



**Council of Technical Education and
Vocational Training
Skills Development Project (SDP)
ADB Grant No. 0345**

PROJECT EVALUATION STUDY

THE SKILLS DEVELOPMENT PROJECT

FINAL REPORT

**Development Technical Consultants Pvt Ltd
Kathmandu, Nepal**

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PROJECT NAME:	Project Evaluation Study of Skills Development Project
REPORT:	Final Draft Report

ABBREVIATIONS

ADB	Asian Development Bank
CECI	Centre for International Studies and Cooperation
CTEVT	Council for Technical Education and Vocational Training
DMF	Design and Monitoring Framework
EA	Executing Agency
EOI	Expression of Interest
GESI	Gender Equality and Social Inclusion
GoN	Government of Nepal
HRD	Human Resource Development
IA	Implementing Agency
IEDI	Industrial Enterprise Development Institute
M&E	Monitoring and Evaluation
MOEST	Ministry of Education, Science and Technology
MoF	Ministry of Finance
NPC	Nepal Planning Commission
NSTB	National Skill Testing Board
PAM	Project Administration Manual
PD	Project Director
PIU	Project Implementation Unit
PSC	Project Steering Committee
QIP	Quality Improvement Plan
RFP	Request for Proposal
RMO	Regional Monitoring Officer
SDP	Skills Development Project
TECS	Technical Education in Community Schools
TESP	Training and Employment Service Providers
TOR	Terms of Reference
TPM	Third Party Monitoring
TSDU	TEVT Sector Development Unit
TVET	Technical and Vocational Education and Training
WUSC	World University Service of Canada

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Executive Summary

The SDP (Skills Development Project) is seen by stakeholders and beneficiaries as being indispensable for the development of employment in line with The SDP Outcome Statement, both as employed persons or as self employed as well as contributing to mitigation in addressing underemployment in Nepal.

This is being achieved through a market and demand driven approach delivered for the development of target groups, these being women, youth and marginalized groups.

Long - term impacts are expected based on the Evaluation in terms of Sustainability and a contribution to Economic Growth and Income and Employment Generation and the possibilities for self employment in general and specifically for the target groups.

The interventions provided highly effective achievements with further development potentials highlighted in Lessons Learned and a proposed Way Forward.

The Project had a budget of \$US 20 million grant from The Asian Development Bank (ADB) plus \$US 5 Million from the Government of Nepal.

The SDP Outputs:

Output 1. Expanded provision of inclusive market oriented training.

Output 2. Improved quality and relevance of TVET Provision.

Output 3. Policy, Institutional and Operational Reforms.

Output 4. Effective Project Management and M&E.

The Overall Project Rating is as follows:

Relevance	Highly Relevant
Effectiveness	Highly Effective
Efficiency	Highly Efficient
Sustainability	Most Likely Sustainable

Chapter 1 The Skills Development Project (SDP)

Table 1: SDP Data and Information

Project Name:	Skills Development Project
Project Number:	38176-015 under Grant
Financing:	ADB US\$ 20 Million GoN US\$ 5 Million
Executing Agency:	The Government of Nepal Ministry of Education
Implementing Agency:	The Council for Technical Education and Vocational Training
Sectors:	Education
Subsectors:	Technical Education and Vocational Skills Training
Project Duration:	5 Years (12 July 2013 – 15 January 2019)

A. Evaluation Purpose and Process.

This Project Evaluation Report assesses the utilization of the Grant given by The Asian Development Bank (ADB) for the Skills Development Project (SDP) to The Government of Nepal (GoN) for Implementation by The Council of Technical Education and Vocational Training (CTEVT).

The rationale of SDP is based on the requirement to offer quality TVET trainings involving private sector training institutions to increase employment of the Nepalese workforce due to under employment and a disproportionate number of unemployed of youth, women and marginalized groups.

SDP addresses reform of the TVET Institutional set ups, linkages with employers and training providers largely due to:

Structural Unemployment

The structurally unemployed are individuals who have no jobs because they lack skills valued by the labor market, either because demand has shifted away from the skills they do have, or because they never learned the market demanded skills. In the case of Nepal it is largely due to a lack of opportunities. SDP delivers new, relevant, quality TVET trainings to the target groups. High skills level jobs are required by employers to compete and make

new market offerings, by training the target groups SDP is contributing to employment, job creation and income generation.

Nepal is facing a youth unemployment bulge that is addressed by SDP to offer skills upgrades in priority sectors and ease underemployment through the strengthening and the expanded provision of inclusive market oriented, social inclusion of youth, women and marginalized groups through training delivery in addition to improved quality and relevance of the TVET provision. This is supported by policy, institutional and operational reforms and through effective Project Management and Monitoring and Evaluation (M&E).

The four core criteria for the Evaluation are Relevance, Effectiveness, Efficiency and Sustainability plus the criteria of Institutional Development and Impacts.

Chapter 2 Design and Implementation

A Rationale

Nepal has a population of 26.5 Million with 63.7 % of the total population below the age of 30.

The International Labour Organisation in 2018 estimated that the unemployment rate for youth aged 15-29 is 19.2 % compared to 2.7 % for the whole population.

Over 400,000 young people are estimated to enter the labour force every year that needs to be absorbed.

The SDP was a response to the need to strengthen the TVET system, processes and procedures and interventions in line with the Nepal TVET Policy of 2012 that has the objectives of supporting the Government of Nepal (GoN) to develop a market-responsive and social and gender-responsive Technical and Vocational Education and Training (TVET) system.

As a result The Asian Development Bank (ADB) initiated the Skills Development Project (SDP) in 2013.

The SDP is in line with the Government of Nepal Development Plans and is in line with the ADB Country Partnership Strategy.

Nepal's TVET Policy 2012

The TVET Policy 2012 has an aim to provide national TVET guidelines and a system for all TVET interventions in Nepal.

The policy has three objectives:

- (i) Expanding access and inclusion,
- (ii) Ensuring quality and relevance and
- (iii) Coordination and institutional strengthening.

The Skills Development Project (SDP) is in line with the Policy.

The project intended to ensure income of NRs. 4,600.00 for level 1 beneficiaries of the first round, and NRs. 9,700.00 for second round, and NRs. 10,000.00 of level 2 of the both rounds.

B Cost Financing and Executing Arrangements

At appraisal the SDP total Cost was USD 25 million with USD 20 million being a grant from ADB with the GON inputting USD 5 million under Capacity Development Technical Assistance covering the themes of Social Development (Human Development), Private Sector Development, Gender Equality and Capacity Development.

Technical Assistance was estimated at USD 1.11 Million being financed by an ADB Grant.

Funding for each output

Output 1.	Expanded provision of inclusive market oriented training	USD 15,700,000
Output 2.	Improved Quality and Relevance of TVET provision	USD 3,500,000
Output 3.	Policy, Institutional and operational reforms	USD 500,000
Output 4.	Effective Project Management and M&E	USD 1,900,000

Chapter 3 Performance Evaluation

A Overall Assessment

Table 2: SDP Performance Evaluation

Criterion	Weight (%)	Definition	Rating Description	Rating Value
Relevance	25	The consistency of the project impact and outcomes with Country and Sector Priorities and ADB's Strategic Objectives as well as the adequacy of its design in addressing identified development constraints	Highly Relevant complementary & Inter-related Intended outcome aligned with country development priorities + ADB's Country & Sector outcomes Project Design relevant & appropriate for achieving the intended outcomes Innovative design & Best practice with transformative effects Relevant Financing modalities & Policy based	3
Effectiveness	18	The extent to which the project outcome as specified in the DMF (either as agreed at approval or as subsequently modified) was achieved.	Effective Project outputs: Training Delivery Quality TVET Reform SDP Project management Project Outcomes Income & Employment of Graduates TVET System Reform	3
Efficiency	25	How resources were converted to results, using cost-benefit analysis based on a calculation of the EIRR for investment projects, if feasible, as well as cost-effectiveness analysis. Other indicators, such as a comparison between forecast unit costs (in the RRP) and actual unit costs, and process efficiency should be considered when reliable EIRR or cost-effectiveness analyses cannot be conducted or do not cover the whole project.	Highly efficient	3

Sustainability 25	The likelihood that institutional, financial, and other resources are sufficient to sustain the Project's outcome over its continued Economic & Social path in an environmentally conscious way	Most likely but no budget allocated Sustainable with Institutional Development Capacity Building Private Sector Support in Line with TVET Policy and IMIS and Labour Market Information System and increased Linkages Development	3
Overall Assessment (weighted average of above criteria)	Highly successful:	Overall weighted average is greater than or equal to 2.50.	3

Table 2a SDP Evaluation by Output

Output	Relevance	Effectiveness	Efficiency	Sustainability
1 Expanded Provision of Inclusive Market Oriented Training	Highly Relevant * Aligned with Country & ADB Strategies * No Design Deficiencies * Innovative Features * Transformative effects on Target groups	Highly Effective * Outcome and Output Targets met * Outcomes in line with DMF * Outcomes Available to Beneficiaries	Highly Efficient * Use of Resources using indicators are favourable	Most Likely Sustainable * Institutionally * Socially & environmentally sound * Modalities available for funding – employers, levy, fees
2 Improved Quality and Relevance of TVET Provision	Highly Relevant * Private Sector Training Service Provision Approach * Reforms to Curriculum for Employment * New Skills Trainings	Highly Effective * Outcome and Output Targets met * Outcomes in line with DMF * Outcomes Available to Beneficiaries	Highly Efficient * QIP Approach using Private Sector Training Providers being optimized	Most likely Sustainable * QIP Approach can be Scaled up and replicated with employer and Private/Public Partnerships model
3 Policy, Institutional and Operational Reforms	Highly Relevant * * No Design Deficiencies * Innovative Features * Expected Delays due to steep learning curves	Highly Effective * Outcome and Output Targets met * Outcomes in line with DMF * Outcomes Available to Beneficiaries	Highly Efficient * Given the External Variables covering MOEST and other Ministries &	Most likely Sustainable * Institutional Set –ups and Linkages being developed

				Legal Environment Progress on Track and Efficient		
4	Effective Project Management and M&E	Highly Relevant * For Planners & Decision Makers M & E System being Developed with Indicators * Institutional & Capacity Building is Strengthening M&E and Project management	Highly Effective * Key Outcomes and Outputs met * DMF Targets aligned with Implementation	Highly Efficient * Set –up of Systems being developed using Resources effectively	Most Sustainable * M&E Systems being Developed with Indicators * CTEVT Project Management reforms in place for project Management	likely

3.1 Economic Cost

The project is of \$ 25 million comprised of Government of Nepal (\$5 million) and Asian Development Bank (\$20 million). The project has allocated on:

- Investment on fixed asset (building and equipment),
- Recurrent and trainee opportunity cost from 2013 to 2018.
- Investment on fixed asset development of the selected 10 QIP schools was approximately USD 1.3 million.
- In the selected 10 QIP schools, the project constructed new 2 story buildings in the 9 QIP schools and renovated the Pokhara Technical School.

Similarly, the recurrent cost is an administrative cost of the project. It was comprised of the cost of the skill training development program, along with the cost of monitoring and evaluation of the project and an MIS data base development.

The trainee’s opportunity costs:

Level 1 of the basic level training, cost per trainee was USD 38.6

Level 2 of basic level training, cost per trainee was USD 28.6.

Table 3: SDP Funds Disbursements

Budget	ADB Disbursement	Grant	GON Disbursement	Funds	Total
From Project Start Up to date December 2018	USD 16,300,000		USD 4,165,000		USD 20,465,000
• 1 USD = 96.04 NR as at July 2013	% Disbursed 81.5%		% Disbursed 83.3%		% Disbursed 82.4%

Table 4: Economic Cost Benefit Analysis (USD million) with Project

Cost Variable/Years	Benefit	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
A. Cost											
1. Nepal Government		0.15	0.46	1.25	1.03	0.70	0.70	0.7	0.7	0.7	0.7
2. ADB		0.43	1.87	4.17	4.22	4.19	0.00	0	0	0	0
Investment Cost		0.10	0.12	0.71	0.40	0.02	0.00	0	0	0	0
Recurrent Cost		0.06	0.08	0.05	0.10	0.08	0.00	0	0	0	0
Trainee Opportunity Cost		0.07	1.09	2.83	3.13	3.78	0.00	0	0	0	0
Staff training		0.02	0.09	0.10	0.14	0.02	0.00	0	0	0	0
Program expenses		0.03	0.07	0.10	0.14	0.06	0.00	0	0	0	0
Service and consultancies		0.14	0.38	0.27	0.02	0.20	0.00	0	0	0	0
Monitoring and Evaluation		0.03	0.03	0.07	0.07	0.05	0.00	0	0	0	0
Total Cost (A)		0.59	2.33	5.41	5.25	4.89	0.70	0.7	0.7	0.7	0.7
B. Benefit											
1. Wage income benefits of basic training											
construction			0.47	2.21	3.47	4.09	1.03	0	0	0	0
service			0.16	0.88	0.94	1.03	0.28	0	0	0	0
manufacturing			0.45	1.57	1.95	2.50	0.49	0	0	0	0
Total Benefits (B)		0	1.14	4.66	6.36	7.62	1.80	1.8	1.8	1.8	1.8
Net Benefits(B-A)		-0.59	-	-	1.11	2.72	1.10	1.1	1.1	1.1	1.1
			1.19	0.75							
Benefit-Cost Ratio			0.00	1.01	1.24	1.60	2.13	2.13	2.13	2.13	2.13
Benefits cost ratio (>0)	1.20										
IRR of the Project (>0)	38.20%										
NPV@ 12%(\$)	3.14 mil										

Based on above economic cost benefit analysis (% million) table, benefit cost ratio (BCR) is 1.20 that is greater than 1.

The project is beneficial to the target groups in terms of monetary value.

The project is profitable to the government of Nepal and ADB in terms of employment and income benefit to the target groups (women and disadvantaged groups) across the country.

The project is effective giving 38.20% EIRR with net present value 3.14 million dollar (356.67 million NRs).

The EIRR of the project shows its profitability (employment and wage income benefit), efficiency and quality with a positive performing net present value.

Table 5: SDP EIRR

S.N	Project with EIRR	Without EIRR	Rating
1.	38.20 %	32.35 per unit (\$)	Highly Efficient

The project has 38.20 percent EIRR in 32.35 per unit (USD). Based on benchmark 12% of the ADB guidelines, the project is highly efficient.

Table 6: Economic Cost Benefit Analysis (USD million) without Project

Cost Benefit variable/years	2014	2015	2016	2017	2018	2019
Cost						
Nepal Government	0.15	0.46	1.25	1.03	0.70	0.70
Total Cost (A)	0.15	0.46	1.25	1.03	0.70	0.70
Benefit						
Wage income benefits of basic training						
construction		0.09	0.44	0.69	0.82	0.21
service		0.03	0.18	0.19	0.21	0.06
manufacturing		0.09	0.31	0.39	0.50	0.10
Total Benefits (B)	0	0.23	0.93	1.27	1.52	0.36
Net Benefits(B-A)	-0.15	-0.23	-0.31	0.24	0.82	-0.34
Benefit-Cost Ratio	0	0.50	0.75	1.23	2.17	0.51
Benefits cost ratio (>0)	0.86					
IRR of the Project (>0)	2.18%					
NPV (at 12%)($\$$)	-0.086					

Based on above economic cost benefit analysis (% million) table, benefit cost ratio (BCR) of Nepal government without ADB support is 0.86 that is less than 1. The project is not beneficial to the target groups in terms of monetary value. In other words, the project is not profitable to the government of Nepal in terms of employment and income benefit to the target groups (women and disadvantaged groups) across the country. Furthermore, the project is effective giving 2.18 % EIRR with net present value -0.086 million dollar. The EIRR of the project shows its loss (employment and wage income benefit), inefficiency and poor quality with negative net present value.

3.2 Project Efficiency

The project's efficiency is evaluated with project time, infrastructure, human resources and cost.

Utilization of construction, tools, and equipment

The project has invested USD 1.7 million on building construction and tools and equipment in the selected 10 QIP schools over the country. Investment per school on construction and tools and equipment was approximately USD 0.17 million. With the exception of Pokhara Technical School, all technical schools had constructed new building as required to run Diploma Courses with class and laboratories installed. Tools and Equipment included the requirements of classes, offices and workshops.

Availability and utilization of building and tools and equipment collected from Focused Group Discussion (FGD) and Key Informant Interview (KII) is presented in table below.

Table 7: Utilisation of Buildings, Tools and Equipment

Availability and Status of Resources	Yes (%)	No (%)
Investment on Building construction and tools and equipment	100	
New Building	90	10
Old Building Renovation	10	90
Supplying Tools and Equipment	100	

Table 8: Utilization of New Buildings

Status of New building Construction	Yes (%)	No (%)
Completed Construction		
Just Completed Construction	90	10
Utilization of New Buildings	30	70
No utilization (till 2018)	70	
Utilization (before 2018)	30	
Level of New Building Utilization	Frequency of QIP schools	Total
100 %	2	2
80%	1	1
60%		
40%		
20%		

Table 9: Installation and Utilization of tools and equipment

Availability and Status of Resources	Yes (%)	No (%)
Installation of tools and equipment	70	30
Test of tools and equipment		100
Orientation		100
Payment without above three processes	100	
Installation of tools and equipment from alternative means	90	10
Extra expenditure on Installation of tools and equipment from alternative means	70	

Investment under the project on buildings and tools and equipment shows 90 percent new construction and 100 percent tools and equipment supplied in all the selected 10 QIP schools. Except renovation of Pokhara Technical School, all remaining QIP schools had achieved completed status of new building in the last year of the project.

Similarly, the tools and equipment are required in classes, laboratories and administration to improve the quality of the selected 10 QIP schools. The project had procured tools and equipment for the QIP schools with 100 percent payment. In the last year of the project, installation status of tools and equipment was only 90%. 10% of QIP schools had not completed the installation of tools and equipment.

3.3 Time Efficiency

The project time was 5 years commencing in September 2013 to January 2019. Within the 5 years period, the project had to achieve 47,500 graduate targets from private and public training schools, along with employment verification of RMO and Third Party Monitoring. Approximately 6 months is required for the verification process.

The project has two rounds of training awards to private and public training schools. Each cycle needs the 6 months verification process. Thus, the project has 18 months for verification and 42 months for training. In this project time cycle, the project had time pressure. However, the project started only from July 2014. Such delay increased time pressure to the project. In addition, 6 frequent deputations of SDP head also delayed the project implementation. The result was incomplete diploma course delivery and not on time.

However during the 5 years, diploma courses produced graduates. The Mid-term evaluation report was supplementary evidence. Therefore, time inefficiency has raised a question about the project implementation and its graduate achievements.

3.4 Human Resource Efficiency

Human resource input is a major input of skills training. The Quality of graduates with employment-based skills depends on the human resource's capacity, efficiency and quality. Its role is vital but time pressured to achieve 47500 targets with the required outcomes.

SDP had 3 important human resources: The Director and Team Leaders of the central SDP office, School Principals and instructors and RMO's. In the case of the central project office, there were six directors and output geared team leaders appointed by CTEVT over 5 years.

With the frequent deputation of Directors and Team Leaders, there were issues of project implementation and ownership output wise.

In the QIP schools, Principals and Instructors were key players in Project implementation at ground level. In case of the Principals, there was also frequent change in deputation from the CTEVT. With regards the central-office, there were also issues of implementation and ownership of the project. Out of the selected 10 QIP training schools, 30 % of schools did not have an opportunity to exposure visits.

Internal monitoring with social marketing and mobilization, selection of trainees, training venues, quality and employment is the RMO responsibility. Scattered training venues, districts and number of trainees required sufficient RMOs but this was limited and so they could not cover all venues, districts and numbers of trainees.

In terms of quality and the standard of trainings there were process and monitoring defects. In addition, RMOs undertook verifications by telephone. This approach was questionable. There were lapses. In addition, RMOs require technical skills covering trades, events, courses, instruction methods, needs for infrastructure, instructors and other elements. 40 % of RMOs were recruited from administrative staffs. Therefore, the efficiency of RMOs is questionable and was also mentioned in the Mid Term Evaluation of the project.

3.5 Cost Efficiency

It is an ideal case of efficiency when the project cost is least with more trainees and more employment skills imparted. The comparative cost per unit method used as a comparison with the Event Project of the World Bank and the Employment Fund of Swiss Development Cooperation.

The training costs to TESP (390 hours) for 20 trainees including remuneration, training materials, field expenses and venue cost was in accordance with category A –construction (USD 7737), category B- manufacturing (USD 7137) and Category C-service (USD 6737). The training cost of category C was least of all. Its mean training cost was USD 7203. Unit cost for category A was USD 38.6. Similarly, unit cost for category B and C were USD 35.6 and USD 33.6 respectively. The unit cost of category c was least. Mean unit cost was USD 35.9.

Similarly, the training cost to TESP (280 hours) for 20 trainees including remuneration, training materials, field expenses and venue cost was USD 5727. Its unit cost was USD28.6. It was less than the unit cost of TESP (390 hours).

As with SDP, The Event and Employment projects had homogeneous objectives, processes and characteristics along with internal monitoring systems to reach the target individuals including women and marginal groups country -wide. The modality of the training programs was similar by giving top priority to private player's promotion.

The skills development projects had heterogeneous unit cost

Table 10: Unit Costs

Project	Trainee Cost per trainee (USD)	Opportunity Efficiency Rank
SDP		
Level 1	35.9	II
Level 2	28.6	I
Event	45.0	III

SDP’s unit cost was lowest compared to the Event Project. SDP was the most efficient.

3.6 Reaching Target Groups

The project has a central issue in reaching target groups (female and disadvantaged groups) country - wide. Such target groups’ density is mostly in rural areas where they live without higher opportunity cost. The project has developed a social marketing strategy to reach the target groups. A Mobile Training Program was considered most appropriate to reach the target groups.

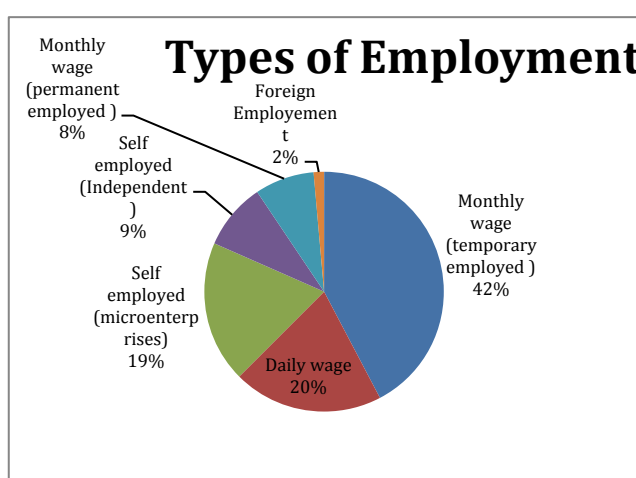
Both Public and Private trainings schools have shown a preference for this. For the Focus Group Discussions and the Key informant Interviews, the sample was not seen as representative. Despite appropriate monitoring venues for trainings, RMOs has not delivered on all mobile trainings. Therefore, there were questions relating to the effectiveness of the SDP social marketing strategy in terms of reach and exposure to the target groups.

3.7 Project outcomes (impacts):

Outcome I of the project has two key outcome indicators including employment and income to measure the project outcome and its impact.

Table 11: Types of Employment

The project **Outcome I** had trained 47284 individuals having 65 percent employment after the training completion (skill training pass and fail) that is 46102. The Trace Study 2018 shows graduates having six types of employment: monthly wage (temporary) (42%), monthly wage (permanent) (8%), self-employed (enterprises) (19%), self-employed (independent) (9%), daily wages (20%) and foreign employment (2%). Despite positive outcome, their quality nature of employment was not satisfactory when we see only 8 percent permanent employment. It was supplemented by developing of micro enterprises (19%) and 9 % independent self-employed. There was less



foreign employment. About 86 percent of trainees gained employment through the On The Job Training Module (Tracer Study, 2018).

In Key Informant Interviews and FGDs, monthly income was NRs. 12,000 to NRs 18,000. Private Training Schools reports show a minimum of NRs. 10,000 to NRs. 25,000 per month. Income levels was heterogeneous across trades and the nature of employment. The Tracer Study (2018) shows NRs 19,962 average monthly income. There was large variation from a minimum Rs. 3,500 to maximum NRs. 100,000. About 66 percent graduates earned NRs.7,000 to NRs. 31,000. In comparison with the project income target, the project employment has generated higher income to the graduates. In FGD and Key Interview, the graduates have used their income for household expenditure, college fee payments, savings and asset purchases. Thus, their purchasing power is improving enabling them to meet basic needs and socio economic development.

The project has a 75 % employment target with regards labor underutilization rate from 30% as in a Labor Survey of 2008 (female 22.8% and male 32.2%) to 25% (2020) and decline in youth unemployment from 3.6% as in Labor survey 2008 (female 3.1% and male 4.2%) to 2.4% (2020). Out of 47,284 trainees (L1 and L2), there was 65% in job placement after the completion of L1 and L2 skills training including traditional and nontraditional trades in accordance with SDP MIS data base (2018). The project has contributed to 0.8 percent and 12.14 percent to reduce under employment (3.7 million) and unemployment (0.253 million) respectively.

Therefore, the result of output 1 shows positive impact to employment to reduce under employment and unemployment .

SDP Impacts should be based on design and planning an assessment of the future impacts as currently there may not be any observable impacts.

Table 12: Efficiency Ratings

Rating	Project With an EIRR	Project Without an EIRR
Highly Efficient	38.2%	32.35%
	The EIRR is higher than the benchmark of 12% (or a different benchmark if that was explicitly approved for the project) and the benefits are produced at least cost compared with industry alternatives or with projections in the RRP ,and process efficiency is rated highly	Unit costs were lower than sector or industry standards, or the unit costs presented in the RRP
	If the EIRR is the only basis for the assessment, an EIRR of at least 18% is Sufficient	Alternatively, intended outcomes were achieved or exceeded with significantly lower costs or within a shorter period than planned

Effectiveness 18	The extent to which the project outcome as specified in the DMF (either as agreed at approval or as subsequently modified) was achieved.	Effective Project outputs: Training Delivery Quality TVET Reform SDP Project management Project Outcomes Income & Employment of Graduates TVET System Reform	2
Sustainability 25	The likelihood that institutional, financial, and other resources are sufficient to sustain the Project's outcome over it's continued Economic & Social path in an environmentally conscious way	Most likely Sustainable with Institutional Development Capacity Building Private Sector Support in Line with TVET Policy and IMIS and Labour Market Information System and increased Linkages Development	3

Chapter 4 A Proposed Way Forward

Table 13: Issues and Lessons Learned Output Wise

		Issues	Lessons Learned
Output 1	Expanded Provision of inclusive market oriented training	<p>Awareness Creation & promotion to reach target groups</p> <p>Trainees were collected but not pragmatically selected from attitude and aptitude criteria.</p> <p>The drive for quality, Trainers.</p> <p>Absorption capacity of the training providers</p> <p>How to utilise the trainings and developing job placement.</p> <p>Inadequate entry qualification requirements,</p>	<p>Develop reach to Target Groups</p> <p>Provide OJT</p> <p>Develop linkages: CTEVT, training Providers and Employers</p> <p>Review and expansion of trade skills offered and their delivery and the employment of Graduates based on the market and demand concept.</p> <p>Targets, inertia and 'course filling' with under qualified applicants needs to be addressed especially in the case of the marginalised groups and women participants.</p>
Output 2	Improved quality and relevance of TVET Provision	<p>Training course participants need counselling to match their maths, science & English levels with appropriate Training Courses Both Graduates and Employers highlighted the need to recruit those participants with motivation, appropriate entry qualification. In terms of quality, little career Lag between TVET curriculum and employment needs and facilities that need upgrading and expanding in addition to strengthening</p>	<p>Ensure Employment and fitness for purpose</p> <p>With employers</p> <p>Trainers to be prepared</p> <p>Curriculum updated based on Employment skills</p>

Output 3	Policy Institutional and Operational Reforms	Fragmented TVET between Ministries	It was inappropriate to include output 3 rather than making it a separate project considering the political complexity, different Ministries implementing their own TVET programs and weak position of CTEVT for overall coordination and standardization.
Output 4	Effective Project management and M&E	An M&E System with agreed Performance Indicators is required and to be part of an Integrated Management Information System	Undertake Institutional Development and Support in terms of developing linkages amongst TVET players supported

4.1 Analysis of the Reasons for Drop Out

- A possible mismatch of training expectations and reality
- Education qualifications and levels inappropriate for benefiting from training
- Modalities of Trainings not addressing participant needs
- Concern by families for female accommodation and supervision
- Costs of attending trainings – loss of income, travel costs and other expenditures
- Personal reasons such as relationship pressures, homesickness and lack of counseling for trainees

4.2 Reasons for High Failure rate

- No bridging courses for those coming from basic elementary level of education (or no education for level I) in many cases
- Trainers' "Training Quality" has been questioned with regards to the required standards (despite their TOT from TITI and other qualifications)
- High level of absenteeism of the trainees
- Poor quality class-room training and inappropriate/not-enough practical sessions
- There are relatively more failure cases in level II skill test basically due to higher level testing and trainees not trained/prepared well for the test. For many trainees, written test for level II skill test is difficult.

4.3 A Way Forward

From the Evaluation findings there is the potential for the approach of ADB and CTEVT to be developed as a model for TVET that can be scaled up and replicated in ADB's countries of operation.

- Capacity Building in the disciplines of Project Management using 'International Best Practice' adapted to the Nepali Operating Environment, these being the Social, Economic, Legal, Political, Geographical, Technical, Market and competitive situations.
- Further development, based on the Public Private Partnerships (PPP) approach the potential to have foreign and local investors build, own and operate TVET Training establishments using a range of PPP Modalities. Subject to ensuring transparency in procurement process, accountable leadership and committed PPP for quality outputs
- Further develop the Quality aspect by strengthening Policy, establishing Quality Standards with International Accreditation and establishing Quality Control Systems
- Develop an IT Based Integrated Management Information System (IMIS) to enable timely, accurate and up-to date data and information for planners, decision makers and implementers, this to be supported by Institutional development identifying Communication and Responsibility Nodes and Effective Management of the System.
- Develop further linkages and involvement with actual and potential Employers, Trade Associations, Chambers of Commerce, The Bureau of Standards and private sector organizations in the target sectors of construction, manufacturing and services, especially in Hospitality where Nepal can be marketed as an international Conference and Training Base Centre.
- Ensure that no Trainings commence until the required resources including plant equipment and infrastructure are in place together with competent trainers with the Training Providers having the capacity to deliver employment based skills and are engaged in job placement through ties with employers.

The need is for:

- Data and Information Analysis with a requirement for an effective, Integrated Management Information System available to planners and decision makers. Consequently decision-making information is not available consistently or continuously or timely. This is compounded by Internet unreliability. The IMIS as well as providing Project based Information should be developed to incorporate an economy wide System covering databases and the labour market situation. This can be used to tailor trainings to employer based requirements based on sectors identified – agriculture, construction and services especially in the tourism and hospitality sectors.
- A linked M&E System should be developed with Participatory Performance Indicators agreed as a basis for re-planning where needed.
- A further Review should be made of the Tripartite Agreements due to changes in the operating environment as affecting the Asian Development Bank, The Ministry of Finance and the Ministry of Education Agreement, The ADB and CTEVT Agreement and the SDP and TESP – Training and Employment Service Provider. Example is EVENT and SDP being executed by MoEST in different models – no clarity on the justifications

4.4 Evaluation of the Tripartite Agreements - ADB, Government of Nepal and CTEVT-TESP:

- ADB/ MoF/ MoEST: The role of MoF is only mediation (for norms/standards and record keeping) of all bi/multi-lateral projects. They take part in finalizing the draft contract, negotiating and approval. GoN mandate is that any Bi/Multi-lateral projects must be signed by MoF representing the GoN.
- ADB and CTEVT: bi-lateral discussion, clarity and agreement between ADB and CTEVT was very critical and of high importance for the success of SDP. These two organizations are responsible for design (theory of change, outputs, outcomes and impact), decision on timeline, monitoring mechanism and almost everything for project implementation.
- Agreement between ADB and CTEVT could have been stronger considering the Output 3 integrated in a “training delivering project”. TVET Reform (output 3) must have been a separate project with soft and long-term Technical Assistance (TA) component built-in. PSC is almost non-functioning for output 3 and not a single key performance indicator is fully achieved.

CTEVT-TESP:

A question is whether TESP have capacity and resources to provide employment related services.

- The SDP has the potential to be economically and financially sustainable. This is due to the base of involving the Private Sector Service Providers and developing linkages with employers. A range of funding modalities can be discussed. There is the potential to have industry and commerce, either through individual organizations or trade associations and business management organizations giving financial support through grants, sponsorships, scholarships and the donation of plant and equipment and expertise to support the training providers to offer ‘State of the Art’ skills transfer.
- For technical craftsperson skills development potential exists for apprenticeships which combine the practical work based learning and the in service training by private sector providers.
- A levy paid by employers to training bodies is a potential contributor to sustainability.
- Closer ties between the Private Sector Training Services providers could be developed thus enabling them to have joint policies, objectives and strategies that can be used to lobby and negotiate with government and directly with NGO’s and donors in the TVET arena.
- Due to the fragmented nature of the TVET activities rationalization and coordination can lead to greater relevance, effectiveness, efficiency and provide a base for continued sustainability.
- Accreditation by recognized international bodies for qualifications can be pursued giving weight to trainings undertaken.

- This will enhance job seekers entering the international jobs market and compete from a position of strength.
- For the commercial section as well as technical trades trainees can be matched with potential employers through databases supported and developed through CTEVT and the linkages developed with employers. The Curriculum Develop Unit can further refine the offerings to encompass new skills offerings and the development of a Competencies based approach and standards developed for assessments.
- Due to the large size (numbers) of MOST training packages, the questions have been raised on the quality and performance of the training. Thus, a package needs to be downsized.
- It is learned that most of the graduates were into the job placement by themselves (not through TESP's linkage). So it is advised to provide relevant tools and equipment to the trained graduates rather than providing a bonus to the TESP's after employment verification.
- Coordination should be developed with local government before the start of training programs.
- Training Needs Assessment (TNA) should be mandatory before conducting the training program.
- The Tracer Study should be conducted twice during project period (i.e. Mid-Term Tracer Study and Final Tracer Study).
- A compulsory Training OJT should be applied with a revised and updated curriculum; this provision has to be mentioned in the curriculum as well.
- Permanent staff with relevant subject matter should be assigned as a Monitoring Officer for effectiveness and accountability of monitoring of the training programs.
- A Higher Level Monitoring Team should be formed for periodically monitoring and providing feedback for the improvement of quality and effective training.
- The frequent change of Project Directors is a concern generating negative results.
- PIU needs to prepare a Project Operation Guidelines and should be implemented accordingly.
- TESP's should indicate and submit the trainees OJT plan and Industry Linkage Plan when submitting their proposals.

4.5 Governance for QIP

Good Governance requires the 3 elements of:

1. Policy Making
2. Implementation
3. Policing and Regulation

Good Governance requires that each of the above 3 components be in separate independent organizations.

It is not critical who formulates the Policy as long as a Policy is in Place. The Implementation is within the tripartite agreement with the Training Service Providers and CTEVT, MOEST and ADB.

4.6 Evaluation of Governance for QIP

Strengthening of QIP Governance is required covering the Institutional Set up, Capacity Building and the development of an Integrated Management Information System addressing the following.

4.7 Quality Improvement Programs (QIP) for 10 public Technical Schools:

Institutional Dimensions and proposed actions

The Quality Improvement Program through SDP contracting 10 schools as part of the Program is using the 13 Quality Standards and 42 Indicators that have been formulated by CTEVT and the participating school Principals.

The latest Audit for 2018 gives the following report.

The results are excellent covering:

- 1) Performance in line with The Strategic Plan
- 2) Formulation and Implementation of the Yearly Plan of Operations
- 3) Lessons Learned and Developed and Implemented
- 4) GESI support established
- 5) Facilities Maintenance Plan in Place.

Significant progress was made for QMU operational linkages and in the development of Industry Standards to be applied.

In addition general support is in place to support students with an effective facility in place.

Staff Performance Appraisal and The Performance Improvement Plan and the related Standards pertaining to "Teachers and Faculty" were being undertaken in 6 schools.

These 6 schools have conducted a Performance Appraisal covering all members of staff. However it was noted that schools need support in organizing follow up activities based on the Performance Appraisals.

It was found that difficulties were being faced in the area of Research and Development. This covered the tracing and follow up of graduates. Collecting and processing the information needs capacity Building support.

Recommendations were made covering:

- 1) Establishing a central QMU to facilitate and sustain QIP to facilitate and sustain QIP in constituent schools
- 2) Counseling students to ensure that their training is appropriate according to their level of math, science and English.
- 3) QIP Schools to make a plan to develop the standards that have not been met such as completion of programs.
- 4) Develop Training on Institutional Supervision, academic and career counseling and conducting analysis and presenting the results of tracer studies and student evaluations.

- 5) Support the schools in implementing academic and career counseling with CTEVT to support the establishment of such a position in schools. The activity is currently undertaken by the schools staff in addition to undertaking their regular teaching duties.
- 6) CTEVT to give technical support in undertaking Performance Appraisals and Performance Improvement Plans. TITI could provide the training for school staff.
- 7) CTEVT to give additional support to schools Trade Departments for teaching and learning, delivery and monitoring and teacher meetings
- 8) Strengthen EAPC in line with SDP ToR and Work Plan.
- 9) CTEVT to explore IMIS linked to schools.
- 10) Develop mechanisms for sustainability to ensure the standards maintained after the program ends
- 11) 2019 Implementation Plan for QIP related Standards
 - Occupational Health and Safety (OHS)
 - Water, Sanitation and Hygiene (WASH)
 - School Environment
- 12) CTEVT to develop QIP Audit Assessor

4.8 Design of the Output 3: Policy, Institutional and Operational Reform

There were four key Performance Indicators in the Project Administration Manual (PAM) developed in May 2013 for SDP (Project number – 38176) which was subsequently agreed upon by the Government of Nepal and ADB:

- I. By 2014, TVET sector roadmap and sector results framework updated in line with national development plan
- II. By 2014, TSDU operational within MOEST
- III. By 2016, CTEVT restructuring plan implemented, and
- IV. By 2016, institutional framework and procedures for the TVET Fund adopted and initial fund allocated by the government.

The Review Mission from ADB fielded from 25 June to 8 July 2018, acknowledged slightly different timeline without making any change in the required performance indicators. The changed timeline for each indicator have been:

- (i) By 2017
- (ii) No change
- (iii) By 2017, and
- (iv) By 2018.

4.9 Major achievements thus far:

i. **Roadmap and Result Framework:** The process was initiated immediately after the promulgation of the National TVET Policy 2012 (June) by the Government of Nepal on its own. When SDP was designed, the support elements were planned (a) TVET Strategy, (b) Roadmap and (c) Result Framework. They were also indicated in the form of a key indicator for SDP. TSDU facilitated the process for their development. Nevertheless, no tangible result has surfaced except for drafting and submission to ADB and MOEST in February 2018 (with maximum delay). TA support from ADB was made available too.

ii **Operationalization of TDSU:** The unit is operational. However, as of now, there is only five staff as against the provision of eight. TDSU is not professionally functional as it was anticipated at the time of designing. It is more of a Secretariat shell to the Project Steering Committee and of course MOEST.

iii **CTEVT restructuring:** SDP did a compromise and supported CTEVT to create its “interim Restructuring Plan” which was only partially true to its original spirit. Nevertheless, neither the interim plan nor the drafted restructuring plan after rigorous discussions was approved. It is said that there are hurdles for its approval due to some conflicting provisions seen in the constitution of Nepal-2015, approved CTEVT Acts, Federal structures, and Local Governance Act – 2074. However, a draft was created and submitted to the Council of CTEVT and a decision is awaited.

iv **Adoption of TVET Fund mechanism:** The TSDU, under the guidance of PCC, is working to draft the institutional framework, procedures and detailed TOR of the TVET Fund, to be operated for TVET promotion under one window system. Government of Nepal has initiated the process by allocating USD 1 million in the Red-Book for FY 2017/18.

Reasons for delay and/or non-achievement of results under Output 3:

- 1) Too many government agencies are implementing TVET programs while following or not following the norms created by CTEVT. Other ministries show reluctance to adopt CTEVT standards also due to status-quo complexities.
- 2) Bringing all these actors under one-window system needs a systematic/gradual steps as well as pragmatic interventions to bring them under one umbrella at least to follow national standards while implementing TVET related programs. The problems are not yet resolved since different ministries have their own needs and priorities.
- 3) Project design itself had a fault in the sense that SDP’s prime priority was to deliver market-oriented vocational training to the youth and help public training institutes to augment their Pre-During-Post training related services for better results. The Output 3 (TVET Reform) got less attention in comparison to Outputs 1 and 2. Besides, the actors were different (TSDU + Ministries + PSC and so forth). Hence, the project-oriented approach for TVET-Reform (national and macro) task could not become successful. There should have been an Institutional Development related separate project to be implemented by the National Planning Commission or Prime Minister’s Office to accommodate all ministries and actors working for TVET programs. A separate Technical Assistance (TA) package could have been injected from ADB.
- 4) TVET Sector Reform needs to be looked into from Federal to Provincial to Local level governance system. Nepal is still in transition for some concrete concept and operational modalities. When SDP was designed in 2013, ADB as well as the world knew that a new constitution is being developed for Nepal and a transition is needed. SDP design did not have that space.

- 5) For the federated services to people, each agency/ministry is trying to identify/create its space in all the three tiers of government system i.e. Federal, Provincial and Local. Enactment of TVET related regulatory function is not yet clear – will that be done by provinces for all local level entities or the federal body? CTEVT is also working to create its space in provinces and similarly the MOEST. Probably, MOEST could establish its provincial office in each province and create a separate unit to look after TVET sector. This is the dilemma and no one seems clear about it.
- 6) Meanwhile, CTEVT is holding its own and needs technical support to implement Institutional and Capacity Building .
- 7) Relevance for CTEVT’s restructuring: CTEVT deployed its professional staff to create the national TVET Policy-2015, it carries out all regulatory functions such as examination, accreditation, affiliation, skill testing, curriculum standards, affiliation for short term training (with a question mark though) and so on. At the same time, it runs 46 technical schools. Hence, as the PAM stipulates, such conflicting roles must be eradicated or CTEVT needs to hire a Super-Manager who can coordinate Policy, Regulatory and Implementation functions from one chair and enhance network system among all actors.
- 8) Institutional arrangement for output 1 for monitoring of outcomes needs strengthening. This can also be co-related to fiduciary-risk assessment carried out by ADB and the Aide Memoire (AM) of July 2018 (3 TESP’s covering the whole country in the name of JV). The frequent changes of PDs, padlocks and interventions of the Commission for Investigation of Abuse of Authority (CIAA) are some tangible actions.

Incomes and Employment

The findings suggest that average income of graduates was NRs. 19,962.65 which is way higher than the project target. It varied between NRs. 3,500.00 to NRs. 100,000.00.

1. **Higher Income of Self Employed Graduates.** Further, higher average income among self employed (single or micro enterprise) has important implication for changing the current training approach.
2. **Social marketing** – As reflected by graduates, only few received training information through print and electronic media.

An ADB Project covering TVET activities in Bangladesh, which is held up as a country achieving growth targets, is identified as lagging behind Nepal in terms of Concept, Design and Implementation of TVET interventions especially with developing involvement and of the private sector in the establishment and management of TVET training schools.

It is proposed that SDP be developed as a ‘Flagship Project’ taking account of Lessons Learned and the proposed Way Forward and promoted as such through development of a ‘Case Study’ with the SDP Legacy being developed through the drafting of Training Manuals especially in the area of (PPP) Public Private Partnerships for TVET for the development of ‘ Bankable Projects’.

Education PPP’s best practiced can be seen operating successfully in New Zealand and Scotland.

An organized Study Tour to see 'Hands on ' PPP operations can be undertaken to these countries with the proviso that on Completion Report and de-briefing be undertaken including a Plan for utilization in the TVET arena in Nepal.

Chapter 5 Evaluation of Gender Achievements under SDP

GESI Analysis Framework, Findings and Recommendations

5.1 Introduction

GESI in SDP includes interventions for women and socially excluded groups. The project has hired GESI experts to provide technical support in implementation of the GESI action plan. GESI officer (education- I. COM and gazette III class) was also nominated to lead the activities in the project for the day to day management. The GESI was Regional Monitoring Officer and afterward, she was assigned as GESI officer as she took short training course on GESI. The present GESI are still responsible for monitoring Dhading, Ramechhap and Lalitpur.

5.2 GESI Findings

The GESI expert provided input on detailing of the Action Plan and in implementation of the activities.

Output 1: Short courses target of 45,000 people trained but contracted for 47,500 to the 15 private and 10 public schools.

- a. Training contract was made with 15 private training providers and 10 public schools for 47,500 people including 40% women and 30% socially excluded for short training courses such as P1 (390 hours) and P2 (260 hours). Total of 47,131 enrolled of which 38.74% women have been enrolled in different trades.
- b. Altogether 39,964 have completed the courses and 15.2% dropped out against the enrollment of which 7% dropped out from enrollment.
- c. 45,929 appeared for Skill test of which 42% women and 69.67% passed, 21.47 not met and 8.85% is in process of results.
- d. RMO has verified employment of 36,561 of which 38.16% are women. The employment verified data is 78.39% of training completed and 79.6% of skill test appeared.
- e. Third party monitored and reported 29,936 of which 38.76% are women. The data is 81.87% of RMO data and 93.54% of skill passed, 63.79% of skill appeared, 64.19% of course completed and 63.51% of training enrollment.

There is inclusion of GESI in RFQ, bidding, evaluation criteria; hence GESI is mainstreamed in the service provider selections process and contract signing.

As the GESI chapter is mentioned in the MOU as "GESI principles in all activities particularly in trainee mobilization and selection, training operation, training materials in supporting gainful employment of women and socially excluded people (40% women 30% socially excluded). GESI training to the management staff, coordinator and trainers are mandatory to the school from PIU. Hence, all the related staff has taken training.

The criteria and scoring was set to select the participants as

Table 14: Women: Disabled and Earthquake Affected

Types	SE	women	Poor	disabled	Earthquake affected	Interview	Total
Score	20	10	family income a grade (< 2000) = 15 b grade (= < 3000) = 10 c. grade (< 5000) = 5 d. grade (> 5000) = 0	10	15	30 base on commitment (5) positive attitude (10) vision (5) entrepreneurship (5) subject matter (5)	100

5.3 Anticipated gaps

In the Preparation Phase

TESP prepared a social marketing plan but are limited to FM, radio and pamphlet distribution to the access areas. TESP are not able to do effective social marketing to select the targeted participants; selection of women and socially excluded group people are difficult to reach to create Awareness and Mainstream the message of the benefits and availability of training. TESP have not succeeded in the design of market-led training package or skill gaps for the locales. TESP are not able to mobilize local owned CBOs and NGOs to interact with local people. TESP are rigid in terms of managing tailor made learning environments to orientate them for the training. Community needs assessment for the training is lacking in the whole process.

During the training

TESPs are not able to gain the confidence of participants, offer proper counseling and provide team pressure in exchange for knowledge and provide employment security.

Participants have completed the course and attain the skill test but failed because of the following situation

- Non-traditional trades and less than confident to appear in examination
- Learning time is too short
- Differences in learning courses (curriculum) and examination questions
- For L2, many terminologies are technical and that appear in the exam. Participants, who have been in business for 3 years or one year of experience after L1 is passed can join an L2 course. The level of education may not be adequate for an L2 course.

Output 1 (b) Mid Level Courses for 1,000 participants in 25 trades was modified after the MTR into 15 trades and 600 participants

A total of 602 enrolled of which 33% are female and 55.5% are from excluded group in the mid level program against the target of 15% women and 20% excluded group. The Enrollment Rate has exceeded the target. There is high demand in the health sector for trained females with a fee paying quota. There is less demand for engineering trainings by the females.

5.4 Career Guidance Counseling

Career guidance is a part of each training to match for the employment and it is incentivized for the TESP for placement. TESP has provided career counseling to the 41,681 participants of which 18,936 (45.5%) are female and 33,915(81.36%) are socially excluded category.

Third parties evaluated the employment and recommended bonuses of 23,740 to the TESP of which 5,119 are under A grade, 1,788 under B grade, 10,824 under C grade and 4,186 under D grade¹. Third party evaluation is on going .

Output 2: Quality Improvement Plan

From September to November 2014, each institute undertook a self-assessment to assist in the design of the QIP Program Plan. The institutions' self-assessments were based on nine key performance areas, each with their own quality standards (72 standards).The nine key performance areas are: (i) Governance and Management, (ii) Teaching and Learning, (iii) Support to Students, (iv) Teachers and Faculty, (v) Budget and Financial Resources, (vi) Facilities and Equipment, (vii) Management Information System, (viii) Linkages to Industry/Enterprise and the Community, and, (ix) Research and Development. Based on their self-assessment, each institution developed a Quality Improvement Program (QIP) Plan. Quality performance coaching was conducted to QIP schools. All ten schools have analyzed their existing situation considering the GESI issues and prepared a GESI action plan, appoint a GESI focal person, train all the instructors on GESI topics, conduct GESI sessions in the technical training, promote GESI friendly environments in the school such as separate toilet, child care unit, separate hostel for girls, complaints box, handling any harassment cases, conduct extra curriculum activities and attend executive committee meetings and support to maintain the sex and caste disaggregated database of students.

Based on the plan of the schools, auditing was undertaken with reports generated. The review and planning workshops for the Quality Improvement Plan was arranged every year and based on the plan, the school prepared the plan and also implemented. There is no provision for a GESI audit in the PIU and schools.

All 10 school formed Industry Partnership Committees comprising of 8 people of which 5 are from private sector and 3 from schools including one female. The schools have been conducting counseling session at least twice during the training program. Some trainees were provided accommodation and supported through monthly allowances. A Needy Group Support Modality was applied which provided allowances for accommodation including

food and other costs. It has been increased with coverage for 40% of targeted participants (as recommended by the MTR).

5.5 Capacity development of Staff

As the plan to mainstream GESI in the TVET, human resources are the main stay for integration, hence, a total of 7 events for GESI sensitization through workshop and trainings were conducted for 131 people of CTEVT plus trainings for 10 model school principals and senior staff were conducted of which 24.42 are female. One Five days GESI TOT was conducted for GESI focal persons as a refresher, which is conducted by TITI.

Training sessions

The GESI session was designed for 16 hours for the short courses and 20 hours for the mid level training program and included in the training program as mandate for all TESP. The course on the GESI gives a level of understanding on sex and gender, gender roles, work divisions, social exclusion and inclusion, GESI mainstreaming, GESI friendly environment, gender based violence such as sexual harassment and others discriminatory behaviors in the workplace as well has mitigation processes and steps to be taken as precautions for Foreign employment and lastly present laws and policy related to GESI.

Monitoring and evaluation was also conducted in each of the trainings by the GESI officer. The results show the objectives were achieved. GESI is integrated and as standalone topics in the training programs.

The GESI training curriculum is not an addendum in the technical training curriculum and there is no incentive for session facilitation for GESI. Hence they cut the time of the technical sessions for GESI topics under the support of SDP.

Gaps

The topics don't cover the issues analysis related to gender and social exclusion and how to address those issues in the TVET, workplace and tools to life-skills.

Although, GESI training is considered as a standalone package, GESI issues have been seriously considered to make a favorable environment for the training venue, increase participation and enrollment of women and socially excluded people. These are; using GESI friendly language, separate toilet for ladies, separate dress changing room, transportation/mobility, if necessary baby care centers and care taking activities as needed (flexible).

5.6 Social marketing Activities

Social marketing activities are planned and conducted to attract the target groups and others to inform related aspects of the training programs. A Jingle was prepared (Meeting Point Pvt. Ltd) in 5 different languages (Bhojpuri, Rai, Tamang, Maithali and Tharu) and telecasted through FM radio.

The title "Skill and prosperity program was broadcasted monthly on TV and bi-monthly on radio and FM. The Information about the training has been spread through social media (YouTube and face-book, etc.). National and local-level seminars were conducted with the

NGOs, employers, FNCCI members, etc. to inform them about the training program and appealed for partners. No partnership has been signed yet for either social mobilization or employment.

Different TESP has adopted different programs as their access, there is no standard package for the social marketing to increase participation by women and socially excluded poor groups.

5.7 Gaps

There is no GESI auditing conducted under the QIP. GESI unit was set in CTEVT and all the 10 schools.

Output 3: Policy, institutional and operational reforms implemented

The GESI unit comprises of 5 members including 3 women was formed in CTEVT to support Policy, the TVET sector road map and sector results framework and updated in line with the National Development Plan. This group will provide inputs on GESI in CTEVT on the Restructuring Plan and Institutional Framework and procedures for the TVET fund adoption and initiate fund allocations by the Central Government.

Due to a low profile of the GESI unit, many issues have been bypassed and the Unit has never consulted on relevant matters.

TVET Policy, 2012

The policy, 2012 is mainly focused on the extensive expansion of the opportunity for vocational training, provide trainings in an inclusive manner, reliable unification and integration of academic pathways of various training and vocational career development, emphasis on the improvement of proficiency of the initial learner and relevance of the curriculum and sustained investment funding and mechanisms.

The Policy guarantees the access to vocation training and inclusion has adopted two strategies.

- 1) Make available the different encouragement packages to increase access of economically, socially and geographically backward citizens for technical education and vocation training programs.
- 2) Adopt the special privilege policy for the inclusion of the backward class regions and communities in the technical education and vocational training offerings.

5.8 Working Policies

Develop appropriate programs, aid and information systems to address the needs of the citizens of the different regions and class by identifying the same.

Make available the facilities such as scholarship, free quota, minimum fee and credit facilities so as to ascertain the access and participation of the interested citizens including Women, Dalits, Ethnic Groups, Madeshi, Muslim, Disabled, the poor and the geographically backward to the technical education and vocational training programs.

To encourage the organization and persons involved in the function of providing technical education and vocational training as per the need of the remote rural areas.

The policy, strategy and working policy tried to give space for inclusion of deprived and backward communities, it does not spell out gender equality in any of the areas of policy, strategy and working policy.

Revised TVET Road map, July 2018

Strategy 2.1: Expand access and inclusion for women, excluded groups, those who have experienced exclusion historically

- Expand equitable access and inclusion by adopting new measures: Applying quotas of 40% for women, 30 % excluded groups, for participation in TVET programs
- Develop flexible arrangements to assist women to participate in training
- Operate training programs exclusively for women

Needs assessment for the women

- Establish in each province, women only programs in Agriculture, Construction, Hospitality, Manufacturing and ICT to be operated annually
 - Monitor effectiveness of the programs in achieving 90 % successful program completion and 80% employment and revise the programs as required

5.9 Results Framework

There is relevancy in setting GESI goals as it is mentioned in the Policy and TVET Results Framework 2018-2023. A Target is by 2020, operate Social Marketing to ensure equitable and inclusive access to training and employment by:

- i. Establishing and operating effective targeted social marketing programs at the national, provincial and local levels;
- ii. Consulting with women, excluded groups and Indigenous nationalities for targeting social marketing to meet groups' values and interest

5.10 Outputs

By 2023, target pre-employment training to 450,000 individuals (40% women and 30% from excluded groups) in key sectors of economy.

144,000 (108 members of excluded groups and 38,000 needy people) will have secured training related employment at a minimum of monthly income of NRs. 10,000 within six months of graduation

By 2019, expand equitable access and Training MIS and employment Assumption:

Expand access and inclusion for women, excluded groups, those who have experienced exclusion historically inclusion by:

- (i) Applying quotas 40% (180,000) for women and 30 % (135,000) excluded groups, for participation in TVET programs
- (ii) Developing flexible arrangements to assist women to participate in training
- (iii) Operating training programs exclusively for women
- (iv) Establishing physically accessible TVET facilities and modifying exiting TVET facilities to make them accessible
- (v) Providing access to training and special accommodation for persons with limited literacy and numeracy skills,
- (vi) Providing access to training provisions for persons who are visually and who are hearing challenged
- (vii) Locating locally market-relevant skills training in villages and hard to reach rural communities.
- (viii) Increasing income support to RS 500 per day for 38000 needy people participating in skills training
- (ix) Providing tool-kits for needy graduates to enable their immediate employment

TVET fund established

Output 4: Effective project management and Monitoring and Evaluation

Project has set standard database with sex, caste/ ethnicity and geographic region disaggregated; it has been replicated in all the TVET programs of CTEVT. Result based monitoring and evaluation mechanism and indicators are in place to ensure achievement of target participation and employment rates by target groups within six months of training completion by enforcing incentives for TESP.

SDP has assigned regional monitoring officers in 6 regions to verify the employment ability after 3 months of training completion and third party monitoring mechanism to verify the income and employment. Again these results were tied with the incentive to the TESP, so monitoring and evaluation is became effective and result oriented.

There are 26 staff in The PIU of which 13 (50%) are women and 10 are belonging to excluded groups category. There are 3 staff in The TSDU of which one is female (33%). There are 11 RMOs of which 4 are women. There are 4 administration staff of which 2 are women. Most of the staff has been provided *GESI orientation training*. *After the training participants can talk about GESI and it is important for the project but ideas are needed on how to address GESI into the program apart from counting numbers. It is applicable to the GESI officer also.*

A GESI friendly environment. The Office itself is not GESI friendly as there is one common toilet. Office is on the 3rd floor with no lift system, so a disabled person can't reach the office.

Evaluation criteria

The GESI mainstreaming agenda of SDP is evaluated with the guidelines of Relevancy, Effectiveness, Efficiency, Sustainability and Impact. In response to the interviewed with the staff and different stakeholders (QIP Schools and private service contractor as TESP), it emerged that the project is sensitized to the theory and practices of GESI. They want to keep GESI as a centre of the project performance. They are explicitly concerned with the counting of the numbers of women and socially excluded group, separate toilets, notice boards and complaint boxes. They are very much on the alert for complaints on sexual harassment and abuse of women and socially excluded groups. With this, the GESI flagship has raised many issues and changed the overall environment of the TVET sector.

5.11 Relevancy:

Whilst discussing gender, we should discuss the balanced relationships between men and women for an overall balanced development of family, society and country. Gender mainstreaming and Inclusion has been considered a central approach for the overall development of the country. This is reiterated by the 14th Periodic plan and other relevant documents. Therefore, GESI is considered as a cross cutting theme for the TVET sector and is relevant. As it is mentioned in the TVET policy, 2012, draft result framework (2018-2023), TVET sector road map (July 2018). For the translation of the vision mentioned in the policy, the project has elaborated the explicitly the targeting of women and socially excluded people in the program. To translate that target into result, effective implementation mechanisms were designed and put into operation.

With this objective and steps, SDP was designed with a prepared action plan in detail, including a GESI specific action plan. PIU designed a project brochure, a jingle to broadcast at national and local levels for TV, FM and Radio as well as to coordinate with NGOs, cooperative and social networks to extend the outreach of the program targeting the women and socially excluded people. PIU prepared a social marketing strategy and TSEP prepared a social marketing action plan within the frame of the strategy. PIU also produced documentation, participated in job fairs, attend various conferences and seminars, and posts regular updates via social marketing sites and maintains the project website linked to the CTEVT website. The Project has monitored the process of mobilization, counseling and enrollment of the targeted people.

The GESI action plan has been prepared to address the issues related to gender equality and social inclusion. In following up on the GESI action plan of the PIU, all the QIP schools and TEPS also prepared the GESI action plans with strict implementation. The audit of the GESI action plan was also conducted to monitor the actions. The major activities under GESI are in support of the Project Management Unit to enhance the capacity of human resources to achieve the target in providing vocation training to women and socially excluded groups for gainful employment and a dignified life through economic transformation. In this context, major activities are produced such as a resource guide, training all staff on GESI and its issues handling, on the job coaching and counseling and creating a favorable environment for women and socially excluded groups. The GESI focal persons were appointed to take the lead and facilitate the process. The GESI person is expected to be involved in all the committees formed in the organization, which is mandated to hear GESI issues in the meeting but how far s/he can raise the issues, that is the question.

TSEPs have conducted preliminary counseling processes to assess participants on their willingness and facilitate them in selecting the trade before training. After enrollment of the participants the program guides the participants on their learning and coaching for decent work in future.

In the GESI context, issues and harassment cases were discussed in the class room with 16 hours class time for short term courses and 20 hours for long term courses. They were also taught how to report on sexual harassment and other abuse cases. Suggestion boxes are kept in all the schools for any complaints.

Initially there were more complaints on abuse, assault and harassment, from the second year, there were no complaints after realizing the penalties and punishment for bad behavior and the seriousness of those cases. All staff and participants became alerted on issues and started to maintain the discipline. From reports it can be said that all QIP supported schools and PEST have GESI a sensitive environment. They have separate toilets, changing rooms, separate accommodation for female and male trainees, coverage of essential transportation costs for needy people, child care support (if needed), flexible training time and mobile venues (where possible) as well as space for raising voices to demand justice.

There is an MIS database system of the participants with disaggregated data on sex, caste, region and trade. From this data, it can be identified how many women and socially excluded people participated in the program and those who have completed the course, those who have attained the skill test examination and who passed the skill test as well as those who get employment within 3 months and earn Rs. 10,500 per month within 6 months. The smart monitoring indicators were set with a regional monitoring officer following up after 3 months of training completion and a third party will monitor after 6 months of training completion.

Employment and income of the trainees were supported with the bonus to the training providing institutions. These initiatives have encouraged the training providers to follow up trainees and facilitate the process for job placements.

CTEVT management has decided to keep 33% women on all the committees, which were newly formed. CTEVT also established GESI unit inside the institution to support CTEVT activities to be GESI responsive. From this fiscal year, they also allocated Rs. 40,000 for specific activities to institutionalize GESI for action.

5.12 Effectiveness

As a result SDP attained the stated target of women (40%) and socially excluded people (30%) enrolment, completion of training, skills tests examinations appear as does those who passed and obtain gainful employment and income for women and socially excluded groups.

It is always the challenge to reach the outreach and outskirts people such as socially excluded people and women among them; who suffer multiple deprivation and are disadvantaged needing the development efforts of the state due to their lack of knowledge, education, exposure and the nature of social exclusion and who reside in remote areas. For these, the program needs additional efforts to reach these people by designing additional

social marketing and mobilization efforts to increase outreach in accessing them. The technical and vocational training will add to their skills, which will help them to obtain decent work and value added for their efforts to gain full employment and increase incomes. Hence, the given vocational trainings have added value in enhancing their technical skills and abilities to generate income.

Reaching the needy groups is difficult but once reached the inputs on technical training is always valued by them and offer them "**value for money**".

The vocation training provided to the women and socially excluded people are exceptionally effective in generating full time employment or self employment to enable the generation of better incomes. The project targeted the excluded people and women but the effectiveness to reach to them is less than effective, hence the drop out amongst participants is high.

As social marketing schemes and other activities are found to be less than effective in reaching those residing in remote areas and who are excluded from other development interventions. The women in these categories are most vulnerable and marginalized. There is a need of more social marketing activities linking up with different options to reach them as well as increasing their access and capacity for the training.

At this moment, GESI unit has a limited portfolio and budget, so effectively advocating for GESI mainstreaming is challenge to them.

5.13 Efficiency

Considerable resources are required to extend information dissemination to the targeted groups. Women and socially excluded people, merely listen to the FM Radio. Television is often not an option for them. Most of them are illiterate and heavily occupied with other daily survival options. They never have opportunities to learn from pamphlets and brochures, which are available in market areas and village local government areas.

Counseling packages need to be designed in a way that will add incentives for undertaking training most notably in employment, self employment and income generation. Generally SDP are knowledgeable in terms of what training for them has potential. From the high dropout rates it appears a proportion is due to realization that the training is not likely to result in employment.

If there is no back up with a job guarantee or financial support to start their business, they may drop out.

5.14 Sustainability

As GESI is embedded in CTEVT and participating institutions in Policy, Strategies and operations through SDP interventions. This combined with private sector linkages is changing attitudes and hence behavior with regards GESI.

5.15 Single Women

Unmarried up to 35 years, widow, divorced and separated women.

Table 15: Capacity development programme under GESI

SN	Name of training	Days	Start and end date	Male	Female	Caste
1	Workshop on GESI , M&E and Database TOT	4	20-23 Aug 2014	15	7	Madhesi 3, Janajati 3, Brahman/chhetri 16
2	GESI Sensitization Training	2	18 to 19 Aug 2014	12	9	Madhesi 1, Janajati 4, Brahman/chhetri 16
3	GESI Sensitization Training	3	Sep 04 - 06, 2014	16	6	Madhesi 1, Janajati 7, Brahman/chhetri 14
4	GESI Sensitization Training	4	Nov 06 - 10, 2014	12	3	Janajati 4, Brahman/chhetri 11
5	GESI Sensitization Training	2	Jan 26-27 2015	5	1	Brahman/chhetri 6
6	GESI Orientation	1	Sep 06, 2014	23	1	Madhesi 9, Janajati 1, Brahman/chhetri 12, Dalit 1
7	Orientation on GESI to TESP	1		16	5	Madhesi 4, Janajati 3, Brahman/chhetri 13, Dalit 1
8	GESI ToT Program (Refresher Training for GESI Focal Person)	5	Feb 19 – 23, 2017	13	11	Madhesi 4, Janajati 3, Brahman/chhetri 17

The project has achieved output 1 target of 45,000 training. It has contributed positively in the employment, income and livelihood of 40% women's household and 30% disadvantaged household. Ultimately, it could reduce poverty level of these target groups households. Therefore, the project is highly relevant in Nepal.

5.16 Effectiveness of the Project

Output 1: Expanded provision of inclusive market-oriented training of the project has targeted 45,000 individuals (now 47,500) (40% of who are women and 30% are from excluded groups, and private training providers train 80%) complete basic skills training in market-demanded occupations and 1000 mid-level young people by the end of 2018. The project has additional target of 2500 young people. Thus, the project has target of 47,500 young people. The project has trained 47,200 young people with basic skills training and 600 young people with mid-level skills training. The project has achieved 100% target in basic skills training and 60% in mid-level skill training.

The project has an inclusive target to women and excluded groups. The project has included 34% women and 72% in disadvantaged group in the enrollment of training. In the case of women, the achievement is below the project target and priority but in case of disadvantaged group, the achievement is 200% of the project target. Its baseline was 32% women and 26% Dalit. Despite the lower achievement of the women targeted, the project is

seen as effective in terms of GESI with achievements made in trainee enrollment for disadvantaged group's inclusiveness.

In the mid-level skill training, the project has included 33% women and 55% excluded groups. Despite 60% achievement in enrollment, the achievement is 400% of the project target for women (15%) and 130% in the excluded group (26%). It is 445% higher than the base line (11% women).

The project has an objective of promoting the private sector involvement in skill training at a required basic and mid-level for the labor market of Nepal with the target of 80% private sector involvement in skills training.

An aim was to develop imperfect, informal and the small labor market competitive with a large number of private players. This is to be achieved through strengthening enterprises and labor market linkages. The project has achieved below 80%. The actual is that is 74%. However, the public training providers have achieved 26%. This is more than the project target. Thus, the project has been effective in promoting the private sector in training, job placement and market linkages.

The project has 75% job placement and gainful employment immediately after 6 months of the training completion for productive employment promotion for income generation.

The project has provided training trade events at 2 levels: level 1 and level 2. Those trades, which have market potential, have 100% job placement and employment. For example, motor cycle repairing and service, masonry, electrical, plumbing, tailoring and beautician. They have achieved 100% employment with satisfactory income levels.

Self-employment has been dominant in terms of employment followed by wage employment and then foreign employment.

30% of trainees are still seeking employment. Women trainees have generally benefitted well from training with 65% job placement and gainful employment overall; although it's short listed trades have 100% job placement and gainful employment. This achievement is positive and progressive but is less of an achievement. Based on this achievement, the project is less than effective on job placement and employment.

SDP has provided heterogeneous trades training across geographic locations. Data shows that for trade shows women and disadvantaged groups participation rate was diminishing in the following trades: building, electrician, furniture maker, mobile phone repairer, masonry, plumbing, dressmaking, tailoring, assistant beautician, security guard, welding, early childhood facilitator (ECD) and shuttering carpentry. In some service trades such as assistant beautician, caregiver, ECD facilitator, ophthalmic, dressmaker, tailoring etc., there were only female trainees. The reverse situation could be found in building, electrician, TV repairer, waiter, welder, security guard furniture maker, plumber, mason, motorcycle repair mechanics, mobile phone repairer, scaffold, and carpenter that were men dominated.

SDP preferred to expand nontraditional trade trainings instead of for traditional trades. Despite the expansionary nontraditional trade, there was still traditional trade training dominance. In nontraditional trades, male enrollment (68%) was higher than female

enrollment (32%). Similarly, male enrollment (61%) was higher than female (disadvantaged) enrollment (39%). It shows female (disadvantaged) enrollment in traditional sectors was greater than nontraditional trades. In traditional trades, female (disadvantaged) enrollment in services (55%) exceeded the male enrollment (45%) whereas female (disadvantaged) enrollment in construction (32%) and manufacturing (31%) as to be expected was lower than for males.

In the L1 trades (390 hours) and the L2 trades (280 hours), both public and private schools have given top priority to women and disadvantaged groups inclusion targeting females. Most training was of a mobile nature for them.

L2 training was of 280 hours. It was more advanced skills training relative to L1. The training was offered only in the public schools or TECS. Its intake was basically based on the competency of trainees rather than labor market demand. Traditionally, the public schools offered building electrician, waiter, JTA (agriculture and livestock), tailoring, ophthalmic, computer operator, beautician etc. The enrollment pattern in L2 was only 12 percent relative to L1. Female enrollment was 14% higher than male enrollment (9%). Female enrollment was high in tailoring, computer operator, and beautician and ophthalmic. However, male enrollment was high in building electrician, waiter, JTA (agriculture and livestock). Beneficiaries were satisfied generally with this training.

Skills Tests is the third stage of skills training after the completion of the training L1 and L2. Eligible trainees were 41,600 in L1 and 4,502 in L2. Total eligible trainees were 46,102 (97.5%), out of 47,284 total enrollments. Drop out was higher in L2 than L1 mostly for males. There was a 2.5% drop out of trainees. In L1, pass % of trainees was 65% higher than the 5% for L2. In L1, female pass rate was 26% lower than the male pass rate (45%) meanwhile for L2, the female pass rate was only 12% lower than male pass rate (30%). Thus, female's pass rate was diminishing in L2 more than in L1. It indicates female failing rate was higher in L1 (5%) than L2 (17%). The reason may be that the syllabus of L2 is more advanced than L1. Similarly, female pass rate in non-traditional skills was 21% less than male pass rate (52%). In traditional trades, female pass rates were better in construction (22%) and service (30%) than in manufacturing (18%). In addition, there were issues of quality in the skill training and examination system.

Gaps were identified between training and the test system and between the syllabus and eligible trainees' standards.

5.17 Project Beneficiary Analysis

The project beneficiaries are 47,500 trainees for skills development through the selected 10 QIP schools and 15 private training schools, along with 600 mid-level trainees. Additionally, instructors and staffs of the QIP schools and the private training schools who are direct beneficiaries are about 1300.

The project is result oriented with payments released on employment output and outcomes of third party monitoring. Thus, it contributes directly and indirectly to institutionalizing the TVET policy and process to achieve the goal of the project and to contribute to national employment levels.

Table 16: Training and Employment of women and excluded groups

Basic Training Graduates (level 1 and 2)	Gainful Employment (%)	Mean monthly wage (USD)	Mean Annual Income(USD)
Construction (A)	57.5	126	1512
Women	48	120	1440
Women (excluded group)	25	110	1320
Excluded group	42	150	1800
Manufacturing (B)	20	143	1716
Women	11	120	1440
Women (excluded group)	19	130	1560
Excluded group	10	180	2160
Service©	72	100	1200
Women	41	90	1080
Women (excluded group)	38	100	1200
Excluded group	65	110	1320
Mean (average) (A+B+C/3)	49.3	123	1476

Table 17: A Way Forward for the development of GESI

Include GESI provisions in the requests for proposals and contracts with TPs and CSOs to ensure participation of women and people from excluded groups.	TPs/CSOs business plans include GESI activities and targets/ indicators aimed at reducing gender disparities and social exclusion in access to training and employment opportunities, counseling and guidance support.
Provide more incentives to TPs for employment for women and people from excluded groups.	TP incentives under the outcomes-based contracting are higher for the employment of women and people from excluded groups. Targeted training is piloted for women and people from excluded groups to gain employment in higher value chain (e.g., supervisor level).
Ensure a GESI-friendly training environment for trainees	At least 1 separate toilet for females installed/rehabilitated in each TVET institution; sparate accommodations for female and male trainees, coverage of essential transportation costs, child care support where needed, and flexible training time and location, where feasible
Develop GESI-sensitive training materials	A generic section on basic GESI concepts and principles developed for inclusion and customization in various TVET training modules; Existing training modules reviewed and revised to incorporate GESI
Organize career guidance workshops using GESI sensitive career guidance materials for target groups with female trainees representing different social	At least 25,000 female trainees and those from excluded groups received counseling and career guidance materials with pre- and post-enrolment support. At least 1 career guidance workshop conducted per training provider for each batch of trainees with at least 50% female participants.

groups.	
Output 2: Improved quality and relevance of TVET provision	
Conduct GESI-sensitive OSU, OIS, curriculum development and management trainings to 300 TVET professionals.	Training modules for OSU, OIS, curriculum development, and management trainings integrated with basic GESI concepts and principles, and GESI-responsive instructional and management strategies; At least 30 women TVET professionals and 45 TVET professionals from excluded groups trained
Ensure that 25 new Diploma and TSLC programs developed are GESI responsive.	New Diploma and TSLC programs include a module or section on GESI for sensitization, and promote GESI in nontraditional sectors.
Incorporate GESI in the Quality Improvement Program for TPs	QIP includes GESI indicators such as improvement in GESI responsive targeting, GESI-sensitive module design and institutional restructuring, GESI responsive budgeting adopted, Curriculum, guidance materials, assessment, and counseling are
Activities	Targets/Performance Indicators
	free of gender and other social bias, among others
Develop forward linkages with employers to facilitate women's and those from excluded groups' access to decent employment.	10 agreements forged with industries/potential employers (Baseline: no existing agreement with industry)
Output 3: Policy, institutional and operational reforms implemented	
Develop and implement CTEVT restructuring plan with GESI considerations	Of new posts in CTEVT restructured Board, staff and consultants, 33% are women and 20% from excluded groups (Baseline: none of CTEVT Board member is women in 2012). A GESI unit will be established with 3 to 4 female officers supporting GESI activities required for institutional and programmatic aspects (Baseline: no GESI unit in 2012) and all staff receive GESI sensitization training.
Ensure TVET sector roadmap and results framework promote GESI	Indicators include sex, caste and ethnicity

Output 4: Effective project management and M&E	
Collect baseline data that are disaggregated by sex, social groups and geographic region.	Data disaggregated by sex, caste and ethnicity and geographic region collected within 3 months of project implementation.
Establish a Management Information System with GESI indicators	Trainee database (enrollment, drop outs, and graduates) and trainer database (subject proficiency, and professional development) established which include information disaggregated by sex, caste and ethnicity and geographic region Results-based monitoring and evaluation mechanism is in place to ensure achievement of target participation and employment rates by target groups within one month of project implementation.
Ensure GESI-sensitive project management	Staff of the TSDU/PIU comprise at least 33% women and 20% from excluded groups. All project related staff and consultants of TSDU/PIU are provided with GESI sensitization training on GESI in implementation, monitoring and reporting. Progress under the GESI Action Plan included in project progress reports.
Conduct social awareness and marketing campaign for target groups	At least 10 social awareness campaigns (with 75% participation of excluded groups and women) conducted.
Ensure that the tracer study includes the data collection disaggregated by sex, social groups, and geographic region, as well as a GESI analysis of recurring disparities, if any	Tracer study information and analysis is GESI-sensitive and, includes an analysis of labor market disparities and opportunities and tracking of graduates (male/female and social groups). The study team includes GESI expertise.

Annex 1 Summary Design and Monitoring Framework

REVISED DESIGN AND MONITORING FRAMEWORK

23 January 2017

Impact the Project is Aligned with Current project			
Increased employment of the Nepalese workforce			
Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting	Risks
Outcome			
A market-responsive and social and gender inclusive TVET system established.	<p>By 2018:</p> <p>a. at least 75% of graduates are employed 6 months after training (of graduates, 40% are women and 30% from excluded groups) (2012 baseline: 63% female and 64%male)</p> <p>b. employer satisfaction with TVET graduates increases to 70% (2012 baseline: 45%)</p>	<p>Tracer studies</p> <p>CTEVT survey</p>	Continuing political impacts negatively on project delivery
Outputs Output 1 Expanded provision of inclusive market-oriented training	<p>1a.</p> <p>By 2018:</p> <p>at least 45,000 young people (40% of whom are women and 30% are from excluded groups, and 80% are trained by private training providers) complete basic skills training in market-demanded occupations (Baseline: 32% and 26% of trainees were women and Dalits respectively).</p>	<p>1a.</p> <p>CTEVT TMIS</p>	Private training providers are inexperienced in managing large contracts and working in joint ventures

	<p>1b. By 2018: 600 students (at least 15% of whom are women and 20% are from excluded groups) enroll in mid-level skills training in market-demanded occupations (Baseline: 11% of enrolled students in sample CTEVT programs in 2012 are women)</p>	<p>1b. CTEVT TMIS</p>	
<p>Output 2 Improved quality and relevance of TVET provision</p>	<p>2a. By 2018: At least 10 public providers complete QIP and demonstrate improvement against key indicators, including GESI indicators. (Baseline: no public providers have QIP)</p> <p>2b. By 2017: The 10 QIP participating providers establish industry partnership committees and establish agreements for industry linkages. (Baseline: no such agreement)</p> <p>2c. By 2017: 15 new or updated mid-level skills training programs in market-demanded occupations introduced in the 10 QIP participating providers</p> <p>2d. By 2018: 300 TVET professionals (at least 15% of whom are women and 15% are from excluded groups) have completed training in GESI-sensitive occupational and instructional skills up-grading, curriculum development and management (Baseline: 11% & 4% of TVET professionals are women and Dalits respectively in 2012)</p>	<p>2a. CTEVT annual report</p> <p>2b. CTEVT annual report, M&E follow-up with industry</p> <p>2c. CTEVT accreditation record</p> <p>2d. TITI training records</p>	<p>Selected public institutions' quality program implementation can be interfered with by union influence</p>

<p>Output 3 Policy, institutional, and operational reforms</p>	<p>3a. By 2017: TVET sector roadmap and sector results framework updated in line with national development plan</p> <p>3b.By 2014: TSDU operational within MOEST</p> <p>3c. By 2017: CTEVT restructuring plan implemented</p> <p>3d. By 2018: Institutional framework and procedures for the TVET Fund adopted and initial fund allocated by the government.</p>	<p>3a Cabinet and /or National Planning Commission approval</p> <p>3b.MOEST Announcement</p> <p>3c.Minutes of CTEVT approval</p> <p>3d.Government budget(Red Book)</p>	<p>Changes in TVET leadership result in lowered commitment to reform</p>
<p>Output 4 Current project Effective project management and M&E</p>	<p>4a. By 2013: Performance payments to training providers made within 3 month after verification of employment results</p> <p>4b. By 2018: Fiduciary review in place for performance review twice during project period.</p> <p>4c. Impact and tracer studies conducted, with social group- and sex-disaggregated employment data.</p>	<p>4a. M&E guidelines and staff in place</p> <p>4b.Payment information from PIU</p> <p>4c.Fiduciary Reports</p> <p>4d. Tracer study and evaluation report</p>	

Key Activities with Milestones

1. Expanded provision of inclusive market-oriented training

Commence social marketing for target groups (from Q12014)

Complete evaluation of private training providers' proposals and issue first batch of contracts (by Q1 2014, cycle repeats)

Develop mechanism and procedures for public sector training providers' proposal for basic training (by Q12014)

Evaluate public training providers' proposals and enter into formal agreements (by Q22014, cycle repeats)

Conduct monitoring of training activities and performance (from Q12014)

Update priority economic sectors with employment growth and set training priorities (from Q4 2014, repeats annually)

2. Improved quality and relevance of Overprovision

Finalize selection of institutions to participate in the QIP and enter into formal agreement (by Q42013)

Finalize list of programs to be developed or upgraded (by Q12014)

Facilitate self-assessment and QIP development (by Q22014)

Conduct TVET professional training (from Q22014–2017)

Evaluate progress of QIPs annually against indicators (from Q22015)

Monitor uptake of new and updated programs and resulting

Key Activities with Milestones

employment rates of graduates (2014–2017)

3. Policy, institutional, and operational reforms

Develop sector road map and results framework through stakeholder consultation (Q3 2014) and regularly report progress (Q4 2015 onward)

Develop organizational structures to support TSDU (Q12014)

Conduct a comprehensive organizational review and assessment of CTEVT (Q4 2014) and approve CTEVT restructuring plan (Q3 2015)

Facilitate stakeholder consultation and approval of TVET fund mechanism (Q12016)

4. Effective project management and M&E

TSDU and PIU staff training on procurement, finance, and reporting (by Q3 2013, every review mission)

Develop and implement comprehensive M&E framework (from Q32013)

Develop and implement a comprehensive communication and change management strategy (from Q12014)

Monitor, report, and evaluate performance (from Q12014)

Source: Asian Development Bank.

Annex 2 Overall project Implementation Plan

A. Overall Project Implementation Plan

Outputs and Activities	2013	2014				2015				2016				2017				2018			
	Q3/4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	
1. Expanded provision of inclusive market-oriented training																					
1.1 Commence social marketing for target groups		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
1.2 Complete evaluation of private training providers' proposals and issue contracts		X					x				X				X						
1.3 Develop mechanism and procedures for public sector training providers' proposal for basic-level training		X																			
1.4 Evaluate publictraining providers' proposals and enter into formal agreements			X				X				X				X						
1.5 Conduct monitoring of training activities and performance		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.6 Update sectors with employment growth and set training priorities					X				X				X			X				X	

2. Improved quality and relevance of TEVT provision

2.1	Finalize selection of institutions to participate in the QIP and enter into formal agreement																		
2.2	Finalize list of programs to be developed or upgraded in market-demanded trades	X																	
2.3	Facilitate self-assessment and QIP development		X																
2.4	Conduct TVET professional training	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.5	Evaluate progress of QIPs annually against indicators					X				X				X					X
2.6	Monitor up-take of new and up-dated programs and resulting employment rates of graduates		X		X		X		X				X						X

	2013		2014			2015				2016			2017			2018				
Outputs and Activities	Q3/4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3

3. Policy, institutional and operational reforms

3.1	(i) Create a baseline for(i) policy, institutional and operational reforms for sector road map update; (ii) develop sector road map and result framework through stakeholder consultation; and (iii) regularly report against sector road map and result framework	(ii)	(iii)	(iii)	(iii)														
3.2	Develop organizationalX structures to support the new MOEST TVET Sector Development Unit	X																	
3.3	(i) Conduct a comprehensive organizational review and assessment of CTEVT; (ii) approve CTEVT restructuring plan; and (iii) conduct change management within CTEVT	(i)	(ii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)	(iii)
3.4	Facilitate stakeholder consultation and approval of TVET Fund mechanism	X	X	X	X	X	X	X	X										
4.	Effective project management and M&E																		

4.1	TSDU and PIU staff training on procurement, finance and reporting		X		X		X		X		X		X		X		X		X		X
4.2	Develop and implement comprehensive M&E framework	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.3	Develop and implement a comprehensive communication and change management strategy		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.4	Monitor, report and evaluate performance		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Annex 3 SDP Outputs Achievements and Constraints

Output 1. Expanded provision of inclusive market oriented training

Description	Achievements	Constraints
<p>1. Provided 45,000 additional seats for market-oriented, short-term, basic-level skills training (36,000 by private and 9,000 by public training providers). The target beneficiaries will be unemployed or underemployed people, at least 40% of whom will be women and at least 30% of whom will be from excluded groups.³ Also, additional 1,000 seats of mid-level skills programs will be created at the 10 selected public providers. This will be effected by: (i) conducting awareness campaigns on available TVET opportunities; (ii) engaging private and public providers, to deliver the training and requiring the training providers to identify employment opportunities for trainees and offer employment placement services to its trainees;(iii) using a results-based payment methodology whereby milestone payment is released only upon verification of employment outcome; and (iv) monitoring and evaluating training activities, and feedback to planning. Training providers will be supported to reach the identified targets.</p>	<p>Trainings provided for target groups achieving the desired results.</p> <p>Service Training Providers recruited and delivering in line with SDP Objectives with the results based system operational</p>	<p>Target Groups are difficult to reach to promote training opportunities</p> <p>Levels of education of target groups are challenging for providers</p> <p>Cultural environment for women’s attendance on courses and being away from home</p>
<p>2. Improving responsiveness <i>to the labor market</i>. Both public and private providers will be required to focus on employment outcome by providing market-driven skills training with strong potential for job placement and post-training services. All providers will be required to carry out rapid labor market appraisals to determine the demand for skills both locally and further afield, before they plan for skills training. These are expected to fall mainly, though not exclusively, within the demanded occupations within the three priority sectors of construction, services, and manufacturing. Private sector training providers will be required to provide employment services for trainees and two milestone payments (50%) will be paid upon verification of employment rate of the trainees (at 3 and 6 months after the training). Incentive mechanism for public sector providers for better employment outcome will be developed in the beginning of project implementation. Both public and private providers will be expected to focus on quality and employment results and scale up their services in priority sectors.</p>	<p>Linkages with employers in place to deliver employment based trainings offering new skills to employers</p> <p>Employers engaged in dialogue and participating in planning training requirements and delivery</p>	<p>Service providers stretched to offer full range of services covering course choices and Developing ties to actual and potential employers and the identification of new skill requirements</p> <p>Capacity of Trainers</p>

<p>3. <i>Targeting women and members of disadvantaged groups.</i> Contracted training providers will conduct social mobilization, if necessary, through contracting the services of NGOs with proven outreach in remote areas or to hard-to-reach social groups. They will also encourage the development of life skills and employment. Many members of these groups are expected to seek self-employment, and training providers must be able to provide evidence of linking those training for self employment with micro-financing facilities.</p>	<p>Strategy in place to create awareness of the benefits and opportunities for skills trainings under SDP</p>	<p>Diverse geographical areas to be covered</p> <p>Lack of employment opportunities in remote areas</p> <p>Lack of expertise by service providers in advising and supporting self employment</p>
<p>4. <i>Elevating skills training to higher levels.</i> While the majority of the short-term training will be targeted at level 1, a small proportion of places will be reserved for level 2. This is in response to the employers' demand for such skills level as identified in the labor market assessment and discussion with overseas recruitment agencies.</p>	<p>Recruitment and opportunities capitalised on to enable and facilitate trainees to progress to further training and education courses</p>	<p>Lack of Capacity of service providers to provide new and cutting edge training</p> <p>Lack of state of the art equipment</p> <p>Gaps between training employer requirements due to technology and trainer inexperience</p>
<p>5. <i>Strengthening government capacity to manage performance-based contracting of private training providers.</i> Public provision of skills training is limited while private sector providers have grown in number to meet the increasing demand. ADB's Skills for Employment Project instituted the practice of outsourcing the training service to private sector training providers, which has been taken up by other development partner financed projects, and further developed into a strong result-based contracting. In order to ensure quality training and employment outcome, the government would need strong capacity for developing scope of works and terms and conditions of contract, transparent and fair selection process, contract management, performance monitoring, and controlling fiduciary risk through enhanced monitoring and evaluation. Performance-</p>	<p>Trainings delivered to strengthen effective management amongst public sector employees and private sector providers</p>	<p>Lack of public sector capacity and resources</p>

<p>based contracting will instil result-orientation in private sector training providers (employment outcome focused), therefore, increase relevance of skills training.</p>		
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Output 2. Improved Quality and Relevance of TVET provision

Description	Achievements	Constraints
<p>1. The project will improve the quality and relevance of TVET through transforming 10 selected public providers into efficient, better managed, updated model institutes. It will do this by: (i) implementing a comprehensive, tailored, quality improvement program (QIP) in 10 selected public training institutions turning them into model TVET institutes with close links to local industry⁴; (ii) developing 25 new or updated fee-paying mid-level skills training programs in the priority sectors of construction, manufacturing and services to be delivered in the 10 model institutes which will be funded for refurbishment and equipment purchase necessary to support quality training; (iii) providing training for 300 TVET professionals (in-service or for new instructors as well as CTEVT core division staff) in TVET management, occupational skills, instructional skills and curriculum development. Participants in the training will be carefully targeted for effective delivery of key initiatives under the project.</p>	<p>Quality Systems in place and being developed with coordination, coherence, complementarily being developed amongst participating schools</p>	<p>Large packages difficult to absorb due to lack of facilities and capacity Commissioning of plant and equipment and training of trainers and course start dates sometimes not aligned</p>
<p>2. <i>Implementing QIP leading to greater autonomy for public institutions.</i> This output will support the 10 institutions to develop and implement QIPs through which institution managers will build the capacity to carry out management tasks already devolved to them under current regulations as well as increased responsibilities which CTEVT may devolve in the future. Key areas of greater autonomy would include, but not limited to, higher ratio of retention and use of income generated at institution level and human resource management based on performance and merits. Performance will be measured against quality criteria which, in the future, inform the development of more rigorous accreditation mechanism, which will be eventually applied to both public and private providers.</p>	<p>Institution building and Capacity Development strategies and implementation being developed</p>	<p>Funding for expansion of the modality</p>
<p>3. <i>Encouraging training in areas of skill shortage.</i> As the part of QIP development, the 10 institutes will identify trades which are in high demand but for which programs are not currently offered or the programs which do exist do not reflect the competences and</p>	<p>Demand and Market driven approach in place to identify employer</p>	<p>Matching of demand for new skills with facilities and trainer expertise</p>

<p>standards required by industry. Having identified these trades, the 10 institutions will expand TSLC and Diploma level or level 3 programs to create additional places to offer relevant training programs. The new programs will be offered on a fee basis, in common with other programs at TSLC and Diploma level.</p>	<p>demands in priority sectors</p>	
<p>4. <i>Strengthening industry linkages.</i> As part of QIP development and implementation, the 10 institutes will establish or reorganize institution level board with strong representation of local employers, and will also establish an industry advisory committee, which will be part of curriculum review, training efforts (on-the-job training), industry placement of instructors, etc. The 10 institutions will be required to develop (an) agreement(s) with local employers or industry for practical level of cooperation and collaboration to make their training and employment services are more market responsive, and lead to better employment outcomes of their graduates.</p>	<p>Identification, contact and working relationships being developed to ensure a match between skills demanded by employers as well as enabling trainees to explore self employment</p>	<p>Providers stretched as they have a steep learning curve to develop the institutional setups and procedures and systems to have effective relationships with employers</p>
<p>5. <i>Strengthening industry linkages.</i> As part of QIP development and implementation, the 10 institutes will establish or reorganize institution level board with strong representation of local employers, and will also establish an industry advisory committee, which will be part of curriculum review, training efforts (on-the-job training), industry placement of instructors, etc. The 10 institutions will be required to develop (an) agreement(s) with local employers or industry for practical level of cooperation and collaboration to make their training and employment services are more market responsive, and lead to better employment outcomes of their graduates.</p>	<p>Collaboration with employers to ensure supply, quality, skills upgrading and identification of new skills trainings to be offered</p>	<p>Long term nature involved in building the necessary system of working with employers and matching trainees and graduates with employment opportunities</p>
<p>6. <i>Up-skilling TEVT professionals.</i> The project will update and improve the management, technical/ occupational and pedagogical skills of TVET professionals and provide training in competence-based curriculum development. This will be carried out using the resources of TITI and will form the basis for an in-service training program which can be rolled out post-project. This output will also support CTEVT and MOEST to upgrade their human resources for higher level qualification (B. Tech and M. Tech) as well as exposure to innovative approaches in skills development in the Asia and Pacific region. CTEVT and MOEST staff capacity development is linked to Output 3, too.</p>	<p>TVET professionals capacity being built</p>	<p>Relatively large number of staff to be trained meaning resources stretched</p>

Output 3. Policy, Institutional and operational reforms

Description	Achievements	Constraints
<p>1. Output 3 will contribute to a more effective management of the TVET sub-sector by: (i) ensuring TVET sector roadmap and sector results framework are updated and in line with national development priorities, (ii) setting up a TVET Sector Development Unit (TSDU) within MOEST which will be responsible for overall sector coordination, (iii) preparing institutional framework, procedures, detailed terms of references of a single window TVET Fund; and (iv) facilitating CTEVT to restructure in line with emerging labor market demand and services. The project has identified measures to improve coordination in the short-term whilst also laying the foundations for future reform.</p>	<p>Strategies, Institutional set ups and systems being developed</p>	<p>Variable outside of CTEVT control inhibit progress</p> <ul style="list-style-type: none"> - legal, political and governmental issues - Fragmented TVET arena
<p>2. <i>Establishing the respective responsibilities of all players.</i> At present, a large number of agencies, both government and non-government, have an interest in the TVET sector their actions are not coordinated. This leads to sub-optimal results due to duplication and remaining gaps. MOEST will lead sectoral dialogue with government agencies, public and private training providers, private sector representatives, other relevant organizations to define and agree the responsibilities and expectations of each group for concerted efforts to link TVET sector performance to national development priorities. This will be done through the process of refining the TVET sector roadmap and result framework.</p>	<p>Efforts made in bringing together a fragmented TVET arena through dialogue and proposal developments for the national interest through Policy dialogue and linkages</p>	<p>Fragmented TVET landscape</p> <p>Legal and governmental restrictions</p>
<p>3. <i>Developing capacity of MOEST and CTEVT staff for new roles.</i> The TVET Policy 2012 lays out the government's vision for TVET for the coming years with the understanding that a number of policies, institutional, and operational reforms are necessary. TVET systems are diversifying into training markets with a mix of public, private, industry or community managed providers. This calls for changing role of government agencies. The government should take the role of facilitator and regulator, laying a level playing ground for both public and private providers, encouraging more private sector investment in training, and filling any gaps through public investment or public private partnerships. To support such transformation, this output will help redefine the roles and strengthen the capacity of MOEST and CTEVT for improved sector</p>	<p>Capacity Development initiatives are in place to increase the competencies to effectively manage interventions in TVET</p>	<p>Difficulties of identification, engaging and developing the system means this is a long term process with constraints outside of CTEVT control</p>

<p>management through adoption of a broad-based sector road map and results framework and development of a funding mechanism to coordinate TVET funding allocation, along with a focal unit at MOEST will help improve coordination and effectiveness. CTEVT restructuring will focus on strengthening its regulatory role.</p>		
<p>4. <i>Developing institutional framework and procedures for TVET Fund.</i> The TVET Policy 2012 envisages a single window financing facility to channel funds from government, development partners as well as private sector. It aims at increasing investment in TVET sector, rationalizing investment for improved performance and efficiency through better prioritization, stronger coordination, and focus on performance measured by labor market outcome (employment). This output will help the government prepare institutional framework, procedures, and detailed terms of references of a TVET Fund. Once it is ready, the government will allocate financial resources to support priority TVET activities, which together with the sector roadmap and result framework, would set the platform for a more sector wide approach.</p>	<p>Institutional Framework being developed and implemented</p>	<p>CTEVT not in control and without Authority for TVET Fund and key activities to develop a conducive TVET System</p>

Output 4. Effective Project Management and M&E

Description	Achievements	Constraints
<p>1. The project will be implemented according to the requirements of the government and the ADB. Throughout the life of the project, TSDU under MOEST and Project Implementation Unit (PIU) under CTEVT will (i) operate a robust monitoring and evaluation mechanism, (ii) ensure timely planning, implementation, and reporting, and (iii) adhere to sound fiduciary management practices.</p>	<p>Plans in place for a Management Information System linked to schools in place Reporting Systems operational</p>	<p>Staff changes frequent</p>
<p>2. The project will also conduct social marketing, both at the local level when informing communities and selecting trainees for short-term training and at the national level where various forms of media will be engaged to promote the project among the wider public and address TVET and employment issues in general.</p>	<p>Initial Social Media campaign developed and being refined and incorporated in a mix of Training awareness and mainstreaming activities</p>	<p>Difficulty in reaching target groups</p>

Annex 4 SWOT Analysis of the SDP

Strength	Weakness
<ul style="list-style-type: none"> • Skill Training to 47500 individuals • 65 % employment • Infrastructure development • Equipped tools, equipment and furniture in class and lab • Strengthening standards of QIP schools • Encouraging private sector involvement • Developing the market linkage concept • Developing GESI sensitization 	<ul style="list-style-type: none"> • Zero transparency in procurement of new building and tools and equipment • Petty contracts for skill trainings • No strong collaboration with local government and private sector players such as potential employers • No strong market and demand intensive approach • Network based trainees collection missing • Process, inputs and cost inefficiency • No occupational training Market mismatch : Beautician training in Jumla (employment not possible)
Opportunity	Threat
<ul style="list-style-type: none"> • Output and outcome and institutionalization potentials • Institutionalization of GESI and Enterprises linkages • Emerging private sector in skill development training • Linkage between curriculum and Instructors incentive Institutionalization of QIP for output oriented and quality training though it needs additional inputs. 	<ul style="list-style-type: none"> • Targets not met for the placement of trainees after training • No linkages with Graduates and market demand • No concerning indicators and, standards • Unsustainability concerns • Possibilities for cartels to be formed

Annex 5 SDP Performances by Outputs and Targets

Design Summary	Performance targets and indicators with baseline	Results to end December 2018												
Outcome Statement	Increased employment of the Nepalese workforce	Achieved through training in demand and market driven skills in key sectors												
Impact	i) Decline in labor underutilization rate from 30.0% (2008, female 22.8% and male 32.2%) to 25.0% (2020).	Progress being made towards the 2020 targets												
	ii) Decline in youth unemployment from 3.6% (2008, female 3.1% and male 4.2%) to 2.4% (2020).	Progress being made towards the 2020 targets												
Output 1 Expanded provision of inclusive market-oriented training	i) By 2018 at least 45,000 young people (40% of whom are women and 30% are from excluded and disadvantages groups, and 80% are trained by private training providers for market oriented employment) and complete basic skills training in market-demanded occupations (Baseline: 32% and 26% of trainees were women And Dalits respectively. (with 20% from public schools) in basic-level occupational skills over the project period targeted at unemployed or under-employed people	<p>1 Total Enrolment Mid Level Program</p> <table> <tr> <td></td> <td>1291</td> <td>100%</td> </tr> <tr> <td><i>Female</i></td> <td>426</td> <td>33%</td> </tr> <tr> <td><i>Male</i></td> <td>851</td> <td>66%</td> </tr> <tr> <td><i>Excluded persons</i></td> <td>717</td> <td>55.5%</td> </tr> </table> <p>2 Contracts Awarded 47,500</p> <p>Private.</p> <p>75.45% of total 35840.</p> <p>Level 1. 34940</p> <p>Level 2. 900</p> <p>Public.</p> <p>24.55% of total 11660.</p> <p>Level 1. 7040</p> <p>Level 2. 4620</p> <p>3 Trainings Enrolment 47,220</p> <p><i>Females 41% of total 19,371</i></p> <p>Level 1 41834</p> <p><i>Male 25264</i></p> <p><i>Female 16570</i></p> <p>Level 2 5410</p> <p><i>Male 2604</i></p> <p><i>Female 2806</i></p> <p><i>Excluded Groups 34028</i></p> <p><i>Females 38.5% of total 13125</i></p> <p><i>Male 20903</i></p> <p><i>Details of those who undertook Skills</i></p>		1291	100%	<i>Female</i>	426	33%	<i>Male</i>	851	66%	<i>Excluded persons</i>	717	55.5%
	1291	100%												
<i>Female</i>	426	33%												
<i>Male</i>	851	66%												
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		<p><i>Test</i> Total 46153 <i>Females 41.25% of total</i> 19039 Total number of Skills Test passed 32,922 Pass rate 71.3% Drop Outs Total 1067 Drop out Rate 2.25% Third Party Monitoring for Employment Verification 71.36% Total 32935 <i>Female Employment 36.44%</i> 12003 TPM Results awaited for 4080 Training Courses participants</p>
	<p>ii) Training provided for 600as mid-level professionals (at least 15% of whom are females and 20% are from excluded groups) in market demanded occupations</p>	<p>Total Enrolment 1291 <i>Females 33% 426</i> Male 66% 851 <i>Excluded Group 55.5% 717</i></p>
	<p>iii) By 2018, 1,000 students (at least 15% of whom are women and 20% are from excluded groups) enroll in mid-level skills training in market-demanded occupations (Baseline: 11% of enrolled students in sample CTEVT programs in 2012 are women</p>	<ul style="list-style-type: none"> • 7 Short Term Curricula Revisions/Developments • 7 Occupational Skill Standards Developed
	<p>iv) In addition to enhance the market relevance of the graduates aimed at achieving employment of at least 75% of graduates within six months' of their training completion (40% women and 30% disadvantaged groups) with 70% of graduates' employers being satisfied with their performance.</p>	

Output 2 Improved quality and relevance of TVET provision	i) By 2018, at least 10 public service providers complete QIP including a Staff Development Programme and demonstrate progress against key indicators, including GESI indicators. (Baseline: no public providers have QIP) with effective management and private sector employer linkages to generate employment, thus increasing incomes and employment.	i) 10 CTEVT constituent schools developed into the QIP Process ii) 4 QIP Audits conducted between 2015-2018 iii) 6 QIP Schools supported with additional classrooms. Workshop constructions + 5 QIP Schools refurbished iv) 10 QIP Schools including Tikapur Polytechnic Institute supported with furniture, tools and equipment for newly launched Programs.																	
	ii) By 2016, the 10 QIP participating providers establish industry partnership committees and establish agreements for industry linkages. (No Agreement is yet in place)	Enterprise Advisory and Partnership Committee (EAPC) established in 10 QIP Schools to assist Graduates with job placements On The Job Training and Trainers OSU																	
	iii) By 2017, 25 new or updated mid-level skills training programs in market-demanded occupations introduced in the 10 QIP participating Training Service Providers. (Plant, equipment and infrastructure were supplied).	New trades were created in some schools (i.e. Banepa). It was not made ready (meeting pre-conditions) for Civil Diploma course. Machines were purchased but kept without uninstalled, training was not given and never used (UTM, CNC...)																	
	iv) By 2018, 300 TVET professionals (at least 15% of whom are women and 15% are from excluded groups) have completed training in GESI-sensitive occupational and instructional skills up-grading, curriculum development and management (Baseline: 11% & 4% of TVET	<table style="width: 100%; border-collapse: collapse;"> <tr> <td>Total</td> <td style="text-align: right;">582</td> </tr> <tr> <td>Male</td> <td style="text-align: right;">430</td> </tr> <tr> <td><i>Female</i> 17.5%</td> <td style="text-align: right;">102</td> </tr> <tr> <td colspan="2">Short term training with TITI total 503</td> </tr> <tr> <td></td> <td style="text-align: right;">271 total</td> </tr> <tr> <td>Male</td> <td style="text-align: right;">210</td> </tr> <tr> <td><i>Female</i></td> <td style="text-align: right;">61</td> </tr> <tr> <td></td> <td style="text-align: right;">134 total</td> </tr> <tr> <td>Male</td> <td style="text-align: right;">128</td> </tr> </table>	Total	582	Male	430	<i>Female</i> 17.5%	102	Short term training with TITI total 503			271 total	Male	210	<i>Female</i>	61		134 total	Male
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<i>Female</i>	61																		
	134 total																		
Male	128																		

	professionals are women and Dalits respectively in 2012).Trainings to cover management, trade skills, trainer skills and the development of the curriculum).	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><i>Female</i></td> <td style="text-align: right;">6</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">98 total</td> </tr> <tr> <td><i>Male</i></td> <td style="text-align: right;">70</td> <td></td> </tr> <tr> <td><i>Female</i></td> <td style="text-align: right;">28</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">26 total</td> </tr> <tr> <td><i>Male</i></td> <td style="text-align: right;">23</td> <td></td> </tr> <tr> <td><i>Female</i></td> <td style="text-align: right;">3</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">53 total</td> </tr> <tr> <td><i>Male</i></td> <td style="text-align: right;">49</td> <td></td> </tr> <tr> <td><i>Female</i></td> <td style="text-align: right;">4</td> <td></td> </tr> </table>	<i>Female</i>	6				98 total	<i>Male</i>	70		<i>Female</i>	28				26 total	<i>Male</i>	23		<i>Female</i>	3				53 total	<i>Male</i>	49		<i>Female</i>	4	
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Output 3 Policy, institutional and operational reforms	(i) By 2017, TVET Sector Roadmap and Sector Results Framework be updated in line with the National Development Plan with Institutional Development, systems, procedures and process updating	Documents finalized for: TVET Strategy Sector Road map Results Framework Paper works only : no definite results yet. Actually nothing was achieved in terms of tangible reform or systemic change. Reform is synonymous to TVET Strategy and it has 2 annexes i.e. Roadmap and Result Matrix but no translation into action. Each component has indicators and performance target with specified dates. No date-line was met even for creating the documents. Translated into Nepali Submitted to MOESTST																														
	(ii) Establishing and operationalisation of a TVET Fund	Initial fund from GoN USD 1 million for TVET Fund in The Red Book for the Financial Year 2017/2018																														
	(iii) Restructuring of The Council for Technical Education and Vocational Training (CTEVT).	CTEVT Restructuring Plan finalized and submitted to The Council for approval																														
	(iv) By 2014, TSDU operational within MOEST aimed at being the Policy Coordination Focal Point.	TSDU Established and operational with MOEST who are responsible for Sector Coordination																														
	v) By 2016, CTEVT restructuring plan implemented Enabling and Facilitating CTEVT to be adapted to its operating environment covering the	Ongoing to optimize the system																														

	social, economic, legal, governmental, political, technological, market, competitive and geographical variables.	
	vi) By 2016, institutional framework with processes and procedures for the TVET Fund adopted and initial fund allocated by the government.	Held up at higher government level
Output 4 Effective project management and M&E	i) By 2013 an M&E Unit & mechanisms be established with GESI indicators, in operation with agreed Performance Indicators for use by planners, decision makers and implementers.	<p>i) GESI established at CTEVT</p> <p>ii) Focal person for GESI assigned to 10 QIP Schools</p> <p>iii) GESI Manual developed and implemented for all trades</p> <p>Missing transparency and accountability due to frequent (6) changes of the Project Director. CIAA intervened and investigated corruption cases in SDP's procurement and program implementation</p>
	ii) Performance payments to training providers made within 3 month after verification of employment results	iv) Payments have been made within 3 months to TESP's after Employment Verification
	v) Develop Project Management expertise, processes and procedures	<p>2 Fiduciary Reviews undertaken</p> <p>Evidences of non-transparency and risks on the fund-use.</p> <p>Impact & Tracer Study conducted with Social Group and Sex Disaggregated Employment Data</p> <p>PIU contract awarded to DevTec Nepal Pvt Ltd for Tracer Study. Study completed 25 December 2018</p> <p>Development Technical Consultants Pvt Ltd awarded contract for Project Evaluation.</p> <p>Report submission date 10th January 2019</p>

Annex 6 Bonus on the placement incentives

Based on the result, TESP are given Incentives

Category	Placement bonuses vary according to perceived degree of difficulty with employment services and job placement	Placement bonus as % of base training cost
A	Women from discriminated groups: Dalit, Adivasi, disadvantaged Janajati, Madhesi, Muslims and women who are widows, physically disabled, remote rural dwellers or landless Terai dwellers.	100
B	Economically poor women not referred to under category A and economically active women who wish to upskill from level 1 or 2.	90
C	Men from discriminated groups: Dalit, Adivasi, disadvantaged Janajati, Madhesi, Muslims and men who are physically disabled, remote rural dwellers or landless Terai dwellers.	70
D	Economically poor men not referred to under category C and economically active men who wish to upskill from level 1 or 2.	60

Source: PPTA Team.