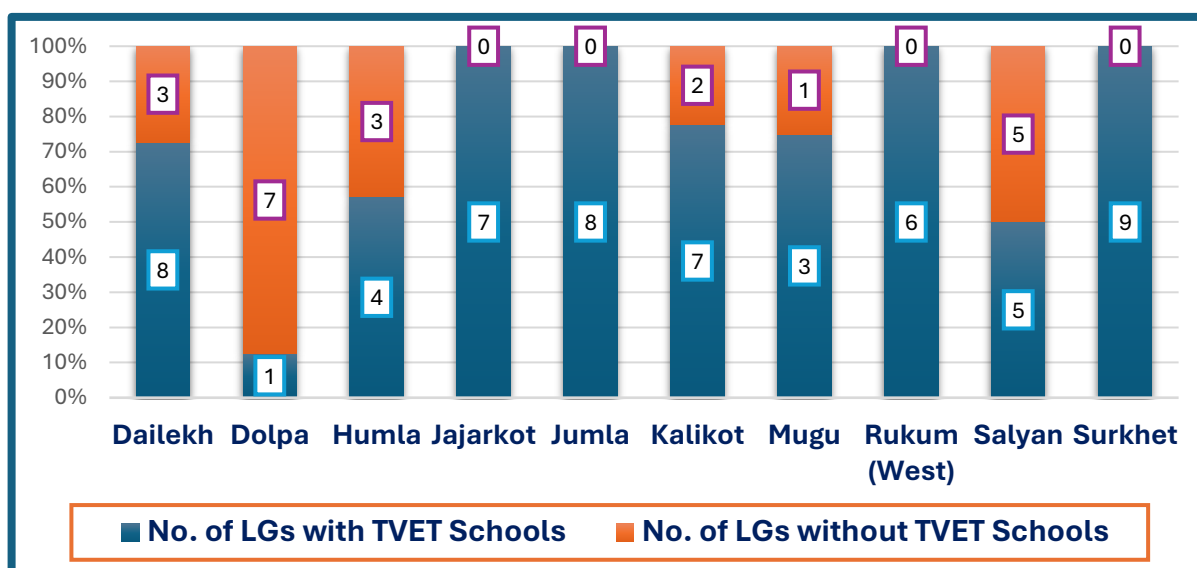
3.1.2 Distribution of TVET schools (CTEVT) across the districts



The data shows uneven distribution of TVET (Technical and Vocational Education and Training) schools under CTEVT across the districts of Karnali Province. Out of a total of 132 TVET schools affiliated to CTEVT in Karnali, Surkhet holds the highest share with 39 schools (29.55%), indicating it as the provincial hub for technical education. It is followed by Jumla with 18 schools (13.64%), Dailekh with 15 (11.36%), and Rukum (West) with 13 (9.85%), reflecting relatively better access to vocational training in these districts. Kalikot hosts 12 schools (9.09%), while both Salyan and Mugu have 10 schools each (7.58%). Jajarkot follows with 9 schools (6.82%), whereas more remote and mountainous districts like Humla

and Dolpa have significantly fewer schools-4 (3.03%) and 2 (1.52%) respectively. It is seen that there is no proper mapping of institutions and need analysis while granting affiliation. Data suggests uneven distribution of TVET schools across the district.

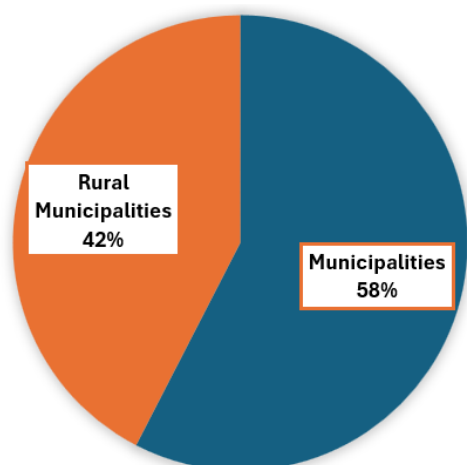
3.1.3 Number LG with and without TVET Schools (CTVET)



It presents a graphic view of local governments (LGs) with and without TVET institutions across the districts in Karnali province. Surkhet stands out with all of its 9 LGs having CTEVT institutions. Jajarkot and Jumla also show strong presence, each with 7 and 8 LGs with CTEVT affiliated TVET schools. In contrast, Dolpa faces a major gap with only one Local Government (LG) having CTEVT coverage, while other remaining seven LGs do not have any CTEVT-affiliated TVET institutions. Similarly, Rukum West and Salyan show equal or higher percentages of LGs without CTEVT institutions.

3.1.4 Distribution of TVET schools (CTVET) across Rural Municipalities Vs. Municipalities

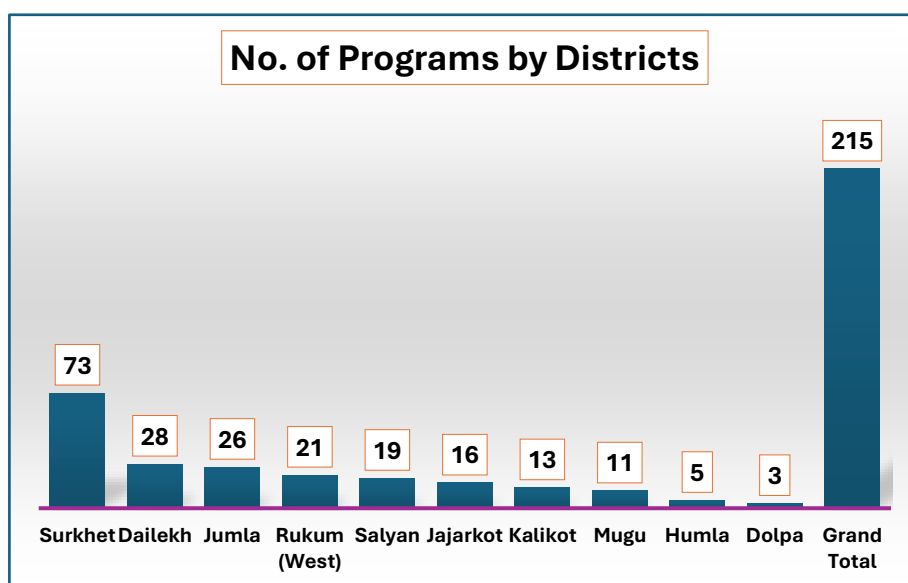
The data apparently infers that there is no significant disparity in distribution of Pre-Diploma and Diploma Programs across Rural Municipalities and Municipalities. It discloses that access of TVET programs has proportionately been expanded across rural areas of Karnali province amid quality concerns. There is the presence of CTEVT-affiliated Schools/Institutions in 58 (out of 79 total LGs) LGs/Palika of Karnali Province. Rural Municipalities and Municipalities share 42% and 58% TVET institutions. However, this data needs to be considered by comparing with total number of Rural Municipalities and Municipalities of Karnali Province. For instance, there are 54 Rural Municipalities and 25 Municipalities in Karnali province. Hence, 25 municipalities have 58% TVET schools/institutions, whereas 54 Rural Municipalities have 42% of TVET schools/Institutions. Though Rural Municipalities have the fair share of 42%, taking the total number of Rural Municipalities/Municipalities, the distribution is disproportionate.



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3.1.5 Number of Programs by Districts

The distribution of CTEVT-affiliated programs (Diploma and Pre-Diploma) across districts is highly concentrated in a few locations, with Surkhet accounting for the largest share at 73 programs (34%) of the province's total 215 affiliated programs. This is followed by Dailekh

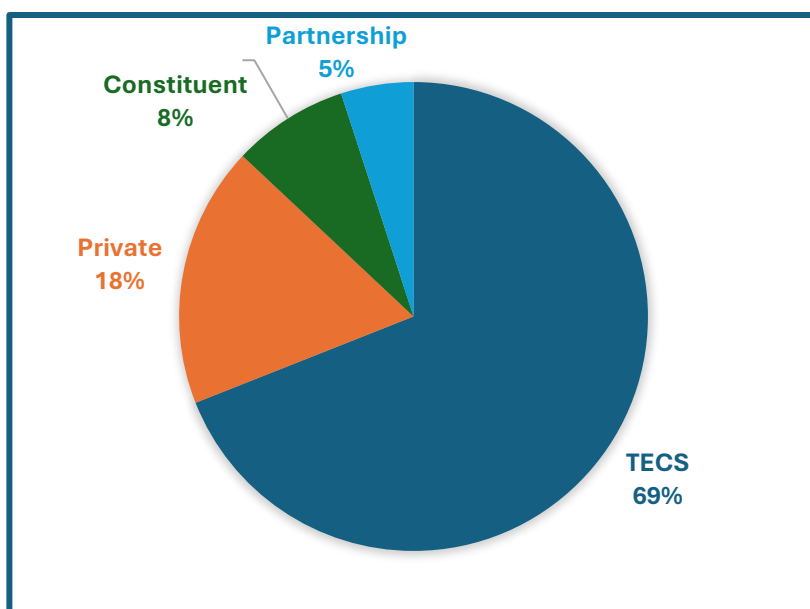


with 28 programs (13%) and Jumla with 26 programs (12.1%), making these three districts alone home to nearly 59% of all affiliated programs.

Mid-level concentration is observed in Rukum (West) with 21 programs (9.8%), Salyan with 19 (8.8%), and Jajarkot with 16 (7.4%). In contrast, the

mountain and more remote districts have substantially fewer affiliated programs, including Kalikot with 13 (6.0%), Mugu with 11 (5.1%), Humla with 5 (2.3%), and Dolpa with only 3 programs (1.4%). Overall, the data indicates a pronounced geographic disparity in the distribution of CTEVT-affiliated programs, with strong concentration in more accessible districts-particularly Surkhet.

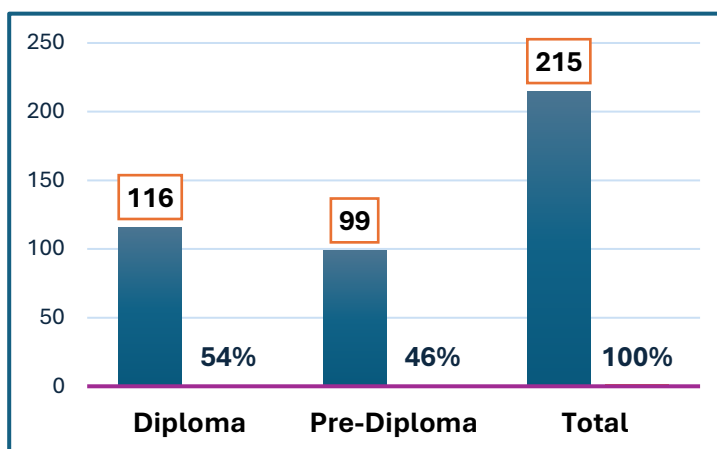
3.1.6 Distribution of TVET Programs across Four Types of TVET Institutions (CTEVT)



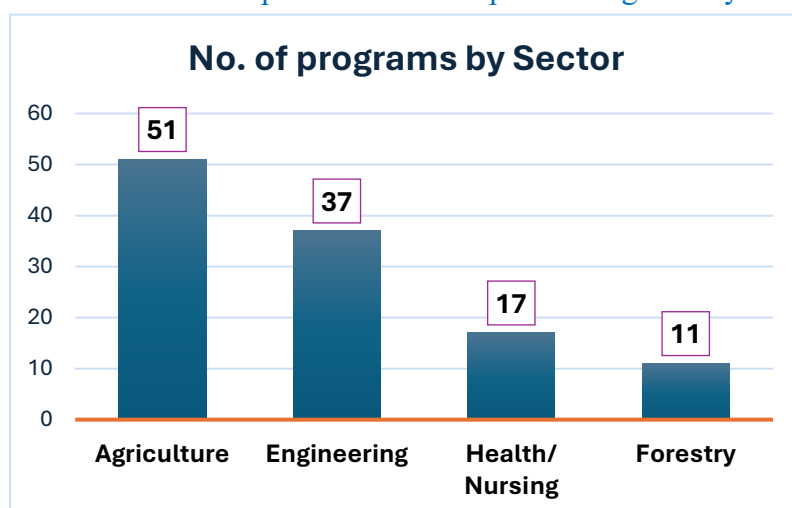
Distribution of TVET programs across types of schools exhibits that TECS holds the largest chunk of affiliated programs with 69% of all programs. Private schools contribute 18%, whilst Constituent TVET institutions represent only 8% and Partnership institutions make up 5%. Hence, it indicates that TECSs play the decisive role in determining quality and quantity of TVET courses in Karnali province.

3.1.7 Number of Programs by Level

There are total 215 CTEVT affiliated programs (Diploma and Pre-Diploma) in Karnali province with 116 Diploma and 99 Pre-diploma level programs. Hence, the distribution of CTEVT-affiliated TVET programs in Karnali Province is relatively balanced between diploma and pre-diploma levels, with no significant disparity between the two. Diploma programs account for 116 programs, representing 54% of the total, while pre-diploma programs comprise 99 programs, or 46%.

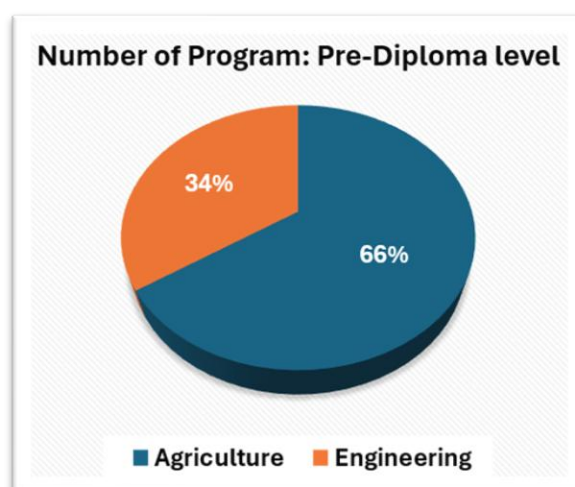


3.1.8 Number of Diploma and Pre-Diploma Programs by Sector



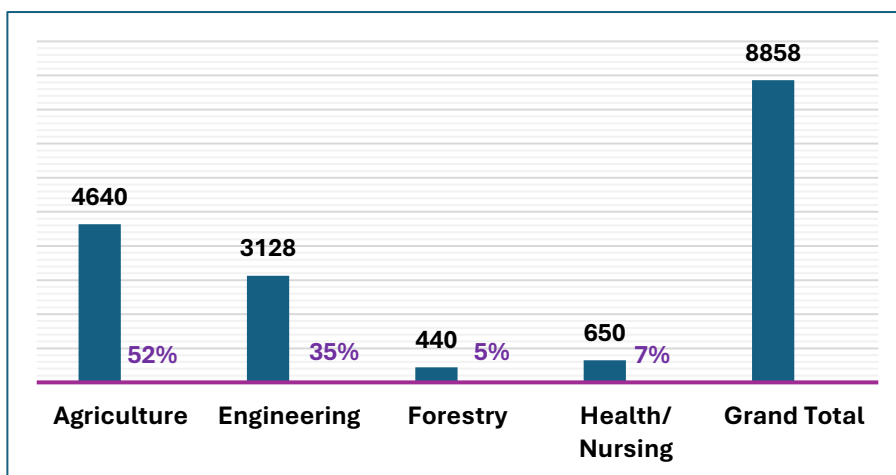
Of diploma-level CTEVT-affiliated programs, agriculture has the highest representation with 51 programs, accounting for 44% of the total diploma programs. Engineering follows with 37 programs (32%), showing major area of concentration. Health/Nursing comprises 17 programs (15%), while forestry has the lowest share with 11 programs (9%). This

distribution shows that diploma-level TVET provision is heavily concentrated in agriculture and engineering, which together account for over three-fourths of all diploma programs. Similarly, Karnali province has pre-diploma level program affiliations in two sector - Agriculture and Engineering. Altogether, there are 99 pre-diploma level programs affiliated to CTEVT across Karnali province. Out of them, 65 programs (66%) are agriculture program and 34 programs (34%) are engineering programs. It implies the need to diversify pre-diploma program affiliations in Karnali province.



3.1.8 Enrolment Capacity by Sector

Enrolment capacity across trade/sectors in CTEVT-affiliated TVET schools is predominantly concentrated in Agriculture, which accounts for 4,640 seats, representing approximately 52% of the total capacity. Engineering follows as the second-largest sector with 3,128 seats (35%),



indicating a substantial but comparatively lower share. Health/Nursing contributes 650 seats, making up about 7% of the total capacity, while Forestry has the smallest share with 440 seats (5%). Overall, the distribution shows a strong dominance of Agriculture, with

more than half of the total capacity, while the remaining sectors-particularly Forestry and Health/Nursing-hold relatively limited enrolment capacity.

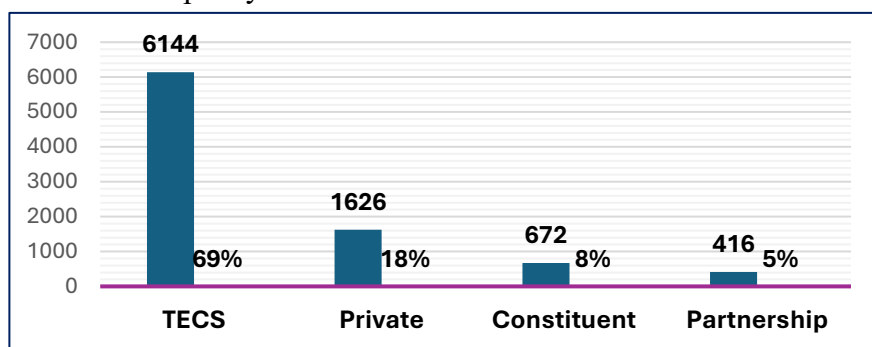
3.1.10 Enrolment Capacity by Level

Diploma-level programs account for 4898 quotas (55%), compared to 3960 quotas (45%) in Pre-Diploma level with total enrolment capacity in both diploma in pre-diploma across CTVET schools in Karnali province stands at 9098. It shows fairly balanced distribution of two level of CTEVT-affiliated programs. However, the data suggests that enrolment rate in both levels is poor, underutilizing the sources and opportunities of affiliated programs.



3.1.11 Enrolment Capacity by Type of Schools

Enrolment capacity in CTEVT-affiliated TVET schools across Karnali province is heavily



concentrated in TECS, which account for 6,144 seats, representing a dominant 69% of the total capacity. In comparison, private institutions hold a significantly smaller share with 1,626 seats

(18%), indicating a moderate contribution to overall access. Constituent schools have an enrolment capacity of 672 seats, making up 8%, while partnership schools contribute the least, with only 416 seats (5%). This distribution clearly shows that TECS play a central role in absorbing the majority of students, whereas private, constituent, and partnership schools collectively account for less than one-third of the total capacity.

3.1.12 Number of Active and Inactive Programs by Level and Course

Level, Sector and Program Title	No. of Affiliated Programs	No. of Active Programs	No. of Inactive Programs	Active Programs in %	Inactive Programs in %
Diploma Level (Overall)	116	52	64	45%	55%
Agriculture	51	17	34	33%	67%
Diploma in Agriculture(Animal Science)	12	7	5	58%	42%
Diploma in Agriculture(Plant Science)	39	10	29	26%	74%
Engineering	37	16	21	43%	57%
Diploma in Civil Engineering	23	11	12	48%	52%
Diploma in Computer Engineering	4	3	1	75%	25%
Diploma in Geomatics Engineering	8	1	7	13%	88%
Diploma in Information Technology	2	1	1	50%	50%
Forestry	11	4	7	36%	64%
Diploma in Forestry	11	4	7	36%	64%
Health/ Nursing	17	15	2	88%	12%
Certificate in Medical Laboratory Technology	2	1	1	50%	50%
Diploma in General Ayurved Medicine	2	2	0	100%	0%
Diploma in Medical Laboratory Technology	1	1	0	100%	0%
Diploma in Pharmacy	5	5	0	100%	0%
PCL in Health Science (General Medicine)	5	5	0	100%	0%
PCL in Nursing	2	1	1	50%	50%
Pre-Diploma Level (Overall)	99	38	61	38%	62%
Agriculture	65	28	37	43%	57%
Pre-Diploma in Agriculture (Plant Science)	45	16	29	36%	64%
Pre-Diploma in Livestock Production /Animal Health	13	9	4	69%	31%

Pre-Diploma in Veterinary Science	7	3	4	43%	57%
Engineering	34	10	24	29%	71%
Pre-Diploma in Civil Engineering	24	5	19	21%	79%
Pre-Diploma in Computer Engineering	4	2	2	50%	50%
Pre-Diploma in Electrical Engineering	4	1	3	25%	75%
Pre-Diploma in Survey Engineering	2	2	0	100%	0%
Total Affiliated Programs	215	90	125	42%	58%

The table discloses that, as per 2081 enrolment data, out of 215 CTEVT-affiliated programs, only 90 programs (42%) are active with student enrolment, while 125 programs (58%) remain inactive, reflecting substantial underutilization of affiliated programs across the province. Diploma-level programs show relatively better utilization, with 52 of 116 programs active (45%), compared to pre-diploma programs where only 38 of 99 programs are active (38%). Among diploma sectors, Health/Nursing program demonstrates the strongest performance, with 15 of 17 programs active (88%), indicating consistently high demand; within this sector, Diploma in General Ayurved Medicine, Medical Laboratory Technology, Pharmacy, and PCL in Health Science each report 100% activity. Engineering diploma programs show moderate utilization, with 16 of 37 programs active (43%), though activity varies significantly by trade—Diploma in Computer Engineering has relatively strong activation at 75%, while Geomatics Engineering is notably weak at just 13%. Agriculture diploma programs are comparatively underutilized, with only 17 of 51 programs active (33%); Diploma in Agriculture (Plant Science) is particularly low at 26% active despite having the largest number of affiliations. Forestry diploma programs also show low utilization, with only 4 of 11 active (36%). At the pre-diploma level, Agriculture performs relatively better than other sectors with 28 of 65 programs active (43%), especially Pre-Diploma in Livestock Production/Animal Health at 69% activity, whereas Pre-Diploma Engineering is the weakest-performing category overall, with only 10 of 34 programs active (29%); Pre-Diploma Civil Engineering is especially underutilized at just 21% active. Overall, the data suggests strongest student demand in health-related programs, moderate uptake in engineering, and comparatively low activation in agriculture, forestry, and especially pre-diploma engineering trades.

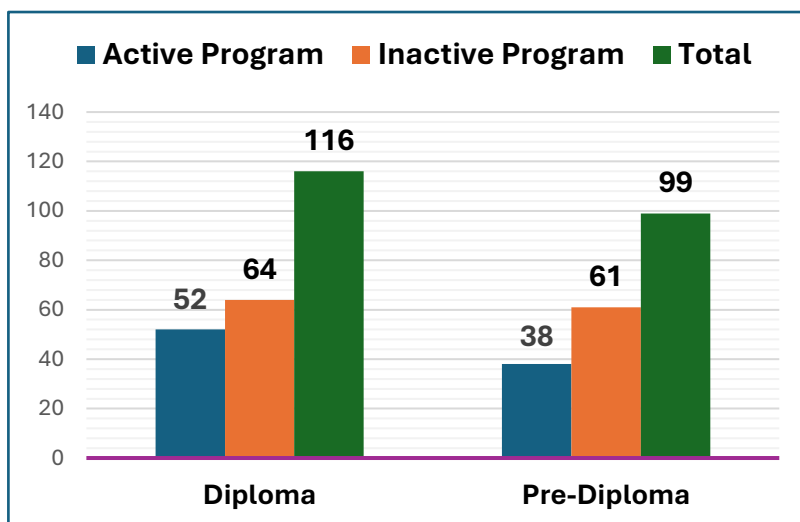
3.1.13 Active vs. Inactive Programs by Type of TVET Schools

Constituent schools demonstrate the highest level of program activity, with 81% of affiliated programs active (13 out of 16), showing strong performance. Partnership schools also show relatively high functionality, with 70% of programs active (7 out of 10). In contrast, private schools show a balanced status, with 51% of programs active (21 out of 41) and 49% inactive having considerable underutilization of affiliated programs. TECS schools have the weakest performance, with only 33% of programs active (49 out of 148), while 67% remain inactive.

Type	Active	Inactive	Active	Inactive
Constituent	13	3	81%	19%
Partnership	7	3	70%	30%
Private	21	20	51%	49%
TECS	49	99	33%	67%

3.1.14 Active vs. Inactive Programs by Level

Across CTEVT-affiliated programs in Karnali Province, data reveals higher number of inactive programs than active ones at both Diploma and Pre-Diploma levels. At Diploma level, out of 116 total programs, 52 programs are active, accounting for 44.8%, while 64 programs remain inactive, representing 55.2%. This indicates that slightly more than half of the Diploma programs are not currently operating with student enrolment. In comparison, Pre-Diploma level shows lower active status, where only 38 out of 99 programs are active (38.4%), while 61 programs (61.6%) are inactive. Overall, Pre-Diploma programs demonstrate a relatively weaker utilization rate than Diploma programs, suggesting a greater proportion of under-enrolled or non-operational programs at the lower level of TVET provision in the province.



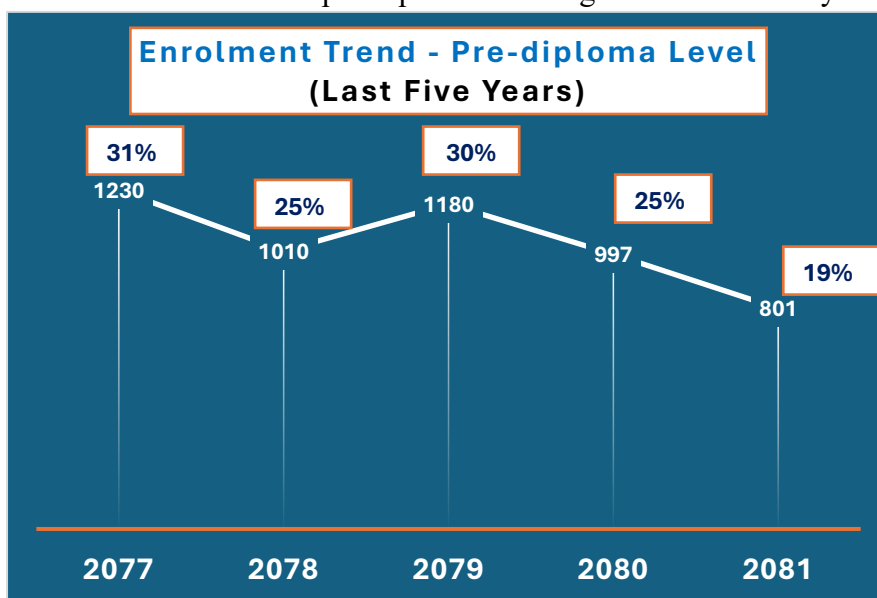
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3.1.15 Enrolment Rate by Level (CTEVT)

3.1.15.1 Enrolment (Net) Trends in Pre-Diploma Level over Last Five Years

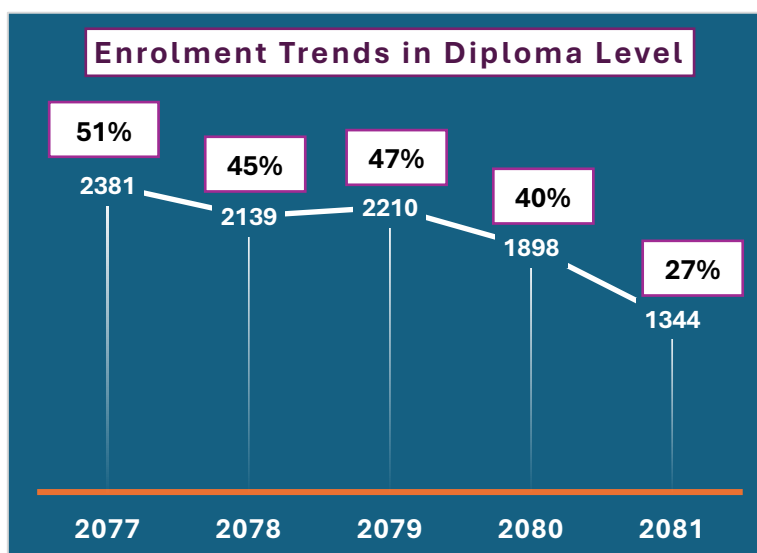
The enrolment trend in pre-diploma level figure over the five-year: The enrolment is starting with 1,230 students in 2077 accounting for 31% of its capacity, the number reduced to 1,010 in 2078 shrinking to 25%, but a marginally increased to 1,180 in 2079 getting to 30%. However, the trend reversed again downward to 25% (997) in 2080 and a further drop down to 19% (801) in 2081. This represents a 12% overall decrease from 2077 to 2081.



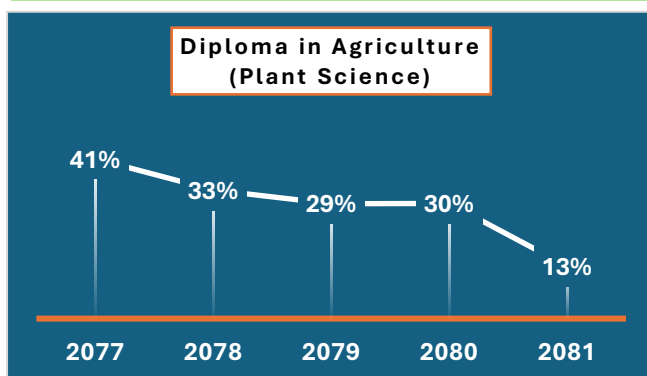
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3.1.15.2 Enrolment Trends in Diploma Level over last five years

The enrolment trend in diploma level in CTEVT-affiliated programs is consistent falling over the five-year. With 2381 (52%) students enrolled in 2077 academic year, enrolment declined to 2,139 (45%) in 2078, slightly rebounded to 2,210 (47%) in 2079, but then dropped sharply to 1,898 (40%) in 2080 and further to 1,344 (27%) in 2081. This represents an overall decline of approximately 24% over the five years. The data reflects a persistent drop in student's interest or access to diploma-level TVET sector in Karnali province.



3.1.16 Enrolment Trends by Programs



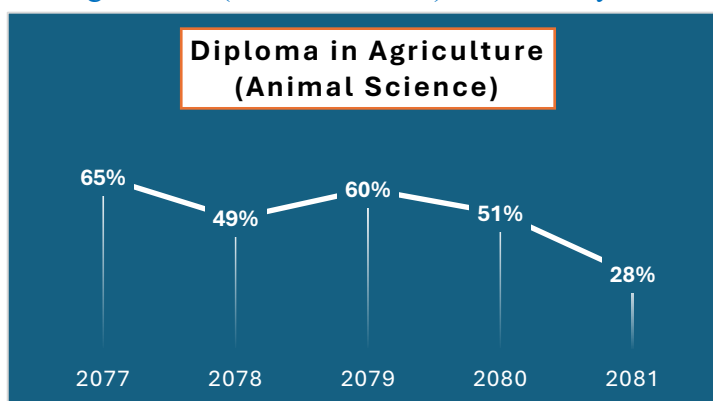
3.1.16.1 Enrolment in Diploma in Agriculture (Plant Science) in last five years.

Even five years ago in 2077, student enrolment rate was merely 41% in Diploma level. However, the program could not retain the enrolment, gradually dropping it over the years, which reduced to 33% in 2078 and further to 29% in 2079. There was a slight recovery in 2080

with 30%, but the rate fell sharply to just 13% in 2081.

3.1.16.2 Enrolment trends in Diploma in Agriculture (Animal Science) in last five years.

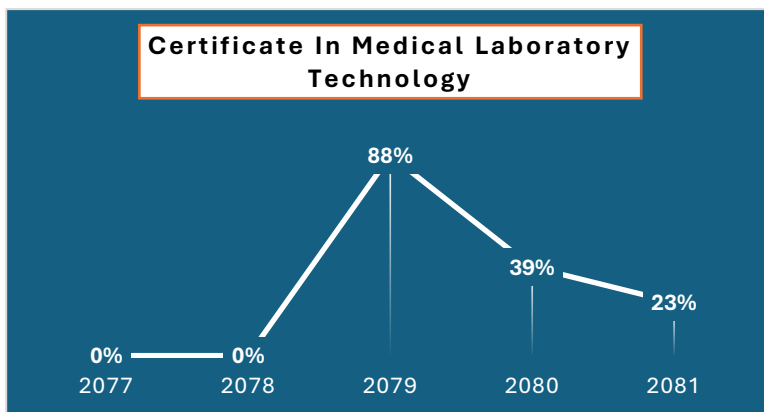
Enrolment trends in the Diploma in Agriculture over the past five years: In 2077, enrolment was relatively high at 65%, but it dropped to 49% in 2078. There was a brief recovery in 2079 with 60%, followed by another decline to 51% in 2080. The most significant drop occurred in 2081, where enrolment fell sharply to just 28%. This fluctuating trend



suggests growing challenges in sustaining student interest in the Animal Science diploma program. It highlights the need of the interventions such as curriculum updates, improved outreach and stronger alignment with employment opportunities in the agriculture sector.

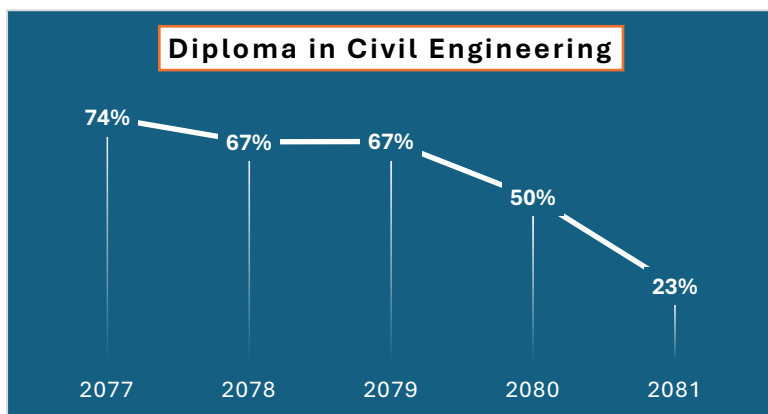
3.1.16.3 Enrolment trends in Certificate in Medical Laboratory Technology in last five years

Enrolment trends in the Diploma/Certificate in Medical Laboratory Technology program over the past five years saw dramatic shift. In 2077 and 2078, the enrolment rate was 0%. A significant improvement occurred in 2079, with enrolment rolling to 88%. However, this momentum could not retain, dropping the enrolment rate to 39% in 2080 and further declined to just 23% in 2081.



3.1.16.4 Enrolment trends in Diploma in Civil Engineering in last five years

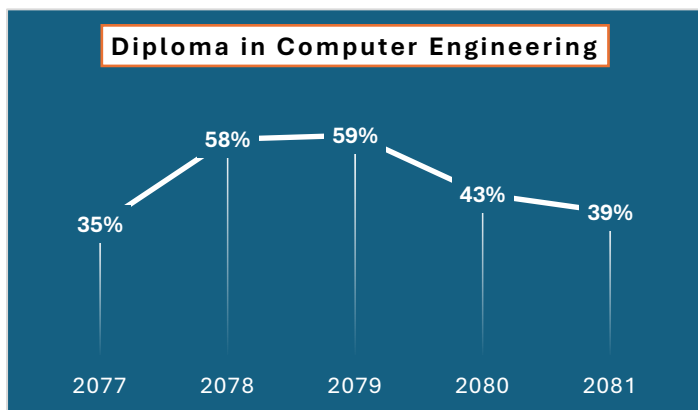
Five years ago in 2077, enrolment in Diploma in Civil Engineering used to be robust at 74% but it dropped down to 67% in 2078 and retained it at 67% in 2079. However, the trend degraded in 2080, falling to 50% and then sharply down to just 23% in 2081.



In contrast, interestingly, Civil Engineering program at CEHRD 9-12 technical stream is as high as 80% in 2081 academic year.

Hence, this consistent downward line suggests growing disinterest or barriers to entry in the civil engineering field. It calls for the need in taking reform action in Civil Engineering program at CTEVT.

3.1.16.5 Enrolment trends in Diploma in Computer Engineering in last five years

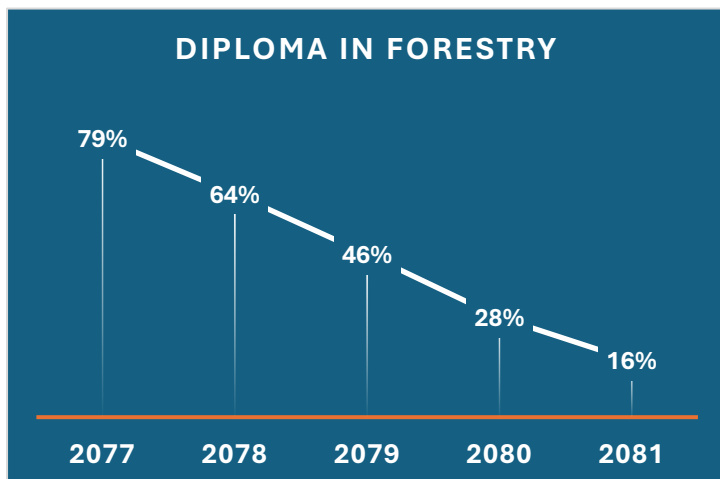


The fluctuating enrolment trend in the Diploma in Computer Engineering program. In 2077, enrolment was relatively low at 35% , but it rose significantly to 58% in 2078 and slightly increased to 59% in 2079, indicating a brief period of growing interest. However, this momentum did not sustain. Enrolment decreased to 43% in 2080 and further reduced to 39% in 2081. However, currently at 39% enrolment rate, Diploma in

Computer Engineering is receiving fair number of students till date, compared to other Diploma level courses. However, efforts entail to be made to improve it further specially in the era of computer and technology.

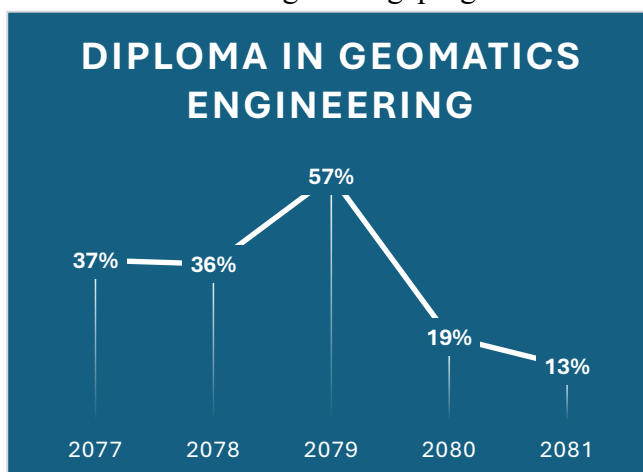
3.1.16.6 Enrolment trends in Diploma in Forestry in last five years

The enrolment trend in the Diploma in Forestry program covers to downline. In 2077, enrolment was relatively strong at 79%, but it reduced to 64% in 2078, then to 46% in 2079, followed by 28% in 2080, and finally reached a low of just 16% in 2081. This shows low interest or access to forestry education. That may reflect limited career opportunity or outdated curriculum or shifting priorities toward other technical fields. These trends underscore the urgent need to stronger linkages with green employment opportunities to increase forestry education.



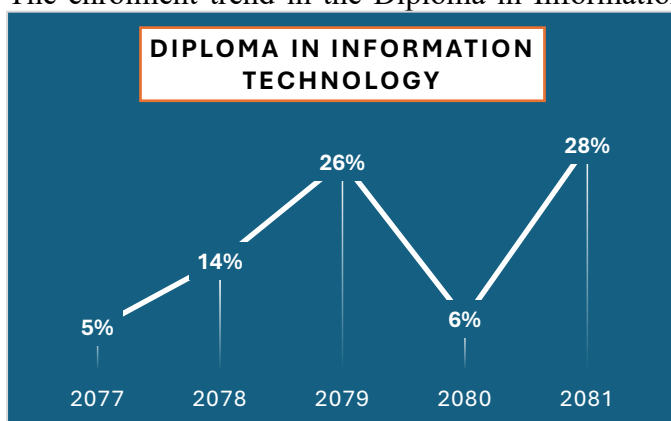
3.1.16.7 Enrolment trends in Diploma in Geomatics Engineering in last five years

The fluctuating enrolment trend in Diploma in Geomatics Engineering program: In 2077 enrolment stand at 37%, followed by a slight down to 36% in 2078. It increased slightly in 2079, reaching 57%. But enrolment reduced sharply to 19% in 2080 and further declined to just 13% in 2081. This steep fall in recent years indicates growing challenges in sustaining student engagement, curriculum, or weak career linkages. The curriculum modernization and stronger alignment with geospatial industry demands to restore the program's relevance.



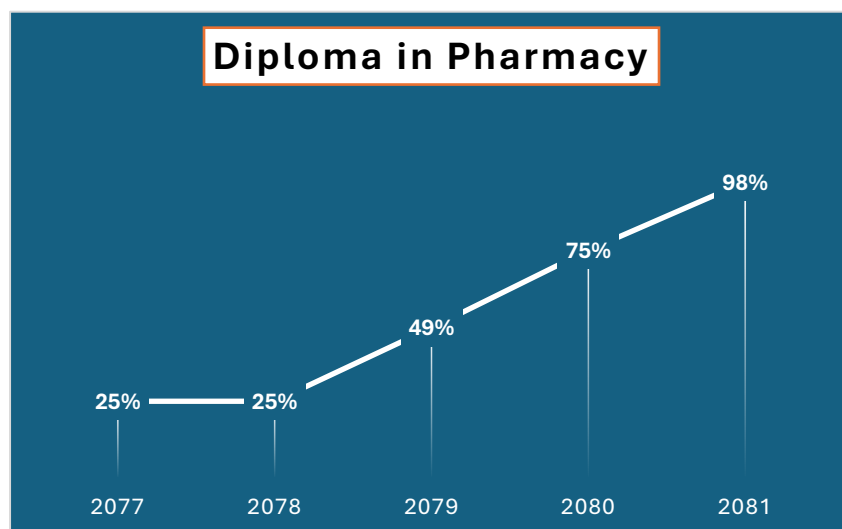
3.1.16.8 Enrolment trends in Diploma in Information Technology in last five years

The enrolment trend in the Diploma in Information Technology program over the past five years is massively fluctuating. In 2077, enrolment was very low at just 5%, but it rose to 14% in 2078 and peaked at 26% in 2079. Enrolment dropped sharply to 6% in 2080, & interestingly, 2081 saw a strong increased to 28%, the highest in the five-year period. This volatile trend suggests that while interest in IT education exists, it may be influenced by factors such as program availability, outreach efforts or shifting student priorities.



3.1.16.9 Enrolment trends in Diploma in Pharmacy in last five years.

The enrolment trend in the Diploma in Pharmacy program over the past five years is upward route. In 2077 and 2078, enrolment remained stable at 25%. From 2079 onward the program experienced significant growth 49% in 2079, rising sharply to 75% in 2080, and reaching an impressive 98% in 2081.



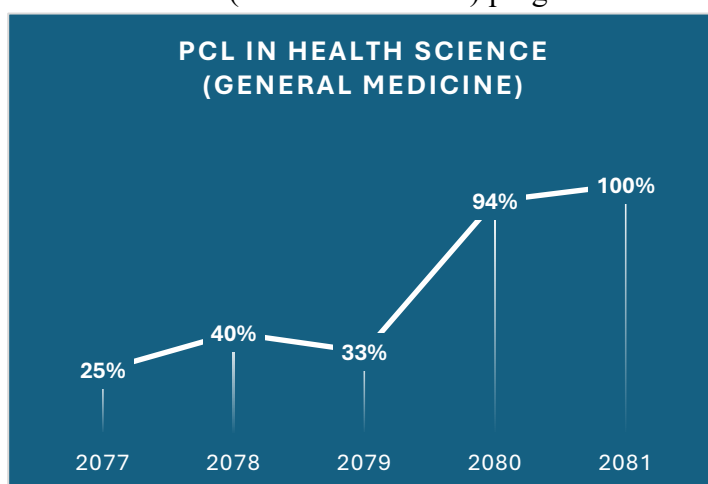
This flow suggests a growing recognition of the pharmacy sector's relevance, possibly driven by increased demand for healthcare professionals, improved program delivery or career opportunities. The trend reflects strong momentum

and signs a positive shift in student interest and institutional capacity in pharmacy.

3.1.16.10 Enrolment trends in Diploma in Health Science (General Medicine) in Last Five Years

The enrolment trend in the Diploma in Health Science (General Medicine) program covers to

strong upward in the most recent years. In 2077, enrolment was modest at 25%, rising to 40% in 2078. Although there was a slight down to 33% in 2079, the program experienced a dramatic flow in 2080, reaching 94%, and peaked at 100% in 2081. This sharp rise suggests program's relevance, possibly driven by increased demand for mid-level health professionals, improved program delivery and career opportunities in the health sector. The trend reflects a

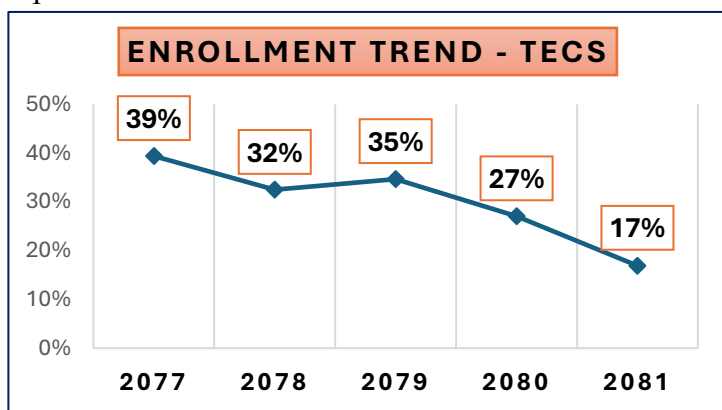


positive shift in student interest and institutional capacity, sign strong momentum for the General Medicine program.

3.1.17 Enrolment Trends by Types of TVET Schools (CTVET)

3.1.17.1 Enrolment trends against capacity in TECS in last five academic years

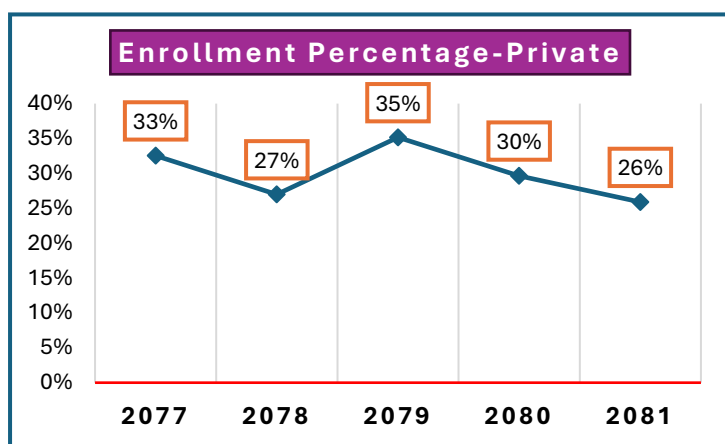
It presents the enrolment trend in TECS Schools in last five academic years. In 2077, enrolment stands at 39%, but it reduced to 32% in 2078. A slight recovery occurred in 2079 with 35%, yet the trend reversed again falling to 27% in 2080 and reaching a low of just 17% in 2081. Among four types of TVET institutions affiliated to CTEVT, TECS have the lowest enrolment rate with highest declining rate over the years.



In 2077, enrolment stands at 39%, but it reduced to 32% in 2078. A slight recovery occurred in 2079 with 35%, yet the trend reversed again falling to 27% in 2080 and reaching a low of just 17% in 2081. Among four types of TVET institutions affiliated to CTEVT, TECS have the lowest enrolment rate with highest declining rate over the years.

3.1.17.2 Enrolment Trends in Private Institutions TVET schools

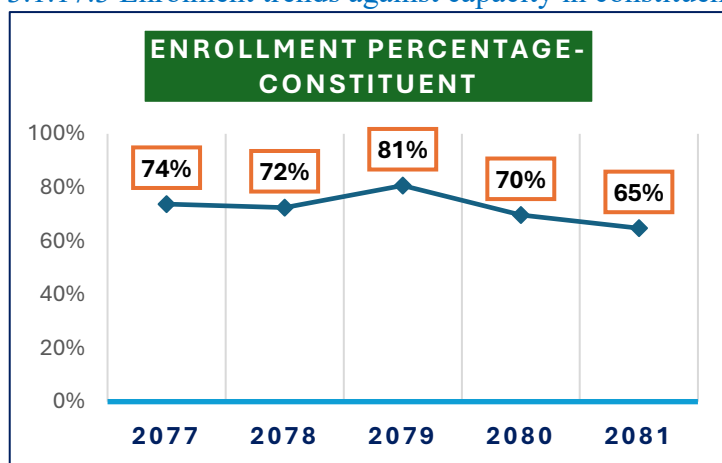
The enrolment trend in private TVET schools under CTEVT is fluctuating status. Starting at 33% in 2077, enrolment dropped to 27% in 2078, recovered to 35% in 2079, then reduced again to 30% in 2080 and further to 26% in 2081.



Starting at 33% in 2077, enrolment dropped to 27% in 2078, recovered to 35% in 2079, then reduced again to 30% in 2080 and further to 26% in 2081. Despite a brief recovery in 2079. This inconsistency suggests challenges such as shifting student preferences, limited program relevance or weak institutional outreach. The downward trend in recent years underscores the need for strategic reforms, including market responsive programmes,

enhanced institutional credibility to increase enrolment and optimize the use of private sector training infrastructure.

3.1.17.3 Enrolment trends against capacity in constituent schools

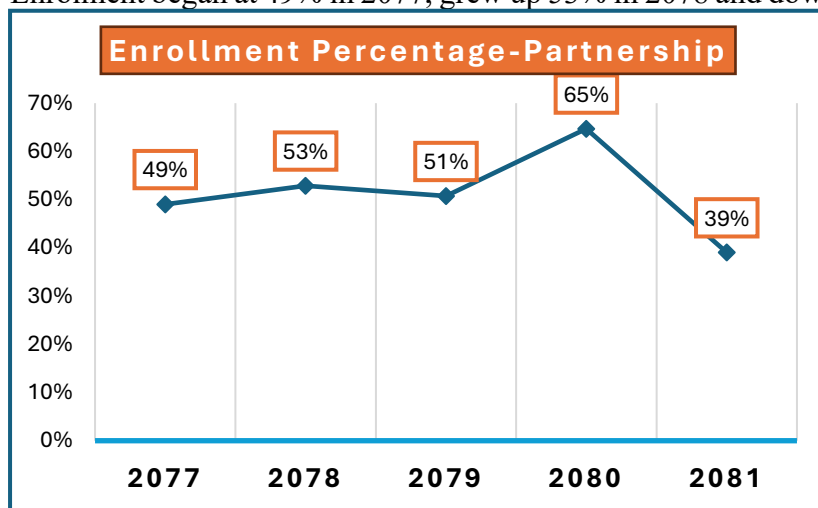


In 2077 enrolment was strong at 74%, slightly decreased to 72% in 2078. Raised in 81% in 2079. Again, reduced to 70% in 2080 and further to 65% in 2081. Despite maintaining higher enrolment rates compared to other institutional types, the downward trend in recent years shows emerging challenges such as shifting student preferences, limited program innovation or external competition. To sustain performance, constituent schools

need to focus on curriculum revive, enhanced career trails and strategic outreach to maintain their relevance and use of capacity.

3.1.17.4 Enrolment Trends against in Partnership Institutions

Enrolment began at 49% in 2077, grew up 53% in 2078 and down to 51% in 2079. A significant improvement occurred in 2080, reaching 65%, increased. But this was discontinued in 2081, with enrolment falling to just 39%. The sharp drop in the latest year shows the need for targeted interventions, including curriculum alignment, improved institutional credibility, and stronger career linkages enhance enrolment in partnership schools.

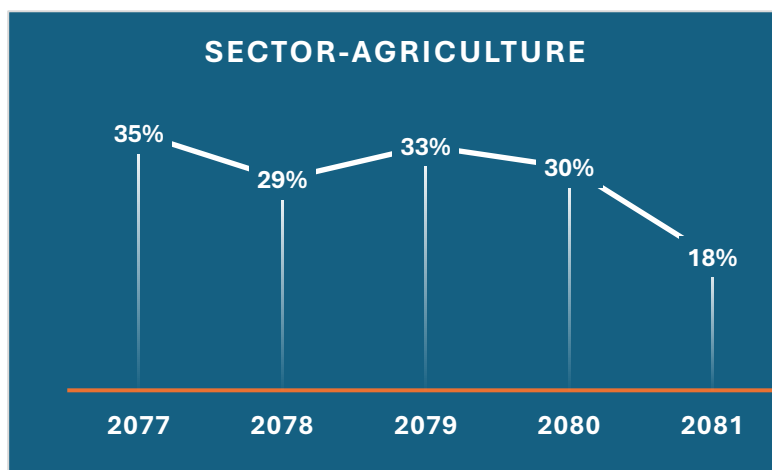


A significant improvement occurred in 2080, reaching 65%, increased. But this was discontinued in 2081, with enrolment falling to just 39%. The sharp drop in the latest year shows the need for targeted interventions, including curriculum alignment, improved institutional credibility, and stronger career linkages enhance enrolment in partnership schools.

3.1.18 Enrolment Trends by Sector

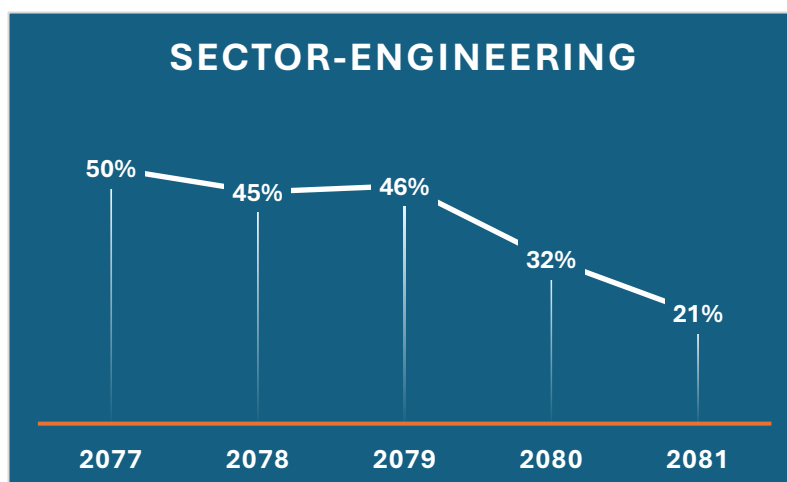
3.1.18.1 Enrolment Trends against Capacity in Agriculture Sector in Last Five years

The enrolment trend in the Agriculture Sector is fluctuating pattern with a concerning downward in recent years. In 2077, enrolment utilization was at 35%, which declined to 29% in 2078. A modest recovery occurred in 2079, rising to 33%, but this was followed by a slight dip to 30% in 2080. The most significant drop came in 2081, where enrolment fell sharply to just 18%.

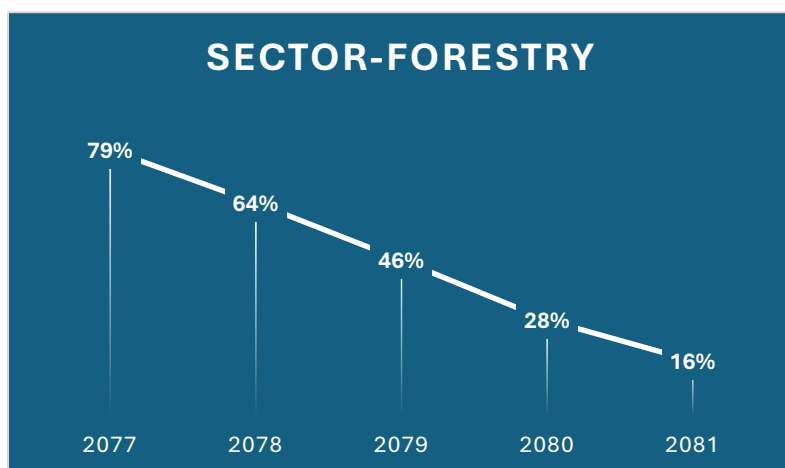


3.1.18.2 Enrolment Trends against Capacity in Engineering Sector in Last Five Years

Engineering Sector over the last five-year trend portrays decrease enrolment. In 2077, enrolment stands at 50%, which reduced to 45% in 2078. A slight improved in 2079, reaching 46%, but this was followed by minus to 31% in 2080 and further down to just 21% in 2081. It seems barriers to entry in engineering programs due to limited job opportunity in real fields.



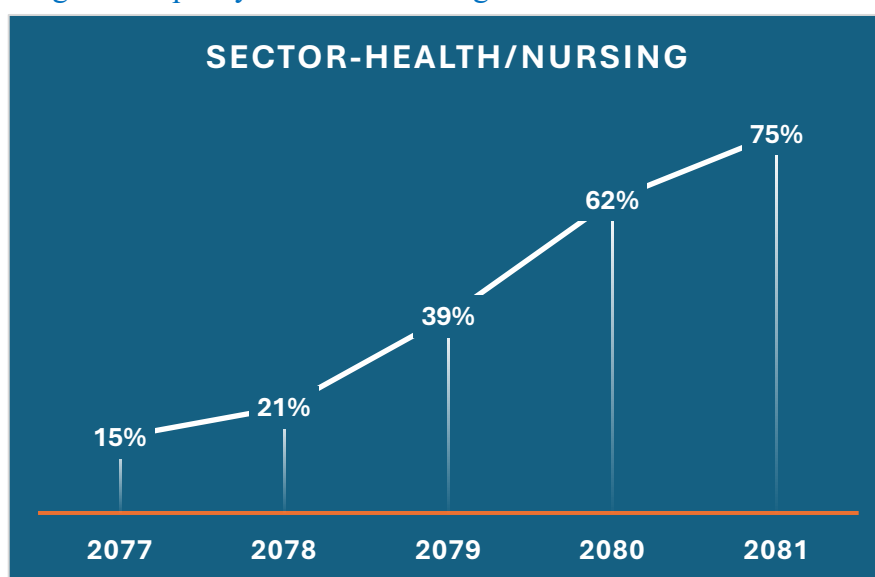
3.1.18.3 Enrolment Trends against Capacity in Forestry Sector in Last Five Academic Years



Forestry sector enrolment in 2077 was relatively high at 79%, but it dropped to 64% in 2078, then to 46% in 2079, followed by 28% in 2080 and finally just 16% in 2081. This sharp downward shows student interest or access to forestry education. The trend underscores the urgent need to revive program design, sector-specific outreach and stronger employment linkages.

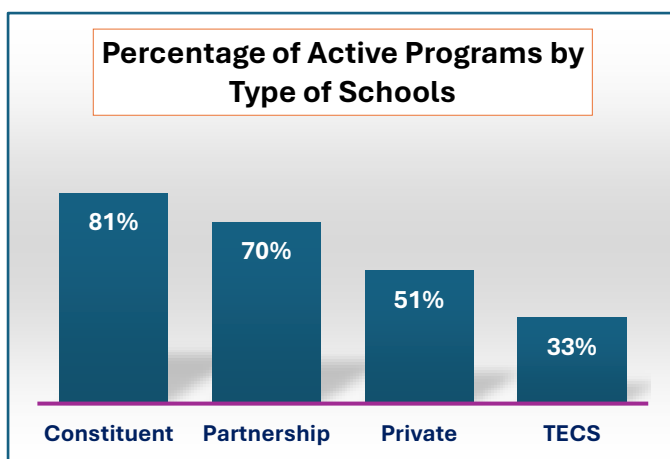
3.1.18.4 Enrolment Trends against Capacity in Health/Nursing Sector in Last Five Years

The upward enrolment trend in the Health/Nursing Sector covers last five academic years. Starting at 23% in 2077, enrolment decreased slightly to 21% in 2078. But rises to 39% in 2079 and 62% in 2080 and finally reached 75% in 2081. This consistent growth reflects a rising demand for health and nursing education.



3.1.19 Percentage of Active Programs by Type of Schools (2081)

Out of the total 215 CTEVT-affiliated programs in Karnali province, TECS schools account for the largest share with 148 programs (68.8%), followed by private institutions with 41 programs (19.1%), constituent schools with 16 programs (7.4%), and partnership schools with

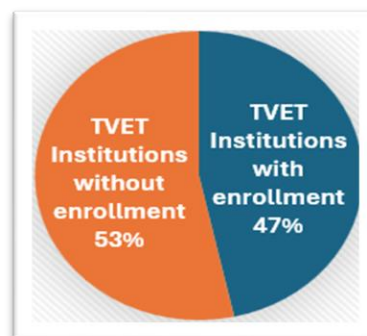


10 programs (4.7%). However, analysis of currently active programs (programs with student enrolment) shows notable variation in utilization by type of schools. TECS operate 49 active programs, representing 33% of their affiliated programs, despite holding the largest affiliation share. Private schools have 21 active programs, 51% of their affiliated programs, while constituent schools operate 13 active programs, accounting for 81% of their affiliated program. Partnership schools run 7

active programs, representing 70% of their affiliated programs. Overall, although TECS dominate the affiliation landscape in volume, constituent and partnership schools demonstrate substantially stronger conversion of affiliations into actively delivered programs with student enrolment.

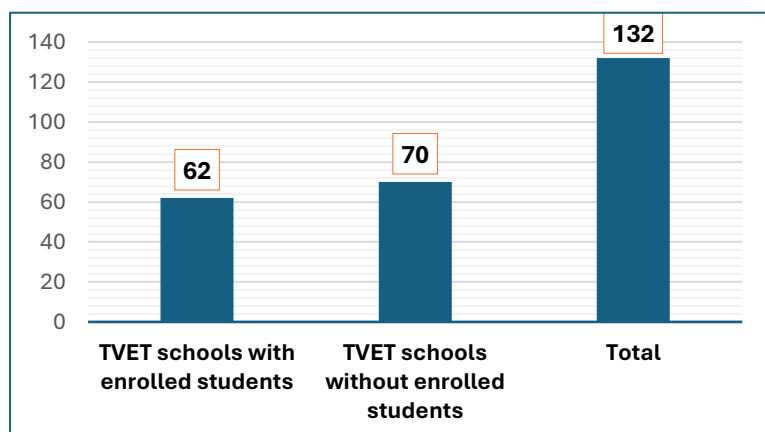
3.1.20 Percentage of Schools (overall) ‘with/without’ Student Enrolment-2081

In 2081, CTEVT-affiliated TVET schools based on student enrolment status: 53% of institutions had no student enrolment, while only 47% had active enrolment. This means that more than half of the TVET schools remained idle, indicating significant in educational infrastructure and resources. This mismatch of the student interest, on training programs and labour market needs. This trend seems the urgent need for targeted policy interventions, including program, demand-based course reform and enhanced institutional accountability. To ensure that TVET infrastructure effectively contributes to workforce development that can replace mismatch of the skill and market need skilled manpower.



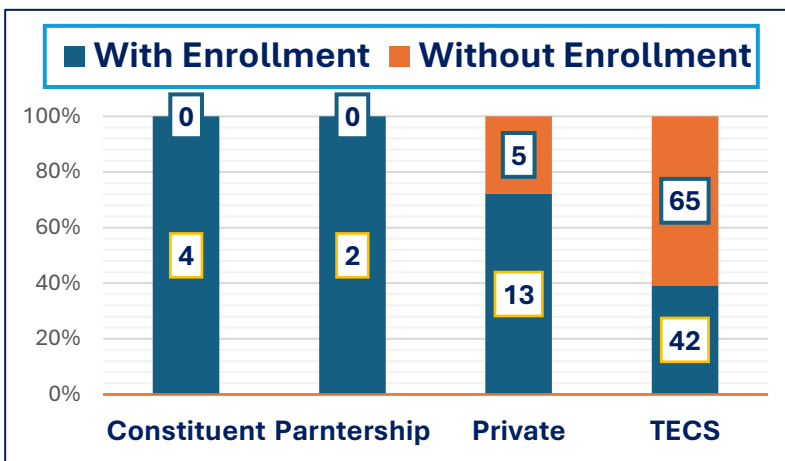
3.1.21 Number of Schools (CTEVT) ‘with vs. without’ enrolment-2081

In 2081, out of a total of 132 CTEVT-affiliated TVET institutions, only 62 schools had student enrolment, while 70 schools had no enrolment at all. It means only 47% of TVET schools only had student’s enrolment. In contrast, 70 schools- about 53%- exist without any enrolled students in 2081 academic year. This indicates that a majority of affiliated TVET schools are currently inactive in terms of student enrolment, highlighting a significant gap between affiliation and actual program utilization. The higher proportion of non-enrolling schools suggests potential issues related to program relevance, accessibility, or operational capacity that may require targeted policy and institutional interventions.



3.1.22 Number of TVET Schools ‘with/without’ student enrolment-2081 by School Type

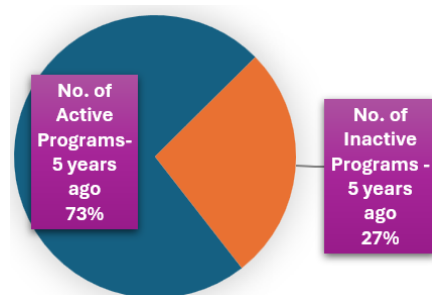
The enrolment status of CTEVT-affiliated TVET schools in 2081, disaggregated by school type, exposes contrasts in institutional performance. All Constituent (4) and Partnership (2) schools had student enrolment, reflecting full operational engagement. Private schools showed moderate performance, with 13 schools having enrolment



and 5 without. However, the most critical concern lies with TECS institutions, where only 42 schools had enrolment, while in total 65 schools, over 60% school had none. This imbalance underscores a systemic issue of under-enrolment. Particularly in community-based institutions there is gap in interventions such as program rationalization, targeted outreach and alignment with market needs to ensure meaningful educational outcomes.

3.1.23 Last Five Years’ Trend of Active and Inactive Programs in terms of enrolment

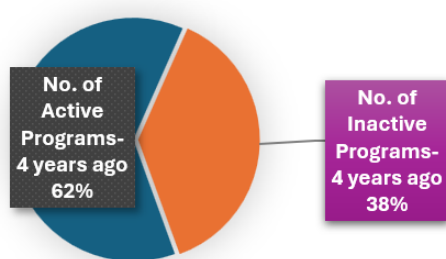
3.1.23.1 No. of Active out of Total Affiliated Programs - Last Five Years Trend



No of ‘active’ vs. ‘inactive’ programs 5 years ago

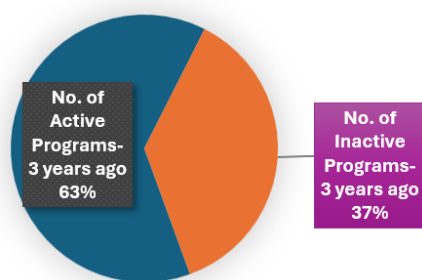
The pie chart shows the number ratio of active program, 73 % trend during five years out of total affiliated program. The blue part of the chart represents no of active programs for 5 years whereas, orange bars show enactive program number and 27 percent in total.

3.1.23.2 No of ‘active’ vs. ‘inactive’ programs 4 years ago



The number ratio of active program, 62 % for fourth year out of total affiliated programs. Likewise, the blue part of the chart represents no of active programs for 4th years, and orange colour indicates enactive program number with 38% in total.

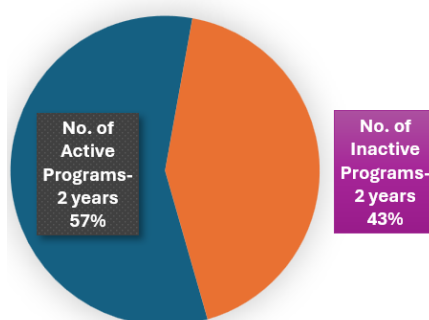
3.1.23.3 No of 'active' vs. 'inactive' programs 3 years ago



TVET programs by operational status seems 63% were active, while 37% were inactive, indicating that nearly two out of every five programs are not functioning at the time. This may have outdated curriculum, low enrolment attraction and massive gap as per marked demand based. The data underscores the need for regular program, demand based planning and institutional refinement mechanisms to ensure that technical education offers remain relevant,

efficient and responsive to labor market needs.

3.1.23.4 No of 'active' vs. 'inactive' programs 2 years ago

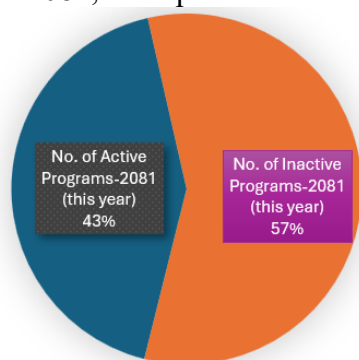


Two years ago, the operational status of TVET programs showed that 57% were active, while 43% were inactive, indicating that nearly half of the programs were not functioning. Although the majority remained operational, the high proportion of inactive programs points to persistent inefficiencies in program delivery, possibly due to outdated curricula, low enrolment, or weak institutional capacity. This data highlights the need for systematic program review, demand-driven planning, and resource optimization to ensure that technical education offerings

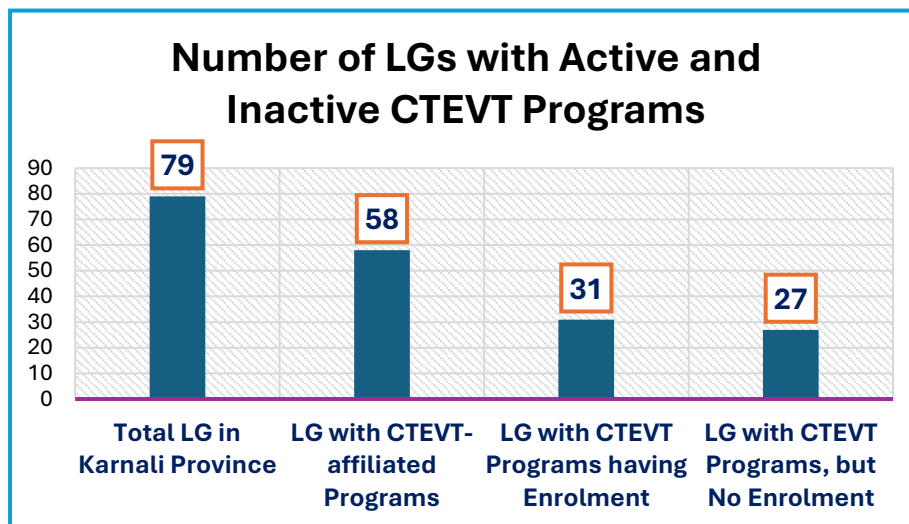
are both relevant and effectively utilized.

3.1.23.5 No. of 'active' vs. 'inactive' Programs Last Year (2081)

In 2081, the operational status of TVET programs showed a concerning reversal, with only 43% of programs active and a majority 57% inactive. This marks a continued decline in program functionality compared to previous years. The fact that more than half of the programs were non-operational suggests persistent issues such as outdated curricula, low enrolment demand or institutional capacity gaps. This trend underscores the urgent need for comprehensive program, demand responsive planning, and strategic resource reallocation to revitalize inactive programs and ensure that the TVET system effectively contributes to workforce development and national priorities.



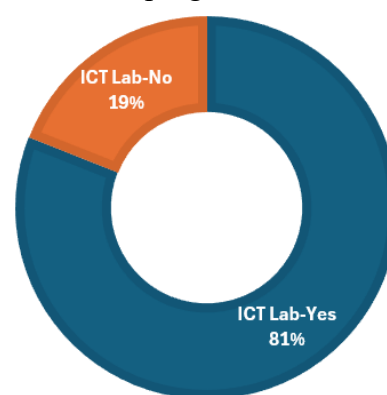
3.1.24 Number of LGs (Palika) having CTVEET-affiliated Programs, but with no Enrolment



There are 58 Palikas where CTEVT affiliated schools/institutions have the presence. It looks good in terms of expansion of access, but at the time of call on the need to expand the TVET schools, trend speaks the otherwise. 47% of 58 LGs where there are no programs

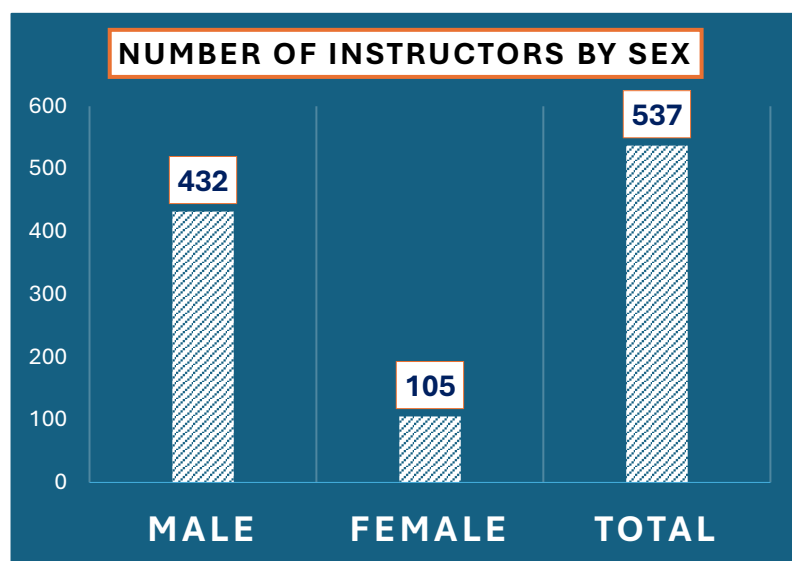
3.1.25 ICT Lab and Equipment in CTEVT-affiliated TVET institutions/schools

81 % TVET institutions (CTEVT) have dedicated ICT labs, while the remaining 19 % schools lack such dedicated ICT facilities. It suggests that most of the TVET institutions have ICT lab. TVET institutions/schools have on average 21 computers each, though the distribution varies widely. Two TVET institutions have 50 or more computers, six schools have 40 to 49 computers, eight schools have 30-39 computers, and 33 TVET institutions have 20 to 29 computers, while the other TVET institutions are being operated with less than 20 computers. 76 TVET institutions/schools are equipped with Projectors. Of them, two schools have as high as 10 or more projectors, while two schools have eight each. Additionally, two schools possess six projectors, another two schools have five projectors, and 21 schools have three projectors each. The other TVET schools/institutions have either one or two projectors. 39 TVET schools/institutions have Smartboards. Five schools have 9, 7, 6, 5 and 4 Smartboards respectively; four schools have three Smartboards, 12 schools have two Smartboards, and the rest of the schools have one Smartboard.



3.1.24 TVET Instructors in CTEVT-affiliated TVET Schools

3.1.24.1 Number of Instructors by Sex

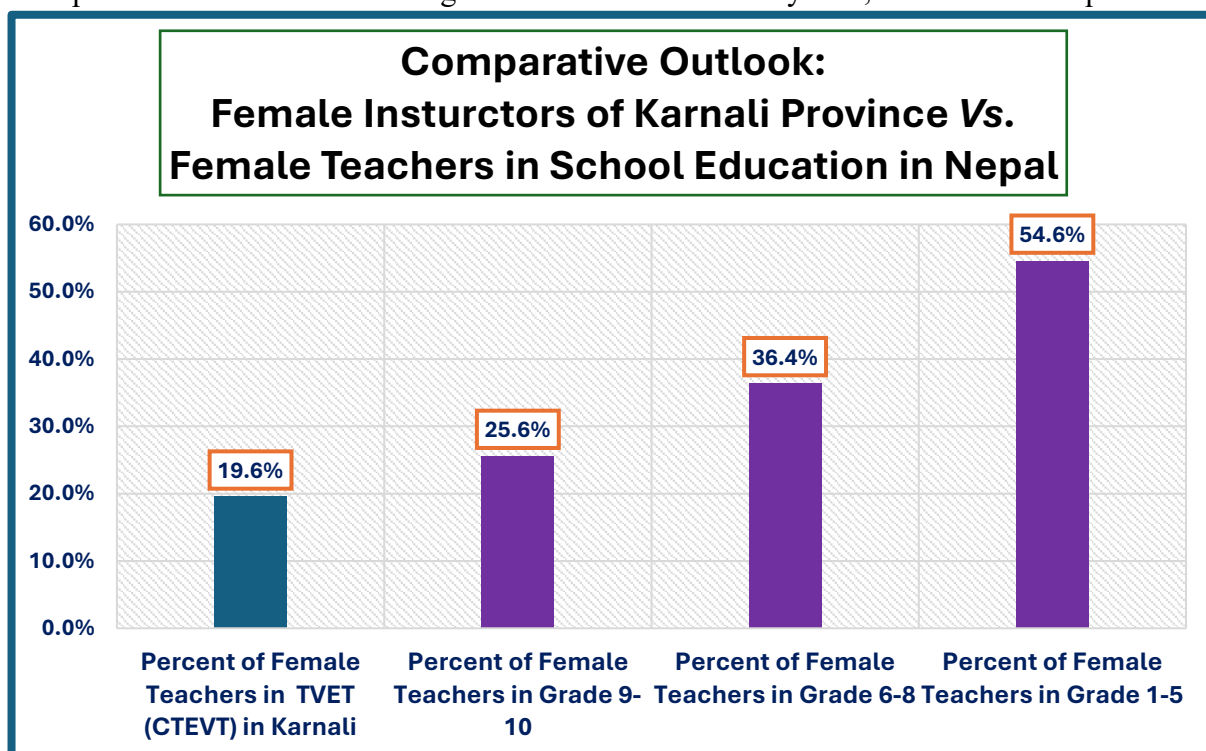


The total number of instructors involved in teaching/instruction across TVET programs in Karnali Province is 537, which includes both technical and general instructors. Among them, 432 are male, accounting for 80.4%, while 105 are female, making up only 19.6% of the total. This data reveals a noticeable gender imbalance in the instructional workforce within the province's TVET sector. In terms of absolute numbers, for

every 100 instructors, approximately 80 are male and 20 are female, reflecting a male-to-female ratio of roughly 4:1 in the instructor composition.

3.1.24.2 Comparative Outlook in Number: Female Teachers in TVET (CTEVT) and General School Education of Nepal

Compared to female teachers of general school education system, the data looks quite alike

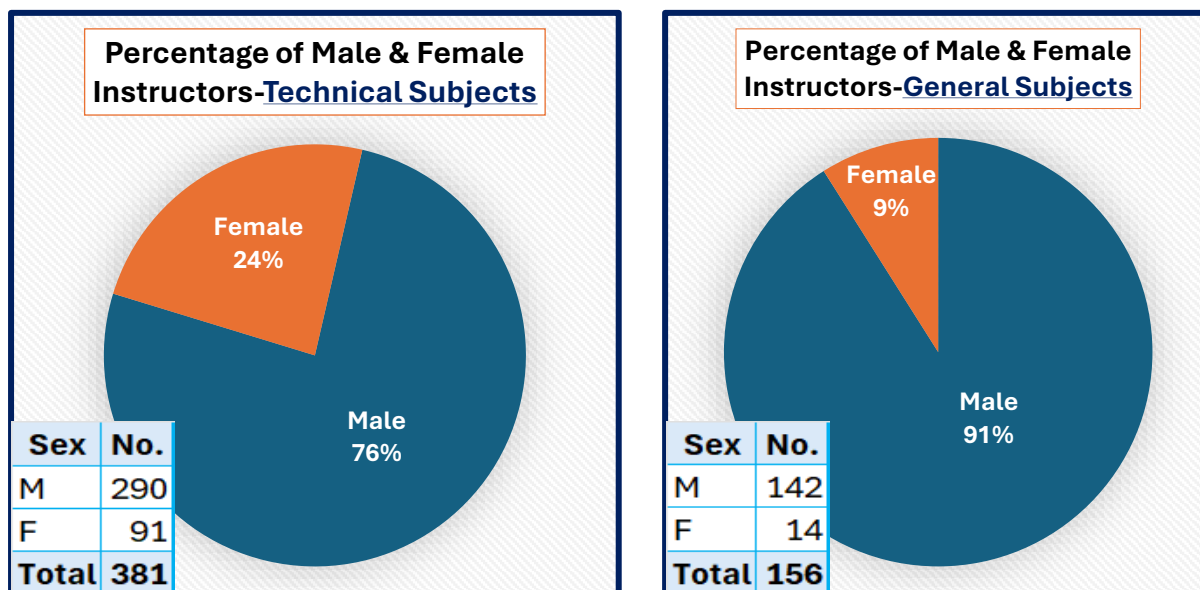


with 19.6% female instructors (technical only), whereas the female teacher percentage in the secondary level is 25.6% percentage. However, if combined both general and technical subject instructors of TVET sector (CTEVT) in Karnali province, the female representation is

24%, which is quite similar to that of female teachers in the secondary level in general education in Nepal.

3.1.24.3 Sex Ratio of Instructors (CTVET-affiliated TVET Schools) in Karnali

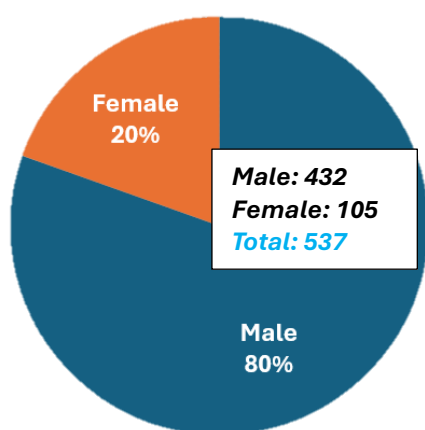
Percentage of female teachers look higher than the percentage in general subjects. There are 9% female teachers in general subjects whereas percentage of female teachers stands at 24%



in technical subjects.

By qualification, there are 245 instructors who have Bachelor's Degree qualification, whereas those holding Master's degree qualification are 175. There are 52 instructors having Diploma level qualifications and 48 instructors with intermediate level qualifications; while there 3 and 14 instructors/teachers having M.Phil. and Pre-Diploma qualification respectively out of total 537 instructors working in TVET institutions/schools in Karnali province.

3.1.24.4 Percentage of Female Instructors (overall both technical and general subjects)



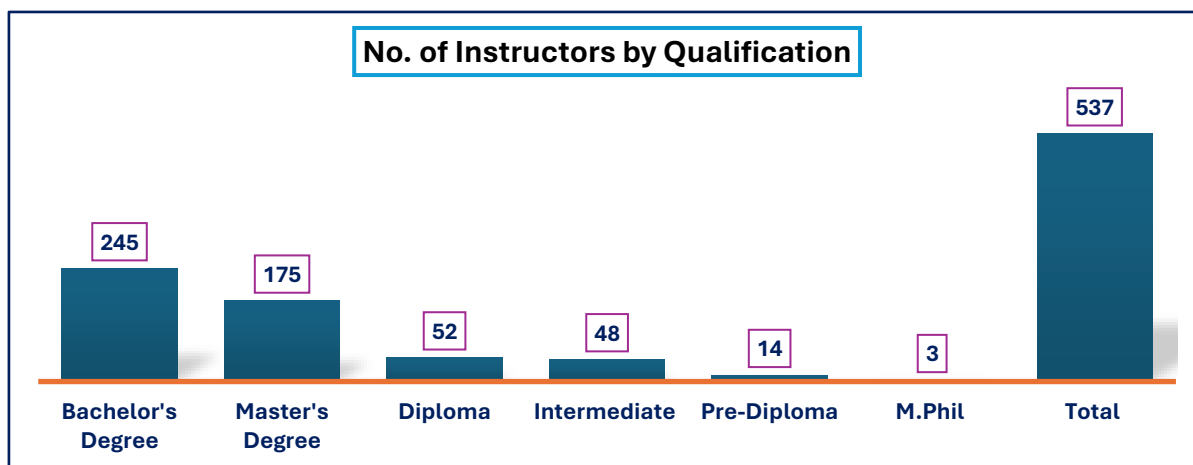
In overall, ratio of female instructors both technical and general subjects stands at 20%. Of them, 50 (9.36%) have Bachelor's Degree qualification, while 2.81 % have intermediate level of qualification, 1.87% have Diploma level qualification.

However, instructor's retention on the job is observed challenging in Karnali with frequent turnover of instructors. Hence, it is required to engender congenial ambience for instructors for retention.

3.1.24.5 No of Instructors by Level of Qualification

In TVET schools of Karnali Province, there are a total of 537 instructors teaching at Pre-Diploma and Diploma levels, with 71% (341) holding technical qualifications and 29% (196) holding general qualifications. Among them, 245 instructors (45.6%) have a Bachelor's

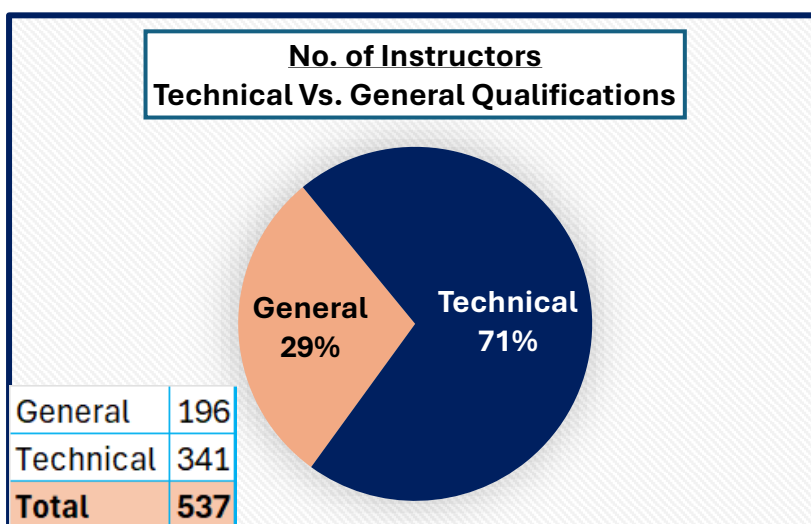
Degree, and 175 (32.6%) hold a Master's Degree, while smaller proportions possess a Diploma (52 or 9.7%), Intermediate/Pre-Diploma (48 or 8.9%), or M.Phil. (3 or 0.6%). Out of 156



instructors teaching general subjects, only 9% (14) are female and 91% (142) are male, reflecting a notable gender imbalance in general subjects.

A comparative outlook is provided comparing the percentage of TVET sector (CTVET) female instructor of Karnali with percentage of female teachers in general education system at the national level, presenting a comparative overview.

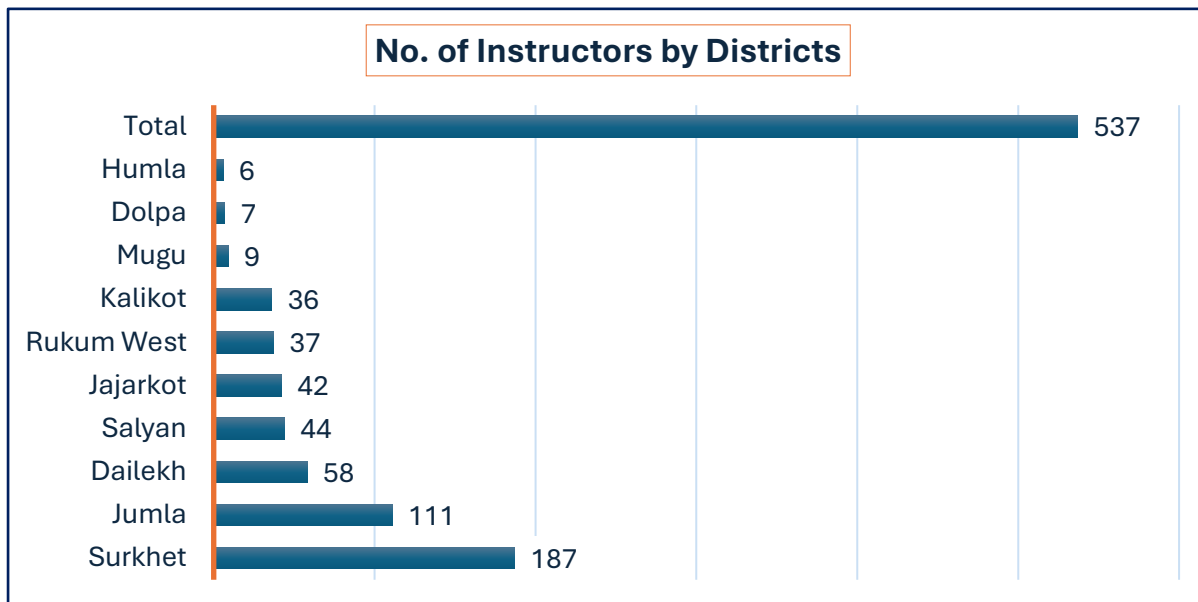
3.1.24.6 Percentage of Instructors having Technical and General Qualifications



In terms of technical and general qualifications, out of 534 instructors recorded, instructors having from the background of technical qualification are 71%, (341) while instructors having general qualification are 29% (196). In number, teachers/instructors with general qualifications are 196 and instructors having technical qualifications are 341.

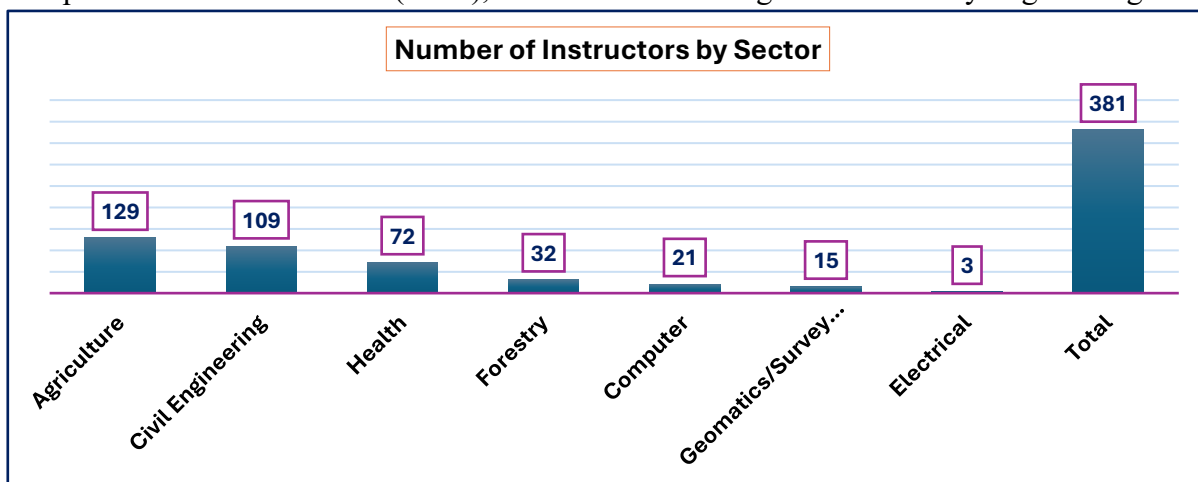
3.1.24.7 Number of Instructors by Districts

Out of 534 instructors in CTEVT-affiliated TVET institutions, Surkhet holds the highest number of TVET instructors with total 187 instructors, followed by Jumla with 111. Other districts host fewer instructors with Dailekh (58), Salyan (44), Jajarkot (42), Rukum West (37), and Kalikot (36), Mugu (9), Dolpa (7), and Humla (6). This distribution needs to look at aligning with the number of TVET institutions in the district. In the context of Karnali province, it has been challenging to retain instructors in the remote areas. In some urban areas like Birendranagar Surkhet, it is found that a single instructor taking classes across different TVET institutions as a part-time job, which creates a duplication in data.



3.1.24.8 Number of Instructors by Sector (CTEVT)

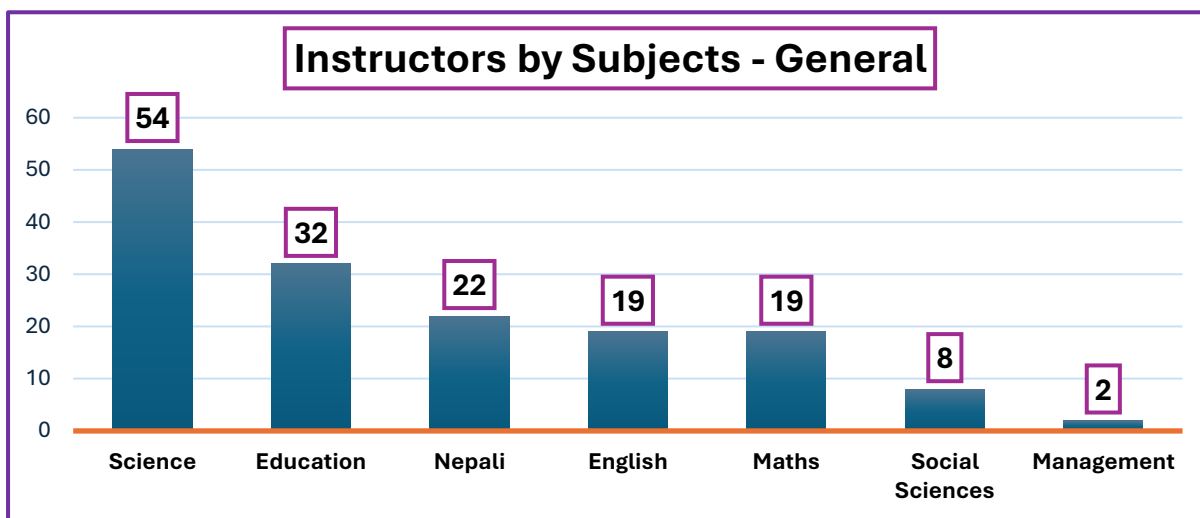
There are a total of 381 instructors teaching technical subjects in CTEVT-affiliated TVET institutions across Karnali Province. Among them, the highest number-129 instructors (33.9%)-hold academic qualifications in agriculture, followed closely by 109 instructors (28.6%) from a civil engineering background. The health sector contributes 72 instructors (18.9%), while forestry accounts for 32 instructors (8.4%). Instructors with qualifications in computer science number 21 (5.5%), and those from the geomatics/survey engineering field



are 15 (3.9%). Only 3 instructors (0.8%) come from the electrical sector. This composition indicates a strong presence of agriculture and civil engineering expertise in the technical education landscape of Karnali. However, this reflects the number of trades being taught across TVET institutions in Karnali province. Instructors having technical qualifications account for 71% of total instructors across TVET institutions in Karnali.

3.1.24.9 Number of Instructors having General Qualifications

In CTEVT-affiliated TVET institutions of Karnali Province, there are a total of 156 instructors teaching general subjects, each with academic qualifications in their respective fields. Among them, the highest number-54 instructors (34.6%)-hold qualifications in Science, followed by 32 (20.5%) from Education qualification. There are 22 instructors (14.1%) teaching Nepali subjects, 19 (12.2%) in English and Mathematics each. The number of instructors from the

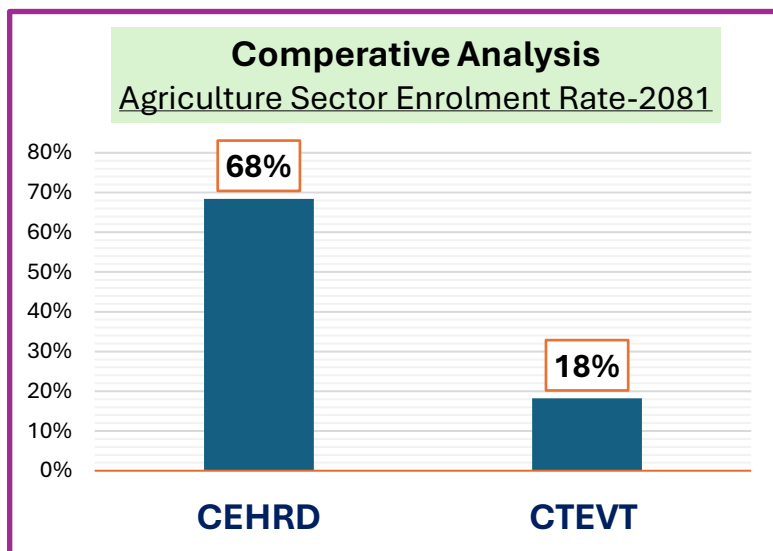


Social Sciences stands at 8 (5.1%), while only 2 instructors (1.3%) are from a management background. Instructors having general qualifications account for 29% of total instructors across TVET institutions in Karnali.

3.1.25 Comparative Analysis of Capacity vs. Enrolment by Sector between CTEVT vs. CEHRD affiliated institutions/schools

3.1.25.1 Comparative Overview of Enrolment Rate (2081) across Agriculture Sector Programs in CTEVT and CEHRD affiliated institutions/schools

It presents a comparative overview of enrolment rate across agriculture sector TVET programs between CTEVT and CEHRD affiliated institutions/schools.

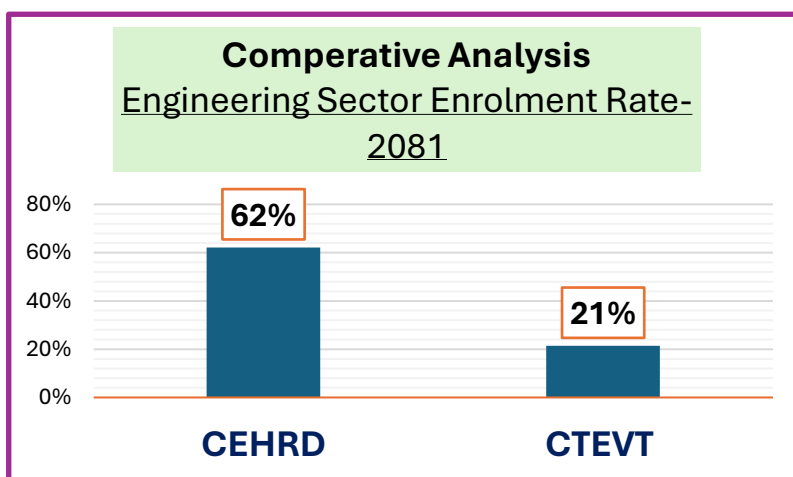


CEHRD runs agriculture programs in 24 schools in Karnali province with 3053 enrolled students (in 2081 academic year in grade 9 to 12) against 4464 enrolment capacity in agriculture programs standing at 68% enrolment rate.

On the other hand, CTEVT has 117 affiliated agriculture programs in Karnali province with 4680 enrolment capacity but has got 851 student

enrolment in the academic year-2081, resulting in a low 18% enrolment rate.

3.1.25.2 Comparative Overview of Enrolment Rate (2081) across Engineering Sector Programs in CTEVT and CEHRD affiliated institutions/schools



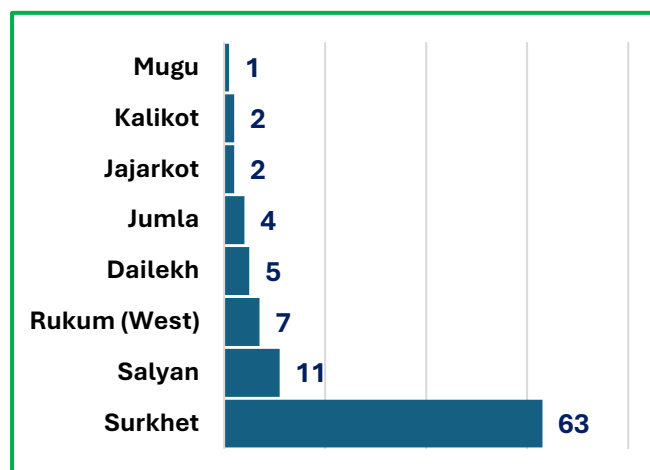
There are 14 CEHRD 9-12 technical stream schools that run engineering programs that enrolled 1432 students against 2304 enrolment capacity, standing at 62% enrolment rate.

On the other hand, there are 79 CTEVT-affiliated engineering programs in Karnali province, with 3288 enrolment capacity, where 703 students are enrolled in

the academic year-2081, with 21% enrolment rate.

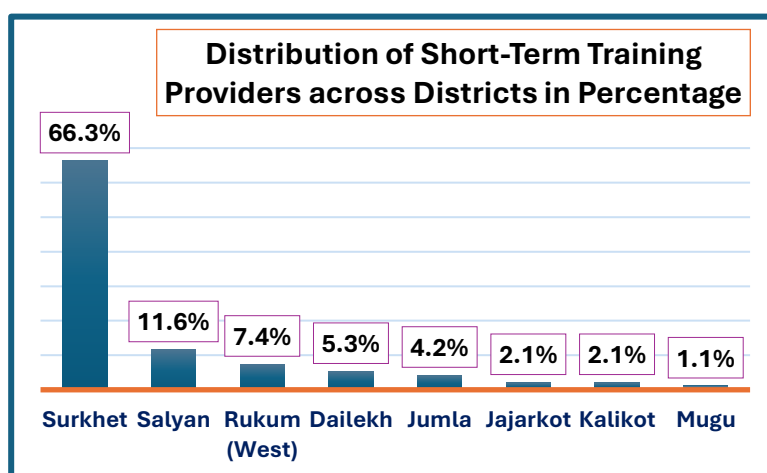
3.2 Short-Term Training - CTEVT

3.2.1 Number of short-term training providers by district



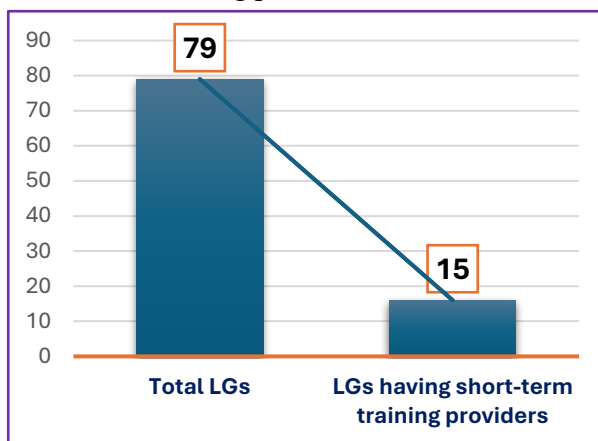
Surkhet is in the leading centre with 63 short-term training providers, which shows that short-term trainings are urban-centric with better infrastructure, investment and attraction of such programs in urban areas. In contrast, districts like Mugu, Kalikot, and Jajarkot each have two or fewer providers, highlighting a gap in short-term training opportunities in hard-to-reach rural region. Salyan and Rukum (West) show moderate provision with 11 and 7 providers respectively.

Putting the distribution of short-term training providers across the districts in Karnali in percentage, Surkhet leads the chart with 63 institutes, representing a 66.3% of the total, which shows its pivotal role as a regional training hub, naturally due to better access, infrastructure, urban concentration and provincial capital. Salyan lies in second spot with 11 institutes (11.6%), while Rukum (West) holds 7 institutes (7.4%). Dailekh and Jumla have even fewer 5 and 4 institutes respectively while Jajarkot and Kalikot have 2 and 2 (4%). Mugu has only one institute, just at 1%. However, there is a need to study the individual status of short-term trainings in terms of their activeness as well.



3.2.2 Total LGs vs. LGs with short-term training providers by district

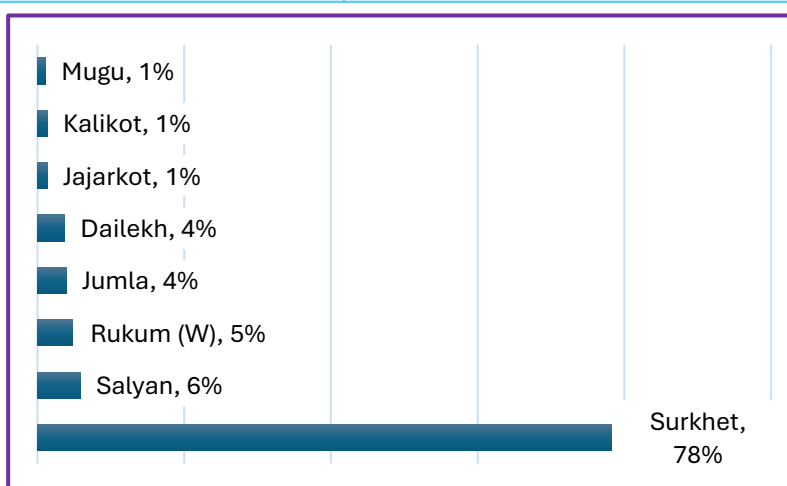
Out of 79 LGs in Karnali Province, only 15 LGs have such training providers, which constitutes just 19% of the total. The difference highlights a significant challenge in the accessibility and distribution of short-term training opportunities across the rural areas of Karnali province. From a policy perspective, this suggests an urgent need for targeted interventions to expand vocational or skill-based training services, especially in underserved rural areas. Connecting this gap enhances the access of vocational trainings to rural areas of Karnali province, supporting more inclusive socio-economic development.



3.2.3. Number of training programs by district

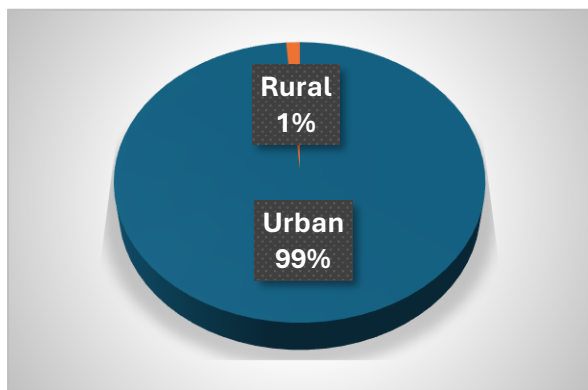
Districts	No. of Training Programs	Percentage of Share by District
Surkhet	362	78.19%
Salyan	27	5.83%
Rukum (West)	22	4.75%
Jumla	18	3.89%
Dailekh	17	3.67%
Jajarkot	6	1.30%
Kalikot	6	1.30%
Mugu	5	1.08%
Grand Total	463	100%

Surkhet has the highest share at 78% in terms of short-term training. Mugu, Kalikot, and Jajarkot have only 1% each. Dailekh and Jumla each have 4%. Rukum (West) holds 5%, and Salyan has 6%. This shows a big gap in the distribution of short-term training programs. This disparity highlights the need for equitable distribution of training programs across the districts enhancing access of vocational training in rural region.



3.2.4 Rural-Urban Dichotomy in Short-Term Training Program Distribution

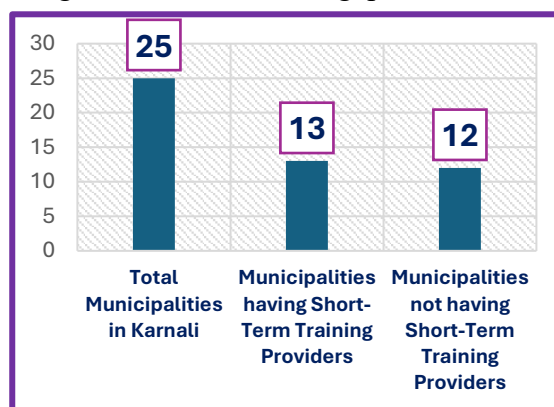
The chart presents a rural-urban divide in the distribution of short-term training providers. 99% (457) of institutes are in urban municipalities/urban-centred, while only 1% (6) serve rural areas/rural municipalities. This extreme imbalance suggests a heavy concentration of resources, opportunities and infrastructure in urban settings. As a result, individuals in rural municipalities are likely to face significant barriers to accessing vocational training, which could widen existing socio-economic gaps. The data



underscores the urgent need to decentralize training services and improve outreach in rural regions to ensure more inclusive and equitable skill development.

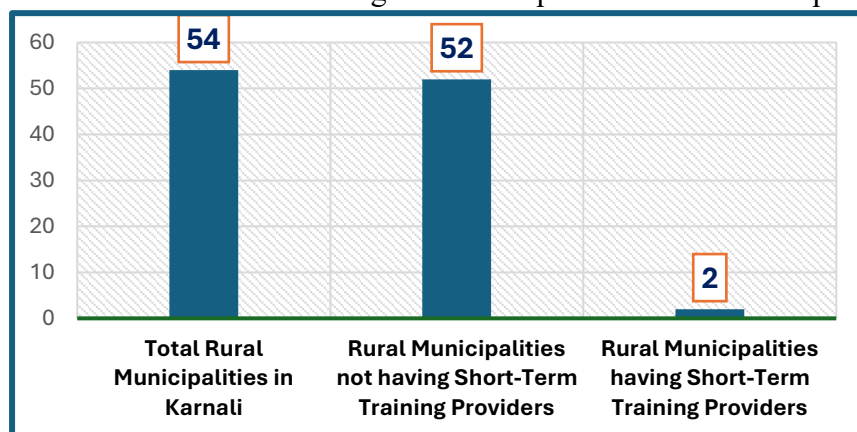
3.2.5 Disparity in Short-Term Training within Rural Municipalities in Karnali Province

The chart highlights the distribution short-term training providers across Municipalities within the province. Out of total 25 municipalities, 13 municipalities have such providers, while 12 municipalities do not have any short-term training providers. It pinpoints the disparities among the municipalities in terms of improving access to short-term vocational training opportunities. The absence of providers in these 12 municipalities could hinder skill development, especially in remote or underserved areas.



3.2.6 Access Disparity in Short-Term Training across Rural Municipalities

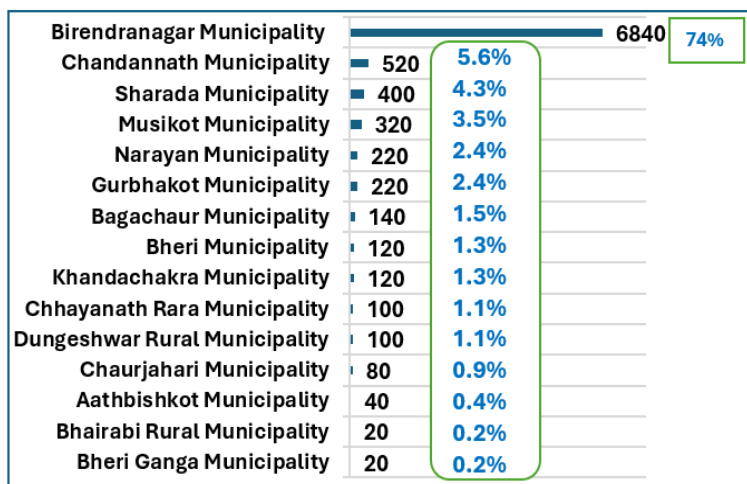
Access of vocational training further deepens in Rural Municipalities (RMs). Out of 54 rural municipalities in Karnali province, only 2 Rural Municipalities have short-term training providers, while 52 Rural Municipalities do not have access to vocational training providers, presenting a critical gap in the distribution of short-term training providers across rural municipalities in Karnali. It suggests that most rural youths are either deprived of vocational training opportunities or have to migrate to urban areas to get access to vocational training opportunities.



3.2.7 Enrolment capacity per intake by LGs

Among 15 Palikas, Birendranagar Municipality holds a dominance with enrolment capacity of 6840, representing substantial 73.9% of the total intake of Karnali province.

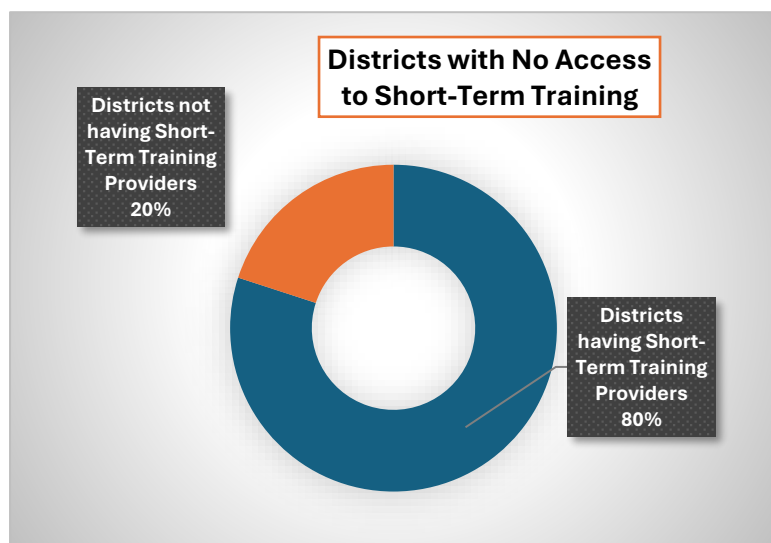
Chandannath Municipality follows distantly with 520 enrolments (5.6%), while Sharada Municipality offers 400 (4.3%). Musikot Municipality and Narayan Municipality provide 320 (3.5%) and 220 (2.4%) seats



and Gurbhakot 220 (2.4%) respectively. Other LGs with limited capacities include Bagachaur at 140 (1.5%), Bheri and Khandachakra each with 120 (1.3%), and Chhayanath Rara and Dungeshwar Rural Municipality both offering 100 (1.1%). Smaller contributors like Chaurjahari (80, 0.9%), Aathbishkot (40, 0.4%), Bhairabi Rural Municipality and Bheri Ganga Municipality with just 20 enrolments each (0.2%) reflect the extreme lowest end of the distribution.

3.2.8 Districts with No Short-Term Training Providers

There are still two districts where there are not any short-term training providers. They

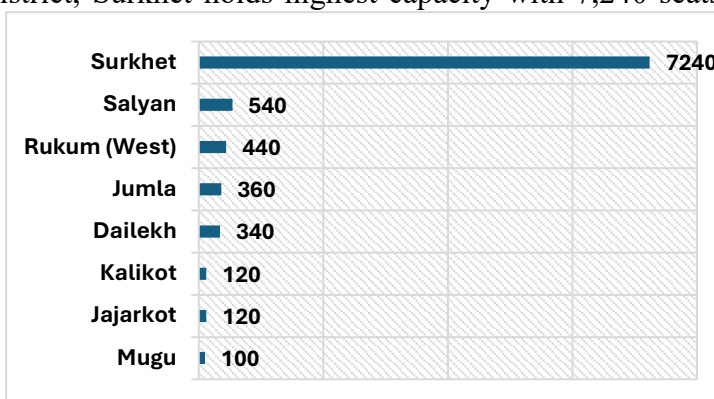


completely rely on other districts specially Surkhet and other urban areas for providing their youths to access to vocational training. Out of 10 districts in Karnali, 8 districts have more or less number of short-term training providers, but with limited number of vocational training options. Two districts; Dolpa and Humla which have utmost need of short-term trainings, do not have any short-term training institutes, which calls for an urgent need to expand short-

term training opportunities in those districts.

3.2.9 Enrolment capacity per intake by Districts

Looking at enrolment capacity by district, Surkhet holds highest capacity with 7,240 seats. Salyan has 540 seats, and Rukum (West) has 440. Jumla and Dailekh offer 360 and 340 seats, respectively. Kalikot and Jajarkot each have 120, while Mugu has the lowest with 100. This shows a big gap between Surkhet and the rest. Most districts have very limited capacity. People in those areas may face challenges in accessing training. More balanced support is needed to reduce this gap.



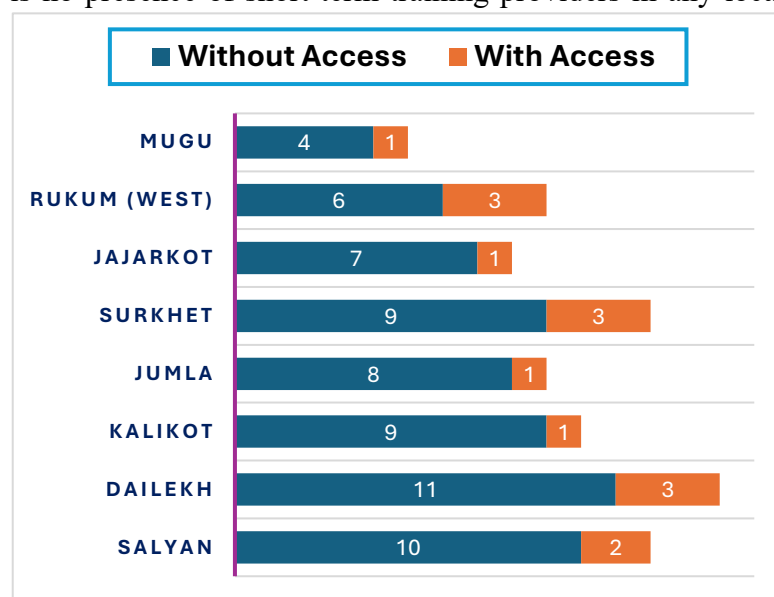
3.2.10 Districts having the presence of short-term training providers

The pie chart shows the presence of short-term training providers by district. 80% of districts have training providers. Only 20% do not. This means most districts have access to training. It is a positive sign for skill development. However, some areas are still left out. These gaps may affect equal access to opportunities. More effort is needed to reach the remaining districts. Expanding coverage can support inclusive growth and reduce regional disparities.

Description	Number
Districts with short-term training providers	52
Rural Municipalities without short-term training providers	2

3.2.11 LGs by district with/without access of short-term training providers

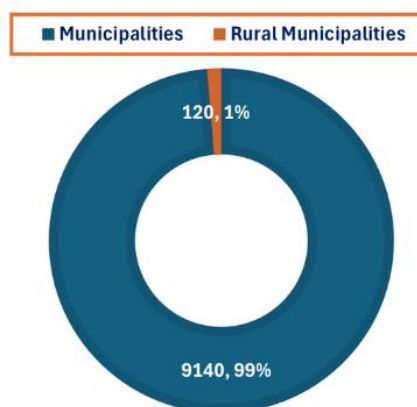
It is essential to figure out number of LGs by districts with/without access of short-term training providers. Out of total 79 local governments in Karnali Province, 69 (87.3%) lack access to short-term training providers, while only 10 (12.7%) have access. In Humla and Dolpa, there is no presence of short-term training providers in any local governments (0%), followed by Kalikot (1 out of 10, 10%), Jajarkot (1 out of 8, 12.5%), Mugu (1 out of 5, 20%), and Jumla (1 out of 9, 11.1%). Dailekh has 3 out of 14 (21.4%) with access, while Rukum West has 3 out of 9 (33.3%). Salyan shows 2 out of 12 (16.7%) with access, and Surkhet has the highest number, with 3 out of 12 (25%) local governments having access to short-term training providers. This highlights a gross disparity in vocational training availability across districts and LGs underscoring the need for more



inclusive TVET interventions.

3.2.12 Enrolment Capacity by Municipalities vs. Rural Municipalities

The access of vocational training in Karnali hints a serious challenge in bridging urban-rural divide. Only 1 % (120) training opportunities are disbursed across vast rural terrain/communities of the largest province of Nepal, whereas 99% (9140) training access are urban-centric. In a long-run, it implicates the development stagnation in Karnali, further deepening rural-urban dichotomy and exacerbating inequality.



3.2.13 Number of short-term training programs by district and LG

In terms of district and Palika-wise distribution of short-term training programs across Karnali Province, Surkhet accounts for 362 out of 463 total programs (78.2%) of Karnali province, with Birendranagar Municipality (350 programs), followed by Gurbhakot Municipality (11) and Bheri Ganga Municipality (1).

District	Palika	No. of STP
Dailekh	Narayan Municipality	11
	Dungeshwar Rural Municipality	5
	Bhairabi Rural Municipality	1
Jajarkot	Bheri Municipality	6
Jumla	Chandannath Municipality	18
Kalikot	Khandachakra Municipality	6
Mugu	Chhayanath Rara Municipality	5
Rukum (West)	Musikot Municipality	16
	Chaurjahari Municipality	4
	Aathbishkot Municipality	2
Salyan	Sharada Municipality	20
	Bagachaur Municipality	7
Surkhet	Birendranagar Municipality	350
	Gurbhakot Municipality	11
	Bheri Ganga Municipality	1
Total		463

for 362 out of 463 total programs (78.2%) of Karnali province, with Birendranagar Municipality (350 programs), followed by Gurbhakot Municipality (11) and Bheri Ganga Municipality (1). Salyan ranks second, hosting 27 programs (5.8%) across Sharada Municipality (20) and Bagachaur Municipality (7). Rukum West follows with 22 programs (4.8%), implemented through Musikot Municipality (16), Chaurjahari Municipality (4), and Aathbishkot Municipality (2). Jumla has 18 programs (3.9%), all concentrated in Chandannath Municipality,

while Dailekh has 17 programs (3.7%), distributed among Narayan Municipality (11), Dungeshwar Rural Municipality (5), and Bhairabi Rural Municipality (1). Jajarkot offers 6 programs (1.3%) in Bheri Municipality, and both Kalikot and Mugu offer 6 (1.3%) and 5 (1.1%) programs respectively, through Khandachakra Municipality and Chhayanath Rara Municipality.

3.2.14 Number of Training by Sectors

There are total 463 short-term training programs across various sectors. The highest number of training programs is offered in Computer Sector, with 75 programs, accounting for 16.2% of the overall training programs. This is followed by Agriculture/Forestry with 57 programs (12.3%) and Civil/Construction with 56 programs (12.1%). The Tourism/Hospitality sector offers 45 programs (9.7%), while Electrical Training comprises 44 programs (9.5%). Management and Business Services includes 38 programs (8.2%), and Electronics accounts for 29 programs (6.3%). Sectors such as Automobile; Tailoring, Garment, Textile and Hosiery; and Beauty and Cosmetology each offer 20 programs, representing 4.3% individually. Education/Pedagogy has 12 programs (2.6%), and Animal Science has 10 programs (2.2%). Law, Human Rights and Labor, along with Mechanical, each account for 9 programs (1.9%). Health Sector offers 7 programs (1.5%), and Renewable/Alternative

Training Sector	No. of programs	Share in %
Computer	75	16%
Agriculture/Forestry	57	12%
Civil/Construction	56	12%
Tourism/Hospitality	45	10%
Electrical	44	10%
Management and Business Services	38	8%
Electronics	29	6%
Automobile	20	4%
Tailoring, Garment, Textile and Hosiery	20	4%
Beauty and Cosmetology	20	4%
Education/Pedagogy	12	3%
Animal Science	10	2%
Law, Human Rights and Labor	9	2%
Mechanical	9	2%
Health	7	2%
Renewable/Alternative Energy	6	1%
Professional	4	1%
Building Electrician	1	0.2%
Tailoring, Garment, Textile and Hosiery	1	0.2%
Grand Total	463	100.00%

Energy has 6 programs (1.3%). Professional Training comprises 4 programs (0.9%), while Building Electrician and Tailoring, Garment, Textile and Hosiery each have 1 program, accounting for 0.2% each. Altogether, these sectors sum up to 463 training programs.

Enrolment Capacity by Sector

Sectors	Capacity Per Intake
Computer	1500
Agriculture/Forestry	1140
Civil/Construction	1120
Tourism/Hospitality	900
Electrical	880
Management and Business Services	760
Electronics	580
Automobile	400
Tailoring, Garment, Textile and Hosiery	400
Beauty and Cosmetology	400
Education/Pedagogy	240

Animal Science	200
Law, Human Rights and Labor	180
Mechanical	180
Health	140
Renewable/Alternative Energy	120
Professional	80
Building Electrician	20
Tailoring, Garment, Textile and Hosiery	20
Grand Total	9260

The table shows a clear imbalance in enrolment capacity across sectors. The computer sector leads with 1,500 seats making up a large share of total capacity. Agriculture/Forestry (1,100) and Civil/Construction (1,000) also have high capacities. Other sectors like Tourism/Hospitality (800) and Electrical (700) follow behind. In contrast, sectors such as Building Electrician and Tailoring/Garment/Textile/Hosiery have only 20 seats each. This shows a strong focus on digital and technical fields, while traditional trades and niche areas receive very limited capacity. The data suggests a need to diversify training investments to support broader workforce needs and ensure balanced sectoral development.

3.2.15 Enrolment Capacity by District

Sector	Capacity per Intake	Percentage of Share
Surkhet	7240	78.19%
Salyan	540	5.83%
Rukum (West)	440	4.75%
Jumla	360	3.89%
Dailekh	340	3.67%
Jajarkot	120	1.30%
Kalikot	120	1.30%
Mugu	100	1.08%
Grand Total	9260	100.00%

The chart shows enrolment capacity by district. Surkhet has the highest capacity with 7,240 seats, making up over 78% of the total. Salyan follows with 540 seats, and Rukum (West) has 440. Jumla and Dailekh offer 360 and 340 seats, respectively. Jajarkot and Kalikot each have 120, while Mugu has the lowest with 100. This shows a major gap between Surkhet and the rest. Most districts have very limited capacity. People in those areas may struggle to access training. More balanced support is needed to close this gap.

3.2.16 Training programs by Sector, District and Capacity

Sector and district	Capacity per Intake	Percentage of Capacity
Computer	1500	16.20%
Surkhet	940	10.15%
Salyan	220	2.38%
Rukum (West)	120	1.30%
Jajarkot	80	0.86%
Dailekh	60	0.65%
Kalikot	60	0.65%
Jumla	20	0.22%

Agriculture/Forestry	1140	12.31%
Surkhet	760	8.21%
Jumla	220	2.38%
Mugu	80	0.86%
Salyan	40	0.43%
Dailekh	20	0.22%
Rukum (West)	20	0.22%
Civil/Construction	1120	12.10%
Surkhet	840	9.07%
Rukum (West)	120	1.30%
Dailekh	100	1.08%
Jumla	40	0.43%
Kalikot	20	0.22%
Tourism/Hospitality	900	9.72%
Surkhet	840	9.07%
Jumla	60	0.65%
Electrical	880	9.50%
Surkhet	680	7.34%
Rukum (West)	60	0.65%
Dailekh	60	0.65%
Salyan	40	0.43%
Jumla	20	0.22%
Kalikot	20	0.22%
Management and Business Services	760	8.21%
Surkhet	520	5.62%
Salyan	140	1.51%
Dailekh	40	0.43%
Jajarkot	40	0.43%
Kalikot	20	0.22%
Electronics	580	6.26%
Surkhet	520	5.62%
Salyan	20	0.22%
Dailekh	20	0.22%
Rukum (West)	20	0.22%
Automobile	400	4.32%
Surkhet	380	4.10%
Rukum (West)	20	0.22%
Tailoring, Garment, Textile and Hosiery	400	4.32%
Surkhet	340	3.67%
Rukum (West)	40	0.43%
Mugu	20	0.22%
Beauty and Cosmetology	400	4.32%
Surkhet	340	3.67%
Salyan	20	0.22%
Dailekh	20	0.22%
Rukum (West)	20	0.22%

Education/Pedagogy	240	2.59%
Surkhet	220	2.38%
Dailekh	20	0.22%
Animal Science	200	2.16%
Surkhet	200	2.16%
Law, Human Rights and Labor	180	1.94%
Surkhet	180	1.94%
Mechanical	180	1.94%
Surkhet	180	1.94%
Health	140	1.51%
Surkhet	140	1.51%
Renewable/Alternative Energy	120	1.30%
Surkhet	120	1.30%
Professional	80	0.86%
Surkhet	40	0.43%
Rukum (West)	20	0.22%
Salyan	20	0.22%
Building Electrician	20	0.22%
Salyan	20	0.22%
Tailoring, Garment, Textile and Hosiery	20	0.22%
Salyan	20	0.22%
Grand Total	9260	100.00%

1. Computer: Computer sector has the highest enrolment capacity with 1,500 seats (18.8%), most of which-940 (62.7%)-are in Surkhet.
2. Agriculture/Forestry: Holds second capacity with 1,140 seats (14.3%), led by Surkhet with 760 seats (66.7%), and smaller shares in Dailekh and Jumla.
3. Civil/Construction: Offers 1,000 seats (12.5%), primarily distributed between Surkhet and Dailekh, indicating an urban concentration.
4. Tourism/Hospitality: This sector has 800 seats (10.0%), with mostly concentrated in Surkhet and Rukum (West), and limited rural reach.
5. Electrical: Has a total of 700 seats (8.8%), dominated by Surkhet and Dailekh, while other districts are underrepresented.
6. Light Vehicle Mechanic: Comprises 280 seats (3.5%), again with Surkhet in the lead, offering niche but narrowly accessible skills.
7. Plumbing and Pipe Fitting: Only 100 seats (1.3%) available, thinly spread across districts; most do not offer this training.
8. Building Electrician: Very limited with just 20 seats (0.25%), found in a few rural areas.
9. Mason and Other Skills: Each of these sectors has 20 to 40 seats (0.3%-0.5%), scattered across remote districts like Kalikot and Jajarkot.
10. Tailoring/Garment/Textile/Hosiery: This group has only 20 seats (0.25%), available in limited rural areas with little urban presence.
9. Mason and Other Traditional Skills: Each of these sectors also has just 20 to 40 seats. They serve scattered districts like Kalikot and Jajarkot, but the numbers are very small.
10. Tailoring/Garment/Textile/Hosiery: This group has only 20 seats total. It is available in limited rural locations, with almost no visibility in urban areas.

The data shows how urban centres, especially Surkhet dominates in both quantity and diversity of training options. Rural and less developed districts lack sectoral variety and scale.

3.3 Skill Test and Certification Data

3.3.1 Skill Test: Applicant, Appeared and Graduate - Level-1

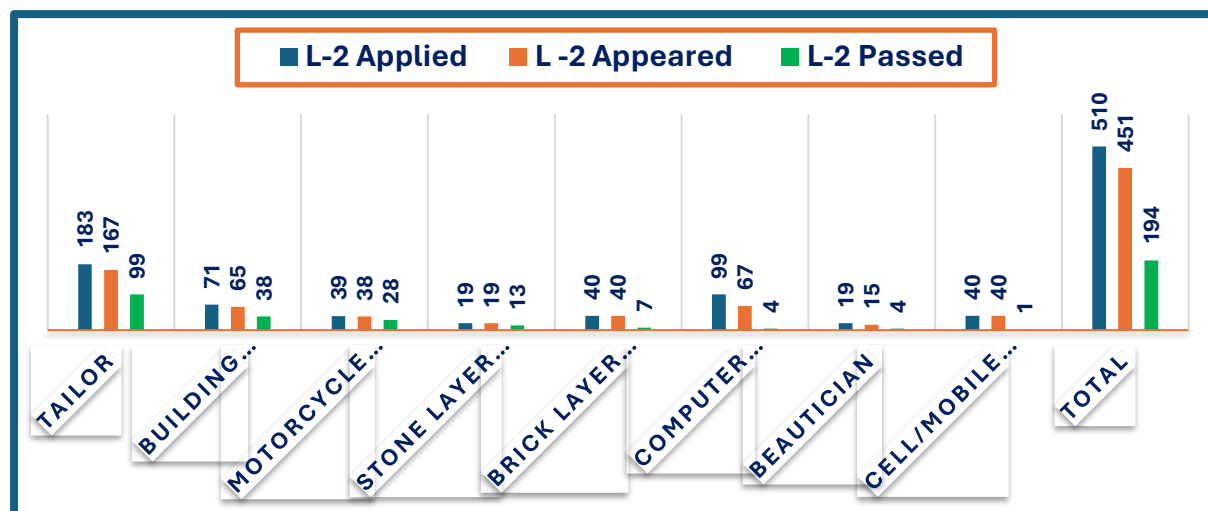
Occupation	Total Applied	Total Appeared	Total Passed
Building Electrician	1230	1194	770
Tailor	686	661	527
Enterprise Development Facilitator	1050	900	407
Brick Layer Mason	338	334	251
Off Season Vegetable Producer	381	347	245
Junior Plumber	302	302	218
Assistant Beautician	286	259	153
Community Livestock Assistant	180	180	147
Plumber	178	165	134
Community Agriculture Assistant	160	159	117
Mushroom Grower	180	160	112
Village Animal Health Worker	120	119	108
Mobile Phone Repair Technician	186	180	105
Furniture Maker	165	165	103
Commis-III	120	116	79
Junior Computer Hardware Technician	321	291	73
Tile Marble Fixer	60	60	48
Scaffolder (Tubular)	60	60	44
Building Painter	37	37	34
Chinese Cook	32	32	27
Motorcycle Mechanic	40	40	26
Bar Bender	40	40	23
Poultry Technician	20	18	18
Early Childhood Development Facilitator	129	128	17
Nursery Assistant	20	18	13
Continental Cook	13	13	10
Barber	11	10	10
Computer Hardware Technician	60	59	4
Assistant Waiter	15	13	1
Grand Total	6420	6060	3824

Source: NSTB, 2077-04-01 to 2081-03-31

The Level-I training data shows that out of 6,420 total applicants, 6,060 appeared in the exams and 3,824 graduated. Building Electrician has the highest number of applicants (1,230), with 1,194 appearing and 770 graduates. Tailor followed with 686 applicants, 661 appearing, and 527 graduates, while Enterprise Development Facilitator had 1,050 applicants, 900 appeared, but only 407 passed. Other notable occupations include Brick Layer Mason (338 applied, 334 appeared, 251 passed), Off Season Vegetable Producer (381-347-245), Junior Plumber (302-

302-218), Assistant Beautician (286-259-153), and Community Livestock Assistant (180-180-147). Occupations such as Plumber (178-165-134), Community Agriculture Assistant (160-159-117), Mushroom Grower (180-160-112), and Village Animal Health Worker (120-119-108) also has good results. While Poultry Technician (20-18-18) and Barber (11-10-10) has achieved perfect pass rates, trades like Computer Hardware Technician (60-59-4) and Assistant Waiter (15-13-1) have relatively low graduation rate.

3.3.2 STB Skill Test Applicants and Graduates of Level-2



In level-2 as well, tailoring has the highest number of applicants (183) and graduates (99), showing strong participation and success. Mobile repair has 40 applicants but only 1 person passed. Similarly, computer and bricklayer also have low pass rates despite decent turnout. Overall, out of 510 applicants, 451 appeared, and 194 passed. This suggests a significant gap between participation and passing, with some sectors needing better preparation or training support.

Table

Occupation	L-2 Applied	L -2 Appeared	L-2 Passed
Tailor	183	167	99
Building Electrician	71	65	38
Motorcycle Mechanic	39	38	28
Stone Layer Mason	19	19	13
Brick Layer Mason	40	40	7
Computer Operator	99	67	4
Beautician	19	15	4
Cell/Mobile Phone Repair Technician	40	40	1
Total	510	451	194

3.3.3 NSTB Skill Test Applicants and Graduates (Both Level-I & Level-II) in Karnali

Occupation	Total Applied	Total Appeared	Total Passed
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Building Electrician	1301	1259	808
Tailor	869	828	626
Enterprise Development Facilitator	1050	900	407
Brick Layer Mason	378	374	258
Off Season Vegetable Producer	381	347	245
Junior Plumber	302	302	218
Assistant Beautician	286	259	153
Community Livestock Assistant	180	180	147
Plumber	178	165	134
Community Agriculture Assistant	160	159	117
Mushroom Grower	180	160	112
Village Animal Health Worker	120	119	108
Mobile Phone Repair Technician	186	180	105
Furniture Maker	165	165	103
Commis-III	120	116	79
Junior Computer Hardware Technician	321	291	73
Motorcycle Mechanic	79	78	54
Tile Marble Fixer	60	60	48
Scaffolder (Tubular)	60	60	44
Building Painter	37	37	34
Chinese Cook	32	32	27
Bar Bender	40	40	23
Poultry Technician	20	18	18
Early Childhood Development Facilitator	129	128	17
Stone Layer Mason	19	19	13
Nursery Assistant	20	18	13
Barber	11	10	10
Continental Cook	13	13	10
Computer Operator	99	67	4
Beautician	19	15	4
Computer Hardware Technician	60	59	4
Assistant Waiter	15	13	1
Cell/Mobile Phone Repair Technician	40	40	1
Grand Total	6930	6511	4018

Source: NSTB, 2077-04-01 to 2081-03-3

NSTB data covering both Level-1 and Level-2 assessments reveals that out of 6,930 total applicants across various occupations, 6,511 appeared in the tests and 4,018 successfully graduated. Building Electrician saw the highest number of applicants (1,301), with 1,259 appeared and 808 graduates. It was followed by Tailor (869 applied, 828 appeared, 626 passed), and Enterprise Development Facilitator (1,050-900-407). Other occupations with notable graduate numbers include Brick Layer Mason (378-374-258), Off Season Vegetable Producer (381-347-245), Junior Plumber (302-302-218), Assistant Beautician (286-259-153), Community Livestock Assistant (180-180-147), Plumber (178-165-134), and Community

Agriculture Assistant (160-159-117). Moderate pass figures are observed in trades like Mushroom Grower (180-160-112), Village Animal Health Worker (120-119-108), Mobile Phone Repair Technician (186-180-105), and Furniture Maker (165-165-103). Some occupations such as Poultry Technician (20-18-18), Barber (11-10-10), and Continental Cook (13-13-10) showed full or near-full graduation rates, despite relatively smaller participation. However, a few occupations like Computer Operator (99-67-4), Beautician (19-15-4), Computer Hardware Technician (60-59-4), Assistant Waiter (15-13-1), and Cell/Mobile Phone Repair Technician (40-40-1) have very low graduation rates.

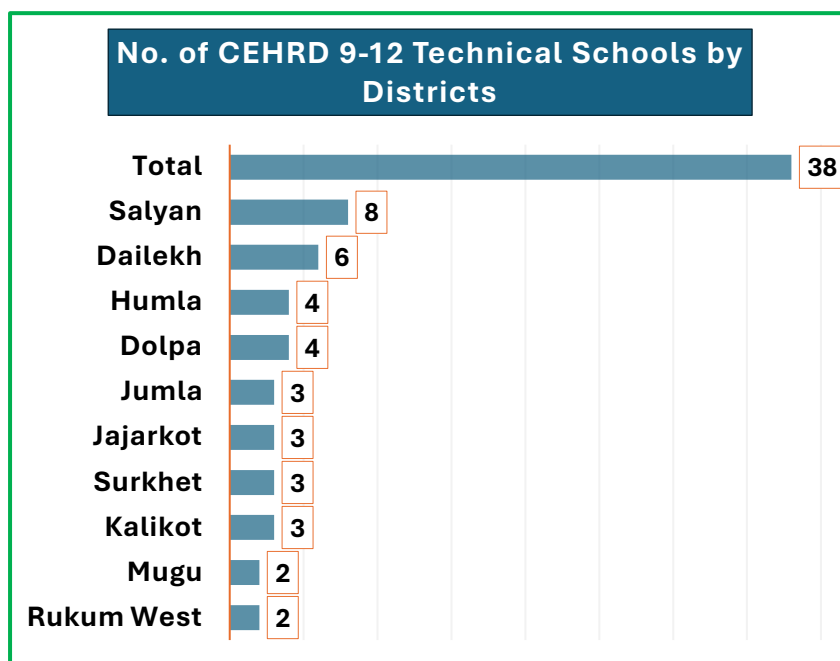
3.3.4 Top occupations in demand for vocational training

S.N.	Occupations
1	Building Electrician
2	Enterprise Development Facilitator
3	Tailor
4	Off Season Vegetable Producer
5	Brick Layer Mason
6	Junior Computer Hardware Technician
7	Junior Plumber
8	Assistant Beautician
9	Mobile Phone Repair Technician
10	Community Livestock Assistant
11	Mushroom Grower

This ranking is based on the number of applicants in NSTB skill testing system. Building Electrician is the most demanded occupation in skill testing, indicating the highest market demand for skilled workers in electrical installation and maintenance. Similarly, Enterprise Development Facilitator follows in second, reflecting the growing need for professionals who can support entrepreneurship and small business growth. Tailor stands third, showing continued demand in the garment and fashion industry. In fourth and fifth positions are Off Season Vegetable Producer and Brick Layer Mason, highlighting strong market needs in commercial agriculture and construction. Junior Computer Hardware Technician ranks sixth, underscoring the rising importance of IT maintenance skills, while Junior Plumber and Assistant Beautician, in seventh and eighth positions respectively, point to consistent demand in household services and personal care. Mobile Phone Repair Technician at ninth reflects the widespread reliance on mobile devices, and Community Livestock Assistant and Mushroom Grower, ranking tenth and eleventh, indicate continued demand in the livestock and high-value crop sectors.

3.4 CEHRD 9-12 Technical Stream

3.4.1 Number of CEHRD 9-12 Technical Schools by District

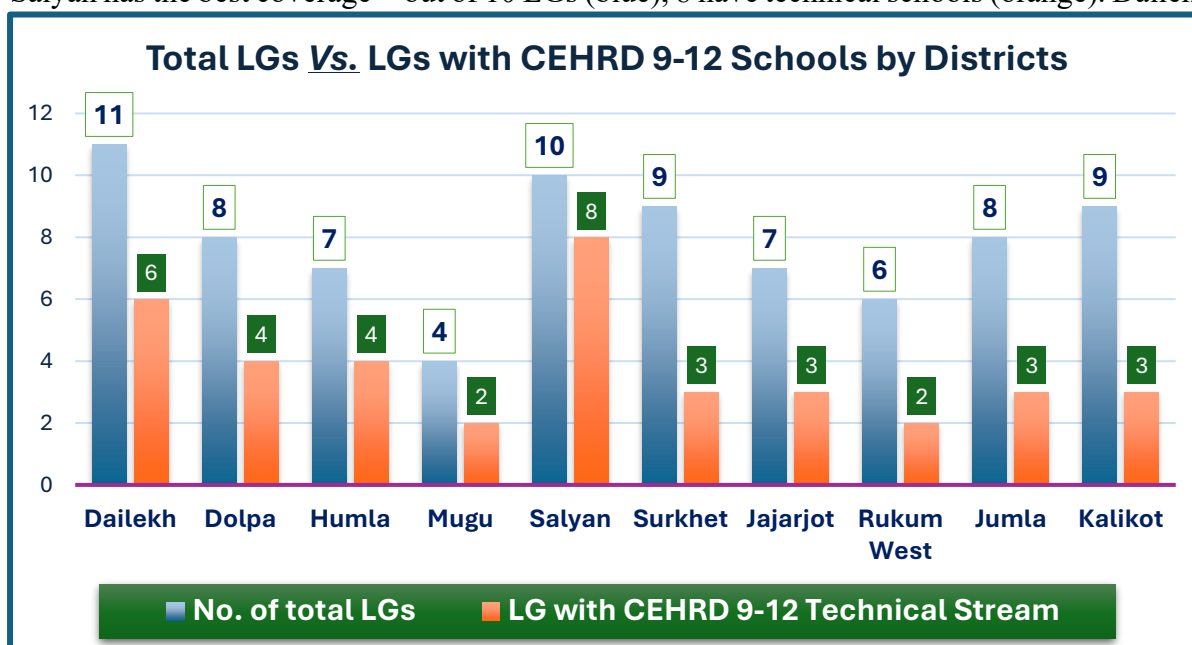


There are a total 38 CEHRD 9-12 technical schools across all ten districts in Karnali province. Salyan district has the highest number of CEHRD technical stream schools with 8 schools, followed by Dailekh with 6 schools. Dolpa and Humla each have 4 schools, while Kalikot, Surkhet, Jajarkot, and Jumla each have 3 schools. The lowest number of CEHRD 9-12 schools are in Rukum West and Mugu, with only 2 schools each.

These schools are located in 38 different Palika/LGs with only one school in a Palika/LG. See Annex for the list of those 38 LGs.

3.4.2 LG with/without CEHRD Technical stream Schools

As per LGs CEHRD 9-12 Technical Stream Schools in each district: Blue bars show the total number of LGs per district, while orange bars show how many of them have technical schools. Salyan has the best coverage—out of 10 LGs (blue), 8 have technical schools (orange). Dailekh



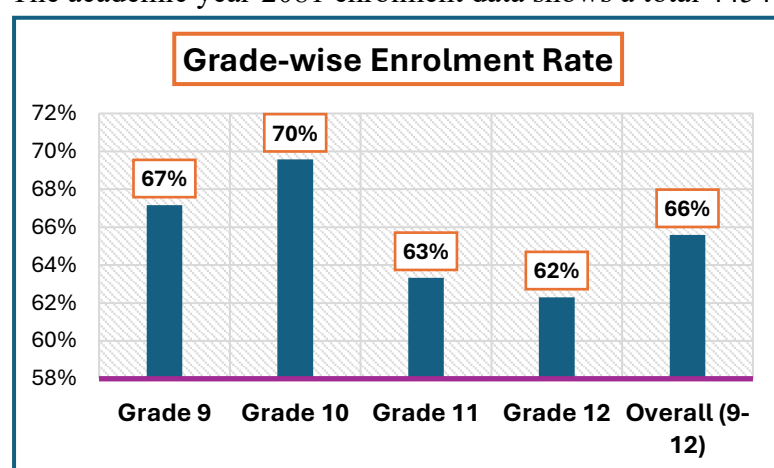
follows with 11 LGs and 6 schools. In contrast, Rukum West and Mugu have the lowest access, with only 2 out of 6 and 2 out of 4 LGs having technical schools. This shows that while some districts are well-covered, others, especially remote ones need more investment to expand technical education access.

Table 3.4.2

District	Total LGs	LGs with CEHRD 9–12 Schools
Dailekh	11	6
Dolpa	8	4
Humla	7	4
Mugu	4	2
Salyan	10	8
Surkhet	9	3
Jajarkot	7	3
Rukum (West)	6	2
Jumla	8	3
Kalikot	9	3

3.4.3 Enrolment Rate of CEHRD 9-12 Technical Stream by Grades

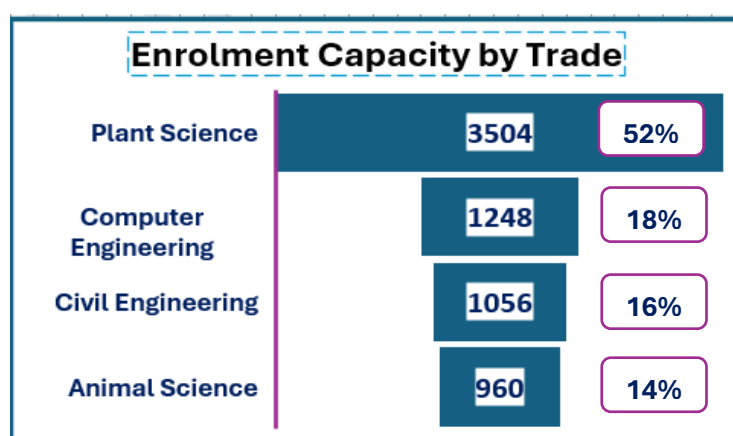
The academic year-2081 enrolment data shows a total 4454 students enrolled in CEHRD 9-12



technical streams. Looking the data grade-wise, 1225 students (67%) are enrolled in Grade 9 out of 1824 seats, 1269 students (70%) in Grade 10 out of 1824 quota, 1003 students (63%) in Grade 11 out of 1584, and 957 students (62%) in Grade 12 out of 1536. Altogether, 4454 students are enrolled across Grades 9-12 against total 6,768 enrolment capacity, with overall enrolment standing at 66%.

Comparatively, grade 10 observed higher enrolment and then a gradual decline in subsequent grade 11 and grade 12.

3.4.4 Enrolment Capacity by Trade in CEHRD 9-12 Technical Stream

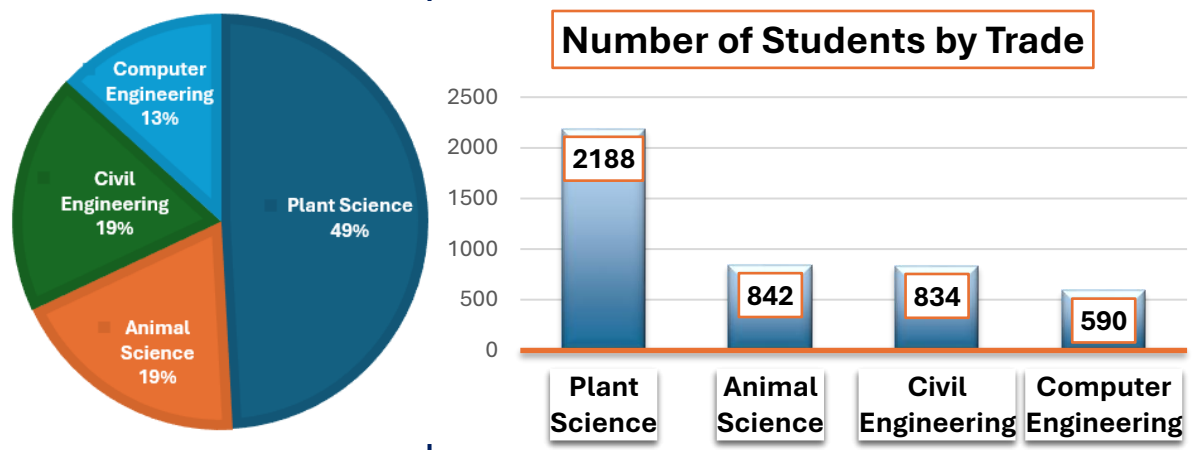


Total enrolment capacity of CEHRD's grades 9-12 technical stream stands at 6768. Plant Science holds the largest share of enrolment with 3504 seats, accounting for 52% of the total capacity. This is followed by Computer Engineering with 1248 seats (18%), Civil Engineering with 1056 seats (16%), and Animal Science with 960 seats (14%). The data evidently resonates a strong

focus on agriculture sector, particularly Plant Science, which alone comprises over half of the total enrolment capacity across CEHRD 9-12 technical stream.

3.4.5 Number of Students Enrolment by Trade – 2081

There are four trades being taught in CEHRD 9-12 technical stream. Of them, Plant Science has the highest number of students at 2,188 (49.1%), making it the most preferred subject. Animal Science follows with 842 students (18.9%), and Civil Engineering closely trails with



834 students (18.7%).

Computer Engineering has an enrolment of 590 students (13.2%). These figures indicate that agriculture-related subjects dominate student preferences in the province, while IT-related trades like Computer Engineering have relatively lower enrolment.

3.4.6 Enrolment Rate against Capacity by District and Palika

District and Palika	Enrolment-2081			Capacity	Enrolment Rate against capacity
	Girls	Boys	Total		
Dailekh	264	264	528	960	55%
Aathabis Municipality	21	23	44	96	46%
Bhagawatimai RM	65	40	105	192	55%
Bhairabi Rural Municipality	24	29	53	96	55%
Dullu Municipality	32	46	78	192	41%
Narayan Municipality	58	77	135	192	70%
Naumule Rural Municipality	64	49	113	192	59%
Dolpa	197	272	469	768	61%
Jagadulla Rural Municipality	23	47	70	192	36%
Kaike Rural Municipality	44	65	109	192	57%
Mudkechula Rural Municipality	68	72	140	192	73%
Tripurasundari Municipality	62	88	150	192	78%
Humla	131	105	236	672	35%
Kharpunath Rural Municipality	29	40	69	192	36%
Namkha Rural Municipality	28	16	44	192	23%
Simkot Rural Municipality	46	24	70	192	36%
Tajakot Rural Municipality	28	25	53	96	55%
Jajarkot	209	143	352	480	73%
Barekot Rural Municipality	45	51	96	96	100%

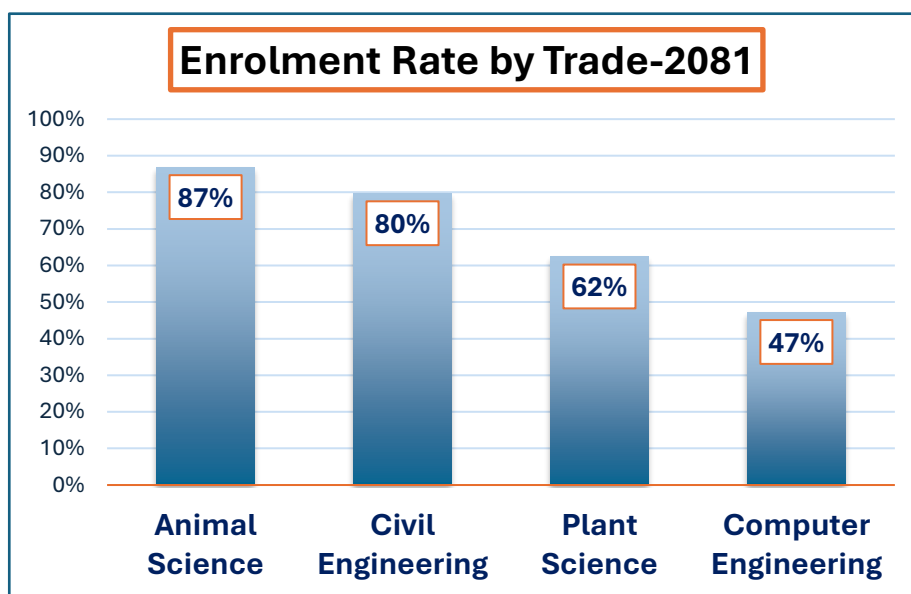
Chhedagad Municipality	69	36	105	192	55%
Kushe Rural Municipality	95	56	151	192	79%
Jumla	255	271	526	576	91%
Chandannath Municipality	84	107	191	192	99%
Hima Rural Municipality	90	90	180	192	94%
Tila Rural Municipality	81	74	155	192	81%
Kalikot	132	100	232	432	54%
Mahawai Rural Municipality	62	25	87	144	60%
Raskot Municipality	38	44	82	96	85%
Sanni Tribeni Rural Municipality	32	31	63	192	33%
Mugu	105	97	202	384	53%
Khatyad Rural Municipality	52	47	99	192	52%
Mugum Karmarong	53	50	103	192	54%
Rukum Paschim	167	248	415	384	108%
Chaurjahari Municipality	63	116	179	192	93%
Sani Bheri Rural Municipality	104	132	236	192	123%
Salyan	507	525	1032	1536	67%
Bagchaur Municipality	68	55	123	192	64%
Bangad Kupinde Municipality	89	86	175	192	91%
Kalimati Rural Municipality	55	62	117	192	61%
Kapurkot Rural Municipality	36	55	91	192	47%
Kumakh Rural Municipality	92	55	147	192	77%
Sharada Municipality	28	101	129	192	67%
Siddha Kumakh RM	101	87	188	192	98%
Triveni Rural Municipality	38	24	62	192	32%
Surkhet	231	231	462	576	80%
Birendranagar Municipality	81	88	169	192	88%
Gurbhakot Municipality	73	53	126	192	66%
Panchapuri Municipality	77	90	167	192	87%
Grand Total	2198	2256	4454	6768	66%

The overall enrolment rate in short-term training programs across Karnali Province stands at 66%, with 4,454 students enrolled out of a total capacity of 6,768. Among the districts, Rukum West stands out with an enrolment rate of 108%, indicating an over-enrolment compared to its allocated capacity. This is largely driven by Sani Bheri Rural Municipality, which alone reports a 123% enrolment rate (236 students against a capacity of 192), followed by Chaurjahari Municipality at 93%. Similarly, Jumla records a high enrolment rate of 91%, with strong performances from Chandannath Municipality (99%), Hima Rural Municipality (94%), and Tila Rural Municipality (81%). Surkhet also performs above the provincial average, reaching an 80% enrolment rate, with Birendranagar (88%) and Panchapuri (87%) contributing significantly.

Humla has relatively low enrolment with 35%, nevertheless, remote districts like Dolpa and Mugu have modest enrolment with 61% 53% respectively. Notably, some Palikas like Namkha Rural Municipality (23%) of Humla and Sanni Tribeni Rural Municipality (33%) of Kalikot exhibit extremely low enrolment level. Salyan performs fairly well with 67% overall rate, but its internal disparities are evident - Triveni Rural Municipality has only 32% enrolment, while Siddha Kumakh nearly reaches full capacity with 98%. These patterns reflect both geographic and institutional disparities across the province.

3.4.7 Enrolment Rate by Trade -2081

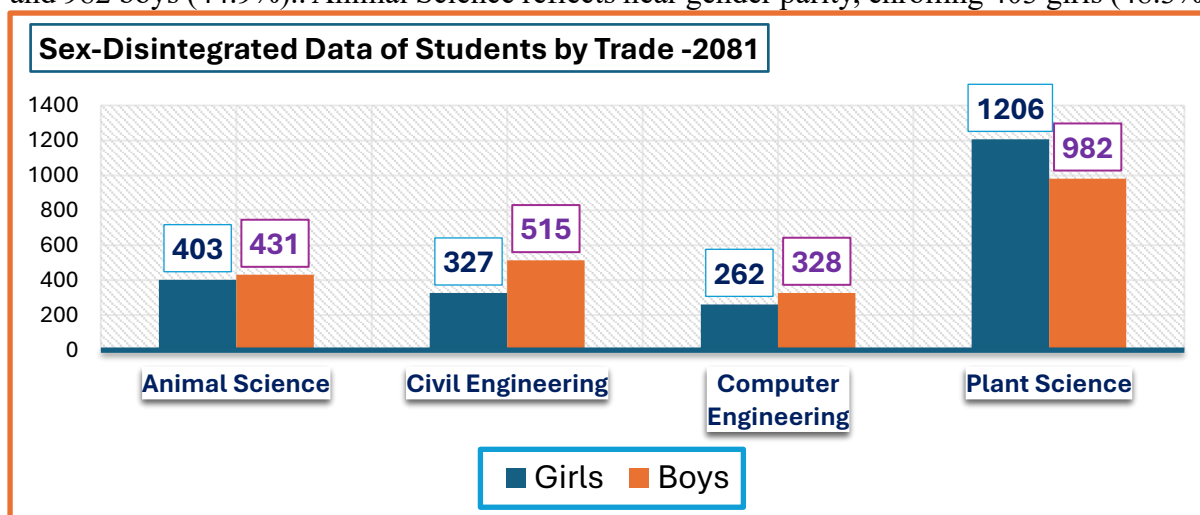
The trade-wise enrolment rate against capacity in Karnali Province reveals a pattern of students' attraction to different trades. Animal Science records the highest enrolment rate at 87%, indicating almost all available seats are filled in this trade. Civil Engineering follows closely with an 80% enrolment rate,



demonstrating strong demand in this sector as well. Plant Science shows a comparatively lower enrolment rate of 62%, suggesting moderate interest or possible capacity surplus. In contrast, Computer Engineering has the lowest enrolment rate among the running trades at 47%, with less than half of the available seats occupied. This pattern highlights a relatively higher preference for agriculture and construction-related trades compared to technical fields like computer engineering in CEHRD 9-12 technical streams in the province.

3.4.8 Enrolment by Grade and Sex

Based on enrolment data for the academic year 2081 across four trades (total 4,454 students), in CEHRD 9-13 schools, Plant Science shows higher participation of girls with 1,206 (55.1%) and 982 boys (44.9%).. Animal Science reflects near gender parity, enrolling 403 girls (48.3%)

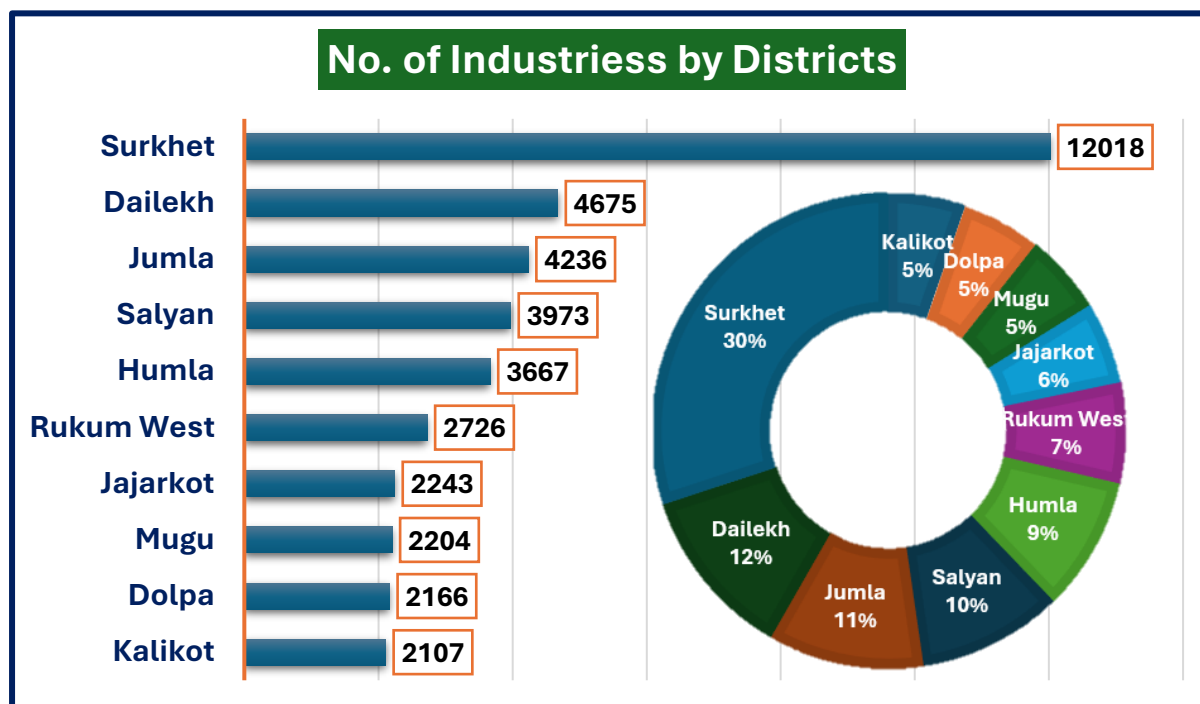


and 431 boys (51.7%). However, Civil Engineering remains male-dominated with 515 boys (61.2%) and 327 girls (38.8%), and a similar pattern appears in Computer Engineering, where 328 boys (55.6%) outnumber 262 girls (44.4%). These figures highlight promising female engagement in agriculture-related trades, while also indicating the need for targeted efforts to promote gender equity in technical fields traditionally dominated by males.

4. Industry Sector

4.1 Number of Industries by Districts in Karnali Province

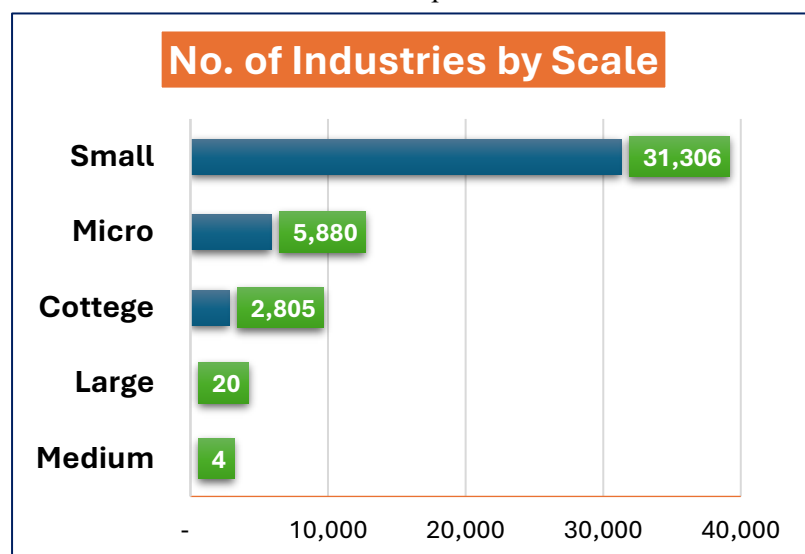
There are a total 40,015 industries across Karnali province. Of them, Surkhet hosts the largest number of industries with 12,018 industries (30.2%), followed by Dailekh with 4,675 industries (11.8%), Jumla with 4,236 (10.6%), and Salyan with 3,973 (10.0%). Humla also shows a



significant industrial presence with 3,667 industries (9.2%). The remaining districts-Rukum West (2,726 or 6.8%), Jajarkot (2,243 or 5.6%), Mugu (2,204 or 5.5%), Dolpa (2,166 or 5.4%), and Kalikot (2,107 or 5.3%)-have comparatively fewer industries, each accounting for under 7% of the province's total. This distribution highlights Surkhet's dominant position in the industrial sector of Karnali.

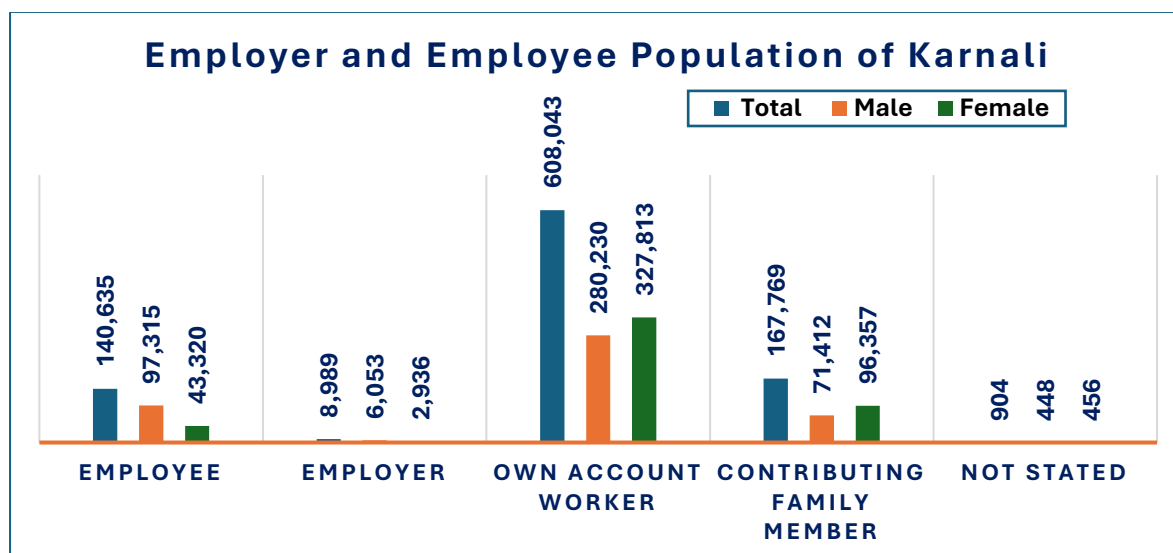
4.2 Number of Industries by Scale

The bar chart illustrates the distribution of industries in Karnali Province by size, revealing a strong dominance of small-scale enterprises. Small industries lead overwhelmingly with 31,306 establishments (77.9%), making them by far the most common type. They are followed by micro industries, numbering 5,880 (14.6%), and cottage industries, with 2,805 establishments (7.0%). In stark contrast, medium-scale industries are extremely limited, with just 4 enterprises (0.01%), and large-scale industries are slightly more, but still rare, at only 20 establishments (0.05%). This distribution clearly reflects a business environment heavily skewed toward small, micro, and cottage industries, with



minimal presence of larger enterprises in the region.

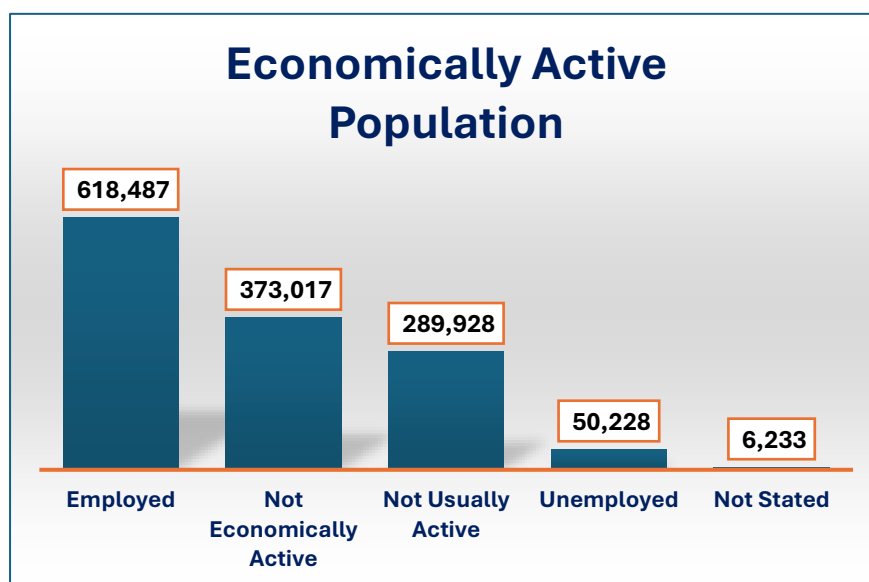
4.3 Employer and Employee Population of Karnali



In Karnali province, 140,635 individuals are employed, comprising 97,315 males (69.2%) and 43,320 females (30.8%) in Karnali province. The province has 8,989 employers, of which 6,053 are male (67.3%) and 2,936 are female (32.7%). 608,043 population has its own-account workers, with 280,230 males (46.1%) and 327,813 females (53.9%), indicating a higher share of women engaged in self-employment. Additionally, 167,769 people are contributing family members-those who work in family enterprises without direct pay-consisting of 71,412 males (42.6%) and 96,357 females (57.4%), while 904 individuals (0.1%) did not specify their employment status.

4.4 Employed and Unemployed Population in Karnali

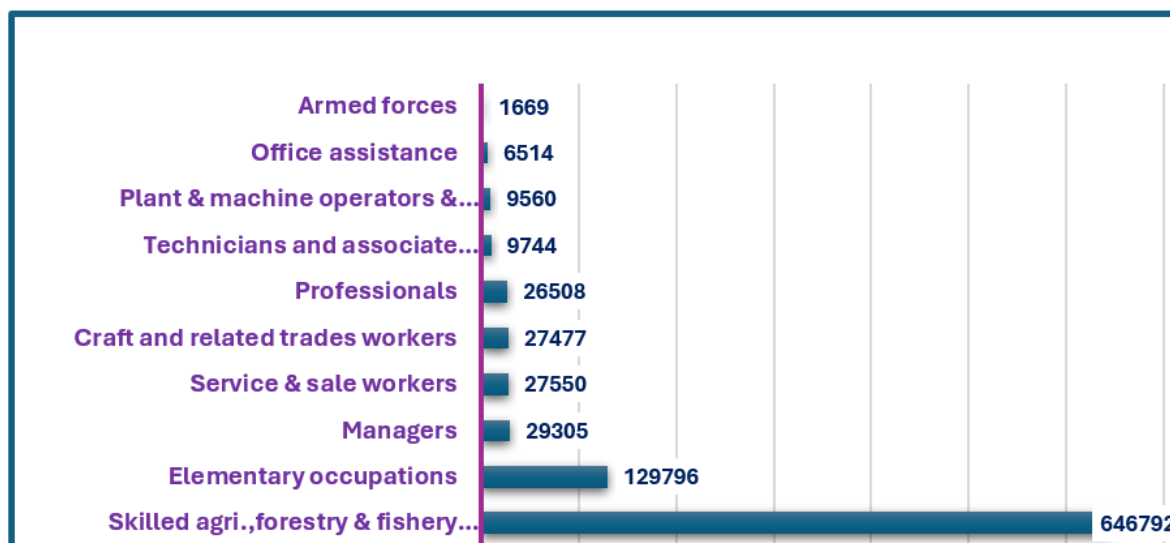
Out of the total recorded population, 618,487 individuals (39.7%) are employed, indicating a significant portion engaged in some sort of income-generating activities. Meanwhile, 373,017 people (23.9%) are categorized as not economically active. A considerable number-289,928 individuals (18.6%)-fall under the category of not usually active, likely reflecting seasonal workers or those with irregular engagement in the labor market. Alarming, 50,228 individuals (3.2%) are unemployed, highlighting the need for employment opportunities and skill



development programs. Additionally, 6,233 people (0.4%) have not stated their employment status. Despite the significant chunk of population engaged in some sort of income generating activities, the major concern is most of the population rely on subsistent level of income generation, being heavily dependent on subsistent agrarian economy.

4.5 Employment by Occupation

The largest occupational group consists of skilled agricultural, forestry, and fishery workers, employing 646,792 individuals, with 357,813 females and 288,979 males. This gender distribution reflects the prevalent rural and agrarian labor trend, where women often participate



in family-based subsistence farming.

- Elementary occupations, employing 129,796 individuals, with 67,304 females and 62,492 males. 29,691 workers in this category are children aged 10–14, highlighting the issue of child labor, especially in rural and marginalized areas.
- Professional roles, engaging 26,508 individuals, with a male majority (16,745 males) and a substantial female presence (9,763). Most professionals are in the 30-34 age group, indicating completion of higher education before entering the workforce.
- Managerial positions, accounting for 29,305 workers, with 18,554 males and 10,751 females, primarily aged 25-44, reflecting career advancement and maturity.
- Craft and related trades, involving 27,477 workers, predominantly males (22,509), concentrated between 20-39 years, aligning with vocational training and apprenticeships.
- Plant and machine operators and assemblers, almost entirely male (9,067 out of 9,560), indicating gendered labor roles in industrial settings.
- Technicians and associate professionals, totaling 9,744, skewed towards males (5,922) compared to females (3,822), mostly between 20–39 years, aligning with technical education timelines.

The occupational record shows a heavy connection in low-skilled and traditional sectors. The largest number is in Skilled agricultural, forestry & fishery work with 646,792 individuals; and in elementary occupations with 129,796 individuals. These two categories alone account for most of the workforce, reflecting Nepal's agrarian economic base and limited structural transformation. In contrast, higher-skilled categories such as Professionals (26,508), Technicians and associate professionals (9,744), and Managers (29,305) represent a much smaller portion of the labour force. Especially, Plant & machine operators (9,560) and Craft and related trades workers (27,477) also contribute significantly, indicating the presence of semi-skilled industrial labour. The comparatively low numbers in Office assistance (6,514) and Armed forces (1,669) further highlight the limited variation of employment. This occupational record shows the urgent need for skills upgrading sectoral variation and youth-oriented employment strategies to transition toward a more productive sector.

4.6 Employment by Sector

The employment distribution across various sectors in Karnali Province reveals a heavy dependence on traditional livelihoods. A staggering 682,997 individuals (75.7%) are engaged

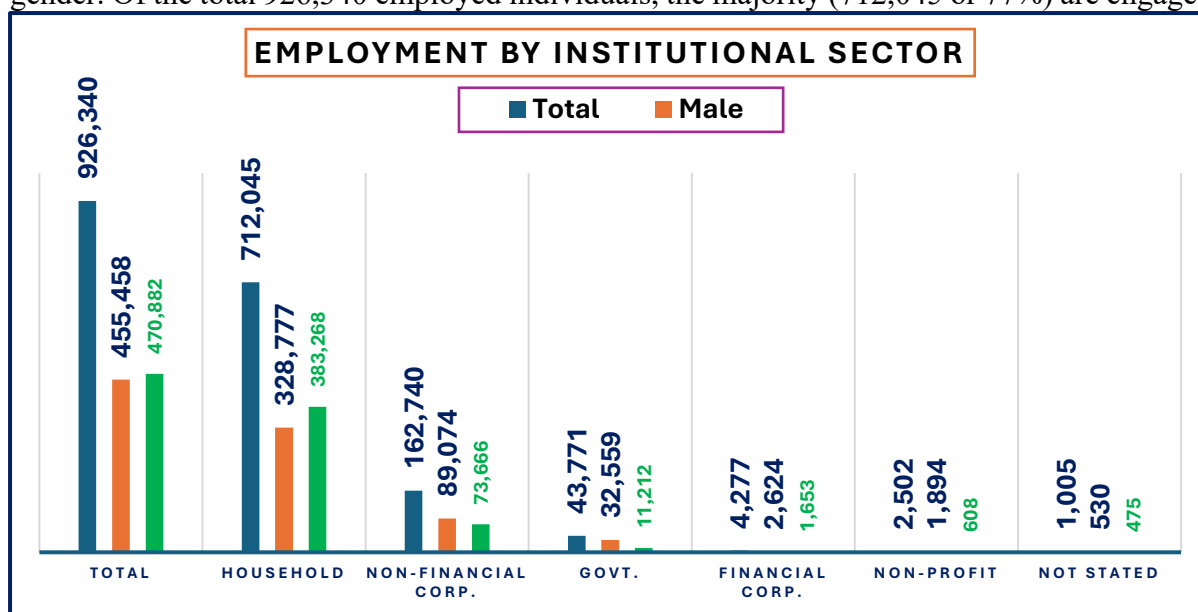
Sector	Self/Employment
Agriculture, forestry and fishing	682,997
Wholesale and retail trade; repair of motor vehicles and motorcycles	72,720
Construction	48,520
Education	24,096
Public administration and defense	20,843
Other service activities	18,650
Manufacturing	13,348
Accommodation and food services activities	8,713
Transportation and storage	8,703
Human health and social work activities	7,261

in the agriculture, forestry, and fishing sector, clearly making it the backbone of the province's economy. Following at a distant second is the wholesale and retail trade, including motor vehicle and motorcycle repair, employing 72,720 people (8.1%). The construction sector accounts for 48,520 workers (5.4%), indicating a moderate

presence of infrastructure-related employment. Meanwhile, sectors like education (24,096 or 2.7%), public administration and defense (20,843 or 2.3%), and other service activities (18,650 or 2.1%) show relatively lower engagement. Manufacturing, a key indicator of industrial growth, employs only 13,348 individuals (1.5%), reflecting the nascent stage of industrialization. The accommodation and food services (8,713 or 1.0%), transportation and storage (8,703 or 1.0%), and human health and social work activities (7,261 or 0.8%) contribute marginally. These figures underscore the urgent need to diversify employment opportunities and promote non-agricultural sectors for balanced economic development in Karnali Province.

4.7 Employment by Institutional Sector

As the chart illustrates employment distribution in Karnali Province by institutional sector and gender. Of the total 926,340 employed individuals, the majority (712,045 or 77%) are engaged





























in the household sector, with female employment (383,268) slightly surpassing that of males

(328,777), indicating the significant role of women in informal or home-based economic activities. The non-financial corporate sector employs 162,740 individuals, with a notable male dominance (89,074 males vs. 73,666 females), reflecting gender disparity in formal employment settings. The government sector employs 43,771 people, heavily male-skewed with only 11,212 females compared to 32,559 males, highlighting a sharp gender imbalance in public sector jobs. Employment in the financial corporate and non-profit sectors remains low, accounting for just 4,277 and 2,502 individuals respectively, with males also outnumbering females in both. Finally, 1,005 individuals fall under the “not stated” category. Overall, while women lead in household-based employment, formal sectors still show male dominance, emphasizing the need for inclusive employment policies and greater access for women to formal job opportunities in Karnali Province.

5. Annexes

Annex-5.1: No. of Active and Inactive Programs (2081)

Level, Sector and Program Title	No. of Affiliated Programs	No. of Active Programs	No. of Inactive Programs	Active Programs in %	Inactive Programs in %
Diploma Level (Overall)	116	52	64	45%	55%
Agriculture	51	17	34	 33%	67%
Diploma in Agriculture(Animal Science)	12	7	5	 58%	42%
Diploma in Agriculture(Plant Science)	39	10	29	 26%	74%
Engineering	37	16	21	 43%	57%
Diploma in Civil Engineering	23	11	12	 48%	52%
Diploma in Computer Engineering	4	3	1	 75%	25%
Diploma in Geomatics Engineering	8	1	7	 13%	88%
Diploma in Information Technology	2	1	1	 50%	50%
Forestry	11	4	7	 36%	64%
Diploma in Forestry	11	4	7	 36%	64%
Health/ Nursing	17	15	2	 88%	12%
Certificate in Medical Laboratory Technology	2	1	1	 50%	50%
Diploma in General Ayurved Medicine	2	2	0	 100%	0%
Diploma in Medical Laboratory Technology	1	1	0	 100%	0%
Diploma in Pharmacy	5	5	0	 100%	0%
PCL in Health Science (General Medicine)	5	5	0	 100%	0%
PCL in Nursing	2	1	1	 50%	50%
Pre-Diploma Level (Overall)	99	38	61	38%	62%
Agriculture	65	28	37	 43%	57%
Pre-Diploma in Agriculture (Plant Science)	45	16	29	 36%	64%
Pre-Diploma in Livestock Production /Animal Health	13	9	4	 69%	31%
Pre-Diploma in Veterinary Science	7	3	4	 43%	57%
Engineering	34	10	24	 29%	71%
Pre-Diploma in Civil Engineering	24	5	19	 21%	79%
Pre-Diploma in Computer Engineering	4	2	2	 50%	50%
Pre-Diploma in Electrical Engineering	4	1	3	 25%	75%
Pre-Diploma in Survey Engineering	2	2	0	 100%	0%
Total Affiliated Programs	215	90	125	42%	58%

Annex-5.2: No. of TVET-affiliated schools by District and LG

District and Palika	No. of TVET Schools
Dailekh	15
Narayan Municipality	6
Aathbish Municipality	2
Dullu Municipality	2
Mahabu Rural Municipality	1
Bhairabi Rural Municipality	1
Chamunda Bindrasaini Municipality	1
Dungeshwor Rural Municipality	1
Gurans Rural Municipality	1
Dolpa	2
Thuli Bheri Municipality	2
Humla	4
Tajakot Rural Municipality	1
Simikot Rural Municipality	1
Chankheli Rural Municipality	1
Sarkegad Rural Municipality	1
Jajarkot	9
Nalgad Municipality	2

Bheri Municipality	2
Barekot Rural Municipality	1
Kushe Rural Municipality	1
Shibalaya Rural Municipality	1
Chhedagad Municipality	1
Junichande Rural Municipality	1
Jumla	18
Chandannath Municipality	5
Tatopani Rural Municipality	3
Hima Rural Municipality	3
Patarasi Rural Municipality	2
Sinja Rural Municipality	2
Guthichaur Rural Municipality	1
Tila Rural Municipality	1
Kanakasundari Rural Municipality	1
Kalikot	12
Khadachakra Municipality	3
Sanni Tribeni Rural Municipality	2
Tilagupha Municipality	2
Pachaljharana Rural Municipality	2
Subhakalika Rural Municipality	1
Naraharinath Rural Municipality	1
Raskot Municipality	1
Mugu	10
Khatyad Rural Municipality	5
Soru Rural Municipality	3
Chhayanath Rara Municipality	2
Rukum West	13
Musikot Municipality	3
Baphikot Rural Municipality	3
Tribeni Rural Municipality	2
Aathbiskot Municipality	2
Chaurjahari Municipality	2
Sani Bheri Rural Municipality	1
Salyan	10
Sharada Municipality	4
Bagchaur Municipality	2
Darma Rural Municipality	2
Chhatreshwori Rural Municipality	1
Kumakh Rural Municipality	1
Surkhet	38
Birendranagar Municipality	23
Chaukune Rural Municipality	3
Bheriganga Municipality	3
Chingad Rural Municipality	3
Gurbhakot Municipality	2

Simta Rural Municipality	1
Panchapuri Municipality	1
Barahatal Rural Municipality	1
Lekbeshi Municipality	1
Grand Total	131

Annex-5.3: No of CEHRD 9-12 Technical Stream Schools by District and LG

District and Palika	No. of Schools
Dailekh	6
Aathabis Municipality	1
Bhagawatimai Rural Municipality	1
Bhairabi Rural Municipality	1
Dullu Municipality	1
Narayan Municipality	1
Naumule Rural Municipality	1
Dolpa	4
Jagadulla Rural Municipality	1
Kaike Rural Municipality	1
Mudkechula Rural Municipality	1
Tripurasundari Municipality	1
Humla	4
Kharpunath Rural Municipality	1
Namkha Rural Municipality	1
Simkot Rural Municipality	1
Tajakot Rural Municipality	1
Jajarkot	3
Barekot Rural Municipality	1
Chhedagad Municipality	1
Kushe Rural Municipality	1
Jumla	3
Chandannath Municipality	1
Hima Rural Municipality	1
Tila Rural Municipality	1
Kalikot	3
Mahawai Rural Municipality	1
Raskot Municipality	1
Sanni Tribeni Rural Municipality	1
Mugu	2
Khatyad Rural Municipality	1
Mugum Karmarong Rural Municipality	1
Rukum Paschim	2
Chaurjahari Municipality	1
Sani Bheri Rural Municipality	1
Salyan	8
Bagchaur Municipality	1

Bangad Kupinde Municipality	1
Kalimati Rural Municipality	1
Kapurkot Rural Municipality	1
Kumakh Rural Municipality	1
Sharada Municipality	1
Siddha Kumakh Rural Municipality	1
Triveni Rural Municipality	1
Surkhet	3
Birendranagar Municipality	1
Gurbhakot Municipality	1
Panchapuri Municipality	1
Grand Total	38

Annex-5.4: LGs currently not having any TVET schools in Karnali province

District	Palika
Dailekh	Thantikandh Rural Municipality
Dolpa	She Phoksundo Rural Municipality
	Dolpo Buddha Rural Municipality
	Chharka Tangsong Rural Municipality
Humla	Adanchuli Rural Municipality
Kalikot	Palata Rural Municipality

Annex-5.5: LGs With/Without CEHRD 9-12 Technical Stream Schools

District	S.N.	LGs	CEHRD 9-12 Technical Stream School
Surkhet	1	Birendranagar Municipality	Yes
	2	Gurbhakot Municipality	Yes
	3	Panchapuri Municipality	Yes
	4	Bheriganga Municipality	No
	5	Lekbesi Municipality	No
	6	Chaukune Rural Municipality	No
	7	Barahatal Rural Municipality	No
	8	Chingad Rural Municipality	No
	9	Simta Rural Municipality	No
Salyan	1	Sharada Municipality	Yes
	2	Bagchaur Municipality	Yes
	3	Bangad Kupinde Municipality	Yes
	4	Kalimati Rural Municipality	Yes
	5	Tribeni Rural Municipality	Yes
	6	Kapurkot Rural Municipality	Yes
	7	Kumakh Rural Municipality	Yes
	8	Siddha Kumakh Rural Municipality	Yes
	9	Chatreshwari Rural Municipality	No
	10	Darma Rural Municipality	No

Dailekh	1	Narayan Municipality	Yes
	2	Dullu Municipality	Yes
	3	Aathbis Municipality	Yes
	4	Bhairabi Rural Municipality	Yes
	5	Naumule Rural Municipality	Yes
	6	Bhagawatimai Rural Municipality	Yes
	7	Chamunda Bindrasaini Municipality	No
	8	Thantikandh Rural Municipality	No
	9	Mahabu Rural Municipality	No
	10	Dungeshwar Rural Municipality	No
	11	Gurans Rural Municipality	No
Jajarkot	1	Chhedagad Municipality	Yes
	2	Kushe Rural Municipality	Yes
	3	Barekot Rural Municipality	Yes
	4	Bheri Municipality	No
	5	Tribeni Nalgad Municipality	No
	6	Junichande Rural Municipality	No
	7	Shivalaya Rural Municipality	No
Rukum (West)	1	Chaurjahari Municipality	Yes
	2	Sani Bheri Rural Municipality	Yes
	3	Musikot Municipality	No
	4	Aathbiskot Municipality	No
	5	Banphikot Rural Municipality	No
	6	Tribeni Rural Municipality	No
Kalikot	1	Raskot Municipality	Yes
	2	Sanni Triveni Rural Municipality	Yes
	3	Mahawai Rural Municipality	Yes
	4	Khandachakra Municipality	No
	5	Tilagufa Municipality	No
	6	Pachaljharana Rural Municipality	No
	7	Narharinath Rural Municipality	No
	8	Shubha Kalika Rural Municipality	No
	9	Palata Rural Municipality	No
Jumla	1	Chandannath Municipality	Yes
	2	Hima Rural Municipality	Yes
	3	Tila Rural Municipality	Yes
	4	Kankasundari Rural Municipality	No
	5	Sinja Rural Municipality	No
	6	Guthichaur Rural Municipality	No
	7	Tatopani Rural Municipality	No
	8	Patarasi Rural Municipality	No
Mugu	1	Mugum Karmarong Rural Municipality	Yes
	2	Khatyad Rural Municipality	Yes
	3	Chhayanath Rara Municipality	No
	4	Soru Rural Municipality	No
Humla	1	Simkot Rural Municipality	Yes

	2	Namkha Rural Municipality	Yes
	3	Kharpunath Rural Municipality	Yes
	4	Tajakot Rural Municipality	Yes
	5	Sarkegad Rural Municipality	No
	6	Chankheli Rural Municipality	No
	7	Adanchuli Rural Municipality	No
	Dolpa	1	Tripurasundari Municipality
2		Jagadulla Rural Municipality	Yes
3		Mudkechula Rural Municipality	Yes
4		Kaike Rural Municipality	Yes
5		Thuli Bheri Municipality	No
6		Dolpo Buddha Rural Municipality	No
7		She Phoksundo Rural Municipality	No
8		Chharka Tangsong Rural Municipality	No

Annex–5.6: Short-Term Trainings available in Karnali Province

S.N.	Short-Term Training Courses available in Karnali Province
1	Industrial Electrician
2	Assistant Beautician
3	Mobile Phone Repair Technician
4	Security Guard
5	Building Electrician
6	Enterprise Development Facilitator
7	Paralegal Assistant
8	Tailor Master
9	Community Livestock Assistant
10	Community Agriculture Assistant
11	Plumber, 2074
12	Telecom Technician - 1380 hours
13	Solar PV Technician
14	Dental Chairside Assistant
15	Mason
16	Saving and Credit Mobilization
17	Motorcycle Mechanic-460 hrs.
18	Poultry Farm Worker
19	Herbal Farm Worker
20	Off Season Vegetable Producer
21	Early Childhood Montessori Facilitator
22	Computer Hardware Technician
23	Hand Embroider
24	Professional Welder
25	Professional Aluminum Fabricator
26	General Cook
27	Fashion Designer – 390

28	Tile and Marble Fitter
29	Furniture Maker
30	Bartender
31	Shuttering Carpenter
32	General Carpenter
33	Motorcycle Mechanic-390 hrs.
34	Waiter/Waitress
35	Caregiver
36	Aluminum Fabricator
37	Welder
38	Scaffolder
39	Auto Mechanic
40	Junior House Painter
41	Radio TV Repairer
42	Telecom Technician
43	Mushroom Grower
44	Stone Layer Mason
45	Village Animal Health Worker
46	Light Vehicle Driver
47	Small Hotel and Lodge Management
48	Tile Marble Fitter
49	Furniture Maker
50	ACP Insulator
51	Junior Building Electrician
52	Professional Computer Hardware And Network Technician
53	Professional Building Electrician
54	Dairy Product/Sweets Maker
55	Computer Repair and Maintenance Technician
56	Child Protection Worker
57	Geo-Engineering Assistant Lab Technician
58	Telecom Technician - 1500 hours
59	Sericulture Technical Worker
60	Nursery and Garden Assistant
61	Computer System Administrator and Developer
62	Computer Operator
63	Psychological Counselor
64	Library Assistant
65	Nursery and Garden Designer
66	Assistant Tailoring
67	Community Livestock Assistant Technician L-2
68	Building Electrician L-2
69	General Cooking/Baking
70	Tailor L-2
71	Hotel Assistant
72	Construction Worker
73	Electrical Appliances Repairer

74	Beekeeper
75	Assistant Welder (390 + OJT 160 hrs.)
76	Refrigeration and Air Condition Technician
77	Fashion Designer - 460 hours
78	Assistant Furniture Maker
79	Computer Operator (Basic Computer Application)
80	Telecom Lineman
81	Assistant Cook
82	Continental Cuisine Cook
83	Professional Cook
84	Indian Cuisine Cook
85	Housekeeping Cleaner
86	Fast Food Cook
87	Off Season Vegetable Production
88	Wool Processor
89	Herb Processor
90	Computer Operator(Basic Computer Application)
91	Professional Plumber, 2023
92	Barista
93	Psychosocial Counselor
94	Professional Cooks
95	Professional Carpenter
96	Commercial Cooking/Baking
97	Electric Motor Rewinder
98	Mushroom Producer
99	Nursery & Garden Assistant
100	Fruits Processor
101	Computer Repair & Maintenance Technician
102	Mushroom Producer
103	Poultry farm Worker
104	House Keeping Cleaner
105	Commercial Cook/Baker
106	Light Vehicle driving
107	Motorcycle Mechanical
108	Power Tiller Repairer
109	Professional Computer Hardware Networking Technician
110	Professional Building Electrician
111	Plumber
112	Beautician
113	Assistant Plumber
114	Computer Operator (Basic Computer application 2014)
115	Assistant beautician revised 2071 L1
116	Assistant Tailor 2016 L1
117	Off season Veg producer
118	Herbal producer
119	Baker

120	Seed Production
121	Professional Computer Hardware and Network Technician
122	Assistant Beautician
123	Automobile
124	Livestock
125	Housewiring
126	Bakery
127	Receptionist Cum Cashier

Annex-5.7: Short-Term Training Providers in Karnali Province

S.N.	Name of Short-Term Training Providers of Karnali Province
1	Madhya Nepal Prabidik Sixchhalaya
2	Rastriya Prabidhik Sichhalaya
3	Nepal Engineering and Technical Science Academy
4	Mid West Engineering Consultance Pvt.Ltd.
5	Madhya Nepal Prabidhik Shikchhyalay
6	Deuti Technical Training Institute Pvt.Ltd
7	Kalikot Triratna Technical Institute Pvt. Ltd.
8	Deuti Madhyapashchim Ship Bikash Pvt Ltd
9	Bheri Rapti Prabidhik Shikshyalaya
10	Navajeevan Multi Education Academy Pvt.Ltd
11	Institute of Enterprises Development Pvt.Ltd.
12	Kohinoor Multi Technical College Pvt.Ltd
13	Dailekh Technical School
14	Bheri Karnali Oxford Technical College
15	Mirror Institute Pvt.Ltd.
16	Aatma Nirbhar Kendra Pvt.Ltd.
17	Ever Bright Technical Academy
18	Panchakoshi Polytechnical Institute Pvt.Ltd.
19	Chaurjahari Techncial College
20	Jajarkot Prabidhik College Pvt.Ltd.
21	Sky Moon Training Center
22	Surkhet Hotel Manangement and Technical College
23	Pradesh Sipmulak Prabidhik Sikchyalay Pvt.Ltd.
24	Saroja Technical Institute Pvt.Ltd.
25	Jwala Education Development and Training Center
26	Hernimai Institute Pvt.Ltd.
27	Gurvakot Technical Sikshalaya
28	Chandan Nath Prabidhik Sikshya Tatha Byabasaik Talim Kendra Pvt.Ltd.
29	Madhyapachhim Technical School
30	National Academy Of Multiple Studies Surkhet Pvt.Ltd.
31	Surkhet New Vision Academy
32	Apple Technical Institute Pvt.Ltd.
33	Gangamala Technical & Educational
34	Sidhhanath Technical & Research Center Pvt.Ltd.

35	Bheri Ganga Technical & Educational Center Pvt.Ltd.
36	Bheri Siwalaya Technical college Pvt.Ltd.
37	Uddhamsilta Bikash Sanstha Pvt.Ltd.
38	Surkhet Computer Institute तथा coaching center Pvt.Ltd.
39	Nobel Institute of Technology
40	Rara School of Multi Technical Education Pvt.Ltd.
41	Harmoni Technical Institute
42	Genuine Technical Institute and Training Center
43	Karnali Province Psychosocial Counselling Training Center
44	Kalikot Samudaik Prabhidik Pratisthan
45	Aastha Technical Institute Pvt. Ltd.
46	Bubble Polytechnic Shikxalaya Pvt. Ltd
47	Shubham Multi Technical Training Research Center Pvt. Ltd.
48	Sankalp Media Pvt. Ltd.
49	Shivalaya Institute of Technical Studies Pvt. Ltd.
50	Culinary The Hospitality Center
51	Madhyapachim Training and Research Centre
52	Surkhet Horizon Polytechnic School
53	Sunrise Computer and Education Institute
54	Surkhet Model Technical School Pvt. Ltd.
55	D. B. College Pvt. Ltd.
56	International Institute of Hotel Management
57	Dobhan Educational Academy Pvt. Ltd
58	Golden Technical Institute Pvt. Ltd.
59	Kakerbihar Technical School Pvt. Ltd
60	Baburaja Computer and English Language Institute Pvt. Ltd.
61	Skill Nepal Technical College Pvt. Ltd.
62	Gyan Jyoti Technical School Pvt.
63	3R Engineering Consultancy and Training Center Pvt. Ltd.
64	Sagar Fruit Nursery Industry and Training Center Pvt. Ltd.
65	Pachal Jharna Education Academy
66	A to Z Beauty Parlor and Training Center
67	Pachaljarna Education Academy
68	Panchadeval Learn Tech Education Institute
69	Surkhet Skill Development Technical Pvt. Ltd
70	Boudhik Skill Development Training Center Pvt. Ltd.
71	Indra B.C. Memorial Foundation
72	Nem Institute
73	Business Promotion And Research Centre
74	Jenun Technical Institute And Training Centre
75	Kalika Technical Institute Pvt.Ltd.
76	Karnali Auto Workshop And Training Centre
77	New Salyan Technical College Pvt.Ltd.
78	Pashchim Nepal Bahu Pravidhik Shikshalaya Pvt.Ltd.
79	Prerana Pravidhik Multipal College Pvt.Ltd
80	S.K. Institute

81	Sabhyata Technical College
82	Salyan Prabidhik Shikshyalaya Pvt.Ltd.
83	Sankalpa Prabidhik Tatha Byabasayik Training College
84	Sathi Bhai Institute
85	Shivalay Multi Purpose And Job Service Company
86	Suryodaya Vikas Ka Lagi Aviyan Nepal (Suryodaya Nepal)
87	Syarpudah Engineering College Pvt.Ltd.
88	Gramin Yuba Sarokar Kendra
89	Kalbari Pravidhik Shikshalaya
90	Karbir Memorial Hospital Of Health And Science Technology Pvt.
91	National Technical College Pvt.Ltd.
92	Rukum Institute Of Technical Education Pvt.
93	Rukum Multi Training Institute
94	Tila Karnali Ship Vikas Pvt. Ltd.
95	Chandra Surya Multiple Academy

Annex-5.8: Educational Attainment (Age 5+) by LG (Chapter 12)

Area	Total	Educational level completed										
		Early childhood	Primary	Lower secondary	Upper secondary	S.L.C./ SEE & equivalent	Intermediate & equivalent	Graduate & equivalent	Post graduate equivalent & above	Other	No level	Level not stated
Karnali	1163317	50022	359821	250096	193598	93364	139011	31397	12925	518	20935	11630
<i>Dolpa</i>	26649	1203	9439	4842	3693	1998	3770	640	259	3	395	407
Dolpo Buddha RM	1040	104	403	173	94	62	121	17	3	0	56	7
Shey Phoksundo RM	1715	63	641	271	221	83	237	31	30	0	84	54
Jagadulla RM	1712	66	600	325	230	182	247	40	6	0	11	5
Mudkechula RM	4051	199	1511	798	520	336	457	56	34	0	109	31
Tripurasundari Municipality	7862	327	2733	1496	1259	402	1279	163	51	0	11	141
Thulibheri Municipality	6805	250	2042	1164	986	677	1096	295	111	1	34	149
Kaike RM	2123	166	1107	380	195	39	113	19	18	2	64	20
Chharka Tangsong RM	738	17	353	98	109	28	100	5	2	0	26	0
Mugu	39525	2254	13446	7964	6485	3068	4374	850	258	6	393	427
Mugumakarmarog RM	3107	284	1101	579	343	185	340	51	18	1	132	73
Chhayanath Rara Municipality	15515	953	4972	3033	2617	1397	1651	527	154	5	68	138
Soru RM	8342	414	2909	1692	1562	600	995	80	23	0	28	39
Khatyad RM	11876	587	4182	2546	1901	766	1306	186	60	0	165	177
Humla	31837	1989	10492	6219	4614	2452	3943	784	310	15	761	258
Chankheli RM	3947	254	1273	673	582	460	472	69	14	0	129	21
Kharpunath RM	3624	190	1217	718	574	276	417	73	22	0	95	42
Simkot RM	7223	456	2283	1404	1074	527	961	274	134	3	34	73
Namkha RM	1726	72	567	368	198	74	182	42	16	7	193	7

Sarkegad RM	6030	530	1977	1093	835	409	780	133	54	0	191	28
Adanchuli RM	4667	327	1703	945	648	303	569	66	27	4	43	4667
Tajakot RM	3141	95	1035	607	515	261	438	91	31	1	14	53
Jumla	76653	4373	23275	15010	11606	7428	8868	2432	905	11	1486	1259
Patarasi RM	9933	888	3674	2055	1467	728	664	149	49	0	135	124
Kanaka Sundari RM	8578	337	2561	1834	1547	770	911	197	95	0	220	106
Sinja RM	7218	305	2039	1295	1255	622	901	171	85	0	125	420
Chandannath Municipality	7094	630	2275	1405	978	571	645	150	34	1	301	104
Tatopani RM	10223	527	3342	2051	1603	851	1057	251	88	6	245	202
Tila RM	9478	445	3211	1995	1406	828	1062	161	50	0	259	61
Hima RM												
Kalikot	94039	4021	28548	18820	15591	7823	14111	2091	685	17	1457	875
Palata RM	10877	492	3576	2274	1998	762	1360	187	42	0	68	118
Pachal Jharana RM	8868	508	2731	1688	1579	750	1275	119	54	3	95	66
Raskot Municipality	11163	512	3413	2242	1887	763	1682	270	123	0	168	103
Sanni Tribeni RM	8481	281	2689	1745	1442	635	1294	185	71	4	46	89
Naraharinath RM	14646	655	4546	3039	2234	1206	2225	244	67	2	294	134
Khandachakra Municipality	14727	613	4187	2941	2429	1289	2435	543	136	1	46	107
Tilagupha Municipality	10302	401	3075	1977	1667	1002	1546	258	87	6	155	128
Mahawai RM	5349	235	1422	974	826	656	956	129	35	0	70	46
ShuvaKalika RM	9173	324	2878	1858	1400	656	1245	146	66	1	515	84
Dailekh	171000	6694	54890	38187	30903	11166	18555	4252	1778	59	3040	1476
Naumule RM	13648	575	4999	3283	2291	709	1181	214	53	16	270	57
Mahabu RM	12455	554	4186	2736	2219	985	1089	245	101	1	277	62
Bhairabi RM	12304	479	4045	2917	2221	581	1266	344	117	0	232	102
Thantikandh RM	11335	578	3645	2554	2080	644	1141	312	90	3	163	125
Aathbis Municipality	20164	893	7025	4348	3240	1009	2221	617	229	0	339	243
Chamunda Bindrasaini Municipality	17579	684	5859	3725	3560	1095	1669	466	226	8	164	123

Dullu Municipality	25868	924	8377	5859	5356	1343	2457	551	294	3	398	306
Narayan Municipality	18650	702	5126	3717	3148	1868	2569	808	334	11	249	118
Bhagawatimai RM	12588	448	3721	2961	2193	864	1607	233	106	7	297	151
Dungeshwor RM	10486	338	3235	2354	1699	778	1465	206	125	0	225	61
Gurans RM	15286	517	4598	3584	2838	1075	1773	238	100	10	425	128
Jajarkot	127328	5773	41079	26350	20685	9557	16696	2840	905	121	2275	1047
Barekot RM	15419	651	5441	3121	2406	965	2008	386	158	0	199	15419
Kuse RM	15486	678	4569	2951	2695	1225	2271	370	105	92	358	172
Junichande RM	15151	694	5595	3124	2267	1001	1894	172	77	0	238	89
Chhedagad Municipality	25530	1202	7458	4925	4382	2012	3998	600	176	7	578	192
Shivalaya RM	10137	554	3188	2065	1671	687	1449	178	56	0	213	76
Bheri Malika Municipality	25384	1209	7841	5357	4329	2172	2933	758	218	12	289	266
Nalgad Municipality	19189	741	6799	4531	2884	1186	2017	349	105	10	399	168
Rukum West	114087	4582	34081	23396	19197	8429	16474	3885	1431	48	1580	984
Aathabisakot Municipality	22716	1034	8714	5007	3359	1331	2208	523	164	1	161	214
Sanibheri RM	16909	710	4923	3453	2821	1436	2564	447	123	2	306	124
Banphikot RM	14038	563	4212	2876	2449	1027	2074	399	189	6	95	148
Musikot Municipality	25030	1053	6705	4743	4226	1912	4122	1098	450	26	457	238
Tribeni RM	14540	487	3962	2910	2622	1127	2307	584	169	1	294	77
Chaurjahari Municipality	19597	735	5476	4122	3610	1225	2863	803	309	6	267	181
Salyan	167957	6175	52015	39268	32282	10931	17150	3427	1372	19	3617	1701
Darma RM	14142	426	4346	3216	2654	837	1670	351	130	1	369	142
Kumakh RM	16968	695	4953	3815	3579	1129	1836	345	115	0	357	144
Banagad Kupinde Municipality	21027	798	7385	5258	4086	940	1661	285	108	1	301	204
Siddha Kumakh RM	9196	321	2894	2280	1762	549	844	165	52	0	250	79
Bagachour Municipality	24643	806	7005	5157	5039	1348	3595	654	285	7	478	269
Chhatreshwori RM	14925	599	4298	3353	3018	1280	1566	339	120	0	275	77
Sharada Municipality	25323	1067	7132	5636	5240	1999	2639	763	316	0	318	213
Kalimati RM	15647	517	5763	4042	2665	906	1155	147	59	2	286	105

Tribeni RM	12014	482	3823	2909	2124	964	888	154	81	8	348	233
Kapurkot RM	12965	457	4343	3362	1990	666	1002	186	90	0	635	234
Surkhet	314242	12958	92556	70040	48542	30512	35070	10196	5022	219	5931	3196
Simta RM	16686	765	5394	3749	2981	1231	1444	292	130	17	393	290
Chingad RM	10507	453	3669	2471	1807	876	766	175	91	10	138	51
Lekabeshi Municipality	24012	754	8051	6151	4256	1607	1704	405	170	1	658	255
Gurbhakot Municipality	36671	1388	11478	9331	6150	3202	3014	738	269	43	759	299
Bheriganga Municipality	35500	1609	11227	8824	5608	3353	2942	569	249	13	679	427
Birendranagar Municipality	123521	5360	29217	23007	17795	14717	19645	6973	3679	79	1716	1333
Barahatal RM	18422	723	6593	4764	2606	1453	1133	235	85	36	630	164
Panchapuri Municipality	25635	1150	9041	6429	3577	2018	1831	421	176	9	781	202
Chaukune RM	18753	712	7461	4471	3300	814	1313	222	106	11	176	167

Source: National Population and Housing Census 2021.

Annex-5.9: Economically Active Population by Employment Status & LG (Chapter 2.12)

Area	Population 10 Years and Above		Economically Active						Not Economically Active		Economic Activity Not Stated	
			Usually Active				Usually Not Active					
	Employed		Unemployed									
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
KARNALI	630670	694492	314201	294193	26583	23540	119	169619	167251	203706	2776	3434
<i>Humla</i>	20346	20840	9959	9291	1174	1008	4154	5044	4981	5396	78	101
Adanchuli Rural Municipality	2899	3104	1320	1296	298	341	375	491	906	976	0	0
Chankheli Rural Municipality	2505	2484	1113	944	65	113	596	749	730	677	1	1
Kharpunath Rural Municipality	2446	2552	1099	1012	150	135	770	926	423	478	4	1
Namkha Rural Municipality	1494	1595	892	784	23	11	273	325	303	472	3	3
Sarkegad Rural Municipality	3914	4023	2001	1965	163	101	864	1065	860	861	26	31
Simkot Rural Municipality	4802	4737	2432	2224	390	231	864	1038	1078	1187	38	57
Tanjakot Rural Municipality	2286	2345	1102	1066	85	76	412	450	681	745	6	8
<i>Dolpa</i>	16564	17191	5850	4443	577	353	4260	4873	5851	7496	26	26
Chharka Tangsong RM	713	727	208	153	5	7	277	278	218	286	5	3
Dolpo Buddha RM	969	1076	327	239	87	22	157	245	398	569	0	1
Jagadulla Rural Municipality	992	1037	566	501	8	6	137	204	281	326	0	0
Kaike Rural Municipality	1436	1701	110	87	8	6	611	634	706	973	1	1
Mudkechula Rural Municipality	2247	2227	1015	915	36	32	641	677	553	602	2	1
Shey Phoksundo RM	1540	1626	571	510	58	43	446	519	453	542	12	12
Thulibheri Municipality	3953	3962	1306	821	278	175	880	938	1486	2025	3	3
Tripurasundari Municipality	4714	4835	1747	1217	97	62	1111	1378	1756	2173	3	5
<i>Dailekh</i>	92169	104934	43037	43043	4598	4031	17347	24948	26885	32469	302	443
Aathbis Municipality	11372	12285	5048	4733	390	391	2800	3477	3125	3662	9	22
Bhagawatimai Rural Municipality	7078	7396	3156	2540	352	349	1204	1821	2310	2581	56	105
Bhairabi Rural Municipality	6429	7907	2807	3145	363	342	1105	1693	2129	2706	25	21

Chamunda Bindrasaini M	9870	10468	4728	4229	240	273	1789	2350	3024	3501	89	115
Dullu Municipality	13660	16689	6059	6261	877	631	2434	4314	4270	5446	20	37
Dungeshwor Rural Municipality	5542	6343	2978	3241	201	173	967	1298	1382	1606	14	25
Gurans Rural Municipality	8292	8916	4309	4355	544	387	1590	2062	1818	2076	31	36
Mahabu Rural Municipality	6257	7854	2508	2636	439	464	1293	2120	2009	2627	8	7
Narayan Municipality	9611	11548	4495	4603	588	539	1525	2457	2978	3903	25	46
Naumule Rural Municipality	7458	8284	3950	4220	338	196	954	1441	2203	2415	13	12
Thantikandh Rural Municipality	6600	7244	2999	3080	266	286	1686	1915	1637	1946	12	17
<i>Jajarkot</i>	70611	73448	38374	35047	2175	2076	16334	20359	13585	15814	143	152
Barekot Rural Municipality	8260	8311	4719	4262	320	384	2627	2999	569	656	25	10
Bheri Malika Municipality	14139	15528	8439	8322	304	309	2490	3403	2872	3459	34	35
Chhedagad Municipality	14302	14767	7329	6447	383	326	2502	3193	4065	4772	23	29
Junichande Rural Municipality	8561	8845	4268	3648	204	262	2214	2689	1854	2232	21	14
Kuse Rural Municipality	8606	8784	4599	4210	192	171	2081	2492	1713	1861	21	50
Nalgad Municipality	11189	11480	6418	5840	432	424	3459	4232	872	981	8	3
Shivalaya Rural Municipality	5554	5733	2602	2318	340	200	961	1351	1640	1853	11	11
<i>Jumla</i>	46044	47947	22349	21987	1849	1632	7101	8661	13918	14704	827	963
Chandannath Municipality	8519	9050	4295	3900	540	505	1045	1621	2550	2892	89	132
Guthichaur Rural Municipality	4300	4528	2373	2213	67	133	693	878	1154	1291	13	13
Hima Rural Municipality	4684	4773	2094	2124	170	139	885	930	1523	1572	12	8
Kanaka Sundari RM	5370	5613	2926	2961	361	353	523	595	1457	1566	103	138
Patarasi Rural Municipality	6380	6818	3115	3366	165	54	1129	1337	1942	2027	29	34
Sinja Rural Municipality	5145	5047	2394	2443	116	88	546	490	1541	1416	548	610
Tatopani Rural Municipality	6097	6377	2610	2361	237	257	1168	1511	2068	2236	14	12
Tila Rural Municipality	5549	5741	2542	2619	193	103	1112	1299	1683	1704	19	16
<i>Kalikot</i>	54397	56819	24496	22885	2334	1900	11689	14389	15739	17465	139	180
Khandachakra Municipality	8576	8738	4380	4022	229	256	1270	1505	2660	2919	37	36
Mahawai Rural Municipality	3165	3301	1342	1328	329	186	721	918	742	839	31	30
Naraharinath Rural Municipality	8367	8875	3671	3334	150	113	1791	2409	2743	3006	12	13

Pachal Jharana RM	5294	5293	2441	2306	274	223	676	843	1900	1913	3	8
Palata Rural Municipality	6465	6410	2535	2311	348	219	2115	2486	1460	1383	7	11
Raskot Municipality	6434	6806	2085	1348	392	328	1698	2124	2237	2963	22	43
Sanni Tribeni Rural Municipality	5021	5372	2248	2020	234	231	1059	1369	1471	1740	9	12
Shuva Kalika Rural Municipality	5001	5608	2249	2463	274	235	1388	1696	1075	1198	15	16
Tilagupha Municipality	6074	6416	3545	3753	104	109	971	1039	1451	1504	3	11
<i>Mugu</i>	24140	24586	13350	13045	574	465	3001	3581	7143	7421	72	74
Chhayanath Rara Municipality	9403	9348	4960	4666	349	277	1127	1327	2921	3028	46	50
Khatyad Rural Municipality	7227	7201	4264	4202	106	75	889	1030	1963	1892	5	2
Mugumakarmarog RM	2273	2642	1217	1270	26	22	410	561	612	784	8	5
Soru Rural Municipality	5237	5395	2909	2907	93	91	575	663	1647	1717	13	17
<i>Rukum West</i>	62077	69431	31652	30210	3875	3735	14568	21143	11769	14070	213	273
Aathabisakot Municipality	13652	14494	6605	5903	1149	1115	3947	5254	1900	2172	51	50
Banphikot Rural Municipality	7741	8589	4085	3582	156	172	2180	3194	1289	1603	31	38
Chaurjahari Municipality	10982	12317	5820	5684	344	312	2046	2991	2736	3293	36	37
Musikot Municipality	12643	14967	5813	5474	1040	1071	2364	4081	3370	4237	56	104
Sanibheri Rural Municipality	9375	10289	5140	4909	442	437	2426	3501	1353	1430	14	12
Tribeni Rural Municipality	7684	8775	4189	4658	744	628	1605	2122	1121	1335	25	32
<i>Salyan</i>	89856	101066	47240	44142	3428	3011	17534	27154	21386	26477	268	282
Bagachour Municipality	13001	14401	6781	6019	558	831	2137	3327	3478	4169	47	55
Banagad Kupinde Municipality	12333	14032	6306	6895	425	401	1630	2272	3961	4453	11	11
Chhatreshwori RM	7871	9171	3489	3119	238	157	1931	2835	2200	3041	13	19
Darma Rural Municipality	7598	8345	3965	3529	304	244	1589	2423	1722	2129	18	20
Kalimati Rural Municipality	8670	9217	4848	3905	328	252	2239	3680	1225	1348	30	32
Kapurkot Rural Municipality	6646	7529	3715	3332	150	65	1419	2353	1335	1761	27	18
Kumakh Rural Municipality	9489	10272	4761	4732	535	353	1621	2093	2510	3046	62	48
Sharada Municipality	13006	15225	6772	5783	534	451	2970	5156	2690	3781	40	54
Siddha Kumakh RM	4953	5697	3092	3422	109	106	726	974	1019	1187	7	8
Tribeni Rural Municipality	6289	7177	3511	3406	247	151	1272	2041	1246	1562	13	17

<i>Surkhet</i>	154466	178230	77894	70100	5999	5329	23871	39467	45994	62394	708	940
Barahatal Rural Municipality	9977	11085	5539	5078	358	208	1634	2564	2428	3186	18	49
Bheriganga Municipality	17486	21251	8963	9192	557	444	2788	4686	5087	6837	91	92
Birendranagar Municipality	60379	66663	27153	17818	2565	2706	7663	13201	22637	32522	361	416
Chaukune Rural Municipality	10140	10796	6318	6257	213	189	1699	2284	1873	2036	37	30
Chingad Rural Municipality	5701	6637	2747	2559	161	81	1094	1802	1684	2188	15	7
Gurbhakot Municipality	17528	21725	9253	9684	875	773	3176	5794	4154	5294	70	180
Lekabeshi Municipality	11938	14074	6036	5453	666	421	1752	3406	3408	4681	76	113
Panchapuri Municipality	13355	15023	7536	8080	385	297	2397	3243	3016	3379	21	24
Simta Rural Municipality	7962	10976	4349	5979	219	210	1668	2487	1707	2271	19	29

Source: National Population and Housing Census 2021

Annex-5.10: Population by Occupation, Sex & Age (Chapter 2.13)

Sex and occupation	All ages	Age group (Years)											
		10-14	15 - 19	20-24	25 - 29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 & above
Total (Male & Female)													
Armed forces	1669	0	13	347	320	301	450	140	64	26	8	0	0
Craft and related trades workers	27477	0	938	3313	4100	3721	3637	3331	2860	2515	1598	876	588
Elementary occupations	129796	29691	25362	16880	10463	7635	6689	5641	4700	4707	3732	4330	9966
Managers	29305	0	599	2556	4249	5032	4845	4014	2972	2284	1360	755	639
Occupation not stated	822	202	96	113	107	77	51	45	42	30	22	11	26
Office assistance	6514	42	376	836	1341	1211	744	649	517	390	226	88	94
Plant & machine operators & assemblers	9560	8	632	2363	2257	1586	1155	745	408	231	86	50	39
Professionals	26508	30	328	2340	4867	6060	4561	3185	1937	1797	978	266	159
Service & sale workers	27550	132	1180	3952	5251	4727	4099	2866	1949	1374	829	533	658
Skilled agri., forestry & fishery workers	646792	40318	64104	90217	77329	66141	62054	56962	50427	47986	35912	26720	28622
Technicians and associate professional	9744	37	364	1650	2370	1859	1141	818	594	464	242	107	98
Total Male													
Armed forces	1541	0	11	311	284	281	431	134	58	25	6	0	0
Craft and related trades workers	22509	0	658	2324	3031	2923	2963	2891	2582	2313	1483	805	536
Elementary occupations	62492	15077	12814	8598	4995	3455	3013	2567	2178	2132	1584	1760	4319
Managers	18554	0	292	1277	2393	2956	2954	2672	2139	1744	1045	598	484
Occupation not stated	418	106	44	62	41	41	23	27	24	22	12	7	9
Office assistance	4177	17	202	465	810	742	464	454	383	311	200	64	65
Plant & machine operators & assemblers	9067	5	594	2272	2143	1504	1097	705	382	208	79	41	37
Professionals	16745	16	158	1153	2677	3627	2753	2162	1461	1503	882	222	131
Service & sale workers	15264	74	628	2063	2768	2467	2231	1642	1158	874	548	340	471
Skilled agri., forestry & fishery workers	288979	19860	29191	37838	33721	27690	24823	23390	22061	22353	18101	14084	15867
Technicians and associate professional	5922	23	201	801	1316	1202	783	563	419	311	158	72	73
Total Female													
Armed forces	128	0	2	36	36	20	19	6	6	1	2	0	0
Craft and related trades workers	4968	0	280	989	1069	798	674	440	278	202	115	71	52
Elementary occupations	67304	14614	12548	8282	5468	4180	3676	3074	2522	2575	2148	2570	5647

Managers	10751	0	307	1279	1856	2076	1891	1342	833	540	315	157	155
Occupation not stated	404	96	52	51	66	36	28	18	18	8	10	4	17
Office assistance	2337	25	174	371	531	469	280	195	134	79	26	24	29
Plant & machine operators & assemblers	493	3	38	91	114	82	58	40	26	23	7	9	2
Professionals	9763	14	170	1187	2190	2433	1808	1023	476	294	96	44	28
Service & sale workers	12286	58	552	1889	2483	2260	1868	1224	791	500	281	193	187
Skilled agri.,forestry & fishery workers	357813	20458	34913	52379	43608	38451	37231	33572	28366	25633	17811	12636	12755
Technicians and associate professional	3822	14	163	849	1054	657	358	255	175	153	84	35	25

Source: National Population and Housing Census 2021.

Annex–5.11: Status in Employment by Sex and Ege group (*Chapter 15*)

Status in Employment	All Ages		10-24 years		25-44 years		45 Years and above	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Population								
All status	915737	50%	289019	50%	378826	50%	247892	50%
Employee	130692	7%	31029	5%	70745	9%	28918	6%
Employer	8825	0%	1053	0%	5682	1%	2090	0%
Family support	167517	9%	113851	20%	26577	4%	27089	5%
Not stated	877	0%	382	0%	324	0%	171	0%
Own account worker	607826	33%	142704	25%	275498	36%	189624	38%
Male Population								
All status	445668	50%	137135	50%	179809	50%	128724	50%
Employee	88010	10%	19459	7%	47508	13%	21043	8%
Employer	5905	1%	559	0%	3758	1%	1588	1%
Family support	71253	8%	53966	20%	8208	2%	9079	4%
Not stated	437	0%	190	0%	154	0%	93	0%
Own account worker	280063	31%	62961	23%	120181	33%	96921	38%
Female Population								
All status	470069	50%	151884	50%	199017	50%	119168	50%
Employee	42682	5%	11570	4%	23237	6%	7875	3%
Employer	2920	0%	494	0%	1924	0%	502	0%
Family support	96264	10%	59885	20%	18369	5%	18010	8%
Not stated	440	0%	192	0%	170	0%	78	0%
Own account worker	327763	35%	79743	26%	155317	39%	92703	39%

Source: National Population and Housing Census 2021.

Annex-5.12: Population by Sector and Occupation (Chapter 15)

Industry	Total person	Armed forces	Managers	Professionals	Technicians and associate professional	Office assistance	Service and sales workers	Skilled agriculture, forestry & fishery workers	Craft and related trades workers	Plant & machine operators & assemblers	Elementary workers	Not stated
Total	926340	7181	29761	26644	10076	6572	31054	646793	27577	9561	130299	822
Agriculture, forestry and fishing	682997	0	2611	245	401	440	541	646537	0	622	31554	46
Mining and quarrying	1179	0	105	298	55	52	33	0	0	63	529	44
Manufacturing	13348	0	1479	178	295	123	482	0	9786	575	405	25
Electricity, gas, steam and air conditioning supply	1159	0	102	53	124	149	56	0	73	527	74	1
Water supply; sewerage, waste mgmt. and remediation activities	1146	0	164	120	272	158	157	0	152	16	106	1
Construction	48520	0	1772	494	565	76	89	0	14358	277	30820	69
Wholesale and retail trade; repair of motor vehicles and motorcycles	72720	0	11091	208	190	170	19307	0	1709	123	39896	26
Transportation and storage	8703	0	191	15	40	332	150	0	36	6978	959	2
Accommodation and food services activities	8713	0	5015	51	287	468	2076	0	151	17	620	28
Information and communication	1080	0	109	351	179	241	57	0	48	47	45	3
Financial and insurance activities	4262	0	672	351	523	1353	1238	0	10	22	87	6
Real estate business activities	298	0	35	20	193	24	7	0	7	1	10	1
Professional, scientific and technical activities	2090	0	183	987	655	117	55	0	33	20	39	1
Administrative and support service activities	672	0	69	53	148	250	75	0	11	12	52	2
Public administration and defense	20843	7145	2948	641	2101	1533	5708	0	46	101	615	5
Education	24096	11	1559	19702	745	528	148	0	41	56	1294	12
Human health and social work activities	7261	25	407	2366	2971	381	230	0	30	39	804	8

Arts, entertainment and recreation	535	0	50	141	89	13	17	0	204	7	14	0
Other service activities	18650	0	1067	300	151	80	589	8	762	32	15652	9
Activities of households as employers	6831	0	0	0	0	0	0	0	105	24	6682	20
Activities of extra-territorial organizations and bodies	436	0	85	61	79	72	19	99	2	1	15	3
Industry not stated	801	0	47	9	13	12	20	149	13	1	27	510

The End