

External Review of SDC's Project on  
**Enhanced Skills for Sustainable and Rewarding  
Employment (ENSSURE), Nepal**

June 2019

## Review Report



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## TABLE OF CONTENT

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<b>List of Figures .....</b>	<b>ii</b>
<b>Abbreviation .....</b>	<b>iii</b>
<b>Acknowledgements.....</b>	<b>iv</b>
<b>Executive Summary.....</b>	<b>v</b>
<b>1 Project Context.....</b>	<b>1</b>
1.1 Background.....	1
1.2 TVET and Education Landscape .....	1
1.3 TVET Reform and Federalisation .....	4
1.4 Project Environment.....	4
<b>2 External Review .....</b>	<b>5</b>
2.1 Purpose.....	5
2.2 Review Methodology/Approach .....	5
2.3 Team .....	6
<b>3 Project Design, Steering and Management .....</b>	<b>6</b>
3.1 Design, Inception and start-up .....	6
3.2 Project Management.....	7
3.3 Budget and Spending.....	8
3.4 Findings.....	8
<b>4 The Internal Review .....</b>	<b>9</b>
4.1 Findings.....	9
<b>5 Achievements with regard to the original LogFrame .....</b>	<b>9</b>
5.1 Findings.....	10
<b>6 Project Outcomes .....</b>	<b>11</b>
6.1 The ENSSURE Programs.....	11
6.2 Findings.....	11
6.3 Career Guidance .....	12
6.4 Findings.....	12
6.5 Short-term Training (OjT) .....	12
6.6 Findings.....	13
6.7 Apprenticeship .....	14
6.8 Findings.....	15
<b>7 Gender Equity and Social Integration.....</b>	<b>15</b>
7.1 Findings.....	16
<b>8 DAC Criteria.....</b>	<b>16</b>
<b>9 Conclusions .....</b>	<b>17</b>
<b>10 Recommendations.....</b>	<b>18</b>
10.1 Next steps .....	22

<b>11 Annex.....</b>	<b>23</b>
11.1 Overview of current Nepali TVET Frame and Legislation .....	24
11.2 Reason for drop out in Apprenticeship training .....	27
11.3 GESI Statistics from the Internal Review .....	28
11.4 Gender Equality and Social Inclusion (GESI).....	29
11.5 Organisations/Persons met.....	34
11.6 Ongoing government and donor supported TVET projects in Nepal.....	38
11.7 PIU and PSU Organisation Chart.....	40
11.8 LogFrame Assessment .....	42
11.9 Proposed Apprenticeship Program in FY 2076/77 .....	46
11.10 Findings, Conclusions and Recommendations .....	47

## LIST OF FIGURES

Figure 1: Model of current Education Frame	1
Figure 2: Number of TVET schools	2
Figure 3: Number of TVET teachers	2
Figure 4: Number of TVET graduates	2
Figure 5: Informal and semi-formal training	2
Figure 6: Informal and semi-formal training organised by Ministries	3
Figure 7: Project Structure	6
Figure 8: Project Management Structure	7
Figure 9: Project Budget planning and spending	8
Figure 10: LogFrame results at outcome level	10
Figure 11: Positioning of ENSSURE programs	11
Figure 12: Career Counselling and Job, Sunsari 29.3.2019	12
Figure 13: Training model for ST (OjT)	12
Figure 14: Short Training (OjT) statistics	13
Figure 15: Training model for apprenticeship	14
Figure 16: Overall statistics beneficiaries	15

## ABBREVIATION

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ADB	Asian Development Bank
BTI	Butwal Training Institute
CCI	Chamber of Commerce and Industry
CIM	Chamber of Industries, Morang
CTEVT	Council for Technical Education and Vocational Training
DAC	OECD Development Assistance Committee
DAG	Disadvantaged Groups (women, Dalits, Janajati, and economically poor)
D-VET	Dual- Vocational Education and Training (school and workplace based)
EF	Employment Fund (multi-donor project)
ER	External Review
EVENT	Enhanced Vocational Education and Technical Training (World Bank-funded project)
GESI	Gender Equality and Social Inclusion
GoN	Government of Nepal
HAN	Hotel Association Nepal
HPFN	Hotel Professional Federation Nepal
HRM	Human Resource Management
IGFMB	Inter-Governmental Fiscal Management Bill
KOF	Swiss Economic Institute, ETH Zurich, Switzerland
LogFrame	Logical framework approach, planning matrix (Project Planning Matrix)
MoEST	Ministry of Education, Science and Technology
MolCS	Ministry of Industry, Commerce and Supplies
MoLE	Ministry of Labour and Employment
MoU	Memorandum of Understanding
NPR	Nepalese Rupee
NSTB	National Skill Testing Board
NVQF	National Vocational Qualification Framework
OHS	Occupational Health and Safety
OJT	On the Job Training
PIU	Project Implementing Unit (CTEVT)
ProDoc	Project Document
PSC	Project Steering Committee
PSU	Project Support Unit (Helvetas)
PwD	People with Disability
SCO	Swiss Coordination Office, Nepal
SDC	Swiss Agency for Development and Cooperation
SDP	Skills Development Project (funded by ADB)
SLC	School Leaving Certification
TSLC	Technical School Leaving Certification
TVET	Technical Vocational Education and Training
WB	World Bank

## ACKNOWLEDGEMENTS

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The ER team also would like to thank SDC for the excellent support during the preparation and implementation of the review. The support by the SCO Kathmandu is much appreciated.

A very special thank goes to all the young people we were able to meet, their open minds and their seal to learn impressed us. The ER team hopes that their wishes and aspirations will materialise and that they will be able to proceed on their chosen career path and that they find the recognition and happiness they deserve.

The ER team is grateful to all those who shared their opinions and ideas, unfortunately we cannot list them all here, but all meetings and discussions have contributed to this report and we are thankful for them and will remember them positively.

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## EXECUTIVE SUMMARY

The Swiss Agency for Development and Cooperation (SDC) supports the implementation of the Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) project in Nepal from 01.01.2016 to 31.12.2019. The project aims to improve continuous employment and living standards in Nepal. The **overall goal** of the project is stated as: ***Nepali workers, particularly from disadvantaged groups benefit from continuous employment and an improved standard of living.***

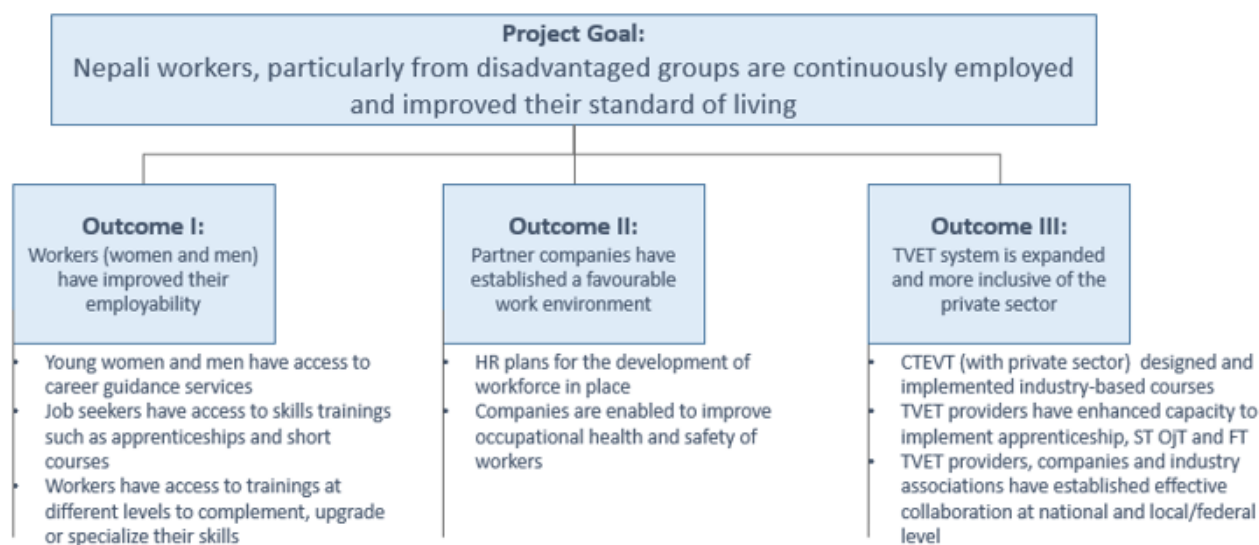
This goal is aligned with the Swiss Cooperation Strategy for Nepal (2018-2021) which also highlights the need for more employment and income opportunities for the youth through better skills and technologies. The project has three outcomes with subsequent outputs addressing:

- i) Workers (women and men) have improved their employability;
- ii) Partner companies have established a favourable work environment; and
- iii) TVET system is expanded and more inclusive of the private sector.

The ENSSURE project aim is to develop and establish new dual-system (in-school and in-company training) based training models to support the Nepali TVET system. The project developed mainly two types of dual VET training, namely dual VET apprenticeships of 24 months duration (A), short courses including industry-based training (ST), and also further training (skills upgrading) to existing workers (not yet implemented), and as a TVET related services developed a career orientation/guidance training for secondary school leavers. Planned programs in further training of workers (FT) entrepreneurship and to promote Occupational Health and Safety (OHS) at workplace and Human Resource Development (HRD) are in the making.

In early 2019 SDC commissioned an external review to make an overall assessment of the project achievements and to provide strategic direction and recommendations for a potential next project phase. The review this report is based on was conducted in May/June 2019.

In 2015 the ENSSURE was designed as the first project addressing D-VET in Nepal, with the ambition to improve workers' employability, working environment and the engagement of private sector actors in TVET. In addition the project was meant to link formal and informal TVET with decent employment in Nepal.



Project Structure

The project duration is 1.1.2016 to 31.12.2019 and the project has a total of CHF 1'061'125 in the budget.

The project has seen a difficult starting phase, due to a stage of change in Nepal due to the federalisation process. The education sector, and particularly the TVET sub-sector, was affected by uncertainty about future structures and roles. Only in the last two years the project was able to pick up momentum and to start producing outputs. But still, only the project outcomes that are in direct range of influence of the implementing institution (CTEVT – PIU) have made good progress. The Project Implementation Unit (PIU) is supported by a Project Support Unit (PSU) operated by Helvetas.

Helvetas conducted at the end of 2018 an internal review to support the External Review (ER) with data and analyses. The key findings of the internal review are honest and its conclusions are mostly supported by the ER.

The LogFrame was developed before the new federal constitution was introduced. Therefore, the base of the external review was not the LogFrame, rather the new outcome directions which were based on the political developments in Nepal. The re-alignment of the project was supported by the donor and the PSC, but unfortunately not clearly documented. Therefore, the project was rightfully focussed on the development, introduction and systemic anchorage of the D-VET programs (Short Training with OjT and Apprenticeship), and the development and the introduction of career guidance at secondary level.

	Indicators	Results
<b>Outcome I:</b> Workers (women and men) have improved their employability	<ul style="list-style-type: none"> <li>90% of graduates (out of 21'000) trained through ENSSURE program are certified by NSTB/NVQA.</li> <li>80% of ENSSURE apprentices and short course graduates are employed after the completion of the training.</li> </ul>	<ul style="list-style-type: none"> <li>200 Apprentice &amp; 3'550 OjT trainees enrolled another 1000 apprentice will start in July 2019 720 OjT (out of 800) graduated, 276 certified (45%)</li> <li>487 OjT graduates (out of 720) have a job (67%)</li> </ul>
<b>Outcome II:</b> Partner companies have established a favourable work environment	<ul style="list-style-type: none"> <li>Improved safety and security of workplaces</li> <li>Work accidents reduced in partner companies</li> <li>Salary increment after ST/A at least 10%</li> <li>Salary increment after FT at least 7%</li> <li>Salary level complies with the legal norms</li> <li>Tangible productivity gains realized</li> </ul>	<ul style="list-style-type: none"> <li>HRD and OHS programs are in the making</li> <li>Monitoring of indicators at outcome level as well as at output level is not realistic</li> </ul>
<b>Outcome III:</b> TVET system is expanded and more inclusive of the private sector	<ul style="list-style-type: none"> <li>Industry associations at central level are involved in the whole training cycle.</li> <li>Increased number of private training providers are accredited by CTEVT.</li> <li>Guidelines and manuals for CG, A, ST and FT are endorsed by the technical division of CTEVT.</li> </ul>	<ul style="list-style-type: none"> <li>Industry experts and association are involved in program design and curricula development, but still little in selection and examination</li> <li>38 private training provider are accredited</li> <li>10 guidelines and manuals have been developed</li> </ul>

LogFrame: Results at Outcome Level

The **Career Guidance** program was developed in cooperation with ANTARANG Psychosocial Research and Training Institute, and with inputs from the Bangalore-based Promise Foundation. ANTARANG developed the training material and trained career guidance manuals, trained 12 career facilitators and 105 Career Guidance Teachers. With the support of ENSSURE 6'644 pupils in 54 schools (out of 35'601 secondary schools in Nepal) received career guidance.

The **Short Training** (OjT) has been the most successful ENSSURE program so far. It is hailed by the private sector as very relevant to the labour market needs and by the trainees as a very valuable basis to find employment or to go into self-employment. In 7 trades (Cook, Motorcycle, Automobile, Mason, Plumber, Electrician, Welder) total 3'135 trainees are either in training or have graduated. The project collaborated with 38 private training provider, and 850 companies were involved in OjT. Out of the 800 trainees enrolled in the first batch, 720 graduated, 276 were NSTB level 2 certified (which allows access to government jobs) and at least 487 have found employment. The feed-back from training providers, companies and trainees participating is throughout positive.

The short trainings (OjT) have a low drop-out rate of 5.2%. Female trainee are more consequent in finishing the training (drop-out rate only 1.6%) than man (drop-out rate 5.8%). The female ration in all training is 18.2% and is highest in the cook training with 30% female trainees. The first batch had with

31.8% female trainees clearly more woman than the second batch with only 13.9% female participation. The selection of trades is seen as the main reason for such a low female participation in the short trainings.

The **Apprenticeship** model introduced in ENSSURE is seen as the apex of the project. A first trial run of the two year apprenticeship has started for mechanical and electrical trades. It is organised in the regions by four secondary TVET schools (all at least affiliated to CTEVT) and is implemented in cooperation with 60 companies. The first trial run has enrolled 200 apprentices (only 9.4% female), 60 in electrical installation and 140 as mechanics. A second trial with 1000 apprentice in mechanical engineering, electrical engineering, automobile engineering, hotel management and information technology is in preparation and shall start in July/August 2019.

The Dual-Apprenticeship has good support with private sector companies, associations and government, but only with those stakeholders that fully understand the structure and benefits of the apprenticeship model. There are still some “growing pains” that need to be addressed; the leverage and inclusion of the private sector is still low, the tri-party apprenticeship agreement in which private sector plays minor role, apprentices seem little prepared for world of work, and the remuneration is an issue. That is reflected in very high drop-out rates, in mechanical 33%, and in electrical 14%. After less than 1 year into the program such drop-out rates are too high and a clear sign that improvements are needed.

The project is trying hard, to fulfil gender targets and the targets for the involvement of Disadvantaged Groups (DAG) but is far from achieving them. The ER is convinced that the combination of DAG targets and systematisation of training programs will harm (stigmatise) TVET in a long run as being a second class career path.

The ER concludes that; i) the ENSSURE project has produced valuable Dual-VET programs (short training (OjT) and apprenticeship); ii) has anchored these programs in the TVET system; iii) it has developed and initiated as trial run of a career guidance program to support pupils in their career choice; iv) that the project delivery modality (combination of GoN PIU and external TA by PSU) is supporting sustainability; v) CTEVT has established procedures for application and financing of these programs; and vi) the project is an important element of the Swiss support strategy to the TVET reforms in Nepal.

The report provides 20 detailed recommendations on how to proceed and to continue with the ENSSURE project. These need to be discussed and approved by the donor and the project steering committee to be implemented. The most important are the general recommendation and the one on apprenticeship improvement.

### **Overall Recommendation:**

*The ER recommends to extend the current ENSSURE phase for 1 ½ years. This time shall be used to run more D-VET (apprenticeship and short training (OjT)) and to improve the programs in accordance with the ER recommendations approved (by PSC) and the lessons learned by the project. The time shall further be used to collect monitoring data for further improvements and the preparation of a potential second phase of ENSSURE. The general direction of the detailed recommendations are the following:*

- *The ENSSURE project needs to focus, objective 2 should only be followed-up as a policy topic and in an awareness program, if at all.*
- *The project delivery mode (PIU / PSU) and the finance mode shall be kept as it provides the best chance for sustainability. In case the roles and responsibilities are changed in a way that CTEVT is not in charge of TVET development anymore, the new situation needs to be assessed, the institution(s) that has been appointed to take responsibility need to be addressed and need to become main partner for project implementation.*



- *The ENSSURE project has to further increase private sector leverage by including associations in the selection of training programs, the program design, program organisation and implementation, and by participation in examination and certification.*
- *Promotion of TVET as valuable career opportunity, relevance and sustainability need to guide future approaches. A separate project facility supporting DAG participation shall avoid stigmatisation.*
- *The career guidance approach shall be reviewed and embedded in the ordinary 9/10 grade curricula in cooperation with MoEST, if possible in a separate project.*
- *The ST (OjT) should be strengthened by providing more leverage for the OjT hosts and should be widened to other sectors and further disseminated.*
- *The apprenticeship model needs to be further clarified, a bigger second trial will start soon, improvements of the apprenticeship model need to be addressed as soon as possible.*
- *To increase the chance for sustainability, the Swiss contribution to the implementation of the programs shall be gradually reduced over time, Nepal Government budget gradually shall take over.*

#### **Recommendations on apprenticeship improvement:**

The ER would like to highlight this recommendation and sees its implementation as a must, to continue the apprenticeship program and to reduce the drop-out rate.

Working conditions and remuneration of the apprentice need to follow defined standards, they need to be frequently controlled (e.g. by associations) and there must be a mediator/arbitrator institution where apprentice and companies can seek support in case of conflicts or questions. Such an ombudsperson or institution has to protect the rights and wellbeing of apprentice and shall, wherever possible, avoid dropping-out due to circumstances that could have been corrected. This ombudsperson shall report on all cases it has been confronted with, explain the path taken and the outcome. It will be necessary for the project to assess all issues and to draw lessons learned.

Further, apprentice need to know their rights, responsibilities and the company they are going to work with. The apprentice-salary system shall start at a minimum level of 25% of the basic salary (basic salary is approximately NPR 14'000) and shall increase over time at least to a rate agreed by the sector association.

The project has to ensure expectations of apprentice are met, and shall in cooperation with the private sector create incentive system for the apprentice to reward their endurance. To prepare for the 20 month in-company training/work the project shall explore if it is possible to introduce trial apprenticeship (one week at the company to understand what kind of work the company is doing) or at least company visits during the preparation time. The apprentice need to be better informed about work conditions and receive learning materials for home studies.

The External Review Team would like to thank all involved in the review to thank for their support and the excellent hospitality in Nepal. The team hopes that the recommendations will help to further improve a valuable project.

Hagenwil, 20.6.2019

Hugo Sager

Team Leader External Review ENSSURE

# 1 PROJECT CONTEXT

## 1.1 BACKGROUND<sup>1</sup>

The Swiss Agency for Development and Cooperation (SDC) supports the implementation of the Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) project in Nepal from 01.01.2016 to 31.12.2019. The project aims to improve continuous employment and living standards in Nepal. The **overall goal** of the project is stated as: **Nepali workers, particularly from disadvantaged groups benefit from continuous employment and an improved standard of living.**

This goal is aligned with the Swiss Cooperation Strategy for Nepal (2018-2021) which also highlights the need for more employment and income opportunities for the youth through better skills and technologies. The project has three interrelated outcomes with subsequent outputs.

- iv) Workers (women and men) have improved their employability;
- v) Partner companies have established a favourable work environment; and
- vi) TVET system is expanded and more inclusive of the private sector.

The ENSSURE project intends to pilot new models in TVET in support of the process of transformative TVET reform. Hence, the project intends to offer three types of training, namely apprenticeships (D-VET), short courses including industry-based training (D-VET), and further training (skills upgrading) to existing workers (not yet implemented). The project is also meant to offer other TVET related services such as career orientation and business development skills to the needy youth as well as promoting Occupational Health and Safety (OHS) at workplace.

## 1.2 TVET AND EDUCATION LANDSCAPE

Nepal is in a stage of change due to the federalisation process. The education sector, and particularly the TVET sector, is affected by uncertainty what this change will bring.

To understand the current (centralised) system the ER developed a simple model that shows the three main pillars of TVET in Nepal; i) informal training; ii) semi-formal training (or rather formalisation of informal training); and iii) formal TVET.

The GoN has tried to streamline the legal frame of the TVET sector, in June 2012, the government approved the **Nepal National Skills Development Policy**. The legal frame is based on the 1971 Education Act which was amended in 2016. In addition the Nepali Labour Act of 1992, the youth policy (2019) and the non-formal Education Policy (2017) play key roles in the legal frame. Details of the legal framework and the current system has been further commented by the local TVET consultant and can be found in the annex.

TVET in Nepal needs massive expansion to meet the needs of the people seeking for skills and knowledge and the requests from the industry (labour market). The labour market requests skills and knowledge whilst the system in place rather focuses on a theory driven formal TVET system. Policy targets are set

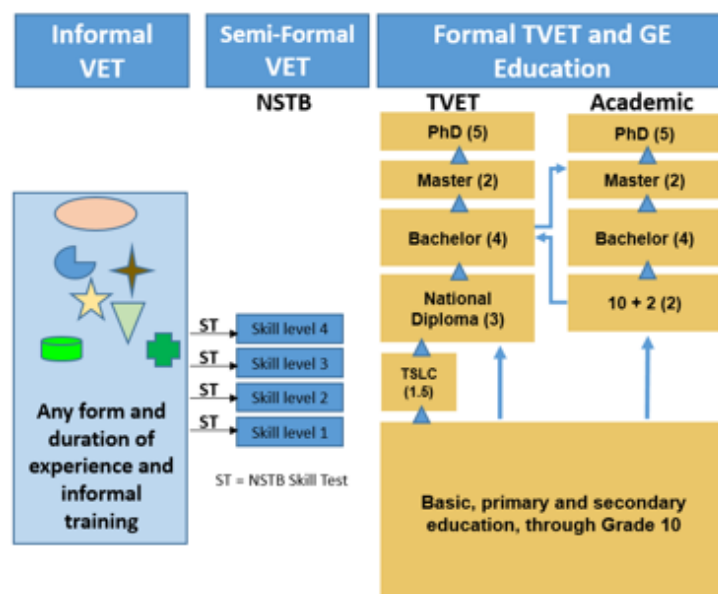


Figure 1: Model of current Education Frame

<sup>1</sup> Based on ToR External Review

high, but resource available seem to be rather challenging. A teaching staff with little experience in the private sector and hardly any hands-on experience in the occupations they teach, outdated facilities and equipment, curricula which do not fit with the technology on demand and modern teaching methodology are only a few things to be mentioned. The reputation TVET in the society makes TVET to a second choice pathway used only by those who cannot afford the academic path and academically weak students. The current system (not including the newly introduced D-VET programs) are denying smooth pathways into productive employment, self-employment, and the subsistence economy. Among the public TVET is seen as second option after an academic career and the public's understanding of TVET system is rather marginal.

### Formal TVET

The public expenditures for education have been rising from NPR 38.4 billion in 2010 to NPR 136 billion in the 2019 budget. In comparison the public expenditures for TVET look rather marginal; in 2010 NPR 3.4 billion (8.8% of education budget) and in the 2019 budget NPR 4.78 billion (3.5% of education budget). If we look at the development of the number of TVET institutions over time it is clearly reflecting that the demand has grown and that providing TVET seems to be a viable business model for the private sector.

Level	Teachers	2010	2015	2019
primary education	public TVET	80	122	279
	private TVET	94	156	202
	total	174	278	481
secondary education	public TVET	132	172	213
	private TVET	203	302	361
	total	335	474	574
tertiary education	public TVET	156	198	256
	private TVET	na	na	898
	total	na	na	1'154

Figure 3: Number of TVET teachers

The increase of primary and secondary TVET graduates from 2010 to 2018 was 51% in public, and 85% in private institutions. Which means the teacher/student ratio in public schools was 1/80 in 2010 to 1/52 in 2018, and in private schools the ratio of 1/50 was stable. All ratios are quite high, but it is remarkable that the ratio in public schools has been significantly improved.

In discussions with the private sector it was regularly mentioned that formal TVET education is not sufficiently practice based and therefore often not relevant with labour market needs. Currently TVET institutions try to improve and intensify cooperation with the private sector to transform TVET from a supply driven system to a demand driven one.

### Semi-formal and Informal TVET

Semi-formal (organised by government agencies) and informal VET training are a common path to get skills and learn a trade in Nepal. Mainly at a lower level these forms of training provide skills and knowledge for a higher number of people than formal TVET education.

Level	Schools	2010	2015	2019
primary education	public TVET	22	31	67
	private TVET	69	93	165
	total	91	124	232
secondary education	public TVET	76	81	96
	private TVET	789	912	1'081
	total	865	993	1'177
tertiary education	public TVET	88	123	134
	private TVET	801	923	1'015
	total	889	1'046	1'149

Figure 2: Number of TVET schools

Looking at the increase of schools from 2010 to 2018, the number of public schools increased by 60%, the one of private schools only 36%. Looking at the increase of teachers from 2010 to 2018, the number of public teachers increased by 132%, the one of private schools only 90% (both without tertiary teachers).

Level	Graduates	2010	2015	2019
primary education	public TVET	7'622	10'256	5'797
	private TVET	8'567	11'045	14'465
	total	16'189	21'301	20'262
secondary education	public TVET	9'345	11'211	12'845
	private TVET	6'322	10'232	13'098
	total	15'667	21'443	25'943
tertiary education	public TVET	13	17'888	20'892
	private TVET	na	na	38'789
	total	na	na	59'681

Figure 4: Number of TVET graduates

Item	2018
Number of short training graduates	488'868
Number of L1 certification	336'581
Number of L2 certification	42'918
Number of L3 certification	7'513
Number of L4 certification	923

Figure 5: Informal and semi-formal training

The CTEVT (under the MoEST) provides short trainings and its NSTB is organising skill testing at 4 levels. The skill certification is not providing access to formal education, but starting at level 2 it is providing access to employment with the GoN. Several donor financed projects provide short training that lead to skill level 1 and 2.

Besides the trainings organised or supervised by the MoEST and private training providers there are several other Ministries providing specific training in their field.

According to the KOF report<sup>2</sup> the GoN has now opted for coordinated governance of TVET, assigning formal education to Ministry of Education, Science and Technology (MoEST). The Ministry of Labour, Employment and Social Security (MoLESS) is responsible for labour market-oriented short-term courses.

Name of the Ministry	Type of training	2017	2018
Labour, Employment and Social Security	Literacy	20'066	19'689
	Level 2	3'061	885
Culture, Tourism and Civil Aviation	Hospitality	1'271	1'719
	Tour guide	1'295	1'410
Industry, Commerce and Supplies	Enterprise	1'885	1'940
	Refresher	8'600	8'455
Agriculture and Livestock Development	Farmer	219'456	253'456
Health and Population	Clinical	5'626	5'915
Forest and Environment	Forest management	717	782
Women, Children and Senior Citizen	Beautician	1'861	1'875
Land Management, Cooperatives and Poverty Alleviation	Skill development	762	895
Youth and Sports	Level 1	931	1'008
Total number of trainings		265'531	298'029

Figure 6: Informal and semi-formal training organised by Ministries

The data presented above and the model of the current education frame are a result of the external review and do not represent scientific research results. The data is based on the information provided by CTEVT<sup>3</sup>, triangulation to verify the data was not possible. Therefore, the ER is supporting the recommendation of the KOF Report<sup>4</sup> to carry out a TVET Landscaping Process. Such an undertaking should start soon and should also feed-back to the TVET reform. In addition it should also take in consideration the different projects financed with donor funding and highlight where these projects are positioned in the TVET landscape.

## Other Projects

Nepal's TVET sector has expanded rapidly with the support of development partners such as SDC, ADB, World Bank, KOICA, USAID, DFID and EU. Their approaches and innovations have brought in positive results as private sectors and business communities have also understood the importance of skill development. Switzerland as a longstanding partner of Nepal in TVET is seen as a pioneer and SDC is taking a leading role in the sector.

Most donor-funded projects are offering short-term training programmes. The training programs are mostly implemented areas easily accessible and in sectors where results can be shown. The projects mainly support informal training leading to skill level 1 or skill level 2. Besides ENSURE no other project is supporting apprenticeships.

Some projects support curriculum (or rather training program) development. These training documentation is partly accredited by CTEVT and therefore can be considered semi-formal. Training of trainers (ToT) for private training providers is included in some projects, but not standard.

Projects training programs are usually implemented by local training providers, which often have limited capacities and capabilities (including infrastructure and equipment) as well as limited network with private

<sup>2</sup> "Constitutional Reform and its Impact on TVET Governance in Nepal", Dr Ursula Renold, Dr Thomas Bolli, and Dr Katherine Caves, KOF Swiss Economic Institute, ETH Zurich, 2018

<sup>3</sup> Research and Information Division of CTEVT

<sup>4</sup> Same as 2

sectors. To include some on the job training seems to be a rather new development in Nepal. As in the formal TVET, the relationship between training providers and the private sector are not well developed as sector and trade associations do not have dedicated HRD sections able to define the needs in the sector.

Overall donor projects have strongly influenced the developments in the TVET sector. Strong and competent harmonisation and coordination is required. The SDC support in donor coordination and harmonisation seems to be very welcomed by the GoN.

An overview of ongoing government and donor projects can be found in the annex.

### 1.3 TVET REFORM AND FEDERALISATION<sup>5</sup>

In September 2015 Nepal acknowledged a new constitution that makes the country a federalised democracy. The existing centralized model governance structure are in transition to become one with federal, state, and local governments. Each level will see its dedicated institutions, roles, rules and processes. The new constitution of Nepal outlines the federalisation of different sectors and makes a clear commitment to education in general, but does not specifically mention TVET.

Nepal has already addressed important normative questions, including the number of GoN ministries responsible for TVET, assigning formal education to Ministry of Education, Science and Technology (MoEST), and the responsibility for labour market-oriented short-term courses to the Ministry of Labour, Employment and Social Security (MoLESS).

According to the KOF report another important development is that it is now possible to begin legislation to design the new federalised TVET sector. The Unbundling Report clarifies that occupational competencies will be defined at the national MoEST level and curricula will be set at the local level<sup>6</sup>.

The Inter-Governmental Fiscal Management Bill clearly shows the powers to raise money of different government level, but of course, this law does not say anything about sectoral TVET policy. Regulations and incentives for controlling TVET and for cooperation at all three government levels must be anchored in a special TVET Act. An Act setting out the federalised TVET system is expected in 2019.

The recommendation the KOF report made with regard to the ENSSURE project is clearly supported by the ER: *“The ENSSURE 24-Month Apprenticeship should continue as planned for the time being. Once the CTEVT is federalised, the project’s financial flows will change along with that process. Most likely, funding will go directly to local implementation units instead of through CTEVT at central level. Until then, existing procedures should not be changed.”*

### 1.4 PROJECT ENVIRONMENT

Nepal, officially the Federal Democratic Republic of Nepal, is a landlocked country located mainly in the Himalayas, but it also includes parts of the Indo-Gangetic Plain. Nepal has an estimated population of 30 million<sup>7</sup> with a GDP per capita of \$ 2’842<sup>8</sup>.

Nepal adopted a new federal constitution in 2015, creating 753 new local governments and seven new provinces. Elections in 2017 led to the appointment of thousands of newly elected officials from a range of social and economic backgrounds.

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<sup>5</sup> Based on: “Constitutional Reform and its Impact on TVET Governance in Nepal”, Dr Ursula Renold, Dr Thomas Bolli, and Dr Katherine Caves, KOF Swiss Economic Institute, ETH Zurich, 2018

<sup>6</sup> RT: this point should be taken up by SDC, as it seems not effective and efficient to develop curricula at local level.

<sup>7</sup> <https://www.worldometers.info/world-population/nepal-population/>

<sup>8</sup> International Monetary Fund. Data 2018

The Nepalese society is still influenced by traditions, including abolished hierarchical system. Delegation of power seems to be rather uncommon, the “person in charge” is usually the one sitting at the helm of an institution or even a private company. This can lead to tedious decision making processes and to decisions that may go in the wrong direction. In the case of TVET development this can have significant impact. For instance, in the development of new curricula expert knowledge of the trade masters are required, but these people are often not at the top of the hierarchical system in a company.

## 2 EXTERNAL REVIEW

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As the current phase of the project ends by 31 December 2019, the external review is meant to make an overall assessment of the project achievements and to provide strategic direction and recommendations to SDC for the next project phase.

### 2.1 PURPOSE

The external review shall assess the relevance, effectiveness, efficiency, and sustainability (DAC criteria) of the ENSSURE project to date with **focus on its outcomes, outputs and processes**, and formulate findings and recommendations to provide an input to SDC for the design of the next phase of the project.

In accordance with the ToR the external review has:

1. **Revisited the findings of the internal review** process held between the November/December 2018, capitalize on them and determine if there are any missing elements; evaluate the relevance, effectiveness, efficiency and sustainability of the project and identify the main lessons learnt.
2. **Provides recommendations** for the design of the next phase of the ENSSURE project in the current context of TVET sector reform (federal restructuring of the state and the foreseen changes of the Council for Technical Education and Vocational Training CTEVT structure).

### 2.2 REVIEW METHODOLOGY/APPROACH

The ER team has conducted a summative review to assess the extent to which anticipated outcome were realized, to get information about the value and sustainability of the different project outputs, and to determine the extent outputs were produced. The external review included the overall project implementation, as well as the implementation of its parts, in light of Nepal’s current political, economic and social context. The time frame the external review is covering is from 16 July 2016 to April 2019.

The DAC criteria and the guiding questions described in the ToR provided guidance for the preparation of the external review. The review mission assessed the project’s contribution to the outcomes and goal described in the ProDoc and LogFrame.

During the preparation of the review the **LogFrame was used as the basis**. Later, the ER team was informed that the **project directions and focus as to be adjusted** due to the ongoing TVET reform and the federalisation process. These changes have been discussed within the PCS and were approved.

Therefore, the **External Review** shifted the **focussed on assessing achievements produced and their values for the TVET system of Nepal overall**.

The review methodology followed the methodology outlined in the ToR. That included desk study (review of reference documents, review the internal evaluation report of November/December 2018, review reports prepared by KOF-ETH team, and the review of PSC minutes and project reports), focus group discussions (with private sector representatives, employers, trainees, pupils and teachers), and consultations/interviews (with companies, government representatives, training institutes, associations, project staff and the SCO management) to gain insight and to verify findings. A list of organisations and people met is attached in the annex.

The ER wanted to create an open relation with the project management and staff, therefore it was generally accompanied by project staff of PIU and PSU. Internally the ER was organised by the team leader in accordance with their specialisation. Where required the ER split into two groups to be able to manage all meetings. During the mission in Nepal the ER conducted interviews and consultations with the project team, beneficiaries and major stakeholders, the methodology to gather the information included presentations by stakeholders (PSU, PIU, Training Provider), structured interviews (Government, partners, beneficiaries, individuals) and focus group discussions (teachers, beneficiaries).

At the end of the in-country mission, the review team had a debriefing with the PSC and SDC.

### 2.3 TEAM

The ET was led by Hugo Sager, a TVET/project management consultant with more than 25 years of experience in TVET. Over the last 20 years he has conducted numerous short-term assignment for the Swiss Government and NGOs in Asia and Africa. He is specialised in evaluation and project design in the area of TVET and skill development. He holds a Swiss Higher National Diploma in Mechanical Engineering, a B.Sc. Micromechanics (Ing. HTL) and an executive MBA from the University of St. Gallen. He has more than 5 years of experience in the Indonesian TVET system.

As a GESI expert the team could rely on Ms. Nigma Tamrakar. She is specialised in gender equality and social inclusion, monitoring and evaluation, enterprise development and livelihood enhancement, and public finance management

Mr. Deependra Joshi supported the ER in logistics and as a local TVET expert. As a former team leader of the Skill Development Project (ADB), he successfully led the implementation of training and employment placement of 2340 trainees. He is a PhD Scholar at William Carey University, from where he also got his Masters in Environment Management.

## 3 PROJECT DESIGN, STEERING AND MANAGEMENT

### 3.1 DESIGN, INCEPTION AND START-UP

The ENSSURE project followed the very successful Employment Fund (EF). The EF was financed by the SDC, UK Aid and the World Bank, with a budget of about 35m CHF. By the end of 2015, the Employment Fund had financed skills training for about 100,000 Nepalese young women and men, of whom over 90% were employed and 75% gainfully employed.

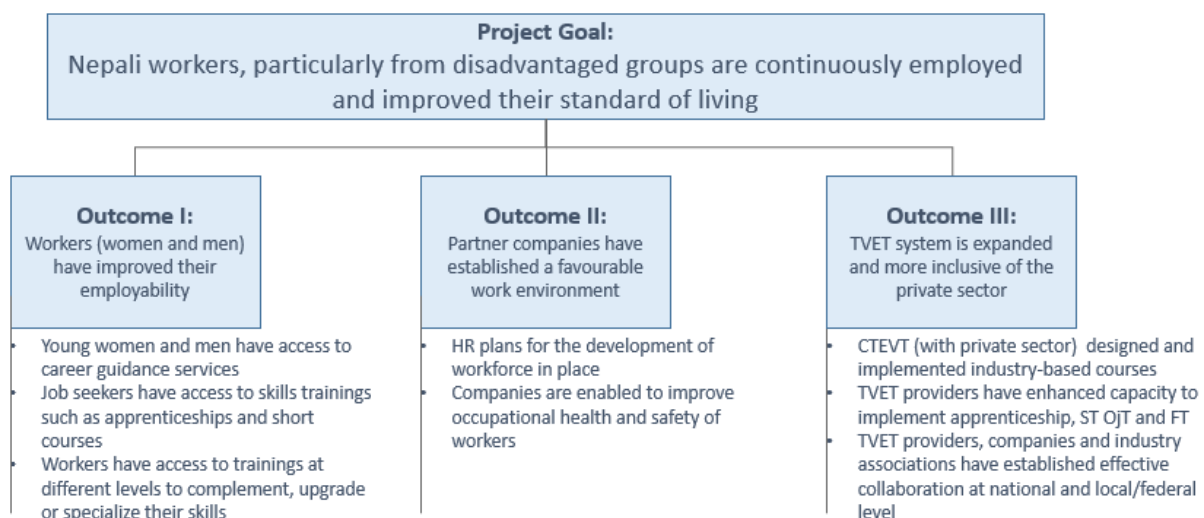


Figure 7: Project Structure



In 2015 the ENSSURE was designed as the first project addressing D-VET in Nepal, with the ambition to improve workers' employability, working environment and the engagement of private sector actors in TVET. In addition the project was meant to link formal and informal TVET with decent employment in Nepal.

The design process took place when Nepal was still under a unitary system of governance. The idea was that the project would be implemented by the national government institution responsible for TVET, CTEVT (PIU), with technical assistance from an international NGO (PSU). The roles and responsibilities of PIU and PSU have been clearly defined in the ProDoc. The project LogFrame defined outcomes, outputs, indicators, targets, means of verifications and assumptions taken.

A Project Steering Committee, supported by a Project Coordination Committee and Sector Specific Advisory Committees, was meant to guide the project implementation and provide the link to the policy level.

The ProDoc clearly defines the primary and secondary target group. The ProDoc and the LogFrame are emphasising a gender balance approach and the consideration of also addressing DAGs.

Already in the start-up phase (inception and first year) it became clear that the project was quite ambitious. Therefore, the inception report already proposed first changes. The country's new federal constitution and the subsequent review of Nepal's TVET framework (NVQF, TVET Act, and federalization) provided the basis for insecurity among different parties including CTEVT and a slow project start resulted. The PSC reacted and agreed to adjust the project orientation clearer towards D-VET development and to delay linking decent work condition with training.

### 3.2 PROJECT MANAGEMENT

The project management structures are as envisioned in the ProDoc. The Project Steering Committee is Chaired by the Secretary MoEST, whereas a Project Coordination Committee is chaired by the PIU project manager. This structure allows PIU and PSU to work very well together. The working climate between the project managers seems to be excellent. Regular exchange meetings between PIU and PSU take place and the cooperation has grown to a very harmonious way.

Two Sector Specific Advisory Committees have been established by the facilitation of Nepal Vocational Qualification System Project and National Skills Testing Board. These committees are national level committees. The PIU and PSU managers are invited to the meetings.

The project PIU has 13 staff, of which 4 are in the field, and only one support staff is female. All PIU staff is employed by the CTEVT Training Development Division and have to perform their regular tasks besides the project work.

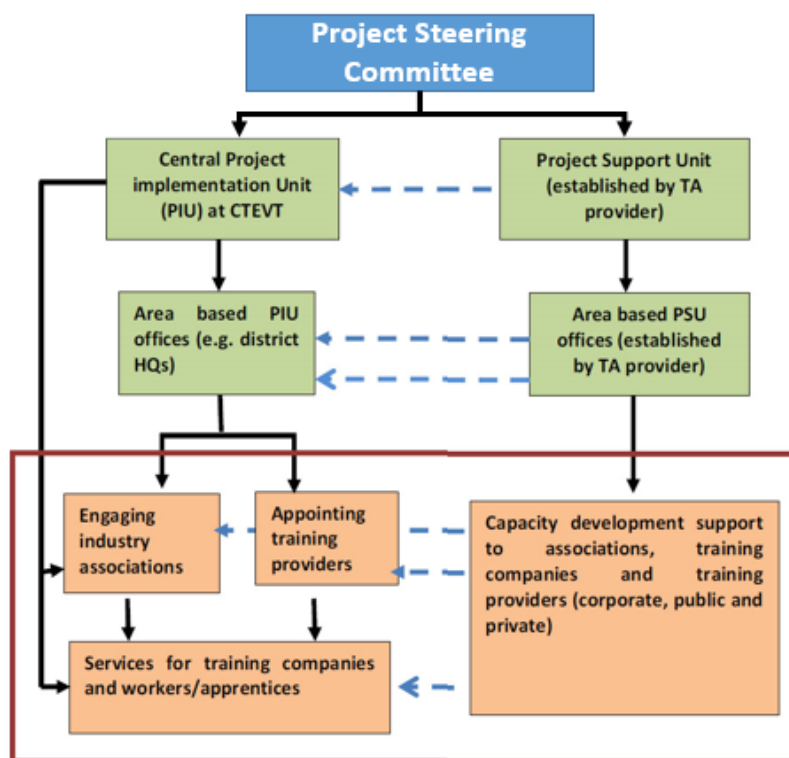


Figure 8: Project Management Structure



The PSU has 35 staff, of which 25% female. The staff includes also a separate team supporting the Enhanced Vocational Education and Training Project (EVENT) project in monitoring. In some functions such as Team Leader, Finance and Admin Manager, Quality Assurance Specialist synergies are put to use and are therefore engaged in ENSSURE and EVENT. A dedicated manager is responsible for EVENT operations to ensure that both projects are running smoothly.

### 3.3 BUDGET AND SPENDING

The total project budget for the time frame 01.01.2016 to 31.12.2019 is **CHF 10'760'000**. This is equivalent to **NPR 1'061'125'000**. The budget allocated to the PIU, which is financing most of the activity implementation, is NPR 636'900'000. The budget allocated for the PSU, responsible for the support and program development, is NPR 424'225'000.

	Who	Inception	16-17	17-18	18-19 <sup>9</sup>	Total
<b>Budget in NPR (x1000)</b> (the planned budget is the basis for the calculation of difference)	PIU	0	84'384	206'633	295'867	586'884
	PSU	20'803	52'358	103'505	174'133	350'799
	<b>tot</b>	<b>20'803</b>	<b>136'742</b>	<b>310'138</b>	<b>470'000</b>	<b>937'683</b>
<b>Spending in NPR (x1000)</b>	PIU	0	11'333	58'241	98'286	167'860
	PSU	14'562	38'110	73'474	96'086	222'232
	<b>tot</b>	<b>14'562</b>	<b>49'443</b>	<b>131'715</b>	<b>194'372</b>	<b>390'092</b>
<b>Difference in NPR (x1000)</b>	PIU	0	73'051	148'392	197'581	419'024
	PSU	6'241	14'248	30'031	78'047	128'567
	<b>tot</b>	<b>6'241</b>	<b>87'299</b>	<b>178'423</b>	<b>275'628</b>	<b>547'591</b>
<b>Planning - Spending difference in %</b>	PIU	0%	13%	28%	33%	29%
	PSU	70%	73%	71%	55%	63%
	<b>tot</b>	<b>70%</b>	<b>36%</b>	<b>42%</b>	<b>41%</b>	<b>42%</b>

Figure 9: Project Budget planning and spending

### 3.4 FINDINGS

- F1: The project goal and outcomes are coherent. Outcomes 1 and 3 are clearly linked to each another. The causation of outcome 2 with the goal is given, but with the other two outcomes causation is not easy to establish and to understand.
- F2: The ER acknowledge the comprehensive project design, but believes that the targets set were too ambitious. The duration of political processes, but also reluctance of participation and decision making processes of the private sector were underestimated. The PSC was correct in providing clear focus on D-VET, but did not document the changes adequately.
- F3: The chosen approach to combine government structures with technical support is seen as beneficial for systematisation and sustainability.
- F4: Some of the innovative approaches such as e.g. roving instructors could not be implemented due to availability of qualified staff.
- F5: A gender balanced approach could not take place as most sectors chosen for training are rather male dominated. The consideration of DAGs as target group is laudable, but might in a systematisation process also stigmatise as "only for the lesser talented" and the poor.
- F6: Only two Sector Specific Advisory Committees have been established. These boards are useful for reflection and to provide directions. For the project work (e.g. curricula development) ENSSURE engages trade specific experts with an in-depth trade knowledge and understanding of skills required.

<sup>9</sup> Only spending until 13th of may 2019 included

Further, the project implementer (PIU and PSU) are member of the Project Steering Committee, which is seen by the ER as a conflict of interest for them.

F7: Whereas the PIU staff number and time available for the project implementation is rather limited, the PSU is sufficiently staffed.

F8: The project budget has only partly been spent. On May 13<sup>th</sup> 2019 the PIU still had NPR 469'040'000 of the total budget (NPR 636'900'000) available, which is more than 70%. The PSU had at the same time still NPR 201'993'000 of the total budget (NPR 424'225'000) available, which is more than 45%.

## 4 THE INTERNAL REVIEW

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The ER studied the report of the internal review which was conducted late 2018 and early 2019. The internal review was conducted by Helvetas and was meant to support the external review. It rightfully identified the key innovative approaches for;

i) improved employability of workers

- Career guidance in schools
- Training with On the Job Training (OJT)
- Apprenticeships
- Worker's further training

ii) favourable work environment established within partner companies

- Human Resource Management (HRM)
- Occupational Health and Safety (OHS)

iii) expanded TVET sector that is more inclusive of the private sector

- Engagement of industry associations in the whole training cycle.

### 4.1 FINDINGS

F9: The key findings of the internal review are honest and supported by the ER.

F10: The proposed change of funding modalities is not supported by the ER. The current modalities might not be the easiest way for implementation, but by allocating financial management in the GoN structures is supporting sustainability of the programs.

F11: Whereas the internal review proposes a way forward already anticipating federalisation and continuation of further training, the ET is following the KOF recommendations not to change the ENSSURE approach until new regulations are set, and to focus on, and improve D-VET programs already implemented.

## 5 ACHIEVEMENTS WITH REGARD TO THE ORIGINAL LOGFRAME

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As mentioned in chapter 3.1 the focus of the ENSSURE project has been adjusted to the political developments in Nepal. Therefore, outcome directions were re-aligned and some target have become obsolete over time. The project was rightfully focussed on the introduction and systemic anchorage of the D-VET programs developed and the introduction of career guidance at secondary level.

The LogFrame was developed before the new federal constitution was introduced. Therefore, to base the external review on the evaluation of achievements against the LogFrame would not consider the political development in Nepal and subsequent changes discussed by the PSC. The project management as well as the Project Steering Committee and Donor are aware that the LogFrame is not applicable anymore.

Further the LogFrame targets are set very ambitious and the assumption that the private sector is willing to share data on staff salaries, productivity gains, HRD and OHS of their companies was very optimistic. Further, the RT is quite sure that measuring productivity gains due to training, and demand profit sharing would overstrain project capabilities and relations with the private sector.

But, as it was stipulated at the beginning of the assignment to use the LogFrame as a basis for the review, the ER will provide an assessment at outcome level. A more detailed listing of achievements based on LogFrame indicators in the annex.

	Indicators	Results
<b>Outcome I:</b> Workers (women and men) have improved their employability	<ul style="list-style-type: none"> <li>90% of graduates (out of 21'000) trained through ENSSURE program are certified by NSTB/NVQA.</li> <li>80% of ENSSURE apprentices and short course graduates are employed after the completion of the training.</li> </ul>	<ul style="list-style-type: none"> <li>200 Apprentice &amp; 3'550 OJT trainees enrolled another 1000 apprentice will start in July 2019 720 OJT (out of 800) graduated, 276 certified (45%)</li> <li>487 OJT graduates (out of 720) have a job (67%)</li> </ul>
<b>Outcome II:</b> Partner companies have established a favourable work environment	<ul style="list-style-type: none"> <li>Improved safety and security of workplaces</li> <li>Work accidents reduced in partner companies</li> <li>Salary increment after ST/A at least 10%</li> <li>Salary increment after FT at least 7%</li> <li>Salary level complies with the legal norms</li> <li>Tangible productivity gains realized</li> </ul>	<ul style="list-style-type: none"> <li>HRD and OHS programs are in the making</li> <li>Monitoring of indicators at outcome level as well as at output level is not realistic</li> </ul>
<b>Outcome III:</b> TVET system is expanded and more inclusive of the private sector	<ul style="list-style-type: none"> <li>Industry associations at central level are involved in the whole training cycle.</li> <li>Increased number of private training providers are accredited by CTEVT.</li> <li>Guidelines and manuals for CG, A, ST and FT are endorsed by the technical division of CTEVT.</li> </ul>	<ul style="list-style-type: none"> <li>Industry experts and association are involved in program design and curricula development, but still little in selection and examination</li> <li>38 private training provider are accredited</li> <li>10 guidelines and manuals have been developed</li> </ul>

Figure 10: LogFrame results at outcome level

## 5.1 FINDINGS

- F12: There are achievements with regard to the LogFrame, but targets in terms of quantity are far to be reached.
- F13: The project had a difficult start which caused delays in development of programs and implementation of envisioned activities, but it has caught up in the last two years and established remarkable new approaches for the Nepali education system.
- F14: The major achievements the project generated are connected to outcome 1 and 3, activities in outcome 2 just started and cannot be assessed in the current stage of development.
- F15: Activities in outcome 1 have received large support in the private sector, by associations as well as single companies. The interest and momentum created prepared the ground for up-scaling.
- F16: Due to the current TVET reforms (TVET Act and federalisation), it remains to be seen how strong the two D-VET programs are anchored in the system to come.
- F17: The target group defined in the ProDoc has only partially been reached. Gender balance and the targeted 60% DAG could not be reached (short training 29.2% DAG and 31.8% female (target: 60% DAG and 50% female), apprenticeship 25.7%DAG and 9.4% female (target: 60% DAG and 10-50% female)) could not be reached.
- F18: The ER finds that the target groups defined in the ProDoc (table 2, page 9) is correct. But, in a systematisation process the linking with addressing DAG is critical and can stigmatise programs to be tailor made for this target group, which in return will further impair the reputation of TVET.

## 6 PROJECT OUTCOMES

### 6.1 THE ENSSURE PROGRAMS

The ENSSURE project has the goal of: ***Nepali workers, particularly from disadvantaged groups benefit from continuous employment and an improved standard of living***. In its original form the project intended to achieve this by developing and systemising new training programs and by establishing better work conditions. As indicated above, the latter has proven to be a complicated and time consuming process and is still in its very beginning. Therefore, and in accordance with the instructions provided during the in-country mission (PSC and SDC), in this chapter the ER will focus on the outcomes achieved – ***the programs developed and introduced*** – and will try to validate these. Therefore outcome 2, in which activities are at a very start, will not be included.

To start the ER assessed what programs ENSSURE was meant to establish and position these in the education frame model developed by the ER. The figure 11 shows the positioning of the different programs described:

CG = Career Guidance

ST = Short Training (also called OjT)

A = Apprenticeship

FT = Further Training

Looking at the graphic it becomes clear that the different programs are positioned in different realms.

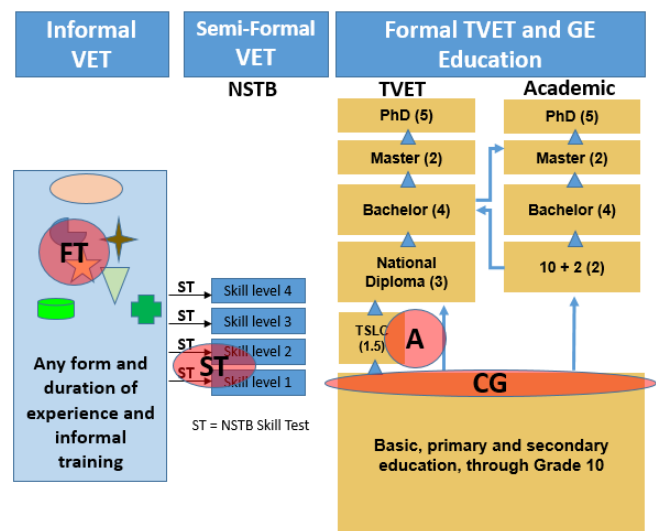


Figure 11: Positioning of ENSSURE programs

The **CG** needs to be implemented in secondary schools (in total 35'601 schools<sup>10</sup>), main strategic partner should be the department responsible for curricula of primary and secondary education within the MoEST.

The **FT** programs are meant for workers already in a job. The main partner for the further training are mainly companies in the private sector. Further education as described in the ProDoc is usually informal, therefore the GoN is not responsible (and should also not be in charge), it is organised by the market and implementation has to take place outside the formal education frame.

The **ST and A** are semi-formal (leading to a GoN skill certification) and formal (leading to a TSLC). The main partner and institution in charge is the CTEVT, it is meant to accredit path leading to skill certification (level 1 to 4) with its NSTB and to provide TSLC certification. As the ENSSURE project is implemented by the CTEVT PIU, it is no surprise that ST and A programs are furthest developed. The apprenticeship can be implemented in partnership with the 724<sup>11</sup> technical schools providing TSLC, and the short-term OjT training in cooperation with any training provider and the NSTB.

Further training is not yet developed and therefore not further described in this chapter.

### 6.2 FINDINGS

F19: The ENSSURE project set-up fits to implement the Short-term Training (OjT) and the Apprenticeship best as it is implemented by the institution in charge for these trainings.

<sup>10</sup> Source: [https://moe.gov.np/assets/uploads/files/Education\\_in\\_Figures\\_2017.pdf](https://moe.gov.np/assets/uploads/files/Education_in_Figures_2017.pdf)

<sup>11</sup> Source: [https://moe.gov.np/assets/uploads/files/Education\\_in\\_Figures\\_2017.pdf](https://moe.gov.np/assets/uploads/files/Education_in_Figures_2017.pdf)

- F20: The introduction of the ST and A has progressed furthest as the implementer (CTEVT) has authority to regulate and implement.
- F21: The FT is not yet developed as it would include negotiations with numerous sectors, associations and companies, and covers training the private sector does not want to be regulated by the government.

### 6.3 CAREER GUIDANCE

The Career Guidance program was developed in cooperation with ANTARANG Psychosocial Research and Training Institute, and with inputs from the Bangalore-based Promise Foundation. ANTARANG developed the training material and trained career guidance manuals, trained 12 career facilitators and 105 Career Guidance Teachers. With the support of ENSSURE 6'644 pupils in 54 Schools received career guidance. As the guidance sessions are not part of the school curriculum, therefore schools these sessions were held outside classroom hours. In such cases, each teacher received through ENSSURE NPR 600 per two-hour session to compensate for their overtime.



Figure 12: Career Counselling and Job, Sunsari 29.3.2019

### 6.4 FINDINGS

- F22: Teacher training and teaching materials are considered very helpful.
- F23: Career guidance is not placed in the ordinary curricula, but thought as extra-curricular subject.
- F24: Timing for the career guidance beginning of grade 9 is correct, but is not continued until end of grade 10, when the pupil will make decision for their career path.
- F25: Qualification questionnaire is too complex and leads rather to selection than guidance. The perception that TVET is only for the lesser gifted and the poor seems to be encouraged.
- F26: The career guidance is provided to secondary school classes of selected school. Out of the 6'644 pupils 45% were girls and 53% are considered DAG.

### 6.5 SHORT-TERM TRAINING (OJT)

The Short Training (OJT) has been the most successful ENSSURE program so far. It is hailed by the private sector as very relevant to the labour market needs and by the trainees as a very valuable basis to find employment or to go into self-employment.

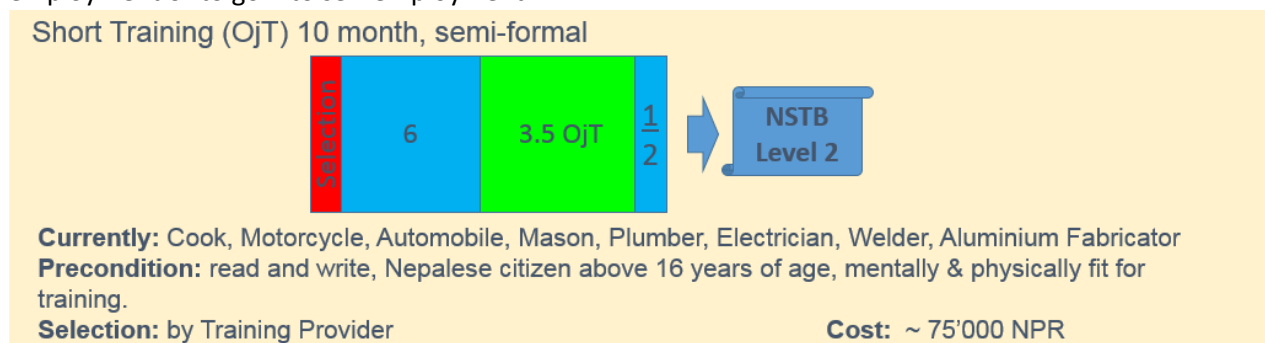


Figure 13: Training model for ST (OJT)

The first trial run has been organised by 38 private training providers (TP), which offered ten-month training programs in eight different trades. The selected participating companies and trainees and provides an up-to 6 month basis training. Thereafter the trainee is at least in a 3.5 month OjT (without salary) and returns at the end of training to the TP for a two week certification. Out of the 800 trainees of the first batch 720 graduated, 276 were NSTB level 2 certified and at least 487 have found employment. The feed-back from TP, companies and trainees participating is throughout positive.

In the second batch 2'459 are were in training at 43 training provider in seven trades. The ER accumulated the data of both batched, to the graduates the 2'459 which started the training were added.

Occupations	No. of Partners	Poverty category	Trainees			Drop-out <sup>12</sup>		
			Woman	man	total	woman	man	total
MASON	5	Poor	47	250	297	0	1	1
		Non Poor	5	31	36			
		<b>Total</b>	<b>52</b>	<b>281</b>	<b>333</b>			
PLUMBER	7	Poor	23	275	298	4	41	45
		Non Poor	3	59	62			
		<b>Total</b>	<b>26</b>	<b>334</b>	<b>360</b>			
BUILDING ELECTRICIAN	13	Poor	18	202	220	1	18	19
		Non Poor	64	429	493			
		<b>Total</b>	<b>82</b>	<b>631</b>	<b>713</b>			
MOTORCYCLE MECHANIC	4	Poor	0	53	53	0	36	36
		Non Poor	0	108	108			
		<b>Total</b>	<b>0</b>	<b>161</b>	<b>161</b>			
WELDER	3	Poor	2	64	66	0	21	21
		Non Poor	1	72	73			
		<b>Total</b>	<b>3</b>	<b>136</b>	<b>139</b>			
COOK	18	Poor	147	409	556	1	4	5
		Non Poor	260	534	794			
		<b>Total</b>	<b>407</b>	<b>943</b>	<b>1350</b>			
LIGHT VEHICLE SEVICE MECHANIC	1	Poor	0	43	43	0	0	0
		Non Poor	0	36	36			
		<b>Total</b>	<b>0</b>	<b>79</b>	<b>79</b>			
TOTAL	51	Poor	237	1296	1533	6	121	127
		Non Poor	333	1269	1602			
		<b>Total</b>	<b>570</b>	<b>2565</b>	<b>3135</b>			
		<b>Total ratio</b>	<b>18.2%</b>	<b>81.8%</b>	<b>100.0%</b>	<b>4.7%</b>	<b>95.3%</b>	<b>100.0%</b>

Figure 14: Short Training (OjT) statistics

Considering that trainees which find a job during the training will immediately stop the training, above statistics show that the short trainings (OjT) have a low drop-out rate of 5.2%. Female trainee are more consequent in finishing the training (drop-out rate only 1.6%) than man (drop-out rate 5.8%). The female ration in all training is 18.2% and is highest in the cook training with 30% female trainees.

## 6.6 FINDINGS

F27: The ST (OjT) introduced through ENSSURE provides access to NSTB Skill level test 2 in 10 month (normal procedure 1 x 390 h training and 1 year relevant job experience) and is therefore a welcomed option to obtain the skill level 2 certification and a viable basis for employment.

<sup>12</sup> The drop-out data is based on the second batch, for the first batch the ER had no basic data.

- F28: Trainings seem very relevant for the labour market and also attractive for formal certificate holder to get OjT to build solid base for employment and self-employment. The project collaborated with 38 private training provider, and 850 companies were involved in OjT.
- F29: Success rate in NSTB skill test was low (38% of graduates) when skill test was conducted for the first batch, mainly due to the hard nature of theoretical test; the practical skills are considered better than average skill level 2 candidates (according NSTB).
- F30: Only 31.8% female of the 720 trainees which completed ST and even less (13.9% female) of trainees currently in training is very low.

## 6.7 APPRENTICESHIP

The apprenticeship model introduced in ENSSURE is seen as the apex of the project. A first trial run of the two year apprenticeship has started for mechanical and electrical trades. It is organised in the regions by four secondary TVET schools (all at least affiliated to CTEVT) and is implemented in cooperation with 60 companies. The first trail run has enrolled 200 apprentice (only 9.4% female), 60 in electrical installation and 140 as mechanics.

The apprenticeship model includes a selection process, organised by the TVET schools. This process selects trainees and identifies and selects apprentice employers (host companies). The TVET school is also responsible for the matching of trainees and host companies. The apprenticeship starts with 3 month school based introduction training. This basic training shall prepare the apprentice for the world of work and provide them with basic skills, knowledge and work attitude. The introduction training is followed by a 20 month apprenticeship consisting of 5 days work/OjT and one 1 day of TVET school a week. The host companies pay the apprentice a salary of minimal 25% of the Nepali basic salary (about NPR 14'000). Most companies increase the minimal wage to up-to NPR 6'000 per month and most include accommodation. The project adds another NPR 1'000 for each apprentice.

At the end of the apprenticeship the trainee will return for a full month to the TVET school to prepare for the examination. The apprentice will receive a TSLC if he successfully passes examination.

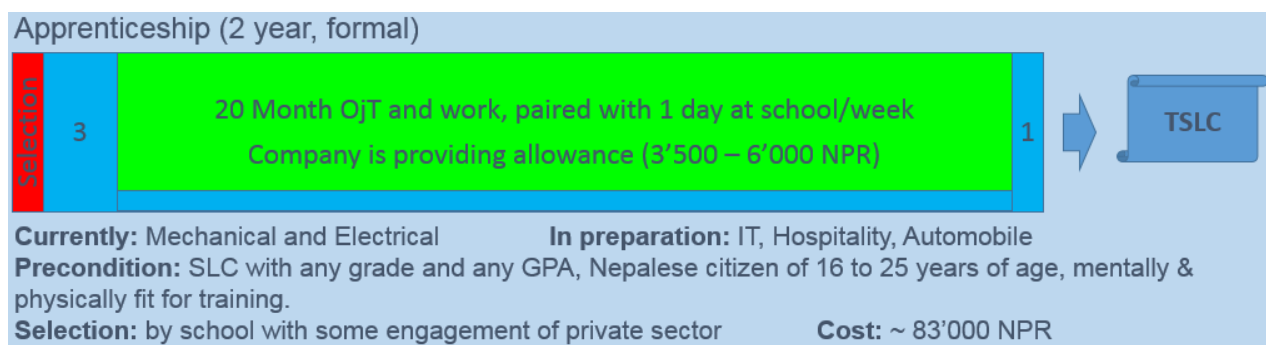


Figure 15: Training model for apprenticeship

The project has managed to engage 60 companies and three associations in the apprenticeship so far, but the interest of companies and additional associations is evident.

A second batch of 1000 apprentice will start in July and is providing training opportunities for is in Mechanical Engineering, Electrical Engineering, Automobile Engineering, Hotel Management, and Information Technology. The second batch will be organised by 20 TVET schools. The enrolment is nearly finalised (960 apprentice are enrolled).



## 6.8 FINDINGS

- F31: Dual VET-Apprenticeship has good support with private sector companies, associations and government, but only with those stakeholders that fully understand the structure and benefits of the apprenticeship model.
- F32: The selection and matching of apprentice was school based during the piloting of 200 apprentices. Companies have raised their interest in selecting their apprentice. The tri-party agreement in which private sector plays minor role is not providing sufficient leverage for the companies.
- F33: Some of the apprentices seem little prepared for world of work, the ER frequently heard complaints about work conditions and remuneration. In some companies the remuneration of unskilled recruits is higher than remuneration of apprentice, and they gain minimal salary much faster than the apprentices. The drop-out rate of mechanical apprentice is very high (33% after less than 1 year), also the drop-out rate of electrical apprentice with 14% after less than 1 year is too high. (see reasons for drop-out in the annex)
- F34: The mechanical apprenticeship is clearly not fitting with sector structures and the required profiles of many companies having apprentice. The curricula does not reflect conditions and scope of work at the companies.
- F35: The apprentice have a logbook to report their work based learning, but there is no frame (plan) of what an apprentice has to master in her/his in-company time.
- F36: The last 4 weeks of the apprenticeship is again school based training for exam preparation. The ER is considering that too long, but notes the absence of block training to learn skills on equipment not available in the host company.
- F37: Teaching and learning material for the apprentice is not available.
- F38: The apprentice and the host companies understanding of the apprenticeship model and the examination is insufficient.
- F39: Associations have only a minor role in the apprenticeship process so far. They play some role in curricula development but not in supervision of in-company training, organisation of block training, examination and certification.

## 7 GENDER EQUITY AND SOCIAL INTEGRATION

Gender equity and social inclusion is a transversal theme in all SDC projects. In the ENSSURE project, these themes are also prominent and should be considered in the approach as well as in the daily work. This starts at beneficiaries level, includes implementation and management and also the project steering level. In the detailed project findings above some data with respect to the beneficiaries have already been presented.

**Beneficiaries:** The project LogFrame has set targets for female participation and social inclusion. Both of the targets have by far not been met. The reasons behind that are manifold; i) the sectors and the trades selected for short training (OJT) and apprenticeship did not sufficiently addressing woman and

Components	Target	Achievement
Short Course with OJT	5,850 (5,800), 60% DAG & 50% women	• 720 completed, 29.2% DAG & 31.8% women • 2,462 ongoing, 35.4% DAG & 13.9% women
Apprenticeship	1,500 (1,200), 60% DAG & 10- 15% women	200 under training, 25.7% DAG & 9.7% women
Career guidance	40'000 youth, 60% DAG & 50% women	3,319 students at school; 55.6% girls 4,400 youth reached at career-fair

Figure 16: Overall statistics beneficiaries



disadvantaged groups (DAG); ii) programs in semi-formal and formal education have to follow given entry criteria which are for DAG often difficult to reach; and iii) combining labour market orientation with target group specific goals is often conflicting interests of partners.

The ER is sceptical if GESI indicators should be used for systemic introduction of training programs. If the project should lead to the systematisation, separate support initiatives/facilities tailor-made to address these aspects should be introduced. Otherwise there is a high risk the TVET will be branded to be for poor or disadvantaged only. This does not mean not to apply a gender balanced approach.

### ***Implementation and management***

A crucial factor to influence a balanced inclusive approach is the composition of the implementation team. In the ENSSURE project has two project units the PIU and the PSU. The PIU has only one female staff (lowest hierarchical level) whereas the PSU looks slightly better with 25% of the staff female (of which 2 are at decision level).

### ***Project Steering Committee & Project Coordination Committee***

At the project steering level, out of 18 member only one SDC representation is female.

Statistics provided by the internal review and a detailed report by the GESI ER expert can be found in the annex.

## **7.1 FINDINGS**

F40: The project has selected sectors and trades not supporting the participation of female beneficiaries.

F41: The project implementation team and at the project steering level the representation of woman is at a low level.

F42: The project is trying hard, often even too hard (the ER heard about applicants that had been rejected as they did not belong to DAG) to fulfil DAG criteria. The ER is convinced that the combination of DAG targets and systematisation of training programs will harm (stigmatise) TVET in a long run as being a second class career path.

## **8 DAC CRITERIA**

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The ER is using the guiding questions presented in the ToR as direction to provide feed-back with regard to the DAC criteria.

### **Relevance:**

In the changed political scenario and the TVET sector reforms the ENSSURE project is very relevant in as it provides new training models focussing on more leverage and inclusion of the private sector. There by the project creates opportunities for the government and the private sector to create a TVET system more relevant to the needs of the economic sectors and the companies within them. In this respect the outcomes 1 in combination with outcome 3 is still very relevant. To combine these outcomes with the outcome 2 hamper the progress of the outcomes directly related with TVET and should probably be addressed in a separate project, as the window of opportunity for TVET reform will be timely limited.

At beneficiary level the new Short Training (OJT) model has shown high relevance to obtain employment or to become self-employed. The apprenticeship model introduced by the project is still in the first trial run, therefore comments about its relevance are preliminary. Measured at the interest of the private sector and trade associations it seems to be relevant to further develop the apprenticeship model.

The project is an important element of the Swiss support strategy to the TVET reforms in Nepal.

## **Effectiveness**

To comment effectiveness clear a starting point and clear objectives must be given. The context of the ENSSURE project has seen drastic changes over time, which led to a change of approach and focus, and targets have been changed over time. It is clear that the outcomes and outputs defined in ProDoc and LogFrame will not be reached in time, for the outcome 2 it is questionable if targets ever will be reached.

Considering the understanding of project objectives by the main stakeholders the ENSSURE project is effective as it does what they expect; introducing D-VET programs in the semi-formal and formal TVET system and thereby creating room for private sector participation.

## **Efficiency**

The ENSSURE project is providing services and programs no other project has provided in Nepal before. In the given context of change it can be assumed that the project is providing its services in an efficient manner, but these the services to a large extent base on political decisions and the political climate as such.

The question of cost efficiency will be clarified by a separate section, which is now being explored. As soon as ready it will be annexed to the report by the local TVET consultant..

## **Sustainability**

To judge sustainability by the numbers of people trained by the project is with the given objectives and in the given context not the right thing to do. Sustainability for the ENSSURE project means that the programs developed and introduced will be continued and up-scaled by the GoN. To judge sustainability it is too early, what is clear is that different measures need to be introduced in the future to assure sustainability of project outputs and outcomes. The project is on a good way to deliver the tools needed, sustainability has to be created at the political level by providing a suitable legal frame, sufficient resources (not only funding, but also infrastructure and capable trainers).

## **9 CONCLUSIONS**

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- C1: The ENSSURE project has produced D-VET short training (OjT) and apprenticeship programs, has anchored these programs in the TVET system, which is an appreciated and respectable achievement. Further it has developed and initiated as trial run of a career guidance program to support pupils in their career choice. It has laid a valuable basis to be further developed.
- C2: The project delivery modality (combination of GoN PIU and external TA by PSU) is supporting sustainability. The CTEVT has established procedures for application and financing of apprenticeship programmes and ST (OjT) programmes that could be taken over by a reformed TVET sector in Nepal.
- C3: The project is an important element of the Swiss support strategy to the TVET reforms in Nepal.
- C4: The original targets set by ProDoc & LogFrame were too ambitious and did not sufficiently consider the particularities of the private sector. Outcome 2 is addressing sensitive issues, to combining these with TVET systematisation is risky.
- C5: The definition of the target group in a development project, aiming for systematisation of programs and promotion of TVET in general, should focus on suitability of participants.
- C6: The participation of woman in the ENSSURE programs is too low, the project could easily improve the ratio.
- C7: The ENSSURE project has provided three valuable program pilots that should be further developed and embedded in the education framework.

- C8: The project (PIU and PSU) managed to establish two pilot D-VET programs, one in semi-formal and one in formal TVET; i) the CTEVT council has made a decision that the ENSSURE apprenticeship model is accepted as delivery mode to lead to the TSLC (and therefore to provide further studies in the formal TVET system); and ii) the ST (OjT) has been approved by the NSTB to be a sufficient base for skill level 2 testing (this is not providing access to further study, but allows job entrance at government and in the private sector).
- C9: A pilot for Career Guidance has been tested and the involved parties have been very positive. Although the career guidance approach will still need to be reviewed and improved, it is a valuable contribution to the Nepali Education system and will help pupils in the transition from compulsory school and career.
- C10: The D-VET programs have high potential to improve practice based skill development as a product of PPP. The programs require further development before major up-scaling.
- C11: Communication and awareness building is key for the success of the programs.

## 10 RECOMMENDATIONS

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The ER would like to remember that the ENSSURE project is valuable and has achieved valuable results. The number recommendations is not a sign that the project is not appreciated, but shall provide inputs for the process ahead.

All recommendations are based on the findings and conclusions above, a table showing the connection can be found in the annex.

**R1: *The ER recommends to extend the current ENSSURE phase for 1 ½ years. This time shall be used to run more D-VET (apprenticeship and short training (OjT)) and to improve the programs in accordance with the ER recommendations approved (by PSC) and the lessons learned by the project. The time shall further be used to collect monitoring data for further improvements and the preparation of a potential second phase of ENSSURE. The general direction of the detailed recommendations are the following:***

- *The ENSSURE project needs to focus, objective 2 should only be followed-up as a policy topic and in an awareness program, if at all.*
- *The project delivery mode (PIU / PSU) and the finance mode shall be kept as it provides the best chance for sustainability.*
- *The ENSSURE project has to further increase private sector leverage by including associations in the selection of training programs, the program design, program organisation and implementation, and by participation in examination and certification.*
- *Promotion of TVET as valuable career opportunity, relevance and sustainability need to guide future approaches. A separate project facility supporting DAG participation shall avoid stigmatisation.*
- *The career guidance approach shall be reviewed and embedded in the ordinary 9/10 grade curricula in cooperation with MoEST, if possible in a separate project.*
- *The ST (OjT) should be strengthened by providing more leverage for the OjT hosts and should be widened to other sectors and further disseminated.*
- *The apprenticeship model needs to be further clarified, a bigger second trial will start soon, improvements of the apprenticeship model need to be addressed as soon as possible.*

- *To increase the chance for sustainability, the Swiss contribution to the implementation of the programs shall be gradually reduced over time, Nepal Government budget gradually shall take over.*

- R2: The current project modalities shall be continued. The GoN institution in charge of semi-formal and/or formal TVET shall be the Project Implementation Unit. In case the structures change and general responsibility for semi-formal and formal TVET is shifted away from CTEVT, the project needs to change to the institutions in charge. It will therefore depend on the future TVET sector set-up and the subsequent delegation of authority (could be one or two institutions), the project will have to be aligned with. It will also depend on the TVET act and the federalisation process if these partners remain the same (CTEVT), or change to other institutions at federal level or at provincial level. For the project it would be recommendable the CTEVT would remain in charge at federal level. In any case, the PSU shall deliver technical support to the institution(s) appointed by law. The results of the ENSSURE projects shall further be used for the SDC support to the TVET reform and to lobby for a strong federal level.
- R3: The PIU and PSU manager shall not be full member of the PSC, but report to the PSC. The Specific Advisory Committees can take an umbrella advisory function for the sectors, and shall be consulted to establish a common frame for training programs in the sector (e.g. ration of school based to work based training, guidelines on remuneration of trainees, etc.). For the development of specific training programs and curricula the project has to form expert groups of practitioners (masters) of the trade.
- R4: The PSC shall discuss how the PIU implementation team could be strengthened and receive more resources for operation. The PSU's mandate for the EVENT monitoring is running out by the end of the year, if it is extended PSU operations of ENSSURE and EVENT shall be divided (no double mandates) as far as possible.
- R5: The remaining funds – as long as not committed so far – shall be allocated for improvement and testing of the D-VET programs. The funding for additional career guidance testing shall be suspended until MoEST agrees to directly participate in career guidance and to develop ways to integrate it in the ordinary secondary school curricula. Funding for new activities under outcome 2 shall be stopped.
- R6: The TVET sector in Nepal is in a transitional stage. The wide scope of activities and the large number of different stakeholders requires thematic focus. Therefore, the ER is recommending to focus (already in a potential extension phase) on the main achievements made; this means all project efforts should be used to improve the two D-VET programs and strongly anchor these in the new TVET act. The project shall only change its PIU and cooperation approach as soon the new TVET act is approve and defines that the implementation of the D-VET programs are not under CTEVT anymore. For a potential next phase the ER recommends to consider gradually shifting funding responsibility from the donor (SDC) to the GoN budget. This would increase sustainability of the implementation of the new D-VET programs.
- R7: The PIU (CTEVT) is not in charge reforming secondary school curricula and has little leverage to influence the private sector to introduce OHS or HRD measures. The main leverage PIU has is in the formal and semi-formal TVET sector.  
Therefore, the ER recommends that activities during the phase extension as well as activities in future phases shall concentrate on the introduction and systematisation of D-VET programs in the semi-formal and formal TVET sector. The PSU shall prepare proposals how the donor and the PSC shall proceed in the fields of OHS and RD, and with which partner and how to continue with career guidance.

- R8: The ENSSURE project shall not start with new activity lines as long as there is no clear frame for a potential extension of the phase and/or a second phase of the project.
- R9: The ER recommends to revise the project LogFrame as soon as possible. The focus should be on quality improvement of already introduced programs and promotion of TVET as valuable career opportunity (also for gifted youth!) The aim of the review is to focus on the successful D-VET programs and to bring targets to a realistic level. A revised LogFrame has to be approved by the donor and the PSC, and thereafter should be the basis for project implementation, monitoring and evaluation.
- R10: It is clear that the target group of a project has to be aligned with the strategies of the donor. In a development, trial and systematisation process of new TVET programs that often becomes a stumbling block.  
Therefore, the ER recommends to focus on the target groups as defined in the project document on page 8, and to develop a separate facility to support companies accepting DAG for OjT or apprenticeship. This would allow to develop D-VET programs relevant to the requirements of the labour market and in parallel the development of comprehensive support modalities for disadvantaged groups. Hence, the project would have two systems that can be improved individually without directly interfering each another.
- R11: The project has to improve the opportunities for woman in project steering, in the project implementation team, and at the beneficiary level. At the steering level it will be a political decision, but the PSC shall discuss possibilities to call active female (probably from the private sector) into the steering committee. At implementation level the project shall actively search for female candidates if a position is open and actively train potential female staff. At the beneficiary level the project shall select sectors more attractive for woman. Additional, more detailed recommendations on GESI can be found in the annex.
- R12: The embedment of the D-VET programs in the new TVET landscape as practice based pathways to employment opportunities (currently skill level 2 certificate) and to further studies (currently TSLC) is the jewel of the project. The legal base seems still to be weak and it remains to be seen if the systematisation will be transferred into the new TVET act.  
Therefore the ER recommends to improve communication and to increase lobbying for the systematisation of these programs. The project shall provide policy briefs in close cooperation with SDC and probably the KOF supported studies. A concept for the systematisation shall be developed in cooperation with SDC. In case the new TVET act does not provide the legal base required for a widespread introduction of the D-VET programs, SDC should consider to continue the project with the private sector only.
- R13: The Career Guidance program developed and introduced has seen a first trial run. The ER is of the opinion that there is quite some room for improvements, mainly the implementing partner needs to be aligned with government structures.  
It is therefore recommended to identify the partner within the MoEST most suitable for a transfer of career guidance into the regular curricula, and to develop a joint strategy how this could be done. The program itself shall be revised by an international expert and the timing of program implementation (with regard to the school calendar) shall be adjusted. The ER further recommends to have an own output on career guidance or, to stay focussed on D-VET, even split it into a separate project.
- R14: The introduced Short Training (OjT) is the program with the highest impact and relevance at the moment. The ER recommends to further enlarge the approach to other sectors (think of gender!) and to improve the quality to further prevent drop-out and to improve the certification rate. As mentioned, the project shall provide evidence that the ST is relevant and shall lobby together with

the private sector associations for a solid embedment of the dual-training model in the new TVET act.

- R15: The ER recommends to expand, further develop and test the apprenticeship program. It will be important to widen the cooperation with, and to further clarify the role of private sector companies and associations. In the areas of curricula development, work based training content, and examination and certification the ER would like to encourage the project to shift more implementation responsibility to the private sector and define rather controlling and funding function to GoN institutions. It is key to divide and describe roles and responsibilities clearly, so that the system is understood by all stakeholders.
- R16: The cooperation with private sector organisations, such as sector or trade associations, need to be increased. They should play a more important role in selection and matchmaking between apprentice and host company. Further, the apprenticeship agreement shall be an agreement developed by associations and GoN and signed by apprentice and company. It should regulate roles and responsibilities of apprentice, host company, GoN (TVET schools) and associations. The bond between the apprentice and the company shall be strengthened and both should have more leverage in the match-making process. Association should be involved in the examination and at least provide a letter of appreciation to the apprentice.
- R17: The apprenticeship program for mechanical engineering needs to be reviewed. The ER proposes to focus first on metal worker (in cooperation with the Grill and Steel Association) and at a later stage mechanical engineering. Ensure job profiles match sector conditions and needs by conducting sector assessments and DACUM.
- R18: In-company learning needs to be better defined, in-company instructors better trained and teaching and learning material developed or identified. Also in this area experts from associations could play a crucial role in the development or identification of suitable in-company plans and learning material.
- R19: The ER would like to **highlight this recommendation** and sees its implementation as **a must to continue the apprenticeship program** and to reduce the drop-out rate.
- Working conditions and remuneration of the apprentice need to follow defined standards, they need to be frequently controlled (e.g. by associations) and there must be a mediator/arbitrator institution where apprentice and companies can seek support in case of conflicts or questions. Further, apprentice need to know their rights, responsibilities and the company they are going to work with. The apprentice-salary system shall start at a minimum level of 25% of the basic salary (basic salary is approximately NPR 14'000) and shall increase over time at least to a rate agreed by the sector association.
- The project has to ensure expectations of apprentice are met, and shall in cooperation with the private sector create incentive system for the apprentice to reward their endurance. To prepare for the 20 month in-company training/work the project shall explore if it is possible to introduce trial apprenticeship (one week at the company to understand what kind of work the company is doing) or at least company visits during the preparation time. The apprentice need to be better informed about work conditions and receive learning materials for home studies.
- The External Review Team would like to thank all involved in the review to thank for their support and the excellent hospitality in Nepal. The team hopes that the recommendations will help to further improve a valuable project. The ER would like to highlight this recommendation and sees its implementation as a must, to continue the apprenticeship program and to reduce the drop-out rate. Working conditions and remuneration of the apprentice need to follow defined standards, the need to be frequently controlled (e.g. by associations) and there must be a mediator/arbitrator institution where apprentice and companies can seek support in case of conflicts or questions.

Further apprentice need to know the company they are going to work with, their rights and responsibilities and shall be remunerated fairly. The apprentice-salary system shall start at a minimum level of 25% of the basic salary and shall increase over time at least to a rate agreed by the sector association. The project has to ensure expectations of apprentice are met, and shall in cooperation with the private sector create incentive system for the apprentice to reward their endurance (e.g. increasing salary). To prepare for the 20 month in-company training/work the project shall explore if it is possible to introduce trial apprenticeship (one week at the company to understand what kind of work the company is doing) or at least company visits during the preparation time. The apprentice need to be better informed about work conditions.

R20: Communication is fundamental. The ER recommends to screen all information material and correct mistakes, dispose all out-dated material and develops easy to understand information for all stakeholders. The information must define expectations, roles and responsibilities and benefits for the main stakeholders (trainee/apprentice – host company – association – TVET school/training provider – GoN). There should be specific brochures describing the programs, starting with the intention, benefits for the addressee, description of preconditions and what they will need to contribute, processes, available support, training structures, contact persons during different training settings, examination process and certification. The project has some good examples how graphics can be used, the ER is encouraging ENSSURE to use more graphics and engage sector experts in reviewing promotion and information materials.

## 10.1 NEXT STEPS

The ER further proposes the following next steps:

Step 1: Consolidated feed-back on the draft report by SCO Kathmandu (19.6.2019)

Step 2: Final Report (24.6.2019)

Step3: Management response by SDC and the PSC

Step 4: Preparation of action by the Project (PIU & PSU)

Hagenwil 20.6.2019





## 11.1 OVERVIEW OF CURRENT NEPALI TVET FRAME AND LEGISLATION

By Deependra Joshi

Vocational education system in Nepal is basically short-term in nature and not focused on developing long-term career and employment opportunities. In general, TVET system is suffering from inadequate internal and external collaboration with partners, employers and stakeholders who could support their system. Weak linkages between the TVET system with private sector is a factor behind the poor progress in TVET programme development. Occupational skill development is one of the major strategies of the Government of Nepal for linking the country's youth to the labour market. However, as the existing labour market demand is not fulfilling employment and earning needs of individuals or the economic development needs of the country, only 30-50% graduates are productively engaged in the labour market. In fact, there exists a mismatch between workforce demand and supply in the market as while on the one hand, employers are not getting skilled workforce, on the other, people are not getting appropriate employment. Therefore, addressing labour and market needs has become a crucial issue in Nepal.

Realizing the need to develop recognized vocational pathways, the Ministry of Education has initiated the Nepal Vocational Qualification System (NVQS) project implemented by Council for Technical Education and Vocational Training (CTEVT)/National Skills Testing Board (NSTB). At the heart of the NVQS is the National Vocational Qualification Framework (NVQF), which classifies all educational programmes into levels. The project is expected to safeguard the quality of existing services (skills testing, development of occupational standards and curricula), and support institutional strengthening to transform National Skills Testing Board (NSTB) into an NVQ Authority.

Most TVET programs, especially in the public sector, are supply-oriented. Its challenges are:

- relevance in promoting effective linkages between education/training and the world of work;
- quality and effectiveness;
- efficiency in promoting partnerships and utilization of available resources;
- access, equity, affordability, and inclusion;
- financing mechanisms and sustainability of operations; and
- management, coordination, communication, and networking regarding TVET development.

There have been important changes in Nepal's education system, including TVET. The government has prioritized developing the education system as a crucial vehicle for the overall development of the nation. This is reflected in various major policies and plans formulated and programs and projects implemented related to education.

### ***Summary of the most important policy papers***

TVET is highly fragmented, the government has made several attempts to streamline it. In June 2012, the government approved the ***Nepal National Skills Development Policy***, which emphasizes TVET expansion. Although training services for all relevant occupations and at all levels of competence are provided, there exists barriers to facilitate smooth pathways into productive employment. Therefore, this policy focuses on both expansion and inclusion, thereby increasing the chances for decent and equally provided work throughout the society.

Currently, TVET Policy (2012) is effective in Nepal, which is the modification of TVET Policy of 2007. The TVET policy is intended to support a comprehensive skills development and recognition system that supports lifelong learning for all. It focuses on youth and adult workforce who were taken out or not admitted to school, are illiterate, or have not obtained any kind of skills. The policy seeks to expand opportunities of TVET at a national scale and aims to provide skill-oriented and labour market-oriented

training and ensure access and inclusion of women, Dalits, ethnic groups, Madhesi and deprived communities from across the country. It is also anticipated that a new TVET Umbrella Act will be passed by parliament by July 2019, probably paving the way for the federalization of its offices to the State and local levels.

### ***Important policies and regulatory frameworks***

#### **CTEVT Act (1989) and amendment (2010)**

The CTEVT Act establishes the CTEVT along with its oversight, makeup and functions. It orients itself strongly towards human resource development of TVET, stating that CTEVT is for the "arrangement of technical education...setting standard of skill and certifying the same in order to produce basic, middle level and higher level technical human resources" (CTEVT Act, preamble)

#### **Education Act (1971) and amendment (2016)**

The Education Act defines Nepal's basic and secondary education system. According to the Act and its later amendments, there are only two types of secondary education: general secondary education and Sanskrit education (Ed. Act, art. 6). TVET in Nepal is mostly delivered within the secondary level, but it is not explicitly mentioned. However, the Act does mention secondary schools that offer TVET subjects and specifies that their School Management Committees should include at least two representatives from district-level industry, commerce, and trade unions (Ed. Act, art. 12.2). This is a start towards fulfilling the principle of linking TVET to the labour market. However, it is not enough to make TVET programmes attractive for youth, parents and the companies who would hire new graduates. Linkages among actor groups must be established throughout the educational process from the design of a curriculum framework through its application and feedback phases.

#### **Industrial Trainee Training Act (1982)**

The Industrial Trainee Training Act of 1982 is the most relevant Act for the employer-related side of TVET. It shares many characteristics with TVET acts in countries like Switzerland, Germany and Austria that have strong TVET systems, at least on the employer side. It provides regulations for what workplace learning should be and stipulates common best-practice requirements like training contracts, curriculum-based learning, and company-external monitoring and examination. However, it also fails to include the education side of TVET and overregulates the activities of training companies to the point where training may become an administrative burden. Finally, it is not clear how fully this act has been applied given that it does not appear to be well known among the relevant stakeholders.

#### **Industrial Policy (2011)**

The Industrial Policy is an update to the 1993 Industrial Enterprises Act, which aimed to foster industrial enterprises through measures including tax credits for training (Ind. Ent. Act, art. 15.z). It aims to make industries competitive through investment in the institutions and infrastructures that support them, including developing workers' capacity, building managerial skills, investing in sector-level infrastructures, and providing entrepreneurship-related training (IP, "Background"). According to the Policy, lacking management capacity is a major growth inhibitor for Nepal and its industry needs more professional acumen and quality assurance of products. This is to be achieved through industrial promotion measures including training to enable full use of Nepali skills.

#### **Labour Act (1992)**

The Labour Act is related to TVET in that it governs the conditions of work, including workplace learning. The Act gives the government of Nepal the right to set and enforce a minimum wage, (Labour Act, art. 21.1 & 21.6) which affects companies' and students' incentives to train. It also stipulates that minors

should not work unless as part of vocational training, which should be formally arranged (Labour Act, art. 32A.1-2). This leaves space for TVET-related workplace training at the secondary education level, which is helpful for further developing the TVET system. The Act does not address any purpose of TVET but does allow for human capital development through training. Similarly, it does not directly meet any of the TVET principles, but it does help enable linkage to the labour market.

#### Youth Policy (2010)

The Youth Policy aims to “prepare capable, entrepreneur, creative and competent youths” (Youth Policy, art. 4.1) so young people can participate in Nepal’s development and share in the fruits of the same. Its TVET-relevant objective is to develop the potential, capacity, and human resource energy of young people. It calls for policies that create and develop programmes for knowledge, skills, and entrepreneurship development in all young people and especially target groups, while including the private sector to create an atmosphere that permits career development

#### Non-Formal Education Policy (2007)

The Non-Formal Education Policy deals with “programmes related to life long and continuous education, skill development and income generation...training and support for developing technical and vocational skills useful for earning livelihood at the local level”. Its policies aim to expand non-formal education including practical knowledge and skills to multiple ages and levels of learners, especially those deprived of educational opportunity and dropouts.

## 11.2 REASON FOR DROP OUT IN APPRENTICESHIP TRAINING

Location	Trade Sector	Total (enrolled)	Dropout	Cause of Drop out
Biratnagar	Electrical	20 (2 girls)	6	Death due to accident, further study, family problem
	Mechanical	20	11	Death, family responsibility to lead, health problem – not able to lift heavy metal, join local football team, work in other jobs (painter, teacher, construction company/site), further study diploma, working in
Nepalgunj	Mechanical	40 (4 girls)	12	Heavy work (1), while joined, it was thinking for automobile(2), physical problem for working in heavy metal (1), job in government (1 girl), working in motorbike repairing trainees (1), no more contact with 6 trainees.
Balaju (BSET)	Mechanical (deployed in 6 industries)	39 (1 girl)	17	Factory – difficult in work with other seniors, work as loader (collie job), treat as cheap labour, not much learning just instructing to do heavy lifting job.  Note: “4 trainee allocated to Amatya tar jail industry” – 2 dropped and 2 trainees returned back and requesting school management for shifting their factory since 2 weeks; no actions yet
	Electrical	40 (4 girls)	2	Didn’t return to school after going home on leave
Butwal KNIT	Mechanical	39 (4 girls)	7	Went for employment in other country in different district (2); foreign employment (2); not interested (2); started studying hotel management (1)
Total Enrolled	Electrical	60	198	
	Mechanical	138		
Total Dropout	Electrical	8	55	
	Mechanical	47		
Total Remaining	Electrical	52	149	
	Mechanical	91		
Dropout %	27.8%			

### 11.3 GESI STATISTICS FROM THE INTERNAL REVIEW

#### Short-course with OJT Completed (N=720), Occupations: Cook and Mechanics

	Women			Men		
	Dalit	Janajati	Others	Dalit	Janajati	Others
Poor	0.6%	7.4%	4.0%	1.8%	15.4%	8.9%
Non-poor	1.1%	12.8%	6.0%	1.4%	24.9%	15.8%
Total	1.7%	20.1%	10.0%	3.2%	40.3%	24.7%

Source: ENSSURE, Dec 2018, DAG=29.2%, Poor: 38.1%, Women=31.8%

#### Short-course with OJT Ongoing (N=2,462), Occupations: Mason, Plumber, Building Electrician, Motorcycle Mechanics, Welder, Cook, Light Vehicle Mechanics

	Women			Men		
	Dalit	Janajati	Others	Dalit	Janajati	Others
Poor	0.6%	3.4%	2.1%	3.9%	25.3%	16.9%
Non-poor	0.2%	4.5%	3.0%	2.6%	22.1%	15.3%
Total	0.9%	7.9%	5.1%	6.5%	47.4%	32.2%

Source: ENSSURE, Dec 2018, DAG=35.4%, Poor: 52.4%, Women=13.9%

Occupations (OJT)	Women	Poor	Dalit	DAG
Mason	15.6%	89.2%	8.4%	65.9%
Plumber	7.2%	82.8%	7.5%	58.4%
Building Electrician	11.5%	30.9%	8.7%	18.9%
Motorcycle Mechanics	0.0%	39.5%	11.2%	25.9%
Welder	2.2%	47.5%	8.6%	40.3%
Cook	25.6%	41.2%	4.5%	28.0%
LVS Mechanics	0.0%	54.4%	3.8%	36.7%
In aggregate	16.0%	49.1%	6.8%	<b>34.0%</b>

Source: ENSSURE, Dec 2018

#### Apprenticeship (N=200)

	Women			Men		
	Dalit	Janajati	Others	Dalit	Janajati	Others
Poor	1.7%	1.1%	2.3%	3.4%	17.1%	17.7%
Non-poor	0.6%	2.3%	1.7%	6.9%	18.3%	26.9%
Total	2.3%	3.4%	4.0%	10.3%	35.4%	44.6%

Source: ENSSURE, Dec 2018; DAG=25.7%, Poor: 43.4%, Women=9.7%

#### Career guidance (N=3,319 students)

	Girls			Boys		
	Dalit	Janajati	Others	Dalit	Janajati	Others
Students	7.1%	22.2%	26.2%	5.3%	14.7%	24.4%
Total	55.6%			44.4%		

#### Career guidance (N=105 school teachers)

	Women			Men		
	Dalit	Janajati	Others	Dalit	Janajati	Others
Teachers	1.0%	2.9%	29.5%	1.9%	12.4%	52.4%
Total	33.3%			66.7%		

## 11.4 GENDER EQUALITY AND SOCIAL INCLUSION (GESI)

By Nigma Tamrakar

The project has made target groups as young job seekers and workers including the DAG and female; it is expected that they will get decent jobs, improve standards of living and enjoy dignified life having skill trainings (Short term and Apprenticeship) from the project.

### ***Gender Equality and Social Inclusion mandates<sup>13</sup>***

The gender equality and social inclusion (GESI) has been considered as transversal theme for the overall project activities. The project has given priority to the people, who are suffering with double disadvantaged such as social and economical. The primary target groups are a) early school leavers (not completed School Leaving Certificate (SLC) or appear School Education Examination (SEE), job seekers, existing workers, enterprising youth with SLC/SEE academic qualification or higher level skills competencies and returnee migrants.

Hence, the project made as set for primary target as

- a) 60% DAG<sup>14</sup> and 50% female in primary target groups for Career Guidance Counsellors/Teachers
- b) 60% DAG and 10 to 50% female in apprenticeship trade (depending on economic sectors/sub sectors)
- c) 60 % DAG and 50% female in job seekers in short term trainings with OJT

The uniqueness of these dual skill development trainings ( short term and apprenticeship) have theoretical as well as practical exercises in real work station as on the job training (OJT), which gave them good skill in hands having exposure to the work environment. The trade sector as Building electrification, cook, plumbing, mason, light vehicle service mechanics, welding, mechanical, etc. have good market demand for skilled workers. Trainees are expected to get job in the market either in the same industry where they did OJT or other industries or they can work with the training supervisors (contractors).

This is special opportunity to the DAG and female, which will help them to get decent job and economic prosperity. The blanket implementing approach to include DAG and female are in verse of difficulties. In this context, project has made some progress in addressing GESI.

### **1. Progress of the project under GESI**

#### **a. Short term course with OJT**

The training providing institutions have advertised with the priorities of DAG and female but the application from the DAG and female did not reach to the targeted percentage. Hence, the success rate of first batch of 720 participants is just 29.2% (out of 60 %) of DAG and 31.8% female (out of 50%), whereas slightly improvement in second batch as 35.4% DAG and decreased female participation to 13.9%. But employment rate is 68% (487) in first batch of 720 participants. The information of second batch is still in process. The details of data are as follows:

5850 graduated on 10 months short courses with OJT and 90% certified by NSRB/NVQA	60% of participants are from DAG group and 50% female	720 completed training (29.2% DAG and 31.8% female)  2459 trainees under training (35.4% DAG and 13.9% female)
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<sup>13</sup> Yearly Plan of Operation, July 16, 2016 to June 15, 2017

<sup>14</sup> ENSURE defines DAG as the double-disadvantaged groups, i.e. individuals belonging to economically poor families and socially discriminated groups

#### **b. Apprenticeship training**

In the same way, the training providing institutions have advertised for priority target groups as DAG and female for the training. But, application from the DAG and female are very low as the trade is not gender friendly and access to training information is limited. In this scenario, project is successful to include 25.7% DAG (out of 60%) and 9.4 female (against 50%) in the first batch. The details of data are as follows:

80% of apprenticeship of 1500 and short courses of 5850 are employed after the completion of training	60% of participants are from DAG group and 50% female	149 apprentices are under program (25.7%DAG and 9.4% female)
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#### **c. Career Counselling**

Altogether, 117 Career Guidance Counsellors/Teachers have been trained, of which 20.5% are under DAG category (against the target of 60%) and 36.7% female (against target of 50%). The students participated in the career guidance counselling are 6644, of which 53.5% from DAG (against 60%) and 45.2% (against 50%). The details of data are as follows:

40,000 youth female and men have access to career guidance services	Career counsellor / teacher and students 60% DAG and 50% female	Career Counsellor (Career Guidance Teachers- 105 and CG facilitators -12) = 117 DAG: 24 (20.5%), Female: 43 (36.7%) Students = 6644 DAG: 3555 (53.5%), Girls: 3003 (45.2%)
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#### **d. Capacity development to service providers (duty bearers)**

Target group among the duty bearers are from individual to group or institution (service providers). Those are training supervisor, career counsellor and partners (association staff, company owners, OJT coaches and training centre owners and trainers). It is mandated to be 20 to 40% female in all capacity building support to the service providers depending on the sector. About 234 people were trained in different subjects, of which 10% are female.

TVET providers and partners	20 to 40% female staff (managers, owners, providers and management skills)	234 trained (10% female)
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#### **e. Human Resources**

It is mandated for ENSSURE project to follow the work force diversity policy of SDC<sup>15</sup>.

##### **Committee members**

The Project has 2 major committees such as Project Steering Committee and Project Coordination committee. Project Steering Committee has 12 members and all are male and Project Coordination committee has 6 members and all are male. There is no female in the both committees as well as no provision of female members.

Committee	total members	male	female
PSC	12	12	0
PCC	6	6	0

<sup>15</sup> Policy on Work force Diversity of SDC, effective from Jan 2006

*Note: As the members are on the basis of the positions held by individuals, the composition is likely to change, if the designated person is changed. Like, the chairperson of the PSC is the Education Secretary.*

### Project Implementing Unit- Staff Composition

Total staff of Project Implementing Unit (PIU) is 13 and dominated by male (92%) with higher caste; led by Thakuri followed by hill Brahman. There is one female as office helper from higher caste. Details of breakdown are as follows:

Staff position	male	female	HB	TB	HC	TC	T	JJN	DN	Hjj	TJJ	HD	TD	OMC	others <sup>16</sup>
Decision making	1						1								
middle level staff	10		7		1	1					1				
support staff	1	1			1										
Total	12	1	8		2	1					1				
%	92	8	62		15	8					8				
Census ratio	49	51	12	1	19	2	5	22	8	5	5	15	4		

### Project Support Unit- Staff Composition

Total staff of Project Support Unit is 36, of which 75% (27) is male and 25% (9) is female. The project is led by high level caste Hill Brahman and 2 female staffs out of five are in decision making positions. Majority of staff is from Janjati (Hill and Terai) followed by Dalit (Hill and Terai) but most of them are in middle level and support staffs. Staff turnover is very low but key management position of PSU and PIU have changed once in project period. Details of staff composition are as follows:

Staff position	male	female	HB	TB	HC	TC	T	JJN	DN	Hjj	Tjj	HD	TD	OMC	others
Decision making	3	2	2		1			1		1					
middle level staff	18	5	3		2			2		5	8	2	1		
support staff	6	2			1					4	1	1		1	
Total	27	9	5	0	4	0	0	3	0	10	9	3	1	1	0
%	75	25	14		11			8		28	25	8	3	3	0
Census ratio	49	51	12	1	19	2	5	22	8	5	5	15	4		

(note: 17 staff were added after EVENT II project signed for Joint monitoring).

## 2. Challenges

Challenges and problems for not attaining the inclusion of targeted DAG and female participation in the programme are as follows:

1. CTEVT has robust curriculum and training has added on the job training in the industries and standard skill testing mechanism. These are only possible, where there is vocational school and

<sup>16</sup> HB: Hill Brahman, TB: Terai Brahman, HC: Hill Chhetri, TC: Terai Chhetri, T: Thakuri, JJN: Janjati Newar, DN: Dalit Newar, HJJ: Hill Janjati, Tjj: TeraiJanjati, HD: Hill Dalit, TD: Terai Dalit, OMC: Other Minority Caste



- industries in the areas. Hence, these trainings were conducted in the urban, semi urban and periphery of market areas, which has prohibited the target groups of residing in rural areas.
2. Apprenticeship training on Mechanics and Electrical engineering are non-traditional trade and considered as not gender friendly, hence it is difficult to attract female in this trade training. Some of short term courses are not considered gender friendly but female are becoming attracting to cooking, plumbing and building electrification.
  3. Pre training activities
    - a) It covers 45 days of activities for publicity to increase access of target groups. They used different means as pamphlet, airing in local FM, local newspaper, contact with VDCs, NGO and in some areas announce using local tri-cycle to promote training information as well as priorities for DAG and female. Most of the participants stated that they received training information from their relatives, friends and their networks. This indicates that the promotional means and modes used by training providers are not appropriate to increase access of the target groups including DAG, female and poor residing in rural, remote and far from training institutions.
    - b) The training is free of cost as well as they used to provide Rs. 1000.00 per month for snacks during the training period. These facilities are good for the students, who are near to the training institute and belonging to economically fair households. The students, who are far, have to bear all cost of their transportation, lodging, food and other petty livelihood expenses; these expenses have discouraged economic poor, and students residing in remote and far from accessing training providers. There is no strategy to enrol differently able people; hence no people with disability (PwD) have participated in the training programme yet.
  4. Career counselling
    - a) The training provider are responsible for pre training career counselling but there is no such provision of pre training counselling programme conducted to attract the participants belonging to DAG, poor, female and PwD. Training providers conduct short briefing about the training before interview conduction.
    - b) There is no such package of career counselling during training to motivate DAG, poor and female to retain them and complete the training package.
    - c) There is limited job counselling after the training, which will help to secure decent job in the market.
    - d) Career counselling to the school students of 9 grades has given them good ideas to explore more options for their career path but that do not give any career path on vocational training to the poor, DAG, PwD and girls, specifically. For example; about 60% good pupils want to go for academic path and 40% poor education score pupils want to go for vocational course to get job, but any of the pupil mentioned about the CTEVT training or TVET sector.
  5. Training providers has negotiated with industries to providing incentive for the apprentice as 20% to 25% of government basic salary while working 20 months in the industries as trainees. That amount is not enough to support their living cost. Hence, the students discontinue the OJT and join other job for little more money. This is serious problem for the poor and DAG target groups, which made them, marginalized from their systematic learning and quality skill certification; which will drag back in future to get better and decent job in the labour market.
  6. While working in industries, they are not treated fair and other side; training providers give limited counselling to make trainees ready for the real work place and environment.

7. The training package is designed with new and creative modality for quality and effectiveness in terms of market niche skill with practical work in the industry to get skill in hand; hence the project is more conscious with the quality of the participants rather than specific targeting to include DAG and female. The economic poor and PwD are not yet considered yet.

### **3. Recommendations**

1. Project needs to prepare GESI strategy to attract the DAG, Poor, female and PwD by adopting following points
  - a) All staff need to be responsive for GESI mainstreaming
  - b) Appointing focal person with reporting mandates,
  - c) Providing training on GESI concept and tools (mapping for target groups and identification) to increase access to the target groups as DAG, female, poor and PwD.
  - d) Promote gender friendly trades and provide gender friendly environment
  - e) Design special inclusion training package for poor DAG, female and PwD such as versatile (time flexibility, mobile) training, additional living cost or special provision for financial support or coordinate with right holder's organizations (dalit, janjati, single female, disables, etc.) and cooperatives for financial support.
  - f) Provision of women representative in PSC and PCC
  - g) Promote gender equality in the PIU and PSU as well as in TPs.
2. Pre training activities  
There is need of refinement for promotional package to increase access of people including DAG and women residing remote areas. One of the means may be to connect through right holder's networks/cooperative/groups; Ward/settlement level groups/committees and settlement level functional groups such as forest user's groups, water user's groups, etc. Pre training workshop or meeting with these groups at the community level may be more effective to disseminate training information.
3. Counselling  
There is important to make mandatory for pre-training, training and post training career counselling process.  
Materials and processes of student career counselling need to be refined to promote vocational skill training to the student/youth including poor, DAG, girls and PwD. The student career counselling process need to be continued up to immediate SEE examination. This may be good path for decent job and dignified life to them, explicitly poor, DAG, girls and PwD.
4. There is need of addendum of sessions in the skill training to prepare trainees to be fit for outside work world/work place. Those are communication, dealing with co-workers, supervisor, owner and customers. In other hand, there is need for negotiation with the industries for fair treatment and incremental payment to the workers. Involvement of Association may be good for monitoring this process.
5. There is need of more space or involvement of association and industries in the training programme since its selection period to get committed trainees, who have limited options and opportunities including poor, DAG, female and PwD. As well as proper and constant career counselling is also equally important to retain students.

## 11.5 ORGANISATIONS/PERSONS MET

Date	Person met	Name of organization	Location	Contact number/E-mail
16.5.19	Dr. Usha Bhandari	Senior Program Officer Embassy of Switzerland in Nepal	Lalitpur	<a href="mailto:usha.bhandari@eda.admin.ch">usha.bhandari@eda.admin.ch</a> 9841256322
	Tek Bahadur Malla, Project Manager	PIU, ENSSURE/CTEVT	Lalitpur	<a href="mailto:tekzilla2@gmail.com">tekzilla2@gmail.com</a> 9856026488
	Subas Subedi, Team Leader	PSU, ENSSURE/HELVETAS	Lalitpur	subas.subedi @helvetas.org 9851055157
17.5.19	Deepak Aryal, Deputy Director	PIU, ENSSURE/CTEVT	Bhaktapur	01-6630408, 6630769
	Keshav Bhandari, Capacity Building Specialist	PSU, ENSSURE/HELVETAS		<a href="mailto:keshab.bhandari@helvetas.org">keshab.bhandari@helvetas.org</a> 9851007100
	Renu Maharjan, Finance and Administration manager			renu.maharjan@helvetas.org 01-6630408, 6630769
	Kanchan Tamang, Quality Assurance/monitoring			kanchan.lama@helvetas.org 9851159642
	Prasanta Wasti, Knowledge mgmt Specialist			prashannata.wasti@helvetas.org
	Mahesh Bhattarai, Previous manager/ current Director, Administration Division	Director CTEVT	Bhaktapur	01-6630408, 6630769 info@ctevt.org.np
	Binod Badal, Director, NSTB /Project Director of NVQS	NSTB, CTEVT	Bhaktapur	01-6630408, 6630769 info@ctevt.org.np
	Ramesh Kumar Bakhathi	Director CTEVT, Bhaktapur	Bhaktapur	9851047265 r_bakhathi@hotmail.com
	Devi Prasad Dahal Project Manager	NVQF project Swisscontact	Bhaktapur	devi.dahal@swisscontact.org 9841520537
	Bharat Pokharel Country Director	HELVETAS Nepal Office	Lalitpur	Bharat.Pokharel@helvetas.org
	Dr. Jane Carter, Int. Programme Advisor			9851044421
18.5.19	Dr. Thomas Bolli, Researcher	KOF Swiss Economic Institute, Zurich	Lalitpur	<a href="mailto:bolli@kof.ethz.ch">bolli@kof.ethz.ch</a> +41446326108
19.5.19	Rekha Upreti	Regional Coordinator State 1, ENSSURE/ HELVETAS	Biratnagar	<a href="mailto:rekha.upreti@helvetas.org">rekha.upreti@helvetas.org</a> 9852679498
	Anil Tabdar	Regional Monitoring Officer CTEVT/ENSSURE		
	Krishan Kumar Sah Executive Director	Pathivara Himalayan Polytechnic Institute, Itahari, Sunsari	Itahari	9852047047
	Pappu Chaudhary, Training Coordinator			<a href="tel:025-587047">025-587047</a> ; <a href="tel:025-581457">025-581457</a>
	Prakash Kumar Sah, Instructor, Electrician			<a href="tel:025-587047">025-587047</a> ; <a href="tel:025-581457">025-581457</a>
	Shshant Subedi, Instructor, Building electrician			<a href="tel:025-587047">025-587047</a> ; <a href="tel:025-581457">025-581457</a>
	Indra Narayan Dhimi, Instructor, Electrician			<a href="tel:025-587047">025-587047</a> ; <a href="tel:025-581457">025-581457</a>
	Prakriti Bhattarai, Placement officer and coordinator of apprenticeship	Man Mohan Memorial Technical School, Morang	Biratnagar	021-62058 smiling_prakriti@yahoo.com
Sudeep Adhikari, Training Chief, Short term course coordinator	9852086596			

Date	Person met	Name of organization	Location	Contact number/E-mail
19.5.19	Bhim Ghimire, President	Chamber of Industry, Biratnagar, Morang	Biratnagar	<a href="mailto:cim.biratnagar@gmail.com">cim.biratnagar@gmail.com</a> 021-537646
	Suyesh Pyakurel, Senior Vice President			<a href="mailto:cim.biratnagar@gmail.com">cim.biratnagar@gmail.com</a> 021-537646
	Rakesh Surana, Vice President			<a href="mailto:cim.biratnagar@gmail.com">cim.biratnagar@gmail.com</a> 021-537646
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	Sunil Dhanawat			<a href="mailto:cim.biratnagar@gmail.com">cim.biratnagar@gmail.com</a> 021-537646
20.5.19	Narayan Lamichane, Human Resource Manager	Arihant Multi Fibres Ltd, Sunsari	Khanar	<a href="mailto:brt@golchha.com">brt@golchha.com</a> 025-540185; 025-540385
	Bhim Parajuli Mayor	Biratnagar Metropolitan City, Morang	Biratnagar	9852022646 <a href="mailto:mayor@biratnagarmun.gov.np">mayor@biratnagarmun.gov.np</a>
	Bipin Kabra Executive Member	Chamber of Industries, Morang	Biratnagar	<a href="mailto:kabra@kwalithai.com">kabra@kwalithai.com</a> 021-537646
	NK Rathi Director	Bagmati Group Biratnagar, Morang	Biratnagar	9852020027 <a href="mailto:Bagmatigroup1@gmail.com">Bagmatigroup1@gmail.com</a>
	Bed Narayan Gachhedar Mayor	Duhabi Municipality Sunsari	Duhabi	<a href="mailto:duhabibhaluwamun@gmail.com">duhabibhaluwamun@gmail.com</a> 025-540024
	Khem Ojha Chief Executive Officer	Duhabi Municipality, Sunsari	Duhabi	<a href="mailto:duhabibhaluwamun@gmail.com">duhabibhaluwamun@gmail.com</a> 025-540024
	Sagar Kumar Sah, Trainee of Motor Cycle ST course	Sagar Motorcycle Workshop, Sunsari	Inaruwa	
	Shambhu Prasad Bhandari	Building electrician	Itahari	9842498063
	Tirtha Ram Shrestha	Pakali-17, Itahari		9842498063
	Sumit Agrawal, owner	Hanumante Poly Industry Pvt. Ltd	Itahari	9842498063
	Niraj Khanal, shareholder			9842498063
	Gopal Rai, Trainee of electrical trade L2 and Employee			9842498063
	Nishan Gurung, Trainee of Apprenticeship- electrical	Shree Ram Engineering Workshop	Biratnagar	9810590891
21.5.19	Tulsi Dulal Principal	Adarsha Secondary School Biratnagar, Morang	Biratnagar	9852074408 <a href="mailto:adarshait@hotmail.com">adarshait@hotmail.com</a>
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	Nirmala Khanal Career guidance trainer			<a href="mailto:adarshait@hotmail.com">021-522647</a> <a href="mailto:adarshait@hotmail.com">adarshait@hotmail.com</a>
	Badrinath Sah			9810590891
		Proprietor Shree Ram Engineering Workshop	Biratnagar	

Date	Person met	Name of organization	Location	Contact number/E-mail
22.5.19	Suresh Parajuli	SH Steel Udhyog Kohalpur, Banke	Kohalpur	9858022037
	Ganga Ram Tharu Professional plumber			
	Megh Dhoj Khand Career guidance trainer	Saraswati Secondary School, Kohalpur, Banke	Kohalpur	9848095369
	Bishnu KC Career guidance trainer			9648095292
	Bharat Bahadur Rawat Principal			9848095369
23.5.19	Achyut Prasad Dahal Acting Principal	Bheri Technical School Nepalgunj, Banke	Nepalgunj	
24.5.19	Dr. Kul Bahadur Basnet	Vice Chair CTEVT	Kathmandu	01-6630408, 6630769 info@ctevt.org.np
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25.5.19	Elisabeth von Capeller Ambassador	Embassy of Switzerland	Kathmandu	<a href="mailto:Kat.vertretung@eda.admin.ch">Kat.vertretung@eda.admin.ch</a>
26.5.19	Khaga Raj Baral Secretary	Ministry of Education, Science and Technology	Kathmandu	<a href="mailto:khagarajbaral@gmail.com">khagarajbaral@gmail.com</a> 01-42000354 9851238738
	Dr. Hari Lamsal Joint Secretary TVET Division			info@moe.gov.np 01-4200387
	Mr. Tek Bd. Malla Mr. Subas Subedi,	Project ENSSURE/PIU/ PSU	Hotel	
27.5.19	Abhisekh Dhakal Director	Growth Sellers Pvt. Ltd. Pulchowk, Lalitpur	Lalitpur	<a href="mailto:dhakalabhishek@gmail.com">dhakalabhishek@gmail.com</a> 9851121441
	Mohan Ojha Managing Director			<a href="mailto:mohan@growthsellers.com">mohan@growthsellers.com</a> 9851014403
	Jayendra Rimal Executive Director			<a href="mailto:jayendra.rimal@growthsellers.com.np">jayendra.rimal@growthsellers.com.np</a>
	Youb Raj Bhatta OHS Expert	Complete Environment Management Solution Sinamangal, Kathmandu	Bhaktapur	bhattayoub@hotmail.com 9841339685
	Prajawal Raut Managing Director			<a href="mailto:prajawal1@gmail.com">prajawal1@gmail.com</a> 9852020823
	Mohan Katuwal	President Federation of Grill and Fabricators Nepal Bijuli Bazar, Kathmandu	Bhaktapur	<a href="mailto:mohankatuwal1@gmail.com">mohankatuwal1@gmail.com</a> 9851051884
	Sunita Shrestha Director	Antarang Teku, Kathmandu	Bhaktapur	<a href="mailto:antarangnp@gmail.com">antarangnp@gmail.com</a> 9841281899
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Date	Person met	Name of organization	Location	Contact number/E-mail
28.5.19	Khaga Raj Baral Secretary	Ministry of Education, Science and Technology	Kathmandu MoEST, PSC Meeting	<a href="mailto:khagarajbaral@gmail.com">khagarajbaral@gmail.com</a> 01-42000354
	Dr. Hari Lamsal Joint Secretary TVET Division			info@moe.gov.np 01-4200387
	Keshab Prasad Dahal Project Director EVENT	WB		01-47786311 info@event.gov.np
	Tek B. Khatri Under Secretary	Ministry of Finance Singha Durbar		01-4211360; 9841249797 moev@mof.gov.np
	Binayak Shah Vice President	Hotel Association Nepal		01-4412705 han@ntc.net.np
	Diepak Elmer Head of Cooperation	Embassy of Switzerland in Nepal		01-552 5358; 01-554 9225 <a href="mailto:diepak.elmer@eda.admin.ch">diepak.elmer@eda.admin.ch</a>
	Dr. Usha Bhandari Senior Program Officer			<a href="mailto:usha.bhandari@eda.admin.ch">usha.bhandari@eda.admin.ch</a> 9841256322
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## 11.6 ONGOING GOVERNMENT AND DONOR SUPPORTED TVET PROJECTS IN NEPAL

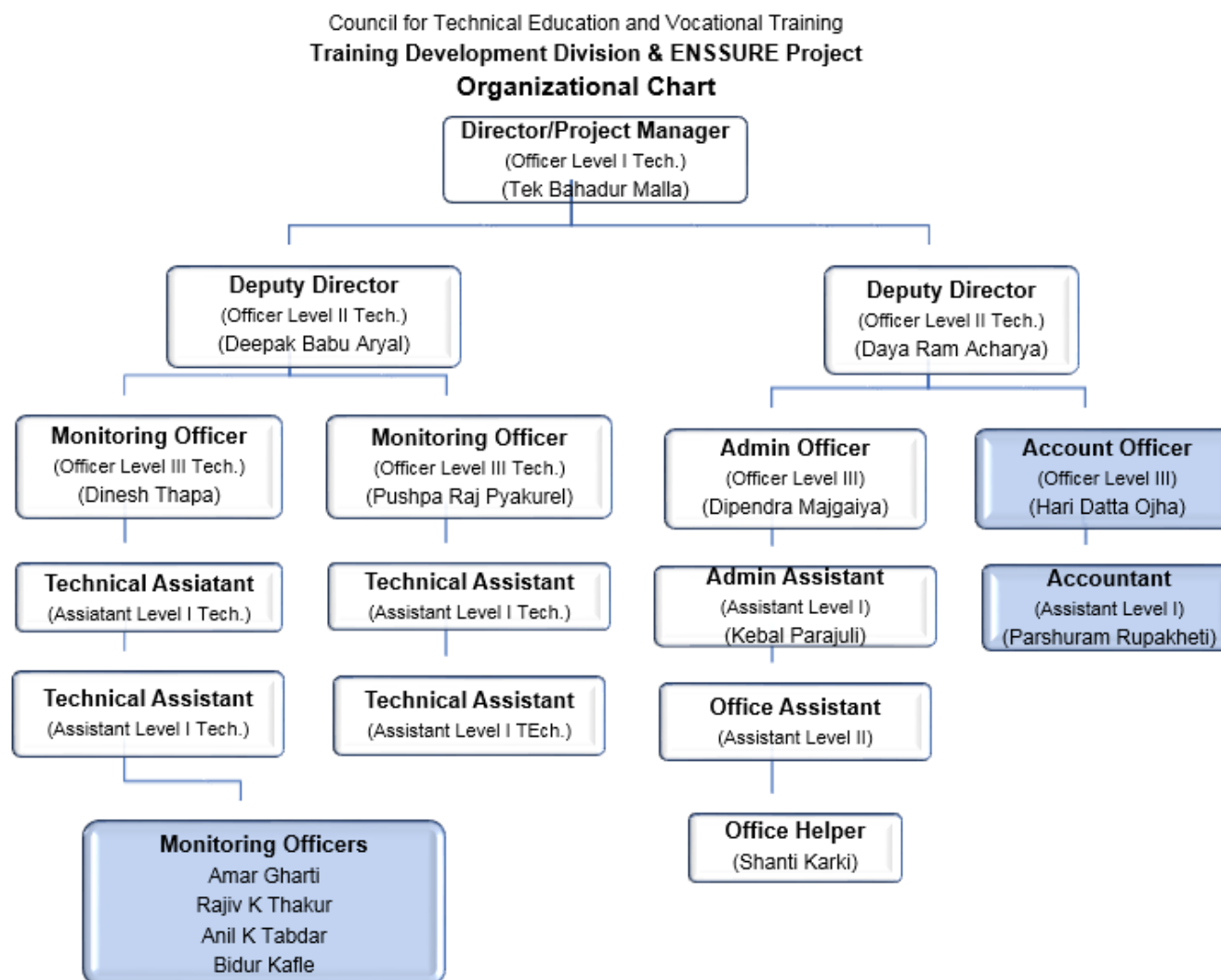
Donor / Budget	Project, implementing agency and duration	Areas of support	Target group and size	Working districts
ADB US\$ 25m grant	Skills Development Project, MoE/CTEVT (2019-2024)	The project's expected outcome is development of market responsive and social and gender inclusive TVET system established	Market Oriented Short Term Training to be provided to 45,000. 10 Public institutions going through change management Policy, institutional and operational reforms	All over Nepal
UK-Aid 8.5m € + 3.4m € co-financed Royal Embassy of Norway	Skills for Employment Project, Louis Berger (2019-2023)	The project focuses on providing skill development training to 90,000 people in two provinces (Province 2 and Province 5) of Nepal	The project helps in reducing skills mismatch, reaching over 90,000 Nepalis with an increase in income of at least 20% attributed to the project. Of these beneficiaries, 40% will be women and 40% from Disadvantaged Groups (DAGs) including Persons with Disabilities (PwDs)	Province 2 and 5
GoN/IFAD \$ 68.15m	Rural Enterprises and Remittances Project (RERP), MoICS and Helvetas (2015-2022)	Reducing poverty and achieve sustainable peace through employment focused, equitable and inclusive economic development	The project targets a total of about 179,660 primary beneficiaries comprising around 60,000 enterprises and 30,000 unemployed youth	Province 1, 2 and 3
CTEVT/ European Union 9m € +	Dakshyata: TVET Practical Partnership, British Council (2017-2021)	Strengthen and implement more effective policy in the TVET sector, which is responsive to labour market needs.	The project is piloting an integrated public partnership approach in three key economic sectors (agriculture, construction and tourism) offering opportunities for promoting the transition to a greener, climate-resilient, low-emission economy.	All over Nepal
5.5m €	Sakchyamta, CTEVT (2017-2021)	The project aims at contributing to Nepal's inclusive and sustainable growth through investment in human capital by creating better employment opportunities with capacity development by contributing in management and capacity building of TVET sector.	Technical school, youths, TVET partners and stakeholders, federal, provincial and local governments	All over Nepal
SDC SaMi CHF 9m	Safer Migration (SaMi), MoLE and Helvetas (16.07.2013-15.12.2019)	Pre-departure skill training for disadvantaged groups	Locals and potential overseas migrants 170,000 direct beneficiary (includes skill training, counselling, legal/ paralegal aid, shelter home services, information on various aspects)	19 districts, including Kathmandu

NVQS CHF 4m	Strengthening National Vocational Qualification System (NVQS) in Nepal, MoE/CTEVT and Swisscontact (2014 to 2020)	Strengthening the capacity of NSTB in regards to its performance and for its gradual transformation in NVQA in future	All youth	All over Nepal
ENSSURE CHF 9.8m	ENSSURE, MoE/CTEVT and Helvetas (01.01.2016-31.12.2019)	The project mainly addresses 2 target groups: (a) young job seekers who will either apply for apprenticeship or enter short training courses and (b) workers without proper skill recognition, who are in need of further training.	At impact level, the overall goal of this project is envisioned to contribute to: Nepali Workers, particularly from disadvantaged groups <sup>6</sup> , benefit from continuous employment and an improved standard of living.	All over Nepal
	LELAM, Kathmandu University School of Education (01.06.2017-31.05.2020)	LELAM-TVET4INCOME aims to understand how policy makers in low – and middle-income countries can improve the youth labour market situation by strengthening social institutions and their interdependence with formal, non-formal and informal TVET	The research based project delves into the analysis of the conditions under which the TVET can possibly improve employment conditions and job quality towards improving the income of the youth. Funded under Swiss Programme for Research on Global Issues for Development	All over Nepal
UNDP SKILLS \$ 0.95m	SKILLS, UNDP Nepal (April 2015-December 2020)	It aims to create a policy review platform, assembling a wide range of stakeholders and experts, including representatives of line ministries, public organizations and the private sector, development partners and social organizations at local, provincial, and federal levels.	Policy review and dialogue, labour market need analysis, engaging private sector, TVET results tracking and impact evaluation.	At the federal level
MEDEP \$ 20m	MEDEP II and III, MOI main implementing partner and MLD, MoASC, Co-implementing partners	Macro level: policy related work Meso; Capacity development of stakeholders; train 60,000 micro entrepreneurs	People from below poverty line, specially, women, youth socially excluded people	38 districts
World Bank EVENT \$ 60.9m	Enhanced Vocational Education and Training Project (EVENT), MoE (2015-2019)	Strengthening TEVT regulatory structures (CTEVT, NSTB, TITI); strengthening TSLC/Diploma level training; supporting short-term training and certification of prior learning	38 TSLC/Diploma institutions, 4000 TSLC/Diploma students, 75,000 youth, with special focus on lagging regions, poor youth, women, Dalits, other disadvantaged groups	All over Nepal

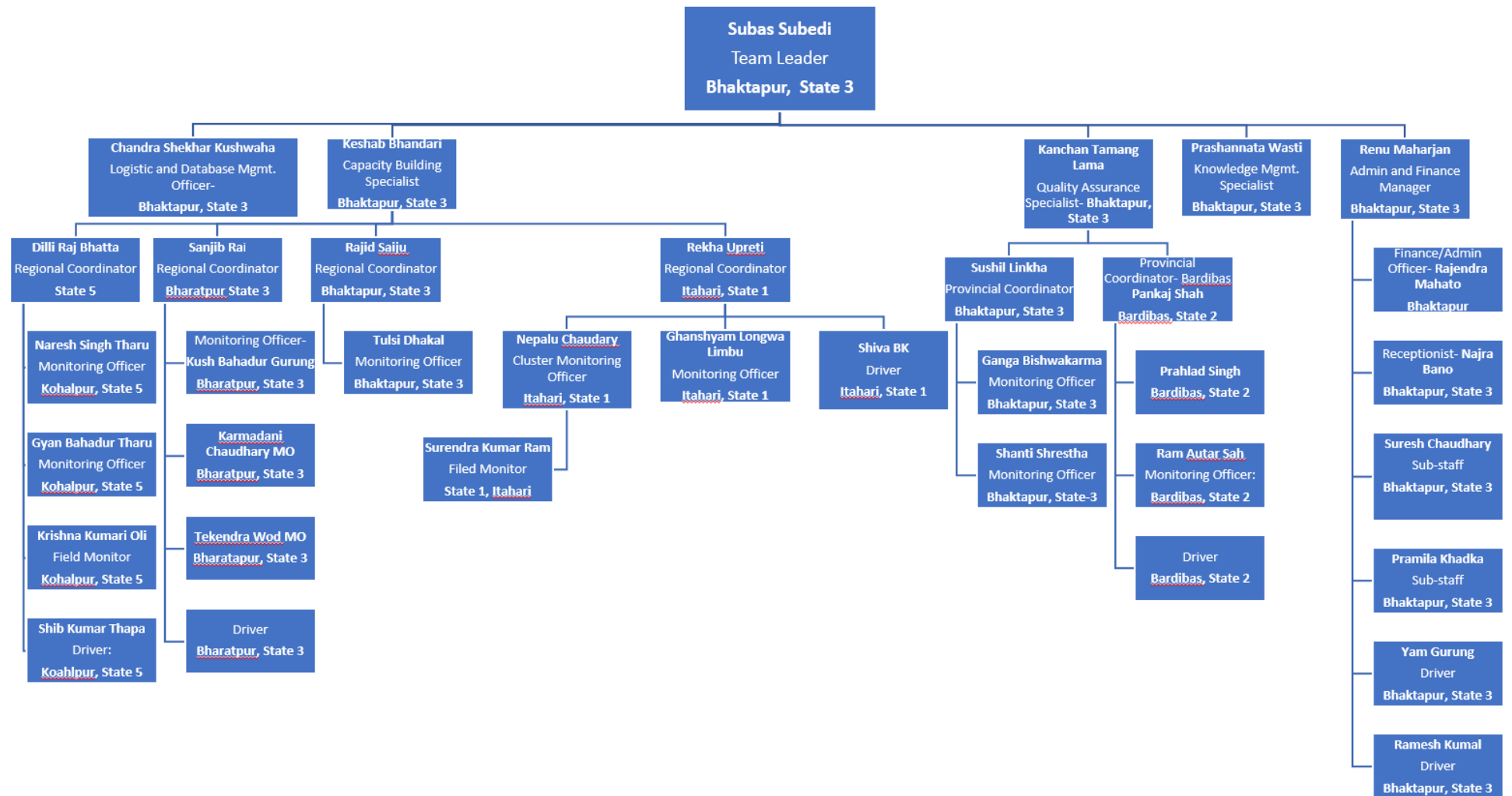


## 11.7 PIU AND PSU ORGANISATION CHART

### PIU Organisation Chart



## PSU Organisation Chart



## 11.8 LOGFRAME ASSESSMENT

		Phase Target		Planned/Realised			Σ Phase		Remarks/Clarification
				year I (2016-2017)	year II (2017-2018)	year III (2018-2019)			
Workers (women and men) have improved their employability	Total Vocational Education and Training	old	21'000	880	4'550	6'020	11'450	planned	
		new	11'450	800	2'950	0	3'750	reached	
	Apprentice (A)	old	1'500	0	200	1'000	1'200	planned	200 were enrolled; currently there are 152 apprentices under the program
		new	1'200	0	200		200	reached	
	Short Training (ST) for job seeker	old	5'850	800	2'350	2'650	5'800	planned	800 in First round and 2750 in second round were enrolled; currently there are 3179 trainees/graduates
		new	5'800	800	2'750	0	3'550	reached	
	Further Training (FT) for employees	old	13'650	80	2'000	2'370	4'450	planned	Framework and training modules are ready for two categories of workers. Planned to start from June 2019
		new	4'450	0	0	0	0	reached	
	Business Training (BT) for returnees		300	0	100	200	300	planned	Service provider is finalized; target beneficiaries identified and selection process underway
				0	0	0	0	reached	
	Career Counselling Training (CCT) for counsellors		170				0	planned	12 Career facilitators and 105 Career Guidance Teachers were trained
					28	89	117	reached	
	Roving Instructor Training (RIT)		35				0	planned	We changed the idea of Roving Instructors based on the feedback from companies/industry partners. Instead we trained their existing workers as In-Company Trainers
				0	68	0	68	reached	
	Outcome 1 / Indicator 1 (ST & FT Certification)	old	18'900	0	0	0	0	planned	Out of 720 trainees, 276 are successful in skill testing; results of 100 trainees still to be published.
		new (ST)	5'220		276			reached	
		New (A)	1'080	0	0	0	0	reached	The apprenticeship program is ongoing. The certification will take place in 2021
		new (FT)	4'005	0	0	0	0	reached	The workers further training is linked with RPL in project document. However, decision on National Qualification Framework took longer than envisioned. So, in the phase outlook, it was planned to develop training modules by "mass-customizing", of the need of existing workers. Thus, the training does not necessarily leads to the skill certification.

	<b>Outcome 1 / Indicator 2 (A &amp; ST Employment)</b>	old	5'880	0	0	0	0	planned	Out of 720 trainees/graduate of first round ST; tracking is ongoing
		new (ST)	4'640	0	0	487	487	reached	
		new (A)	960	0	0	0	0	reached	The program is ongoing.
	<b>Output 1.1: Career Guidance (Counselling) 3 indicators</b> (the % indicats % DAG / % woman)	I1	15'800	0	790	5'854	6'644	reached	Of the total students (6644) reached
		I1	60% / 50%	0			53.4% / 54.7%	reached	
		I1	24'200	0	4'400	2'000	6'400	reached	
		I2	A	0	200		200	reached	Career guidance services for apprentices is ongoing
		I3	60%	0			52.3%	reached	Out of 117 trained career facilitators and career guidance teachers (% is from socially discriminated category)
	<b>Output 1.2: Job Seeker (A, ST &amp; RIT) 3 indicators</b> (the % indicats % DAG / % woman)	I1	60% / 10%		25.7%/9.4%			reached	Of the current 171 apprentices. Nevertheless, 57.3% are from socially discriminated category.
		I2	35		68			reached	We changed the idea of Roving Instructors based on the feedback from companies/industry partners. Instead we trained their existing workers as In-Company Trainers
		I3	60% / 50%		34%/17.9%			reached	of the current 3179 ST trainees. Nevertheless, 63.3% are from Socially discriminated category.
	<b>Output 1.3: Employees (FT &amp; BT) 3 indicators</b> (indicator 1: 10-60% woman)	I1	4'450				0	reached	
		I2	4'450				0	reached	
		I3	300				0	reached	

				Phase Target	Planned/Realised				Remarks/Clarification
Partner companies have established a favourable work environment	Partner companies (receiving A & ST, engage in FT)		200		40	100	60	planned	
					-	-	850	reached	no.of companies receiving trainees of ST.
					--	-	59	reached	no.of companies receiving Apprentices
	Number of accidents per 100 workers and year			-	-	-			
	Ø salary before Short Training			-	-	-			
	Ø salary after Short Training			-	15'000	-		Based on the tracking of the graduates of first round after training completion	
	Ø salary before Apprenticeship			-	-	-			
	Ø salary after Apprenticeship			-	-	-			
	Increase			-	-	-			
	Ø salary before Further Training			-	-	-			
	Ø salary after Further Training			-	-	-		-	
	Increase			-	-	-		-	
	Outcome 2 / Indicator 1 (Safety Standard Improvement)		?	-	-	-			
	Outcome 2 / Indicator 2 (Accidents)		?	-	-	-		Only in preparation.	
	Outcome 2 / Indicator 3 (Salary increasement job seeker)		10%	-	-	-		Only in preparation.	
	Outcome 2 / Indicator 4 (Salary Incerasemet upgrading)		7%	-	-	-			
	Outcome 2 / Indicator 5 (Compliance with norms)		ü	-	-	-			
	Outcome 2 / Indicator 6 (Productivity gains)		?	-	-	-			
Output 2.1: HRD (FT, ST & A) 3 indicators (Indicator 1: % of (partner companies x no. of employees)) (indicator 3 assumption: A + FT new)			I1	%	-	-	-		
			I2	4'500	-	-	-		
			I3	7'000	-	-	909		no.of companies receiving Apprentices and trainees of ST.
Output 2.2: Health & Safety (OHS norms) 3 indicators (indicator 3 assumption: A + FT new)			I1	%	-	-	-		
			I2	Ø \$	-	-	-		

	Indicators			Achieved	Remarks
TVET system is expanded and more inclusive of the private sector	Partner Training Providers (off job systematic courses) (TP) and Partner companies (PC) engaged (MoU)	TP		43	ENSSURE project signed MoU with 2 Industry Associations (Hotel Association Nepal and Chamber of Industries, Morang);
		PC		850	43 TPs signed MOU with 850 partner companies for ST;
	Apprenticeship courses (AC) and Short Training Courses (STC) are developed and approved	AC		4	Mechanical Engineering, Electrical Engineering, Information Technology, Hotel Management
		STC		8	Level 2 (1696 hrs) courses on Cook, Motorcycle Mechanic, Automobile Mechanic, Mason, Plumber, Building Electrician, Welder and Aluminium Fabricator
	Outcome 3 / Indicator 1 (Associations involved)	No.		7	FNCCI- Federation of Nepalese Chambers of Commerce and Industries; FCAN – Federation of Constructor's Association of Nepal; HAN- Hotel Association of Nepal; HPFN- Hotel Professionals Federation of Nepal; FGSFN – Federation of Grill and Steel Fabricators Nepal; ALFAN – Aluminium Fabricators Association of Nepal; NAMA – Nepal Auto Mechanic Association
	Outcome 3 / Indicator 2 (No. of private TP accredited)	No.		38	It is not accredited but affiliation. More than 70 TPs are affiliated for ST (1696 hrs), of which 38 TPs are implementing for Level 2 (1696 hrs) courses from ENSSURE project
	Outcome 3 / Indicator 3 (Guidelines /Manuals)	no.		10	Training implementation and monitoring guidelines for short courses and apprenticeship; Learning materials for short courses; Apprenticeship procedure; Career Guidance toolkit are developed
	Output 3.1: Industry based Courses (CTEVT) 2 indicators (Indicator 2: skill level 2)	I1	?	4	Apprenticeship courses done
		I2	?	8	Training for skill level 2
	Output 3.2: A System (multi stakeh.) 3 indicators (the % indicates % woman)	I1	40%	10%	out of total 234 participants from stakeholders
		I2	?	940	Oriented participants from TPs and partner companies
		I3	?	47	includes institutions supported for apprenticeship and ST implementation
	Output 3.3: Collaboration (Gov. & PS) 4 indicators (indicator 1: communication) (indicator 2: contract award) (indicator 3: satisfaction level) (indicator 4: Association development)	I1	?	2	MOUs signed with two associations
		I2	?	1	ENSSURE fully followed Government of Nepal's public procurement act and regulations.
		I3	?		Positive feedback received; Satisfaction Survey yet to be done.
		I4	?		Engagement with association and working with them is smooth. Discussion are undergoing to establish a formal structure and focal person from their secretariat.

## 11.9 PROPOSED APPRENTICESHIP PROGRAM IN FY 2076/77

Second Group to be started by July/August 2019

Sn.	Name of Training Providers	Mechanical Engineering	Electrical Engineering	Automobile Engineering	Hotel Management	Information Technology	Total
1	Balaju School of Science and Technology, Balaju, Kathmandu	40	40	20			100
2	Madan Bhandari Memorial School, Gothatar, Kathmandu				40		40
3	Panauti Technical School, Panauti, Kavre			40			40
4	Pokhara Technical School, Pokhara, Kaski				40		40
5	Bheri Technical School, Nepalgunj, Banke	20	20	20			60
6	Tribhuvan Namuna Secondary School, Dhangadhi, Kailali					40	40
7	Panchodaya Secondary School, Dhangadhi, Kailali		40				40
8	Bhrikuti Secondary School, Kanchanpur					40	40
9	Korea Nepal Institute of Technology, Butwal, Rupandehi	40		40			80
10	Shanti Namuna Secondary School, Manigram, Rupandehi	40					40
11	Mahakabi Devkota Secondary School, Parasi			40			40
12	Sahid Krishna Sen Ichichuk School, Dang				40		40
13	Adarsha Secondary School, Biratnagar, Morang					40	40
14	Manmohan Memorial Polytechnic Institute, Hattimuda, Morang						0
15	Nepal Banepa Polytechnic Institute, Kavre				40	40	80
16	Lahan Technical School	40					40
17	Butwal Technical Institute, Rupandehi	20	20				40
18	Sipradi Technical School, Kathmandu			60			60
19	Gate Vocational School				60		60
20	Deerwalk Vocational School					40	40
<b>Total</b>		<b>200</b>	<b>120</b>	<b>220</b>	<b>220</b>	<b>200</b>	<b>960</b>

\* TBC : To be confirmed

## 11.10 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

No:	Findings / Conclusion	No:	Recommendation
<b>Overall</b>			
C1	The ENSSURE project has produced D-VET short training (OjT) and apprenticeship programs, has anchored these programs in the TVET system, which is an appreciated and respectable achievement. Further it has developed and initiated as trial run of a career guidance program to support pupils in their career choice. It has laid a valuable basis to be further developed.	R1	<p>The ER recommends to extend the current ENSSURE phase for 1 ½ years. This time shall be used to run more D-VET (apprenticeship and short training (OjT)) and to improve the programs in accordance with the ER recommendations approved (by PSC) and the lessons learned by the project. The time shall further be used to collect monitoring data for further improvements and the preparation of a potential second phase of ENSSURE. The general direction of the detailed recommendations are the following:</p> <ul style="list-style-type: none"> <li>• The ENSSURE project needs to focus, objective 2 should only be followed-up as a policy topic and in an awareness program, if at all.</li> <li>• The project delivery mode (PIU / PSU) and the finance mode shall be kept as it provides the best chance for sustainability.</li> <li>• The ENSSURE project has to further increase private sector leverage by including associations in the selection of training programs, the program design, program organisation and implementation, and by participation in examination and certification.</li> <li>• Promotion of TVET as valuable career opportunity, relevance and sustainability need to guide future approaches. A separate project facility supporting DAG participation shall avoid stigmatisation.</li> <li>• The career guidance approach shall be reviewed and embedded in the ordinary 9/10 grade curricula in cooperation with MoEST, if possible in a separate project.</li> <li>• The ST (OjT) should be strengthened by providing more leverage for the OjT hosts and should be widened to other sectors and further disseminated.</li> <li>• The apprenticeship model needs to be further clarified, a bigger second trial will start soon, improvements of the apprenticeship model need to be addressed as soon as possible.</li> <li>• To increase the chance for sustainability, the Swiss contribution to the implementation of the programs shall be gradually reduced over time, Nepal Government budget gradually shall take over.</li> </ul>



Project Set-up, Modalities, Steering and Management			
C2	The project delivery modality (combination of GoN PIU and external TA by PSU) is supporting sustainability. The CTEVT has established procedures for application and financing of apprenticeship programmes and ST (OjT) programmes that could be taken over by a reformed TVET sector in Nepal.	R2	The current project modalities shall be continued. The GoN institution in charge of semi-formal and/or formal TVET shall be the Project Implementation Unit (in case the future TVET sector set-up is delegating the authority to two institutions the project shall be aligned accordingly). The PSU shall deliver technical support to the respective institution(s). The results of the ENSSURE projects shall further be used for the SDC support to the TVET reform.
C3	The project is an important element of the Swiss support strategy to the TVET reforms in Nepal.		
F10	The proposed change of funding modalities by the internal review is not supported by the ER. The current modalities might not be the easiest way for implementation, but by allocating financial management in the GoN structures is supporting sustainability of the programs.		
F19	The ENSSURE project set-up fits to implement the Short-term Training (OjT) and the Apprenticeship best as it is implemented by the institution in charge for these trainings.		
F3	The chosen approach to combine government structures with technical support is seen as beneficial for systematisation and sustainability.		
F6	Only two Sector Specific Advisory Committees have been established. These boards are useful for reflection and to provide directions. For the project work (e.g. curricula development) ENSSURE engages trade specific experts with an in-depth trade knowledge and understanding of skills required. Further, the project implementer (PIU and PSU) are member of the Project Steering Committee, which is seen by the ER as a conflict of interest for them.	R3	The PIU and PSU manager shall not be full member of the PSC, but report to the PSC. The Specific Advisory Committees can take an umbrella advisory function for the sectors, and shall be consulted to establish a common frame for training programs in the sector (e.g. ration of school based to work based training, guidelines on remuneration of trainees, etc.). For the development of specific training programs and curricula the project has to form expert groups of practitioners (masters) of the trade.
F7	Whereas the PIU staff number and time available for the project implementation is rather limited, the PSU is sufficiently staffed.	R4	The PSC shall discuss hoe the PIU implementation team could be strengthened and receive more resources for operation. The PSU's mandate for the EVENT monitoring is running out by the end of the year, if it is extended PSU operations of ENSSURE and EVENT shall be divided (no double mandates) as far as possible.
F8	The project budget has only partly been spent. On May 13 <sup>th</sup> 2019 the PIU still had NPR 469'040'000 of the total budget (NPR 636'900'000) available, which is more than 70%. The PSU had at the same time still NPR 201'993'000 of the total budget (NPR 424'225'000) available, which is more than 45%.	R5	The remaining funds – as long as not committed so far – shall be allocated for improvement and testing of the D-VET programs. The funding for additional career guidance testing shall be suspended until MoEST agrees to directly participate in career guidance and to develop ways to integrate it in the ordinary secondary school curricula. Funding for new activities under outcome 2 shall be stopped.

Streamlining of the project, focus on the core programs within the authority of the main partner (CTEVT)			
C4	The original targets set by ProDoc & LogFrame were too ambitious and did not sufficiently consider the particularities of the private sector. Outcome 2 is addressing sensitive issues, to combining these with TVET systematisation is risky.	R6	<p>The TVET sector in Nepal is in a transitional stage. The wide scope of activities and the large number of different stakeholders requires thematic focus. Therefore, the ER is recommending to focus (already in a potential extension phase) on the main achievements made; this means all project efforts should be used to improve the two D-VET programs and strongly anchor these in the new TVET act. The project shall only change its PIU and cooperation approach as soon the new TVET act is approve and defines that the implementation of the D-VET programs are not under CTEVT anymore.</p> <p>For a potential next phase the ER recommends to consider gradually shifting funding responsibility from the donor (SDC) to the GoN budget. This would increase sustainability of the implementation of the new D-VET programs.</p>
F1	The project goal and outcomes are coherent. Outcomes 1 and 3 are clearly linked to each another. The causation of outcome 2 with the goal is given, but with the other two outcomes causation is not easy to establish and to understand.		
F11	Whereas the internal review proposes a way forward already anticipating federalisation and continuation of further training, the ET is following the KOF recommendations not to change the ENSSURE approach until new regulations are set, and to focus on, and improve D-VET programs already implemented.		
F13	The project had a difficult start which caused delays in development of programs and implementation of envisioned activities, but it has caught up in the last two years and established remarkable new approaches for the Nepali education system.		
F14	The major achievements the project generated are connected to outcome 1 and 3, activities in outcome 2 just started and cannot be assessed in the current stage of development.	R7	<p>The PIU (CTEVT) is not in charge reforming secondary school curricula and has little leverage to influence the private sector to introduce OHS or HRD measures. The main leverage PIU has is in the formal and semi-formal TVET sector. Therefore, the ER recommends that activities during the phase extension as well as activities in future phases shall concentrate on the introduction and systematisation of D-VET programs in the semi-formal and formal TVET sector.</p> <p>The PSU shall prepare proposals how the donor and the PSC shall proceed in the fields of OHS and RD, and with which partner and how to continue with career guidance.</p>
F15	Activities in outcome 1 have received large support in the private sector, by associations as well as single companies. The interest and momentum created prepared the ground for up-scaling.		
F20	The introduction of the ST and A has progressed furthest as the implementer (CTEVT) has authority to regulate and implement.		
F21	The FT is not yet developed as it would include negotiations with numerous sectors, associations and companies, and covers training the private sector does not want to be regulated by the government.		
F4	Some of the innovative approaches such as e.g. roving instructors could not be implemented due to availability of qualified staff.	R8	<p>The ENSSURE project shall not start with new activity lines as long as there is no clear frame for a potential extension of the phase and/or a second phase of the project.</p>
F9	The key findings of the internal review are honest and supported by the ER.		

Revise the Project LogFrame as basis for future activities and monitoring			
C4	The original targets set by ProDoc & LogFrame were too ambitious and did not sufficiently consider the particularities of the private sector. Outcome 2 is addressing sensitive issues, to combining these with TVET systematisation is risky.	R9	The ER recommends to revise the project LogFrame as soon as possible. The focus should be on quality improvement of already introduced programs and promotion of TVET as valuable career opportunity (also for gifted youth!) The aim of the review is to focus on the successful D-VET programs and to bring targets to a realistic level. A revised LogFrame has to be approved by the donor and the PSC, and thereafter should be the basis for project implementation, monitoring and evaluation.
F12	There are achievements with regard to the LogFrame, but targets in terms of quantity are far to be reached.		
F2	The ER acknowledge the comprehensive project design, but believes that the targets set were too ambitious. The duration of political processes, but also reluctance of participation and decision making processes of the private sector were underestimated. The PSC was correct in providing clear focus on D-VET, but did not document the changes adequately.		
Target groups and gender			
C5	The definition of the target group in a development project, aiming for systematisation of programs and promotion of TVET in general, should focus on suitability of participants.	R10	It is clear that the target group of a project has to be aligned with the strategies of the donor. In a development, trial and systematisation process of new TVET programs that often becomes a stumbling block. Therefore, the ER recommends to focus on the target groups as defined in the project document on page 8, and to develop a separate facility to support companies accepting DAG for OjT or apprenticeship. This would allow to develop D-VET programs relevant to the requirements of the labour market and in parallel the development of comprehensive support modalities for disadvantaged groups. Hence, the project would have two systems that can be improved individually without directly interfering each another.
C6	The participation of woman in the ENSSURE programs is too low, the project could easily improve the ratio.		
F17	The target group defined in the ProDoc has only partially been reached. Gender balance and the targeted 60% DAG could not be reached (short training 29.2% DAG and 31.8% female (target: 60% DAG and 50% female), apprenticeship 25.7%DAG and 9.4% female (target: 60% DAG and 10-50% female)) could not be reached.		
F18	The ER finds that the target groups defined in the ProDoc (table 2, page 9) is correct. But, in a systematisation process the linking with addressing DAG is critical and can stigmatise programs to be tailor made for this target group, which in return will further impair the reputation of TVET.		
F42	The project is trying hard, often even too hard (the ER heard about applicants that had been rejected as they did not belong to DAG) to fulfil DAG criteria. The ER is convinced that the combination of DAG targets and systematisation of training programs will harm (stigmatise) TVET in a long run as being a second class career path.		

F5	A gender balanced approach could not take place as most sectors chosen for training are rather male dominated. The consideration of DAGs as target group is laudable, but might in a systematisation process also stigmatise as “only for the lesser talented” and the poor.	R11	The project has to improve the opportunities for woman in project steering, in the project implementation team, and at the beneficiary level. At the steering level it will be a political decision, but the PSC shall discuss possibilities to call active female (probably from the private sector) into the steering committee. At implementation level the project shall actively search for female candidates if a position is open and actively train potential female staff. At the beneficiary level the project shall select sectors more attractive for woman. Additional, more detailed recommendations on GESI can be found in the annex.
F30	Only 31.8% female of the 720 trainees which completed ST and even less (13.9% female) of trainees currently in training is very low.		
F40	The project has selected sectors and trades not supporting the participation of female beneficiaries.		
F41	The project implementation team and at the project steering level the representation of woman is at a low level.		
Program systematisation			
C7	The ENSSURE project has provided three valuable program pilots that should be further developed and embedded in the education framework.	R12	The embedment of the D-VET programs in the new TVET landscape as practice based pathways to employment opportunities (currently skill level 2certificate) and to further studies (currently TSLC) is the jewel of the project. The legal base seems still to be weak and it remains to be seen if the systematisation will be transferred into the new TVET act. Therefore the ER recommends to improve communication and to increase lobbying for the systematisation of these programs. The project shall provide policy briefs in close cooperation with SDC and probably the KOF supported studies. A concept for the systematisation shall be developed in cooperation with SDC. In case the new TVET act does not provide the legal base required for a widespread introduction of the D-VET programs, SDC should consider to continue the project with the private sector only.
C8	The project (PIU and PSU) managed to establish two pilot D-VET programs, one in semi-formal and one in formal TVET; i) the CTEVT council has made a decision that the ENSSURE apprenticeship model is accepted as delivery mode to lead to the TSLC (and therefore to provide further studies in the formal TVET system); and ii) the ST (OjT) has been approved by the NSTB to be a sufficient base for skill level 2 testing (this is not providing access to further study, but allows job entrance at government and in the private sector).		
F16	Due to the current TVET reforms (TVET Act and federalisation), it remains to be seen how strong the two D-VET programs are anchored in the system to come.		

Career Guidance			
C9	A pilot for Career Guidance has been tested and the involved parties have been very positive. Although the career guidance approach will still need to be reviewed and improved, it is a valuable contribution to the Nepali Education system and will help pupils in the transition from compulsory school and career.	R13	The Career Guidance program developed and introduced has seen a first trial run. The ER is of the opinion that there is quite some room for improvements, mainly the implementing partner needs to be aligned with government structures. It is therefore recommended to identify the partner within the MoEST most suitable for a transfer of career guidance into the regular curricula, and to develop a joint strategy how this could be done. The program itself shall be revised by an international expert and the timing of program implementation (with regard to the school calendar) shall be adjusted.  The ER further recommends to have an own output on career guidance or, to stay focussed on D-VET, even split it into a separate project.
F22	Teacher training and teaching materials are considered very helpful.		
F23	Career guidance is not placed in the ordinary curricula, but thought as extra-curricular subject.		
F24	Timing for the career guidance beginning of grade 9 is correct, but is not continued until end of grade 10.		
F25	Qualification questionnaire is too complex and leads rather to selection than guidance. The perception that TVET is only for the lesser gifted and the poor seems to be encouraged.		
F26	The career guidance is provided to secondary school classes of selected school. Out of the 6'644 pupils 45% were girls and 53% are considered DAG.		
Short Training (OjT)			
C10	The D-VET programs have high potential to improve practice based skill development as a product of PPP. The programs require further development before major up-scaling.	R14	The introduced Short Training (OjT) is the program with the highest impact and relevance at the moment. The ER recommends to further enlarge the approach to other sectors (think of gender!) and to improve the quality to further prevent drop-out and to improve the certification rate.  As mentioned, the project shall provide evidence that the ST is relevant and shall lobby together with the private sector associations for a solid embedment of the dual-training model in the new TVET act.
F27	The ST (OjT) introduced through ENSSURE provides access to NSTB Skill level test 2 in 10 month (normal procedure 2 x 390 h training and 1 year relevant job experience) and is therefore a welcomed option to obtain the skill level 2 certification and a viable basis for employment.		
F28	Trainings seem very relevant for the labour market and also attractive for formal certificate holder to get OjT to build solid base for employment and self-employment. The project collaborated with 38 private training provider, and 850 companies were involved in OjT.		
F29	Success rate in NSTB skill test is low (38% of graduates), mainly due to theoretical test, the practical skills are considered better than average skill level 2 candidates (according NSTB).		

Apprenticeship Program			
C10	The D-VET programs have high potential to improve practice based skill development as a product of PPP. The programs require further development before major up-scaling.	R15	The ER recommends to expand, further develop and test the apprenticeship program. It will be important to widen the cooperation with, and to further clarify the role of private sector companies and associations. In the areas of curricula development, work based training content, and examination and certification the ER would like to encourage the project to shift more implementation responsibility to the private sector and define rather controlling and funding function to GoN institutions. It is key to divide and describe roles and responsibilities clearly, so that the system is understood by all stakeholders.
F31	Dual-Apprenticeship has good support with private sector companies, associations and government, but only with those stakeholders that fully understand the structure and benefits of the apprenticeship model. Further the associations are not involved in examination at all.		
F32	The selection and matching of apprentice is purely school based. Companies have raised their interest in selecting their apprentice. The tri-party agreement in which private sector plays minor role is not providing sufficient leverage for the companies.	R16	The cooperation with private sector organisations, such as sector or trade associations, need to be increased. They should play a more important role in selection and matchmaking between apprentice and host company. Further, the apprenticeship agreement shall be an agreement developed by associations and GoN and signed by apprentice and company. It should regulate roles and responsibilities of apprentice, host company, GoN (TVET schools) and associations. The bond between the apprentice and the company shall be strengthen and both should have more leverage in the match-making process. Association should be involved in the examination and at least provide a letter of appreciation to the apprentice.
F36	The last 4 weeks of the apprenticeship is again school based training for exam preparation. The ER is considering that too long, but notes the absence of block training to learn skills on equipment not available in the host company.		
F39	Associations have only a minor role in the apprenticeship process so far. They play some role in curricula development but not in supervision of in-company training, organisation of block training, examination and certification.		
F34	The mechanical apprenticeship is clearly not fitting with sector structures and the required profiles of many companies having apprentice. The curricula does not reflect conditions and scope of work at the companies.	R17	The apprenticeship program for mechanical engineering needs to be reviewed. The ER proposes to focus first on metal worker (in cooperation with the Grill and Steel Association) and at a later stage mechanical engineering. Ensure job profiles match sector conditions and needs by conducting sector assessments and DACUM.
F35	The apprentice have a logbook to report their work based learning, but there is no frame (plan) of what an apprentice has to master in her/his in-company time.	R18	In-company learning needs to be better defined, in-company instructors better trained and teaching and learning material developed or identified. Also in this area experts from associations could play a crucial role in the development or identification of suitable in-company plans and learning material.
F37	Teaching and learning material for the apprentice is not available.		

F33	Some of the apprentices seem little prepared for world of work, the ER frequently heard complaints about work conditions and remuneration. In some companies the remuneration of unskilled recruits is higher than remuneration of apprentice, and they gain minimal salary much faster than the apprentices. The drop-out rate of mechanical apprentice is very high (33% after less than 1 year), also the drop-out rate of electrical apprentice with 14% after less than 1 year is too high.	R19	The ER would like to <b>highlight this recommendation</b> and sees it's implementation as a must, to continue the apprenticeship program and to reduce the drop-out rate. Working conditions and remuneration of the apprentice need to follow defined standards, the need to be frequently controlled (e.g. by associations) and there <b>must be a mediator/arbitrator institution</b> where apprentice and companies can seek support in case of conflicts or questions. Further apprentice need to know the company they are going to work with, their rights and responsibilities and shall be remunerated fairly. The apprentice-salary system shall start at a minimum level of 25% of the basic salary and shall increase over time at least to a rate agreed by the sector association. The project has to ensure expectations of apprentice are met, and shall in cooperation with the private sector create incentive system for the apprentice to reward their endurance (e.g. increasing salary). To prepare for the 20 month in-company training/work the project shall explore if it is possible to introduce trial apprenticeship (one week at the company to understand what kind of work the company is doing) or at least company visits during the preparation time. The apprentice need to be better informed about work conditions.
<b>Communication, awareness building and information dissemination</b>			
C11	Communication and awareness building is key for the success of the programs.	R20	Communication is fundamental. The ER recommends to screen all information material and correct mistakes, dispose all out-dated material and develops easy to understand information for all stakeholders. The information must define expectations, roles and responsibilities and benefits for the main stakeholders (trainee/apprentice – host company – association – TVET school/training provider – GoN). There should be specific brochures describing the programs, starting with the intention, benefits for the addressee, description of preconditions and what they will need to contribute, processes, available support, training structures, contact persons during different training settings, examination process and certification. The project has some good examples how graphics can be used, the ER is encouraging ENSSURE to use more graphics and engage sector experts in reviewing promotion and information materials.
F38	The apprentice and the host companies understanding of the apprenticeship model and the examination is insufficient.		