

Report on Impact Evaluation-Study of the CTEVT/NSTB graduates in Bagmati



Submitted to: Council for Technical Education and Vocational Training
Bagmati Province Office, Hetauda, Makawanpur

Submitted by: Nepal Integrated Development Initiatives Pvt. Ltd
Basundhara, Kathmandu

June 2022

ACKNOWLEDGEMENT

It is our immense pleasure to have completed the Impact Evaluation – Study of the CTEVT/NSTB Graduates in Bagmati Province, Nepal through the support of the selected respondents – graduates of CTEVT, employers and the key informants, and the CTEVT Bagmati Province Office staff. We highly value the contributions and inputs of each of them, without whose meaningful support this study would have not been able to conclude as planned. Therefore, we extend our deep appreciation to the BPO-CTEVT led by Mr. Tailendra Acharya, Director and Eka Raj Adhikari head of planning and monitoring.

NIDI highly appreciates the high quality performances of the Study team led by Mr. Hem Poudyal together with Madhuwanti Tuladhar, Nir Bahadur Jirel, Dr. Sarba Khadka and Man Mohan Bhakta Shreshta for undertaking this research and completing this assignment in time. Sincere appreciation also goes to the District team leads namely Mr. Nabin Pradhan, Krishna Shrestha, Beena Neupane and Rashmila Shakya and enumerators for their hard work and quality field survey.

NIDI anticipates that the findings and recommendations of this study will be helpful to undertake further researches, reorient the strategic direction and redesign the TVET curricula as appropriate.

Nepal Integrated Development Initiatives Pvt. Ltd.
Kathmandu, Nepal

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ABBREVIATION

ANM	Auxiliary Nurse Midwife
BPO	Bagmati Province Office (CTEVT)
CMA	Certified Medical Assistant
CTEVT	Council for Technical Education and Vocational Training
DAC	Development Assistance Committee
FGD	Focus Group Discussion
FNCCI	Federation of Nepalese Chamber of Commerce and Industries
GESI	Gender Equality and Social Inclusion
KII	Key Informant Interview
MoEST	Ministry of Education, Science and Technology
MoSD	Ministry of Social Development
NIDI	Nepal Integrated Development Initiatives
NSTB	National Skill Testing Board
OECD	Organisation for Economic Cooperation and Development
OJT	On the Job Training
PCL	Proficiency Certificate Level
TECS	Technical Education in Community School
TITI	Training Institute for Technical Instruction
TSLC	Technical School Leaving Certification
TVET	Technical and Vocational Education and Training

EXECUTIVE SUMMARY

The impact evaluation study of the CTEVT/NSTB graduates of Bagmati province was commissioned by the Bagmati province office of the CTEVT. The study aimed to receive information about the impacts produced by different skill training provided by CTEVT/BPO. The intent of this study is to improve or reorient a training intervention. This study aimed to measure both the effectiveness and quality of the services demonstrated by CTEVT/NSTB graduates. The study also intended to get information about the fluctuation of employability and the demand in the labor market. Students that graduated from different CTEVT-affiliated TVETIs within the Bagmati province in the fiscal years Y 2075-76 to 2077-78 were covered under this study. Assessing impacts of the graduates who have just been graduated in FY 2077-78 is not realistic. In order to capture some level of impact among the first two year graduates (2075-76 to 2076-77), their level of satisfaction and perceptions were also assessed separately but within the same sub-headings,

The study was based on primary and secondary data sources. Primary data was collected by administering individual interviews with the graduates and the employers to generate quantitative information. The sample respondents for the graduates were selected from the population of the CTEVT/NSTB graduates provided by the BPO. The samples were selected based on the concentration of the graduates, field of study, level of the courses, by the type of training providers. Gender and geographical considerations were made while determining the sample.

A stratified random sampling technique was followed to determine the sample. The samples were finalized after determining the sampling interval. In case of unavailability of the sample respondent selected using the stratified random sampling method, the nearest random number with a similar characteristic was considered. Altogether, 535 samples were determined from the 56025 population using WG Cochran (1977) formula. In addition, 43 individual interviews with the employers were also administered. Altogether 330 graduates of health, 131 in engineering/construction, 60 in agriculture, and 14 in tourism field of study were finalized as samples in addition to the 43 individual interviews with the employers. Out of the 535 individual graduate samples, 57% were from Kathmandu followed by 11% in Chitwan and 10% each in the case of Dolkha and Kavre. Women comprised 58% of the total sample. The highest proportion of women was found in the case of Health (73%) followed by agriculture (68%). Men comprised 84% in the case of engineering and tourism (64%). Out of the total 535 individual graduate samples, 28% were from the BC category followed by 25% each in Janjati. Madhesi people comprised 4% while Dalits comprised 2% of the sample. Altogether, 6 districts meeting the above considerations were selected for the study. Individual interviews with the employers were also carried out in the same districts where the graduates were being interviewed.

The qualitative information was collected through FGDs and KIIs in the same districts where the quantitative information was collected. The FGD was carried out with the graduates in each district. The KIIs were carried out with a wide range of stakeholders including employers, policymakers, and service providers. The quantitative information generated through the individual interviews and review of the secondary data was triangulated with the qualitative information generated through FGDs, KII, and Case stories.

About 60% of the sample graduate respondents were currently working. About 44% of the graduate samples from private institutions were found working. Only 3% of sample graduates of partnership schools, 6% of the constituent school, and 7% of the TECs were found working. More female graduates (33%) were found working than men (27%). Nearly 74% of those in the sample graduates currently in jobs are from the private schools followed by 11% from the TECs and 11% from the Constituent schools. Only 4% of sample graduates in jobs are from the partnership schools.

Altogether 65 sample graduates (12%) were found working before they joined TVET. About 46% of sample graduates currently working in the health sector, 17% in the engineering/construction sector, and 5% in the agriculture sector were found satisfied with their current job. Many samples in the health and engineering sector are working in the private sector, their salary and benefits are low to the market rate and work conditions are not favorable.

Only 9 men out of 535 had been aboard for work before they joined the TVET.

Altogether 61% of the graduates reported an increase in their income. In aggregate, more than 50% of the sample graduates were self-motivated to join the TVET. The TVET course on health was found highly relevant by 41% of the female and 20% of the male health graduates. Nearly 11% of the sample respondents were highly satisfied, 64% satisfied, 24% somewhat satisfied, and 3% unsatisfied with the quality of the TVET courses offered by CTEVT.

In aggregate, nearly 68% of the individual sample respondents were found satisfied with the job they have, 74% were satisfied with the work environment and 71% satisfied 13% were highly satisfied with the management's behavior and attitude towards the workforce. Altogether 80% of the respondents (43% female) were satisfied with the social recognition they are receiving from their community. Nearly 89% of the individual sample graduates revealed that the TVET course has increased their self-confidence, competitiveness, and sense of commitment toward family and community. Altogether 61% disagreed with the notion that TVET courses are designed for the students who are weak in conventional academic streams. About 73% of the respondents mentioned that they have learned enough hands-on skills to enable them to enter the job market. Nearly 57% of them mentioned that CTEVT has the capacity to swiftly modify the TVET curriculum to meet the labor market expectations. traits. Nearly half (48%) of the sample respondents agreed that CTEVT has a lesser emphasis on entrepreneurship development and 52% of the agreed that the current CTEVT course does not have adequate soft skills required to perform the technical job. Regarding the monthly income made by the graduates, only 21% of the sample graduates responded. Nearly 10% of the sample respondents were earning less than Rs 10,000 a month, 7% earning in between Rs-11,000 to 20,000 per month.

The graduates have noticed some short-term changes in their lives after graduation. The biggest change was in an increase in confidence, followed by an increase in self-respect, an increase in community recognition, an increase in income, and an increase in marketable skills. Altogether, 28% of respondents mentioned that there were no significant improvements in the family living conditions. Increment in saving and an increase in respect and recognition of the graduate's contribution were mentioned by the sample graduates. Similarly, an increase in family expenditures on food, health, and education was mentioned by the respondents. The family has also added some assets and there has been decreasing in loan borrowing because of the income made by the sample respondent.

Individual interviews with 43 employers were carried out to understand their satisfaction with the performance of the graduates working in their respective organizations, their satisfaction with the quality of the TVET provided by various schools affiliated with CTEV, and to receive information about the current labor market situation, their involvement in training design and internship process. Nearly 51 % of the individual employers mentioned that they occasionally find the quality of employees from the labor market. Out of the 43 employers interviewed, 52% were satisfied with the quality of the training provided by the TECs, 24% were graduates from the partnership school, and 65% were satisfied with the quality of graduates from the private schools. Nearly 67% of the employers mentioned that skilled workers are in high demand. Altogether 71 % of the respondents mentioned that they welcome the OJTs in their organizations.

Altogether 204 suggestions were provided by the employers for the improvement of the TVET program. They suggested increasing the practical use of machines and equipment and working tools, increasing use of computers, and providing job-preparedness training. They also suggested increasing theoretical orientation related to the occupation, equipment, and maintenance; increasing use of materials and parts; including sessions on safety and security; incorporating soft skills; providing entrepreneurship skills, and providing simple calibration.

NIDI has grouped recommendations by stakeholders. NIDI recommends CTEVT/BPO to ensure adequacy of the lab, library, tools, equipment, and classrooms while issuing licenses to the private institutions; increase opportunities for hand-on skills particularly for the TVETIs that does not have own hospitals/lab or farms; increase practical hours during training; carryout sudden inspection of the affiliated TVETIs to improve quality of training and education; provide technical backstopping to the graduates for at least one year of their graduation; facilitate to create a platform (alumni association) to promote learning and increase prospects for employment; carry out market research every two year and tracer studies every year; streamline the skill training provided under different Ministries with the CTEVT courses and ensure their quality; increase collaboration and partnership with the local governments and private sector to develop specific training traits as per their requirement; ensure adequate soft skills; engage private sector in training cycle management; work together to operate job portals and to organize 'job fairs'.

CTEVT has a provision of 2972 Scholarships for the meritorious students to study in 30 different programs.

The TVET program is contributing to the goals of the constitution of Nepal (2015) which underscores the importance of TVET as the means to prepare skilled and competent human resources. It also contributes to the Sustainable Development Goals 2030 which aims to ensure the universal right to education and the right to work as well as to increase learners' employability.

CTEVT programs are geared toward meeting the goals of the 15th National plan that aims to ensure the expansion and quality of inclusive and equitable access to technical education and vocational skills development.

The TVETIs is recommended to introduce a non-mandatory curriculum to adapt to the emerging skill market of their respective areas; to work together with the local governments to reduce the training fees; to strictly ensure basic infrastructure (human, physical and logistic) as required by CTEVT; not to reduce the practical classes and OJT to

compensate for the time required to cover the theoretical course requirements; to ensure that the students have ample opportunities to learn hands-on skills; to collaborate with the employers for job placements of the graduates and make regular technical follow-ups for at least one year of their graduation; to update the status of their graduates and; to consider facilitating to form and regularize the Alumni Association of the graduates. Graduates can be contacted through this association in case of need.

The Federal/ local/provincial governments are recommended to support CTEVT to streamline the skill training provided through various Ministries to maintain consistency and quality of the training; allocate resources for providing technical education opportunities for the students from low-income families; and carry out the market scan, organize interactive meetings between employers and training.

The employers are recommended to consult and coordinate with CTEVT to bring out their exact requirements for the different skill traits they are looking for; to provide market rate salary and benefits as per the government policies; to organize job fairs in coordination with the local government and training providers; to organize skill update sessions and provide training opportunities for career progression and satisfaction of their workforce, and; to carry out a 'job satisfaction survey' every 3-5 years interval. They are also requested to provide safe and decent work environments for their workforce to increase workforce retention.

The donor communities are recommended to support the BPO to promote dialogues between the TVET providers and employers for improving the effectiveness and efficiency of the TVET, organize job fairs and build the capacity of private TVET providers; support BPO to carry out market research, tracer studies, impact assessments, and improving the monitoring and tracking of the graduates; support TVETIs to form and function alumni association of the TVET graduates and promoting a mutual learning environment and to support advocacy initiatives for pushing the agenda of decent work environment, fair pay, and green jobs.

Chapter-I: BACKGROUND

1.1 Background

The government of Nepal has introduced a deliberate policy to promote the technical and Vocational Education and Training (TVET) sector for the economic growth of the nation and to uplift the living standards of people below the poverty line. The government has focused on bringing about systemic changes in the TVET system in Nepal. It will enable women and men including the disadvantaged groups to get access to increased employment and self-employment thereby performing higher productivity levels leading to higher income, enhanced livelihoods, and resilience, which will help to combat poverty and promote inclusive growth.

The council for Technical Education and Vocational Training (CTEVT) is a national autonomous body mandated to produce basic, middle, and higher-level technical human resources. The - line ministry of the council is – the Ministry of Education, Science, and Technology (MoEST) at the central level and the Ministry of Social Development (MoSD) at the province level. It provides short-term vocational training programs (40 hours to 1696 hours), pre-diploma level (18 months and 24 months), and diploma level (3 years) courses respectively. The council has now its own Training Institute for Technical Instruction (TITI), National Skill Testing Board (NSTB), and 61 polytechnic institutes. It has run its own 63 constituent schools, 42 partnership schools with nonprofit organizations and local government as well, technical education in 572 community schools (TECS), and 429 privately run technical schools to cater Pre diploma and Diploma Level Programs. The total enrolment capacity of these institutions across the country is 74,627 per annum. So far, CTEVT has produced approx. 96,227 graduates in Diploma courses and 240,840 graduates in Pre- Diploma courses. CTEVT provides technical education and vocational training for underprivileged youths and marginalized communities for the improvement of their livelihood. The local youths who have no alternatives to pursue further education are deprived of other educational opportunities are admitted in the program (in some cases with scholarship) and get benefited from the CTEVT.

National Skill Testing Board (NSTB), a wing of CTEVT, is mandated for skill classification, testing, and certification and conducts skill tests from level 1 to level 4 in various occupations. So far, NSTB has developed 304 skill standards and certified 413,765 candidates.

Since its establishment, no national-level comprehensive impact study has been carried out in the TVET sector despite a few tracer studies conducted at the institutional/program level.

The Bagmati province office (BPO) based at Hetauda oversees the CTEVT activities across 13 districts within the Bagmati province. The BPO is responsible for administering exams of both pre-diploma and diploma/certificate levels and publishing the result of the pre-diploma level. It also prepares the result of the diploma/certificate level and recommends it to the Office of the Controller of Examinations (OCE) for publication. In addition, it manages the short-term vocational training programs in the province. Likewise, it manages the skill test of the training graduates in collaboration with NSTB¹. BPO is commissioning this impact study with financial support from the Ministry of Social Development of Bagmati Province.

1.2 The purpose and objectives of the assignment

The purpose of the study is to receive information about the impacts produced by different skill training provided by CTEVT/BPO. The intent of this study is to improve or reorient a training

¹ [RFP_CTEVT_5 Feb 2022 \(2\).pdf](#)

intervention. This study aims to measure both the effectiveness and quality of the services demonstrated by CTEVT/NSTB graduates. The study also intends to get information about the fluctuation of employability and the demand in the labor market. This information will be crucial for policymakers or planners of TVET whether to continue or modify or terminate the existing training program. It will help improve the teaching-learning process and examination/testing procedures. The study will not also correspondingly find out the whereabouts of the graduates but also finds out how far the certificates provided by the CTEVT/NSTB are helpful in getting employment/self-employment, career progression, and fulfilling the needs of the industries and employers.

In specific terms, the impact evaluation study aims to: find out the impact of the CTEVT courses; address the fit between the skills certified and the real needs of the labor market; enhance the relevance and effectiveness of the training programs; trace out the employment status of CTEVT/NSTB graduates (wage and self-employment); trace out the income and performance level at the workplace; and, to identify the situation of graduates after they are certified by CTEVT/NSTB.

CHAPTER-II: METHODOLOGY

This section outlines the methodology and tools used by the social audit. It also includes quality control of data, ethical consideration, areas covered, audiences and sample population of the study and limitation faced by the study.

2.1 Methodology and Tools

The target group for this study includes the graduates of pre-diploma, diploma, and short-term graduates of the CTEVT, BPO, and the NSTB graduates of engineering, health, agriculture, and tourism sectors. NIDI collected information both from primary and secondary sources. Information was collected through individual interviews (IIs), Focus group discussions (FGDs), Key informant interviews (KIIs), and case studies. The secondary information was collected through a review of the BPO's training records. This impact evaluation study was done based on OECD- DAC criteria. Tools were developed based on these criteria. NIDI has ensured gender-sensitive and inclusive perspectives in devising tools and methods.

2.1.1 Quantitative Tool: Individual Interviews

The individual interview was administered to the graduates of TVET institutes operating under CTEVT, and BPO districts (short courses, pre-diploma, and diploma/certificate level courses) in the four disciplines namely agriculture, engineering, health, and tourism sector, and the employers (Annex-I). Similarly, the individual interview was also administered to the employers. Two separate sets of individual interview questionnaires were administered to the employee and employer.

a. Sampling Method:

According to the available information from the BPO, a total of 56,025 were found graduated in Pre-diploma, Diploma, and Short term training in the last three years (FY 2075-76 to 2077/78). NIDI used the following social research formula (Table.1) used by WG Cochran (1977) to calculate the sample out of these 56025 populations.

Table 2.1: Sample calculation for the individual interview with the TVET graduates

Calculation of sample size	Denominator	Value
Confidence level	CL	95%
Population proportion	p	0.5
Margin of error	e	0.05
Population size (suppose)	N	56025
Alpha divided by 2		3%
Z score	(1-CL)	1.96
Sample size	z	382
		384
		1.01
Formula	$\frac{z^2 p(1-p)/e^2}{1 + z^2 p(1-p)/e^2 N}$	
Nonresponse (25%)	NR	0.25

Sample size	382
Sample size with non-response	535

Calculating the 56025 population of graduates at a 95% confidence level and +-4% margin of error, the total sample size was 382. Assuming that 25% of the graduates may not be reached out mainly due to their movements within the country or outside, this number was increased to 509. NIDI is confident that the above sample represents the population adequately and the findings of the results will be 96+- accurate. NIDI interviewed 10% of the sample of the graduated trainee/students' employers. A total of 51 individual employers were interviewed. This brought the sample to 43+535= 578 (employers + graduates) individual samples as presented in Table 2.2.

Table 2.2: Individual respondents (CTEVT graduates) sample size and its distribution by district

Districts	Agriculture	Engineering/ construction	Health	Tourism	Total	%
Bhaktapur	1	0	38	0	39	7%
Chitwan	2	5	50	0	57	11%
Dolkha	13	15	22	2	52	10%
Kathmandu	30	84	185	7	306	57%
Kavre	13	25	13	5	56	10%
Makwanpur	1	2	22	0	25	5%
Total	60	131	330	14	535	100%

These 535 samples were distributed across 6 districts, four areas such as agriculture, engineering, health, and tourism, and the short courses, pre-diploma, and diploma/certificate level courses. The 6 districts had the 98% of the graduated population (Kathmandu 60%, Chitwan 10%, Bhaktapur 8%, Kavre 8%, Dolkha 7% and Makwanpur 4%).

In order to determine the individual sample of the graduates, the proportion of the graduated number by the stream, by district, and by school/TVETI was calculated with the total students who have graduated in three years from that particular area. The sample was proportionally calculated. Districts having more than 20 graduates were selected for this impact study as presented in table 2 above.

NIDI used stratified **random sampling method** to identify TVET graduates for interviews. The samples were distributed across all the strata (subjects, level) first. After determining the sample across these strata, a sampling interval was determined and the individual respondent falling in each sampling interval was taken as the sample for the individual Interview. Four considerations were applied. First, all the four disciplines (agriculture, health, engineering, and tourism) were covered in the sample. Second, all three level course graduates short, pre-diploma, and diploma level courses were covered and in the sample. Third, all the three years graduates in the above were covered. Fourth, gender considerations (men and women) were applied. However, in absence of an adequate number of such samples as above in a particular district, the respondents were selected from within another category within the districts.

NIDI received the list of graduates and their contact address from the BPO. At large the list did not had contact phone numbers and the contact number mentioned in the list was out of order. The graduates seems to have changed their contact phone numbers or have moved to another

country. In such case, NIDI was compelled to select a sample just above and below the identified sample from the sampling interval. In limited cases, NIDI had to identify the sample from another gender, year of graduation, subject and duration of the training.

The questionnaire for the individual interviews for the graduates and employer were installed in the KOBO toolbox software in an android phone. The locally hired enumerators were provided training on interview techniques, ethical considerations to be followed during interviews and intent of each questionnaire.

Altogether 12 enumerators and nine expert supervisors were involved in field data collection. Each enumerator and supervisors did pre-testing of the questionnaire in their respective locations with the presence of the research team member. Feedback received from the pre-test was used in revising the questionnaire for further clarity. Each enumerators were provided with the information of the sample respondent and additional list of graduates who would be selected in case the main sample is not available. However they were strictly directed not to select another person on their own but to contact the district lead for selecting the sample from another category. The district leads were instructed to contact the core research team (GESI and MEALs team members) before deciding to move to another sample than the ones selected from the sampling intervals.

The enumerators were instructed to contact their respective district leads in any stage involving any issues related to individual interview. The enumerators' uploaded interview (in the draft form) in each evening and the MEALs team reviewed it as soon as the draft interview was uploaded. The team contacted the enumerator for clarification if any before it was finally brought into the final form.

The enumerators pre-informed and received consent of the selected respondent for the interview, brief the context of the study and assure that the information will be kept strictly confidential and used to meet the objectives of the study. Nearly 67% of the interviews were done with the physical presence of the interview and 33% were done through using mobile phones. The telephone interviews were only allowed in case of absence of the sample in their respective district. The district lead from one sample district contacted another district lead for physically administrating the interviews in case that sample respondent is residing in that district.

2.1.2 Qualitative tool: Focus group discussion, Key informant interviews, and case stories

a. FGDs:

The FGDs were carried out by the District leads or Supervisors. The Core research team provided orientation in NIDI office on the checklists for FGDs, KIIs and Case stories. A pre-test of the above was carried out together as group. Feedback received from the pre-test were used in revisiting the checklists. The District Leads carried out two focus group discussions (FGDs) with the graduates in six districts (6*2=12 FGDs in total) to collect qualitative information. In most cases, separate FGDs were held with the men and women separately.

The FGD locations in a district were determined by the number of individual interview samples of the graduates in a particular district. The District Leads made efforts for the participation of a gender and socially inclusive group of 7-11 training graduates for the discussion. However, in practice, the number increased to 10-15 in some areas and reduced to 5-7 persons in a few cases. The District Leads approached the FGD participants and their employers in advance and

fixed a date, time and location of the discussion. The discussion was carried out at a time convenient to the participants and employer. A letter issued by the BPO for facilitating the research process was presented to the employer and was useful to receive their approval for the discussion.

The district Leads facilitated the FGDs and noted the answers in the checklist form or a diary. In the case of Chitwan and Makwanpur, consent with the FGD participant to record the discussion was taken. The information was transcribed in the checklist forms later in the same evening.

b. KIIs:

Key informant interviews (KIIs) were carried out with a wide range of stakeholders such as heads of the government and private health facilities (hospitals, labs), training providers, employers, agro-vets, contractors/builders, hardware shops FNCCI, Hotel associations, Trekking agencies associations, restaurant and bar associations and ward leaders. The checklists for the key interview was developed by the core research team and was modified upon completing the pre-tests by the core and District Leads..

The district leads were instructed to carryout 5 KIIs per district (5*6=30 KIIs). However, NIDI instructed to carryout 8 KIIs to have a broader perspective of the persons involved in training and employment. Pre-consent was obtained from the above informants. Purpose of the research and ethical considerations were taken while commissioning the interviews. The interviews were held at a time, date and location convenient to the key informant. In general, the District Leads administered the interview based on the checklist provided and took the notes as well. As it was a qualitative interview, the questions were open-ended and new questions were also asked as the interview environment folded. In selected cases, the interview was recorded with the approval of the respondent.

c. Case stories:

The District Leads were provided with a broad framework (checklists) and were instructed to develop as many representative case stories as possible to select the best-case stories for the report. NIDI committed to present one case story per subject. NIDI obtained 20 Case stories from 6 districts and the four best representatives are selected for this research.

The quantitative information generated through the individual interviews and review of the secondary data was triangulated with the qualitative information generated through FGDs, KII, and Case stories.

The checklists for the qualitative tools are presented in Annex-2.

2.2 Data coding, analysis, and interpretation

The core research team downloaded the data from the KOBO toolbox and analyzed it together the individual interview data. Tables and graphs from were generated from the individual data. The qualitative information was also analyzed and tabulated. The outcomes of the quantitative survey was triangulated with the qualitative research findings and also analyzed with the available secondary information. The summarized tables are presented in the main texts while the analyzed data and raw data (both quantitative and qualitative, primary or secondary) are presented in the Annexes.

The Team leader remain in communication through emails and telephone calls with the BPO officials before and during the field research.

NIDI team collaborated closely with the BPO team in finalizing the sampling plan, individual interview questionnaires, and checklists for the FGD, KII, Case stories, and collecting secondary information.

2.3 Quality control of data

All core team members and District Leads or Supervisors of NIDI visited the field in Kathmandu for pre-testing the individual interviews and carrying out the FGDs, KIIs and Case stories. This was done before the commencement of the field survey to maintain consistency, uniformity and coherence over the field survey process and tools. The team members observed the entire qualitative and quantitative data collection process. The team leader will practically observe the facilitation of each team member before they proceed to their work. As explained above, NIDI team members carried out KIIs, and FGDs by themselves. Secondary data were collected and representative case stories were also developed by themselves.

The enumerators for the individual interviews were oriented in the individual questions using multimedia. They were also oriented about using the same questionnaire on the android mobile. The enumerators were also practically carried out a few interviews under the supervision of the study team. The District Leads and the MEALs contact in Kathmandu checked all the data entered by the enumerators in the evening each day in the KOBO toolbox and instructed them to revisit the data if inconsistent data were found.

The field survey started on the 8th May and commenced on 12th of June 2022 as presented in the Gantt chart in Annex 3.

2.4 Safeguarding and ethical considerations

The impact study team is aware of ethical issues in the research process such as the protection of research participations' right to autonomy, confidentiality, self-determination, protection the identity, and informed consent. NIDI commits to safeguarding and promoting the well-being of children, young people, and adults and expects all staff, consultants, and volunteers to share this commitment. The team members and enumerators were oriented on the child rights and Child safeguarding/protection issues including behaviors and standards. Sincere efforts were made to protect child rights and keep them safe from possible harm during the data collection period. The Core research team shared a referral mechanism in alignment in case of any safeguarding and protection issues arises.

However, no such incidence happened during the entire field survey process.

The team leads were facilitated to follow ethical and safety considerations and protocols including safeguarding of children, women, senior citizens, single women and men and peoples with disabilities. Before collecting data, verbal consent were obtained from respondents of the individual interview, FGDs, KIIs, and case stories.

All material issued in connection with this research shall remain the property of BPO and shall be used only for the purpose of this assignment only. NIDI assures that it will not disclose to any person or make use of any confidential information. NIDI took additional precautionary/preventive measures against COVID 19 while conducting this study. Enumerators were oriented toward the risk of COVID-19 transmission and self-protection measures to minimize the risk to themselves, beneficiaries, and other parties.

2.5 Limitations of the Study

There were some fundamental limitations of this study. The study's scope was to cover the graduates who passed out from FY 2075-76 to 2077-78 periods. To get impact level information it was too early as the graduates that passed out in 2077-78. Therefore, the researchers were able to trace out early signs of impact. To resolve this issue, the researchers made attempts to put together the samples of FY 2075-76 and 2076-77 as a group and carried out some comparisons with the results of the whole samples of FY 2075-76 to 2077-78 periods. Many of the samples identified through applying the sampling interval technique were not available or missing. Therefore, the researchers had to find another sample with the similar characteristics. As it was too early to carry out impact assessments, the researchers had difficulties in using the OECD-DAC impact assessment criteria.

The researchers had difficulties in fixing the appointment with the employers for individual interviews. Therefore, the number of the individual interviews with the employers had to be reduced from 51 to 43.

Chapter-III: FINDINGS

This section presents the findings of the study collected through individual interviews with the graduates of CTEVT/NSTB and employers, FGDs, KIs, representative case stories and review of the databases and documents from the secondary sources.

The outcomes of the FGDs and KIs are included in the respective areas under the sub-headings of the individual interviews.

The findings of the socio-economic impacts of the skilled graduates carried out in six districts is presented in the sections that follow.

The raw data, tables and figures are presented in the Annex-4. The FGD outcomes are consolidated and presented in Annex-5. The KI information is consolidated and presented in Annex-6. Case stories are presented in Annex-7.

3.1 Distribution and other socio-economic characteristics of the sample population

Altogether 57% of the samples were from Kathmandu followed by 11% in Chitwan and 10% each in the case of Dolakha and Kavre. The most significant number of samples were from the health sector (330) followed by engineering/construction (131) and agriculture (60) and the least in the tourism (14) sector. Sample population by districts and subjects are presented in Table: 3.1.

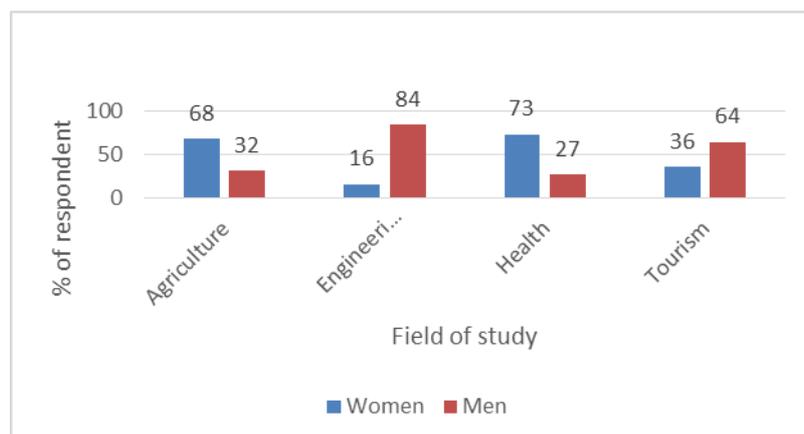
Table 3.1: Sample population by districts and subjects

Districts	Agriculture	Engineering/ construction	Health	Tourism	Total	%
Bhaktapur	1	0	38	0	39	7%
Chitwan	2	5	50	0	57	11%
Dolkha	13	15	22	2	52	10%
Kathmandu	30	84	185	7	306	57%
Kavre	13	25	13	5	56	10%
Makwanpur	1	2	22	0	25	5%
Total	60	131	330	14	535	100%

Source: Field Assessment, June 2022

The male – female ratio of the sample population by subject matter was as presented in Fig. 3.1.

Fig 3.1: Male to female ratio of sample population



Source: Field Assessment, June 2022

Table 3.2: Distribution of sample population by sex

Sex	Field of study (Subjects) as undertaken by sample population				Total	%
	Agriculture	Engineering/ construction	Health	Tourism		
Female	41	21	242	5	309	58%
Male	19	110	88	9	226	42%
Total	60	131	330	14	535	100%

Source: Field Assessment, June 2022

Female comprised 58% of the total sample population. The highest proportion of women was found in case of health (73%) followed by agriculture (68%). Male comprised of 84% in the case of engineering and 64% in tourism. The lowest proportion of female population in case of engineering and agriculture was because fewer women had graduated from these fields of study.

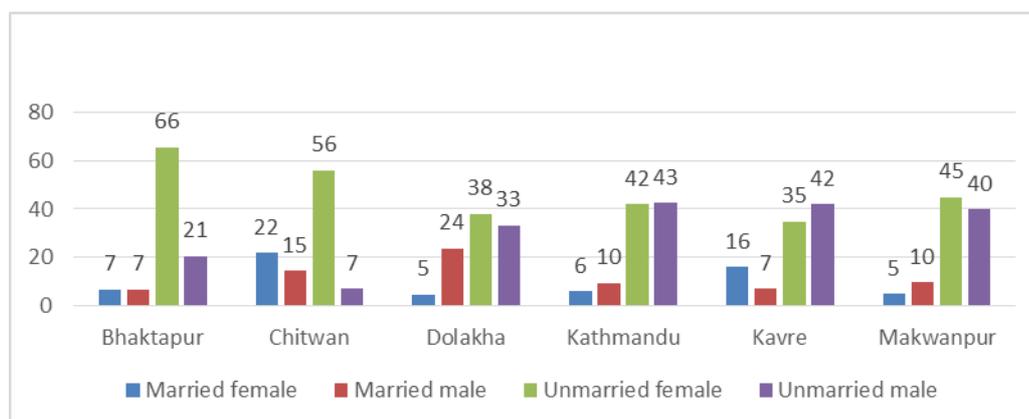
Table 3.3: Ethnicity/caste composition of sample population by district

Ethnicity/ caste	Field of study (Subjects)				Total	%
	Agriculture	Engineering/ construction	Health	Tourism		
Brahmin/ Chhetri	42	70	160	8	280	52%
Dalit	1	7	12		20	4%
Janajati	13	47	129	5	194	36%
Madheshi	4	6	23	1	34	6%
Muslim	0	0	1	0	1	0%
Other	0	1	5	0	6	1%
Total	60	131	330	14	535	100%

Source: Field Assessment, June 2022

Out of the total of 535 individual graduates, 52% were from BC category followed by 36% Janajati. Madhesi population comprised of 6% while Dalit comprised of 4% of the sample population.

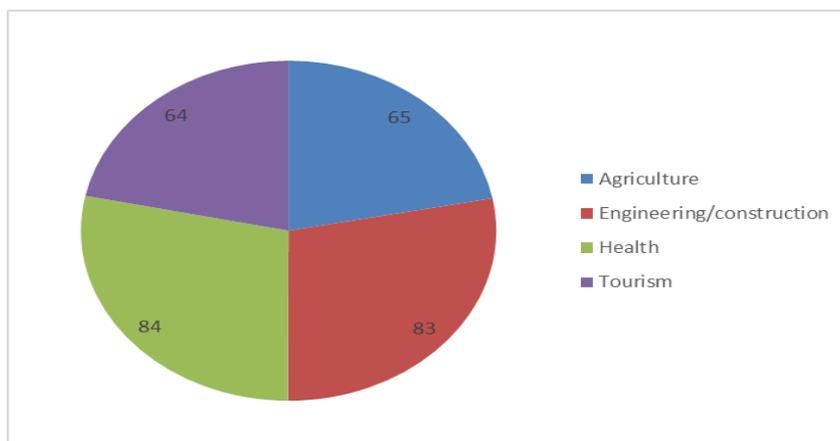
Fig 3.2: Sample population by marital status



Source: Field Assessment, June 2022

About 66% female respondents in Bhaktapur, 56% in Chitwan, 45% in Makwanpur, 42% in Kathmandu, 38% in Dolakha and 35% in Kavre were unmarried. Similarly, 43% male graduates of Kathmandu, 4% of Kavre, 40% of Makawanpur and 33% of Dolakha were unmarried (see Fig. 3.2).

Fig 3.3: Unmarried proportion of sample



Source: Field Assessment, June 2022

Out of the 535 sample respondents, 433 were unmarried (81%) and 102 (19%) were married. The unmarried sample was highest in the case of health (84%) followed by engineering (83%), agriculture (65%), and tourism (64%), respectively.

Table 3.4: Percent of respondents by education level and field of study

Education level	% of respondents by field of study and education level				Sample size
	Agriculture	Engineering/construction	Health	Tourism	
Under SLC	5	5	0	7	11
SLC	57	46	50	14	260
10+2	28	25	42	50	196
Bachelor and above	10	24	8	29	68
Total	100	100	100	100	535

Source: Field Assessment, June 2022

Table 3.5 Graduate samples by year of graduation and field of study

Variables	Year of Graduation				Total	%
	2075/76	2076/77	2077/78			
Agriculture	37	18	5	60	11%	
Engineering/construction	69	38	24	131	24%	
Health	104	105	121	330	62%	
Tourism	6	6	2	14	3%	
Total	216	167	152	535	100%	
Percentage	40%	31%	28%	100%		

Source: Field Assessment, June 2022

Nearly 40% sample graduates had graduated in FY 2075/76, 31% in 2076/77 and 28% in FY 2077/78. More than 71% had graduated between FY 2075/76 to FY 2076/77. Out of the total 535 samples, 62% samples were from health followed by 24% in engineering/construction, 11% in agriculture and 3% in the tourism sectors.

The 535 individual graduate samples were from different types of TVETIs as mentioned in Table 3.6.

Table 3.6: Graduate samples by types of TVETIs and districts

Type of TVETIs	Bhaktapur	Chitwan	Dolakha	Kathmandu	Kavre	Makawanpur	TOTAL	% tot Total Sample
Constituent colleges/ Schools	0	13	1	11	20	0	45	8%
Partnership Institutes	0	0	6	34	0	0	40	7%
Private Institutes	34	43	43	246	28	2	396	74%
TECS	5	1	2	15	8	23	54	10%
TOTAL	39	57	52	306	56	25	535	100%

Source: Field Assessment, June 2022

As presented in Table 3.6, large number of samples (74%) were from private institutions, 10% from TECS, 8% from constituent colleges/schools and 7% from the partnership TVETIs. Out of the 535 samples, 57% were from Kathmandu alone. Nearly 87% of individual graduate samples from Bhaktapur, 75% in Chitwan, 83% in Dolakha, 80% in Kathmandu and 50% in Kavre were from private institutions. The samples from partnership TVETIs were confined to Dolakha and Kathmandu districts only.

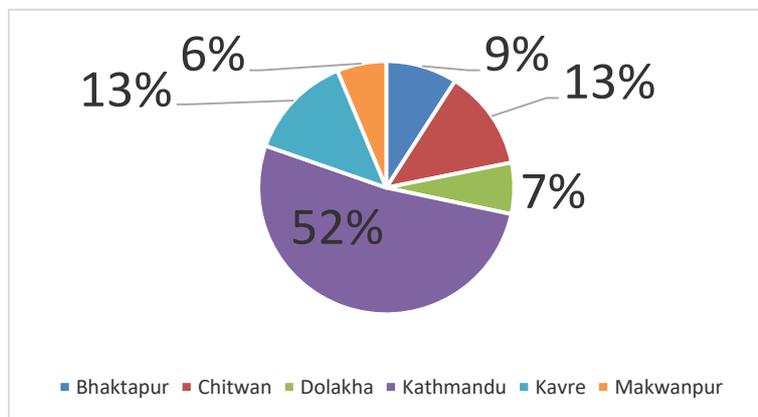
Table 3.7: Employment status of the sample respondents by types of institutions and districts

Types of institutions	Districts						Total	% in job
	Bhaktapur	Chitwan	Dolkha	Kathmandu	Kavre	Makawanpur		
Constituent Schools/Institutes	0	9	0	9	16	0	34	6%
Partnership Institutes	0	0	1	13	0	0	14	3%
Private Institutes	26	31	20	135	22	2	236	44%
Technical Education in Community School (TECS)	3	1	0	10	5	18	37	7%
Total Female in Jobs	21	32	9	80	22	10	174	33%
Total Male in jobs	8	9	12	87	21	10	147	27%

Source: Field Assessment, June 2022

Out of 535 respondents, about 60% were currently working. About 44% of the graduate samples from the private institutions were found working. It might be a coincidence of the samples that lowest percent (3%) of graduates of partnership schools, 6% of the constituent schools/colleges and 7% of the TECS were found working. Similarly, of the total employed graduates, more number of female graduates (33%) were found working than men (27%).

Fig 3.4: % of sample graduates by district who are currently in jobs



Source: Field Assessment, June 2022

52% of the sample respondents who are currently employed are from Kathmandu district (25% female and 27% male graduates).

Out of the 321 currently in employment, 80% were unmarried. Out of the 256 unmarried respondents, 56% were female graduates and 44% male graduates.

Table 3.8: % Employed by type of TVETIs

TVETIs	% Employed				
	Constituent Schools	Partnership schools	Private schools	TECS	Total
Agriculture	2	1	3	2	8
Engineering/construction	6	2	14	2	24
Health	2	1	56	7	66
Tourism	1	1	0	0	2
Total	11	5	73	11	100
Total employed: 321					

Source: Field Assessment, June 2022

Nearly 73% of those in sample graduates currently in jobs are from the private schools followed by 11% from Constituent schools and TECS each. Only 5% sample graduates in jobs are from the partnership schools.

An assessment of whether the graduates were working before they received the TVET was made. The outcome is presented in the Table 3.8

Table 3.9: Sample graduates at work before they joined TVET

Variables	Bhaktapur	Chitwan	Dolkha	Kathmandu	Kavre	Makwanpur	Total	%
Brahmin/Chhetri	1	4	4	14	5	1	29	5%
Janajati	2	3	2	12	5	2	26	5%
Dalit	1	0	0	1	0	0	2	0%
Madheshi	0	2	1	2	0	2	7	1%
Other	0	0	0	1	0	0	1	0%
Total	4	9	7	30	10	5	65	11

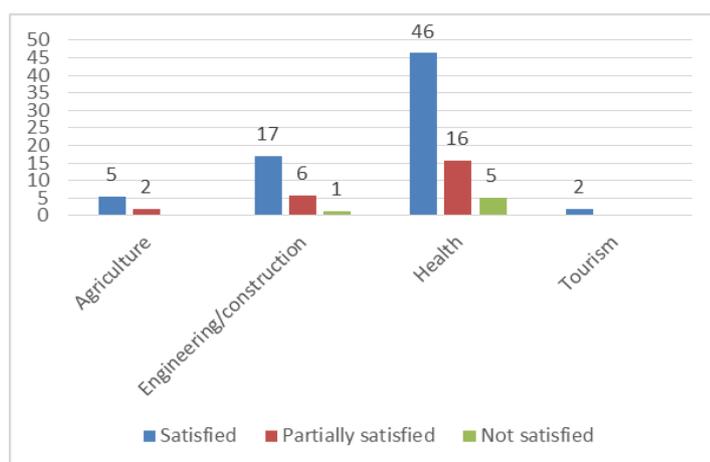
Source: Field Assessment, June 2022

Altogether 65 sample graduates (11%) were found working before they joined TVETs. Out of them, 30 in Kathmandu, 10 in Kavre, 9 in Chitwan, 7 in Dolkha, 5 in Makwanpur and 4 in Bhaktapur were working. Ethnicity wise graduates in Table 3.9.

3.2 Level of satisfaction of graduates on the jobs they are undertaking

The satisfaction level of the sample graduates were assessed using three parameters: satisfied in the current job, partially satisfied and un-satisfied. The responses of the sample graduates is summarized in the Fig.3.5 below:

Fig 3.5: % of sample graduates satisfied in their current jobs



Source: Field Assessment, June 2022

About 46% sample graduates currently working in the health sector, 17% in the engineering/construction sector and 5% in the agriculture sector were found satisfied with their current job. Similarly, 16% respondents in the health sector, 6% in the engineering sector and 2% in the agriculture sector were partially satisfied with their job. Nearly 5% in the health sector, 1% and 1% in the engineering sector were unsatisfied with the job they are currently undertaking. As large number of samples in health and engineering sector are working in the private sector, their salary and benefits are low to market rate and work conditions are not favorable.

Out of the 383 samples that had graduated in the year 2075-76 to 2076/77, 241 were found working (63%). Out of the 383 graduates 23% were satisfied, 8% were partially satisfied and less than 1% were not satisfied with the work they are doing at present.

Only 9 men out of 535 had been aboard for work before they joined the TVET. Out of it, 4 worked in health sector, 2 worked in tourism, 2 in construction sector and one worked as furniture designer.

3.3 Changes in income by field of study

Sample graduates were asked to mention about their increase income after they were graduated. Altogether, 300 respondents out of 535 expressed their opinion regarding their income. Their responses have been summarized in the Table below.

Table 3.10: Changes in the income after they graduated from the TVETs

Field of Study	Increase in income (# of respondents)		% Responding increase	% Responding no increase
	No increase	Increased		
Agriculture	2	21	7	1
Female	2	9		
Male	0	12		
Engineering/construction	18	54	18	6
Female	4	6		
Male	14	48		
Health	97	102	34	32
Female	65	78		
Male	32	24		
Tourism	1	5	2	0
Female	0	0		
Male	1	5		
Total	118	182	61	39

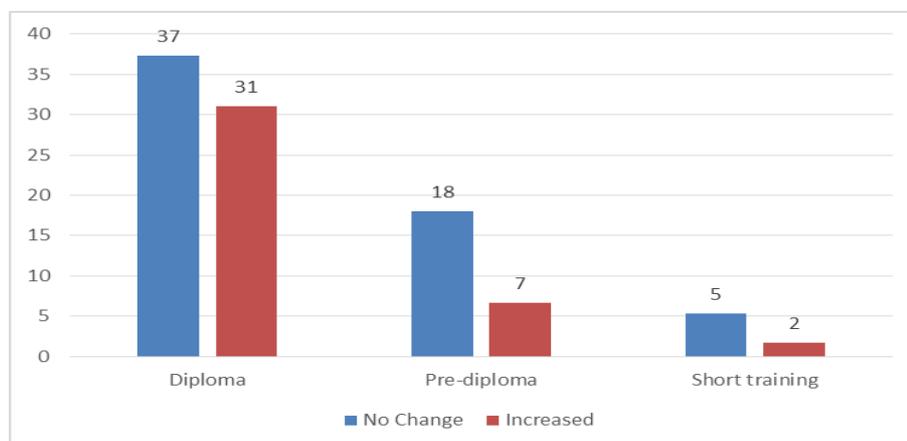
Source: Field Assessment, June 2022

Altogether 61 percent of the graduates reported increase in their incomes. The highest was in the case of health (34%) followed by 18% in the case of engineering/construction, 7% in the case of agriculture and 2% in the case of tourism. Female respondents were in majority responding increase in their income in health field of study (26%). Equally large % of the graduate respondents (32%) responded no change in their income level.

3.4 Changes in income level by level of study

The respondents' perspectives on changes in their income level was sought by the level of study. Their response is summarized in the Figure 3.6 below:

Fig 3.6: % of respondents reporting status of income after graduation (N=300)



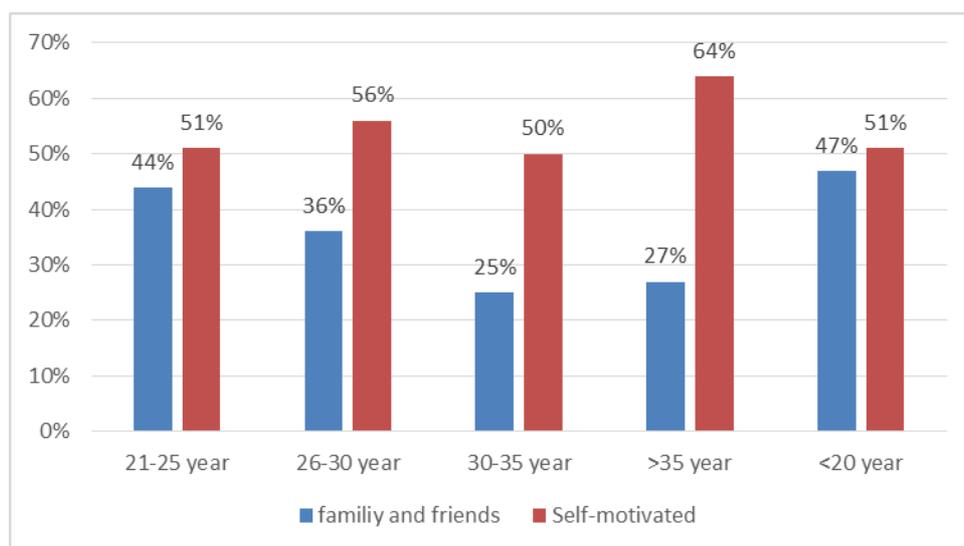
Source: Field Assessment, June 2022

Nearly 37% of the respondents in the Diploma, 18% in the pre-diploma and 5% graduated sample respondents in the short courses revealed that there was no increase (change) in their income after they graduated. However, 31% of the Diploma, 7% of the pre-diploma and 2% short course graduates reported increase in their incomes after they graduated from the TVET.

3.5 Motivational aspects to participate in the training

There were different aspects of the graduates that attracted them to attend CTEVT courses. For example, they were motivated through several persons and organizations to participate in the TVET. Their response is summarized in the Figure 3.7 below.

Fig 3.7: Sources of motivation to join the TVET



Source: Field Assessment, June 2022

In aggregate, more than 50% of the sample graduates were self-motivated to join the TVET. Families and friends were also the sources of motivation for them to enroll. In general, graduates above 21 years were self-motivated. Families advise was considered by the young people below 25 years of age. Altogether 47% of the graduates below 20 years of age and 44% below 25 years of range solicited family and friends advise on enrolling into the TVET course. More than 26% of the female graduates took advise of their parents and families while 29% of them were self-motivated. This was 16% and 23% in the case of male graduates. This reveals that the female graduates were more confident than male in taking decisions on participating in the TVET.

3.6 Relevancy of the TVET received

Relevancy and appropriateness of the TVET to the needs and expectations of the both female and male graduate was solicited during the individual interview with the sample graduates. The response of the graduate is summarized in the Table below.

Table 3.11: Gender and field of study wise opinions on the relevancy of the TVET

Field of Study	Highly relevant			Moderately relevant			Not relevant			Slightly relevant		
	# and % of respondents			# and % of respondents			# and % of respondents			# and % of respondents		
	#	% of Female	% of Male	#	% of Female	% of Male	#	% of Female	% of Male	#	% of Female	% of Male
Agriculture	16	4%	6%	32	10%	2%	4	12%	4%	8	8%	3%
Engineering/construction	40	3%	22%	56	3%	18%	6	4%	20%	29	9%	29%
Health	98	41%	20%	179	53%	12%	15	28%	32%	38	31%	18%
Tourism	6	1%	3%	6	1%	1%	0	0%	0%	2	0%	3%
Total Respondents (535)	160			273			25			77		

Source: Field Assessment, June 2022

The TVET course on health was found highly relevant by 41% of the female and 20% of the male health graduates. The course was rated moderately relevant by 53% of female and 12% of male health graduates. About 31% of females and 18% of males rated the health course as slightly relevant and 28% of the female and 32% of male said that the course was irrelevant to their needs and expectations.

In the case of the engineering/construction field of study, 22% of the male and 3% of the female graduates of the same field of the study said that it was highly relevant. The course was found moderately relevant by 18% of the male and 3% of the female graduates. Similarly, it was found slightly relevant by 29% of the male and 9% of the female graduates. About 20% of the male and 4% of the female rated the course as not relevant to them.

The agriculture field of study TVET was found highly relevant by 10%, moderately relevant by 12%, slightly relevant by 11% and not relevant by 24% of the sample graduates. About 20% of the male agricultural graduates rated the course as absolute to the emerging need and expectations.

The tourism field of study graduate samples 4% (3% male) found it highly relevant, 2% as moderately relevant, and 3% as slightly relevant to them.

The sample graduates of 2075/76 to 2076/77 in specific found the TVET course more relevant. Out of the 383 graduates of the two year, 31% found the TVET highly relevant to them,49% found it moderately relevant, 14% slightly relevant and 5% not relevant to them.

3.7 Level of satisfaction over the quality of the TVET program

The level of satisfaction of sample graduates over the quality of the TVET program was assessed by gender and by field of study. The responses of the graduates is summarized in the Table 3.12 below.

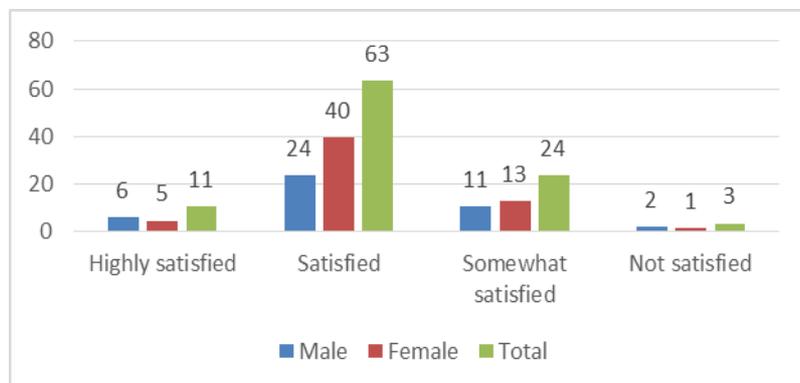
Table 3.12: Sample respondents' level of satisfaction on the quality of the TVET

Field of study	Highly Satisfied				Satisfied				Somewhat Satisfied				Not satisfied			
	Numebrs		% satisfied		Numebrs		% satisfied		Numebrs		% satisfied		Numebrs		% satisfied	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Agriculture	4	4	1	1	24	11	5	2	10	3	2	1	0	0	0	0
Engineering/construction	2	15	0	3	13	61	3	12	4	26	1	5	1	3	0	1
Health	17	11	3	2	160	42	31	8	52	24	10	5	6	3	1	1
Tourism	0	1	0	0	5	7	1	1	0	1	0	0	0	0	0	0
Total	23	31	5	6	202	121	40	23	66	54	13	11	7	6	1	2

Source: Field Assessment, June 2022

The Table 3.11 reveals that 11% of the sample respondents were highly satisfied, 64% satisfied, 24% somewhat satisfied and 3% unsatisfied with the quality of the TVET courses offered by CTEVT. The satisfaction level of the sample graduates by gender is presented in the Figure 3.8 below.

Fig 3.8: Satisfaction level of sample respondents on quality of the TVET (in %), N=510



Source: Field Assessment, June 2022

Altogether, 6% male and 5% female sample respondents were highly satisfied, 40% of the female and 24% of the male were satisfied, 13% of the female and 11% of the male were somewhat satisfied and 2% male and 1% female were unsatisfied with the quality of the TVET provided by CTEVT.

The graduates of 2075-76 and 2076/77 periods in specific had slightly lower satisfaction over the quality of the TVET programs. While 4% were highly satisfied, 56% were satisfied, 24% somewhat satisfied and 3% were dissatisfied and 13% had no responses.

3.8 Participation in further academic courses and training

Most of the sample respondents did not have opportunity to participate in the further education and training after they graduated from the TVET course. Some of them (22%) however have joined the training and academic streams of education as presented in the Table 3.13.

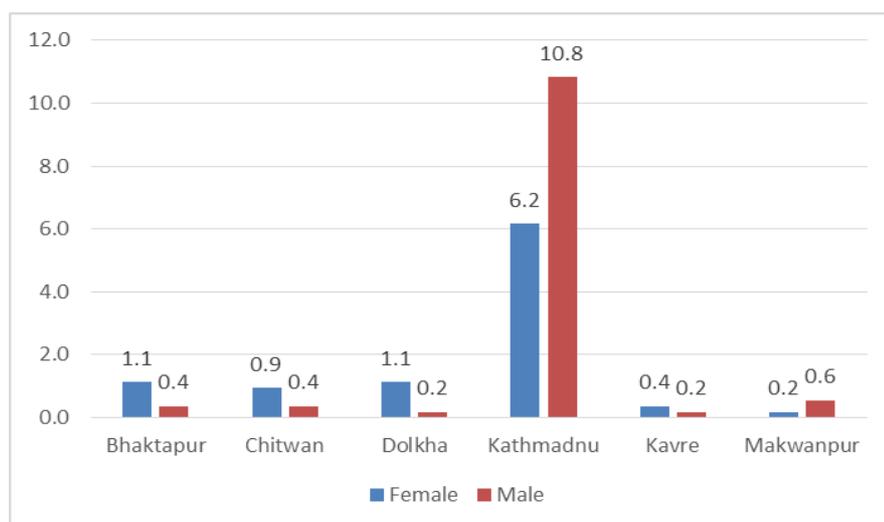
Table 3.13: Participation in education and training after graduation from CTEVT

District	Number of sample graduates that did not had opportunity of training and education		Number of sample graduates that had opportunity of training and education		Total
	Female	Male	Female	Male	
Bhaktapur	23	8	6	2	39
Chitwan	40	10	5	2	57
Dolakha	26	19	6	1	52
Kathmadnu	127	88	33	58	306
Kavre	26	27	2	1	56
Makwanpur	14	7	1	3	25
	256	159	53	67	535

Source: Field Assessment, June 2022

More opportunity for further training and education was realized by the graduates of Kathmandu than from other districts. This is illustrated in the Figure 3.9.

Fig 3.9: % of sample respondents that participated in the further training and education after graduation (N=535)



Source: Field Assessment, June 2022

Out of the 120 sample graduates who received such an opportunity, 48% were from health, 33% from engineering/construction, 18% in agriculture, and 2% in tourism. Most of them received education and training in the same discipline.

3.9 Expectations of the graduates for further training/education

Significant number of sample graduates wish to receive opportunities for further training and education. Their expectations for the further training and education is summarized in the Table 3.14.

Table 3.14: Assessment of expectations of the participants for further study by district and sex

District	% of the individual sample graduates expecting to receive further training & education				
	No expectations		Have expectations		Total
	Female	Male	Female	Male	
Bhaktapur	1	0	5	2	7
Chitwan	1	7	1	1	11
Dolkha	2	4	1	2	10
Kathmadnu	4	26	5	22	57
Kavre	1	4	1	4	10
Makwanpur	1	2	0	2	5
Total	9	44	13	34	100

Source: Field Assessment, June 2022

The 57% of the individual sample graduate respondents of Kathmandu, 11% of Chitwan, 10 % each of Dolakha and Kavre, 7% of Bhaktapur and 5% of the Makwanpur district have expectations for further training and education opportunities. Graduates of the pre-diploma course (TSLC) were found worried about their further studies. Their priority of the training and education is in their respective disciplines. However, they would pursue training and education in other relevant employment traits should there be an opportunity and there exists demand for that skill trait in the labor market.

3.10 Job security and satisfaction

Most of the individual sample graduates were found working in the private sector enterprises and had lesser satisfaction over their job mainly because of fear of losing the job and receiving lower than government level salary and benefits. Their concerns on job security and satisfaction are summarized below:

Table 3.15: Satisfaction on the current job

District	Agriculture			Engineering			Health			Tourism			Total		
	Satisfied	Neutral	Disatisfied	Satisfied	Neutral	Disatisfied	Satisfied	Neutral	Disatisfied	Satisfied	Neutral	Disatisfied	Satisfied	Neutral	Disatisfied
Bhaktapur	0.3	0.0	0.0	0.9	0.3	0.0	4.6	2.0	2.0	0.0	0.0	0.0	5.8	2.3	2.0
Chitwan	0.3	0.3	0.0	1.7	0.3	0.6	7.2	3.5	0.3	0.0	0.0	0.0	9.2	4.0	0.9
Dolkha	1.2	0.0	0.0	7.8	3.2	2.6	0.9	1.2	1.2	0.0	0.0	0.0	9.8	4.3	3.8
Kathmandu	1.4	1.4	0.3	4.9	0.0	0.3	23.7	5.2	5.2	0.9	0.0	0.0	30.9	6.6	5.8
Kavre	2.6	0.6	0.0	0.6	0.0	0.0	3.2	0.3	0.0	0.9	0.0	0.0	7.2	0.9	0.0
Makwanpur	0.0	0.0	0.3	0.0	0.0	0.0	4.9	0.6	0.6	0.0	0.0	0.0	4.9	0.6	0.9
Total	5.8	2.3	0.6	15.9	3.8	3.5	44.5	12.7	9.2	1.7	0.0	0.0	67.9	18.8	13.3

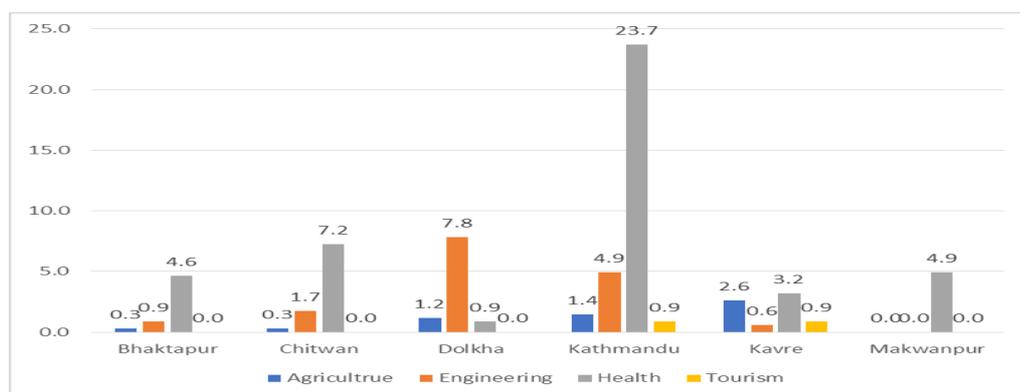
Source: Field Assessment, June 2022

While administering the questions, the level of satisfaction was sought in highly satisfied, satisfied, neutral, unsatisfied and highly unsatisfied. The first two are lumped together as satisfied and the last two are lumped as dissatisfied.

In aggregate, nearly 68% of the individual sample respondents were found satisfied, 19% neutral and 13% dissatisfied with their current job. The reason for dissatisfaction are mainly job insecurity, poor salary and benefits, working environment and distance from home and family and lack of prospect of job and academic career.

The following figure illustrates the satisfaction of the individual sample graduates.

Fig 3.10 : % of respondents expressing satisfaction over their current job by field of study



Source: Field Assessment, June 2022

The highest level of satisfaction was expressed by the individual sample graduates in health in Kathmandu (23.7%) followed by Chitwan (7.2%), Makwanpur (4.9%), and Bhaktapur (4.6%). Similarly, the engineering graduates from Dolkha (7.8%) and Kathmandu (4.9%) also were satisfied with the jobs they are undertaking.

The 383 sample graduates of 2075/76 to 2076/77 less satisfied in jobs in comparison to the total 535 sample graduates. Altogether 46% (7% were very satisfied, 39% satisfied), 12% neutral about the job satisfaction, 7% were dissatisfied with their jobs, 1% were highly dissatisfied and about 33% were not in job so did not express their views.

3.11 Satisfaction over prospects of further training and skill enhancements

The individual sample respondents were asked to mention their satisfaction on the prospects of further training for enhancing their skills. About 17% of the respondents (9% female and 8% male) expressed their high level of satisfaction over the prospects of further training and skill enhancements opportunities as summarized in the Table 3.16 below:

Table 3.16: Satisfaction over the prospects of further training for skill enhancement

District	Very satisfied		Satisfied		Neutral		Dissatisfied	
	Female	Male	Female	Male	Female	Male	Female	Male
Bhaktapur	0	0	3	2	3	1	1	0
Chitwan	2	1	6	1	2	1	1	1
Dolkha	0	0	3	3	1	1	0	0
Kathmandu	6	6	15	16	3	1	2	1
Kavre	0	0	5	6	2	1	0	0
Makwanpur	1	1	2	1	1	1	0	0
Total	9	8	33	29	11	5	4	2

Source: Field Assessment, June 2022

Of the 360 respondents answering this question, 33% of female and 29% of the male respondents were satisfied with the prospects of such opportunities in the future, 9% were neutral and 6% expressed dissatisfaction over such opportunity in their current job. Respondents from Kathmandu (15% female and 16% male) were satisfied with the prospects for training for enhancing their skills.

3.12 Satisfaction over social recognition received after graduation and employment

The opportunities for the TVET and subsequent employment has increased the confidence of the graduates and has contributed in increasing the social recognition of the graduates. The satisfaction of the graduate across the six district is summarized in the Table 3.17.

Table 3.17: Satisfaction on the social recognition after graduation and employment

Satisfaction over the social recognition they are receiving after graduation and employment (%)									
District	Very satisfied		Satisfied		Neutral		Dissatisfied		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Bhaktapur	0	0	5	2	2	0	0	0	10
Chitwan	1	1	5	1	3	1	1	1	13
Dolkha	1	0	3	3	0	0	0	0	7
Kathmandu	5	5	15	16	5	3	1	1	51
Kavre	0	0	6	6	1	0	0	0	13
Makwanpur	1	1	3	1	1	0	0	0	7
Total	8	8	35	29	12	5	2	2	100

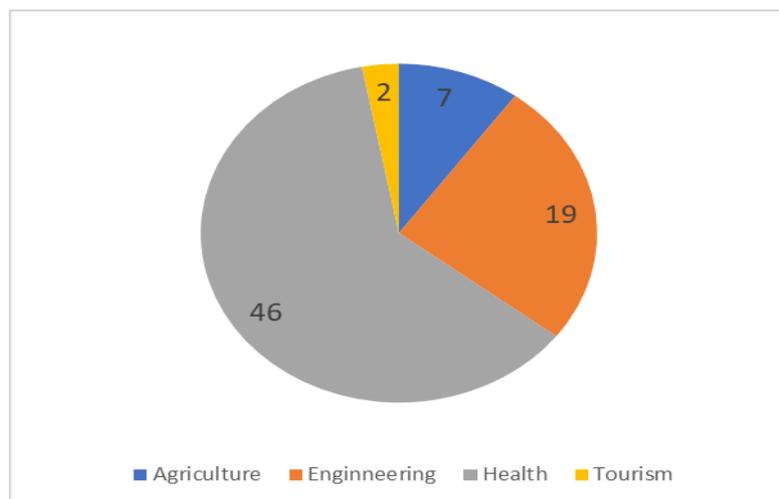
Source: Field Assessment, June 2022

Altogether 80% of the respondents (43% female) were satisfied with the social recognition they are receiving from their community. They felt that they have better income, skills and status than before and now can help their community people whenever their services are required by them. About 7% were neutral and 4% experienced dissatisfaction in this regard.

3.13 Satisfaction on possibility of using knowledge and skills in other jobs

Individual sample graduate respondents have expressed satisfaction on possibility of using their knowledge and skills in other jobs in the future as summarized in the figure below.

Fig 3.11: % of individual sample respondents reporting satisfaction on possibility of using knowledge and skills in other jobs in future (N=535)



Source: Field Assessment, June 2022

Altogether 46% of the individual sample graduate respondents in the health, 19% in the engineering, and 7% in the agricultural field of studies expressed their satisfaction with using their knowledge and skills learned from the TVET course to apply in the future jobs. They mentioned that this knowledge and skills will be applied wherever they work in the future.

3.14 Satisfaction with the work environment

One of the key areas of job satisfaction in the work environment. Work environment refers to the places where the graduates are currently working. Individual sample graduates were working in different places namely government and private sector organizations. Their satisfaction level with their work environment is summarized in the Table 3.18.

Table 3.18: Satisfaction with the work environment

% of individual sample graduates satisfied with the work environment									
District	Very satisfied		Satisfied		Neutral		Dissatisfied		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Bhaktapur	0	0	3	1	3	1	1	0	9
Chitwan	1	1	5	1	4	1	1	0	13
Dolkha	0	0	2	3	1	1	0	0	7
Kathmandu	3	3	16	17	4	3	2	3	52
Kavre	0	0	6	5	1	0	0	0	13
Makwanpur	1	0	2	2	0	1	1	0	7
Total	5	5	34	30	13	7	5	3	100

Source: Field Assessment, June 2022

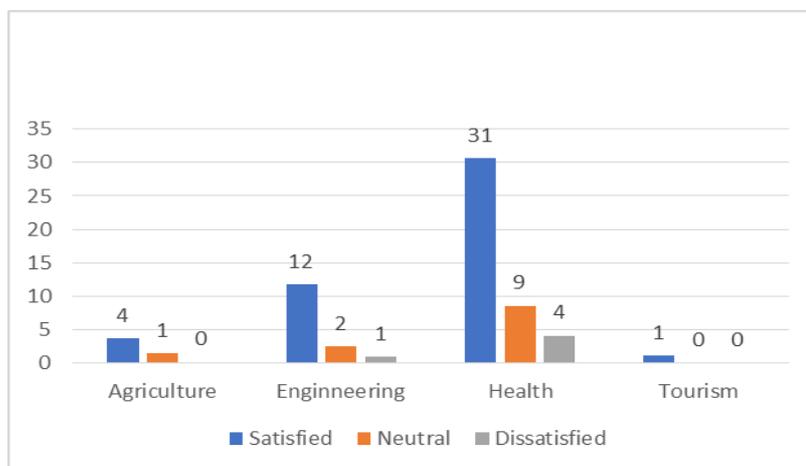
Altogether, 74% of the individual graduate sample respondents were satisfied, 20% were neutral and 8% were dissatisfied with the work environment. About 39% (6% very satisfied and 33% satisfied) of the sample respondents in Kathmandu were satisfied with the work environment.

The work environment was also assessed by the field of study as illustrated in the Figure 3.12 below:

Fig 3.12 : % of individual sample graduate respondents satisfied with the work environment (N=348)

Source: Field Assessment, June 2022

The figure above reveals that 31% of the individual sample graduates in health were satisfied followed by 12% in engineering and 4% in the agriculture field of study. About 9% of the graduates in health and 2% in engineering were neutral on this matter. About 4% of the sample respondents were found dissatisfied with the work environment in the health field of study.



The 383 sample graduates of 2075/76 to 2076/77 less satisfied in jobs in comparison to the total 535 sample graduates. Altogether 49% (7% were very satisfied, 42% satisfied), 14% neutral about the work environment satisfaction, 5% were dissatisfied with their work environment, and about 32% did not like to express as they were not in jobs

3.15 Satisfaction of sample graduates over the management dealing with the workforce

The efficiency of the workforce largely depends on the attitude and behavior of the management team towards them. An option of the sample graduate respondents who are at work was solicited to view their satisfaction over the management dealing with the workforce. The response of the sample graduate is summarized in the Table 3.19.

Table 3.19: Level of satisfaction of the individual sample graduates on management behavior

% of individual sample graduates satisfied with the management dealing with them									
Districts	Very satisfied		Satisfied		Neutral		Dissatisfied		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Bhaktapur	0	0	3	1	3	1	1	0	9
Chitwan	2	1	4	1	3	0	1	1	13
Dolkha	1	1	1	2	1	0	0	0	7
Kathmandu	3	4	15	16	5	4	4	2	52
Kavre	0	0	6	6	1	0	0	0	13
Makwanpur	1	0	2	2	1	0	0	0	6
Total	7	6	31	28	13	6	6	3	100

Source: Field Assessment, June 2022

The table above reveals that 71% of the sample graduate respondents were satisfied 13% were highly satisfied and (59% were satisfied) with the management’s behavior and attitude towards the workforce. About 12% of the respondents were neutral on this matter and 9% were dissatisfied with the way they manage the workforce within their organization.

The level of satisfaction of the female sample graduate respondents was slightly higher (38%) than that of the male respondent (34%). The sample respondents in Kathmandu appeared to be more satisfied (38% out of 71%) than in other districts.

3.16 Satisfaction with something doing good for the society

Job satisfaction increases self-confidence in a person but also enhances self-esteem and a sense of responsibility towards society. The sample graduates were asked if the work they are performing is also contributing to the overall development of society and to what extent they are satisfied with it. The satisfaction level of the individual sample respondent is summarized in the Table 3.20.

Table 3.20: Satisfaction over something doing good for the society

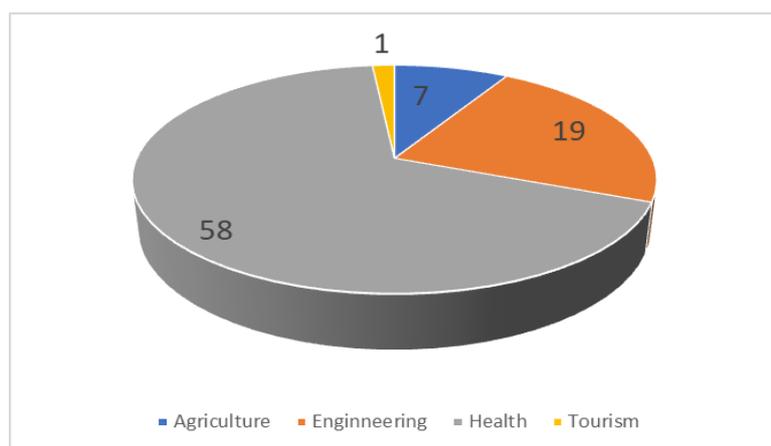
% of graduates having satisfaction on something doing good for the society									
District	Very satisfied		Satisfied		Neutral		Dissatisfied		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Bhaktapur	1	0	4	2	1	0	0	0	9
Chitwan	3	2	5	1	3	0	0	0	14
Dolkha	1	0	3	3	0	0	0	0	8
Kathmandu	6	5	17	16	3	3	1	1	52
Kavre	0	0	6	6	1	0	0	0	12
Makwanpur	2	1	1	1	0	1	0	0	6
Total	13	8	36	28	7	5	1	2	100

Source: Field Assessment, June 2022

Nearly 86% of the graduates (21% highly satisfied and 64% satisfied) expressed their satisfaction that their work is going to do good for society. About 12% of respondents were neutral on this matter.

Satisfaction of the sample graduates on doing something good for the society was also assessed by the field of study as presented in the Figure 3.13 below:

Fig 3.13: Satisfaction (in %) of individual graduates on something doing good for the society (N=361)



Source: Field Assessment, June 2022

The individual sample graduates from the health field of study had a higher level of satisfaction (58%) that they are doing something good for society from their services. Similarly, 19% of the engineering graduates and 7% of the agricultural graduates were also satisfied with the contribution they are making to society.

The graduates of the 2075-76 and 2076-77 however had different perceptions regarding their satisfaction over doing something good for the society. Out of the 383 samples in these two years, 9% were very satisfied, 43% satisfied, 13% were neutral about it, 3% were dissatisfied and 33% did not answer as they did not have a noticeable job.

3.17 Perceptions: TVET is designed for the academically weak students

There is a common notion that the TVET programs are designed for the students who can't effectively cope with the rigor of the conventional education system. The individual sample graduates response is presented in the Table 3.21 below:

Table 3. 21: Perceptions of the graduates on the TVET

% of individual graduates response on TVET that it is designed academically weak students											
Field of study	Strongly agree		Agree		Neutral		Disagree		strongly disagree		Total
	female	Male	female	Male	female	Male	female	Male	female	Male	
Agriculture	1	0	2	1	0	0	3	2	2	0	11
Engineering	0	1	1	6	0	1	2	11	0	1	24
Health	1	1	13	3	4	2	23	8	4	3	62
Tourism	0	0	0	1	0	0	1	0	0	0	3
Total	2	2	16	11	4	3	29	21	6	4	100

Source: Field Assessment, June 2022

Altogether, 61% of the 535 individual sample graduates disagreed with the notion that TVET courses are designed for the students who are weak in conventional academic streams. More female respondents (35%) disagreed than males (25%).

Interestingly, 31% of the respondents agreed with this notion and about 7% of respondents were neutral.

3.18 Effectiveness of the hands-on skills

The effectiveness of the TVET is frequently in discussion regarding the extent of the opportunities the graduates receive during the TVET that enables them to perform their job adequately. The individual sample graduates were asked to express their experiences in regard to the above matters. The response of the sample graduates is summarized in the Table 3.22 below:

Table 3.22: Effectiveness of the TVET for hands-on skills

% of respondents agreed that TVET provided enough hands-on skills to enter job market											
Field of study	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Agriculture	0	0	4	2	3	1	0	0	0	0	11
Engineering	0	3	3	13	0	2	0	2	0	0	24
Health	6	2	27	9	8	2	4	2	0	0	62
Tourism	0	0	1	1	0	0	0	0	0	0	3
Total	7	5	35	26	11	6	4	5	0	1	100

Source: Field Assessment, June 2022

About 73% of the respondents mentioned that they have learned enough hands-on skills to enable them to enter the job market. About 17% remain neutral and 16% disagreed that enough hands-on skills are provided during the TVET period. This matter was also raised by most of the

participants in the FGDs and KIIs. Employers, particularly in the health and agriculture sector, mentioned that CTEVT must provide enough hands-on skills on basic appliances and types of equipment and soft skills before they are ready for employment.

3.19 Contribution of TVET course in building confidence, competitiveness, and commitment

Several research documents have highlighted the impact of the TVET in building self-confidence, assertiveness, and competitiveness among graduates as they find employment. The responses of the individual sample graduate are summarized in the Table 3.23.

Table 3.23: TVET course has built confidence, competitiveness and, commitments in graduates

% of respondents agreed that TVET course-built confidence, competitiveness, and commitment											
Field of study	Strongly agree		Agree		Neutral		Disagree		strongly disagree		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Agriculture	2	0	5	3	1	0	0	0	0	0	11
Engineering	1	4	3	14	0	2	0	0	0	0	24
Health	13	4	27	10	4	2	1	0	0	0	62
Tourism	0	0	1	2	0	0	0	0	0	0	3
Total	16	9	36	28	5	4	1	1	0	0	100

Source: Field Assessment, June 2022

Nearly 89% of the individual sample graduates revealed that the TVET course has increased their self-confidence, competitiveness, and, sense of commitment toward family and community. About 54% of the sample respondents from the health sector agreed with this matter.

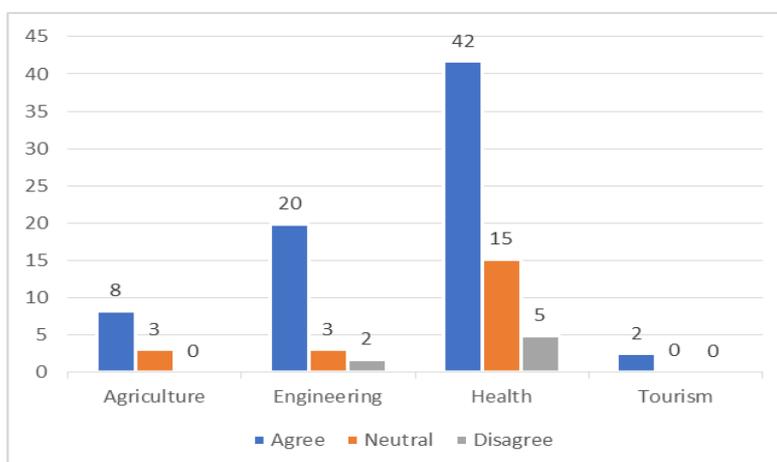
3.20 Role of TVET in stimulating the technological advancements

TVET produces graduates that have practical, down to the earth type of human resources that can invent appropriate technologies for the development of the country. The individual graduates were asked if they agree with this statement. The answers of the individual sample graduate is illustrated in the Figure 3.14 below:

Fig 3.14: % of respondents agreeing that TVET stimulates technological progress (N=535)

Source: Field Assessment, June 2022

Altogether, 42% of the graduates in health, 20% in engineering, and 8% in the agriculture sector agree that the TVET sector stimulates the technological advancements required for national development. However, about 20% of the respondents were neutral and 7% disagree about this statement.

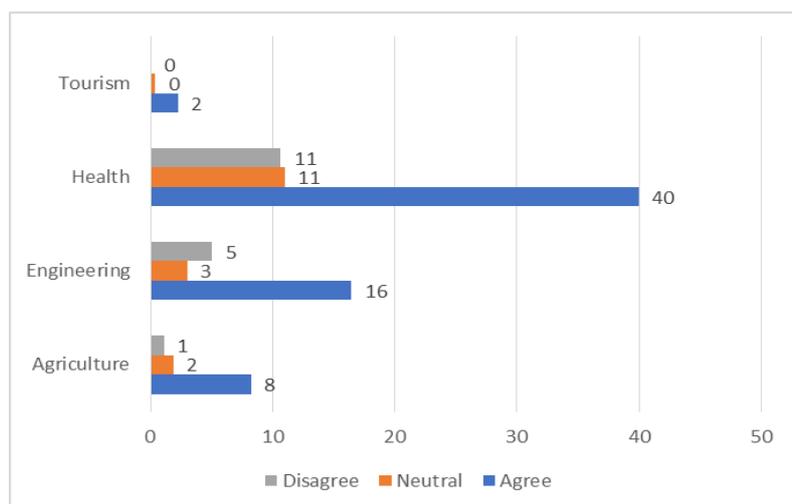


3.21 Labor market expectations and TVET

As the skill market is changing due to changes in consumer preferences and living standards technological advances. Therefore, a TVET provider has to be constantly prepared to tap into these emerging opportunities.

The graduates’ perspective on whether TVET can meet the expectation of the labor market is summarized in Figure 3.15.

Fig 3.15 : % of respondents mentioning that TVET meets the expectations of the labour market (N=535)



Source: Field Assessment, June 2022

Nearly 67% of the respondents agreed, 16% were neutral and 17% disagreed with this matter. Altogether 40% of respondents in health, 16% in engineering, and 8% in the agriculture sector agreed with this notion. Nearly 16% remain neutral while 17% disagreed with this statement.

3.22 Capacity of the CTEVT to swiftly update the course curriculum

As the labor market is changing, it demands a quick response from the TVET providers to cater to its workforce needs. The individual sample graduates had different perspectives on the capacity of the CTEVT to meet the expectations of the emerging skill market as presented in the Table below:

Table 3.24: Respondents’ assessment of CTEVT’s capacity to swiftly respond to labor market need

% of respondents with remarks that CTEVT has system to swiftly update training curriculum to meet labour market need					
Field of study	Strongly agree	Agree	Neutral	Disagree	Total
Agriculture	0	5	3	3	11
Engineering	2	12	4	7	24
Health	4	34	16	8	62
Tourism	0	1	1	1	3
Total	5	52	23	19	100

Source: Field Assessment, June 2022

Out of the 535 individual sample graduates, 57% of them mentioned that CTEVT has such capacity. While 23% of the respondents preferred to remain neutral and 19% did not agree on

this matter, the highest number of disagreements came from the samples of health and engineering. They mentioned that CTEVT needs to carry out a labor market assessment every 1-2 years to update the training curriculum as per the emerging skill traits.

3.23 CTEVT Courses on entrepreneurship development

The tendency among the TVET graduates in the past was to find wage employment. Due to the increase in economic activities and emergence of the service sector, opportunities for self-employment at rise.

Concerns regarding the adequacy and efficiency of the CTEVT courses for self-employment were raised during the individual interviews. The response from the sample graduates is presented in the Table 3.25.

Table 3.25: Adequacy of the CTEVT for entrepreneurship/self-employment

% of respondents with the view that CTEVT has lesser emphasis on entrepreneurship development					
Field of study	Strongly agree	Agree	Neutral	Disagree	Total
Agriculture	1	3	3	4	11
Engineering	1	8	5	10	24
Health	11	23	17	11	62
Tourism	0	0	1	2	3
Total	13	35	26	27	100

Source: Field Assessment, June 2022

Nearly half (48%) of the sample respondents agreed that CTEVT has a lesser emphasis on entrepreneurship development. About 26% of the participants were neutral and 27% disagreed with this matter. About 34% of the graduates in the health sector felt that CTEVT has lesser emphasis on entrepreneurship development for self-employment

3.24 Sufficiency of soft skills

Soft skills refer to non-hard skills (non-technical skills) that are essential in performing a given technical task. It includes interpersonal skills, communication skills, client dealing, negotiation, bargaining, and counseling skills. This list can be even extended to simple bookkeeping and inventory management skills as well.

Sample respondents' perspectives on adequacy of the soft skills is summarized in the Table 3.26 below:

Table 3.26: Insufficiency of the soft skills in the TVET program

% Reporting in-sufficiency of the soft skills in the TVET											
Field of study	Strongly agree		Agree		Neutral		Disagree		strongly disagree		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Agriculture	0	0	4	1	2	1	1	1	0	0	11
Engineering	0	1	2	9	0	3	1	8	0	0	24
Health	5	2	19	6	10	3	10	4	1	1	62
Tourism	0	0	0	1	0	0	1	1	0	0	3
Total	6	4	26	17	12	7	13	14	1	1	100

Source: Field Assessment, June 2022

Nearly 52% of the individual interview sample graduates agreed that the current CTEVT course does not have adequate soft skills required to perform the technical job. Participants of the FGD and KII had mentioned the hat soft skill part is given less emphasis during training. Altogether of 32% respondents from the health sector agreed that such skills are very important to discharge the technical function timely and effectively.

Nearly 29% of respondents however did not agree that the CTEVT curriculum has due emphasis the soft skills.

3.25 CTEVT graduates and employment

The researchers wished to know whether a CTEVT graduate findst easy to find wage employment. A statement saying that most TVET graduate find relevant employment was asked to the individual sample graduates. The opinions of the sample respondent is presented in the Table below:

Table 3.27: Sample respondent's opinion on employment

Field of study	Most TVET graduates get employment					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Agriculture	0	4	4	2	0	11
Engineering	2	14	5	3	1	24
Health	7	29	15	9	2	62
Tourism	0	2	1	0	0	3
Total	10	48	25	15	3	100

Source: Field Assessment, June 2022

There was an agreement on the matter of TVET graduates finding employment. Altogether 58% of the respondents agree, 25% are neutral and 18% disagree that this statement is true in real life. In course of FGD and KII the researcher finds a large number of unemployed graduates particularly in the short and pre-diploma courses.

3.26 Monthly income of the graduates

The monthly income of the graduates is presented in the Table 3.28 below:

Table 3.28: Average monthly income of the graduates

Field of study	% of graduates with monthly income categories (in .000Rs)						Total
	<10K	11-20K	21-30K	31-40 K	>51K	NA	
Agriculture	2	1	0	0	0	8	11
Engineering	1	1	1	0	0	20	24
Health	7	5	1	0	0	49	62
Tourism	0	0	0	0	0	2	3
Total	10	7	2	1	0	79	100

Source: Field Assessment, June 2022

Only 21% (120) of the 535 samples provided information on their monthly income earnings. The data signals that 10% of the sample respondents were earning less than Rs 10,000 a month, 7% earning in between Rs-11,000 to 20,000.

The researchers also analyzed if the two batch graduates (FY 2075-76 and 2076-77) had any different earning scenario against the total sample. Out of the total 535 samples, 383 samples were from these years. Out of the 383 samples, only 96 answered the question related to income. 39 graduates were earning less than 10K (10%), 8 % were earning in between 11-20 K and nearly 3% were earning between 21-30K. There was not much difference in income earning by the first two year graduates as 96 out of 120 who responded about their monthly income were from these batches.

3.27 Changes in the lives of the graduates

The individual sample graduates were asked to list down the major changes that happened after they graduated from the TVET program. The multiple changes listed by the respondents are presented in the summary Table 3.29.

Table 3.29: Changes in the lives of CTEVT graduates

Changes in the lives of the graduates	Agriculture	Engineering	Health	Tourism	Total	% to total
Income increased	16	54	110	5	185	11
Better equipped with marketable skills	9	39	119	2	169	10
Confidence increased	31	76	243	5	355	21
Increase in self-respect	30	69	204	8	311	19
Increase in community recognition	12	43	142	3	200	12
Improvement in living conditions	9	25	69	4	107	6
Joined more networks	10	31	90	3	134	8
Only a few things have changed	7	26	72	0	105	6
Nothing changed in my life	24	35	50	4	113	7
	148	398	1099	34	1679	100

Source: Field Assessment, June 2022

Altogether, 1679 responses were documented in the four fields of study. The biggest change (21%) was in the area of increase in confidence, followed by an increase in self-respect (19%), an increase in community recognition (12%), increase in income (11%), and increase in the marketable skills (10%).

3.28 Changes in the family living conditions

It is too early to measure such changes in less than 3 years of graduation. However, the researchers made efforts to assess changes in the living condition of the family as a result of the employment of the individual sample graduates. The changes happened the multiple areas. The following Table 3.30 provides some indications of changes in the family living conditions.

Table 3.30: Changes in the family living conditions

Changes in the family living standards/ conditions	Agriculture	Engineering	Health	Tourism	Total	% to total
Family Expenditure on food, education and health increased mainly because of my employment	9	47	113	1	170	16
Some physical assets have been added at home	9	28	64	0	101	10
House repair/maintenance done	4	11	28	2	45	4
Loan borrowing decreased	11	24	38	3	76	7
Savings increased	18	49	109	4	180	17
Increase in respect and recognition of my contribution by a family member	12	39	118	3	172	17
No significant improvement in my family's living conditions	38	67	180	9	294	28
Total	101	265	650	22	1038	100

Source: Field Assessment, June 2022

Altogether, 28% of respondents mentioned that there were no significant improvements in the family living conditions. Increase in saving (17%) and an increase in respect and recognition (17%) of the graduate's contribution were mentioned by the sample graduates. Similarly, an increase in family expenditures on food, health, and education was mentioned by 16% of the respondents. The family has also added some assets and there has been decreasing in loan borrowing as a result of the income made by the sample respondent.

3.29 Outcomes of the individual Interviews with the Employers

Individual interviews to the selected employers were carried out to understand their satisfaction on the performance of the graduates working in their respective organizations, their satisfaction on the quality of the TVET provided by various schools affiliated to CTEVT. The interview also aimed to receive information about current labor market situation, their involvement in training design and internship process. The interview was also done to receive their feedback to improve future TVET programs.

Altogether 45 interviews were carried out with the employers as below.

Table 3.31: Details of the employers' interviews by district and fields of study

District	Field of Study				
	Agriculture	Engineering-Construction	Health	Tourism	Total
Kathmandu	0	4	12	2	18
Bhaktapur	0	0	5	0	5
Kavre	1	0	2	2	5
Dolkha	2	4	2	0	8
Chitwan	0	1	6	0	7
Makwanpur	3	9	27	4	43

Source: Field Assessment, June 2022

Out of the 43 interviews, useful information was received from 35 employers. The outcome of the individual interview with them is presented below.

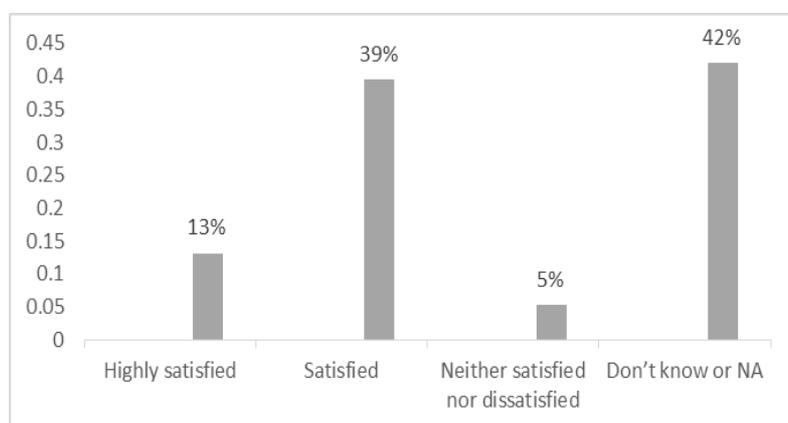
3.29.1 Availability of the employers with the skills they need

Nearly 51 % of the individual employers mentioned that such employers are occasionally found in the job market. There is high turnover of some skill traits and the employees with high marketable skills leave the jobs and migrate to other countries.

3.29.2 Satisfaction with the quality of training service of the TVET schools

Employers are the ones who judge whether the graduates have good quality performance while they land into the real work life. Therefore, their opinion on the quality of the training program was sought. Their level of satisfaction with the quality of skill training offered by the TECs has been illustrated in the Fig 3.16 below.

Fig 3.16: Employers satisfaction with quality of skill training by TECs



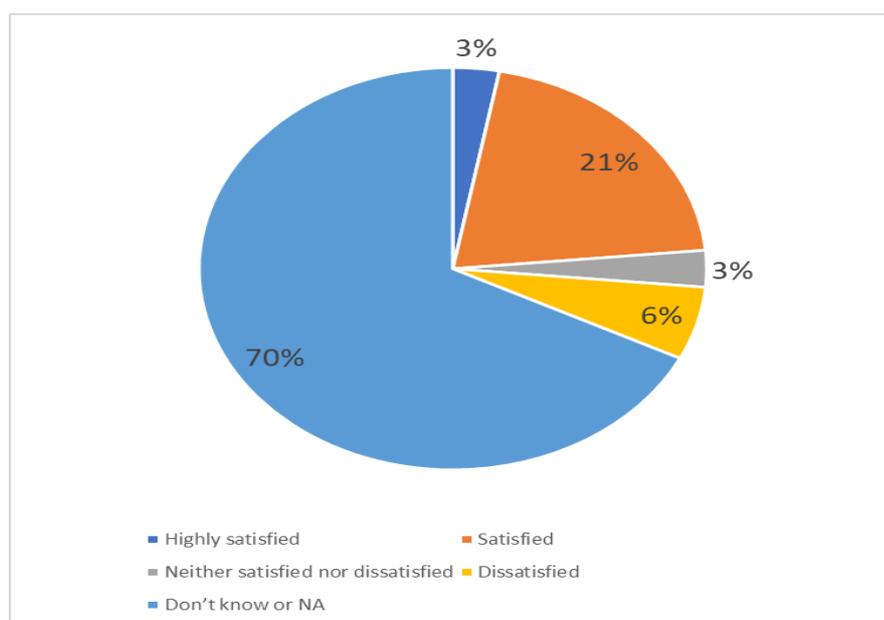
Source: Field Assessment, June 2022

About 42% did not like to express their opinion on the quality of the training programs of the TECs. About 52% of them were however satisfied with the quality of the training.

Their opinions on quality of training provided by the partnership school is presented in

the figure below:

Fig 3.17: Satisfaction with the quality of training service received from the Partnership Institutes (in %)

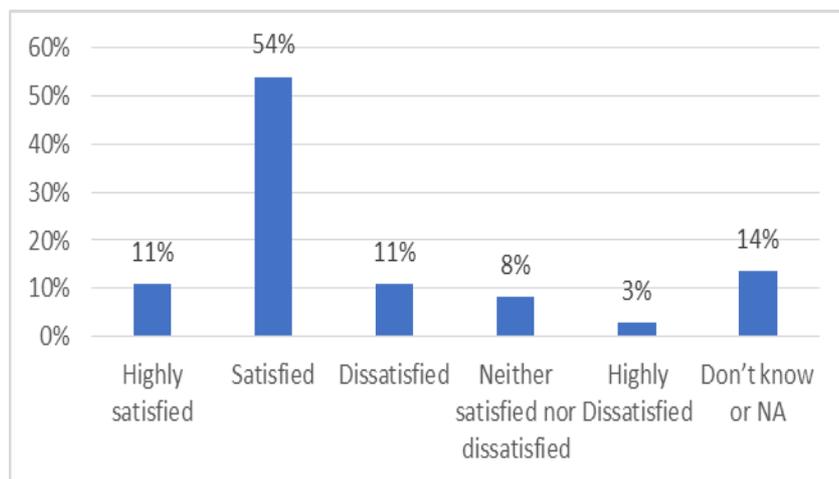


Source: Field Assessment, June 2022

In the case of partnership TVETIs, 70% of the employers did not answer this question. Among the remaining 30%, 24% were satisfied and 6% were dissatisfied.

Employer had slightly different perspectives on the quality of training provided by the private training institutes as presented in the figure below.

Fig 3.18: Satisfaction with the quality of training service received from the Private TVETIs



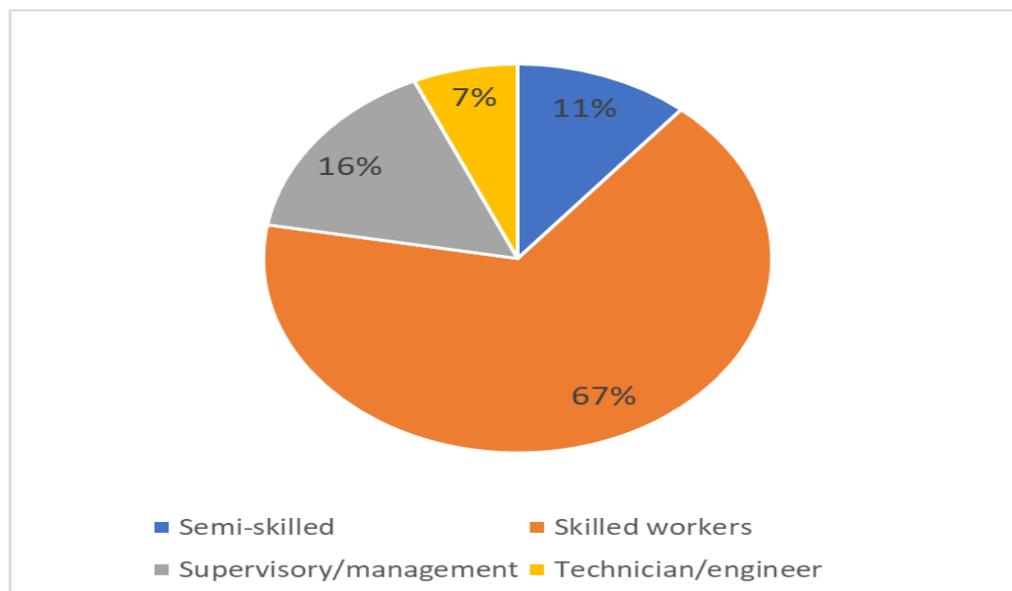
Source: Field Assessment, June 2022

Altogether 65% of the respondents were satisfied with the quality of the private training institutes.

3.29.3 Types of skills in high demand

The employers were asked to mention the skill traits that are in high demand in the current job market. Their response is summarized in the figure below:

Fig 3.19: % of employers mentioning type of employees often in shortage



Source: Field Assessment, June 2022

Nearly 67% of the employers mentioned that skilled workers are in high demand. Supervisory and management positions were referred as demand area by 16% respondents. Altogether 11% respondents mentioned semi-skilled laborers and 7% mentioned technician/engineer as high demand areas in the local labor market.

3.29.4 Provision for the on-the-job training

Altogether 71 % of the respondents mentioned that they welcome the OJTs in their organizations. While they provide tea and snacks in between, they don't provide any other financial incentives during the training to the trainees. They closely observe the trainees during the OJT and offer jobs when they find them appropriate to meet their needs.

3.29.5 Inputs of the employer to improve overall quality of the technical training

The employers provided several suggestions to improve overall quality of the TVET education provided by CTEVT. Their suggestions are summarized in the Table below:

Table 3.32: Suggestions of employers to improve the quality of the TVET education

Description of variables	Number	%
Increase theoretical knowledge related to the occupation	17	8%
Practical use of computers	18	9%
Practical use of working tools	25	12%
Practical use of machines and equipment	25	12%
Practical use of materials and parts	16	8%
Theory and practice of equipment maintenance	17	8%
Safety and security	12	6%
Incorporate soft skills	15	7%
Job preparedness skills	19	9%
Record keeping (Inventory and simple computation skills)	15	7%
Provide entrepreneurship skills	12	6%
Provide general education to the skill test graduate in some extent (e.g., simple calculations, language etc.)	8	4%
Other	5	2%
Total	204	100%

Source: Field Assessment, June 2022

Altogether 204 suggestions were provided by the employers. About 12% respondents suggested to increase the practical use of machines and equipment (12%) and working tools (12%); increase use of computers (9%) and provide job-preparedness training (9%). They also suggested to increase theoretical orientation related to the occupation, equipment and maintenance; increase use of materials and parts; include sessions on safety and security; incorporate soft skills; provide entrepreneurship skills and provide simple calibration and language skills.

3.30 Overall contribution to the economic sector

It is too early to measure the impact of the CTEVT/NSTB in the contribution to the national and local economy. However, the graduates are increasingly joining the local workforce and contributing to the economy through contributing in the family and local economy. Since they are contributing to the economic enterprises they are associated with, this is contributing to the economy of the enterprise owner and the local economy as well. Though exact databases of the

graduates that are aboard for foreign employment are not available, large number of them are assumed to work aboard and sending money to their families.

3.31 Cost of CTVET

CTEVT issues circulars on the fees to be charged to the TVET participants. The latest fee related notice endorsed by CTEVT on date 2078-5-4 BS is presented in the table below:

Table: 3.33 Fee structure of CTEVT

Level	Field of Study	Schools			
		Constituent	TECS	Partnership	
Pre-diploma	Livestock production/Plant Science	15,000	55,000	55,000	
	Veterinary Science	15,000	55,000	55,000	
	Agriculture/Plant Science	15,000	55,000	55,000	
	Engineering	22,000	65,000	65,000	
	Hospitality/hotel management	15,000	55,000	55,000	
	Forestry	15,000	55,000	55,000	
	Social Science	15,000	55,000	55,000	
	Computer Application and Secretariate	15,000	55,000	55,000	
Diploma	Agriculture/Animal Science (ISC)	85,000	175,000	175,000	Partnership schools subsidized from government
	Animal Science (ISC)	85,000	175,000	175,000	Partnership schools subsidized from government
	Food/dairy technology	85,000	175,000	175,000	Partnership schools subsidized from government
	Medicinal and aromatic plants	85,000	175,000	175,000	Partnership schools subsidized from government
	Engineering	95,000	190,000	190,000	Rs 205, 000 for private partners
	Health nursing	160,000			Partnership schools subsidized from government
	Forestry	85,000	175,000	175,000	Partnership schools subsidized from government
	Management/Humanity	99,000	175,000	175,000	Partnership schools subsidized from government
	Hospitality management	99,000	175,000	175,000	Partnership schools subsidized from government

Source: CTEVT Circular.

CTEVT has a provision of 2972 Scholarships for the meritorious students to study in 30 different programs. The scholarships in each program differ according to the total enrollment quota as presented in the table below.

Table. 3.34 Scholarships provided by CTEVT

Subjects	Number of Scholarships for FY 2078-79
Health Assistant (HA)	162
Certificate in Medical Laboratory Technology (CMLT)	98
Certificate in Dental Science (Dental Hygiene)	27
Certificate in Diagnostic Radiography	50
PCL in Ayurveda and General Medicine	12
Diploma in Ophthalmic Science	21
PCL in Acupuncture Acupressure and Moxibustion	3
Diploma in Pharmacy	147
Diploma in Civil Engineering	799
Diploma in Electrical Engineering	108
Diploma in Electronics Engineering	4
Diploma in Electrical and Electronics Engineering	36
Diploma in Geometrics Engineering	136
Diploma in Architecture Engineering	36
Diploma in Mechanical Engineering	38
Diploma in Automobile engineering	52
Diploma in Computer Engineering	175

Diploma in Agriculture (Plant Science)	531
Diploma in Agriculture (Animal Science)	243
Diploma in Food/Dairy Technology	15
Diploma in Forestry	147
Diploma in Hotel Management	30
Diploma in Information Technology	72
Diploma in Ref and Air Conditioning Engineering	4
Diploma in Hydropower Engineering	16
Diploma in Social Worker	3
Diploma in Entrepreneurship Development	3
Diploma in Physiotherapy	2
Diploma in Yoga and Neurotherapy	3
Diploma in Mechatronics Engineering	2
Total	2975

Source: CTEVT, <https://edusanjal.com/scholarship/ctevt>

CTEVT does not charge for the application for scholarship but charges Rs 600 per applicant as examination fee.

3.32 Sustainability of the TVET program

The growth and sustainability of and TVET program of CTEVT largely depends on the quality of its graduates, flexibility, and swift responses to address the needs and expectations of the rapidly emerging skill market and its readiness and successes in collaborating with different tiers of government and private sector. The success is also largely influenced by the priorities and policy decisions of the government in terms of resource allocations.

TVET and youth employment has been priorities of the whole tier of government. They are increasingly allocating more resources in this area over years. The donor communities have also shown more interest and support towards youth employment particularly after the youth uprising across the Middle East and Africa.

CTEVT is the only accredited organization in the country responsible in promoting, and regulations the TVET sector in Nepal. As the economy grows, it has to be able to meet the expectations of the government and private sector for quality human resources needed for the labor market. The policy environment is positive; there is positive intent of support from all stakeholders and lot of interest from the youths to join the TVET. These factors contribute to the sustainability of the TVET program in Nepal.

The Ministry of Education, Science and Technology has adopted the following plans to translate these strategies into programs.

- Prepare a distribution grid based on skills mapping and standards
- Conduct an industrial apprenticeship program in coordination with the public, cooperative and private sectors to extend access and opportunity of TVET to ensure employment through on-the-job training.
- Approve master plan for TVET and formulate vocational education and skills development laws and constitute an integrated fund.
- Establish a TVET center at every local level gradually
- Manage resources for secondary schools that conduct both general and technical classes.
- Implement a student financial support system to provide an equitable opportunity for TVET for the disadvantaged deprived of the opportunity of formal education
- Make provisions for mobile programs on skills development and training
- Develop a system for providing career counseling (profession or business) services from every local level to fulfill the changing

3.33 Coherence of the program

The constitution of Nepal (2015) has underscored the importance of TVET as the means to prepare skilled and competent human resources (including the disadvantaged and the Dalits) necessary for the development of the nation. The Sustainable Development Goals 2030 has also emphasized TVET to ensure the universal right to education and the right to work as well as to increase learners' employability.

The 15th National plan aims to ensure the expansion and quality of inclusive and equitable access to technical education and vocational skills development. It has adopted strategies to expand technical and vocational education and training programs extensively to ensure opportunity and access to technical education and vocational skills development for youths at the local levels.

The private sector, particularly the service sector in Nepal is vibrantly emerging and in need of skilled human resources. They are increasingly looking forward to employ quality workforce from within the country and reduce dependency on labor supply from the neighboring countries.

The above situation reveals that the TVET program is coherent to the government policies, strategies, plans and priorities of the government.

CHAPTER-IV: CONCLUSION AND RECOMMENDATION

4.1 Conclusion

The impact evaluation study of the CTEVT/NSTB graduates in Bagmati province was carried out in April-June 2022 in the 13 districts of the province. Database of the three years (FY 2075-76 to 2077-78) graduates of the pre-diploma, diploma, and short courses was analyzed to determine the sample. Six districts namely Kathmandu, Bhaktapur, Chitwan, Makwanpur, Dolkha, and Kavre selected based on the concentration of the graduates in the districts.

This study implied both quantitative and qualitative data. Quantitative data were collected mainly through the individual interviews and secondary data provided by the BPO. The qualitative data was collected through 12 FGDs and 46 KIIs. Four representative case stories were also developed.

Altogether, 535 samples were determined from the 56025 population using WG Cochran (1977) formula. In addition, 43 individual interviews with the employers were also administered. In total, the individual interview sample reached 578. A stratified random sampling method was used to identify TVET graduates for interviews. The samples for the three years were distributed across all the fields of study. All three-level course graduates' short, pre-diploma, and diploma level courses were covered. Gender considerations (men and women) were applied.

The FGDs and KIIs were carried out with the graduates in all the six districts and were facilitated by a district team leader based on the checklists. The KIIs were carried out with a wide range of stakeholders such as heads of the government and private health facilities (hospitals, labs), training providers, employers, agro-vets, contractors/builders, hardware shops FNCCI, Hotel associations, Trekking agencies associations, restaurant and bar associations and ward leaders. The case stories were collected and written by the district team leaders based on a checklist provided by the Study Team Leader.

The quantitative information generated through the individual interviews and review of the secondary data was triangulated with the qualitative information generated through FGDs, KII, and Case stories.

Altogether 330 graduates of health, 131 in engineering/construction, 60 in agriculture, and 14 in tourism field of study were finalized as samples in addition to the 45 individual interviews with the employers. Out of the 535 individual graduate samples, 57% were from Kathmandu followed by 11% in Chitwan and 10% each in the case of Dolkha and Kavre. Women comprised 58% of the total sample. The highest proportion of women was found in the case of Health (73%) followed by agriculture (68%). Men comprised 84% in the case of engineering and tourism (64%). Out of the total 535 individual graduate samples, 28% were from the BC category followed by 25% each in Janjati. Madhesi people comprised 4% while Dalits comprised 2% of the sample.

About 66% of sample graduate respondents in Bhaktapur, 56% in Chitwan, 45% in Makwanpur, 42% in Kathmandu, 38% in Dolkha, and 35% in Kavre were unmarried females. Similarly, 43% of sample graduate respondents of Kathmandu, 4% of Kavre, 40% of Makwanpur, and 33% of Dolkha were unmarried men.

Many samples (74%) were from private institutions, 10% from TECS, 8% from a constituent, and 7% from the partnership TVETIs. Out of the 535 samples, 57% were from Kathmandu alone. Nearly 87% of individual graduate samples from Bhaktapur, 75% in Chitwan, 83% in Dolkha, 80%

in Kathmandu, and 50% in Kavre were from private institutions. The sample from partnership TVETIs was limited to Dolakha and Kathmandu.

About 60% of the sample graduate respondents were currently working. About 44% of the graduate samples from private institutions were found working. Only 3% of sample graduates of partnership schools, 6% of the constituent school, and 7% of the TECs were found working. More female graduates (33%) were found working than men (27%). Nearly 74% of those in the sample graduates currently in jobs are from the private schools followed by 11% from the TECs and 11% from the Constituent schools. Only 4% of sample graduates in jobs are from the partnership schools.

Altogether 65 sample graduates (12%) were found working before they joined TVET. About 46% of sample graduates currently working in the health sector, 17% in the engineering/construction sector, and 5% in the agriculture sector were found satisfied with their current job. A large number of samples in the health and engineering sector are working in the private sector, their salary and benefits are low to the market rate and work conditions are not favorable.

Only 9 men out of 535 had been aboard for work before they joined the TVET. Altogether 61% of the graduates reported an increase in their income. The highest was in the case of health (34%) followed by 18% in the case of engineering/construction, 7% in the case of agriculture, and 2% in the case of tourism. Female respondents were in majority responding to an increase in their income in the health field of study (26%). Nearly 32% responded no change in their income level.

In aggregate, more than 50% of the sample graduates were self-motivated to join the TVET. Families and friends were also the sources of motivation for them to enroll. In general, graduates above 21 years were self-motivated. Families' advice was considered by the young people below 25 years of age.

The TVET course on health was found highly relevant by 41% of the female and 20% of the male health graduates. In the case of the engineering/construction field of study, 22% of the male and 3% of the female graduates of the same field of the study said that it was highly relevant. The agriculture field of study TVET was found highly relevant by 10%, moderately relevant by 12%, slightly relevant by 11%, and not relevant by 24% of the sample graduates.

Nearly 11% of the sample respondents were highly satisfied, 64% satisfied, 24% somewhat satisfied, and 3% unsatisfied with the quality of the TVET courses offered by CTEVT.

In aggregate, nearly 68% of the individual sample respondents were found satisfied with the job they have, 19% neutral and 13% dissatisfied with their current job. The reason for dissatisfaction is mainly job insecurity, poor salary and benefits, working environment and distance from home and family, and lack of prospect of a job and academic career. Altogether, 74% of the individual graduate sample respondents were satisfied, 20% were neutral and 8% were dissatisfied with the work environment. Nearly 71% of the sample graduate respondents were satisfied 13% were highly satisfied and (59% were satisfied) with the management's behavior and attitude towards the workforce.

The level of satisfaction of the female sample graduate respondents was slightly higher (38%) than that of the male respondent (34%).

Altogether 80% of the respondents (43% female) were satisfied with the social recognition they are receiving from their community. Nearly 86% of the graduates (21% highly satisfied and 64% satisfied) expressed their satisfaction that their work is going to do good for society. About 12% of respondents were neutral on this matter. Nearly 89% of the individual sample graduates revealed that the TVET course has increased their self-confidence, competitiveness, and sense of commitment toward family and community. About 54% of the sample respondents from the health sector agreed with this matter.

Altogether 61% of the 535 individual sample graduates disagreed with the notion that TVET courses are designed for the students who are weak in conventional academic streams. More female respondents (35%) disagreed than males (25%). Nearly 31% of the respondents agreed with this notion

About 73% of the respondents mentioned that they have learned enough hands-on skills to enable them to enter the job market. About 17% remain neutral and 16% disagreed that enough hands-on skills are provided during the TVET period.

Altogether, 42% of the graduates in health, 20% in engineering, and 8% in the agriculture sector agree that the TVET sector stimulates the technological advancements required for national development. However, about 20% of the respondents were neutral and 7% disagree about this statement.

Out of the 535 individual sample graduates, 57% of them mentioned that CTEVT has the capacity to swiftly modify the TVET curriculum to meet the labor market expectations. traits. Nearly half (48%) of the sample respondents agreed that CTEVT has a lesser emphasis on entrepreneurship development.

Nearly 52% of the individual interview sample graduates agreed that the current CTEVT course does not have adequate soft skills required to perform the technical job. Nearly 29% of respondents however did not agree that the CTEVT curriculum has due emphasis the soft skills.

There was an agreement on the matter of TVET graduates finding employment. Altogether 58% of the respondents mentioned that it is not difficult to find employment for the CTEVT graduates.

Regarding the monthly income made by the graduates, only 21% of the sample graduates responded. Nearly 10% of the sample respondents were earning less than Rs 10,000 a month, 7% earning in between Rs-11,000 to 20,000 per month.

The graduates have noticed some short-term changes in their lives after graduation. Altogether, 1679 responses were documented in the four fields of study. The biggest change (21%) was in an increase in confidence, followed by an increase in self-respect (19%), an increase in community recognition (12%), an increase in income (11%), and an increase in the marketable skills (10%).

It is too early to measure long-term changes in less than 3 years of graduation. However, the researchers made efforts to assess changes in the living condition of the family because of the employment of the individual sample graduates. Altogether, 28% of respondents mentioned that there were no significant improvements in the family living conditions. Increment in saving (17%) and an increase in respect and recognition (17%) of the graduate's contribution were mentioned by the sample graduates. Similarly, an increase in family expenditures on food, health, and education was mentioned by 16% of the respondents. The family has also added some assets and

there has been decreasing in loan borrowing because of the income made by the sample respondent.

4.2 Recommendations

Recommendations are grouped by stakeholder.

4.2.1 Recommendation for BPO/CTEVT

- Ensure adequacy of the lab, library, tools, equipment, and classrooms while issuing licenses to the private institutions
- Graduates from private schools had difficulty receiving hands-on learning opportunities during the OJT. This is more evident in the case of the health sector. The private sector TVETIs have an agreement with the hospitals for OJT but the participants get less attention on earning hands-on experiences. The graduates from the constituent schools and or from the hospitals that had a TVET wing were taken care of more intensely and acquired better hands-on skills than the private schools
- Graduates in most privately owned TVETIs reported insufficiency in the practical classes. CTEVT is recommended to review the credit hours allocated in each course and assess if the TVETIs are completing the courses in the prescribed credit hours. Tendency to reduce the practical hours and OJT was noticed to compensate for the theory classes.
- Recommended for un-informed (sudden) monitoring visits by the CTEVT officials to the private TVETIs in order to improve the quality of the training program
- Strict limiting licensing to the private TVETIs that do not have their own hospitals. Many of the TVETIs were found received licenses meeting the “minimum criteria” of the hospital beds but the hospitals did not have an adequate number of patients for the trainees to learn
- Recommended to provide technical backstopping or develop a mechanism to receive technical support for the graduates who are at work, for at least one year of their graduation
- Recommended to create a platform or alumni association of the graduates in order to resolve practical technical issues that the fresh graduates face in the initial years of their employment and support in their career.
- Recommended for a job market scan every two years to include emerging skill traits. CTEVT is required to consult private sector employers to incorporate the needy areas
- The decision to close the TSLC program in all areas needs a review. Subjects such as CMA, engineering, and hospitality courses have good job market prospects. However, the enrollment qualification) is recommended to adapt to the market need.
- Recommended for a tracer study every year and an impact assessment every five years.
- Streamline the skill training provided under different Ministries with the CTEVT courses and ensure their quality
- Increase collaboration and partnership with the local governments and develop specific training traits as per their requirement with their investment to meet their need
- Although the courses include basic soft skills. Soft skills such as negation skills, job preparedness skills, customer dealing skills, psycho-social skills, and basic IT skills.
- CTEVT is recommended to increase participation of the private sector employers in training cycle management including designing the TVET curriculum, facilitating sessions, monitoring the training, and in job placements of the graduates.
- CTEVT is also recommended to work together with employers and job portals to organize ‘job fairs’ in provinces.
- As the TSLC program is closed now, thousands of TSLC graduates are waiting for

opportunities for joining higher-level technical education. CTEVT is therefore recommended to introduce measures whereby the deserving graduates find opportunities to acquire higher degrees. This may require running 'conversion courses' or offering extra non-credit hour courses to be eligible for the entrance examinations.

- The database reveals the higher concentration of the graduate population in the Kathmandu district. Districts such as Sindhupalchowk, Rasuwa, Dhading, Nuwakot, Sindhuli and Ramechhap have lesser opportunities to acquire technical education. Therefore, CTEVT is recommended to consider providing TVET opportunities to young men and women from the above districts.

4.2.2 Recommendations for the TVETIS

- TVETIS is recommended to introduce a non-mandatory curriculum to adapt to the emerging skill market of their respective areas.
- TVETIs are recommended to work together with the local governments to reduce the training fee for the students from low-income families.
- TVETIS is recommended to strictly ensure basic infrastructure (human, physical and logistic) as required by CTEVT. This includes adequate space and logistics for classrooms, lab, library, stationery, and sports facilities.
- TVETIS is recommended not to reduce the practical classes and OJT to compensate for the time required to cover the theoretical course requirements.
- In regard to the OJT, the TVETIS are required to ensure that the students have opportunities to learn hands-on skills. This was an issue in most of the private TVETIs that did not have their own hospitals/health facilities. Some TVETIs were found assigning teachers/instructors in the places where the students were posted. However, this matter has to be seriously considered particularly by the private TVETIs who depend on other institutions for OJT.
- TVETIs are recommended to collaborate with the employers for job placements of the graduates and make regular technical follow-ups for at least one year of their graduation
- TVETIs are required to update the status of their graduates. Therefore, they are recommended to introduce a simple but workable mechanism to keep track of their graduates
- TVETIs are recommended to consider facilitating to form and regularize the Alumni Association of the graduates. Graduates can be contacted through this association in case of need. Furthermore, the older graduates can help the new graduates to find jobs.

4.2.3 Recommendations for the Federal/ local/provincial governments

- The federal government is recommended to support CTEVT to streamline the skill training provided through various Ministries to maintain consistency and quality of the training.
- Allocate resources for providing technical education opportunities for the students from low-income families
- Support to carry out the market scan, organize interactive meetings between employers and training providers, and job fairs in the areas with higher prospects of the job opportunity.
- Currently, CTEVT receives% of the budget allocated for the Ministry of education and sports. Considering the contribution this sector can make in creating multiplier effects, the government is recommended to increase the budget in the TVET sector.

4.2.4 Recommendations for the employer

- Employers are required to consult and coordinate with CTEVT to bring out their exact requirements for the different skill traits they are looking for.
- There is a skill mismatch between what skill is available and what is in demand. Manufacturing and assembling industries are often in shortage of skilled technicians to operate their machines. They were found working with the ‘labor contractors’ to bring in Indian technicians to meet their requirements. A number of graduates are unemployed or employed because they don’t find the jobs in the area they were trained/educated in.
- Most graduates working in private facilities are underpaid. They have low self-esteem and look for opportunities to find another job. This is particularly evident in the case of ANM, PCL nursing, and Lab assistants. They should be provided minimum salary and benefits as enshrined in the Labor law of the country.
- The employers are recommended to organize job fairs in coordination with the local government and training providers.
- The employers are also required to collaborate time and efforts with the CTEVT and training providers in designing the TVET curriculum, facilitating some technical sessions, monitoring the quality of the TVET delivery, accepting students in OJTs, and hiring them in their organizations.
- Employers are recommended to organize skill update sessions and provide training opportunities for career progression and satisfaction of their workforce
- Employers are also recommended to carry out a ‘job satisfaction survey’ every 3-5 years interval. They are also requested to provide safe and decent work environments for their workforce to increase workforce retention.

4.2.5 Recommendations for the donor agencies

- Donor agencies can support the BPO to promote dialogues between the TVET providers and employers for improving the effectiveness and efficiency of the TVET, organize job fairs and build the capacity of private TVET providers.
- Donor support can be also useful for carrying out market research, tracer studies, impact assessments, and improving the monitoring and tracking of the graduates.
- Donors can also invest in forming alumni of the TVET graduates and promoting a mutual learning environment.
- Donor support can be also useful in advocacy for pushing the agenda of decent work environment, fair pay, and green jobs.

Annex 1: Individual Interview and Employer's Questionnaire

ANNEX-1**IMPACT EVALUATION OF THE CTEVT GRADUATES IN BAGMATI PROVINCE****INDIVIDUAL INTERVIEW****GRADUATES**

नमस्कार । मेरो नाम _____ हो । म Nepal Integrated Development Initiation (NIDI) भन्ने संस्थाबाट आएको हुँ । सामाजिक विकास मन्त्रालय, हेटौडाले सहयोगमा प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद् बागमती प्रदेश कार्यालय हेटौडाले ईञ्जिनियरिङ्ग, स्वास्थ्य, कृषि र पर्यटन क्षेत्रमा बागमती प्रदेश भित्र संचालित छोटो अवधिका तालिम, प्रि डिप्लोमा र डिप्लोमा तहका कोर्सहरुको प्रभावकारिता तथा ग्राजुएटहरुको अवस्था सम्बन्धी अध्ययन अनुसन्धान गर्न गईरहेको छ । यो अध्ययनको उदेश्य प्राविधिक तथा व्यावसायिक शिक्षा र तालिम सम्बन्धी नीति निर्धारण गर्न र बजारको माग अनुरूप हुने गरी प्राविधिक बिषयका पाठ्यक्रमहरुको निर्माण तथा परिमार्जन गर्न हो भने यसका साथै प्राविधिक तथा व्यावसायिक शिक्षा र तालिमबाट ग्राजुएटहरुको जिवनमा कस्तो प्रभाव परेको छ भन्ने अनुसन्धान गर्नु पनि हो । त्यसैले म तपाईंसँग तपाईंले प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम लिनु भन्दा पहिला र पछिको बारेमा केही सामान्य जानकारी लिन आएको हुँ । यसको लागि तपाईंले करिब ३० मिनेट जति मलाई समय दिनु पर्ने हुन्छ । तपाईंले दिने जवाफ र जानकारीहरु गोप्य रहनेछ, उक्त सूचना तपाईंले नै भनेको हो भनेर कहि कतै पनि उल्लेख गर्दैनौं । के तपाईं मसँग छलफल वा जवाफ दिन तयार हुनु हुन्छ?

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SECTION I: BACKGROUND CHARACTERISTICS उत्तरदाताको विवरण

101	Name of Respondent उत्तरदाताको नाम		
102	Sex उत्तरदाताको लिंग	Male पुरुष Female महिला Others अन्य	1 2 3	
103	Name of District graduated कुन जिल्लाबाट ग्राजुएट गर्नु भएको हो?	Kathmandu काठमाडौं Kavre काभ्रे Bhaktapur भक्तपुर Dolakha दोलखा Makwanpur मकवानपुर Chitwan चितवन	1 2 3 4 5 6	
104	Name of District currently living हाल कुन जिल्लामा बसोबास वा काम गर्दै हुनुहुन्छ?		
105	Caste/Ethnicity उत्तरदाताको जातजाति	Dalit दलित Muslim मुस्लिम Madheshi मधेशि Janajati जनजाति Brahmin/ Chhetri ब्राह्मण क्षेत्रि Other specify अन्य	1 2 3 4 5	
106	Your age group उत्तरदाताको उमेर	Below 20 years २० बर्ष मुनि 21-25 years २१ देखि २५ बर्ष 26-30 years २६ देखि ३० बर्ष 30-35 years ३० देखि ३५ बर्ष Above 35 years ३५ बर्ष माथि	1 2 3 4 5	
107	Marital status? उत्तरदाताको विवाहको अवस्था	Unmarried अविवाहित Married विवाहित Separated/divorced छुट्टीएको पारपाचुके भएको Widow/Widower विधवा विदुर	1 2 3 4	

108	What is your level of general education? तपाईंले कुन तहसम्म शिक्षा हासिल गर्नु भएको छ	Under SLC एस एल सि भन्दा कम SLC एस एल सि 10+2 प्लस टू Bachelor and above स्नातक वा सो भन्दा माथि	1 2 3 4	
109	Type of institute you graduated from तपाईंले कुन संस्था वा विद्यालयबाट पास गर्नु भएको हो	Technical Education in Community School (TECS) प्राविधिक विद्यालय Partnership Institutes साझेदारी संस्था Private Institutes निजी संस्था Constituent Schools/Institutes आङ्गिक विद्यालय	1 2 3 4	
110	In what sector have you graduated? तपाईंले कुन विषयमा शिक्षा हासिल गर्नु भएको थियो	Agriculture कृषि Engineering/construction ईन्जिनियरिङ्ग वा निर्माण Health स्वास्थ्य Tourism पर्यटन	1 2 3 4	
111	Level of graduation तपाईंले पास गर्नु भएको तह कुन होला	Pre-diploma प्रिडिप्लोमा Diploma डिप्लोमा PCL पिसिएल Skill Test certified सिप परिक्षण	1 2 3 4	
112	Year of graduation तपाईंले पास गर्नु भएको साल कुन होला	2075/76 2076/77 2077/78	1 2 3	

SECTION 2: EMPLOYMENT STATUS उत्तरदाताको रोजगारीको अवस्था

SN	Questions	Responses	Code	Skip
201	Are you currently working? के तपाईं हाल काम गरी रहनु भएको छ	Yes छु No छैन	1 2	q203
202	Your current job sector कुन क्षेत्रमा काम गरिरहनु भएको छ	Agriculture-related work कृषि सम्बन्धि कार्य Tourism-related work पर्यटन सम्बन्धि कार्य Construction-related work निर्माण सम्बन्धि कार्य Health-related work स्वास्थ्य सम्बन्धि कार्य	1 2 3 4	
203	Did you work before the TVET (Technical and Vocational Education and Training) education/training? के तपाईंले प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम लिनु भन्दा पहिला पनि काम गर्नु भएको थियो	Yes थियो No थिएन	1 2	q206
204	If yes in what sector did you work before graduating from TVET education/training? (Multiple answers possible) यदि थियो भने प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम लिनु भन्दा पहिला कुन क्षेत्रमा काम गर्नु भयो	Work-related to agriculture कृषि सम्बन्धि कार्य Work-related to engineering/construction निर्माण सम्बन्धि कार्य Work-related to health स्वास्थ्य सम्बन्धि कार्य Work-related to Tourism पर्यटन सम्बन्धि कार्य Others specify अन्य भए खुलाउनुहोस	1 2 3 4 5	
205	Are you satisfied with your current job? के तपाईं हाल गरीरहेको काम प्रति कतिको सन्तुष्ट हुनुहुन्छ ।	Partially satisfied केहि सन्तुष्ट Satisfied सन्तुष्ट Not satisfied सन्तुष्ट छैन	1 2 3	q209
206	If not satisfied, what are the reasons for not being satisfied? (Multiple answers possible) यदि सन्तुष्ट हुनुहुन्न भने के कारणहरूबाट सन्तुष्ट हुनुहुन्न	Salary & benefits are not satisfactory तलब तथा सुविधाहरू सन्तुष्टजनक छैन The job is not related to my education/training यो काम मेरो शिक्षा वा तालिम अनुरूप छैन	1 2	

		The job has a health risk यो काममा स्वास्थ्य सम्बन्धी जोखिम छ The workplace is far from my family काम गर्ने ठाँउ घरबाट धेरै टाढा छ Temporary job अस्थायि काम भएकोले Others if any specify अन्य भए खुलाउनुहोस	3 4 5 6	
207	Did you go to work outside the country before? के तपाईं काम गर्नको लागि विदेश जानु भएको थियो	Yes गर्दै No गर्दैन	1 2	q301
208	In what field did you work there abroad? (Multiple answers possible) विदेशमा जानु भएको बेलामा के काम गर्नु भयो	Agriculture-related work कृषि सम्बन्धि कार्य Tourism-related work पर्यटन सम्बन्धि कार्य Construction-related work निर्माण सम्बन्धि कार्य Health-related work स्वास्थ्य सम्बन्धि कार्य Domestic work घरायसि काम Others if any specify अन्य भए खुलाउनुहोस	1 2 3 4 5 6	
209	Has your annual income comparatively increased after you got TVET education/training? तपाईंले प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम लिनु भए पछि के तपाईंको वार्षिक आमदानी तुलनात्मक रूपमा बढेको छ	Yes छ No छैन	1 2	

SECTION 3. RELEVANCE OF TRAINING तालिमको सान्दर्भिकता

SN	Questions	Responses	Code	Skip
301	Who motivated you to attend the TVET education/training प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम लिनको लागि कसले प्रोत्साहित गर्‍यो	Self-motivated आफै Family/friends motivated परिवार वा साथि Relatives and local politicians motivated नातेदार र राजनैतिक व्यक्तिहरुले It was a free training, so I just applied तालिमको लागि पैसा नपर्ने भएकोले निबेदन दिएँ Others if any specify अन्य भए खुलाउनुहोस	1 2 3 4 5	
302	How relevant was this TVET/training for you and your career? प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम तपाईंलाई कतिको उपयोगि सान्दर्भिक लाग्यो	Highly relevant धेरै सान्दर्भिक Moderately Relevant मध्यम सान्दर्भिक Slightly relevant सामान्य सान्दर्भिक Not relevant at all सान्दर्भिकनै छैन	1 2 3 4	Except 4, skip to q304
303	If not relevant, Why? (Multiple answers possible) यदि सान्दर्भिकनै छैन भने किन होला	Poor job prospects in this field यो क्षेत्रमा भविष्य उज्वल हुने सम्भावना कम छ Salary & benefits are not satisfactory तलब तथा सुविधाहरु सन्तुष्टजनक छैन Social recognition is poor सामाजिक मान कम छ The job does not suit my health यो काम मेरो स्वास्थ्य अनुकूल छैन Difficult to find the job in related sector यस सम्बन्धी काम पाउन गाह्रो छ Others, please specify अन्य भए खुलाउनुहोस	1 2 3 4 5 6	
304	Satisfaction over the quality of the training program प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम माथि तपाईंको सन्तुष्टि कस्तो छ	Not satisfied सन्तुष्टि छैन Somewhat satisfied केहि सन्तुष्ट Satisfied सन्तुष्ट Highly satisfied पूर्ण सन्तुष्ट	1 2 3 4	
305	Which particular skills	Knowledge and skills ज्ञान र सिप Communication skills सँचार सिप	1 2	

	helped you to perform better in your present job? (Multiple answers possible) प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिमको कुन त्यस्तो सिपले तपाईंलाई आफ्नो काम राम्ररी गर्न सहयोग गर्यो ।	ICT skills आई सि टी सिप Problem-solving skills (creativity and initiative) समस्या समाधान गर्ने सिप Work ethics (teamwork) टीम वर्क Entrepreneurship skills व्यावसायिक सिप Other specify अन्य	3 4 5 6 7	
306	Did you participate in a further level of education/training (university, short courses, etc.) since you graduated from the training course? प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम सकिए पश्चात के तपाईंले कुनै शिक्षा जस्तै विश्व बिध्यालयबाट तालिम लिनु भएको थियो	Yes थियो No थिएन	1 2	
307	If yes, what further training or courses did you attend after graduating from this skill training. (Multiple answers possible) यदि थियो भने प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम सकिए पश्चात कुन तालिम वा शिक्षा लिनु भयो	Skill training related to my specialization मेरो कामसँग विशेषज्ञता सम्बन्धी सिप वा तालिम Academic Courses शैक्षिक पाठ्यक्रमहरू Participated in other professional training with better job prospects अन्य व्यावसायिक तालिम जसले मेरो काममा राम्रो गर्छ Others if any specify अन्य भए खुलाउनुहोस	1 2 3 4	
308	Would you like to attend further training courses in your professional area? के तपाईं तपाईंको कामसँग सम्बन्धीत अरु थप तालिम वा शिक्षा हासिल गर्न चाहनु हुन्छ	Yes चाहन्छु No चाहदिन	1 2	Sec 4
309	What training/academic course do you like to attend further in your professional area? यदि चाहनु हुन्छ भने कुन तालिम वा शिक्षा लिन चाहनु हुन्छ	Formal academic courses in my professional area मेरो व्यावसायिक क्षेत्रमा औपचारिक शैक्षिक पाठ्यक्रमहरू Higher-level skill upgrading training in my professional area मेरो व्यावसायिक क्षेत्रमा उच्च स्तरको सीप स्तरवृद्धि प्रशिक्षण Higher education in the same professional sector यहि हालको व्यावसायिक क्षेत्रमा उच्च शिक्षा Don't know थाहा भएन	1 2 3 4	

SECTION 4 JOB SATISFACTION कामसम्बन्धी सन्तुष्टि

SN	Questions	Responses	Code	Skip
401	How satisfied are you with the job security? जागिर वा कामको सुरक्षामा कतिको सन्तुष्ट हुनुहुन्छ?	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	
402	How satisfied are you with your current income and benefits तपाईं आफ्नो हालको आम्दानी र सुबिधा वा लाभहरूबाट कतिको सन्तुष्ट हुनुहुन्छ?	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	
403	How satisfied are you with the Career prospects (e.g.? promotion and	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट	1 2	

	professional development opportunity) तपाईं यस तालिम पश्चात क्यारियर सम्भावनाहरू (जस्तै पदोन्नति र व्यावसायिक विकास अवसर) सँग कतिको सन्तुष्ट हुनुहुन्छ?	Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	3 4 5	
404	How satisfied are you with the possibility of pursuing further studies? तपाईं थप अध्ययनहरू गर्न पाउने सम्भावनासँग कतिको सन्तुष्ट हुनुहुन्छ?	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	
405	How satisfied are you with the social recognition and status तालिम पश्चात सामाजिक मान्यता र हैसियतबाट तपाईं कतिको सन्तुष्ट हुनुहुन्छ	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	
406	How satisfied are you with the Possibility of using acquired knowledge and skills in other jobs in the future? प्राप्त ज्ञान र सीपहरू भविष्यमा अन्य जागिरहरूमा प्रयोग गर्ने सम्भावनाबाट तपाईं कतिको सन्तुष्ट हुनुहुन्छ?	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	
407	How satisfied are you with the present work environment अहिलेको कामको वातावरणबाट कतिको सन्तुष्ट हुनुहुन्छ?	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	
408	How satisfied are you with the Tasks to be done in the job? यो काममा गर्नुपर्ने कार्यहरूप्रति कतिको सन्तुष्ट हुनुहुन्छ?	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	
409	How satisfied are you with the Management dealing with workers? व्यवस्थापनले कर्मचारीसँग गरेको व्यवहारबाट कतिको सन्तुष्ट हुनुहुन्छ ?	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	
410	How satisfied are you with your work doing something useful for society? तपाईंको कामबाट समाजका लागि उपयोगी भयो भन्नेमा तपाईं कतिको सन्तुष्ट हुनुहुन्छ ?	Very satisfied धेरै सन्तुष्ट Satisfied सन्तुष्ट Neutral तटस्थ Dissatisfied असन्तुष्ट Very dissatisfied धेरै असन्तुष्ट	1 2 3 4 5	

411 Which aspects are most important for job satisfaction for you (check the three most important) तपाईंको लागि कामको सन्तुष्टिको लागि कुन पक्षहरू सबैभन्दा महत्वपूर्ण छन् (कुनै महत्वपूर्ण ३ वटामा मात्र चिन्ह लगाउनुहोस)

- Income आम्दानी
- Career prospects e.g. (chances for promotion, and professional development) क्यारियर सम्भावनाहरू जस्तै (पदोन्नतिको लागि, र व्यावसायिक विकास लागि सम्भावना)
- Working hours Management कामको समय व्यवस्थापन
- Type of tasks कामको प्रकृति

- Possibility of using acquired knowledge and skills प्राप्त ज्ञान र सीपहरू प्रयोग गर्ने सम्भावना
 - Social climate/work setting सामाजिक वातावरण/कार्य सेटिंग
 - Distance from home/family घर/परिवारबाट दूरी
 - Work safety कार्य सुरक्षा
 - Job security जागिरको सुनिश्चितता
- Compability with household work घरायसी कामसँग अनुकूलता

SECTION 5: PERCEPTION OF TVET PROGRAM टिभिईटी कार्यक्रम सम्बन्धी धारणा

Perceptions of the participants toward TVET

SN	Questions	Responses	Code
501	TVET is important for students who can't effectively cope with the rigor of the conventional education system परम्परागत शिक्षा प्रणालीलाई प्रभावकारी रूपमा सामना गर्न नसक्ने विद्यार्थीहरूका लागि TVET महत्त्वपूर्ण छ ।	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
502	Brilliant students should not take up TVET programs प्रतिभाशाली विद्यार्थीहरूले TVET कार्यक्रमहरू लिन हुँदैन	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
503	TVET is perceived as an inferior education design for the student from poor families TVET लाई खालि गरिब परिवारका विद्यार्थीहरूका लागि निम्न स्तरको शिक्षा डिजाइनको रूपमा लिइन्छ	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
504	I participated in the TVET program because it was provided free of cost मैले TVET कार्यक्रममा भाग लिएँ किनभने यो नि:शुल्क उपलब्ध गराइएको थियो	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
505	The quality of the TVET program was satisfactory TVET कार्यक्रमको गुणस्तर सन्तोषजनक थियो	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
506	The TVET provided enough hands on skills to enter a job market or to be self employed TVET ले रोजगार बजारमा प्रवेश गर्न वा स्वरोजगार हुनको लागि पर्याप्त सीपहरू उपलब्ध गराएको छ	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
507	The TVET course-built confidence, competitiveness, and commitment in me TVET पाठ्यक्रमले ममा आत्मविश्वास, प्रतिस्पर्धात्मकता र प्रतिबद्धता जगायो	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5

508	Unlike conventional education, TVET has the prospect of stimulating technology progress for national development परम्परागत शिक्षाको विपरीत, TVET सँग राष्ट्र विकासको लागि प्रविधिको विकास वा प्रगतिलाई प्रोत्साहन गर्ने सम्भावना छ।	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
509	Young candidates have been joining TVET with low self-efficacy कम आत्म-प्रभावकारिताका वा क्षमता भएका युवाहरू TVET मा सामेल भइरहेका छन् ?	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
510	Self-employment is better than waged employment in the government and private sector स्वरोजगार भनेको सरकारी र निजी क्षेत्रमा हुने रोजगारीभन्दा राम्रो हो	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
511	Skills provided in the TVET program meet the expectations of the labour market TVET कार्यक्रममा प्रदान गरिएका सीपहरूले श्रम बजारको अपेक्षाहरू पूरा गर्छन्	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
512	There is a provision in the TVET system to swiftly update the training curriculum to cater to the emerging labour market need उदीयमान श्रम बजारको आवश्यकतालाई पूर्ति गर्न तालिम पाठ्यक्रमलाई तुरुन्तै अपडेट गर्न TVET प्रणालीमा व्यवस्था छ।	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
513	TVET helps prepare students adequately for the world of work and better performance in the industry TVET ले विद्यार्थीहरूलाई विभिन्न कामको क्षेत्रमा र उद्योगमा राम्रो कार्य गर्नको लागि पर्याप्त रूपमा तयार गर्न मद्दत गर्दछ ।	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
514	There is a lesser emphasis on entrepreneurship development skills (self-employment) in the TVET system TVET प्रणालीमा उद्यमशीलता विकास सीप (स्वरोजगार) मा कम जोड दिइएको छ।	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
515	TVET does not provide sufficient soft skills (eg: job preparedness skills, computer skills, customer interpersonal skills, and negotiation skills communication skills) TVET ले पर्याप्त सफ्ट सीपहरू प्रदान गर्दैन (जस्तै: कामको तयारी सिप, कम्प्युटर सीप, ग्राहक अन्तरव्यक्तिगत सीप, र वार्तालाप सिप संचार सिप)	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5
516	Most TVET graduate students get relevant employment. अधिकांश TVET स्नातक विद्यार्थीहरूले सान्दर्भिक रोजगार पाउँछन्।	Strongly agree पूर्ण सहमत Agree सहमत Neutral तटस्थ Disagree असहमत Strongly disagree पूर्ण असहमत	1 2 3 4 5

SECTION 6: COMMENTS/SUGGESTIONS सल्लाह तथा सुझाव

601. Based on your present work, what do you suggest for improving the implementation of the TVET program delivery? (Multiple answers possible) तपाईंको हालको कामका आधारमा TVET कार्यक्रमको कार्यान्वयनमा सुधार ल्याउन के सुझाव दिनुहुन्छ? (बहु उत्तर सम्भव छ)

- Theoretical training related to the occupation पेशासँग सम्बन्धित सैद्धान्तिक प्रशिक्षण
- Practical use of computers कम्प्युटरको व्यावहारिक प्रयोग
- Practical use of working tools काम गर्ने उपकरणहरूको व्यावहारिक प्रयोग
- Practical use of machines and equipment मेसिन र उपकरणको व्यावहारिक प्रयोग
- Practical use of materials and parts सामग्री र भागहरूको व्यावहारिक प्रयोग
- Theory and practice of equipment maintenance उपकरण मर्मतको सिद्धान्त र अभ्यास
- Understanding and producing drawings रेखाचित्रहरू बुझ्ने र बनाउने
- Doing costing, estimating, and measurements at work काममा लागत, अनुमान र मापन गर्दै गर्ने
- Use of written instructions and working guides लिखित निर्देशन र कार्य गाइडहरूको प्रयोग गर्ने
- Communication and working with other people संचार र अन्य मान्छेसंग काम
- Knowledge of national rules, regulations, and laws राष्ट्रिय नियम, नियमन र कानूनको ज्ञान
- Knowledge and Skills of Safety and Security for a related profession सम्बन्धित पेशाको लागि सुरक्षा र सुरक्षाको ज्ञान र सीपहरू
- Early implementation of recognition of prior learning (RPL) पूर्व शिक्षाको मान्यताको प्रारम्भिक कार्यान्वयन (आरपीएल)
- Develop and implement National Vocational Qualification Framework (NVQF) immediately राष्ट्रिय व्यावसायिक योग्यता फ्रेमवर्क (NVQF) तुरुन्तै विकास गरी कार्यान्वयन गर्ने
- Entrepreneurship skill उद्यमशीलता सम्बन्धी सिप
- Provision of career path development and credit accumulation and transfer. क्यारियर मार्ग विकास र क्रेडिट संचय र स्थानान्तरण को प्रावधान।
- Other, please specify अन्य

SECTION 7: IMPACT प्रभाव

SN	Questions	Responses	Code	Skip
701	What was your monthly income before pursuing TVET degrees or Course ? (NRS) TVET डिग्री हासिल गर्नु अघि तपाईंको मासिक आम्दानी के थियो? (रुपैयामा)	<10000 १०००० भन्दा कम 1 1000-20,000 ११००० देखि २०००० 2 20000-30000 २१००० देखि ३०००० 3 30,000-40000 ३१००० देखि ४०००० 4 40,000-50000 ४१००० देखि ५०००० 5 >51,000 ५१००० माथि	1 2 3 4 5 6	
702	What is your current monthly income? In NRS तपाईंको हालको मासिक आम्दानी कति छ? (रुपैयामा)	<10000 १०००० भन्दा कम 1 1000-20,000 ११००० देखि २०००० 2 20000-30000 २१००० देखि ३०००० 3 30,000-40000 ३१००० देखि ४०००० 4 40,000-50000 ४१००० देखि ५०००० 5 >51,000 ५१००० माथि	1 2 3 4 5 6	

703	<p>What changes did the TVET courses bring in the quality of your life (List 4 most important changes you realized) TVET पाठ्यक्रमहरूले तपाईंको जीवनको गुणस्तरमा कस्तो परिवर्तन ल्यायो (तपाईंले महसुस गर्नुभएको सबैभन्दा महत्त्वपूर्ण चार परिवर्तनहरूको सूची)</p>	<p>Income increased आम्दानी बढ्यो I am better equipped with marketable skills than before मसँग पहिले भन्दा राम्रो बजारमूखि सिपबाट सुसज्जित छु My level of confidence has increased मेरो आत्मविश्वासको स्तर बढेको छ Increase in self-respect आत्मसम्मानमा वृद्धि Community recognition increased सामुदायिक मान्यता बढ्यो My living standard increased मेरो जीवनस्तर बढ्यो I am associated with more networks than before म पहिले भन्दा धेरै नेटवर्क वा सञ्जालसंग जोडिएको छु Few things have only changed since I graduated with TVET courses मैले TVET पाठ्यक्रमहरूको साथ स्नातक गरेपछि केही चीजहरू मात्र परिवर्तन भएका छन् Nothing has changed in my life मेरो जीवनमा केही परिवर्तन भएको छैन</p>	<p>1 2 3 4 5 6 7 8 9</p>	
704	<p>Have there been any noticeable changes in your family's living standard since you got employed (list 3 most significant changes) तपाईंले रोजगारी पाएदेखि तपाईंको परिवारको जीवनस्तरमा कुनै उल्लेखनीय परिवर्तन भएको छ (सबैभन्दा महत्त्वपूर्ण ३ परिवर्तनहरू)</p>	<p>Family Expenditure on food, education, and health facilities increased mainly because of my employment मेरो रोजगारीका कारण खाना, शिक्षा र स्वास्थ्य सुविधामा पारिवारिक खर्च बढेको छ Some physical assets have been added at home घरमा केही भौतिक सम्पत्तिहरू थपिएका छन् House repair/maintenance done घर मर्मत/सम्भार कार्य सम्पन्न Loan borrowing decreased ऋण लिने क्रम घटेको छ Savings increased बचत बढेको छ Increase in respect and recognition of my contribution by a family member परिवारको सदस्यद्वारा मेरो योगदानको सम्मान र मान्यतामा वृद्धि No significant improvement in my family's living conditions मेरो परिवारको जीवनस्तरमा कुनै उल्लेखनीय सुधार आएको छैन</p>	<p>1 2 3 4 5 6 7</p>	

Individual Interview Questions for the employer

Name of the respondent: उत्तरदाताको नाम

व्यवसायकोनाम

Position held: तह वा पद

Name of the enterprise:

Telephone टेलिफोन न

District	Address
Kathmandu काठमाडौं	
Kavre काभ्रे	
Bhaktapur भक्तपुर	
Dolakha दोलखा	
Makwanpur मकवानपुर	
Chitwan चितवन	

1. Please provide data on the employment of skilled and unskilled workers in your enterprise:

Total number of all the workers (both permanent and contract) -Number of all the workers whom you consider as skilled (both, permanent and contract), Number of skilled workers employed by your company in the last 3 years (2075/76-2077-78) कृपया आफ्नो उद्यममा दक्ष र अदक्ष कामदारहरूको रोजगारीको तथ्याङ्क उपलब्ध गराउनुहोस्: सबै कामदारहरूको कुल संख्या (स्थायी र करार दुवै) - तपाईंले दक्ष (स्थायी र करार दुवै) मान्नुभएको सबै कामदारहरूको संख्या, दक्ष कामदारहरूको संख्या तपाईंको कम्पनीले पछिल्लो ३ वर्षमा (२०७५/७६-२०७७-७८) काम गरेको

Employed skilled workers graduated from दक्ष कामदारहरूले स्नातक गरे	Number of graduates employed काम गरेका ग्राजुएट्सहरूको संख्या
Technical Education in Community Schools (TECS) सामुदायिक विद्यालयहरूमा प्राविधिक शिक्षा (TECS)	
Partnership Institutes साझेदारी संस्था	
Private Institutes निजी संस्था	
Constituent School/Institutes आङ्गिक विद्यालय/संस्थाहरू	
Total	

2. If you have employed graduates of technical education and vocational training, how satisfied are you with the quality of training service received from the following TVET entities/providers? (Select only one answer) यदि तपाईंले प्राविधिक शिक्षा र व्यावसायिक तालिमका ग्राजुएट्सहरूलाई रोजगारी दिनुभएको छ भने, निम्न TVET संस्थाहरू/प्रदायकहरूबाट प्राप्त तालिम सेवाको गुणस्तरबाट तपाईं कतिको सन्तुष्ट हुनुहुन्छ? (एउटा मात्र उत्तर चयन गर्नुहोस्)

TVETIs	Highly satisfied पूर्ण सन्तुष्ट	Satisfied सन्तुष्ट	Neither satisfied nor dissatisfied न त सन्तुष्ट न त असन्तुष्ट	Dissatisfied असन्तुष्ट	Highly dissatisfied पूर्ण असन्तुष्ट	Don't know or NA थाहा भएन
	1	2	3	4	5	6
Technical Education in Community Schools (TECS) सामुदायिक विद्यालयहरूमा प्राविधिक शिक्षा (TECS)						
Partnership Institutes						

साझेदारी संस्था						
Private Institutes निजी संस्था						
Constituent School/Institutes आङ्गिक विद्यालय/संस्थाहरू						

3. If you are not satisfied, could you mention which type of skills your workers need to have to be able to perform their tasks effectively? (Multiple answers possible) यदि तपाईं सन्तुष्ट हुनुहुन्न भने, तपाईंका कामदारहरूले प्रभावकारी रूपमा कार्यहरू गर्न सक्षम हुन आवश्यक पर्ने सीपहरू उल्लेख गर्न सक्नुहुन्छ? (बहु उत्तर सम्भव छ)

- Occupational Skills पेशागत सीपहरू
- Administrative Skills प्रशासनिक सीपहरू
- Communication skills (oral and written) संचार सिप (मौखिक र लिखित)
- Customer Services Skills ग्राहक सेवा सीपहरू
- Analytical Skills विश्लेषणात्मक सीपहरू
- IT skills (including internet and MS office) आईटी सीपहरू (इन्टरनेट र एमएस अफिस सहित)
- Interpersonal skills अन्तरव्यक्तिगत सीपहरू

4	Do graduates of technical education and vocational training need additional training to do their work well in your company? (Multiple answers possible) प्राविधिक शिक्षा र व्यावसायिक तालिमका ग्राजुएटहरूलाई तपाईंको कम्पनीमा आफ्नो काम राम्रोसँग गर्न के के थप प्रशिक्षण चाहिन्छ? (बहु उत्तर सम्भव छ)	They are fully prepared to do the work well उनीहरू काम गर्न सक्षम छन कुनै तालिमको आवश्यकता छैन । They need soft skills additionally उनीहरूलाई सफ्ट सिप पनि चाहिन्छ They need occupational upgrading skills training to increase their work efficiency उनीहरूलाई आफ्नो कार्य क्षमता बढाउनको लागि व्यावसायिक स्तरवृद्धि गर्ने सीपहरू तालिम चाहिन्छ They need an additional training package of available new technology उनीहरूलाई उपलब्ध नयाँ प्रविधिको थप प्रशिक्षण प्याकेज चाहिन्छ Other, Specify अन्य भए खुलाउनुहोस Don't know or NA थाहा भएन	1 2 3 4 5 6
5	Do you find employees with the skills that you need? के तपाईंलाई चाहिने सीपहरू भएका ग्राजुएटहरू पाउनु हुन्छ?	Never कहिल्यै पाउदिन Occasionally कहिलेकाहि पाउछु Frequently धेरै जसो पाउछु	1 2 3
6	Which of the following employees are often in shortage? तलका मध्ये कुन ग्राजुएटहरू प्रायः अभावमा हुन्छन्?	Semi-skilled अर्ध-दक्ष Skilled workers दक्ष कामदार Technician/engineer प्राविधिक/इन्जिनियर Supervisory/management पर्यवेक्षक/व्यवस्थापन	1 2 3 4

7. What can you advise Vocational Education and Training Schools to improve the skills and quality of TVET graduates? (Multiple answers possible) TVET ग्राजुएटहरूको सीप र गुणस्तर सुधार गर्न व्यावसायिक शिक्षा र तालिम विद्यालयहरूलाई के सल्लाह दिन सक्नुहुन्छ? (बहु उत्तर सम्भव छ)

- Consult with the private sector निजी क्षेत्रसँग परामर्श गर्नुपर्छ
- Effective monitoring mechanism to be materialized प्रभावकारी अनुगमन संयन्त्रलाई चुस्त पार्ने

- Update the curriculum and the training programs offered प्रस्तावित पाठ्यक्रम र तालिम कार्यक्रमहरू अध्याबधिक गर्ने
- Hire professionals/qualified instructors योग्य प्रशिक्षकहरू नियुक्त गर्ने
- Train the instructors on new pedagogical skills नयाँ शैक्षिक सीपहरूमा प्रशिक्षकहरूलाई तालिम दिने
- Incorporate soft skills package in the curricula पाठ्यक्रममा सफ्ट सीप प्याकेज समावेश गर्ने
- Make the training more practical rather than theoretical तालिमलाई सैद्धान्तिक भन्दा पनि व्यावहारिक बनाउने
- Prepare the skilled workers via the apprenticeship training model प्रशिक्षण तालिम मोडल मार्फत दक्ष ग्राजुएट्सहरू तयार गर्ने
- Maintain effective coordination between training providers and employers and build/harmonize relationships. तालिम प्रदायक र रोजगारदाताहरू बीच प्रभावकारी समन्वय कायम गर्ने र राम्रो सम्बन्ध कायम गर्ने

8. Do you also have a provision to take TVET students in on-the-job training/internship in your company? के तपाईंको कम्पनीमा TVET विद्यार्थीहरूलाई अन-द-जब प्रशिक्षण / इन्टर्नशिपमा लिने प्रावधान छ?

- Yes छ
- No छैन

If the answer is No, go to Q 12

9. If yes, when was the last time you offered an on-the-job training opportunity at your company for TVET graduates? यदि छ भने, तपाईंले TVET ग्राजुएट्सहरूका लागि आफ्नो कम्पनीमा अन-द-जब प्रशिक्षण अवसरको प्रस्ताव अन्तिम पटक कहिले गर्नुभयो?

- 1 month ago एक महिना अगाडि
- 6 months ago छ महिना अगाडि
- 1 year ago एक बर्ष अगाडि
- 2 years ago दुई बर्ष अगाडि
- More than 2 years ago दुई बर्षभन्दा धेरै अगाडि

Never offered On-the Job Training in my company मेरो कम्पनीमा अन-द जाँब ट्रेनिङ कहिल्यै प्रस्ताव गरिएको छैन

10. Did you offer of the following trainings as the in-service training to your employees? (Multiple answers possible) के तपाईंले आफ्ना कर्मचारीहरूलाई उनीहरूको सेवाको अवधिमा निम्न तालिमहरू प्रदान गर्नुभयो? (बहु उत्तर सम्भव छ)

- Soft skills सफ्ट सिप
- Occupational skills पेशागत सिप
- Sales skills विक्रि सिप
- Administrative skills प्रशासनिक सिप
- Management skills व्यवस्थापन सिप
- IT skills आई टी सिप

None of them कुनै पनि तालिम दिएको छैन skip to Q12

11. If you train your employees, how do you train your workers? (Multiple answers possible)
यदि तपाईंले तपाईंका कर्मचारीहरूलाई तालिम दिनुभएको भए कसरी दिनु भयो? (बहु उत्तर सम्भव छ)

- On-the-Job Training/Internship अन द जब तालिम वा इन्टर्नसिप
- Apprenticeship प्रशिक्षणता
- Training from the supplier of technology प्रविधि सम्बन्धी सिप भएको संस्थाबाट प्रशिक्षण
- In-country training by private training experts/institutions निजी प्रशिक्षण विशेषज्ञ/संस्थाहरु द्वारा देश भित्रै प्रशिक्षण
- Training from a public training institution सार्वजनिक प्रशिक्षण संस्थाबाट प्रशिक्षण
- Overseas training वैदेशिक प्रशिक्षण

12. What are the major challenges you face that hinder offering continuous professional development and training for your workers to have a team of skillful workers in the future? (Multiple) भविष्यमा दक्ष कामदारहरूको टोली बनाउन र कामदारहरूलाई निरन्तर व्यावसायिक विकास र तालिम प्रदान गर्नमा मुख्य चुनौतीहरू के-के छन्?

- Lack of training funds प्रशिक्षण कोषको अभाव
- Lack of appropriate courses उपयुक्त पाठ्यक्रमहरूको अभाव
- Lack of qualified instructors दक्ष प्रशिक्षकको अभाव
- Lack of staff motivation regarding training तालिमको सन्दर्भमा कर्मचारी प्रेरणाको कमी
- Frequent mobility of labor force श्रमशक्तिको निरन्तर गतिशीलता
- Lack of time for training तालिमको लागि समयको अभाव
- No challenges कुनै चुनौती छैन

13. How do you collaborate with TVET providers? (Multiple answer may be possible) तपाईं TVET प्रदायकहरूसँग कसरी सहकार्य गर्नुहुन्छ

- No cooperation सहकार्य छैन
- We only use On-the-Job Training/Internship हामी खालि TVET का बिद्यार्थिहरूलाई मात्र अन-द-जब प्रशिक्षण / इन्टर्नशिपमा राख्छौ ।
- Our experienced staff serve as visiting instructors in vocational centers हाम्रा अनुभवी कर्मचारीहरूले व्यावसायिक केन्द्रहरूको भ्रमण तथा प्रशिक्षकको रूपमा सेवा दिन्छन् ।
- Instructors of Vocational Education and Training Schools are invited to train my workers in the company व्यावसायिक शिक्षा र प्रशिक्षण विद्यालयका प्रशिक्षकहरूलाई हाम्रो कम्पनीमा कर्मचारीहरूलाई तालिम दिन बोलाउँछौ ।
- We recruit graduates from Vocational Education and Training schools हामी व्यावसायिक शिक्षा र प्रशिक्षण विद्यालयहरूबाट ग्राजुएट्स भर्ती गर्छौं ।
- We participate in curriculum development हामी पाठ्यक्रम विकास गर्ने प्रक्रियामा भाग लिन्छौं
- We seldom provide small fund the Vocational Education and Training schools हामीले कहिलेकाहि व्यावसायिक शिक्षा र तालिम विद्यालयहरूलाई सानो रकम उपलब्ध गराउँछौं ।

We send out our expert to train Vocational Education and Training students हामी व्यावसायिक शिक्षा र तालिम विद्यार्थीहरूलाई तालिम दिन हाम्रो विशेषज्ञ पठाउँछौं

Regular exchange about training needs and occupations required with Vocational Education and Training schools व्यावसायिक शिक्षा र तालिम विद्यालयहरूसँग आवश्यक प्रशिक्षण र पेशाहरूको बारेमा नियमित अन्तरक्रिया तथा भ्रमण आदानप्रदान गर्छौं

14. How do you think collaboration between private companies and Vocational Education and Training schools could be improved? निजी कम्पनी र व्यावसायिक शिक्षा तथा तालिम विद्यालयबीचको सहकार्यलाई कसरी सुधार गर्न सकिन्छ जस्तो लाग्छ ?

15. Based on your present work, what do you suggest improving the quality of Technical Education/Vocational Training courses? (Multiple answer possible) तपाईंले हालको कामको आधारमा, प्राविधिक शिक्षा/व्यावसायिक तालिम पाठ्यक्रमहरूको गुणस्तर सुधार गर्न के कस्तो सुझाव दिनुहुन्छ?

Increase Theoretical knowledge related to the occupation पेशासँग सम्बन्धित सैद्धान्तिक ज्ञान बढाउनु पर्ने

Practical use of computers कम्प्युटरको व्यावहारिक प्रयोग

Practical use of working tools काम गर्ने उपकरणहरूको व्यावहारिक प्रयोग

Practical use of machines and equipment मेसिन र उपकरणको व्यावहारिक प्रयोग

Practical use of materials and parts सामग्री र पार्ट्सहरूको व्यावहारिक प्रयोग

Theory and practice of equipment maintenance उपकरण मर्मतको सिद्धान्त र अभ्यास

Safety and security सुरक्षा र सुनिश्चितता

Incorporate soft skills सफ्ट सिपहरू समावेश गर्नुपर्ने

Job preparedness skills रोजगारी/काम सम्बन्धी तयारी सिप

Record keeping (Inventory and simple computation skills) रेकर्ड राख्ने (सम्पत्तिको रेकर्ड राख्ने र सरल गणना सिप)

Provide entrepreneurship skills उद्यमशीलता सिप प्रदान गर्नुपर्ने

Provide general education to the skill test graduate in some extent (e.g., simple calculations, language etc.) सीप परीक्षण स्नातकहरूलाई केही हदसम्म सामान्य शिक्षा प्रदान गर्नुहोस् (जस्तै, सरल गणना, भाषा आदि)

Other (specify) अन्य

Annex 2: Checklists for FGD, KII, and Case stories

ANNEX-2

CHECKLISTS FOR FGD, KII, AND CASE STORIES

Impact Evaluation Study of CTEVT/NSTB graduates in Bagmati Province

Checklist for Focus Group Discussion with CTEVT/NSTB graduates who are employed

- Relevance of the training to your current work
- Sufficiency of skills to perform the job
- Tangible support received from the training institution, CTEVT, or any other agencies after graduation
- Monitoring supports provided by the training institution and CTEVT if any
- Concerns of the employer related to the skills and work performances
- Satisfaction with the salary, benefits, and overall work environment
- Changes (improvements) in the personal and family level after training and employment
- Family and community perceptions/attitude/behavior towards the graduates
- Training, academic degrees, exposures, and new skills learned after the graduation
- Emerging skill market and interests to update or diversify skills if any
- Inputs for improving the overall design and delivery of the skill training by the CTEVT/training provider (curriculum, content, training process, job preparedness support, and post-graduation technical support)-WHAT WOULD HAVE BEEN DONE DIFFERENTLY?
- Three strongest and weakest parts of the skill training?

Nepal Integrated Development Initiative (NIDI)
Impact Evaluation Study of CTEVT/NSTB graduates in Bagmati Province
Checklist for Key Informant Interviews

Respondent:
Vice

- Relevance of the technical/soft skills provided and work performances of the graduates

- Engagement of the informant in the skill training design and delivery process including internship

- Opportunities provided by the informant to upgrade the skills and promotion

- Salary, benefits, and work environment provided to the employees (graduates)

- Emerging areas of skill market

- Mis/match between what skill exists and what is needed in terms of skills

- Recruitments process in their respective organizations

- Issues of retainment of workforce

- Level of coordination/collaboration between the training provider (CTEVT/Private providers) and employer

- Policies, plans, and programs of the organization the informant represents regarding the decent work and green jobs (to be asked to the policymaking institutions, including government bodies
- Inputs for improving the overall design and delivery of the skill training by the CTEVT/training provider:

Areas	Informant's perceptions	What would have been done differently (suggestions?)
Training curriculum		
Training process and methods		
Hands-on skills of the graduates		
Soft skills of the graduates		
Internship process		
Supporting graduates to find jobs		
Technical backstopping for the graduates while they are on the job		
Monitoring supports provided by the training providers to the graduates		

Nepal Integrated Development Initiative (NIDI)
Impact Evaluation Study of CTEVT/NSTB graduates in Bagmati Province
Checklist for Key Informant Interviews with CTEVT/NSTB

Criteria: Relevance

Evaluation questions	Response of the CTEVT/NSTB Key informant
Were the training programs closely linked with the labor market or the real-world (life relevance)?	
Are the activities and outputs of the programs consistent with the overall goal of CTEVT/NSTB?	
Is CTEVT/NSTB conducting the right programs?	

Criteria: Effectiveness

Evaluation questions	Response of the CTEVT/NSTB Key informant
Are CTEVT/NSTB programs achieving their objectives	
Is the capacity of the trainers who have been trained sufficiently?	
Does the monitoring and supervision system function satisfactorily?	
What about the management of training institute, student drop out ratio, student pass out ratio, and graduate employment ratio?	

Criteria: Efficiency

Evaluation questions	
How efficient was the project in terms of effective utilization of the project resources, cost-efficiency, and reaching target groups?	
How well are resources being used?	
Were activities cost efficient?	
Were objectives achieved on time?	
Was the program implemented in the most efficient way compared to its alternatives?	

Criteria: Impact

Evaluation questions	Response of the CTEVT/NSTB Key informant
What difference does the intervention make (intended and unintended; positive and negative)?	
To what level youths have attended the TVET courses?	
What changes have been noticed in the living	

standards of graduates?	
Criteria: Coherence	
How well does the CTEVT/NSTB program fit?	
To what extent do other interventions of the government support or undermine the CTEVT/NSTB programs?	
Is the policy introduced by the government supportive to CTEVT/NSTB programs?	

Criteria: Sustainability

Evaluation questions	Response of the CTEVT/NSTB Key informant
Will the benefits of the program last?	
What were the major factors which influenced the achievement or non-achievement of sustainability of the program	

Nepal Integrated Development Initiative (NIDI)
Impact Evaluation Study of CTEVT/NSTB graduates in Bagmati Province
Checklist for Case stories

- Name, age, gender, address of the person
- Family background (ethnicity, family profession), economic level
- Year, subject of training, and graduation
- Did you receive other training or academic degree after you graduated from the training?
- What you are doing currently? How satisfied are you with this work?
- What impacts (economic, social, etc.) resulted on your personal and family levels after training?
- Perceptions of other family members, relatives, and community people towards your skills, achievements, and employment perspectives
- Sufficiency of the skills learned for the work that you are doing as of now
- What is the perception of your employer (if wage employed) towards your work performance?
- How satisfied you are with the work environment, benefits and job security?
- Feedback on the training curriculum, methodology, and process. What needs to be included/improved, or removed?
- Plans for the future if any
- Excerpts (quotes) of the person on overall satisfaction and impact of the training
- Other impressions/perceptions

Annex 3: Gantt chart

ANNEX-3

GANTT CHART												
Activity	Time line											Responsibility
	2nd Week of April	3rd Week of April	4th Week of April	1st Week of May	2nd Week of May	3rd Week of May	4th Week of May	1st Week of June	2nd Week of June	3rd Week of June	4th Week of June	
Field survey briefing/reporting												NIDI/BPO
Data tabulation, analysis and interpretation												NIDI
Draft report preparation												NIDI
Submission of first draft Assessment Report for feedback												NIDI
Receive feedback from the BPO team												NIDI/BPO
Stakeholders workshop to present the findings and receive inputs												NIDI/BPO
Incorporate feedback in the report and submit the final report												NIDI
Submit summary tables, photographs, raw data to BPO												20-Jun
Final wrap-up meeting with BPO team												21-Jun

Annex-4: FGD Compilation

ANNEX-4

FGD COMPILATION SHEET

Focus Group Discussion excerpts

A total of twelve focus group discussions (FGDs), two per district, comprised of male and female graduates separately (except in Bhaktapur) were organised in different dates of the study period. The total number of participants in all these FGDs was 91. The minimum and maximum size of the FGD was five and twelve, respectively. A set of twelve guide points in the form of checklist were administered in a sequential manner to the groups, giving each participant of the group an opportunity to speak out and express their candid opinions on the given point. Responses under each question were noted down and verified in order to make sure that the notes are as per their speak outs. At least two facilitators had facilitated the discussions in the FGDs. The detail responses of the FGDs by district are appended here under whereas the main points that came out repeatedly in several of the FGDs are explained here, followed by each guide points.

➤ **Relevance of the training to your current work**

The gradient of relevance varies from somewhat relevant to highly relevant depending on the types of courses (tourism, engineering, health and agriculture), training providing institutions (private, partnership or constituent) and current technological advancements in the job markets. In general, the FGD participants were happy because whatever they had learnt has been in use, however, they expressed the need to have additional topics to cater the delivery efficiently and confidently. Some of the participants of the FGD had yet to get an employment opportunity so they were reluctant to share whether or not training were relevant vis a vis the pending job opportunities.

➤ **Sufficiency of skills to perform the job**

The theory classes are sufficient but the degree of adequacy varies across different subjects. Practical classes and hands on sessions are inadequate. In practical life they did not had enough exposures during training. In TVETIs where there is own hospital, they do have enough exposure in practical area but for others it is insufficient. Private hospitals even don't give opportunity for much needed exposure with the patients. For example, they did not had enough exposure of OT, ICU and Dialysis. Not able to operate medical instruments that are in use. Moreover, there could have been additional basic science course in the 1st year so that it could be supportive to understand the names of different medicines and medical terminologies.

In engineering, there were limited practical classes as well as exposure to modern tools (e.g., total station). Due to insufficient field, the agricultural graduates mainly from private colleges had difficult to perform field trials, putting the theory into practice and further sharpening the skills. The short term courses in hotel management are not sufficient to cater the delivery requirements of higher level hotels.

➤ **Tangible support received from the training institution, CTEVT, or any other agencies after graduation**

None of the training providing agencies- CTEVT, partnership or private training institutes or other agencies have provided any tangible supports to any of the graduates so far.

➤ **Monitoring supports provided by the training institution and CTEVT, if any**

Except during on the job training (OJT), they never showed up. Not even telephone interactions or queries so far after the graduation. There is complete lack of monitoring and supervision, whatsoever, after the participants had graduated from their respective colleges.

➤ **Concerns of the employer related to the skills and work performances**

The employers seem hesitant to assign bit complicated works to the new employees who are from CTEVT streams. They are aware of the fact that there are limited knowledge and skills provided to them owing to various factors. For example, opening of vein, preparing quick reports, proper collection of samples from new born babies, etc. are not allowed to them. In hospitals, engineering and agriculture fields, the new incumbents are supervised and assisted by the seniors so the work environment is mostly favourable.

➤ **Satisfaction with the salary, benefits, and overall work environment**

In several occasions, there is no proper work stations and the working areas are bit congested. Salary and benefits provided by the employers range from low to just satisfactory. Due to limited job opportunities, the employees cannot have good negotiations and bargains for the better pay scales. The benefits of most of the graduates is just enough for covering the minimum expenses of one person. Nurses get the worst salary, according to some of them, they are being cheated by owners, by paying very low than the government salary scale. They have requested the research team to recommend CTEVT to ensure that the graduates get a basic salary of Rs. 20,000 per month.

➤ **Changes (improvements) in the personal and family level after training and employment**

There is a positive change in their personal and family lives. They gained more confidence and independence along with technical skills, knowledge and raised income status. Their family members are also happy. They feel proud to show the performances to their family members. Family income has increased. Responsibly working, independent, increase in confidence and income. Because of the opportunity to have regular presentations in the nursing classes, they got to have increased their level of confidence and skills.

➤ **Family and community perceptions/attitude/behavior towards the graduates**

They are happy but feel sorry for the hard work they do and earning so little. The perceptions, attitudes and behaviours of the relatives towards the graduates are good. The neighbours are happy and the social recognition of the graduates has scaled up. They have earned more respect and social recognition in their society and people also ask for technical inputs in their respective areas of graduation. The availability of a health worker within the community is considered as a positive asset as they get help when sick.

➤ **Training, academic degrees, exposures, and new skills learned after the graduation**

In general, they have learnt additional skills and expertise from their seniors while on the job, but have had no opportunity for formal skill up-gradation training or exposures. In the meantime, some have enrolled in higher academic classes such as bachelors, +2, etc. in their respective fields.

➤ **Emerging skill market and interests to update or diversify skills, if any**

Emphasis to make use of latest technology and equipment such as use of drone camera and other devices (e.g., total station) in engineering. Use of bio- medical equipment, ventilator, OT, ICU, micro-biology, skilled birth attendant, etc. courses in health. Use of new equipment and technology in agriculture by focusing on climate change and climate resilient agricultural practices, mechanised commercial farming, improving the productivity of native crop cultivars and livestock breeds, organic farming, etc.

➤ **Inputs for improving the overall design and delivery of the skill training by the CTEVT/training provider (curriculum, content, training process, job preparedness support, and post-graduation technical support)-what would have been done differently?**

Providing latest equipment and devices for practical session in all sector. Content also could be updated periodically to meet changing need of job market. Extra software skill training, coaching and interaction with employer while they need during real job performance. Improve the syllabus as per the market needs and advancement in technology. For example, there is a need of strong curriculum (including software parts) on highway, road, tunnel, bridge, etc. structures which is lacking in Nepal. The teaching methods should also be more practical based according to the real field situation. Sending students for outdoor practical session in real construction site especially for engineering students.

The graduates also need strong back up support from respective training institutions to get appropriate jobs.

Majority of the graduates said that the current 18 months TSLC curriculum and duration needs immediate revision and updating. Since the program is not equivalent to 10+2 academic course, they think that the TSLC courses either be removed or upgraded to 2 years program; if not then change the 18 months course into 3 months short course. The present curriculum needs revision with inclusion of new and emerging topics and skills, and more emphasis should be given to practical exercises. Soft skills on job preparation, computer, communication, inter-personal, negotiations, etc. should be included in the curriculum. Knowledge and skills on self-employment should also be given stress in the curriculum. The quality of training delivered by the private training institutes should be improved. The OJT arrangement should be made more meaningful in order to help the students to learn essential hands-on skills, not just like a formality. The training institutes must be made accountable to imparting skills and knowledge to students during OJT. The training institutes should be made responsible and accountable for supporting the graduates in preparing and finding the jobs and establish monitoring mechanism.

Revise syllabus by including areas related to ICU, OT, Gynaecology, SBA, Dialysis, etc. in health sector. Put more emphasis on OT, ICU, Gynae, SBA, Dialysis OJT practical classes in hospital.

CTEVT has to do quality monitoring of the academic performance of each of the training institutes. CTEVT should also undertake random visits of colleges and schools on a regular basis, not just scheduled checking. If they pre-inform about the checking, the training institutes clean the rooms, put all the tools, equipment, regents ready and even prepare students for positive impression. Suggested not to talk to the students in front of the teachers as they can't give opinions freely.

Improve the syllabus as per the market needs and advancement in technology. For example, there is a need of strong curriculum (including software parts) on highway, road, tunnel, bridge, etc. structures which is lacking in Nepal. The teaching method should be more practical based according to the real field situation. Sending students for outdoor practical session in real construction site especially for engineering students.

Strong back up support to get appropriate job from respective training institutions, however, teachers have been supporting individually to individual student.

Providing latest equipment and devices for practical session in all sector. Content also could be updated periodically to meet changing need of job market.

Extra training, coaching and interaction with employer while they need during real job performance.

Don't issue permits to TVETIs who don't have their own hospitals

➤ **Three strongest parts of the skill training**

- ✓ Cooperative teachers, good quality of theory classes, good training environment, good backup support from laboratory instructors, OJT as an opportunity to sharpen knowledge and skills.
- ✓ Good Avenue for youths from poor families to learn and earn. Graduates become fit for some level of relevant jobs. It has given more emphasis on technical and subjective knowledge. Increase in self-confidence and activeness of the graduates.
- ✓ One year scholarship provided to topper students, including scholarships from EVENTS project.

➤ **Three weakest parts of the skill training**

- ✓ Conventional methods of teaching and learning. Use of outdated technology, tools and equipment during training & practical sessions. Instructors were not up to the standards. Very less practical exercises
- ✓ In short term course of COMMIS, very poor quality of training delivered. Use of optimum training materials during practical session for example, food recipe training done through LCD projector. Frequent changes of teacher/instructors. Minimum standard of training is not followed.
- ✓ Less inspection and monitoring from CTEVT and if any, it is just for formality so the quality of training varies from school to school.
- ✓ Congested class rooms, laboratories not adequate not enough time for practical, not adequate time for practical for lab group (most insufficient time for practical for all

the group, can't get opportunity to learn in the school, so when they go to OJT, they face problems. In some cases, they don't send OJT on time (CMA), so the time is shortened to only for 4 months, no monitoring and supervision of the OJTs, etc. Lack of necessary equipment available, esp. in private colleges.

- ✓ Minimum value of 18 months course due to not being equivalent to 10+2 academic degree.

FGD compiled sheets

District: Kathmandu, Checklist	KTM-1 : Girls group Number of participants: 6 (Punam Sigdel Junumaya Ghalan, Sabina Khadka, Neha Dhungana Salina Maharjan, Jyoti Shrestha) Date: 11 am, 28 May 2022 (14 Jestha 2079)	KTM-2 : Boys group Number of participants: 5 (Tika Prasad Nepal, Manoj Chaulagain, Rubi Bista, Sanjip Khadka, Yubraj Pokhrel) Date: 03 pm, 28 May 2022 (14 Jestha 2079)
Relevance of the training to your current work	The training is relevant somehow with the current work however updated skill and knowledge is required more in different sector. Diploma and pre-diploma level training are more relevant in current job but short term courses are not much relevant.	The training is more or less relevant with the current work, however, updated skill and knowledge is required more in different sectors. In hotel management, short term courses do not match with required area of skill.
Sufficiency of skills to perform the job	Theoretical skill is sufficient but practical skill is not sufficient mainly for using new work related tools and equipment. For agriculture, field practical classes in real farm were not provided properly (lack of adequate field for practice, more presentation related assignments in health that detracted the learning environment), so the students were not able to get proper practical skills. In nursing, they gained basic skills that somehow seems sufficient to perform their current job except using latest medical equipment.	Theoretical skill is sufficient but practical skill is not sufficient mainly for using new work related tools and equipment. For example, they use total station for surveying whereas it was never taught in the classrooms. There is no revisions of the course, compass survey is yet emphasised but it is no more in use in current field situation. Therefore, nearly 80% of the training does not match with the current technological advancements and the field realities. In Engineering, participants express dissatisfaction about not getting chance to gain enough skill through practical work specially using new engineering tools and equipment.
Tangible support received from the	They do not get any tangible support after graduation from the	They do not get any tangible support after graduation from the

training institution, CTEVT, or any other agencies after graduation	training institutions and other agencies.	training institutions and other agencies.
Monitoring supports provided by the training institution and CTEVT, if any.	During on the job training and practical session during course, monitoring support was provided but after graduation, no any monitoring support was provided.	During on the job training and practical session during course, monitoring support was provided but after graduation, no any monitoring support is provided.
Concerns of the employer related to the skills and work performances	Normally Employers are happy with their skills and dedication. However, they felt harassed during job interviews. Some employers had retained original certificates which barred them to explore better job opportunities elsewhere.	Normally employer have no specific concern relating with their skill but wanted them to work under direct supervision of senior staffs.
Satisfaction with the salary, benefits, and overall work environment	Work environment is somehow good but salary and benefit is only at satisfactory level, meeting the minimum requirements of the family. Most of the participants engaged into private job so they found just average standard what they receive from their employers. In nursing sector, night duty is of 14 hours which is tiring and boring. Seniors do guide whenever necessary, so the work environment is good.	Work environment is somehow good but salary and benefits are only at satisfactory level (seem happy even with the low pay scale). Most of the participants engaged into private job so they found just average standard what they receive from their employers. There is no motivational considerations even for the high risk jobs like engineering, salary is just at par with other general sectors of work.
Changes (improvements) in the personal and family level after training and employment	Definitely there is positive change in their personal and family level. They gained more confidence along with technical skill, knowledge, and increased income status. Family income got increased.	Definitely there is positive change in their personal and family level. They gained more confidence and independence along with technical skill, knowledge, and increased income status. Family members are happy, feel proud to show the performance to their family members. Family income has increased.
Family and community perceptions/attitude/behavior towards the graduates	After having training and job placement, perception, attitude and behaviours of family members, and community is positively changed towards graduates, now they have more trust and respect from people. Some of relatives and people from their circle seek technical advice in their respective	Perceptions, attitude and behaviours of family members, and community is positively changed towards graduates, now they have more trust and respect from people. Now they have more respect and social recognition in their society and people also ask for technical

	sectors such as about health issue, work in farming and kitchen gardening.	inputs in some respective areas.
Training, academic degrees, exposures, and new skills learned after the graduation	Not available except learnt practically from senior staffs during job. Some graduates had participated ins short courses on their own	Not available except learnt practically from senior staffs during job performance.
Emerging skill market and interests to update or diversify skills if any	Use of bio- medical equipment, ventilator in health. Use of new agricultural equipment and technology in agriculture.	Use of drone camera and other devices (e.g., total station) in engineering,
Inputs for improving the overall design and delivery of the skill training by the CTEVT/training provider (curriculum, content, training process, job preparedness support, and post-graduation technical support)- WHAT WOULD HAVE BEEN DONE DIFFERENTLY?	Providing latest equipment and devices for practical session in all sector. Content also could be updated periodically to meet changing need of job market. Extra training, coaching and interaction with employer while they need during real job performance.	Improve the syllabus as per the market needs and advancement in technology. For example, there is a need of strong curriculum (including software parts) on highway, road, tunnel, bridge, etc. structures which is lacking in Nepal. The teaching method should be more practical based according to the real field situation. Sending students for outdoor practical session in real construction site especially for engineering students. Strong back up support to get appropriate job from respective training institutions, however, teachers have been supporting individually to individual student.
Three strongest parts of the skill training?	<ul style="list-style-type: none"> • One year scholarship provided to topper students, including scholarships from EVENTS project. • Soft skill delivery • Behaviour of teachers and support during training (skilful teachers). 	<ul style="list-style-type: none"> • Teachers capacity and behaviours • Job fare event, more job opportunities • Soft skills
Three weakest parts of the skill training?	<ul style="list-style-type: none"> • Less field practical session and limited field size for practical session in agriculture course. • In 18 months course, fee is expensive. • Lack of updated medical tools and equipment for 	<ul style="list-style-type: none"> • Use of outdated technology, tools and equipment during training & practical sessions. • In short term course of COMMIS, very poor quality of training delivered. Use of

	practical session.	<p>optimum training materials during practical session for example, food recipe training done through LCD projector. Frequent changes of teacher/instructors. Minimum standard of training is not followed.</p> <ul style="list-style-type: none">• Less inspection from CTEVT and just for formality so the quality of training is vary from school to school.• No necessary equipment available, esp. in private colleges.
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District: Dolakha

<u>Checklist</u>	Sanchi Thami, Kabita Shrestha, Rinjum Sherpa, Sunita Pakhrin, Nimlucky Tamang, Mamita Thakuri, Bibika Siwakoti, Santoshi Shiwakoti and Susmita Bhandari	Dibash Tamang, Jikesh Tolanga, Hari Bahadur Thami, Susan Dhoj Khadka, Rakesh Kumar Sah, Surja Tamang and Prajwal Karki
	<u>DOLAKHA-1</u>	<u>DOLAKHA-2</u>
Relevance of the training to your current work	None of the participants of FGD were employed after their graduation and haven't got any jobs yet. All the graduates opined that the training is relevant to the related jobs in the market. However, their concerns are the unavailability job opportunities relevant to the training in the market. They mentioned that very limited calls for the relevant jobs are noticed and due to non-transparent and unfair processes adopted by organizations, the talented graduates including other seldom get selected for the jobs. They feel that the recruitment process of both private and government organizations are rarely transparent and fair.	Most of the participants of FGD were not in the job after completion of their training. Only one participant- TSLC Electrical Engineering graduate has been working in the relevant field. TSLC engineering graduates expressed that the training completed by them is appropriate and relevant to their current work. Graduates of TSLC-Plant Science and Animal Science looked frustrated and unhappy because of not getting any job relevant to their training from a long time. The feel that though they couldn't acquire adequate hands-on skills from sufficient practical and OJT, they opine that skills they have learnt are relevant to the agricultural or livestock related works
Sufficiency of skills to perform the job	All the graduates who are not in job currently think that the skills learnt from the training are not sufficient to perform the job effectively and perfectly. They all think that less practical exercises, lack of machines, equipment and materials to do the practical and less effective OJT process in the private training institutes are the reasons behind having insufficient skills to perform the job effectively.	A graduate working currently feels that the acquired skills from the training are not sufficient to perform his job well and effectively. All the other participating graduates also have the same opinion. They all think that less practical exercises, lack of machines, equipment and materials to do the practical and less effective OJT process in the private training institutes are causes of them being equipped with insufficient skills to perform the job effectively.
Tangible support received from the training institution, CTEVT, or any other agencies after graduation	CTEVT or private training institutes or other agencies have not provided any tangible supports to any of the graduates so far. The graduates haven't thought and expected of any tangible benefits from any of the	None of the agencies- CTEVT or private training institutes or other agencies have provided any tangible supports to any of the graduates so far. The graduates think that there are no reasons or benefits to any institutions to provide any kind of

	mentioned institutions. They feel that CTEVT and training institutes should enquire and contact them to know their situation and facilitate to find them the relevant jobs.	support to them. They haven't expected any such supports so far and will not expect any from the institutions. They have the opinion that CTEVT and training institute monitor their situation and facilitate to find the relevant jobs.
Monitoring supports provided by the training institution and CTEVT if any	According to the participating graduates they are not aware of any monitoring supports provided to any one of them by CTEVT and the training institutes. The training institutes have never contacted them after their graduation nor followed-up to know about their status. The graduates mentioned that CTEVT once visited their training institute to monitor as a formality only. No improvements or changes could be observed on training delivery quality even after CTEVT's visit.	The participating graduates don't know of any monitoring supports provided to them by CTEVT and the training institute. They expressed that the private training institutes are very commercial and their main motive is to earn money only. They don't care about the quality of training delivery and future of their graduates. The training institutes never contact the passed out graduates, monitoring by them is farfetched. CTEVT, being a government council hasn't also cared about the training graduates. It hasn't conducted any monitoring to know the condition of the graduates and the supports needed for them.
Concerns of the employer related to the skills and work performances	All the graduates said that they foresee the concerns of the employer if they get the job, because their performance wouldn't be at higher level knowing the average quality of the training delivery by the private institutes. All the employing organizations know about the quality of the training delivered by the private training institutes and thus the capability of fresh graduates.	According to a graduate who has been working in an office, the employer (his supervisor) frequently expressed concerns over his insufficient skills and work performance in the initial days of his job. His supervisor used to be insecure in assigning the tasks to him without supporting hands. Other graduates also expressed the same; one of them (Animal Science graduate) mentioned an incident that when he got a short-term job in a poultry farm, the owner asked him to vaccinate the chicks. He felt awkward and couldn't perform the task alone as he didn't have the skills for that. He never got opportunity to learn vaccinating during the training. All the graduates felt that all the employers know about the quality of the training delivered by the private training institutes and thus the capability of fresh graduates.

<p>Satisfaction with the salary, benefits, and overall work environment</p>	<p>All the participating graduates are jobless and thus haven't yet experienced the job and the work environment.</p>	<p>One of the participating graduates current employed feels the salary and benefits provided by the employer is not sufficient as per the market. He has been getting the salary and benefits as per the government rule. The work environment in the government office is not conducive in terms of working hours especially for junior level technicians, working spaces in the office and other basic amenities. The non-employed graduates haven't yet experienced the job and the work environment.</p>
<p>Changes (improvements) in the personal and family level after training and employment</p>	<p>The graduates mentioned that no remarkable changes have happened in their personal lives and at family after the training. Personal level satisfaction happiness among family members was there in the beginning after the graduation. But the happiness didn't last for long time as the graduates were not getting any jobs. There hasn't been any changes at economic level among the families as none of the graduates were hired for the job.</p>	<p>There haven't been significant improvements at family level after the training and even after employment as expressed by the participating graduates. The only graduate with the job also mentioned that some minor changes could be observed at his family like loan payback, house improvement and a new TV. His salary is sufficient only for his personal expenses. The rest of the graduates don't feel any changes both at personal and family level after completing the training.</p>
<p>Family and community perceptions/attitude/behavior towards the graduates</p>	<p>The graduates mentioned that their families, relatives and neighbors were happy after their graduation and perceived the training to be one of the steps and milestones in their career development. Everyone showed positive attitudes towards the graduates and were hopeful of them getting the jobs soon. All the community members treated well and admired the graduates in their villages.</p>	<p>Immediately after graduation, family, relatives, neighbors and community people looked happy and content towards their children. Everyone in the houses and village recognized and honored the graduates as skilled technicians and had aspirations of getting good jobs in future.</p>
<p>Training, academic degrees, exposures, and new skills learned after the graduation</p>	<p>Most of the graduates completed 10+2 academic course after the training and a few are undertaking bachelor level course. Some have attended and successful completed diploma and basic level training as well.</p>	<p>Most of the graduates of the training program completed 10+2 academic course and some are pursuing the course. None of the participating graduates attended any other formal training courses.</p>
<p>Emerging skill</p>	<p>Some of the emerging new skill</p>	<p>As mentioned by the graduates some</p>

<p>market and interests to update or diversify skills if any</p>	<p>markets mentioned by the graduates that they will be interested to learn and diversify their skills on are: skills on climate smart agriculture, mechanized farming, preserving original (रैथाने) seeds, organic farming, mechanized livestock management, nutrient rich organic composting including vermicomposting.</p>	<p>of the emerging new skill markets are like skills related to electric connections of new electrical appliances and equipment. Skills related to climate resilient smart agriculture and climate change adaptation, and organic farming are the interest of plant science graduates.</p>
<p>Inputs for improving the overall design and delivery of the skill training by the CTEVT/training provider (curriculum, content, training process, job preparedness support, and post-graduation technical support)- WHAT WOULD HAVE BEEN DONE DIFFERENTLY?</p>	<p>All the participating graduates voiced that the current 18 months TSLC courses are not appropriate and applicable in the present context if they are made equivalent to 10+2 academic course. The said that curriculum and duration of TSLC courses need to be revised and updated soon. They think that the TSLC courses should be upgraded to 29 months program with increased focus on practical and duration of OJT. They all felt that non-equivalence to 10+2 academic degree has made all of them less competitive with graduates of other academic degrees in the present job market. They all suggested that the present curriculum should include of new and emerging topics and skills, and more emphasis should be given to practical exercises. Soft skills on job preparation, computer, problem solving, team work, documentation, communication, inter-personal, negotiation etc. should be included in the curriculum. Knowledge and skills on self-employment should also be included in the curriculum. All the graduates expressed their dissatisfaction on the quality of training of delivery by their private training institute. They were not satisfied with the capability of trainers, training</p>	<p>Majority of participating graduates opined that the current 18 months TSLC curriculum and duration needs revision and updating. Since the program is not equivalent to 10+2 academic course, they think that the TSLC courses either be removed or upgraded to 2 years program; if not then change the 18 months course to 3 months short course. They all felt that non-equivalence to 10+2 academic degree has made all of them non-competitive in the present job market. They all suggested that the present curriculum needs revision with inclusion of new and emerging topics and skills, and more emphasis should be given to practical exercises. Soft skills on job preparation, computer, communication, inter-personal, negotiation etc. should be included in the curriculum. Knowledge and skills on self-employment should also be given stress in the curriculum. All the graduates complained about the quality of training of delivery by the private training institutes. They were dissatisfied with the skills and knowledge of trainers, training methods and techniques, availability of equipment, materials, machines necessary for doing practical exercises and the OJT. All of them were unhappy with the OJT as they couldn't learn essential hands-on skills. Most of them were assigned with non-relevant tasks. The training</p>

	<p>methods and techniques, availability of equipment, materials, machines necessary for doing practical exercises and the overall OJT process. All of them were unhappy with their OJT process as they couldn't learn necessary and important hands-on skills. Some of them mentioned that there were assigned with non-relevant tasks during their OJT. The training institutes didn't look serious on imparting hands-on skills and knowledge to students during OJT. They also suggested that the training institutes should be made responsible and accountable for supporting the graduates in preparing and finding the jobs and also keep close contact with them to know about their situation and also monitor the situation and performance of the graduates.</p>	<p>institutes are not serious on imparting skills and knowledge to students during OJT. They also suggested that the training institutes should be made responsible and accountable for supporting the graduates in preparing and finding the jobs and establish monitoring mechanism.</p>
<p>Three strongest parts of the skill training?</p>	<p><u>Strongest part of the training</u></p> <ul style="list-style-type: none"> • Emphasis on technical and subjective knowledge. • Graduates become fit for some level of relevant jobs. • Increase in self-confidence and activeness of the graduates. 	<p><u>Strongest part of the training</u></p> <ul style="list-style-type: none"> • Emphasis on technical and subjective knowledge. • Graduates become fit for some level of relevant jobs. <p>Increase in self-confidence and activeness of the graduates.</p>
<p>Three weakest parts of the skill training?</p>	<p><u>Weakest part</u></p> <ul style="list-style-type: none"> • Less capable training instructors. • Very minimal practical exercises in the training course. • Conventional methods of teaching and learning. 	<p><u>Weakest part</u></p> <ul style="list-style-type: none"> • Minimum value of 18 months course due to not being equivalent to 10+2 academic degree. • Very less practical exercises • No supervision and monitoring by CTEVT of training process and delivery.

FGD results of Makawanpur and Chitwan districts

<u>Checklists</u>	<u>MK 1-Hetauda Hospital</u>	<u>MKW Coop. Hospital</u>	<u>Chitwan Medical College, Bharatpur (10 participants)</u>	<u>Narayani Samudaik hospital, Bharatpur Chitwan</u>
Relevance of the training to your current work	Partly relevant but the COVID-related, machinery and new equipment use are not covered. We learned after getting employment here	Highly relevant. Whatever learning has been in use.	Depends on where you graduated. Mostly relevant but the advanced technology, machinery/instruments equipment's must be included otherwise course becomes irrelevant	Mostly relevant
Sufficiency of skills to perform the job	Not sufficient	Not adequate. In practical life, we did not have enough exposure during training. In TVETIs do not have their own hospital, and they do not have enough exposure in practical. Pvt hospitals even don't give opportunity for exposing with the patient. We don't have enough exposure of OT, ICU and Dialysis. Not able to operate instruments.	The practical sessions are not sufficient to learn hands-on skills, especially at hospitals. In Our TVETI there is no hospital facility, so we have difficulties	Yes, to some extent but not enough. The practical aspect is not enough, and we don't get enough hands-on skills in critical units, ICU, or OT. When we join a job, we get a chance to see them.
Tangible support received from the training institution, CTEVT, or any other agencies after graduation	None	None	No	None
Monitoring supports provided by the training institution and CTEVT	Backstopping for at least one year of	Except during OJT, they never show up. Not	No such support. we don't know where to contact	No monitoring support

<p>if any</p>	<p>employment is necessary, we face harassment because we are not exposed to several things before</p>	<p>even telephone number.</p>	<p>when we need it. it Institute does not respond when we contact at times when there are long school closures before examinations, we don't get a response, no accountability. Good if they can support at least a year technically</p>	
<p>Concerns of the employer related to the skills and work performances</p>	<p>Not that much. The hospital staff are helpful</p>	<p>Vein opening, you guys are not practically capable. Lab: quick report, proper collection of samples of neo-natal.</p>	<p>Not an issue with basic skills. special skills like ICU, and OT are their concerns. They tell us that we have learned these basic skills at least in the above area. तैति पनि नजानेको?? But we are not in the situation to tell anything. We feel harassed</p>	<p>When we get a job, we don't know anything about these important areas and even we are teased or scolded by doctors for not knowing even minor things. This is more acute in the case of TVETIs who don't have their own hospitals. Private institutes don't have enough facilities for practical. 5-6 students have to attend to one patient and therefore there is hardly any opportunity for hands-on skills. Government</p>

				hospitals simply ignore students from outside. Thus, they don't have full cooperation for lea recognition from family and friends learning in comparison to the hospitals with their own facilities
Satisfaction with the salary, benefits, and overall work environment	Since it is a government hospital, we are happy with the salary and benefits	No work station, congested. Salary low. Discount on checkup	In comparison to others, we get better in terms of health benefits to family members	Nurses get the worst salary, we are being cheated by owners, very below the government salary. Recommended CTEVT to ensure that the graduates get a basic of 2000 Rs/month.
Changes (improvements) in the personal and family level after training and employment	Now we don't ask pocket money from parents, can give some money to them, our confidence has increased parents are happy	Responsibly working, independent, increase in confidence and income. Nurses were close to female teachers. They used to make us presentations which increased our confidence.	Now we earn a salary and have the confidence to move	Out of the 10, 5 were having Bachelor of Nursing degrees. Increase in Confidence independence . Economic gain. Now we are confident about how to deal with the

				patient
Family and community perceptions/attitude/behavior towards the graduates	They are positive. They consult us when they need medical support and even to get appointments in hospitals	They are happy but feel sorry for the hard work she does and earning so little. Relatives and neighbors are happy, social recognition increased. We also help them when they are sick.	Have received recognition from family and friends, good support from them	Our family is also becoming health conscious. Neighbours call us when needed. Our family thinks that we spent so much money and she work so hard for passing the course but doesn't get a good benefit.
Training, academic degrees, exposures, and new skills learned after the graduation	Out of 9 in FGD, one had completed MA in Sociology and then joined PCL nursing, one is doing a bachelor's degree, and 7 wish to pursue a BN course	Some are doing +2, some were doing bachelor's in commerce. Most of them are not admitting because they wish to have experiences. Out of 13, 8 have plans to go abroad. Reason (out of 8 7 were TECS/PCL graduates of nursing	Two out of 10 participants five completed BMLT courses, and others are waiting for work	Out of 10, 5 a got BN degree
Emerging skill market and interests to update or diversify skills if any	Dorma, ICU, OT, Dialysis, cosmetic area, plastic surgery	Dialysis, OT ICU. Skilled birth attendant training	Basic life support, skills to use advanced machines, microbiology	OT, ICU, critical care, dialysis
Inputs for improving the overall design and delivery of the skill training by the CTEVT/training provider (curriculum, content, training process, job preparedness support, and post-graduation	For more practical/hands-on skills, the Training center should be in a peaceful location, During OJT, most teachers don't visit hospitals,	CTEVT suggested to visit schools on emergency checks, not on scheduled check. If they pre-inform, the training institutes cleans the rooms,	Proud of the organization	Include OT-related subjects

<p>technical support)- WHAT WOULD HAVE BEEN DONE DIFFERENTLY?</p>	<p>we feel ignored, neglected by them, and sometimes harassed by hospital staff where OJT is being taken. There are few books in the library, sometimes Mam's children disturb us. The hostel is required in Pvt TVETIs in particular</p> <p>The library should be good; Mams should be there during study hours. Most of their colleagues did not have their own hospitals. For the good quality, they must have their own hospital. Otherwise, the outside hospitals where OJT is sent don't give proper attention. During OJT, there must be one or two theory classes in between each week. This helps to clear the confusion.</p>	<p>puts all the tools, equipment, regents ready and even prepare students for positive impression. Suggested not to talk to the students in front of the teachers as they cant give opinions freely. CTEVT suggested to upgrade the training of the graduates. We would stress more on practical sides. We would also emphasize on soft skills</p>		
<p>Three strongest parts of the skill training?</p>	<p>OJT, good teachers and teachers' guidance, extra classes</p>	<p>Cooperative teachers, good quality of theory class (weak practical),</p>	<p>Enrols children from poor families More or fewer people are employed, or self-</p>	<p>The syllabus is good, but it is followed throughout, and standards</p>

		<p>good training environment, theory good, practical weak. Good backup support from Lab instructor, Poor quality faculty (CMA), All was good (Lab) Don't issue permits to TVETIs who don't have their own hospitals</p>	<p>employed. There is an opportunity to take an academic career</p>	<p>should be maintained. There should be a strict criterion for enrolment. In the current enrolment system, it is likely that poor students also get the opportunity</p>
<p>Three weakest parts of the skill training?</p>	<p>Ragging by senior students</p>	<p>Congested classroom, labs not adequate not enough time for practical, not adequate time for practical for lab group (most insufficient time for practical for all the group, can't get opportunity to learn in the school, when we go to OJT, we face problems. In some case, they don't send on OJT on time (CMA), we were only sent for 4 months, They send students for OJT, but teachers don't come to see us in the OJT locations. Biases of teachers (1).</p>	<p>Quality of training due to weak students, the curriculum is not as per market need, too heavy theory, less opportunity for hands on skills</p>	<p>Focus on quality rather than the number of graduates and ensure that OJT is done in a hospital in which they have the opportunity to learn hands-on skills. In most cases, we don't get such a chance. Generally, when CTEVT comes for inspection of the training institution, they prepare in such a way that this issue never reaches to them. Request for the surprise</p>

				check of the training institutes. There should be storing follow up from CTEVT, more practical sessions. Nurses' voice should be heard by all
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Districts: Kavre (Kvre) and Bhaktapur (Bhk)

Checklist	HM graduates Redina Pote, Bhishal Aryel, Ranbir Nepali, Ashish Thapa, Sujan Khatri	PCN graduates Laxmi Deuja, Pratima Dahal, Puspa Bhandari, Naina Shrestha, Neha Manandhar, Rumita Khadka, Sangita Timalsina	CMLT graduates Rita Koju, Sabita Manandhar, Aiylli Kisi, Bindika Shipkar, Anjali Ghatuwa	Pharmacy graduates Kabina Gwachha, Sangita Bhusal, Binika Phaiju, Manika Skrestha, Sunil Kumar Thakur, Sushan Prajapati, Bhawana Koirala
	KVRE-1	KVRE-2	BHK-1	BHK-2
Relevance of the training to your current work	Relevant Hotel management	Relevant	All FGD participants were engaged in same college and other institutions. They received opportunity to gain practical knowledge in same medical college. Due to that training course is relevant to their current work and made easy to work in same field.	Most of the pharmacy graduates are not employed, because they have no sufficient practical knowledge of medicines. No idea of generic name of medicines and cannot understand the writing of doctors, due to that graduated students cannot handle the pharmacy independently. Owner of pharmacy do not believe to new graduated students.
Sufficiency of skills to perform the job	Sufficient	Sufficient	Training course is sufficient of skills to perform the job CMLT but according to market demand still lacking in skill and	There must be additional basic science course in 1 st year so that it may be supportive to understand the medicines name

			knowledge. Some graduated students are not fully satisfied to perform the current job.	and there will be more practice of medical terminologies.
Tangible support received from the training institution, CTEVT, or any other agencies after graduation	No	No	Private training institutions are trying to involve their students in their college and hospital for practical knowledge gaining for the time being bearing minimal cost.	There are own pharmacy of training institute/hospital but not providing sufficient internship knowledge to the graduating students and for this there is not tangible support from CTEVT and other institutions.
Monitoring supports provided by the training institution and CTEVT if any	Yes	Yes	Training institution is providing monitoring support in time to time but they are not aware of any monitoring support from CTEVT.	Little bit supervision and monitoring support from concerning training institutions but not from CTEVT.
Concerns of the employer related to the skills and work performances	Course must be more practical	Course must be more practical	Some concerned employer wants to provide extra workload which is not related to course and skill. At that condition some time they provide opportunity of training for skill upgrade and good work performances.	Employers are not interested with new graduated comers because they cannot handle the pharmacy independently
Satisfaction with the salary, benefits, and overall work environment	Unemployed	Unemployed	Nobody is satisfied with salary and benefits,	Not satisfied with the salary, benefits and overall work

			working environment of hospital and college is comparatively good. They do not get salary according to government standard. They are receiving salary and benefits less than scale of government messenger.	environment.
Changes (improvements) in the personal and family level after training and employment	No, nothing changed	No, nothing changed	Little bit support us and family members but not significant change in their life'	Not so improvement in personal and family income after graduation course.
Family and community perceptions/attitude/behavior towards the graduates	No, nothing changed	No, nothing changed	Family members and community people's perception/attitude and their behaviour is positive towards us after graduation. They are happy because they think, in their community on medical person is available for their emergency treatment.	Community people's perception is good, sometimes they come to know about the uses of medicines and respects also but due to lack of fund they are unable to open their own pharmacy independently.
Training, academic degrees, exposures, and new skills learned after the graduation	No	No	Most of the graduates are upgrading their academic degree at their personal cost and some graduates are still suffering due to financial problem.	Received opportunity to work in Barahi, Alka, Relief, Mediland pharmacy but only time pass, so trying to receive advance level academic degree.

Emerging skill market and interests to update or diversify skills if any	Language should be added such as French language	Language should be added such as French language	According to demand of market interested to diversify the skill, if opportunity is available. Sometimes employer use to send for new skill development training, which is also helpful for working.	Market and opportunity is available but they required well trained, skilful graduated students.
Inputs for improving the overall design and delivery of the skill training by the CTEVT/training provider (curriculum, content, training process, job preparedness support, and post-graduation technical support)- WHAT WOULD HAVE BEEN DONE DIFFERENTLY?	Training process, post-graduation technical support	Training process, post-graduation technical support	CMLT course is not sufficient for medical work, there must be additional basic science course to understand the generic name of the medicines. Internship course must be conducted at the regular supervision and monitoring of training institute and CTEVT for best result.	Basic science course must be in 1 st year curriculum which may supportive to know the generic name of different medicines. There must be internship duration at least 6 months for properly medicines handling. Introductory part should be included in 1 st year course.
Three strongest parts of the skill training?	Built knowledge and skills Team work Got to know about more people	Built knowledge and skills Team work Got to know about more people	Graduated students are capable to work in relevant job with skilful. Increased self-confidence to work in own profession. Emphasis given in subjective technical knowledge.	Focused on technical and subjective knowledge.
Three weakest parts of	Practical is not	Practical is not	Must be	Must be own

<p>the skill training?</p>	<p>sufficient Insufficient equipment Less focused on self- employment</p>	<p>sufficient Insufficient equipment Less focused on self- employment</p>	<p>additional basic science course. Sometimes new instructors are used to train but they could not train properly. Teaching and learning methods are still conventional.</p>	<p>pharmacy with training institute for proper internship course. Internship course (practical is weak) must be at least 6 months. Compulsory basic science course must be in 1st year curriculum.</p>
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Annex-5: KII Summary

ANNEX 5

SUMMARY KEY INFORMANTS INTERVIEW

1. Relevance of the technical/soft skills provided and work performances of the graduates

Generally, skill provided by the CTEVT are found relevant, almost 75% of the key informants (KIs) stated that those skills are relevant. However, KIs also mentioned that these skills need to be updated as per changing technological context and demand of job market. In terms of performance of the graduates, it is found satisfactory in most cases and in some cases not so satisfactory. In the beginning of the job, they find difficulties to perform well gradually they learn the skill and perform better gradually with proper supervision and guidance. Practical skills and hands on skill are found limited among the graduates in many cases.

2. Engagement of the informant in the skill training design and delivery process including internship

Majority of KIs are not found engaged in the design and delivery process including internship. Those who are in the Angik institutions or NGOs are found to be engaged in the curriculum design process. Even recently private sector of Tourism sector are invited and consulted for developing curriculum in tourism sector. Hope now CTEVT will increasingly consult and engage concerned stakeholders and experts in such process. More importantly, CTEVT will conduct impact studies and research outcomes and CTEVT will based the design and delivery process of skill training on such research as well.

3. Opportunities provided by the informant to upgrade the skills and promotion

Most of the KIs mentioned there is no policy or practice as such for providing training as such for upgrading skills. Either it is as per government policy and rule or some may provide if there is any opportunity offered by other organizations or if there is need in the organization itself. There is no systematic way of upgrading employees.

Most of the organizations especially private do not have practice of upgrade skill of the graduates' employees, they do not invest on it but if some other org offers then they are willing to provide, but there is lack of resources for it.

When new machinery and equipment are introduced and installed then graduates are sent to the training. Otherwise, there is no resource for the training. Some organizations induct them when they join the course and two weeks course is given. Some provide counseling and coaching/mentoring. Send if the opportunity comes from the government or other bodies.

4. Salary, benefits, and work environment provided to the employees (graduates)

Most of the institutions rank on average (Mediocre). It is less than the government. But some provides health insurance and leaves etc. Some private/NGOs and hospitals are paying less salaries but making work environment more friendly and gender sensitive. Institution which is angik, those are paying salaries and benefits as per the govt. rule.

5. Emerging areas of skill market

Some of the emerging areas of skill market are:

Diploma in pharmacy, PCL nursing, x-ray technicians, Diploma in Dentistry

HA is in high demand. There is demand for them. If they don't get HA and PCL nurses then they go for CMA and ANM.

OT training and ICU training Dialysis, OT, Immunization , Physiology, physiotherapy, radiography dental Critical care including dialysis, counselling skills , Thyroid, hematology, microbiological test, clinical pathology, Pharmacy, nurses, dentists, dental hygiene, cosmetics, under AEA, Pharmacy, Radiology, Basic skills required such as dressing, using canola, staff nurse, Skills on radiography, rural ultrasonography (USG), emergency triage, hospital disaster management, safe motherhood and clinical update, Latest bio-medical equipment use like ventilator etc

Engineering:

For engineering, PLC, GIS are required. Curriculum does not ask us to run this software. The course does not include practical aspects eg: an overseer needs to learn what/how to pass the house map. But we provide such skills in addition to what is mentioned in the syllabus.

Some of the emerging areas of skill market are:

Mechanical engineering, carpentry, electric and electronics, Skills on social aspects, management, solar technology, handling machines like transformers, fire hydrant system, engineering equipment like total station, drawing software like AutoCAD, testing strength of concrete, bricks and reinforcement bars.

Android mobile repair and maintenance, new system of underground smart wiring, digital and solar technician course, Robotics or automation survey, design, and Air craft maintenance are emerging areas of skill.

Tourism

Wellness tourism, Ayurveda tourism, heritage cooking, are some of the emerging areas of skills that need to promote. Training on native food identification and preparations. Include food guide and storytelling courses within the trekking/tour guide course.

Market assessment is needed before designing curricula and/or conducting training. So far, NATHM graduates are fine to cater the needs of this sector.

Agriculture

New machinery operation and maintenance such as harvester, straw rollers, seeder/weeder

Some of the emerging areas of skill market are:

Skills on climate smart agriculture, pesticides management, organic farming, mechanized farming

6. Mis/match between what skill exists and what is needed in terms of skills

7.

There are several specific mis/match in all four sectors. Those are listed in the respective sector descriptions. Primarily, mis/match is due to changing technology, emerging topics, demand of the market. There is a need of updating curriculum as per changing context to minimize the mis/match

8. Recruitments process in their respective organizations

Social media, personal contacts, advertisement in public newspaper, interview, Facebook, advertisement, personal contacts, vacancy announcement, social media-based contact, advertisement through electronic media

9. Issues of retainment of workforce

Some KIs mentioned that it is not an issue, however most of the KIs mentioned retainment is an issue, whenever they get better opportunities, going abroad for work or study or getting married, they drop out from the job. None has gone for private sector work. In private hospitals -high turnover. Less turnover in govt. hospitals, It is the same case in other sector as well such as agriculture, engineering etc.

10. Level of coordination/collaboration between the training provider (CTEVT/Private providers) and employer

Majority of KIs have stated that there is no coordination and collaboration between training provider (CTEVT/private providers) and employers. If there is any coordination and collaboration mainly in relation to OJT purposes. Their visits will be mainly for checking and ensuring the requirement aspects rather than quality of work.

11. Policies, plans, and programs of the organization the informant represents regarding the decent work and green jobs (to be asked to the policymaking institutions, including government bodies

Most of the Govt affiliated organizations follow the policies and plans as per govt. rules and policies. Some of the health and agriculture organizations seems to be following green jobs policies. Most of the organizations are emphasizing on salary benefits. Only few organizations are focused and having gender friendly policies and work environment. Smriti Hospital found to be as an example. There are many organizations which do not have such decent work and green job policy in place.

12. Inputs for improving the Training curriculum

Major inputs are emphasis on practical and quality aspects Timely upgrading of curriculum according to the changing context. It should include the emerging topics and new technologies. Curriculum should be updated in regular interval. It is important to include soft skill in the curriculum as per the **nature of the work**. These curricula should be made compatible for advanced studies and for employment including foreign employment.

13. Inputs on improving training process and methods

Basically, practical part should be strengthened in relation to theoretical part. There should be opportunities to use and experience new equipment and technology. Students should be given ample opportunities to practice with variety of issues and cases. Students should made familiar with digital technology. CTEVT can also consider the e learning, can be combine in the course.

14. Inputs for improving the Hands-on skills of the graduates

All the KIs have recommended to enhanced the practical part and engage them in practical exercises to improve their hands-on skills. They should be given opportunities to different aspects of their work context and cases. There should be close monitoring and supervision during to field work or internship. There should be effective system for OJT and internship.

15. Inputs for improving the Soft skills of the graduates

KIs have suggested for ensure soft skills in the course as a part and parcel of the curriculum. Job preparedness training, communication skills, IT skill, client/customer dealing skill, counselling, work ethics etc. should be included in the course which is equally important for successful employee.

16. Inputs for improving the Supporting graduates to find jobs

Institutes can play important roles in finding jobs for the students. Some Institutions claim that from 70-80% graduates are supported for job placement. There should be some mechanism for helping the students to find the job. If the institutes have link with hospital, then that also facilitates students to get job easily afterwards. If there is internship or OJT system that will also provide opportunities for job. Some institutes are have created a facebook page in social media for posting vacancies and Some are have more in informal ways supporting students more in personal level. Institutes are suggested to organize different activities to provide information related to job opportunities such as job fair, Job portal online networks etc.

17. Inputs for improving the technical backstopping for the graduates while they are on the job

Technical backstopping to the graduates is important and essential for their continuous capacity development and good performance In the present practice in the local government, agricultural graduates/staff are supervised by non-agricultural supervisors. This is not right and does not help the staff to improve their skills and performance. The technical backstopping to technical staff/graduates should be provided by supervisors with respective background personnel.

18. Fresh graduates joining the company are supported with technical backstopping by their supervisor

And seniors: It is necessary for them to catch-up their tasks and perform effectively. It would be helpful and value addition if the training institutes can provide technical backstopping to their employed graduates as a part of their monitoring. In fact there should be a system of providing backstopping and supervision to student from the time of their internship and OJT period and it should continue after joining the job

19. Inputs for improving the Monitoring support provided by the training providers to the graduates

No monitoring supports to the graduates are provided by the training providers. Monitoring will help to trace the graduates, know their condition and facilitate for finding the jobs and also improving the performance of those in the job. The training institutes should provide

monitoring supports to the graduates working in different organizations. This will help improve the quality of the training as well as the performance of the graduates on the job, and also raise the credibility of the institutes

it would be good for both the institute and the graduates to keep abreast on the situation, technical backstopping and performance. Training providers should have a monitoring system to monitor to some extent the situation and performance of graduates and also to provide technical supports, if necessary.

20. Suggestions for CTEVT

- Follow-up and rigorous monitoring are required.
- Increase practical and hands-on skills
- Update courses to match the demands of the market
- Expertise should be defined and utilized while designing and revisiting the curriculum.
- Courses taught in CTEVT should be linked and aligned with Public Service Commission such as acupuncture is not included in it. So they miss the opportunities to appear in its exam.

Annex 6: Case stories

ANNEX-6

COMPILATION OF CASE STORIES

District: Kathmandu

A case story of two graduates who created self-employment in hotel business

Sabina Khadka-24 years old from Ward No. 7 of Kageshwory Manohara Municipality, Kathmandu is a graduate in hotel management from Madan Aashrit Technical School Gothatar Kathmandu, a private school. She graduated in 2075 BS. Economically, she is from a lower middle class family where her father is a government employee and mother is a housewife.

She gained practical skills and knowledge in customer service, housekeeping and cooking through three years diploma course of hotel management. After completing her diploma, she spent around two and half years working in KFC restaurant located at Labim Mall premises, Lalitpur.

That working experience boosted her confidence level and skill to start and run her own business in this sector. She left KFC job and opened her own café named as “Hamro tea station” at Manohara planning corridor in Bhaktapur. She established this business together with a partner named Sanjip Khadka, 25, from Charikot, Dolakha, who is her classmate. After completing the diploma course in hotel management he was engaged into other work instead of hotel business.

They both invested around ten lakh rupees to set their shop with basic furniture, interior and kitchen utensils. They serve different varieties of tea (e.g., Matka tea, masala tea, normal tea) which is the specialty of their café. With tea, they also serve fast food like momo, noodles, and bakery items.

They both seem so happy and satisfied with current income. When asked about how their café which is run by skilled persons is special, Sabina replied that hospitality, presentation, taste and hygiene are the key things that made their service different than others.

Sabina and Sanjip both shared that CTEVT program is really good for promoting livelihood of young people but the information about admission and training program is not widely disseminated so many eligible youths from rural areas cannot have access to such opportunity. The training is sufficient for ordinary café and restaurants operations but inadequate for star hotels, which may meet 30-40% only of the requirements.

Sabina’s parents have been very supportive from the beginning where her neighbor and relatives also admire now a day for her new venture and initiatives. She has strong self-respect and optimism towards her career in this sector.

In the beginning, the family as well as their neighbors were skeptical to this initiatives but now all of them are the admirers of the same.

They have some suggestions to make the CTEVT training programme in hotel management as follows:

- Widely advertise the admission notice and training facilities in order to inform those who are interested in pursuing such trainings.
- Establish such training schools in remote and rural areas or districts, do not concentrate only in city/urban centers.
- Provide adequate hands on sessions (practical classes) to sharpen the skills of the students. Currently, most colleges provide just nominal practical classes. Some sectors such as housekeeping was not covered well in their class.
- Hire/engage qualified teachers in training.
- There are limited numbers of hotel management colleges, so establish them in other areas as well.
- Make the course duration from three to four years so that advanced level courses could be accommodated.
- Undertake effective monitoring and evaluation by the CTEVT management. The monitoring which takes place once a while is like staged programme rather than a regular one.

Business partners Sabina and Sanjip at their café Hamro tea Station

Name : Manoj Chaulagain
Age : 25 years
Sex : Male
Education : Diploma in Civil Engineer.
Balaju School of Engineering and Technology
Batch : 2072- 2075
Address : Kathmandu, Metropolitan Ward No: 04
Current Address : Budhanilkantha Municipality Ward No: 11

Manoj currently lives in Kapan, Budhanilkanth Municipality ward no.11. with his parents. He has one elder brother and one younger sister and both of them are married. Father and mother both are retired, His father previously used to work in Dubai and now investing in transport business and brother is involved in insurance company.

After a month of completion of diploma examination, he saw the job vacancy announcement in Facebook page, then he applied for the job and shared his CV. He was called for an online interview by the principal. He was selected even before results of the Diploma. He was appointed as a practical teacher for full time by **Dolakha Multi Sector Training Institute**. He taught there for 3 months for pre-diploma level. Principal was also graduate of Balaju school of engineering and technology, so he was familiar with quality of education in that college. He was so friendly there he even started teaching applied Math class to Pre Diploma Electrical Group. He taught there for 3 months. His Office Principal was also graduated from Balaju School of Engineering and Technology, so he was familiar with quality of education in that Engineering College.



He enjoyed teaching there, since it was teaching the skill and knowledge that he learned from college. He had sufficient skill and knowledge for the job. He liked the job most. He also provided level one training to the skilled labor during his time in Dolakha. Due to untimely demise of his grandmother he returned home, stayed home and left the job for sometime due to household and personal reason.

Then he got associated with one consultancy firm called **NGC Lab, Bajra Consultancy** through his best friend brother and he is also from same College. He worked there as a team member for the Province Level hospital construction in Chauri Deurali Rural Municipality of Kavre district. They performed soil test of hospital and view tower which is needed for construction of the structure. Basically the work was to perform soil test, find out load bearing capacity and make design of structure according to its load bearing capacity. It was a B2 type hospital of Province.

Then he got engaged with a NGO named “**Centre For Integrated Urban Development**” from July 1,2019 to December 31,2019. He was referred by Chair person of Chauri Deurali Rural Municipality to NGO. They have seen and liked his work that he has done through Bajra Consultancy, NGC Lab. Because of his dedication in work and problem solving technique he was recommended to NGO. That NGO was supported by Water Aid. He worked as Inventory Surveyor under the project Sustainable Water, Sanitation, and Hygiene (Su WASH). He surveyed various water sources that were existing and providing water to the locals. It was a feasibility survey of existing water sources and water distribution lines. During that period , NGO provided **3 days training on Inventory survey** .Due to work at NGO he got opportunities to learn about current water source, water condition, sources problem and so on... in Chauri Deurali Rural Municipality. He also learned social work, learned about disability friendly toilet which was being designed and constructed from CIUD and team members.

Meanwhile he attended exam of the Public Service Commission while he was working in the NGO and he passed the test and got placement in **Bhumlu Rural Municipality of kavre**. Now he is engaged as a Sub- Engineer in **Bhumlu Rural Municipality**. He is engaged there since 2078/03/02 till now. He is originally from Kavre, and his Rural Municipality is neighboring Municipality of Bhumlu.

He is satisfied in his salary and benefits in comparison to others. He adds salary is low when comparing market situation and inflation. He said he is satisfied 70%. In terms of work environment, he is very happy; he is treated well by others and also seen with respect being a technical government staff.

Being graduate of the Diploma Course, he felt like he has learned something, can be independent and live his life with no regrets. Parents are also found to be happy with his studies and success. His parents wish him to study further and make much more progress in upcoming days. Since the course is result oriented and now their relatives feel that one need to study technical line in developing countries like ours.

They think, he work in unique way and does work in new ways, he is fast in decision making and can adjust in any environment. His work is appreciated by his employers.

His self-assessment is that his knowledge and learning is 60% and he has to learn remaining 40%. Particularly, detail design and estimate of big and complete construction work, need to have holistic knowledge such as toilet, sanitation , electricity, solid waste management, auditorium of the building . Need more detail and complete knowledge.

Regarding curriculum, he thinks that they studied the old course and should be updated and it need to be consulted with experts update curriculum as per the present scenario. He also added that If any topic is taught today, next day practical work should be done and need to take them in the field , If it is not possible to study in field or do practical they can also understand it by watching related documentary or example visually. He added they have to read lot that they haven't seen yet so to visualize and make graphical representation of what they read it is necessary to practice it immediately in field.

He emphasized that they still study and solve problem related to compass survey. But neither compass is used and nor compass survey is done in the recent days. So to overcome this

problem we should focus on using modern instrument and device that make our survey work easier and convenient.

He has aim and ambition to be an Engineer and become joint secretary and secretary gradually.

Quotes: “Even average student can acquire some technical skill studying Diploma Course and can have lots of employment opportunities in the market.”

“After studying for 3 years, graduates should be prepared as a specialist”

“Now our country is in the phase of Physical development (Nirman), so technical person is important and necessary for our country. Thus, this kind of skilled human resources need to be managed well and mobilized effectively and efficiently for desired development of the country”.



Case story

Name : Bibika Shiwakoti
Gender : Female
Address : Suspa Chhyamawati, Bhimeshwor Municipality-1, Dolakha
Contact No. : 9864200000
Age : 22
Ethnicity : Brahman
Economic level : Middle level
Year of graduation : 075/76
Subject of training : TSLC Plant Science
Family background : Agriculture

- Did you receive other training or academic degree after you graduated from the training?

Bibika Shiwakoti completed 10+2 academic course after the training. She is pursuing Bachelor's course at present. She hasn't attended any other training courses after her graduation in TSLC Plant Science.

- What you are doing currently? How satisfied are you with this work?

Bibika has been engaged in her parent's small scale agricultural and livestock farm at her home after the training. She is satisfied working in the farm but she is more willing and interested to do job in government or private organizations. She feels that she will have to leave working in her parent's farm when she will get married.

- What impacts (economic, social, etc.) resulted on your personal and family levels after training?

There has been some changes on Bibika and her family members after the training. She could help her parents for improved farming and increase the vegetable production by adopting some skills and knowledge learnt during the training. Her parent sells the vegetables to the collectors for sales in wholesale and retain vegetable markets. My parent and I are not very satisfied and happy with the income by selling the vegetables as the collectors buy them at very low prices compared to wholesale and retail rates. With her engagement in the agricultural farm after the training the vegetable productions have improved and increased thus increasing her parent's income. Her family members' and her lives have improved after her training and engagement in the farm. Her house has also been renovated and she could study Bachelor's degree course currently. Her neighbors and community people respect and recognize her, and asks for her advices for improving their agro-farming.

- Perceptions of other family members, relatives, and community people towards your skills, achievements, and employment perspectives.



Bibika's family members, relatives and neighbors including people in her village have perceived the training to be good one for people relying on agriculture. Seeing the skills learnt and applied by Bibika in her parent's farm and the useful suggestions given to the people in her village have made them believe that the training is indeed good and helpful to improve agricultural practice. Her family and people however, have no positive perceptions over the availability of jobs fit for the graduates of TSLC Plant Science (PJTA). This is because Bibika and her graduate colleagues haven't yet been successful in getting jobs since past 3 years after the training.

- Sufficiency of the skills learned for the work that you are doing as of now.

Bibika does not have a formal job at present. But she has been working in her parent's agro-farm since she completed the training. She feels that the skills learnt in the training are sufficient to work as a PJTA but not adequate. She feels that if there were more practical exercises and good OJT during the training, she could have worked independently in the farm from the beginning.

- What is the perception of your employer (if wage employed) towards your work performance?

Bibika has no formal job at present. She works in her parent's agro-farm. Her parent is happy with her work in the farm.

- How satisfied you are with the work environment, benefits and job security?

Bibika is yet to get job in the organizations.

- Feedback on the training curriculum, methodology, and process. What needs to be included/improved, or removed?

Sanchi thinks the 18 months course on TSLC ANM looks relevant but needs some modifications. CTEVT has already discontinued the TSLC course on ANM. She thinks that the training course should be revived with changes in the curriculum and duration. She also thinks that the program must be made equivalent to 10+2 academic degree. Otherwise it would be of less value and interest to students. She feels that the TSLC ANM and CMA courses are still relevant and affordable to majority of girls and boys from both poor and middle class families living in remote and rural communities. Graduates of TSLC ANM and CMA are still fit and appropriate, and also in demand in the health care centers in both rural and urban areas. Sanchi thinks the ANM course should include more practical exercises and the training process and delivery must be improved. At present she feels that the quality of training delivery in private institutions is not good. The institutions must recruit highly skilled and qualified training instructors, and the methodology should be improved by using different available digital techniques, tools, materials and equipment. Most important of all CTEVT must be serious and sincere in strictly monitoring the training delivery by the private intuitions to improve and enhance the quality.

- Plans for the future if any

Bibika is willing to attend higher level agricultural training. She is interested in working in government of private organization.

- Excerpts (quotes) of the person on overall satisfaction and impact of the training

“The 18 months training on plant science has provided me with knowledge and skills on modern and mechanized agricultural practices. I am capable to work and practice as PJTA in my parent’s agro-farm. I am satisfied with the training. More practical exercises and hands-on skills during OJT could have provided me with more skills to work effectively in the farm. I am interested to get employed in the organization in future. I some time become depressed when there are very less job opportunities for PJTA. However, I am grateful to my parent for supporting me to attend the training program on plant science in Charikot.”

- Other impressions/perceptions

The curriculum of 18 months TSLC Plant Science should be revised and updated. It should be made equivalent to 10+2 academic degree. The private training institutes shouldn’t be to commercial and profit oriented only. They should also ensure to improve the quality of training program by hiring highly skilled instructors, and adopting new techniques and methods of teaching and learning. They should also arrange adequate equipment, machines and materials for more practical exercise. OJT should be made more hands-on skills teaching-learning oriented. They should also be made responsible for supporting the graduates to finding the jobs and counseling for self-employment.

Case story

Name : Jikesh Tolange
Gender : Male
Address : Jilu, Bhimeshwor Municipality – 4, Dolakha
Age : 23
Contact No. : 9840034105
Ethnicity : Dalit
Economic level : Poor
Year of graduation : 075/76
Subject of training : TSLC Animal Science
Family background : Agriculture

- Did you receive other training or academic degree after you graduated from the training?

Jikesh Tolange is currently studying 10+2 academic course. He hasn't attended any other training program after completing TSLC Animal Science training course from Dalakha Multipurpose Training Institute at Charikot.

- What you are doing currently? How satisfied are you with this work?

He is currently working as a driver of a business person. He tried for getting government or private job related to his training but till now he has not been successful. He is not satisfied with his current work as a driver, this is compulsion for his and family's survival. He is unhappy with the outcome of the training and sometime he become frustrated due to not being able to get the relevant and desired job.

- What impacts (economic, social, etc.) resulted on your personal and family levels after training?

Immediately after completion of the training his family members were happy and everyone was optimistic of me getting good job in the private or government sector. His parents had high expectations from him. His neighbors and community people congratulated and gave high social recognition to him after the training. But the results were for short term only. As the time passed, he couldn't get any job and eventually everybody in his family including himself and neighbors started to think the investment made for his training was worthless and started to become unhappy. Thus there are no significant economic and social changes on his personal life and at his family level.

- Perceptions of other family members, relatives, and community people towards your skills, achievements, and employment perspectives.

Jikesh's family members, relatives and neighbors had positive perception on the training program and were confident of Jikesh getting good job after completing the



course. After completion of the training community people and his family members were happy on the skills and knowledge he acquired from the training could demonstrate within his community and household. Later when Jikesh was not successful in getting relevant job and started looking for other jobs, family members and neighbors started to think the training program worthless. They also perceived that there are no job opportunities in the market for training graduates like Jikesh.

- Sufficiency of the skills learned for the work that you are doing as of now.

Since Jikesh has been working as a car driver, the skills he acquired from the training are not applicable to his current job. He took this job due to his compulsion for survival.

- What is the perception of your employer (if wage employed) towards your work performance?

Jikesh has no job relevant to his training at present. He is working as a driver. His employer is satisfied on his performance as a driver.

- How satisfied you are with the work environment, benefits and job security?

Jikesh has been struggling to get relevant job in line with his training. He hasn't been successful in finding the desired job yet. He is not happy with his current job of a driver.

- Feedback on the training curriculum, methodology, and process. What needs to be included/improved, or removed?

The 18 months TSLC Animal Science course doesn't seem to be appropriate and applicable in the present context. The curriculum needs reviewing and revision. The duration of the course as well as its accreditation must be reviewed. The 18 months course is not equivalent to 10+2 academic course at present which has made the graduates feel inferior and degraded. Jikesh feels that the 18 months course should either be changed to 3 months short course only or upgrade to 2 years course with 15 months classroom learning and 9 months rigorous OJT with heavy emphasis on practical exercises and project works. It should be made equivalent to 10+2 academic course. The training methodology should be made uniform in all the private institutions as far as possible as per the set standard. New available techniques and equipment should be used for teaching and learning. The hired trainers must be highly skilled and experienced and CTEVT must sincerely monitor the training process and methods, availability of adequate machines, equipment and materials mainly in private institutions periodically based on the monitoring plan. The private training institutes must have sufficient machines and equipment for use in practical exercises for students.

- Plans for the future if any

Jikesh has an ambitious plan to start his own poultry farm by taking a loan from the bank in future.

- Excerpts (quotes) of the person on overall satisfaction and impact of the training

“Though I am a bit frustrated at present as I have been unable to find a job relevant to my training, I am still optimistic and feel confident that by utilizing the acquired knowledge and skills I will be able to start my own poultry farm in the near future. I hope to get loan from the bank to start my small scale entrepreneurship. I see my future secure in this profession. I feel that the youths in the country should work here rather than migrate abroad for unskilled and semi-skilled jobs.”

- Other impressions/perceptions

The current 18 months TSLC Animal Science course and its duration should be reviewed and revised in the present context and should be made equivalent to 10+2 academic course. If private training institutes are to run the training program, CTEVT must sincerely and honestly monitor the training process and methodology and adequacy of machines, equipment and materials necessary for the training.

Case story

Name : Sanchi Thami
Gender : Female
Address : Alampu, Bigu Rural Municipality – 6, Dolakha
Age : 20
Contact No. : 9843095924
Ethnicity : Janajati
Economic level : Mediocre level
Year of graduation : 077/78
Subject of training : TSLC Auxiliary Nursing Midwifery
Family background : Agriculture

- Did you receive other training or academic degree after you graduated from the training?

Sanchi Thami hasn't attended any other training courses after her graduation in TSLC ANM. She is studying 10+2 academic course at present.

- What you are doing currently? How satisfied are you with this work?

She just completed her training course and is jobless at present. She is planning to apply for the job of ANM in Bigu Rural Municipality soon. She is hopeful that she will be selected for the job in her Rural Municipality.

- What impacts (economic, social, etc.) resulted on your personal and family levels after training?

There hasn't been any significant economic impact on me and my family members after the training. However, I am socially respected and recognized by my family members, neighbors and community people after my training. It is because I have acquired knowledge and skills on ANM and am able to do informally some basic care services like pregnancy care, baby care, first aid for my family members and community people.

- Perceptions of other family members, relatives, and community people towards your skills, achievements, and employment perspectives.

Family members, relatives and neighbors including people in Sanchi's village are happy and have positive perception on her training program. They all were also happy when she was awarded full scholarship to attend the training course in Charikot and successfully completing it. Everyone in her village at present are optimistic that she will be successful in getting job of ANM in the Rural Municipality in the near future.

- Sufficiency of the skills learned for the work that you are doing as of now.



Sanchi is not working at present but she feels that knowledge and skills she learned from the training will be sufficient to perform effectively for the job of ANM.

- What is the perception of your employer (if wage employed) towards your work performance?

Sanchi has no job at present. She is in the process of applying for the job of ANM in her Rural Municipality.

- How satisfied you are with the work environment, benefits and job security?

Sanchi is not employed yet.

- Feedback on the training curriculum, methodology, and process. What needs to be included/improved, or removed?

Sanchi thinks the 18 months course on TSLC ANM looks relevant but needs some modifications. CTEVT has already discontinued the TSLC course on ANM. She thinks that the training course should be revived with changes in the curriculum and duration. She also thinks that the program must be made equivalent to 10+2 academic degree. Otherwise it would be of less value and interest to students. She feels that the TSLC ANM and CMA courses are still relevant and affordable to majority of girls and boys from both poor and middle class families living in remote and rural communities. Graduates of TSLC ANM and CMA are still fit and appropriate, and also in demand in the health care centers in both rural and urban areas. Sanchi thinks the ANM course should include more practical exercises and the training process and delivery must be improved. At present she feels that the quality of training delivery in private institutions is not good. The institutions must recruit highly skilled and qualified training instructors, and the methodology should be improved by using different available digital techniques, tools, materials and equipment. Most important of all CTEVT must be serious and sincere in strictly monitoring the training delivery by the private intuitions to improve and enhance the quality.

- Plans for the future if any

Sanchi has plan to pursue Bachelor's degree course in Arts and then would like to study Bachelor in Nursing course in future.

- Excerpts (quotes) of the person on overall satisfaction and impact of the training

"I am satisfied that the training on ANM has provided me with knowledge and skills on basic healthcare. My family members are happy on my successful completion of the course. I feel confident that I now have capacity to work as an ANM in any healthcare centers and perform well. I am hopeful that I will get the relevant job in Bigu Rural Municipality soon."

- Other impressions/perceptions

CTEVT must be sincere and serious for revival of TSLC course on ANM and CMA with changes in the curriculum and duration. Both the courses are yet appropriate in our country if the quality standard is set and maintained.

Case story

Name : Surja Tamang
Gender : Male
Address : Lamabagar, Bigu Rural Municipality – 1, Dolakha
Age : 23
Contact No. : 9862250434
Ethnicity : Janajati
Economic level : Mid-level
Year of graduation : 075/76
Subject of training : TSLC Electrical Engineering
Family background : Agriculture

- Did you receive other training or academic degree after you graduated from the training?

Surja Tamang completed 10+2 academic course after his graduation in TSLC Electrical Engineering. He hasn't attended any other training program after his graduation except some in-house informal training in his employee organization.



- What you are doing currently? How satisfied are you with this work?

Surja has been working as an Electrician- level 3 for about 4 years in Nepal Electricity Authority at Charikot. He is not much satisfied with his current job due to insufficient salary and benefits provided by the organization. He has to work for long hours most of the time with limited overtime allowance. He feels that finding good and secure job elsewhere is quite difficult. He is keeping eye for good and long-term relevant job with good pay in good organizations.

- What impacts (economic, social, etc.) resulted on your personal and family levels after training?

After the training Surja could get job in NEA, Charikot. After he started earning the most important task he could do was to slowly pay back the loan taken by his father. His earning has supported him for his personal expenses and a little for his household expenses. He could replace the thatch roof of his house by CGI sheets in his village and could buy a new television set and good mobile phones for him and his father. There are definitely some positive impacts in the lives of Surja and his family members after the training and being employed. Social prestige of Surja has also raised with relatives, neighbors and his community members appreciating and recognizing him for completing the training and getting the job in NEA.

- Perceptions of other family members, relatives, and community people towards your skills, achievements, and employment perspectives.

Family members, relatives and neighbors of Surja in his village feel proud and happy on his overall achievements so far. They are very happy and appreciative over his learning of knowledge and skills on electrical engineering from the training and him working as an electrician/technician in the NEA at Charikot. Perception of the family, relatives and community people on the training is positive. They however feel that the local government and provincial government should open more employment opportunities for the local graduates. They also appeal to private sectors like hydropower and construction companies at local level to give priority to local graduates for the job. Surja and his family and community people think that private training institutes are not supporting the graduates at all in finding appropriate jobs in the market. They think that CTEVT should make the training providers also accountable and responsible for supporting the graduates in finding the jobs and monitor their status as well. The graduates, their families and community people perceive the private training providers as business companies with motives to earn money only.

- Sufficiency of the skills learned for the work that you are doing as of now.

After joining as an Electrician in the NEA, Surja felt that the knowledge and skills he learnt in the training was not sufficient to perform his tasks well and effectively. He mainly lacked hands-on skills to work with electrical equipment and electrical live lines. He feels that total learning and teaching process needs improvement with more practical with hands-on skills. With the in-house informal training and coaching by his supervisor, seniors and colleagues Surja could learn quickly and perform his tasks effectively within a short time.

- What is the perception of your employer (if wage employed) towards your work performance?

In the beginning of his job in NEA, his supervisor was not confident to assign the tasks to Surja alone. He was assigned with tasks jointly with other senior staff. With support from his supervisor, colleagues and seniors including a few internal training he could learn quickly and work independently and with team effectively. His supervisor is now confident over his capability and looks happy on his performance.

- How satisfied you are with the work environment, benefits and job security?

Surja is not much satisfied with his present job with regards to the salary, benefits and working hours. Though the salary and benefits are as per government rule, he considers them to not sufficient for meeting even basic needs. The benefits are less than what the permanent staff get. He is a temporary staff and thus his job is not secure. He has to work in off hours as and when needed but the allowances for overtime is very limited. The work environment from lower level staff in NEA office is not conducive. There are limited spaces/rooms to stay and work in the office building. The toilets and water supply in the office building are not well maintained and clean.

- Feedback on the training curriculum, methodology, and process. What needs to be included/improved, or removed?

Surja thinks the 18 months TSLC Electrical Engineering course doesn't seem to be appropriate and applicable in the present context. The curriculum needs revision and upgrading. He thinks the course should be made equivalent to 10+2 academic degree and the duration of the course should be increased to 24 months with more focus on practical and hands-on skills during OJT. The training methodology should also be improved especially in the private training institutions. New techniques, equipment and materials should be used for teaching and learning. The private institutes must recruit highly skilled and experienced trainers and CTEVT must sincerely and seriously monitor the training process and methods. CTEVT should also ensure that the private training institutes have sufficient machines and equipment for use in practical exercises for students. The OJT should mainly focus on imparting hands-on skills to students and conducting project works by them.

- Plans for the future if any

Surja has a plan to appear in Civil Service examination and become a permanent staff in the NEA in future. He wishes to be promoted to level 4 as well in the future.

- Excerpts (quotes) of the person on overall satisfaction and impact of the training

"The training on TSLC Electrical Engineering has made me capable to work as an electrician technician in this sector. I have got the current job in the NEA due to being a graduate of this training program. I want to become a permanent staff in this organization and continue to work here. I am thankful to my parent who supported me to pursue this training."

- Other impressions/perceptions

As mentioned already the curriculum of the 18 months TSLC Animal Science course and its duration should be revised and updated in the present context and should be made equivalent to 10+2 academic course. CTEVT must sincerely and seriously monitor the training process and methods, and availability of sufficient machines, equipment and materials necessary for the training in the private training institutes.

Districts: Makawanpur and Chitwan

Case Story

Suntia Magar-DENTISTRY

Sunita Magar, F 22, a graduate in Dentistry course in 2078 hails from Kurintar Chitwan. She has five members in the family including two sisters, parents and a brother. The family mostly lives in agriculture. Her father is a Baharain returnee.

Sunita passed the SEE with 75% score. Currently she is employed as Dental hygienist in Mangalam Dental care, Bharatpur since one year. After employment, she has income it resulted into increased confidence and she has been handling cases, using instruments and assisting doctors.

Sunita earns 13500 per month, now lives on a rented room and occasionally sends little money to the mother. Parents are proud, neighbors and relatives feel happy, sometime she assists her.

Skills were adequately learnt but when passed out, there were issues of management, since ours was the first batch. Practical sessions were excellent.

Employers are responding well and happy with her.

She feels that there should be more opportunities for hands on skills for this type of profession She says that 'when you land in job, hands on skills matter most on your performance'

Excerpts (quotes) of the person on overall satisfaction and impact of the training

I am having opportunity to learn more than what I learnt during the training period. I am happy with the work performance. Thinking of going to Australia for higher studies.

Case Story

Arti Kumari Chaudharu

Arti Kumari Chaudhari 22 comes from a large family of Tharu community from Jitpur, Bara of Southern Nepal. She has a large extended family of 10, owns a rice mills and her two brother also work in a nearby oil factory.

She was a TSLC student in the community medical assistant course in Makwanpur Technical Institute in 2078 and is employed at the Sancho hospital in Hetauda bazar. She had secured 49% in the SLC exam and has completed her 11 year education and could not complete the class 12 exam due to illness.

She had her OJT in the same hospital and the general manager was happy with her performance and asked her to join before she had her results of the examination.

After she got job, she has increase in income, increase in confidence, handling cases and instruments, assisting doctors well.

Her monthly income 13500 now living on rent. She sends little money to mother and sister occasionally, buys daddys favorite thing and visits home @1-1.5 months interval. Parents are happy with her achievements, and employment. They are e proud, neighbors and relatives feel happy about her.

Fathers attitudes towards me changed, he is proud, he does not push for marriage. He thinks she is doing something good, mummy also feels proud of me and always to suggest eat and live well, If you feel sick come back home, Arti says with a smile in her face.

She is concerned about home and always miss her family.

Relatives are also happy, some may be zealous. She helps neighbors in Bara and Makwanpur on health issues.

Got this job due to my sincerity during OJT. After completion, I suggested to work on voluntary basis until job openings here, they agreed but later they offered job after 10-15 days of voluntary service, Arti appreciates her employer.

According to Arti, skills were adequately learnt but when passed out, there were not enough. *Since I did my OJT here, I faced little difficulty only. I studied CMA but here I am posted in emergency and doing primary treatment. Emergency was little covered during training but here I am at specialized place. I am learning more by doing, Sister Rabina is the incharge of emergency. When serious cases come in the emergency, we work hand in hand. Otherwise there is no complain. No complain faced so far she reflects about her education, She reflects the happiness in work she is having now.*

Arti is happy with the salary abd benefits. All staff are cooperative, going well with them. Good working environment. In regard to the theory class she says it is ok. The practical part is too weak. *In our batch, we did not had enough practicals due to COVID lockdown, Later we had practicals in the lab but it was done quickly. Therefore, I suggest to increase practical hours during training. In our case, we only have 3 months OJT*

therefore, it is insufficient. I wish it to increase to 4-5 months, she put her opinion about the practical classes.

Other impressions/perceptions /suggestions

- Re-open the TSLC in CMA as this is cheaper (1 lakh fee) for economically poor families
- Increase practical classes
- Increase OJT by 1 month.

Case Story

Ranjita Ghimire

Ranjita Ghimire is barely 22 years now and completed her TSLC in ANM in 2075. She comes from Chhatiwan, Bakaiya Makwanpu. She has a family of four member including parents, and a sister. The father is a politician cum road contractor and Mummy is a farmer. She has completed her SLC with GPA: 2.5, completed +2, and now is studying Bachelor in journalism and arts and health. She is thinking of going to Japan for study and work.

Currently ranjita is working as ANM in Sancho Hospital P ltd, Bhintuna marga, Makwanpur since last 2 years. She worked in City hospital for 1 year. OJT done in Hetauda hospital (Government hospital). The training increased her income and confidence; she is now handling cases and instruments, assisting doctors well. She started @ 5000 per month in the poly clinic, later when I joined city clinic it increased to 10,000, Now 13500 pm in this job. She sends little money to mother and sister occasionally, buys daddys favorite things. And visits home @ 1-1.5 months interval.

Her fathers thinking towards towards her changed after she started earning, he thinks the salary is not good. He asks for preparing for lok sewa. He thinks she is doing something good.

Mummy feels proud, and suggests to live well. She insists to get more degrees more and work for better income. She also insists to go aboard for job. Relatives are happy, She helps neighbors in Chhattiwan and Hetaunda on health issues. They also request for health when they come to Hetauda for the medical check up.

In regard to the sufficiency and use of the skills, she says that *some skills are being used. In training, we had heavy focus was on maternity. We hardly had any chance of doing practical works in delivery cases. Skills were adequately learnt but when passed out, there were not enough. During OJT, we even did not had opportunity to learn properly. Whatever I learnt is after I joined job. Even I was not able to open vein during OJT. I learnt this in City hospital itself.*

Sister Rabina is the in charge of emergency and asks not to play with mobile phones during duty hours.

Ranjita is happy with the salary and benefits. *Environment is 'thikai thikai'. Depends on person. Some doctors are good while others don't cooperate well. Should hire qualified teachers/instructors. We had good teacher who was very helpful but later she resigned and the new teacher was herself not confident in the practical matters.*

In regard to the theory part of the course, she says it is ok but the practical part is too weak. *In our batch, we did not had enough practicals as students were large (60) and lab was narrow and few tools and instruments were there. Therefore, we did not got time to do the practicals. Therefore, I suggest to increase practical hours, add more room (or bigger room) and arrange more instruments for lab during training. In our case, we only have 3 months OJT therefore, it is insufficient. I only got only 1 delivery case. She suggest to improve in these areas to make the education better*

Since I did OJT in government hospital, our teachers just left us to the mercy of the hospital nurses. The gov nurses gives priorit to the students coming from the government training centers rather than to persons like us coming from a private training institute. Ranjita reflects the situation she faced during the OJT.

In her opinion, the practical sessions were less, less opportunity to learn hand-son skills during OJT, got lesser follow ups from the instructors from the MTI during OJT, learnt more in hospital than in MTI.

In regard to the quality of education from private TVETIs, she reflected that those coming from private schools don't have enough hands-on skills as they don't get opportunity to learn handson skill during practical hours and in OJT.

Other impressions/perceptions /suggestions

- Close the TSLC in ANM as the students don't get confident, competent enough. In case of lab, re-open TSLC. If ANM to be continued, put more emphasis on theory and practical, and introduce strict enrollment measures and enroll good quality students
- Don't issue license to training centers that don't have own hospital. When they are sent in other hospitals, they don't get opportunity to learn skills
- Increase practical classes
- Increase OJT by 1 month.

Case Story

Rita Ghimire

Rita Ghimire, 19 comes from Makwanpur Gadi, Makwanpur and graduated in 2078 in TSLC in Lab assistant course She lives with mummy, baba, Dai and sister. Her parents are farmer, and the brother is unemployed. She is now studying commerce and not thinking yet of going aboard.

She is currently working as Lab Assistant in Sahakari Hospital, Bhintuna marga , Makwanpur since last one month. Worked in Sano Pokhara Pharmacy for 4 months. 6 months OJT done in Sahakari hospital.

After she is employed here, she has Increase in income, increased confidence, and is capable of handling cases and instruments.

She earns Rs 14000 PM, *in Pharmacy, I got 10,000 pm. I wanted to study further so left the pharmacy job. Now 13500 pm in Sancho.* She is able to provide support to family and community.

My father is happy with my work, but wants me to study further and do whatever I wish. He is not pressing anymore to marry. My relatives' outlook towards me is also positive. She helps neighbors in Chattiwan and Hetaunda on health issues.

The training was mostly theoretical. Now I am bringing into real practice. During training, our practical work was obstructed so we did not had enough practical exposure. We had only 6 months OJT and I learnt a lot during that time. During training we even had not opportunity to learn properly. Whatever I learnt is after I joined OJT. At the end of OJT I was able enough to do all the lab work that I am doing now.

There were no negative comments from employer and she is very happy with the salary and benefits. Work environment is also very good.

On her feedback on the training curriculum, methodology, and process. She said that the Pre-diploma TSLC should continue, it should not be stopped. Perhaps more market-oriented skills should be added. If it has to be stopped, the TSLC graduates must provide opportunity for Lab technician level.

She also suggest decrease fee as students come from weak economic background. Results must be out on time, no delays please. She also suggested increasing practical hours, adding more room (or bigger room) and arranging more instruments and reagents for lab during training (no date expired please). *We need more practical. Teachers often dislike doing practical, they don't take us to field exposure as well. So improve in this area.*

Overall I am happy but am concerned for my future as my progressive movement for Lab technician course has been obstructed due to CTEVT decisions. She requested to look into future of the graduates seriously.

Other impressions/perceptions /suggestions

- Don't close the TSLC in Lab assistant. In case of lab, re-open TSLC. give more emphasis on and practical, and introduce strict enrollment measures and enroll good quality students
- Increase practical classes, involve teachers with helping attitudes not just teaching

Case Story

Rupak Prasai, Lab Technician (lab assistant before)

Rupak Prasai 24 comes from Hetauda Bazar and lives with mother and an elder sister. He passed CMLT from Chitwan School of health science in 2019, and TSLC in Lab Assistant from Makwanpur technical institute in 2016. He is currently working as Lab technician in Sahakari Hospital, Bhintuna marg, Makwanpur since last 4 months. Worked in Reference Lab in Hetauda for 1 year. Before that I worked as blood grouping project Headen Nepal NGO. OJT in Manahari PSC, Hetauda Hospital (assistant level), Bharatpur Cancer hospital and GoN Bharatpur hospital(Diploma level) done in Sahakari hospital.

Rupak had secured 69% in SLC and is currently preparing IELTS to go to Australia.

After joining the job Rupak had increase in income, increase in confidence and independently handling cases and instruments. He earns Rs 15000 PM. In the previous job he used to earn in 10,000-15000 pm. Management in the reference lab was not healthy so he switched to this hospital.

Rupak gives 50% income to his mother.

Mummy insists to go to US, Australia and UK if opportunity comes in. She feels that I am not adequately paid. She is not insisting for marriages. Relatives are ok to me. I help neighbors in on health issues. My relatives and villagers request for health when they come to Hetauda for the medical checkups. Sometime they seek advises on lab tests.

In regard to sufficiency of skills he says that *during our times in MLT, we had to do a lot of lab works manually and no opportunity to learn hands on skills. Now machines have come. I was updated more during CMLT course as my practical and OJT in government hospital. I got CMLT in scholarship.*

Employers have no complained towards him. Doctors insist on receiving reports on time. In case of children, need more time while taking samples. Sometime they need to take blood twice, so complain reaches to Doctors.

Rupak is not much satisfied with salary and benefits. He says the work environment is also good.

In regard to his inputs on the training he says that individual level coaching is required while in the institute and follow-ups on their work while they are in job. More intense supervision during OJT by the instructors is essential. Management should give more attention on quality of teaching, availability of labs and equipment's/reagents, sufficiency of tools and equipment's, library and journals.

The facilities in the MTI were insufficient, lab was congested, insufficient number of books in library, no play grounds, no reagents or date expired re-agents in the lab. They think of economics everywhere, put less emphasis on practical, used to say that you will learn these things in the OJT. These aspects have to be improved in training centers.

He feels that removing TSLC is a welcome step as there were quality issues.

If this is to be continued, more market-oriented skills should be added with more focus on hands-on skills. If it has to be stopped, the TSLC graduates must provide opportunity for getting admission in CMLT. He expressed his views on the closure of the TSLC program. He suggests decreasing training fee as students come from weak economic background. No hidden charges please. Results must be out on time. He also suggests increasing practical hours, adding more room (or bigger room) and arranging more instruments and reagents for lab during training (no date expired please). We need more practical. Teachers often dislike doing practical; they don't take us to field exposure as well. So improve in this area, he suggests practical tips to improve the quality.

Excerpts (quotes) of the person on overall satisfaction and impact of the training

Overall I am happy because I got opportunity for CMLT. However I get less salary and benefits than what I deserve too. Thinking of going aboard for my career. Suggested to look into my suggestions seriously to make the course more market oriented

Other impressions/perceptions /suggestions

- Increase practical classes
- More technical supports during OJT and first year while in jobs
- Keep in touch with the graduates.

Districts: Bhaktapur and Kavre

Case Story

Name : Pradipta Bhujel
Gender : Female
Address : Bhaisepati, Sanga
Age : 25
Ethnicity : Janajati
Family member : 8
Economic level : Lower level
Year of graduation : 075/76
Subject of training : Skill test level-1 in Off-season vegetable production (Plant Science)
Family background : Agriculture

- Did you receive other training or academic degree after you graduated from the training?

Yes

- What you are doing currently? How satisfied are you with this work?

Tunnel farming and fully satisfied with this occupation.

- What impacts (economic, social, etc.) resulted on your personal and family levels after training?

Economic and social status increased due the vegetable farming. Family members are very happy and her houses hand to mouth problem is also solved. Neighboring farmers are also come to know about the improved agriculture farming. Due to that I also feel proud to teach them improved agriculture farming technique.

- Perceptions of other family members, relatives, and community people towards your skills, achievements, and employment perspectives.

Family members, relatives and neighbors are happy and thinking positively, that I am doing well for my family and community farmers.

- Sufficiency of the skills learned for the work that you are doing as of now.

Whatever skills she learnt from training institute that is sufficient to her. If some problem raised/seen in farm, she use to consult to seniors and government line agencies.

- What is the perception of your employer (if wage employed) towards your work performance?



No job found till this period.

- How satisfied you are with the work environment, benefits and job security?

She is happy from vegetable farming and received a benefit which is helpful to solve the house's economic problem. She is earning Rs. 8000/- at per 3 days.

- Feedback on the training curriculum, methodology, and process. What needs to be included/improved, or removed?

Everything is good, I think CTEVT should provide certificate on the basis of practical skill test method but internship period must increase for better practice.

- Plans for the future if any

She wants to increase the level of education i.e. Skill test level-2 in Off-season vegetable production (Plant Science), which becomes equivalent to JTA. She is interested to work as a JTA in village level.

- Excerpts (quotes) of the person on overall satisfaction and impact of the training

“This type of skill test method made support to the interested peoples to upgrade their knowledge and qualification. She told hard working intension made her well renown in community.”

- Other impressions/perceptions

She is member in Mahila Samuha and she helps to community people. All the villager appreciate to her and her work.

Case Story

Name : Aryan Tamang
Gender : Male (22 Yrs)
Address : Banepa, Kavre
Ethnicity : Janajati
Family member : 5
Economic level : Lower income level
Year of graduation : 075/76
Subject of training : TSLC (Plant Science)
Family background : Agriculture

- Did you receive other training or academic degree after you graduated from the training?

Due to poor income source, could not receive other trainings and academic degree.

- What you are doing currently? How satisfied are you with this work?

Own agriculture farm operating, different varieties of season and off-season vegetables producing and selling in market and from vegetable farm. Now I am fully satisfied from my occupation.

- What impacts (economic, social, etc.) resulted on your personal and family levels after training?

After receiving the training and conducting the vegetable farm, myself and my family members are very happy. Due to this occupation my monthly income is also increased and social status is also increased.

- Perceptions of other family members, relatives, and community people towards your skills, achievements, and employment perspectives.

Other family members, relatives, and community people respect to me and my family than previous days. Some neighboring interested people come to learn about farming technology, I proud feel to teach them.

- Sufficiency of the skills learned for the work that you are doing as of now.

He has no formal job at any organization, although he is very happy and satisfied. He says whatever he has learnt that is not sufficient but to conduct his farm, that is sufficient. Sometimes he faces the pest problem at that condition he consults with agrovet and Krishi Gyan Kendra senior officers.

- What is the perception of your employer (if wage employed) towards your work performance?



He has no formal job at present.

- How satisfied you are with the work environment, benefits and job security?

He is fully satisfied from his occupation and working environment. He is per day Rs. 1000/- to Rs. 5000/- selling the different vegetables from his farm.

- Feedback on the training curriculum, methodology, and process. What needs to be included/ improved, or removed?

He thinks 1.5 yrs TSLC course looks relevant but needs some modifications. Plant science course must be based on entrepreneurship development.

- Plans for the future if any

He wants to invest more in his farm. At present he is operating the agriculture farm in partnership but in future he wants to make personal farm i.e. single handed.

- Excerpts (quotes) of the person on overall satisfaction and impact of the training

“Training of 1.5 yrs on plant science has provided him knowledge and skills on modern agriculture technique and mechanized agricultural practices. He became capable to work in his agriculture farm independently. He is satisfied with 1.5 yrs training. If training institute would provide 6 months OJT to the students that would be better for graduated students for future.”

- Other impressions/perceptions

The curriculum of 1.5 yrs TSLC Plant Science course should be updated for entrepreneurship development and made equivalent to 10+2 academic degree. Theory course is sufficient according to TSCCL level but there should adequate equipment, machines and materials arrangement for more practical exercise. If training institute should take responsible for finding the jobs and counseling for self-employment.

Case story

Name : Asmita Pun
Age : 26 years
Sex : Female
Education : Diploma in Acupuncture, acupressure and moxibustion
Batch : 2072- 2075 from Rural health Education service Centre, Jorpati (South gate)
Address : Naya Baneshwar and (Origin – Chitwan)

Asmita Pun is 26 years old living with her mother in Naya Baneshwar, Kathmandu. Her mother is a social worker, used to work with Maiti Nepal and now she gets involved in mediation. Previously she also became ward member and DCC member of Chitwan. Her two brothers are in Australia, one is working as a chef and the second one is studying MBA over there.

After graduation, she started working in “Yogi Narhari Nath tatha Prakritik Chikitasalaya” in Bageshwar, Bharatpur as an acupuncturist from 2075 and half of 2076. This Centre is a kind of semi govt organization. She found that her skill and knowledge was adequate for the job. She was happy with the job. Salary and benefits were as per govt. In addition, the centre also provided her free accommodation and food in very low price. She used to earn Rs. 17000 to 18000 per month and yearly increment was also provided. No additional training or orientation was provided after graduation. She said her salary benefits were better than staff nurse.



Working there for 6-7 months, she left that job for further studies in India. She enrolled for the 5.5 years bachelor course on naturopathy in India. By the end of 2076, that course fee was INR 1,000,000 and she studied there for 1 year and came back to Nepal. Main reasons behind dropping out are that she did not like the course and also due to the death of her father.

After coming back from India, she worked in Huawei International Hospital, Chabahil, Mitra Park as an acupuncturist for 3 months (Push, Magh and Falgun 2078). She earned Rs. 16000 per month, taking into account of home visits fees, her monthly income comes around Rs. 25000 to Rs. 30,000. She found the work environment good in all the places she worked. Employers were happy with her work.

However, she decided to start her own acupuncture centre in partnership and left her job in the hospital. She, in partnership with friends, established the centre called “Sisters health care and therapy centre” in Chhauni in Baisakh 2079. There are total 4 partners- herself, her friend- Acupuncturist who graduated from diploma together with Asmita, sister of her friend and their uncle. Asmita and her friend are also working as acupuncturists, her friend's sister is looking after accounts and the fourth one is only an investor. Their total investment is Rs. 30 Lakh rupees; Asmita managed her share of investment with the support of her mother.

They have employed one lady Ayurvedica doctor paying Rs. 35000 per month. Sisters' centre is providing services for acupuncture, acupressure, moxibustion, doctor consultation, spa, sauna etc. It also sells Ayurvedic medicine and GNP supplements. Per month rent is Rs.65000. It has been only one month, so they have to see how it pays them back. However, in last month they could manage all the cost from their earning itself. They get 2/3 patients per day once they come, they will come for at least 15 days.

Asmita feels that she is now self-dependent and her self-confidence has increased to start own Centre. Family members now believe on her and take her positively. Relatives believe on her work and she has been providing treatment from home as well.

She strongly feels that there should be opportunity to carry on Bachelor degree after studying 3 years course in the country itself.

Physiotherapists are also practicing acupuncture even without License; one should get registered in National Health Planning Council (NHPC) to practice profession. This has negatively affecting in the job market of acupuncturists.

Physiology and anatomy is taught in diploma and neuro is also taught to some extent but not in depth. Health related laws need to be included, since it is changing frequently. It has good focus on practical part; course is adequately focused on required skill.

Asmita also mentioned that, this field is not included in Public service commission, so they cannot compete for Public service test. Thus, it needs to be included in Public services.

Asmita Pun “Acupuncture course is good, it gives the opportunities for self-employment. It is easy to get job in this sector, they are better off than staff nurse in terms job opportunities and earnings. “



Annex 7: Terms of Reference (ToR)

ANNEX-7:

TERMS OF REFERENCE

TOR for Impact Study of short term, Pre diploma and Diploma Graduates Certified by CTEVT/NSTB

A. Introduction of Council for Technical and Educational Vocation Training (CTEVT)/ National Skill Testing Board (NSTB):

Council for Technical and Educational Vocation Training (CTEVT) is envisioned for TVET establish in Nepal as a long-term basis for the betterment of Nepalese people. It was established in 1989 is the policy formulation and coordination body for Technical Education and Vocational Training (TEVT) programs in Nepal. It is a national autonomous body committed to the development of human resources for Nepal. CTEVT is concerned with basic, middle and high level technical education and vocational training. It has an assembly with 24 members and a governing board of nine members, which is known as council. Minister of education chairs the Assembly and the Council. The Council has a full time vice chairman and a Member Secretary and its headquarters is located at Sanothimi, Bhaktapur. The system has around 2000 personnel to carry out its functions. The council has now its own Training Institute for Technical Instruction (TITI), 61 Polytechnic Institutes. There are 38 partnership Schools, there are 572 Technical Education in Community Schools (TECS) and 429 were private technical schools, all together there are 1100 technical schools are serving till the date.

Nepal government wants to promote Technical and Vocational Education and Training (TVET) sector for the economic growth of nation and uplifting the poor people. It focuses on bringing about systemic changes in TVET system in Nepal that will enable women and men including disadvantaged groups to get access to increased employment and self-employment performing at higher productivity levels leading to higher income, enhanced livelihood and resilience, and thus combat poverty and promote inclusive growth.

Ministry of Education is our head in central level and Social Development Ministry in province level. CTEVT is the direct implementation partner in the sector of TVET. We provide short term training (3 months to 1 year), pre-diploma (18 months) and diploma level (3 years) courses respectively.

B. Context/Conceptualization:

With the assistance from Swiss Agency for Development and Cooperation (SDC), between 2000 and 2002, Nepal's skills testing system underwent a revival process and accomplished the status of National Skills Testing Board (NSTB). During this phase, the NSTB developed an outsourcing concept and endorsed its first business plan in 2005. Later, SDC extended its support from January 2007 and remained until December 2010.

CTEVT/NSTB have tested about **348,566** candidates and **269,573** individuals are certified in different occupations at different level up to 2074/03/30. However, in Nepal, 500,000 youths enter the labor market yearly, but most of them remain unemployed or underemployed since they have low or very limited skills. Similarly, about 1500 youths who are economically viable leave the country daily seeking jobs in overseas particularly in the countries of Middle East and Malaysia. If we see the situation in Nepal itself, our youths they work in low paid and exploitative jobs in the country and likely the Nepalese youths are encountered the same due to the uncertified low skilled workers in abroad due to the pre-occupied mind sets of recipient countries that Nepal supplies and can supply only the unskilled labor force in recent destination countries.

The challenges and the current problems mentioned earlier and looking back to the number of skill test graduates clearly demands the present status or facts of skill test graduates. In viewing these all

situations NSTB/NVQS project envisioned to conduct a tracer study to find out the present scenario of the skill test graduates.

Tracer studies can be defined as retrospective analyses of graduates through a standardized survey, which takes place sometime after graduation (normally between 6 months and 3 years). Tracer studies are also known as graduate surveys, alumni surveys, of graduates tracking.

The present NSTB has been established with the name of Skill Testing Authority (STA) in 1983 that both the entities (NSTB and STA) supposed to conduct the skills test of those people who have acquired the skill in different occupations either conventionally, work based/experience, and training aiming to supply the certified skilled human resources to the industries, small enterprises, other private sectors and government agencies. However, there is no single evidence of graduates' survey/follow-up study, tracer study, and any form of evaluation reports in CTEVT/NSTB for skill test graduates in the past 30 years. Therefore, this need for a tracer study for the CTEVT/NSTB is seen to be a long overdue endeavor that needs to be done. Since its conception NSTB certified 269,573 individuals to date.

C. Purpose of the study:

Tracer studies are common in higher education, but are becoming more and more popular in vocational education and training. Tracer study is a key process to measure both effectiveness and quality of services demonstrated/performed by alumni or graduates of the training and/or skills testing authorities/institutes. Outcome and impact of any type of training programs are not constant overtime. Fluctuations of such impacts can be occurred and observed in labour market. Tracer study is therefore, an essential technique to get information of overtime fluctuation of both employability of graduates and demand of labour market. It also provides the crucial information for policy makers or planners whether to continue or modify or terminate the existing training programs and/or that applies to testing procedures/practices too.

Therefore, the main purpose of tracer study is to trace the graduates not only to find out their whereabouts but also to get the information on activity status to make sure how far the certificates provided by NSTB are helpful in the perspectives of employment, in career progression/upgrading, self-employment, and fulfilling the industries and private sector needs as per the expectations of all corners. Thus, information gathered from the tracer study is not only applicable to identify the employment status of graduates but also analyses or update the demand of labour market, validity and reliability of skill test certificate awarded by CTEVT/NSTB.

Hence, tracer study provides information that is valuable for the government organisations, industries, other related private sectors and all the TVET actors. This helps to inspire education, training and employment policies, curricula of education and training courses, guidance to help individuals decide on their education or training about (re) skilling the labour force.

D. Objectives:

The major objective of this study is to trace out the employment status of skill test graduates (wage and self-employment), as well as the income and performance level at work place. This study further aims to identify the situation of graduates after they are certified by NSTB and is expected to yield other valuable information for evaluating the present ongoing reform provision of NSTB. The study also addresses the fit between the skills certified and real needs of the labour markets. This can help to enhance the relevance and responsiveness of further higher level skills to labour market needs on one hand and the needs of the diverse TVET trainee population on the other.

Specifically, the tracer study aims to:

- Find out how far the skills certificate is helpful to get the job?
- Assess the time taken to get paid employment;
- Find out how far it was helpful to start their own business?
- Assess the usefulness of the certified skills of graduates to the employers

- Explore the skills and competencies required by the labour market at present
- Discover the mismatch of skills/competencies tested by NSTB with the requirement of employing agencies at the work place?
- Learn the trainings and/or advance trainings attended by the graduates in same occupation /sector after receiving the skill certificate from NSTB;
- Trace out whether the skill certificate helped them in their career path progression/upgrading at their work place?
- Learn the employing agency's classification/category where the skill test graduates are employed
- Explore job position, salary range, job requirements and further interests of the skill test graduates;
- Find out the most demanding or marketable occupations in these two sectors;

E. Scope of the Study:

1. Geographical Coverage (Tentative):

Major city areas of the country:

i. Eastern Cluster: Jhapa, Sunsary, Morang, Siraha/Rajbiraj and periphery.

ii. Central Cluster: Kathmandu Valley, Chitwan, Makawanpur, Bara, Parsa and periphery

iii. Western Cluster: Kaski, Palpa, Rupandehi, Kapilvastu, and periphery.

iv. Far Western Cluster: Banke, Kailali, Kanchanpur, Dang and periphery.

F. Sample Size and Stratification:

The target group for this tracer study includes the level 1/2/3 of skill test graduates of construction and hospitality sectors tested during the proposed fiscal years i.e. F/Y 2071/072 to 2073/074. However, the focus of this study will be given to trace out the detail status of level 2 and 3 graduates (tentatively above 60 percent of the respondent is expected to be of level 2 and 3 from expected sample size). Similarly, there should be the due consideration to focus gender and ethnicity while finalizing the respondents of the study hence, it is advised to use the appropriate sampling method.

Total number of applicants were **25,455** during past three years, **24,207** appeared on test and passed out number is **20,374**. *Hence, about 10 % of unsuccessful candidates will be used as a control group in this study and 10 % of the passed-out candidates will be the expected sample size of this study. In this way, the respondents will be $383+2037 = 2420$*

2. Employers:

The number of employers depends on the rate of employment of the graduates from the sample size and access to their enterprises where they are employed. Graduate and enterprise will be surveyed at the same time.

G. Approach and Methods:

This study will utilize a descriptive-relational research design with the aid of "one shot survey". As mentioned above this study will limit to trace out only of three fiscal years (2071/072 to 2073/074) considering the available time frame and allocated costs.

Activities to be undertaken:

The list of the certified graduates and contact address can make available by NSTB from its records. However, it may be necessary to follow-up on contact address of all graduates to update their contact address details due to the possibility of movements since many graduates now have migrated for employment and other reasons and changed their contact addresses. The first approach of finding out the graduates of where about could be the use of telephone/mobile. Once the contact details received, the surveyor must visit and survey must be conducted at work place through meeting with employees and employers as much as possible except in special cases (like workers in overseas, graduates may not be in easily reachable place which demands the high cost and time consuming).

Following specific activities will be undertaken by the consultant/firm in this assignment.

Questionnaires Design:

Two sets of questionnaires will be developed for the proposed study; one for employers (to find out relevancy of skills certificate and the skill gaps) and another for skill test graduates as an employee (to find out the holistic status graduates). For both cases the questionnaires should be developed in Nepali and English version.

The following is an indicative list of the nature of questions. All questions must segregate male, female, ethnicity.

Questions for graduates:

Basic information to graduate

- Current contact
- Contact current employer
- Other information can be drawn from NSTB data base

Employment related

1. Whether wage, self, or unemployed at present
2. If unemployed, why
3. If s/he lost or quit a job/ self-employment, why
4. If ever employed- for how long, how long it took to find a job
5. Whether s/he switched job, how many times and reasons for it
6. Type of current employment: permanent/ temporary, full/ part time
7. Whether job is in line with training received
8. Means of finding a job- TTP's support, personal relationship, newspaper advertisement, etc.

Earning

1. Current income and other benefits
2. If jobs switched-progress of income

Decent employment

1. If wage-employed: (define basic indicators that are meaningful and practical for this survey)

Improvement of livelihood

2. Perception of improvement-much, somewhat, little, no improvement
3. If improvement, areas of improvement- food intake, clothing, access to basic services like education, health care, other social status

Training received

1. If employed - how well did the training prepared him/ her for the job; if not well-why, suggested change

Questions for Employers:

Basic information Location, contacts

1. Type of business
2. Number of employees
3. Yearly financial turnover
4. Workforce structure and turnover, etc.

Information and opinion to graduate(s)

1. Name of graduate, month/year of employment
2. Opinion to competency of NSTB graduate when hired
3. If competent/ not competent, why
4. When freshly employed- performance of NSTB graduate compared to other freshly employed worker
5. Opinion on usefulness of short training courses

Decent employment

1. (We have yet to define basic indicators that are meaningful and practical for this survey)

Others

1. Whether providing any training to workers (informal apprenticeship, providing internships...), if not- why not
2. Whether interested to participate in enterprise based training if opportunity comes up and support is provided.
3. Whether interested to participate in further skill testing system based on their experience and knowledge and skills obtained and training received during their employed period if opportunity comes up.

H. Pre-test of the questionnaires

It is advised to conduct a pre-test survey with developed questionnaires to the minimum of 15 to 20 skill test graduates of each sector and of different levels and 3 to 5 employers of each sector.

I. Data Collection

Structured questionnaires will be employed. Data will be collected mainly through face to face approach however, meeting family members and telephone conversation can also be used for minimal number (should not exceed thirty percent of the total respondents of each category).

J. Data Processing and Analysis

The quantitative data will be computer-processed using SPSS PC (advanced version). Quantitative data generated will be analyzed using appropriate statistical tools. Interpretation will be based on the result of the analysis.

K. Other specific responsibility of the consultant/firms

- Obtain background documents from NSTB/NVQS, study these and clarify the TOR with PSU/NSTB
- Prepare a work plan with time line and have it approved by PSU/NSTB
- Finalize the data collection approach (how to collect data) and decide the data analyses tools and get approval from PSU/NSTB
- Define the sample size and sampling methods
- Design the questionnaires in English and Nepali for each of the target group, get feedbacks and approval of PSU/NSTB
- Pre-test questionnaires and adjust them as required
- Train enumerators, supervisors to collect the correct information
- Collect and analyze data
- Prepare and submit draft report and get feedback from PSU/NSTB
- Incorporate the feedback and issue the final report
- Inform PSU/NSTB weekly about the survey progress

L. Deliverables and timeline:

The impact study should be conducted within 105 days and possibly started by 01 March 2022

S. No	Deliverables	Due date
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1.	Research questionnaires developed and discussed with PSU/NSTB and agreed mutually before penetrating to the pre-test	12 March. 2022
2.	Conduct pre-test survey together with PSU/NSTB representatives	21 March. 2022
3.	Present/debrief the pre-test survey report to the PSU/NSTB	27 March. 2022
4.	Conduct the full-fledged survey of the study	31 April 2022
5.	Submit the analyzed draft report to the PSU/NSTB	15 May 2022
6.	Get feedback from PSU/NSTB	25 May.2022
7.	Submit the final report	28 May 2022
8.	Deliver a presentation of the study to PSU/NSTB/ CTEVT/SDC	05 June 2022

Annex 8: Key Informant's List

ANNEX-8**LIST OF KEY INFORMANTS**

SN	Name	District	Designation	Organization
1	Tezendra P Poudel,	Chitwan	Head of Economic Devp.	Bhatatpur Municipal Corporation
2	Poonam Pokhrel	Chitwan	Programme In charge	Balkumari college
3	Sajan Manandhar	Chitwan	Ex CTEVT graduate, now BLMT Managing Director	CRL Capital Reference Lab Pvt. Ltd Bharatpur
4	Om Prakash Dawadi,	Chitwan	Managing Director,	OM hospital, Narayanghat, Chitwan
5	Nanda Kishor Bhatta,	Chitwan	Campus Chief	Shree Medical and Technical College, Bharatpur
6	Dr. Mukesh Malik,	Chitwan	Vice Principal	
7	Laxmi Rasbansi,	Chitwan	Metron	CMC
8	Bijaya Raj Acharya	Chitwan	Administration,	Dental college, CMC
9	Dr. Basim Rai,	Makwanpur	MD	Hetauda City Hospital
10	Mitesh Dangali,	Makwanpur	Ex-graduate of 2069, (Owner)	MTI Alka Polyclinic, Hetauda
11	Ashok Akayasta	Makwanpur	General Manager cum shareholder,	Sancho Hospital P Ltd, Hetauda
12	. Deepak Dhakal,	Makwanpur	Vice Principal	Nepal Polythectinic Institute, Bharatpur
13	Sangram Shrestha,	Makwanpur	Secretary	Makwanpur Cooperative Hospital
14	Bikash Bhattarai, Ex MTI 2064 D Pharma Rajbijay Owner	Makwanpur	Lab assistant	Makwanpur Poly Clinic Bhimdunaph –HTD Lab technician
15	Narayan Adhikari	Makwanpur	Assistant Lecturer	Narayani Medical and Technology working since 4 yrs (NMT), Nursing College, Hetauda
16	Amish Subedi,	Makwanpur	Principal	Makwanpur Technical School, Hetauda
17	Anurag Sagar Yadav, , Neelam Yadav	Bhaktapur		Debika Pharmecy, Bhaktapur
18	Dr. Ratna Sagar Lasiba, Khwapa	Bhaktapur	Principal	Policlinic Institute, Bhaktapur, Principal I
19	Rachana Suwal (BN),	Bhaktapur	Community Health Officer,	Khwapa Policlinic Institute, Bhaktapur
20	3 Damodar Suwal,	Bhaktapur	Administrative Officer,	Bhaktapur Municipality
21	Resu Karki,	Bhaktapur	Pharmacy Officer	Khwapa Policlinic Institute's Pharmacy
22	Sunita Neupane,	Bhaktapur	Lab In charge,	IWAMURA College,

				Bhaktapur
23	Sanjeev Babu Gawangal,	Bhaktapur		Chamber of Commerce, Bhaktapur
24	Sarita Hengaju,	Bhaktapur	Supervisor	Radiographer, IWAMURA College, Bhaktapur
25	Chandra Prasad Gwachha	Bhaktapur	Agroveter Owner)	Bishal Vet Pharma, Bhaktapur
26	Satya Ram Suwal,	Bhaktapur	Chairperson of	Pharmacy Association, Bhaktapur
27	Dinesh Rokaya,	Kavre	TSLC	Plant Science, Kavre
28	Ganesh Prasad Bhatta	Kavre	Principal,	Land Management Training Center, Kavre
29	Mamata Sah ,	Kathmandu	Health Post In Charge ,	Budhanilkanta Health Post
30	Sarmila Bhandari,	Kathmandu		Krishna Vet Pharma, Banepa, Kavre
31	Sarita Lama	Kathmandu		TAAN
32	Tulsi Bahadur Nemkul	Kathmandu	Program Coordinator	Skill Nepal Types of organization: Partnership-NGO Led donor funded
33	Guna Nanda Jha Organization:	Kathmandu	Principal	Balaju School of Engineering and Technology Angik (constituent) -run under CTEVT management
34	Name: Ms. Sunita Pathak	Kathmandu	Principal/School in charge	Kathmandu Model Hospital, School of Nursing
35	Name: Mr. Tek Bahadur Mahat	Kathmandu	Position: Chief Operating Officer (COO	Hotel Association of Nepal (HAN)
36	<u>Mr. Keshav Dutta Joshi</u>	Kathmandu	<u>-Executive Director</u>	<u>Centre for Environmental and Agricultural Policy Research, Extension and Development (CEAPRED) Office, Sanepa, Lalitpur CEPREAD</u>
37	Nabin Shrestha,	Dolakha	Principal,	Dolakha Multi-sectoral Training Institute Pvt. Ltd, Charighyang, Charikot, Dolakha
38	Harihar Neupane,	Dolakha	Additional Coordinator,	Bhimeshwor Municipality, Charikot, Dolakha
39	Ms. Manuka Ghimire,	Dolakha	Technical Assistant -	Agriculture, Bhimeshwor Municipality, Charikot, Dolakha
40	Shanti Prasad Neupane,	Dolakha	Senior AHW Officer General Practitioner	Smriti Hospital Bhimeshwor Municipality -

	Dr. Binod Dangal, MD Pashupati Chaulagain		Consultant Pashupati Chaulagain	3, Charikot, Dolakha
41	Rajan Chhetri,	Dolakha	District Coordinator	Namsaling Community Development Center Dolakha Branch Charighyang, Bhimeswor Municipality, Charikot, Dolakha
42	Dhruba Raj Rimal,	Dolakha	Director	Abisha Nirman Sewa Pvt. Ltd. Dolakha Branch Ghewapani, , Charikot, Bhimeswor
43	Rene Sherpa,	Dolakha	Owner	Himalayan Research and Trade Company (Agro- farm and Agro-vet) Charikot, Bhimeswor Municipality – 3, Dolakha

Annex 9: Primary Data, Table and Figures

PREFER TO SEE THE PRIMARY DATA, TABLE AND FIGURES IN EXCEL E-COPY.