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Nepal (TVET-PP)**

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Mid-term Evaluation of TVET Practical Partnership for Nepal (TVET-PP)

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Acronyms and Abbreviations

CTEVT	Council for Technical Education and Vocational Training
CoE	Centre of Excellence
EUD	European Union Delegate
DSS	Dakchyata Support Schools
FCAN	Federation of Contractors Associations of Nepal
FNCCI	Federation of Nepalese Chamber of Commerce and Industry
GoN	Government of Nepal
MoAD	Ministry of Agricultural Development
MoCTCA	Ministry of Culture, Tourism, and Civil Aviation
MoLE	Ministry of Labour and Employment
MOEST	Ministry of Education and Science and Technology
MoF	Ministry of Finance
MTE	Mid-term Evaluation
NATHM	Nepal Academy of Tourism and Hotel Management
PPP	Public Private Partnership
SWAp	Sector Wide Approach
TITI	Training Institute for Technical Instruction
ToR	Terms of reference
TVET	Technical and Vocational Education and Training
TVET-PP	EU-Nepal Practical Partnership for Technical Vocational Education and Training Reform
QIP	Quality Improvement Plan

Executive Summary

The EU- Nepal Practical Partnership for Technical Vocational Education and Training reform (TVET- PP) programme is an overarching programme of the European Union with a total budget of EUR 20,621,111. It is implemented under two distinct contracts: a Delegation Agreement with the British Council and a direct grant to the Council for Technical Education and Vocational Training (CTEVT).

The overall objective of the programme is to contribute to Nepal's inclusive and sustainable growth through investment in human capital and by creating better employment opportunities. It also aims to support the GoN, namely the Ministry of Education (MoE), in implementing a set of policy reforms that should ultimately lead to the adoption of a Sector Wide Approach and make the TVET sector eligible for budget support.

Dakchyata: TVET Practical Partnership is a 58-month project managed by the British Council through a Delegation Agreement with two main results to be achieved; Innovative PPP models piloted to enhance the relevance, quality and sustainability of TVET provision in Nepal and to enhance the capacity and coordination role of the GoN in the TVET system and improve TVET governance.

SAKCHYAMTA: Scale-up Quality of the TVET Provision and Implementation is a 48-month project implemented by the CTEVT with the following result to be achieved: The quality of TVET provision and implementation is scaled up, ensuring that it is made available through outreach to the most disadvantaged.

The purpose of the project is to help reform the country's TVET sector to strengthen and more effectively implement a TVET policy responsive to labour market needs and to pilot and integrate the Public Private Partnership (PPP) approach in three key economic sectors: i) agriculture (commercial farming and food production), ii) construction; and iii) hospitality and tourism, in order to offer opportunities for promoting the transition to a greener, climate-resilient and low-emission economy.

This Mid-Term Evaluation (MTE) report presents the findings, conclusions and recommendations of the TVET-PP programme, including both individual projects - Dakchyata and Sakchyamta. The programme total budget is EUR 20,621,111.00 with a maximum EU contribution of EUR 20,000,000.

The purpose of the mid-term evaluation (MTE) was: (1) to evaluate the past performance of the SAKCHYAMTA and DAKCHYATA and its impact on the overall EU-Nepal Practical Partnership for Technical Vocational Education and Training reform programme (TVET- PP), including the possibility of a sector-wide approach which could lead to a Budget Support approach for future intervention. Particular attention was paid to 'intermediate' results measured against the expected objectives (2) to identify opportunities for improvement to strengthen the sustainability of the programme gains, and (3) to identify lessons learned and provide recommendations to guide future TVET sector programming by EU/Nepal and the Government of Nepal.

Main Findings

The MTE noted that the TVET-PP project is highly relevant to the social and economic development needs of Nepal (post-earthquake situation) and policy priorities in TVET. The project is well-aligned with the national priorities and strategies. The TVET-PP also fitted into areas of importance (relevance and access of TVET, quality of TVET, PPP, TVET governance, etc.) for the national economy (especially in three key economic sectors) and does not overlap with the work of other donors, often working in complementarity. The TVET-PP is moving forward to contribute to the reduction of youth unemployment through improved access, relevant and quality TVET, thereby improving their employability and providing them with better economic opportunities in the future.

- a) TVET-PP implementation in the case of Sakchaymata suffered from some delays in the early phase and was hampered for several reasons such as the working system and bureaucratic process mechanisms¹. In addition, for reasons of accountability, the administrative process was complicated in the case of Sakchaymata (e.g. procurement) and this was the most time-consuming issue.
- b) In general, the evaluation found that both the Dakchyata and Sakchaymata projects implemented by CTEVT and the British Council are managing in terms of achieving targets as far as possible. They continue to be well-received by national stakeholders and good opportunities exist for further development of their constructive involvement over the remaining period. In the case of Dakchyata, only 2 of the 6 outputs are behind schedule, with mitigation measures already in place to ensure that these remain achievable within the revised 58-month project period. All other outputs are either completed or on track.
- c) The TVET-PP approach could be a successful model for North-South cooperation to provide momentum to TVET system development in Nepal. The potential to scale up exists once specific weaknesses are thoroughly considered in the new project design and implementation. The implementation experience shows that the approach is effective and is likely to have a lasting impact on the TVET system and – in the long term – the economy. The approach is therefore suitable for any future project, taking identified weaknesses into consideration.
- d) The delivery, implementation and monitoring of the TVET-PP should remain the main priority of the project in the current phase and a potential second phase of the project. The present situation of SWAp to TVET is at scoping and discussion or consideration level, not focused on policy objectives and the resolution for Government funding. To move from this phase to the next level, it is necessary to address issues relating to the nature of a SWAp, its relevance to TVET for skills development to address unemployment and the general modus operandi, covering intended audience involved with TVET development, including providers and recipients of technical and financial support. Notwithstanding these broad issues, there are some areas, especially in capacity building, where the current project can at least act as a trigger for clear movement towards a SWAp for a forward looking SWAp work programme for medium and long-term sector strategy formulation, i.e. post TVET-PP.

¹ Also affected by project establishment, staff recruitment, timely approvals, etc. from competent authority.

Recommendations

Some of the key recommendations in brief:

a) Accelerate project activities as much as possible

Both projects should move forward building on achievements made and taking advantage of revised logframes to achieve more than 90 percent of targets, consolidation and monitoring of results, and troubleshooting and adjustments that may be necessary in order to ensure sustainability.

b) Enforce the monitoring and evaluation system and programme

With regard to Dakchyata, a formal system is already in place with the use of baseline data to set the benchmark for each project indicator. Dakchyata continuously reports to the EU Delegation on progress against the milestones set in the project log frame. The project has a robust M & E Strategy and plans, procedures and tools that are linked to the achievement of Key Performance Indicators and Key Result Areas of PPP grants and DSS.

Sakchyamta also has a formal system in place for reporting against milestones and indicators. A formalised system, such as a responsible monitoring committee would be helpful to ensure the timely measurement of indicators, the interpretation of the resulting data, and the effective feedback of the results into decision-making. It could supervise the programme's overall activities and the quality and effectiveness of the implementation, including the preparation of a detailed action plan identifying all the work required to achieve the target. This would allow for the detection of possible shifts in baseline values, the achievability of targets to be reviewed and resource allocation to be prioritised effectively. This system should eventually be integrated with other institutions such as counterpart CTEVT, Centres of Excellence (COE) and Dakchyata Support Schools (DSS), and capacity development needs should be identified for their institutionalisation and sustainability.

c) Strategic (Longer Term) Recommendations

- a) **Relevance:** Both Dakchyata and Sakchyamta are undertaking capacity building activities for SWAp at present. This process can be continued further for readiness related to SWAp formulation in the remaining period.
- b) **Effectiveness:** Agree to develop action plans according to revised logframe in each component and output, identifying all the work required to achieve the remaining outputs.
- c) **Efficiency:** Diversify channelling of funds through relevant partners and institutions in line with the revised logframes in a more holistic approach, with appropriate supportive supervision by the monitoring committee.
- d) **Impact:** Dakchyata and Sakchyamta can further enhance the process of evaluating impact (outcomes) and integrate it to the work plans, adopting the principle of plausible inference and pushing to achieve >90% of target outputs.
- e) **Sustainability:** The EU-CTEVT/British Council should do more, especially in promoting and monitoring TVET-PP so that its projects are implemented within a wider policy

environment and a policy framework compatible with and supportive of programme objectives in promoting sustainability, and promoting the role of stakeholders; i.e. those directly concerned with the programme or project, and beneficiaries. These include cross-cutting activities, as well as ensuring sustainable partnerships with relevant stakeholders such as GoN, CTEVT training centres encouraging maintained quality of TVET provision, skills training, capacity of CTEVT, innovative PPP models, and the capacity and coordination role of GoN in the TVET system.

The Way Forward: Consider Further Programming Prospects

The relevance of the TVET-PP project results framework to the development priorities of Nepal is still significant. The outcomes and outputs generally show that great potential for their integration within the committed national efforts is still significant to achieve the specific objective of strengthening and implementing more effective TVET policies responsive to labour market needs and to pilot an integrated Public Private Partnership approach in three economic sectors i) agriculture and food production, ii) construction, iii) tourism, that offer opportunities for promoting the transition to a greener, climate resilient, low-emission economy.

- a) The MTE concluded that the TVET-PP implementation is on track in achieving its objectives.
- b) The TVET-PP model could be taken as a working model and be helpful for future projects, building on results from the current project such as lessons learned, especially those related to implementation (How did it work? What were the practical challenges and solutions?) etc.

1. INTRODUCTION

The EU-Nepal Practical Partnership for Technical Vocational Education and Training Reform (TVET- PP) programme is an overarching programme of the European Union with a total budget of EUR 20,621,111. It is being implemented under two distinct contracts: a Delegation Agreement with the British Council and a direct grant to the Council for Technical Education and Vocational Training (CTEVT).

Dakchyata: TVET Practical Partnership is a 58-month project managed by the British Council through a Delegation Agreement with co-financing of EUR 10,000. SAKCHYAMTA: Scale-up Quality of the TVET Provision and Implementation is a 48-month project implemented by the CTEVT with EUR 611,111 as co-financing.

1.1 Scope and Purpose of the Evaluation

As proposed in the terms of reference (see Appendix 1), the purposes of the MTE are as follows:

- a) To analyse the implementation of the TVET-PP project that includes Dakchyata and Sakchyamta and to review the progress towards delivering the specified objectives and outcomes.
- b) To establish the relevance, performance and success of the project, including a projection of the sustainability of results.
- c) To collate and analyse specific lessons learned and best practices pertaining to the strategies employed and implementation arrangements, which may be of relevance to other projects in the country and elsewhere in the world.

In accordance with this, as described in the terms of reference, the MTE is specifically intended to provide a basis for decision-making about necessary amendments and improvements at an opportune moment during project implementation to reach the expected outcomes.

1.2 Approach and Methodology

The main consideration, which guided the approach adopted by the team, was the importance of the project team's sense of ownership of any findings and recommendations after the completion of the MTE, in order to apply them to the remainder of the project.

The approach addressed these considerations in the following ways:

- a) The emphasis of the MTE on constructive, analytical dialogue with the project team members: the aim was to provide the team with the opportunity to explain the strategies applied to date and the challenges faced, to reflect on and draw lessons from their experiences to date, and thereby to deepen their conceptual understanding of key issues underlying the project.
- b) An examination of processes, rather than achievements and impacts: given that the project has been under implementation for 1½ years in the case of Sakchyamta and 2 years in the case of Dakchyata out of the four-year project (58 months with the 10 month extension²). The

² Dakchyata has been extended for 10 more months; total project period is 58 months.

MTE team considered whether the project was establishing processes and mechanisms that would enable the targets to be achieved in the longer term.

- c) Reliance on secondary information: the resources available for the MTE were not sufficient for the team to gather primary information on impacts and sustainability to allow statistically valid analysis. Rather, the MTE findings and recommendations were based on the data collected and provided to date: therefore, the conclusions were necessarily limited to qualitative inferences based on the opinions expressed by the project team and other stakeholders, complemented by recommendations of additional data that the project should collect in future in order to facilitate its adaptive management.
- d) The MTE is a formative evaluation. This implies a greater focus on process than summative evaluation, paying attention to the likelihood of achieving the desired outputs and assessing any change that is necessary in order to increase the chances of success. This is important in TVET-PP, because although the project is at mid-term in duration, implementation is still at a very early stage.

1.2.1 Methodology of the Evaluation

The approach to the evaluation was based on five key Development Assistance Committee (DAC) evaluation criteria: Relevance, Efficiency, Effectiveness, Impact and Sustainability. These guided the review of the appropriateness and continued relevance of the programme strategy and assessment of the effectiveness and efficiency of its implementation, including coherence, likely impact and cross-cutting areas, and delays in implementation and/or lack of expected absorption rates.

The principal elements of the methodology applied in the evaluation were as follows:

a) Desk-based preparatory work

Prior to the in-country mission, the MTE team proposed carrying out a detailed desk-based review of documentation, in order to allow the scoping of the priority issues that needed to be examined during the in-country mission with the aim of optimising the use of the limited time available in the country. The team also provided an evaluation matrix of the indicators included in the logical framework, including the baseline and end of target values and the risks and assumptions.

A number of documents were made available and reviewed prior to the mission and the list has been provided in Appendix 2 (see list of documents consulted).

b) In-country mission

On arrival in Kathmandu, Nepal, at the kick-off meeting, the MTE team shared the final inception report with the EUD for comments, including a field work plan that was subsequently finalised.

During the mission, the team discussed the following issues with the Dakchyata and Sakchyamta project teams:

- i. Any significant changes that have occurred to the project context, risks and assumptions, relative to those described in the Project Document.
- ii. The degree to which the project strategies proposed in the Project Document, and the indicators of success, maintain their relevance in the light of lessons learned to date and any evolutions in the project context, in terms of their potential for delivering the indicator targets proposed in the Project Document, their cost-effectiveness and their potential for contributing to sustainability and replication.
- iii. Progress to date with activities and budgetary execution, in relation to the Total Budget and Work Plan.
- iv. Advances to date in relation to the indicator targets set out in the logical framework of the project.
- v. The degree to which the forms and mechanisms of coordination foreseen in the Project Document have functioned in practice.
- vi. The efficiency of the administrative, logistical and financial management mechanisms applied in support of the project.
- vii. The adequacy and relevance of the human resources assigned to the project.

Bilateral meetings were held with key project stakeholders, including the following:

- i. The Joint Secretary and Under Secretaries, Ministry of Education and Science and Technology (MoEST).
- ii. The Member Secretary of the Council for Technical Education and Vocational Training (CTEVT).
- iii. Representatives of the Provincial CTEVT officials.
- iv. The EUD Head of Cooperation, Head of Finance, Contracts and Audit, EUD Programme Managers.
- v. The Dakchyata team, including the Team Leader in Dakchyata, to whom the Senior Project Manager reports directly and the Project Coordinator, Sakchyamta, who is responsible for overall project implementation.
- vi. The Sakchyamta team, including project coordinator, division chiefs, consultants, and Member Secretary, CTEVT.
- vii. The principal and team at Centres of Excellences and Dakchyata Support Schools (DSS)

The interviews with these stakeholders were carried out in a semi-structured manner in order to permit the qualitative exploration of issues that emerged during the course of the meetings.

Key questions used to structure the interviews included (but were not limited to) the following:

- i. To what extent was the interviewee involved in or consulted on project design and/or key decisions during the implementation phase?
- ii. How have changes in the context (institutional, policy, finance etc.) affected the relevance of the project since it was designed?
- iii. What are the main challenges and opportunities in relation to the achievement of financial sustainability of TVET-PP?
- iv. Which elements of the support provided by the project have been most useful and why?

- v. Which elements of the projects failed to address partially or completely as of now questions such as SWAp?
- vi. What are the aspirations of the interviewee for the support to be provided by the project during the remainder of its period?
- vii. Is the Project design coherent and adequate? (Relevance)
- viii. Does the design adequately address the policy priorities of partners?
- ix. How plausible and realistic is the theory of change?
- x. Are activities sufficient to meet the needs of target beneficiaries?
- xi. What is influencing the achievement of results? (Effectiveness)?
- xii. What results are being achieved?
- xiii. Are the intended beneficiaries being reached?
- xiv. How likely is it that the project will achieve the desired outputs?
- xv. What are the implementation challenges? (Efficiency)
- xvi. Are the institutional and governance arrangements working?
- xvii. Is delivery of activities consistent with plans and timelines?
- xviii. What are the main influences on efficiency?
- xix. What are the implications? (Sustainability)
- xx. How committed and engaged are the main partners?
- xxi. What is the likelihood of sustainable results?

Our approach to the MTE is utilisation-focused and participatory. Utilisation focus emphasises the importance of generating evidence that is not only practically useful but is also within the power of stakeholders to influence. In the simplest terms, it aims to answer three questions:

- a) What? - What are we seeing? What does the data tell us? What are the indicators of change? What patterns are emerging?
- b) So what? - What sense can we make of the findings? What does it mean now and in the future? What effect does the current situation have on stakeholders?
- c) Now what? - What are the options? What are the resources? When and how does action need to be taken to optimise opportunities?

1.3 Limitations

The MTE Team faced a number of limitations during the evaluation: a sufficient but limited schedule, particularly to verify with baseline data and a tight meeting schedule to cross check a variety of data from numerous sources, but insufficient time to compare observations on a regular basis. Project baseline data was available, but limited in order to more fully assess project successes.

2. BACKGROUND AND CONTEXT

Nepal has a population of 28.6 million³, which is growing fast, resulting in a young country with 63.7 per cent of the total population below the age of 30⁴. The national economy of Nepal has been more or less stagnant and underemployment is a significant problem. The estimated per capita income is around USD 1,050, while income disparity is high. Amid such, some 3 million Nepalese –mostly unskilled – work outside the country, in particular in the Middle East, due to the unemployment rate, which is 2.7% (2017). The number of new entrants to the labour force on an annual basis is approximately 400,000, while for poverty to be halved – it is estimated – 3 million jobs would be needed⁵. At present, the unemployment rate for youth aged 15-29 is 19.2 per cent compared to 2.7 per cent for the whole population⁶.

On the other hand, some two-thirds of Nepal's population is engaged in the agriculture sector and its contribution to the GDP is 36.5 per cent. There is a particular need for a skilled workforce in the area of construction as this sector continues to boom, not only in urban areas but in the rural market centres as well: over 17,000 construction companies employ over one million Nepalese. With a GDP share of around 50%, the service sector is the largest contributor to the GDP and covers a large section of the economy, including the hospitality industry (hotels and restaurants). Nepal's economic situation and national aspirations justify a special focus on the three underlined sectors, these being undoubted priorities and sufficiently diverse to test proposed project strategies, and they will be focused upon in this intervention⁷.

On top of that, Nepal suffered a devastating earthquake in 2015, but the reconstruction and recovery phase is one of the opportunities for job creation and employment growth. However, with a low rate of students completing school education, a sound technical education and vocational training system is one of the most important needs for Nepal. Despite recognising the role of a skilled workforce in reducing poverty, the vocational education sector in Nepal has remained in the shadows over the years. The TVET system in Nepal is still fragmented and the quality of training does not meet market needs. Training irrelevancy, poor access and lack of post-training support like career guidance and employment support services are the major issues faced by the current TVET system.

In this regard, national plans and policies have recognised the importance of TVET sector for economic growth. The Nepal 13th and 14th National Plans committed to the strategy of increasing investment and opportunities in technical and vocational education and training⁸.

In order to address the unemployment problem, there is an urgent need for better TVET programmes – short and long term. A well-functioning technical and vocational education and

³ Central Bureau of Statistics (CBS) 2019 report.

⁴ ILO Nepal 2019.

⁵ ADB, Country Poverty Analysis (2013-2017) and ILO Nepal.

⁶ ILO Nepal 2019.

⁷ Vulnerability Profile of Nepal, 2018

⁸ Nepal 13th and 14th National Plan

training system is also important to play an important role in transforming Nepal's human resources into productive assets to meet the government's national development objective for inclusive, employment-oriented growth.

In this regard, the objective of the current TVET-PP project was to strengthen and more effectively implement a national TVET policy responsive to labour market needs (though TVET policy environment has changed since it was initiated due to the change in governance structure: federal system i.e. three tiers of governance structure and though TVET policy is still relevant but this new environment demands additional policy and TVET Act) and to pilot and integrate the Public Private Partnership (PPP) approach in three key economic sectors: i) agriculture, ii) construction; and iii) hospitality and tourism. This objective is very significant in the context of addressing TVET issues such as:

- a) The absence of a consolidated reliable database and labour market information;
- b) A mismatch between workforce supply and demand;
- c) Substantial fragmentation and myriads of skills training programmes offered through many donor funded projects ;
- d) A lack of structured apprenticeship programmes;
- e) Curricula which do not reflect the skills demanded by today's labour market;
- f) Machines and equipment that are not up-to-date with skills needs in most training centres; and
- g) Lack of effective monitoring and evaluation.

The TVET- PP result areas are as follows:

Result area 1: Quality of the TVET provision and implementation scaled-up and outreach to the most disadvantaged ensured.

Result area 2: Innovative PPP models piloted to enhance the relevance, quality and sustainability of TVET provision in Nepal.

Result area 3: Enhance capacity and coordination role of the Government of Nepal in the TVET.

Result area 1, referred to as Sakchamta, is implemented by CTEVT and Result areas 2 and 3, referred to as Dakchyata, are implemented by British Council. The duration of Sakchamta is 48 months, financed by the EU contribution and co-financing of EUR 611,111. The Dakchyata TVET PP project started in March 2017, lasts 58 months and is financed by EU along with co-financing of EUR 10,000. The Sakchamta TVET PP programme started 10 months later in December 2017. Both projects will end in December 2021.

3. KEY FINDINGS

3.1 Assessment of the Project Concept and Design

In December 2016, the European Union (EU) and the Government of Nepal (GoN) signed a financing agreement called the “EU-Nepal Practical Partnership for Technical Vocational Education and Training Reform (TVET-PP)” to contribute to the implementation of the GoN’s policies and enhance the quality, relevance, and accessibility of technical and vocational education and training (TVET). The initiative sought to foster Nepal’s inclusive and sustainable growth through investment in human capital and to create better employment opportunities.

The TVET-PP programme comprises two main implementing partners under two modalities: direct management through a grant awarded to the Council for Technical Education and Vocational Training (CTEVT), and indirect management through the British Council, which implements activities to make TVET policies more responsive to labour market needs.

3.1.1 Overall and Specific Objectives of the Project

The general objective of the TVET practical partnership (known as the TVET-PP project) is to contribute to Nepal’s inclusive and sustainable growth through investment in human capital and by creating better employment opportunities.

The specific objectives are to strengthen and implement more effectively a TVET policy responsive to labour market needs and to pilot and integrate the Public Private Partnership (PPP) approach in three key economic sectors: i) agriculture (commercial farming and food production), ii) construction; and iii) hospitality and tourism, that offer opportunities for promoting the transition to a greener, climate-resilient and low-emission economy.

In this regard, the long-term solution to this problem sought by the Government of Nepal is pursued through interventions in the following areas:

- a) Quality of TVET provisions through partnership with business and industry and implementation scaled-up, ensuring that it is made available through outreach to the most disadvantaged (Result Area 1);
- b) Innovative Public-Private Partnership (PPP) models piloted to enhance the relevance, quality and sustainability of TVET (Result Area 2); and
- c) Enhance the capacity and coordination role of the GoN in the TVET system and improve TVET governance (Result Area 3).

3.1.2 Other Relevant Project Design Elements

The vertical logic of the Dakchyata and Sakchyamta projects is summarised below:

Table 1: Dakchyata - Project Objectives, Outcomes and Outputs

Overall objective:	To contribute to Nepal's inclusive and sustainable growth through investment in human capital and by creating better employment.
Specific Objective(s)	To strengthen and implement more effectively a TVET policy responsive to labour market needs and to pilot and integrate the Public Private Partnership (PPP) approach in three key economic sectors: i) agriculture (commercial farming and food production), ii) construction; and iii) hospitality and tourism, that offer opportunities for promoting the transition to a greener, climate-resilient and low-emission economy.
Outputs	<p>OUTPUT 1: CTEVT has better skills and knowledge to engage with the private sector on developing market relevant curricula and quality standards.</p> <p>OUTPUT 2: Public awareness and understanding of skills training and TVET is improved.</p> <p>OUTPUT 3: PPPs established, testing and learning from TVET approaches.</p> <p>OUTPUT 4: Resources and knowledge developed to support the strengthening of PPP options.</p> <p>OUTPUT 5: Resources, procedures and knowledge developed with GoN to support coordination, monitoring and reform of TVET.</p> <p>OUTPUT 6: Resources developed and tested to identify skills demand and supply information</p>
Sub-outputs	2a: Between 6 and 12 grants awarded to support innovative PPP initiatives.
	2b: PPP local case studies produced.
	3a: TVET governing bodies supported to increase coordination and oversight of the sector (Activities 3.1 and 3.2).
	3b: TVET reform monitoring panel functionalised (Activity 3.3).
	3c: Skills demand and supply information tools developed and piloted (Activity 3.4).
	3d: Policy guidelines, materials and tools on the TVET practical-partnership approach to guide all TVET stakeholders developed (Activity 3.5).
	3e: Study tours/workshops conducted to increase exposure of policy makers/influencers to international PPP best practices (Activity 3.6).
	3f: Awareness campaign implemented to increase awareness among the general public and employers about the benefits of skills training (Activity 3.7).
	3g: Increased capacity of CTEVT to engage with private sector in developing market relevant curricula, and improve quality standards. (Activity 3.8).
Key activities	<p>2.1 Develop grant scheme (output 2a)</p> <p>2.2 Selection and monitoring of grant projects (output 2b)</p> <p>3.1 Technical assistance to TVET governing bodies focusing on coordination and oversight role (Output 3a)</p> <p>3.2 Provide technical support for the implementation of TVET policy, TVET sector strategy and policy guidelines (Output 3a)</p>

	<p>3.3: Set up monitoring panel to conduct a comprehensive baseline study at programme outset and review the TVET reform process (Output 3b)</p> <p>3.4: Establish a system to pilot a skills demand and supply information tool in each of the three key economic sectors (Output 3c).</p> <p>3.5: Develop policy guidelines, materials and tools on the TVET practical partnership approach to guide government agencies, industries, NGOs, providers and development partners and all TVET stakeholders (Output 3d).</p> <p>3.6: TVET stakeholders, policy makers supported by providing opportunities to share and learn from study tour and international conference (Output 3e).</p> <p>3.7: Implement public awareness campaign (Output 3f).</p> <p>3.8: Technical Assistance to CTEVT in capacity building, curricula development, quality assurance systems (Output 3g).</p>
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Table 2: Sakchyamta - Project Objectives, Outcomes and Outputs

Overall objective	Contribute to Nepal's inclusive and sustainable growth through investment in human capital and by creating better employment opportunities
Specific objective(s) Purpose	To strengthen the quality planning, coordination and implementation capacity of CTEVT to increase the outreach to the most disadvantaged and ensure leadership in line with CTEVT strategic plan (2014-2018)
Output 1	Improve resource (HRM) CTEVT institutes human management system of and its institutes
Output 2	Increase employer representation in development and validation of curricula.
Output 3	Improve quality assurance system, standards and monitoring by engaging private sector.
Output 4	Improve coordination and collaboration with National TVET Stakeholders at national and international level.
Sub Output 1.1	Develop a human resource management system (HRM) for staff of CTEVT and its institutes.
Sub Output 1.2	Enhance institutional capacity of provincial Offices & 3 CoEs
Sub Output 1.3	Capacitate TEVT professionals, including private TVET providers Physical facility of 3 CoEs located at province2, 4 and 7 and 1 central offices strengthened
Sub Output 2.1	Development of new/updated curricula to match market needs, in collaboration with the private sector
Sub Output 2.2	Design and develop e-learning materials
Sub Output 3.1	Develop quality assurance Model (QA)/accreditation
Sub Output 3.2	Build capacity to conduct research and studies
Sub Output 4.1	Expansion of TVET programmes by coordinating with the local elected authorities at the urban/village level municipalities to launch a "Skills for Work and Life Campaign"
Sub Output 4.2	Conduct sharing events/seminars/workshops
Sub Output 4.3	Conduct TVET social marketing and improve visibility and communication

3.1.3 Problems That the Project Seeks to Address

The MTE team, after a documentary review, identified the principal problem that the TVET-PP seeks to address as summarised in the Project Formulation Document as follows:

The challenges faced by the Government of Nepal in achieving inclusive and sustainable growth due to better and limited employment opportunities for youth and under-privileged groups due to TVET's relevance, quality and accessibility.

3.1.4 Appropriateness of Institutional Set-Up and Management Arrangements

The Dakchyata and Sakchyamta projects are managed individually through a mechanism at project level. Adequate staff and experts have been sourced and are in place to provide strategic guidance on the relevant components and to support each project. In the case of interlinked activities, there is no formal mechanism for coordination while such activities are undertaken on an ad-hoc basis as and when needed. This has created some challenges for effective and efficient oversight and monitoring of interlinked activities. Both projects have to provide a bi-annual report to the EU in addition to annual narrative and financial report. A provision for the external evaluation of the program to assess the overall status, progress and challenges of the projects exist along with the external evaluation of the program by the EU; the ongoing MTE is one of them.

The British Council has its own established administrative and financial systems, processes, guidelines and policies. When it came to implementing the programme, there were therefore some initial challenges in the context of Nepal. On the other hand, CTEVT follows GoN administrative and financial systems, including procurement, with many challenges, a key reason for slow progress in the initial 18 months. The institutional set-up exists and is assisted by its own organogram.

The Dakchyata project Coordination Committee is one of the main governance bodies of the project and meets quarterly to provide technical guidance and oversight to implementation of the Project. The Sakchyamta Project Coordinator also attends Coordination Committee meetings, to ensure better coordination between the two projects under the TVET PP Programme.

3.2 Assessment of Project Implementation

3.2.1 Institutional Arrangements

TVET-PP primarily focuses on implementation through the CTEVT and British Council based on the funding made available. Annual work plans and budgets are prepared each year. The budget allocation is very relevant for various levels of activities. Sakchyamta's achievement is 11 per cent in 2018 (CTEVT) while substantial progress is likely in 2020 in terms of spending. Significant groundwork has been completed and approximately 10 per cent (British Council) of the total budget spent, and the overall achievement of results has been clearly affected. The MTE noted that the Sakchyamta programme has had a slow start due to preparatory activities during the

start-up phase – including extensive consultations, procurement and recruitment delays etc. - that took longer than expected, and delayed implementation until 2018.

3.2.2 Monitoring System and Internal Review Processes

Monitoring and evaluation activities of Sakchyamta and Dakchyata fall under the responsibility of the CTEVT and the British Council. The MTE looked at all of the monitoring systems and resources of the implementing partners. The annual work plans prepared form the basis for monitoring of both projects.

The consultant was positioned at Sakchyamta for M & E activities. In addition to the annual and financial progress reports, other narrative reports were available that provide progress made by the project. Sakchyamta provided the audit report, which indicated a certain level of verification challenges. In the case of Dakchyata, it was explained that they follow international British Council guidelines in this regard, including in financial management, procurement etc.

3.2.3 Staff Management

The approach to implementing the activities of two projects independently means certain complexities are likely. This was evidenced by some initial and ongoing challenges in staffing and programme management in the case of Sakchyamta, which are to be expected in programmes of this scope and magnitude. This is especially due to the procurement of consultants and recruitment guidelines in the case of project staff of Sakchaymta. The MTE noted that staff/consultants are recruited through the IP guidelines, which follow specific and, at times, rigid administrative procedures of the respective organisations.

3.2.4 Financial Resource Management

CTEVT and the British Council as implementing partners prepare their respective annual work plans and budgets, which are submitted for approval. The final approval of work plans and budgets is submitted for disbursement. The MTE reviewed the budget allocated for the intended results and found it reasonable based on planned activities. A programme of this magnitude requires significant coordination and oversight. Overall, at the time of the MTE, the funding issue has not affected implementation.

3.2.5 Use of Resources

The MTE assessed the use of resources in relation to project implementation. As of the MTE, the use of resources in project activities was low. The following provides a glimpse of resource use:

a) Expenditure Status

The MTE team reviewed project expenditure performance based on the details provided. Based on the financial data, both projects would appear to be well positioned to complete planned activities within their budgetary limits, but the challenge is timely spending.

The actual expenditure of Dakchyata and Sakchyamta under three result areas is as follows:

Dakchyata as of 31 July 2019: Total Direct Costs: EUR 1,398,076 Remuneration: EUR 97,865 and Total budget: EUR 1,495,941 against provision of EUR 13,186,937, EUR 922,386 and EUR 14,109,323 respectively. In other words, total spending is around 10 percent of the total budget for the entire project duration, while the available spending plan indicates spending the remaining amount in the remaining period, specifically over 2 years and 6 months. Details are provided in Appendix 1.

Sakchyamta as of 31 July 2019: The spending is EUR 490,995.58 against the budget provision of EUR 6,111,111.00, which is around 8 percent of the total. The project plans to spend the remaining amount during the remaining period. The details of expenditure in each component under Result 1 and planned spending in the remaining project duration are provided in Appendix 2.

However, it should be noted that financial figures are to some extent contextual. Our evaluations are based on the financial figures provided until the end of July/August 2019. Significant amounts could be disbursed in the next 3 to 6 months that could change the percentage of the financial progress.

However, the MTE noted that the project activities and budget allocation have been planned on a graduation basis i.e. spending is scaled up every year. The provision of spending for year 1 is only 11% of the total project budget. In the case of Dakchyata, for example, the planned budget for years 1, 2 and 3 is EUR 550,630, 611,388, and EUR 5,498,819 respectively (Dakchyata Annual Progress Report – Year 2: 1 March 2018 – 28 February 2019). In this context, the current spending is reasonable, bearing in mind the 2 year combined allocated budget.

3.3 Assessment of the Programme's Contribution to Results

A summary of key findings against the evaluation criteria and questions provided in the matrix is presented below:

3.3.1 Overall Activity Progress and Performance

Progress Reports (bi-annual and annual) show slow progress in achieving indicator targets for all result areas. Based on the performance reports of Dakchyata and Sakchyamta, progress is on track, but as noted in the methodology, there was limited opportunity to probe into the veracity of reports.

For Dakchyata, Output six has been completed, Outputs 1, 4, and 5 are on track against agreed targets and Outputs 2 and 3 are behind schedule, but mitigating measures are already in place to ensure they can still be met within the project implementation period.

3.3.1.1 Attainment of Outputs, Outcomes and Objectives

The MTE team's observations regarding the levels of progress achieved to date by the project should be viewed in context, and this factor was taken into consideration in the process of evaluation: to a large extent, Dakchyata and Sakchyamta are inseparably linked and dependent on one another in this TVET-PP project. In practical terms, the Dakchyata and Sakchyamta projects are therefore equivalent to two components of one programme, with the complexity and magnitude of a full-sized project.

Given that the project is still in the middle of its life span and also that the Inception Reports and Logframes of Dakchyata and Sakchyamta did not set out indicator targets for the project mid-term, it would be unfair to judge the project solely on the level of quantitative progress in relation to its impact indicators. The approach adopted in the following review is, therefore, firstly to review progress with the delivery of the outputs and their corresponding activities, relative to those proposed in the Work Plan; and secondly to reflect in a more qualitative manner whether these activities and outputs appear to have set the project on course to enable it to meet its targets by project end.

Therefore, it is challenging to make a comparison between planned and actual progress. However, the timing proposed in the work plan developed at project inception for the delivery of the project's outputs with the timing achieved to date indicate delays at the time of the MTE.

In this regard, the MTE Mission noted from the progress made by TVET-PP in achieving the physical and financial targets from the start of the project to date, including based on financial information and result reports that both projects are behind schedule.

On the basis of financial disbursement in line with results indicators, most of the results indicators are still work-in-progress – i.e. yet to be processed, not completed and in some cases needing substantial achievement. In both projects, it was noted that individual consultants are providing technical assistance and support in guiding project implementation. Overall, the implementation progress is satisfactory. The first call for proposals under the Practical Partnership Fund delivered lessons that have been successfully applied in the second call in the case of the PPP modality for Dakchyata. The financial progress for Sakchyamta and Dakchyata (result area based) has been approximately 8% and 10% and details have been provided separately.

Details of the achievements are described below, and most actions are works-in-progress, with the exception of a few that have been completed; the remaining ones are in initiation and implementation stage.

Result Area 1: Quality of TVET provisions and implementation scaled-up, ensuring that it is made available through outreach to the most disadvantaged.

Detailed consultations were held with the Sakchyamta project team, which is responsible for Result Area 1 outcomes in addition to reviewing progress reports.

a) Strengthen CTEVT through improvement in organisational, institutional and HR capacity

A number of activities have taken place such as: a) CTEVT strategic plan (2014-2018) review, formation of a committee under the coordination of the Director of Planning and Policy, a strategic plan of CTEVT is being developed for 2019-2023, Gender Equality and Social Inclusion (GESI) training conducted, etc. Also, some of the other activities conducted include a training needs assessment of CTEVT staff and Organizational and Management (O&M) survey of the CTEVT system. Similarly, occupational skill upgrading training on Barista was provided to 15 instructors of CTEVT and private technical schools.

b) Increase private sector involvement in the development of the curricula and instructional materials

Under this output, the five occupations most in demand were identified in the tourism sector in collaboration with confederations/federations/associations and local government. A plan to identify the most sought occupation in agriculture and construction has been made and the National Competency Standard Manual (NCSM) updated.

Progress has also been made under this output (as of August 2019) in identifying 15 occupations most in demand in tourism, agriculture & construction (5 occupations in each sector) in collaboration with the private sector such as Federation of Nepal Chamber of Commerce and Industries (FNCCI), Confederation of Nepalese Industries (CNI), and associations and local government. The project has also developed training resources with wide-ranging engagement of the private sector in all phases such as research, standards development and curriculum development – a shift from the traditional participation role to contribution in each process.

c) Improve quality assurance system through developing and implementing Quality Assurance & Accreditation models and standards

With the support of the Dakchyata Project, a number of activities have been accomplished, such as: reviewing the existing Quality Assurance System of (QAS) of CTEVT, exploring quality assurance/accreditation standards for training organisations, reviewing international practices of QA and the selection of a successful model in the international context, along with conducting field based observation and consultation of TVET providers in Tikapur, Lahan, Janakpur, Pokhara and Kathmandu.

In line with this, a Quality Assurance Framework (QAF) was developed as one of the major contributions to the project, to support the Quality Assurance Manual on accreditation at a later stage and one of the major components under QAS as a target output.

d) Improve coordination and collaboration with Federal/Provincial/Local TVET Stakeholders for the expansion and development of TVET

Some of the activities accomplished under this output were: design/develop and disseminate different means of communication and visibility such as the EU contribution in electronic and print media, project brochure, planning diary, table and wall calendar, flex board in office, radio talk programme, advertised CTEVT programmes and projects, etc.

The project also implemented provincial seminars in three provinces (1, 2 and 4) to raise and build awareness and to lay the foundation for collaboration and coordination among local stakeholders. It was noted that local and provincial government representatives, TVET providers, employers and other stakeholders participated in and contributed to the seminar.

Result Area 2: Innovative Public Private Partnership (PPP) models piloted to enhance the relevance, quality and sustainability of TVET provision in Nepal

a) PPP training pilots

The first call for PPPs was initiated in December 2017, but the call had to be redefined. The 2nd call started in late 2018 and is still in progress. The recommended grant awardees have been submitted to the Grant Selection Committee (GSC) for final approval. This activity is expected to start in the next quarter.

In spite of this, Dakchyata was successful in opening PPP spaces and mechanisms, particularly in establishing the PPP Working Group, which has gained significant recognition as a leading voice in TVET PPP, and progress in the development of the PPP Policy Guiding Document, and developing PPP example models and guidance.

b) Enhancing employer engagement in selected CTEVT schools

This area is under its implementation phase of finalisation of sector strategies and school level activity plans, leading to the development of a comprehensive full proposal submitted in August 2019. This result area seems to be taking some time to start as there are still a number of protocols in this regard such as grant proposal approval by the Grant Assessment Panel, contracting and implementation.

c) National level labour market prioritisation

The present status of this result area is at consulting phase. A number of activities have been conducted, such as a scoping study on employer needs and consultative meetings with FNCCI, FNCSI, CNI and HAN. An initiation strategy is currently being developed. The view of the team is that this result area is still in the initial phase.

Result Area 3: To enhance the capacity and coordination role of GoN in the TVET system and improve TVET governance.

a) Support to MoEST/TVET Division

i. Capacity development

Some capacity development activities focusing on personnel from the TVET Sector Development Unit of MoE were carried out in year 1, but activities under this were revised after the creation of the new Ministry of Education, Science and Technology.

A comprehensive sector-wide Capacity Development Plan was finalised in March 2019. Work is currently ongoing on a corresponding Capacity Development framework, finalised in September, to be followed up by CD/training activities. It was noted that some international capacity building activities have been undertaken for Government officials, including participation in two international skills seminars and a study visit.

ii. Strengthening the MoEST coordination mechanism of TVET

This plan is on hold at the Ministry's request until the cabinet approves the Education Act. Therefore, it will be some time before this activity can resume. Some other achievements were a sector monitoring mechanism developed, institutionalised and implemented through the Annual Review of TVET policy reform. Dakchyata provided support to MoEST in capacitating the personnel of the TVET Division and in developing a comprehensive sector-wide Capacity Development Plan, alongside the support provided to CTEVT in developing an Occupation Demand Tool (ODT), competency skills standard and quality assurance mechanism.

b) Technical Support to MoEST / CTEVT for engagement of Private Sector in TVET, including the establishment of a TVET Fund

The mission noted a number of initial activities, in particular study and draft actions such as the major nation-wide study into Private Sector Investment in TVET which took place over the period May-August 2019.

c) Support to the Monitoring of TVET Reform

The third Annual Review of the TVET Reform Process (2019) has been submitted and is currently being finalised for publication, building on the 2017 baseline situational analysis, and the subsequent 2018 Annual Review. The annual review of TVET Policy was shared with teams from MoEST, CTEVT and other TVET stakeholders. A major dissemination event is planned in autumn 2019, allowing wider TVET stakeholders to benefit from the insights provided through comparative analysis of the changes over this last three-year period.

d) Skills Demand and Supply in TVET

Under this output area, an assessment and analysis of post-earthquake occupation and skills demand was concluded in April 2018. The study reviewed short and long-term training in (re)construction delivered or initiated by donors, I/NGOs, CTEVT and Government in the immediate aftermath of and subsequent reconstruction period since the 2015 earthquake. Progress has been made on the development of an ODT for TVET stakeholders; tools and associated manuals have been developed at meso and micro levels, and piloted and refined through field testing in the agriculture, construction and tourism sectors.

e) Develop Policy Guidelines Materials and Tools on TVET Practical Partnership Approaches

Under this output, activities include public-private collaboration through the establishment of a functioning tri-partite TVET PPP Working Group through which MoEST, CTEVT and private sector representatives discuss and exchange views on aspects of employer engagement within TVET. It was noted that the Working Group formulated an outline framework ('skeleton') of the Policy Guiding Document (PGD). Progress is currently on track against existing plans and milestones laid down.

f) International Capacity Building

It was acknowledged that a number of international capacity building activities have been conducted for Government and private sector representatives, including participation in two international Skills Policy Seminars facilitated by the British Council, and a study visit to Malaysia.

g) Public Information Campaign (PIC)

Under this output, a campaign strategy was reformulated, public information campaign activities planned and a Communication Working Group formed, among others.

h) Activities to support CTEVT to deliver Component 1

Substantial technical inputs have also been provided towards Sakchyamta/CTEVT on Quality Assurance and Curriculum Development. The collaboration on ODT has been successful. Also, technical assistance to CTEVT was provided during Dakchyata project year 1 on the development and finalisation of the Sakchyamta proposal for submission to the EU, development of an Occupation Standards Manual, and the development of a framework and methodology for demand analysis etc.

3.3.2 Rating Scale

Based on progress made by both Dakchyata and Sakchyamta, in brief, the project can be rated as follows under the MTE:

Performance	Dakchyata	Sakchyamta
a) Achievement of project objective	Satisfactory	Satisfactory
b) Implementation progress	Satisfactory	Satisfactory
c) Project management	Satisfactory	Satisfactory
d) Procurement	Satisfactory	Satisfactory
Financial management and information	Satisfactory	Satisfactory

However, working system, process and conventional bureaucratic norms etc. have played roles in hindering the execution of project and translating plans into action to some extent.

3.3.3 Review of Standard Evaluation Elements

3.3.3.1 Relevance

a) Project Formulation

The project design appropriately identified result areas for the long-term TVET system. The analysis of challenges and gaps identified the main relevant issues and the strategies proposed were relevant to address problems covering both supply and demand sides. The MTE paid particular attention to any aspects which were inadequate in terms of the adequacy of the adaptive management applied by the project team, and to the recommendation for any further modifications or adaptive management strategies that may be necessary during the remainder of the period in order to correct any inherited design defects.

The TVET-PP project was designed almost five years ago in accordance with the strategic priorities at that time. As described in the Project Formulation Document, it was relevant to priorities at that time and remains so post-earthquake.

Discussions undertaken during the mission with the project teams and key institutional stakeholders indicate that the gap analysis remains correct. It is still relevant for the project to address TVET policy responsive to labour market needs and to pilot and integrate the Public Private Partnership (PPP) approach in three key economic sectors: i) agriculture (commercial farming and food production), ii) construction; and iii) hospitality and tourism, that offer opportunities for promoting the transition to a greener, climate-resilient and low-emission economy.

A number of issues, such as the political system (federal system), governance and institutional provisions including TVET at three different levels (federal, provincial and local) have changed since the time it was carried out. Moreover, the project assumed the project implementation environment would continue to remain favourable, including the governance structure. However, due to changes in the political system (federal system), the TVET policy and operating environment have changed significantly.

This has transformed the roles of governing institutions at three levels, including the private sector, civil society and beneficiaries as agents of change. In this regard, the changing political context has influenced the relevance of the project to some extent while institutional structures that promote or block TVET development are still in transition. As a result, the project, although technically sound, delayed in achieving some of its intended results due to these external reasons.

b) Objective, Outcomes and Outputs

In the context of the three-tier governance structure under Federal Nepal, the project objective of “strengthening and implementing more effectively a TVET policy responsive to labour market needs and to pilot and integrate the Public Private Partnership (PPP) approach in three key economic sectors: i) agriculture (commercial farming and food production), ii) construction; and iii) hospitality and tourism, that offer opportunities for promoting the transition to a greener, climate-resilient and low-emission economy” is still relevant and well formulated. The outputs set out in the Dakchyata and Sakchyamta log frames are also relevant and appropriate in relation to the three result areas.

3.3.3.2 Effectiveness

Majority of planned outputs of TVET-PP are either completed or on track. So, the TVET-PP is on the right direction, with a few exceptions at this level, and therefore the financial and technical results portfolio will also be on track in the case of Sakchyamta while significant in the case of Dakchyata, as the project has delivered the majority of its planned mid-term outputs, with 4 out of 6 output areas either completed or on track in line with expectations by the mid-way point in implementation.

With regard to Output 6 of Dakchyata, resources developed and tested to identify skills demand and supply information has been completed. Outputs 1, 4 and 5 are on track against agreed targets/milestones set until mid-term. Outputs 2 and 3 are behind schedule but mitigating measures are already in place to ensure they can still be met within the project implementation period.

Assessing results is not straightforward owing to the way the work plan is constructed. Depending on the level of efforts in the remaining period and given the revised indicators submitted by CTEVT and British Council for Sakchyamta and Dakchyata, the outputs can be achieved by the end of the project, if not one hundred percent, at least significantly.

At activity level, under pressure to demonstrate results, activities should finally gather momentum in the remaining period. Activities relating to PPP are crucial to broaden the reach, influence and linkages among PPP actors, including employers, CTEVT, and relevant Ministries at the national level in order to have visible evidence of improved linkages at subnational level and local level in the field.

Dakchyata Supported Schools (DSS)

The MTE team is of the view that the selection guidelines and due diligence for institutes selected under Dakchyata Support schools (DSS) are coordinated and communicated.

The British Council has pursued a direct award selection process for CTEVT, and has fully complied with the steps required under the British Council grant management rules and regulations.

A full business case for direct award was developed and approved internally in line with delegated authorities within the British Council, prior to issuing the Scope of Work. Full due diligence assessment has been conducted and risk areas noted so that mitigation measures can be put in place prior to development of the full proposal.

At the school level, a comprehensive monitoring/performance framework was developed, and baseline information has been collected from all 9 schools through both self-assessments and subsequent physical verifications on site.

Quarterly technical reports are structured under this same framework, to allow systemic monitoring of progress against plans. Finally, technical experts have already been contracted to provide sustained long-term capacity-building support to the 9 DSS, and funding for additional technical expertise at an individual school level permissible within the project budget.

The DSS assessment and monitoring framework is built upon QIP indicators to ensure that initiatives and learning from other donor-funded programmes is streamlined through the implementation of Dakchyata.

Regarding challenges at the school level (DSS), institute governance, teaching/learning infrastructure, teacher capacity and management, student learning services, learning quality etc. were identified as the critical issues, calling for urgency in resolving these issues through oversight, monitoring and technical assistance. There is an urgent need to support the 9 DSS TVET institutions with short term experts (3 to 6 month) stationed at the school to support the school in designing teaching / learning materials, especially workshop and lab manuals, installation and training on the new equipment as per the approved curricula, teacher/instructor training (both pedagogy and occupational skills).

PPP

The most important component of Dakchyata innovative public private partnership models to enhance the relevance, quality and sustainability of TVET provision in Nepal has yet to roll out fully. The project has identified nine/ten organisations along with a number of innovative PPP models.

CoEs

The efforts to enhance the skills of young people through Centres of Excellences and Model Schools (Dakchyata Supported Schools-DSS) signals a shift in the TVET sector in Nepal. This CoE and DSS approach will play a vital role in transforming the workforce by introducing market-based training linked to nationally recognised training standards. This aims to increase the productivity of workers in three key economic sectors: agriculture, tourism and construction. The approach aims to effectively meet both the needs of employers for a skilled workforce and the needs of the workers, including their social need for decent work.

The MTE is of the view that CoE is a long-term process. As such, it is important to deliver a clear message all the way to the institutes about the process, criteria, indicators and sub-indicators to be achieved and maintained, including the self-assessment process, external audit and the responsible competent authority. In addition, Sakchyamta must inform institutions of the necessary measures and mechanisms to have in place to be awarded the status of CoE.

Coordination

It was also noted that communication gaps exist between CTEVT at provincial level with Sakchyamta projects and activities. This can be resolved through regular communication with local and provincial authorities and institutes.

3.3.3.3 Efficiency

At mid-term, none of the partners (MoEST, EU, etc.) were fully satisfied with the progress made by TVET-PP. As of mid-term, delivery was around 10-15 percent for Dakchyata and Sakchyamta against targets. In order to protect funding, timely delivery of activities along with budget execution is necessary.

Common concerns are the late completion of the inception phase in the case of Sakchyamta, the slow pace of initiating results-oriented delivery, and the difficulty establishing a collaborative working relationship between implementing partners, as there are some cross-cutting activities. Also, due to the lengthy procurement procedure of the organisation, hiring consultants took longer, resulting in delays in completion of the inception phase and the implementation of only a few activities under Sakchyamta.

The departure of the Dakchyata Team Leader is another event that led to a certain level of ambiguity in planning and implementation.

Another reason was the failure to award any grant under the 1st round of the Call for Proposals under component 1 of Dakchyata, Innovative public private partnership models piloted to enhance relevance, quality and sustainability of TVET provision in Nepal, projects supposed to be implemented from the second year could not materialise. The relaunch of the Call for Proposal took place in year two instead.

Procurement

The MTE noted the lengthy procurement procedure as a factor responsible for delays in the completion of project activities during the early inception phase of Sakchyamta. The team also noted other reasons for delays in the implementation of activities, leading to a low level of spending. For example, during the field visit, the team was briefed that the fund for some awareness activities was transferred a few days before the end of fiscal year (Nepali), but it was not possible to implement them on time. Hence, the funding was returned. This indicates that procurement was less of an issue than the problems related to coordination and accountability, including technical oversight.

3.3.3.4 Impact

As explained above, it is probable that the difference between the baseline figures presented in the Logframes and the figures generated during the MTE is attributable solely to internal factors as opposed to external factors. Most of the central level and field-level activities of the project have yet to commence and be completed. Hence, it is still too early for the TVET-PP to expect evidence of impact from outcomes and replication of the experiences generated.

3.3.3.5 Coherence

The intervention strategy of the TVET-PP consists of three objectives, each related to key priorities with a single specific objective. The MTE confirms that the specific objective consistently reflects the national level challenges/needs and EU cooperation according to the

situation analysis. In this regard, the potential still exists for the TVET-PP to be used as a tool to establish coherence within the programme and the identification of synergy benefits.

3.3.4 Review of TVET Sector

The TVET system in Nepal is fragmented and the quality of training does not meet market needs. Irrelevancy of training, poor access and lack of post training support like career guidance and employment support services are the major issues facing the current TVET system. Several ministries deliver skills development at various qualification levels in a fragmented way due to lack of coordination. The main public provider of technical vocational education and training (TVET) is CTEVT with a national mandate, but there are also over ten government ministries that offer TVET training (e.g. Ministry of Labor and Employment (MOLE), the Ministry of Agriculture, Land Management, and Cooperatives (MOAD), the Ministry of Industry, Commerce, and Supplies (MOICS), and the Ministry of Culture, Tourism, and Civil Aviation (MoCTCA), among others).

Such fragmentation indicates weak institutional arrangements and coordination, the non-existence of a single agency with the capacity to coordinate the TVET sector, a weak regulatory framework and overall governance, duplication and lack of coordination of resource allocation, a weak information system for research, targeting, etc. among others.

Keeping this fragmented situation in mind, effective partnerships are central to TVET support, incorporating broad-based stakeholders at all levels to address the more than 450,000 people who enter the job market yearly in Nepal.

Opportunities

There are number of opportunities for the TVET sector in Nepal. For example, the country can accelerate its current economic growth rate through potential growth sectors as identified in TVET- PP, which is still relevant. Providing skilled workers to high-growth sectors will lead to high growth. Secondly, the country's young labour force is expected to expand in the coming decades, and this demographic opportunity needs to be converted into greater productive human resources, increased economic productivity and higher incomes. Thirdly, it is important to transform skills development by enhancing coordination, increasing funding and engaging the private sector. For all these, there is an excellent opportunity to bring together the key stakeholders, especially those engaged in skills development as indicated above (Ministries), including the private sector and the country's development partners.

Lessons from ongoing TVET-PP show that the design of any new project should be aligned with the existing policy environment and institutional arrangements; reforms and implementation should be based on targeted technical assistance, preferably with a relevant institution like CTEVT to support capacity building.

The MTE team noted that both Dakchyata and Sakchyamta are aware of the ultimate goal of TVET-PP: SWAp for budgetary support for the TVET sector. Currently, CTEVT, which is

implementing Sakchyamta, has limited orientation on its activities about the SWAp approach and modality.

SWAp and a programme-based approach (PBA) continue to be conceptually relevant approaches to TVET assistance. The SWAp for TVET in Nepal is looking at a coherent set of complementary programmes; coordinated by a sector-wide policy; and with implementation by a series of public and private sector actors and organisations.

This can be addressed through the systems of policy, planning and public finance linking public and private investment in the sector (TVET Fund), offering a framework for alignment for all TVET support. It is feasible and possible if CTEVT is strengthened for national leadership to the formulate a long-term vision and strategy and the management of SWAp planning needs through existing structures rather than inventing parallel structures by support through early incorporation of capacity building strategies.

Given that several development partners have an interest in skills development, including the EU and the current TVET-PP aimed toward SWAp leading to budgetary support, it is appropriate for the EU to continue to support the government in facilitating collaboration that leads to a sector-wide approach.

3.3.5 Review of Risks and Assumptions

The following risks were identified in addition to risks identified at the time of project formulation:

- a) Procurement is slow in the case of Sakchyamta, not only in terms of process and procedures, but also due to the centralisation of authority resulting in increasing pressure to achieve desired results (high)
- b) Provincial and local government have not fully participated in project activities leading to ownership and sustainability issues late in the project phase (moderate). This can be mitigated by communicating with and listening to local and provincial authorities and partners as a valuable investment for the long-term success of TVET-PP, facilitating the flow of information, dialogue, better coordination and stronger ownership. Also, it is helpful for dealing with ownership challenges to involve local and provincial public authorities with increased accountability and responsibilities.

3.4 Analysis of Cross-Cutting Issues and Sustainability of Results

3.4.1 Cross-cutting Issues

The project document has clearly defined cross-cutting issues such as gender, environment and climate change etc. as one of the strategies to achieve the outcome objective for a TVET policy responsive to labour market needs and to pilot and integrate the Public Private Partnership (PPP) approach in three key economic sectors: i) agriculture, ii) construction; and iii) hospitality and

tourism, to offer opportunities for promoting the transition to a greener, climate-resilient and low-emission economy.

Dakchyata has addressed the cross-cutting issues by embedding them in the grant selection criteria, which require applicants to demonstrate that they have considered the needs of their target group, especially vulnerable groups and women, and how their intervention may benefit them. In addition, it was noted that the PPP Grant applicants were oriented on cross-cutting issues during the proposal development workshops. As a result, proposals were received which specifically address cross-cutting issues, e.g. integrating environmental issues such as skills development for eco-tourism and employer engagement with issues of gender and vulnerable groups.

Similarly, actions were also undertaken to include in DSS Centres of Excellence located in hard-to-reach areas (Karnali, Terai) and the geographical locations in which most of the bonded labourers live (Dang and Kalilai), so that youth from the most disadvantaged groups will have increased access to TVET services.

The selected DSS were provided orientation on cross-cutting issues (gender and social inclusion, environment, leave no-one behind).

As guided by the Description of Action (DoA) of Dakchyata, an assessment on integrating cross-cutting issues in Dakchyata was made by the external consultant in June 2019. This assessment has outlined the key priorities for the future.

3.4.2 Sustainability

With a few notable exceptions, there is increasing realisation that the funding and fund flow mechanism in TVET-PP is rooted in excessive short-termism. Compliance with financial reporting is key for a smooth flow of funds. The MTE noted the main financial management risks as low financial management capacity, a weak internal audit which is not focused on procedural framework, lack of an integrated financial management information system, and compliance for financial management requirements and disbursement procedures. CTEVT agreed to implement the action plan as key measures to address deficiencies.

As detailed in the effectiveness section, activities are still in their early stages. This means that it is too early to make comments on sustainability. For the activities directly benefiting beneficiaries, the sustainability of the results of demand-driven training and job placement (apprenticeship) will depend very much on the quality of experience the trainees receive. If it is high quality, they may have improved job opportunities. However, since access to jobs is so heavily influenced by other factors, such as connections and networks plus the ability to adapt to changing workplace technology, even high-quality occupational training may not easily lead to jobs. Low quality training almost certainly will not result in jobs. It should be noted that the access, quality and relevance of training not only depends on the availability of tools and equipment, but also on their use and the level of skills of trainers at Centres of Excellence and Dakchyata supported model schools.

3.5 Lessons Learned

The TVET-PP implementation has provided many insights with regard to strengths and weaknesses. There seem to be emerging needs for more systematic rather than ad-hoc responses and opportunities to learn from the last two years of project implementation challenges. Some of the lessons are:

- a) Efficiency could be improved by introducing strong oversight and management of the Sakchyamta project. The Dakchyata project (British Council) has very robust oversight and management systems, which ensure that the project is implemented to the highest quality standards and in full compliance with the British Council programme management standards and EU contractual requirements.
- b) Initiatives for sharing of lessons should be increased both laterally and vertically among stakeholders at the same level (province, institution) and at central level in order to make reform initiatives more effective and their implementation more efficient.
- c) This TVET-PP project is ambitious and complex in thematic terms and involves significant federal, provincial and field-level activities in a changing political environment. It now appears that the proposed 48-month project duration will be insufficient. However, a 10 month extension has already been approved for Dakchyata only, even if the activities have been implemented more in parallel with each other than sequentially. Five years should probably be a minimum for this type of project (complexity rather than budget size being the key consideration) in order to give adequate time for full validation and troubleshooting of the outputs once delivered.
- d) Implementation modality: The TVET-PP project implementation (CTEVT direct and British Council delegated agreement) is usual under EU support. This model seems to have worked well so far in the case of individual projects: establishing and maintaining close relations with Government counterparts, for example through bilateral meetings, working groups and high level meetings, while at the same time benefiting from the opportunities for conceptual and strategic inputs. This project therefore presents an opportunity to generate lessons regarding the practicalities of how both implementing partners can relate with Government institutions in scoping SWAp and Government 'buy-in' and uptake beyond the life of the project.
- e) There has been enormous investment in TVET, including in PPP, in the TVET sector in Nepal. If all of this had been effective in providing sustainable livelihoods, Nepal would already be a low middle-income country. Through the PPP Working Group's Policy Guiding Document, the road is paved for establishing the legal/statutory framework to involve employers in a host of TVET areas, where they presently have no real role to play. That work will be backed up by the practical experiences that the PP-grants will provide. We strongly believe this to be an innovative way forward, and not a repetition of previous approaches.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The purpose of the MTE was to establish lessons learned and give recommendations for the continuation of the project, considering the delays and other issues. In this regard, the MTE has come to the following overall conclusions:

- a) The project is highly relevant to the social and economic development needs of Nepal (post-earthquake situation) and policy priorities in TVET. The project is well-aligned with the national priorities and strategies. The TVET-PP also fitted in areas of importance (relevance and access of TVET, quality of TVET, PPP, TVET governance, etc.) for the national economy (especially in three key economic sectors), does not overlap with the work of other donors and often works in complementarity with others. The TVET-PP is likely to contribute to the reduction of youth unemployment through improved access to relevant and quality TVET, thereby improving their employability and providing them with better economic opportunities in the future.
- b) The TVET project supported quality TVET provision in three potential sectors and strengthening of TVET system governance. The project was able to work on areas in need of reform and change such as new models of PPP, DSS and CoEs. At the time of the MTE, the TVET-PP seems to be heading towards success in the development and delivery of new TVET programmes (PPP based).
- c) The TVET-PP approach as an agent of change is likely to have an impact on the TVET system, especially in terms of the relevance and quality TVET provision, the PPP approach for relevance, quality and sustainability of TVET provision, enhanced governance system and structures etc. This is simply because the approach is based on the line of reasoning to position national stakeholders like CTEVT as agents of change in areas of PPP, labour market analysis, curriculum development, programme delivery and monitoring the TVET sector, leading to SWAp for budgetary support.
- d) The TVET-PP successfully plans to build the capacities of national stakeholders to take the initiative in project implementation and in reforming the TVET system, ultimately aiming to achieve SWAp for budgetary support. As indicated, a number of capacity building activities are ongoing that are crucial for increased engagement, ownership of the project, sustainability of project results and moreover, preparation for SWAp.
- e) The TVET-PP implementation suffered from various delays and was hampered for several reasons, such as the working system and mechanisms for bureaucratic processes. In addition, for reasons of accountability, the administrative process was complicated in the case of Sakchyamta (e.g. procurement) and the most time-consuming issue.
- f) The TVET-PP approach could be a successful model of North-South cooperation to provide momentum to the TVET system development in Nepal. The potential to scale up exists when specific weaknesses are thoroughly considered in the new project design and implementation.
- g) The implementation experience showcases that the approach is effective and is likely to have a lasting impact on the TVET system and – in the long term – the economy. The approach is therefore suitable for any future project, once identified weaknesses are taken into consideration.
- h) Despite TVET-PP's efforts to support SWAp for budgetary support, firm conclusions cannot be drawn as it is still relatively new and a work-in-progress. The aim to support SWAp for budgetary support continues to be an important one. Much more needs to be done in this area. Key gaps at this point include:

- The lack of a clear line of sight between national TVET policy and sector policy and strategies.
- Leadership readiness of CTEVT: readiness to lead and manage relationships with donors.
- The weak integration of sector priorities into national budget processes.
- The uneven integration of donor funds into national planning and budgeting systems for TVET.

4.2 Recommendations

The MTE team recommends maintaining a broad but manageable scope of the components and priority outputs according to proposed revised logframes to provide the Dakchyata and Sakchyamta Project Team with sufficient flexibility when responding to opportunities.

4.2.1 Achievement of Results

- a) Dakchyata and Sakchyamta should prioritise tangible outputs presented in the revised Logical Framework, by providing full support to those outputs that have made satisfactory work-in-progress achievement or that are primordial for overall success as provided in Appendix 9. The focus of project support should be on those activities that provide a significant contribution and leverage to the expected result under the output, especially in Result area 2.
- b) Given the July 31 2019 to-date expenditure of both Dakchyata and Sakchyamta, it is time to commence the system of work that has not yet been accomplished. Dakchyata and Sakchyamta should identify suitable national and/or international technical assistance with skills in broad-based stakeholder consultation and policy development to facilitate the implementation of project output areas, if possible before the end of the year (2019) or in early 2020. This should include a mechanism for oversight and monitoring and a time-bound broad action plan beyond the proposed strategies provided to the MTE team, reflecting a range of activities to be accomplished up to 31 December 2021.
- c) Accelerate project activities wherever possible: even with the revised logframes, the time available for the delivery of the project outputs is limited. It is therefore recommended that both Dakchyata and Sakchyamta take advantage of opportunities from the revised logframes. In general, it is suggested that a less cautious approach be applied to the sequencing of activities, with field level activities being introduced and developed in a gradual manner. The ideal model would be an iterative one, in which evolving experience at field level serves, which in turn supports further expansion of the field activities.
- d) Undertake a measured approach to supporting private public partnerships (PPP) by initiating activities to raise awareness and identify needs for PPP, involving relevant private sector actors. Relevant projects should also be involved, which may facilitate strengthened synergies between the projects such as addressing the adjustment of returnee skilled migrants into the labour market.
- e) The project should:
 - incorporate realistic and practical targets and indicators and monitoring mechanisms to allow better monitoring and reporting of achievements in future work plan activities.

- emphasise an integrated approach to strengthened service delivery capacities, for instance by developing mechanisms for service delivery in the partner offices as well as oversight.
- f) Design a process to engage with provincial stakeholders in relation to a long-term provincial TVET strategy, and support the development of this strategy (this may include capacity building of key stakeholders).
 - g) The oversight and management of the project should continue to allow flexibility in the identification, design and implementation of project activities, which would maximise reaction to windows of opportunities for change as they arise.
 - h) The current project management structure and mechanism at project level should be retained. It is recommended that the project take more responsibility in oversight and coordination with a view to a stronger orientation to output targets and strategic support to the partner institutions. In this respect, it is recommended that the project steering committee review the project progress and achievements regularly and take the necessary steps to address identified challenges and issues.
 - i) Both projects should develop or link targets and indicators for the cross-cutting issues and should systematically collect and report on gender disaggregated data for all project activities, as well as for climate change and environment related activities.
 - j) Capacity building activities should be designed to maximise their impact: they should allow for evident immediate application of acquired insights and skills. Their design should include action-learning approaches wherever possible, and they should be compatible with the requirements and policies at national level such as SWAp.
 - k) CoE is a status awarded to a training institution offering courses of guaranteed quality in technical and vocational education and training. The CoE develops, maintains and delivers high quality TVET provision across a range of occupations that are relevant to the market. It employs innovative approaches in tackling issues that embed a culture of innovation and technical excellence. The contents and delivery of the programmes are anchored to the standards contained at the national level. Keeping in view the understanding of CoE at field level, it is important to disseminate information regarding the guidelines and indicators that will provide the mechanism to assist the three institutions in achieving the status of CoE, including their responsibilities.

It is recommended that a mechanism for the provision of a quality audit system, documented examination and verification of the activities, records, processes and other elements of a quality system to determine their conformity with the requirements of a quality standard to become a CoE.

Enhancement of the operational and management capacity of TVET institutions selected for CoE and DSS at the operation level should receive greater attention under the Project. In this context, for example, TA should be deployed for a short duration (maybe 3 – 6 months) to all the selected DSS and CoE institutions and some model TVET institutions in the country to help and support the operation and management of selected TVET institutions in the field. A combination of strategies relating to the effective and efficient management of the institution, the organisational set-up and the development of managerial/leadership capacities throughout the system should be developed during the deployment of the TA in the field. There is an urgent need to produce a

simple operational manual and guidebook that will help the teachers and staff of the institutions to deliver the TVET courses effectively and efficiently.

4.2.2 Strategic (Longer Term) Recommendations

1. **Relevance:** Dakchyata and Sakchyamta should align more closely with the SWAp. This would include: activities related to SWAp formulation in the remaining period.
2. **Effectiveness:** Agree on and set target levels for each component and output, including the preparation of detailed action plans identifying all work required towards achieving the targets.
3. **Efficiency:** Diversify channelling of funds through relevant partners and institutions in line with the revised logframes in a more holistic approach with appropriate supportive supervision.
4. **Impact:** Dakchyata and Sakchyamta should ensure the process of evaluating impact (outcomes) and integrate this into the work plans, adopting the principle of plausible inference and pushing to achieve >90% target outputs.
5. **Sustainability:** The EU-CTEVT/British Council could do more (including cross-cutting activities) to ensure sustainability, partnering with relevant stakeholders such as GoN, CTEVT and training Centres to encourage: a) maintained quality of TVET provision, skills training, capacity of CTEVT, innovative PPP models, capacity and coordination role of GoN in TVET system; b) a human resource management (HRM) system for CTEVT and its centres, developed curricula, a quality assurance system, standards and monitoring with the engagement of private sector, as well as coordination and collaboration with National TVET Stakeholders at national and international level.

4.2.3 Visibility

Visibility impacting on sustainability: concerns were heard about the issue of visibility in the context of ownership – necessary products according to the nature of activities (outputs) are to be spread to feel that the project belongs to partners, stakeholders, institutes and the community at large. There are some general visibility activities, but they lack normative instruments such as visibility of quality curricula developed, TVET system, PPP models, quality assurance system etc. For example, partner organisations, as well as the general public are not sufficiently familiar with the quality assurance system, standards and monitoring instruments and their provisions under this project, which is one of the crucial intermediate result areas. These provisions would need to be made widely known. This will require a more visible, public information and communication plan for better awareness-raising and information-sharing on the quality assurance system, standards and monitoring instruments.

Finally, the following are the three major recommendations formulated as the way forward as a result of this evaluation:

a) Scaling Up

The way forward for the future is undoubtedly to help Nepal meet the challenges of massive scale up so that benefits can be afforded to hundreds of thousands of new entrants to the labour market

in the future. This will involve helping Nepal in seeking budgetary support for TVET with a major focus on making linkages between provincial legislative efforts and practical local government budgetary support.

b) Involvement of the Private Sector

Increased engagement of the private sector (from three economic sectors: agriculture, tourism and construction) should be investigated as future project partners, including financial institutions and investigate the scope of the future involvement of these business entities willing to embrace corporate social responsibility as part of their remit.

c) Future Project Design

Future project design should focus more clearly on a) logical connections between the goal and development objectives on the one hand and project objectives and outcomes on the other; b) the principle of sufficiency, so that achievements at all levels can be better guaranteed to produce achievements at the next level up (activity to output to outcome to project objectives to development objectives and goal); c) the definition of indicators at the higher levels of project logic, focusing on changes that the project aims to help the implementing partners achieve; d) more adequate stakeholder analysis; and e) attempts to predict risks and define their management.

4.3 The Way Forward

The TVET-PP was designed in 2016 as highly relevant project that aimed to bring a long-term approach to the immense challenge of access, relevance and quality of skills in the labour market of Nepal. Also, the project was significant for post-earthquake reconstruction and recovery and opportunities for job creation and employment growth.

The relevance of the TVET-PP project results framework to the development priorities of Nepal is still significant. The outcomes and outputs generally show that great potential for their integration within the committed national efforts is still significant to achieve the specific objective of strengthening and implementing more effective TVET policy responsive to labour market needs and to pilot and integrate Public Private Partnership approach in three economic sectors i) agriculture and food production, ii) construction, iii) tourism that offer opportunities for promoting the transition to a greener, climate resilient, low-emission economy.

On the other hand, the project objective appears promising, but ambitious, given the pace and political context of institutionally bound policies and structures tempering project reform. Hence, the current MTE view that the TVET-PP project deserves to “upstream” immediately to policy-relevant objectives that include SWAp.

Also, the MTE is of the view that this Way Forward should create the enabling conditions, including the indispensable knowledge base and capacity building to enable the TVET sector. This should include the private sector to ensure the employment of young people in line with the changing labour market. In this regard, the EUD in Nepal should consider how future

programming prospects could pursue the real and intended outcomes in line with the current EU TVET Strategy for Nepal.

This can be pursued through:

- a) Capacity strengthening for national stakeholders like CTEVT due to its role as an agent of change for the existing policy environment, including for SWAp purposes as well as for the next level of any future project.
- b) Change in the administrative procedures. TVET-PP implementation could have been more efficient to ease management and coordination challenges by making flexible administrative procedures better aligned to the TVET sector.
- c) The TVET-PP model could be taken as a working model and be helpful for future project (second phase) building, based on results from the current project such as lessons learned, especially related to implementation (How did it work? What were the practical challenges and solutions?) etc.
- d) **Longer Programming Period** – It is necessary to provide high importance to the extension of the current implementation period as “The Way Forward”. The upstream (e.g. policy- and legislative-level for SWAp) outcomes are important to respond to strategic opportunities in the TVET sector in Nepal. However, these long-term objectives contrast with the view, particularly in the light of this mid-term evaluation, that all parties (EU, CTEVT, British Council) need more realistic project actions and a timeframe in which to realise them.
Considering the progress that the project has made as of MTE, the likelihood of achieving the desired outcomes is high within project duration. In this regard, the MTE recommends: (a) current project extension by at least 12 months to ensure that all outputs are achieved, (b) supplementary activities in the remaining period of TVET-PP to ensure ambitious outcomes, including the necessary public efforts to secure ratification and implementation of SWAp in the TVET sector for budgetary support in Nepal, and c) considering further programming prospects (phase II of TVET-PP of 5 years) to pursue the real and intended outcomes of TVET-PP. These two strategies (a and b) will ensure the full utilisation of the current resources of TVET-PP.
- e) **More Areas of Initiatives** – Related to the challenges faced in achieving the ambitious objective and in particular, implementing actions enshrined in TVET-PP that are not yet realised, issues like PPP, SWAp etc. are vital when considering longer term planning. This longer-term plan and actions should bring together GoN, EU and other donors/partners to demonstrate solidarity by acknowledging and appreciating the needs of the TVET sector through alignment and harmonisation of resources.
- f) A well-functioning Project Implementation Unit (PIU) at the institutional and central level is critical for successful project implementation. Failure to mobilise and maintain a capable team will lead to delays, non-delivery of results or suboptimal performance.
- g) Future monitoring – The Project should ensure that a periodic monitoring system is established to monitor and assess the quality of training programmes by all training institutions (CoEs and DSS) entrusted with responsibility for skills training, student assessment tests, and certification of achievement.

- h) Address critical shortages in staffing levels – particularly instructor cadres in CoEs and DSS TVET institutions and other disadvantaged institutions. The project will not be able to fulfil its commitment to build capacity without beneficiary human resources in place.
- i) There is an urgent need to produce a simple operational manual and guidebook that will help the teachers and staff of the institutions to deliver the TVET courses effectively and efficiently. The Project has produced many Strategic Documents, and now the challenge is to put that theory into practice. The TA at the local level could help the TVET institution to reinforce its role in policy development, implementation, monitoring and evaluation of the TVET courses.
- j) Take an active role in disseminating as urgently and widely as possible information about the TVET reforms through all of the channels at the government's disposal and especially through the national media at the central/provincial/local levels.
- k) Particular attention should be given to: (i) the administrative, operational and financial autonomy of the identified 3 CoEs and 9 DSS TVET institutions; (ii) the development of models for cooperation between the CoEs and DSS institutions and the private sector and of alternative approaches to financing the institutions to ensure sustainability; (iii) the project's integration within the wider context of the Vocational Education and Training system, especially regarding policy dialogue, alignment, and harmonisation between the different Ministries under the SWAp mechanism.
- l) TVET-PP faces complex challenges, including capacity of implementing partners and other relevant stakeholders (including private sector), bureaucratic delays (especially CTEVT managed Sakchyamta project), a level of reluctance to embrace change in the technical education system, and the lack of human and physical resources that limits stakeholders' ability to engage fully in the process of reform. There are still achievements to be made by TVET-PP with regard to addressing the needs of the underprivileged and disadvantaged groups in the TVET sector, and in gender mainstreaming.
- m) Federalisation in Nepal will have major implications for TVET policy and implementation. The unbundling of functions to the sub-national levels (provincial and local) should be carried out as soon as possible and that will mean a shift in responsibilities, power and influence. The emphasis should be on a higher degree of discretion and autonomy at sub-national levels. This is likely to have major implications for TVET for the training offered (to meet local market needs) and governance of TVET at the sub-national levels.
- n) Capacity at sub-national levels is emerging as a major concern for the TVET PP Project. The ambitious plan and programmes are yet to be backed by adequate human resources and financial support. Building capacity at the local institute level is an important element in making the concept of the CoE and DSS initiative a success.
- o) Sustainability: The two main factors that support the likelihood of sustainability of TVET-PP efforts are the continuation of Project activities under a no cost extension to the end of December 2022, and the SWAp mechanism of national TVET funding. Implement activities that are helpful for establishing baselines for SWAp. The redesigned TVET Policy based on SWAp will provide functional clarity among Federal, Provincial and Local (Municipalities) level governments. A concept of National TVET Fund, Provincial TVET Fund and Local TVET Fund should help shape provisions for TVET, which at present spread across several ministries and departments.

Other Recommendations

- (a) In most TVET institutions selected for CoE and DSS, there is a shortage of funds to buy even training materials and prepare teaching hand-outs for distribution. The Government budgets only cover the salary of the teachers and staff. The funding issue at the institutions should be finalised for successful and effective CoE and DSS implementation.
- (b) Strong coordination/collaboration between the CTEVT Central office, Provincial CTEVT office and the Provincial/Local Government is vital for the success of the various TVET initiatives undertaken under the TVET-PP project. Currently, it is difficult to determine what sort of skills training is required for gainful employment or self-employment and then match it with trainee interest. There is a need to revisit the supply and demand side balance and develop a uniform tracking/monitoring system to allow the TVET institutions selected as CoEs and DSS and the relevant agency to determine how training contents are selected, how trainee selection and training structure are finalised, who is receiving training and the outcomes achieved by such training. It is also suggested that the TVET-PP project could also support the Skills Mapping initiatives undertaken by the Ministry of Education in Nepal.
- (c) Inter Provincial and local level cooperation and coordination should also be initiated. During our field visit, it was mentioned that it was very difficult to find available competent and skilled trainers/instructors in the community or province. This was identified as one of the serious problems in providing quality assured skills training in the institutions. A robust teacher training programme, both in the country and out of the country for selected CoE and DSS institutions should start as soon as possible.
- (d) The Team visited four TVET institutions selected for CoE and DSS in Provinces 2, 4 and 7. In order to be model TVET training centres and to provide a market driven, quality assured TVET programme, they require significant support to meet the minimum standards of training delivery. Some areas of improvements are (but not limited to): extensive capacity building, strengthened management, availability of skilled teachers and availability of relevant training equipment and resources.
- (e) A combined training and micro-credit scheme should be established to support communities and entrepreneurs with opportunities to set up Micro- and Small Enterprises after they receive training. This approach would support training and enterprise creation through a combined training and micro-credit scheme. The TVET programme enables participants to undertake the training they want, thereby introducing consumer choice. The micro-credit scheme encourages the trainees to set up their own small enterprise or borrow some money to increase their productivity (say for example in Agriculture) or establish their own small enterprise. This scheme will also generate a revolving fund to support any training or developmental activities in the TVET sector in Nepal. A micro-credit fund could be established in the long and medium term, in order to ensure the *sustainability of financing for the TVET courses* and give beneficiaries greater exposure to enterprises and to develop entrepreneurial mindset. A revolving micro-credit fund should be explored in the project. Based on micro-credit guidelines and procedures, selected trainees may be eligible for credit to start their own business or enterprises.

- (f) Instead of developing new Quality Assurance (QA) standards and procedures, the CoE and DSS institutions could use the existing Quality Improvement Plan (QIP) Standards and protocol used by Training institutions under CTEVT.
- (g) Technical assistance could be sought from the European Training Foundation (ETF) for work-based learning, PPP models and SWAp initiatives.

Appendices

Appendix 1: Terms of Reference for MTR

**Mid-term evaluation of TVET Practical Partnership for
Nepal (TVET-PP) FWC SIEA 2018 – Lot 4: Human
development and safety net**

EuropeAid/138778/DH/SER/multi

2019/407914/1

Contracting Authority: The European Union Delegation to Nepal

The inclusion of a Table of Contents improves the user-friendliness of the document; before finalising your ToR do not forget to update it (Ctrl-A, F9, Update entire table).

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DESCRIPTION OF THE EVALUATION ASSIGNMENT

Type of evaluation	Mid- Term Evaluation
Coverage	Entire programme; decision along with two contracts 1. TVET Practical Partnership for Nepal (TVET-PP) Decision) 2. Dakchyata: TVET Practical Partnership (Contract) 3. SAKCHYAMTA: Scaled-up Quality of the TVET provision and implementation (Contract)
Geographic scope	Nepal
Period to be evaluated	28/12/2016 – 31/07/2019

Objectives of the evaluation

Systematic and timely evaluation of its programmes and activities is an established priority⁹ of the European Commission¹⁰. The focus of evaluations is on the assessment of achievements, the **quality** and the **results**¹¹ of Actions in the context of an evolving cooperation policy with an increasing emphasis on **result-oriented approaches and the contribution towards the implementation of the SDGs**¹².

From this perspective, evaluations should **look for evidence of why, whether or how these results are linked to the EU intervention** and seek to **identify the factors driving or hindering progress**.

Evaluations should provide an understanding of the **cause and effect links** between: inputs and activities, and outputs, outcomes and impacts. Evaluations should serve accountability, decision making, learning and management purposes.

The main objectives of this evaluation are to provide the relevant services of the European Union and the interested stakeholders with:

- an overall independent assessment of the past performance of the **SAKCHYAMTA and**

⁹ COM(2013) 686 final "Strengthening the foundations of Smart Regulation – improving evaluation" - http://ec.europa.eu/smart-regulation/docs/com_2013_686_en.pdf; EU Financial regulation (art 27); Regulation (EC) No 1905/2006; Regulation (EC) No 1889/2006; Regulation (EC) No 1638/2006; Regulation (EC) No 1717/2006; Council Regulation (EC) No 215/2008

¹⁰ SEC (2007)213 "Responding to Strategic Needs: Reinforcing the use of evaluation", http://ec.europa.eu/smart-regulation/evaluation/docs/eval_comm_sec_2007_213_en.pdf; SWD (2015)111 "Better Regulation Guidelines", http://ec.europa.eu/smart-regulation/guidelines/docs/swd_br_guidelines_en.pdf; COM(2017) 651 final 'Completing the Better Regulation Agenda: Better solutions for better results', https://ec.europa.eu/info/sites/info/files/completing-the-better-regulation-agenda-better-solutions-for-better-results_en.pdf

¹¹ Reference is made to the entire results chain, covering outputs, outcomes and impacts. Cfr. Regulation (EU) No 236/2014 "Laying down common rules and procedures for the implementation of the Union's instruments for financing external action" - https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/financial_assistance/ipa/2014/236-2014_cir.pdf

¹² The New European Consensus on Development 'Our World, Our Dignity, Our Future', Official Journal 30th of June 2017. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2017:210:TOC>

DAKCHYATA and its impact on overall EU- Nepal Practical Partnership for Technical Vocational Education and Training reform programme (TVET- PP) including possibility of Sector wide approach which could lead to a Budget Support approach for future intervention , paying particular attention to its ‘intermediate’ results measured against its expected objectives; and the reasons underpinning such results;

- Key lessons learned, conclusions and related recommendations in order to improve current and future Actions.
- An assessment of the existence of a sector policy for TVET and its relevance and credibility in view of initiating a sector budget support operation for TVET.

In particular, this evaluation will serve to assess the performance of two contracts (Sakchyamta and Dakchyata) along with the governing decision from its starting period to 31 July 2019. The evaluation will focus more on the effectiveness of the planned activities in terms of achieving the project outputs and outcome. Therefore, if certain activities are not delivering the expected outputs, the evaluation is expected to suggest alternate/ more effective means to carry out those activities and thus fine tune the action plan for the project. The mid-term evaluation of the project will also pay attention on all the five evaluation criteria (relevance, efficiency, effectiveness, sustainability and early signs of impact) and will assess the project in terms of achieving its expected results and suitability to initiate a follow up sector budget support operation. Therefore, this evaluation is expected to assess the overall performance of the project and suggest if there is a need to make any significant changes to help the project to achieve its expected

The main users of this evaluation will be EU Delegation Nepal, implementing partners (British Council and CTEVT) along with key stakeholders of the project from both public and private sector namely; Ministry of Education, Ministry of labour, National planning commission, Chamber of commerce, employers association, relevant sector councils. EU HQ and other EU Delegations working on TVET projects in other countries and donor agencies involved in TVET sector may also get benefit from the findings of this evaluation.

2.3 Requested services

2.3.1 Scope of the evaluation

The evaluation will assess the Action using the five standard DAC evaluation criteria, namely: relevance, effectiveness, efficiency, sustainability and early signs of impact. In addition, the evaluation will assess two EU specific evaluation criteria:

- the EU added value (the extent to which the Action brings additional benefits to what would have resulted from Member States' interventions only);
- the coherence of the Action itself, with the EU strategy in Nepal and with other EU policies and Member State Actions, and other donors namely Swiss Development Cooperation, World Bank, DFID, ADB, UNDP.
- The existence of a sector policy for TVET and its relevance and credibility in view of initiating a sector budget support operation for TVET.

The evaluation team shall furthermore consider whether gender, environment and climate change were mainstreamed; the relevant SDGs and their interlinkages were identified; the principle of Leave No-One Behind and the rights-based approach methodology was followed in the identification/formulation documents and the extent to which they have been reflected in the implementation of the Action, its governance and monitoring. In particular **climate change aspect** should be analysed as more than a cross cutting issue.

2.3.2 Issues to be addressed

The specific Issues to be addressed as formulated below are indicative. Based on the latter and following initial consultations and document analysis, the evaluation team will discuss them with

the Evaluation Manager¹³ and propose in their Inception Report a complete and finalised set of Evaluation Questions with indication of specific Judgement Criteria and Indicators, as well as the relevant data collection sources and tools.

Once agreed through the approval of the Inception Report, the Evaluation Questions will become contractually binding.

- **Indicative issues to be addressed**

An indicative list of Issues to be addressed is presented hereafter. The contractor is expected to critically reflect on them during the Inception phase, discuss them with the Project Manager⁹ and propose a final version for approval during the inception phase.

- **Relevance (Problems and needs)**

The analysis of relevance needs to focus on the extent to which the objectives of the projects/ programme are consistent with beneficiaries' requirements, country needs, global priorities and partners' and EC's policies.

The assessment of relevancy shall, therefore, also address issues such as;

1. To which extent the project has been consistent with, and supportive of, the policy and programme framework within which the project is placed, in particular the EC's Country Strategy Paper, Nepal's development policy, TVET Policy and relevant Sustainable Development Goals (SDGs)
2. the quality of the problem analysis and the project's intervention logic and logical framework matrix, appropriateness of the objectively verifiable indicators of achievement, degree of flexibility and adaptability to facilitate rapid responses to changes in circumstances
3. the quality of the identification of key stakeholders and target groups (including gender analysis) and of institutional capacity issues, management and coordination arrangements, assumptions, risks and mitigation measures
4. the stakeholder participation in the design and in the management/implementation of the project, the level of local ownership, absorption and implementation capacity;
5. the appropriateness of the recommended monitoring and evaluation arrangements;

2.3.2.1 Effectiveness (Achievement of purpose)

The analysis of effectiveness needs to focus on effectiveness criterion; how far the project's results were attained and the project's specific objective achieved, or are expected to be achieved.

The assessment of effectiveness shall, therefore, also address issues such as;

1. if the assumptions and risk assessments at results level turned out to be inadequate or invalid, or unforeseen external factors intervened (e.g. reform process), how flexibly management has adapted to ensure that the results would still achieve the purpose; and how well has it been supported in this by key stakeholders including Government, Commission etc.;
2. To what extent the collaboration with different development partners including private sector

¹³ *The Evaluation Manager is the staff of the Contracting Authority managing the evaluation contract. In most cases this person will be the Operational manager of the Action(s) under evaluation.*

organisations and enterprises has been effective, whether intended beneficiaries participated in the intervention and noticed any change in behavioural patterns in the beneficiary organisations or groups at various levels; and how far the changed institutional arrangements and characteristics have produced the planned improvements (e.g. in communications, productivity, ability to generate actions which lead to economic and social development);

3. To what extent possibility of Sector wide approach which could lead to a Budget Support approach for future intervention has been achieved?

2.3.2.2 Efficiency

The assessment needs to focus on how well the various activities transformed the available resources into the intended results, in terms of quantity, quality and timeliness. Comparison should be made against output, outcome and planned activities of the project.

The assessment of efficiency shall, therefore, also address issues such as:

1. The quality of day-to-day management, for example:
 - a. operational work planning and implementation (input delivery, activity management and delivery of outputs), and management of the budget (including cost control and whether an inadequate budget was a factor), capacity of project staff and their efficiency of managing project
 - b. whether management of risk has been adequate, i.e. whether flexibility has been demonstrated in response to changes in circumstances;
 - c. relations/coordination with local authorities, institutions, beneficiaries, other donors;
 - d. the quality of information management and reporting, and the extent to which key stakeholders have been kept adequately informed of project activities (including beneficiaries/target groups);
 - e. the status of project implementation and respect for deadlines;
2. Technical assistance: how well did it help to provide appropriate guidance, support in developing capacities to define and produce results in view of initiating a sector budget support operation for TVET?
3. Quality of monitoring: its existence (or not), accuracy and flexibility, and the use made of it; adequacy of baseline information;

2.3.2.3 Early signs of Impact (Achievement of wider effect)

The term impact denotes the relationship between the project's specific and overall objectives. At Impact level the evaluation will make an analysis of the following aspects:

- To which extent the objectives of the project are being achieved as intended
- The benefits and preliminary impact on target groups.

2.3.2.4 Sustainability

The sustainability criterion relates to whether the positive outcomes of the project and the flow of benefits are likely to continue after external funding ends or non-funding support interventions (such as: policy dialogue, coordination, enhancement of the sector).

The evaluation will make an assessment of the prospects for the sustainability of benefits on basis of the following issues:

1. technical (technology) issues, e.g. whether (i) the technology, knowledge, process or service introduced or provided fits in with existing needs, skills or knowledge; (ii) alternative technologies are being considered, where possible; and (iii) the degree in which the beneficiaries have been able to adapt to and maintain the technology acquired without further assistance.

2. The ownership of objectives and achievements, e.g. how far all stakeholders were consulted on the objectives from the outset and whether they agreed with them and continue to remain in agreement

2.3.2.5 Coherence

The evaluation needs to focus on the extent to which activities undertaken allow the European Commission to achieve its development policy objectives without any contradiction with its development programme, partner country's policies and with other donors' interventions and other Community policies.

Considering other related activities undertaken by Government or other donors, at the same level or at a higher level following issues needs to be assessed:

1. Likelihood that results and impacts will mutually reinforce one another or duplicate or conflict with each other
2. Likelihood that the project/programme (its objectives, targeted beneficiaries, timing, etc.) is in line with evolving strategies of partner country, EC and its partners

2.3.2.6 EC value added

The evaluation shall focus on to what extent has the sharing of roles between the European Commission and Member States contributed to optimise the impact of the support?

The assessment shall, therefore, address issues such as:

- is complementary to the intervention of EU Member States in the country
- is co-ordinated with the intervention of EU Member States in the country
- is creating actual synergy (or duplication) with the intervention of EU Member States
- involves concerted efforts by EU Member States and the EC to optimise synergies and avoid duplication.

2.4 Phases of the evaluation and required outputs

The evaluation process will be carried out in three:

- Inception & Desk
- Field
- Synthesis

The outputs of each phase are to be submitted at the end of the corresponding phases as specified in the synoptic table in section 2.3.1.

2.4.1 Synoptic table

The following table presents an overview of the key activities to be conducted within each phase and lists the outputs to be produced by the team as well as the key meetings with the Contracting Authority and the Reference Group. The main content of each output is described in Chapter 4.

Phases of the evaluation	Key activities	Outputs and <i>meetings</i>
<u>Inception Phase & Desk Phase</u>	<ul style="list-style-type: none"> • Initial document/data collection • Background analysis • Stakeholder analysis • Reconstruction (or as necessary, construction) of the Intervention Logic, and / or description of the Theory of Change (based upon available documentation and interviews) • Methodological design of the evaluation (Evaluation Questions with judgement • criteria, indicators and methods of data collection and analysis) and evaluation matrix <ul style="list-style-type: none"> • In-depth document analysis (focused on the Evaluation Questions) • Interviews with CTEVT, British Council and EU Manager • Identification of information gaps and of hypotheses to be tested in the field phase • Methodological design of the Field Phase 	<ul style="list-style-type: none"> • <i>Kick-off with EU Delegation</i> (face-to-face in Kathmandu) • <i>Meeting with reference group</i> • Inception report • Slide presentation of the Inception Report and key findings of the desk phase
<u>Field Phase</u>	<ul style="list-style-type: none"> • Gathering of primary evidence with the use of interviews, focus groups, , surveys and /or any other appropriate techniques • interaction with beneficiaries and industries including training providers • Field Mission • Data collection and analysis • Organisation of the Pre- final presentation seminar 	<ul style="list-style-type: none"> • <i>Initial meetings at country level with Ministry of Education along with other relevant Ministry , CTEVT , Chamber of Commerce, Private sector / Employer association , TITI , TVET donor group</i> • <i>Intermediary Note</i> • Slide Presentation of key findings of the field phase. • <i>Debriefing with the Reference Group (including EU delegation)</i> • <i>Pre-Final presentation seminar along with one-pagers targeting special audiences/ leaflets</i>

<p>Synthesis phase</p>	<ul style="list-style-type: none"> • Final analysis of findings (with focus on the Evaluation Questions & remarks from pre-final presentation seminar) • Formulation of the overall assessment, conclusions and recommendations • Reporting 	<ul style="list-style-type: none"> • Draft Final Report • Executive Summary according to the standard template published in the EVAL module • Final Report • Slide presentation • <i>Meeting with possible Reference Group</i> [via remote conference]
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2.4.2 Inception Phase

The phase will start with initial background study, to be conducted by the evaluators from home. It will then continue with a kick-off session in Kathmandu, Nepal. A meeting will take place with Evaluation manager at EU Delegation followed by meetings with other member of reference group. Half-day presence of evaluator is required. . The meeting aims at arriving at a clear and shared understanding of the scope of the evaluation, its limitations and feasibility. It also serves to clarify expectations regarding evaluation outputs, the methodology to be used and, where necessary, to pass on additional or latest relevant information.

In the Inception phase & Desk Phase, the relevant documents will be reviewed (see annex II)

Further to a first desk review of the political, institutional and/or technical/cooperation framework of EU support to TVET sector, the evaluation team, in consultation with the Evaluation Manager, will reconstruct or as necessary construct, the Intervention Logic of the Action to be evaluated.

Furthermore, based on the Intervention Logic, the evaluators will develop a narrative explanation of the logic of the Action that describes how change is expected to happen within the Action, all along its results chain, i.e. Theory of Change. This explanation includes an assessment of the evidence underpinning this logic (especially between outputs and outcomes, and between outcomes and impact), and articulates the assumptions that must hold for the Action to work, as well as identification of the factors most likely to inhibit the change from happening.

Based on the Intervention Logic and the Theory of Change the evaluators will finalise i) the Evaluation Questions with the definition of judgement criteria and indicators, the selection of data collection tools and sources, ii) the evaluation methodology, and iii) the planning of the following phases.

The methodological approach will be represented in an Evaluation Design Matrix¹⁴¹⁰, which will be included in the Inception Report. **The methodology of the evaluation should be gender sensitive, contemplate the use of sex- and age-disaggregated data and demonstrate how actions have contributed to progress on gender equality.**

The limitations faced or to be faced during the evaluation exercise will be discussed and mitigation measures described in the Inception Report. Finally, the work plan for the overall evaluation process will be presented and agreed in this phase; this work plan shall be in line with that proposed in the present ToR. Any modifications shall be justified and agreed with the Evaluation Manager.

On the basis of the information collected, the evaluation team should prepare an **Inception Report**; its content is described in Chapter 4.

The desk phase aims at conducting most of the documental analysis needed for carrying out the evaluation. The analysis of the relevant documents shall be systematic and reflect the

¹⁴ *The Evaluation Matrix is a tool to structure the evaluation analysis (by defining judgement criteria and indicators for each evaluation question). It helps also to consider the most appropriate and feasible data collection method for each of the questions*

methodology developed and approved during the Inception Phase.

Selected interviews with the project management and key partners in Nepal may be conducted during this phase as to support the analysis of secondary sources.

The activities to be conducted during this phase should allow for the provision of preliminary responses to each evaluation question, stating the information already gathered and its limitations. They will also identify the issues still to be covered and the preliminary hypotheses to be tested.

During this phase the evaluation team shall fine-tune the evaluation tools to be used during the Field Phase and describe the preparatory steps already taken and those to be taken for its organisation, including the list of people to be interviewed, dates and itinerary of visits, and attribution of tasks within the team.

2.5 Field Phase

The Field Phase starts after approval of the Inception Report by the Evaluation Manager.

The Field Phase aims at validating / changing the preliminary answers formulated during the Desk phase and further completing information through primary research.

If any significant deviation from the agreed work plan or schedule is perceived as creating a risk for the quality of the evaluation or not respecting the end of the validity of the specific contract, these elements are to be immediately discussed with the Evaluation Manager and, regarding the validity of the contract, corrective measures undertaken.

In the first days of the field phase, the evaluation team shall hold a briefing meeting with the project management, Delegation, local authorities and other relevant stakeholders.

During the field phase, the evaluation team shall ensure adequate contact and consultation with, and involvement of the different stakeholders; with the relevant government authorities and agencies. Throughout the mission the evaluation team will use the most reliable and appropriate sources of information, respect the rights of individuals to provide information in confidence, and be sensitive to the beliefs and customs of local social and cultural environments.

At the end of the field phase, the evaluation team will summarise its work, analyse the reliability and coverage of data collection, and present preliminary findings in a meeting with the project management, the EU Delegation and the Reference Group.

At the end of the Field Phase an **Intermediary Note** will be prepared (its content is described in Chapter 4

) and the final revised version of the preliminary findings (incorporating comments received from the reference group, project management and the EU delegation) will be presented by the evaluators through a half day seminar/event with the relevant stakeholders in Kathmandu; budget should be foreseen in the financial offer.

2.5.1 Synthesis Phase

This phase is devoted to the preparation by the contractor of **two distinct documents**: the **Executive Summary** and the **Final Report**, whose structures are described in the Annex III; it entails the analysis of the data collected during the desk and field phases to answer the Evaluation Questions and preparation of the overall assessment, conclusions and recommendations of the evaluation.

The evaluation team will present, in a single Report with Annexes, their findings, conclusions and recommendations in accordance with the structure in Annex III; a separate Executive Summary will be produced as well, following the compulsory format given in the EVAL module (see Annex III).

The evaluation team will make sure that:

- Their assessments are objective and balanced, statements are accurate and evidence-based, and recommendations realistic and clearly targeted.
- When drafting the report, they will acknowledge clearly where changes in the desired direction are known to be already taking place.
- The wording, inclusive of the abbreviations used, takes into account the audience as identified in art. 2.1 above.

The evaluation team will deliver the **Draft Final Report** to the Reference Group to discuss the draft findings, conclusions and recommendations.

The Evaluation Manager consolidates the comments expressed by the Reference Group members and sends them to the evaluation team for the report revision, together with a first version of the Quality Assessment Grid (QAG) assessing the quality of the Draft Final Report. The content of the QAG will be discussed with the evaluation team to verify if further improvements are required, and the evaluation team will be invited to comment on the conclusions formulated in the QAG (through the EVAL Module).

The evaluation team will then finalise the **Final Report** and the **Executive Summary** by addressing the relevant comments. While potential quality issues, factual errors or methodological problems should be corrected, comments linked to diverging judgements may be either accepted or rejected. In the latter instance, the evaluation team must explain the reasons in writing. After approval of the final report, the QAG will be updated and sent to the evaluators via EVAL Module.

2.6 Specific Contract Organisation and Methodology (Technical offer)

The invited Framework Contractors will submit their specific Contract Organisation and Methodology by using the standard SIEA template B-VII-d-i and its annexes 1 and 2 (B-VII-d-ii).

The evaluation methodology proposed to undertake the assignment will be described in the Chapter 3 (Strategy and timetable of work) of the template B-VII-d-i. Contractors will describe how their proposed methodology will address the cross-cutting issues mentioned in these Terms of Reference and notably gender equality and the empowerment of women. This will include (if applicable) the communication action messages, materials and management structures.

Appendix 2: Documentation Consulted

The team studied the relevant project reports and information supplied by the EUD on fieldwork in Nepal. Some of the documents reviewed were:

1. Financing agreement between the European Union and the Federal Democratic Republic of Nepal.
2. Technical and administrative provision: Decision TAP.
3. Report for an Expenditure Verification of a Grant Contract, December 8, 2017, to July 16, 2019.
4. Quarterly Progress Report, May-July 2019.
5. Payment request for grant contract, June 8, 2019, to June 7, 2020.
6. Submission of documents for payment request.
7. Sakchamta: Budget Forecast Along with Action Plan (June 8, 2019-June 7, 2020).
8. Sakchamta: A Bi-Annual Progress Report, January-June 2019.
9. Improving the Relevance, Quality, and Accessibility of Nepal's Technical and Vocational Education and Training System: Final report.
10. Dakchamta: TVET Practical Partnership: Baseline Report on the Current Situation of Technical Vocational Education and Training in Nepal.
11. Dakchamta organogram.
12. Dakchamta: TVET Practical Partnership: Year 1 Action Plan.
13. TVET-PP budget.
14. Administrative arrangement.
15. Inception report, Sakchamta Project, 2018.
16. Inception report, Dakchamta Project, 2017.
17. Letter on Project Steering Committee establishment.
18. MoU between the Ministry of Education (MoE) and the Delegation of the European Union to Nepal (EUD) and the British Council.
19. Dakchamta, bi-annual technical progress report, March-August 2018.
20. Sakchamta Project: Six-Month Action Plan with Tentative Budget, Year 2019 (May to Oct.).
21. Sakchamta, progress report, January 1 to April 30, 2019.
22. Sakchamta, interim narrative report, 2016.
23. E-mail on the submission of expenditure verification and bi-annual report.
24. Co-financing of "Dakchamta: TVET Practical Partnership" component, July 2019.
25. Special conditions, British Council, 2016.
26. Special conditions, CTEVT, 2016.
27. Dakchamta, annual progress report, year 2 (March 1, 2018-February 28, 2019).
28. Technical working committee (TWC) establishment.
29. Evaluation with Gender as a Cross-Cutting Dimension.
30. Letter to CTEVT, April 2019.
31. Dakchamta Project title approval letter, June 2017.
32. Letter to CTEVT on Sakchamta progress, May 2019.
33. Terms of reference for expenditure verification of a grant contract.
34. Payment request for grant contract.
35. Visibility and communication plan.

36. Standard payment request.
37. Standard template for transfer of ownership of assets: Sakchyamta.
38. Procurement rules.
39. Budget for action.
40. General conditions for grant contract.
41. General conditions for PA grant or delegation agreement.
42. Description of action.
43. Description of action including logical framework.
44. Risk management framework.
45. Revised logframe.
46. Dakchyata: Communication strategy and plan.
47. Addendum 002 -ACA/2016/379-793.

Appendix 4: Evaluation Questions

Evaluation Criteria	Key Questions (and Sub-Questions)	Indicator(s)/Measures of Success	Data Sources/Means of Verification	Data Collection Method(s)/Tool(s)	Method(s) for Data Analysis
<p>A. Relevance (design and focus)</p>	<ul style="list-style-type: none"> Does the programme continue to be relevant to the GoN's priorities in TVET (consistent with, and supportive of, the policy and programme framework, particularly the EC's Country Strategy Paper, Nepal's development and TVET policies, and the UN Sustainable Development Goals)? Is the TVET-PP (Sakchyamta and Dakchyata) contributing to achieving systemic transformative change as measured by national and sectoral outcome and impact indicators? And if so, to what extent? 	<ul style="list-style-type: none"> Qualitative metrics incl. perception and degree of satisfaction with services rendered, knowledge about them, etc.: % increase in employers' satisfaction (disaggregated by age and sex) at all levels # of occupational curricula with quality assurance % increase in disadvantaged groups attending TVET programmes Degree of conflict sensitivity (is the programme design and/or implementation 	<ul style="list-style-type: none"> Key informants; stakeholder perception re any possible negative effects Desk review of literature, such as key strategic TVET-PP documents; ProDoc (Formulation and Action Doc), etc. 	<ul style="list-style-type: none"> National statistical data sets, such as household and living standards survey, and other related research reports/initiatives Key informant interviews Mapping of results chains to assess degree of alignment of Sakchyamta and Dakchyata outputs with TVET-PP outcome Programme/policy mapping to identify similar or related programmes (contribution/attribution of results; gap analysis; synergies) 	<ul style="list-style-type: none"> Data triangulation across different data sources: type of data (quantitative/qualitative; i.e. statistical data from various reports or surveys etc. vs. oral data from stakeholder interviews Critique of ToC underlying design of results chain (still relevant? holding up against RBM logic etc.?)

Evaluation Criteria	Key Questions (and Sub-Questions)	Indicator(s) / Measures of Success	Data Sources/Mean of Verification	Data Collection Method(s)/Tool(s)	Method(s) for Data Analysis
<p>B. Effectiveness (the management processes and their appropriateness in supporting delivery)</p>	<ul style="list-style-type: none"> • Is the programme management strategy effective in delivering the desired/planned results? • Is there a suitable M&E framework to monitor and support the implementation of the targeted results? • Are the strategies and tools used in implementing Sakchyamta and Dakchyata effective? • Does the programme respond to the needs of the beneficiaries, and are there any tangible results so far? • To what extent are the stated outcomes and outputs for the TVET-PP programme on track? • To what extent have the Sakchyamta & Dakchyata contributed to the TVET-PP results? • To what extent policy dialogue and conditions addressed for SWAp for budgetary support for future TVET interventions? • To what extent policy, guidance, and capacity building established to date for budgetary support? • What are the key challenges and obstacles for SWAp for budgetary support in TVET? • To what extent key players in TVET sector are ready for ownership? • To what extent donor activities are harmonised & external assistance more aligned with sector policies and systems? 	<ul style="list-style-type: none"> • Qualitative data • Various performance indicators as reflected in results framework and/or M&E matrix; against these metrics, collate/map historical and most recent monthly/quarterly/yearly progress data ("as is"/status quo) to measure actual performance delivery at activity/output level and effect at higher results level: number of milestones reached or surpassed, etc. and reasons for the performance achieved 	<ul style="list-style-type: none"> -Key informant interviews -Desk review of implementation and reports of Sakchyamta and Dakchyata, consolidated progress reports, etc. 	<p>Quantitative analysis of TVET PP: Sakchyamta and Dakchyata</p> <ul style="list-style-type: none"> -Mapping of geographical and time spread -Semi-structured interview guidelines and questions -Tools for tracking and assessing performance on cross-cutting issues -Ranking tool (Likert scale) 	<ul style="list-style-type: none"> - Mapped data - Triangulation of data across respective types, categories, and sources

	<ul style="list-style-type: none">• What factors have contributed to or detracted from achieving the intended results and outcomes?• Did the strategy adopted and inputs identified prove realistic, appropriate, and adequate for achieving the results?• Has the partnership strategy been appropriate and effective?• To what extent has EUD support contributed to the achievement of the results?• Have Sakchyamta and Dakchyata added value in terms of the fulfilment of external needs, the effectiveness and efficiency of the TVET sector, structure, and critical mass (strategic pitch, catalytic effect, leverage)?				
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Evaluation Criteria	Key Questions (and Sub-Questions)	Indicator(s) / Measures of Success	Data Sources/ Means of Verification	Data Collection Method(s)/Tool(s)	Method(s) for Data Analysis
<p>C. Efficiency (of programme implementation)</p>	<ul style="list-style-type: none"> • Are the intervention strategy, related modalities, and implementation process achieving results efficiently? • Did the actual or expected results (outputs and outcomes) justify the costs incurred? Were the resources effectively utilised? • What factors contribute to implementation efficiency? • Do the programme's activities overlap and duplicate other similar interventions (funded nationally or by other donors)? • Are there more efficient ways to deliver better results (outputs and outcomes) with the available inputs? • Are there specific indications of reduced transaction costs due to the Sakchyamta and Dakchyata governance and implementation mechanisms, incl. financial/general management? Conversely, did transaction costs increase in specific areas? If so, do the gains outweigh the losses; in other words, is the Sakchyamta and Dakchyata approach worth it? 	<p>-Absorption rate of allocated (estimated and/or effectively available) funding by output and activity (Sakchyamta and Dakchyata)</p> <p>Sakchyamta and Dakchyata metrics of operational performance and robustness</p>	<p>Sakchyamta and Dakchyata progress reports (monthly, quarterly, annually)</p> <p>- Sakchyamta and Dakchyata ProDoc /action document/ logframe</p> <p>-TVET-PP admin-finance data</p>	<p>-Financial expenditure analysis, especially in relation to the actual implementation progress against planned results (measured by respective performance indicators)</p> <p>Analysis of financial data (expenditure/absorption rate, etc.): budget allocations, expenditure by agency/by category/by Sakchyamta and Dakchyata output/by activity; all by year and cumulative total</p>	<ul style="list-style-type: none"> - Calculating quantitative efficiency metrics (input vs. output and relative cost) - Comparative inquisitive analysis guided by cost-effectiveness concerns (cf. related key questions) - Cross-country/regional comparison of costs for similar activities (per unit of output and according to scope/scale)

	<ul style="list-style-type: none"> • Is there room to enhance the efficiency and effectiveness of Sakchyamta and Dakchyata? • Could a different approach (specific design of results chain in terms of focus/substance/strategic pitch, etc.) have produced better results? • Is the programme management structure operating effectively, producing efficient results and synergies (lower transaction costs, etc.)? • How efficient are the programme's management and accountability structures? • Has the funding arrangement generated hoped-for efficiencies? Or is it disrupting the overall financial implementation of the SAKCHYAMTA and DAKCHYATA as well as its general degree of cohesion? <ul style="list-style-type: none"> • Are there any concerns regarding the fund arrangement and if so, what are they? • How did the programme's financial management processes and procedures affect implementation? • What are the strengths, weaknesses, opportunities, and threats of the programme's implementation process? 			<p>Mapping along results chains, inspired analysis of operational coordination and disbursement mechanism</p> <p>-Tailored interview questions for different categories of key informants (GoN, IP, CTEVT, and British Council senior managerial and technical staff, etc.), incl. individual interviews and focus group discussions</p>	
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Evaluation Criteria	Key Questions (and Sub-Questions)	Indicator(s)/ Measures of Success	Data Sources/ Means of Verification	Data Collection Method(s)/Tool(s)	Method(s) for Data Analysis
<p>D. Sustainability (of the Sakchyamta and Dakchyata's general implementation structure, modalities, and processes in the long run)</p>	<ul style="list-style-type: none"> • To what extent are the benefits of the programme likely to be sustained after the completion of the Sakchyamta and Dakchyata? • What is the likelihood of the sustainability of the programme outcomes and benefits after each component of the Sakchyamta and Dakchyata ends? • How effective are the exit strategies and approaches to phase out assistance provided by the programme, including contributing factors and constraints? 	<p>-Qualitative contextual data and high-level indicators of political and social stability, economic development, etc. (foundational issue indicators meta-analysis)</p> <p>-Review of capacity building results (cf. related indicators' progress in light of a parallel</p>	<p>- Key informants (IP/GoN, NGO/CSO, community, Sakchyamta and Dakchyata staff)</p> <p>- Strategic documents (Sakchyamta and Dakchyata ProDoc)</p> <p>- Donor community (development partners)</p>	<p>Analysis of (i) changes in technology, knowledge, and process, (ii) alternative technologies, (iii) ability to adapt to and maintain the technology acquired</p> <p>Analysis of risk log and phase-out plan (ownership of objectives and achievements)</p> <p>-Gender, environment, and climate change inclusion analysis</p> <p>-Document review</p> <p>-Key informants at IP level and among stakeholder institutions, Etc.</p>	<p>- Projection tool beyond end of JP implementation period (synergy with analysis of effectiveness)</p> <p>- Triangulation of qualitative data from various sources (based on desk review and discussions)</p>

	<ul style="list-style-type: none"> • What are the key factors that will require attention to improve the prospects of the sustainability of the Sakchyamta and Dakchyata's outcomes and their replication? • How are capacities strengthened at the individual and organizational level (including contributing factors and constraints)? • What are the main lessons that have emerged from the implementation of the Sakchyamta and Dakchyata thus far? • What recommendations could be made for similar support in the future? • How keen are donors on providing further and/or future funding, i.e., both during and beyond the current five-year programme implementation cycle? • Are the GoN/CTEVT/British Council/ IP committed to the programme? To what degree do they display a sense of ownership and is there any tangible proof of this? 	<p>discussion of the SMARTness of these metrics)</p>		<p>-Direct observation (visual evidence)</p>	
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<i>Evaluation Criteria</i>	<i>Key Questions (and Sub-Questions)</i>	<i>Indicator(s)/ Measures of Success</i>	<i>Data Sources/ Means of Verification</i>	<i>Data Collection Method(s)/Tool(s)</i>	<i>Method(s) for Data Analysis</i>
E. Early (indications for potential) Impact	<ul style="list-style-type: none"> • Are there any indications of a potential impact triggered by the Sakchyamta and Dakchyata? • Have there been any (potentially) game-changing effects that can be directly or indirectly linked to the Sakchyamta and Dakchyata (attribution or contribution/effects via a catalytic chain of events that was wittingly or unwittingly triggered by TVET-PP interventions)? 	<ul style="list-style-type: none"> -Qualitative evidence -Observational data -High-level results and indicators (incl. SDGs) 	<ul style="list-style-type: none"> -Key informant interviews -If applicable, national data sets (CBS, etc.) 	<p>Early impact screening Conflict analysis (development programme, partner country's policies, other donors' interventions, and community policies) -MSC (most significant changes) including the roles of the European Commission and member states garnered from formal and informal (key informant or beneficiary) interviews and desk review</p>	<ul style="list-style-type: none"> -Systematically sifting through the literature to extract concrete evidence/ human-interest stories -Analysis of narrative/ qualitative data collected through key informant interviews - If applicable, triangulation of qualitative with quantitative data

Appendix 5: Field Work Schedule

Dates	Activity	Expert 1	Expert 2	Expected Outcome
August 19	Team meeting in Nepal	1	1	Final planning & discussion of issues & constraints
	Kick-off with EU Delegation 9:15 AM – 9:45 AM			
	Meeting at Ministry of Education [REDACTED] Secretary & Focal Contact Person (TVET-PP) 10:15 AM -11:00 AM			
	British Council 1:00PM -3:30 PM			
	Meeting with MTE reference group			
	Finalisation of Inception report			
August 20	British Council 10: 00 AM – 12:30 AM Team Leader Dakchyata Project [REDACTED]	1	1	Interview notes & observations
	[REDACTED]			
	CTEVT 1:00 PM -3:30 PM			
August 21	TITI [REDACTED] 10.30 AM – 12.30 PM	1	1	Interview notes & observations
	FNCCI [REDACTED] 1:30 PM - 3:30 PM			

August 22	Field visit to Province 7 – Tikapur Visit to Centre of Excellence under Sakchyamta Project and other TVET schools under the project	1	1	Interview notes & observations
August 23	Half day in Tikapur if possible (depending on flight) Visit to Centre of Excellence under Sakchyamta Project and other TVET schools under the project Province 7 – Return to Kathmandu	1	1	Interview notes & observations
August 24	Saturday (weekend)			
August 25	Travel to Pokhara (Gandaki Province, Province 4) Visit to Centre of Excellence under Sakchyamta Project and other TVET schools under the project (Tourism sector)	1	1	Interview notes & observations
August 26	Field visit to Pokhara continued... Visit to Centre of Excellence under Sakchyamta Project and other TVET schools under the project (Tourism sector)	1	1	Interview notes & observations
August 27	Departure to Kathmandu Half-day visit to TVET institutes in Kathmandu.			
August 28	Travel to Lahan (Province 2) Visit to Centre of Excellence under Sakchyamta Project and other TVET schools under the project (Construction sector)			Interview notes & observations
August 29	Departure to Kathmandu 12:00- 1:00 PM Confederation of Nepalese Industry (CNI) and Federation of Construction Contractors Association of Nepal	1	1	Interview notes & observations

	Meeting with the Project Reference Group (Dakchyata & Sakchyamta) 2:00 - 4:00 PM Stakeholder consultations:			
August 30	Employers association - Farmers' Association - Central Vegetables and Fruits Cooperative Union	1	1	Interview notes & observations
August 31	Saturday (weekend)			
September 1	- TVET donor group - Nepal Agricultural Co-operative Central Federation Ltd (NACCFL) & further interviews - compiling data	1	1	Interview notes & observations
September 2	Further consultation with British Council and additional information/data gathering 10:00 AM - 1:00 PM Meeting with organisations selected for PPP Fund under Dakchyata Project 1:00 - 5:00 PM	1	1	Interview notes & observations
September 3	Consultation with informal sector	1	1	Interview notes & observations
September 4	Additional consultations with stakeholders, especially public and private TVET providers and informal sector.	1		Interview notes & observations
September 5	Meeting with organisations selected for PPP Fund under Dakchyata Project -	1		Interview notes & observations
September 6	Debriefing	1		Intermediary Note, Slide (key findings), Pre-Final presentation seminar and Workshop notes

September 7	Saturday (weekend)			
September 8	Incorporation of comments received from debriefing Meeting with private entrepreneurs involved in agriculture, tourism and construction sector		1	Workshop comments log & summary, participants list.
September 9	Processing data - Preparing an Intermediary Note, Slide (key findings), Pre-Final presentation seminar and Workshop Debriefing to EU and MTE Reference Group 11:00 AM - 2:00 PM		1	Debriefing /comments
September 10	Pre-final Workshop		1	
	Total field days (Phase II)	15 days	15 days	

Appendix 6: Sakchyamta-Revised Logframe

LOGICAL FRAMEWORK OF SAKCHYAMTA PROJECT (Revised on 5 October 2019)

Overall objectives	Indicators	Baseline (including Information year)	Targets (including reference year)	Means of verification	Assumptions
<i>Contribute to Nepal's inclusive and sustainable growth through investment in human capital and by creating better employment opportunities.</i>	More than 70% of TVET policy provisions are implemented by 2021.	No systematic documentation of progress in implementation policy provision as of 2017.	70% of the TVET policy provisions implemented at least in 3 provinces (Province 2, Gandaki Province and Far Western Province by 2021.	-Strategic plan of CTEVT -TVET policy implementation plan -Policy implementation monitoring report	Federal and local government authorities will continuously support the TVET policy implementation and quality improvement program.
Specific Objective(s)					
<i>To strengthen the quality planning, coordination and implementation capacity of CTEVT to increase the reach out to the most disadvantaged and ensure leadership in line with CTEVT strategic plan (2014-2018).</i>	Accreditation policy of TVET institute/programs approved as national policy by 2021.	No nationally recognised quality assurance model/accreditation system is implemented till 2017.	National accreditation system put in place by 2021.	-Accreditation policy report -Accreditation policy implementation report	QA/ Accreditation policy will be supported by all stakeholders.
	Quality Assurance (QA) is applied to 3 curricular program/institutes of CoEs.	-Current curricula do not include learning outcome and learning environment indicators. -Curriculum and skills standards processes work independently. 2017	3 curricular programs/institutes prepared and validated in accordance with accreditation by 2021.	-Interim narrative report 2020. -Monitoring report	
	Disadvantaged groups attending TVET programmes has increased to 20% in the TVET programs supported & offered by 3 CoEs.	-Current TVET learners' information is not used for statistical purposes and no accurate figure is available with regards to enrolment of	-Revised information system with indicators for statistical purposes. Attendance of disadvantaged groups in TVET programmes supported and run by 3 CoEs will be increased up to 20%.	-Record of trainees' enrolment in CoEs 2020 & 2021. -TVET MIS	

		disadvantage groups in TVET programs. 2017.			
Output 1					
<i>Improve human resource management (HRM) system of CTEVT and its institutes.</i>	1a. CTEVT Human Resources Management (HRM) plan and policies in practice by 2020.	HRM plan practices not based on structured form. 2017	HRM practices based on HRM plan by 2021.	-Report on HRM plan of implementation. - Monitoring report	
Output 2					
<i>Increase employer representation in development and validation of curricula.</i>	2a. Increased participation by the Business and Industry Associations (BIAs)/ Sector Skills Committees in curriculum development working groups.	-Employers' engagement in curriculum development process is limited. -Their involvement is in parts for example either in NOSS development or curriculum development but not in the whole process till 2017.	-30 NOSS and 30 curricula updated or developed by engaging BIAs/ Sector Skills Committees (SSC) by 2021. -Formal validation of curricula by the BIAs.	-Minutes of Sector Skills Committees & participation of representatives of BIAs in the whole NOSS and curriculum development process. -Records and reports of formal validation of NOSS and curricula by the BIAs	-Employers' meaningful representation and willingness to contribute during NOSS and curricula development process. -Employers related to agriculture sector willing to participate in Agriculture Skills Committee.
	2b. Formal structure for the validation of curricula by the private sector established.	2 Sectors skill committees exist till 2017.	Establish Agriculture Sector Skills Committee by 2020.	Minutes of Curriculum Development Working Committee.	
Output 3					
<i>Improve quality assurance system/accreditation, standards and monitoring by</i>	3a. Accreditation system in practice and applied to at least 6 programs of three CoEs.	Accreditation system does not exist currently. Only affiliation is practiced in Nepal.(2017)	-Development of accreditation system by 2020. -At least 6 programmes will be validated and accredited in at	-Accreditation Manuals. - Report of accreditation of 6 programs of 3 CoEs.	TVET stakeholders' willingness to develop & implement quality accreditation systems.

<i>engaging private sector.</i>			least 3 CTEVT Institutes (CoEs) by 2020.		
	3b. Capacity of TVET system and institutes enhanced in impact and tracer studies and demonstrate increased employability of TVET graduates.	Limited number of impact and tracer studies carried out by CTEVT but rarely practice exists at the institute and project level. (2018)	-Practice of conducting impact studies will be instituted by 2020. -Tracer studies will be conducted by at least 3 CTEVT Institutes by 2020.	-Impact study report 2020. -Tracer study report 2020.	Willingness of TVET institutes to conduct impact and tracer studies.
Output 4					
<i>Improve in coordination and collaboration with National TVET Stakeholders at national level</i>	4a: Increased coordination & collaboration with local & province governments along with the private sector to expand and improve quality of TVET programs.	As provincial and local governments are new developments, limited work in this regard has been started yet.(2017)	Collaboration will be established and functioned with the local & provincial government and private sector.	- Meeting/workshop minutes. - Meeting/workshop reports.	Local & provincial governments willing to develop partnership with the CTEVT, SP to develop TVET programs in their territory.
	4b: International best practices influence policy implementation and quality assurance improved.	Some international visits and meetings, exposure organized but practice of replication of best practices exist in a limited scale.	International best practices will be studied, recognized and implemented in Nepal's TVET programs by 2020.	-Reports of international best practices suitable to Nepal's context, 2020.	SP will get full support from international organizations working in TVET sector.
Sub- Output 1.1					
<i>Develop human resource management system (HRM) for staffs of CTEVT and its institutes.</i>	1.1a. Human Resources Management (HRM) plan for CTEVT staff and its schools developed.	No such systemically documented HRM Plan exists till 2017.	HRM Plan of CTEVT will be developed by 2021.	-Report of HRM plan. -Annual progress report.	
	1.1b. Job description of all level staff of CTEVT reviewed and developed.	-No detail job description of all level staff has developed till 2018. -General type of job description is in place but not used for performance	Performance based job description for all level staff of CTEVT will be developed by 2020.	Report on performance based job description of all level staffs of CTEVT.	

		improvement and evaluation.			
	1.1c. 600 staffs and managers are trained	TITI offers training to staffs of CTEVT but not based on needs assessment. (2017)	-600 TVET professionals from public and private sector including project staff will be trained by 2021.	Training completion reports produced by the training providers.	Employers will be encouraged their employees to participate in the capacity building training offered by the SP.
	1.1d: 3 CTEVT staff (288 person week) sponsored for higher level studies on technical vocational education.	There is very limited practice of sponsoring for higher study by CTEVT from public/donor resources. (2018)	3 CTEVT employees will be provided financial support for higher level study by 2020.	Enrolment record Monitoring report	
	1.1e: At least 10 CTEVT staff participated in international learning visit on TVET operational modality.	No learning visit of CTEVT staff in TVET operational modality till 2018.	At least 10 staffs of CTEVT will be participated in international learning visit by 2020.	-Training completion report provided by training provider.	
Sub-output 1.2					
<i>Enhance Institutional capacity of 7 provincial Offices & 3 CoEs.</i>	1.2a. CTEVT strategic plan (2019-2023) prepared.	The CTEVT strategic plan (2014-2018) was in place but not reviewed and evaluated till 2018.	New CTEVT Strategic Plan 2019 - 2023 will be prepared in collaboration with Planning Division by 2019.	Strategic Plan 2019-2023 document.	
	1.2b. Information & Communication Technology (ICT) system established in CTEVT and its institutes.	The ICT system in CTEVT and technical schools exist but they need to be updated.(2017)	ICT system and Power backup system will be installed in the CTEVT 7 provincial offices and 3 Technical Schools /CoEs as per the ICT assessment findings by 2020.	-Assessment report -Procurement report -Handover notes	
	1.2c. Technical Vocational Educational & Training Management (TVET)	-TVET MIS functional but only in limited extent till 2017.	TVET MIS system in 3 COEs will be developed by 2019.	-TMIS and LMIS manuals.	

	Information System (MIS) and Labor Market Information System (LMIS) analysed, designed and developed.	-Limited LMIS is practiced in Nepal but not connected with CTEVT.	TVET MIS system will be updated by 2020. LMIS will be developed and operationalized by 2021.	-Monitoring reports	
	1.2d. Integrated Financial Management System (IFMS) and Budgetary Information System (BIS) analysed, designed and developed.	IFMS and BIS are mostly hardcopy based (2017)	CTEVT Financial system reviewed by 2019. IFMS and BIS will be updated and operationalized by 2020.	-IFMS and BIS manuals. -Monitoring reports	
	1.2e. 150 staffs of CTEVT and TVET providers trained on MIS and training information portal.	No data available on such training till 2017.	- Thirty staffs of CTEVT will be trained on TVET MIS training information portal by 2019 - One hundred twenty staffs of CTEVT will be trained on MIS and training information portal by 2020.	-Training completion report -Training monitoring report	
	1.2f. 25 staffs of CTEVT trained on LMIS.	LMIS does not exist & no data on LMIS is available. (2017)	25 staffs of CTEVT will be trained on LMIS by 2021.	Training completion report -Training monitoring report	
	1.2g. 60 staffs of CTEVT trained on IFMS and BIS.	IFMS and BIS training data does not exist till 2017.	60 staffs of CTEVT will be trained on IFMS and BIS by 2020.	-Training completion report -Training monitoring report	
Sub- output 1.3					
Capacitate TEVT professionals including private TVET providers.	1.3a: 15 staffs and trainers of CTEVT including public and private sector trained on Facilitation and Moderation skills training.	Relevant data on Facilitation and Moderation training is not available. (2017)	15 staffs and trainers of CTEVT including public and private sector will be trained on Facilitation and Moderation skills training by 2019.	-Training completion report produced by the training provider - Training monitoring report	

	1.3b: 15 staffs and trainers of CTEVT trained on TVET Management Skill, M&E Skill and Gender Training	Relevant data is not available. (2017)	15 staffs and trainers of CTEVT will be participated in international training on TVET Management Skill, M&E Skill and Gender Training.	Training completion report produced by the training provider.	
	1.3c: 5 staffs of CTEVT trained on international e-learning training.	No data is available. (2017)	5 staffs of CTEVT trained on international e-learning training by 2020.	Training completion report produced by the training provider.	
	1.3d: 5 staffs of CTEVT trained on international career guidance and counselling training.	No baseline information is available. (2017)	5 staffs of CTEVT will be trained on international career guidance and counselling training by 2020.	Training completion report produced by the training provider.	
Sub-output1.4					
<i>Physical facility of 3 CoEs, 7 Province & 1 central offices strengthened.</i>	1.4a: Assessment of physical facilities require to 3 Centre of Excellence (CoE) completed.	No baseline information is available. (2017)	Assessment of physical facilities require to 3 Centre of Excellence (CoE) will be completed by 2019.	Physical facilities assessment report	
	1.4b. Provincial offices supported with program/activities related equipment/tools as recommended at the assessment.	No baseline information is available. (2017)	Based on the assessment report, 7 provincial offices will be supported with the related equipment, tools by 2019.	-Assessment report -Handover notes	
Sub-output 2.1					
<i>In collaboration with the private sector, develop new or update existing curricula to match market need.</i>	2.1a.15 National Occupational Skill Standard (NOSS) and curricula developed, piloted and formally validated.	CTEVT, curriculum Development Division and National Skill Testing Board have been developed curricula and NOSS.	12 NOSS and curricula will be developed and validated by 2020.	-Minutes of curriculum development working committee. -Progress report	Representatives of Business& Industry Associations (B&IAs) will be willing to contribute & work during the development of NOSS and curricula.

	2.1b. 3 NOSS & curricula developed or updated, piloted and validated by using alternative method of curriculum development.	DACUM method has been used in CTEVT to develop/update curriculum till 2018.	3 NOSS & curricula will be developed or updated, piloted and validated by using alternative method by 2020.	-Minutes of curriculum development working committee. -Progress report	
	2.1c. 15 National Occupational Skill Standard (NOSS) and curricula updated and formally validated.	Baseline:0	15 NOSS and Curricula will be updated in 3 areas (Construction, Agriculture and Tourism) by 2020.		
	2.1d. At least 30 persons trained in the Functional Analysis (Alternative approach of Curriculum Development)	No regular and systematic training is offered but specialist developed by following the approach "learning by doing."	At least 30 persons will be trained in the Functional Analysis (Alternative approach of Curriculum Development) by 2020.	-Training completion report -Training monitoring report	
	2.1e. 300 youth trained using the updated or newly developed curricula.	Most of the prevailing NOSSs and curricula are needed to update. (2017)	300 youth will be trained using updated or newly NOSS/Curricula by 2020 & 2021.	Training completion reports -Training monitoring report	
	Sub-output 2.2				
<i>Design and develop e-learning materials.</i>	2.2a. Piloting e-learning program of 3 occupations based instructional and training materials.	No e-learning materials in TVET programs practiced yet. (2018)	E-learning materials of 3 occupations piloted by 2021.	-Monitoring reports -Progress report	
	2.2b 300 learning materials and text books supported to 3 CoEs.	TVET Institutes' learning materials are out of date and need upgrading. (2017)	300 text books/learning materials will be provided to 3 COEs by 2020.	-Text book / learning materials' procurement order & delivery notes	

	2.2c: Technical Vocational Education & Training (TVET) glossary revised in collaboration with TITI & Dakchyata Project.	TVET glossary of terms exists but requires updating. (2017)	TVET glossary updated by 2019.	Updated TVET glossary	
	2.2d: At least 10 staffs of CTEVT involved on international training on e-learning.	Only limited staff have international internship and learning visit. (2017)	At least 10 staffs of CTEVT will be involved on international training on e-learning by 2020.	-Training completion report produced by training provider	
Sub-output 3.1					
<i>Develop Quality Assurance Model (QAM) focus to accreditation.</i>	3.1a. Formed QA Committee /Group.	No quality assurance model developed till 2017 in CTEVT.	One Quality Assurance Working Committee /group of 8 persons will be formed by 2018.	-Minutes of formation of Accreditation Working Committee.	
	3.1b: At least 10 staffs of CTEVT trained on QA/Accreditation system (AS).	No staff of CTEVT have had attended training on an accreditation system yet. (2017)	At least 10 staffs of CTEVT will be participated in international study tour on QA system by 2019.	-Study tour report	
	3.1c: Quality Assurance Manual (QA Manual) developed and formally approved by working committee.	QA Manual has not available till 2017.	QA Manual on accreditation will be developed by 2020.	Accreditation model	
	3.1d: QA unit established in CTEVT.	QA unit does not exist in CTEVT till 2017.	QA unit will be established in CTEVT by 2020.	-Records of decision of establishment of QA unit.	

	3.1e: QA/Accreditation Model disseminated with capacity building.	Baseline: 0 (2017)	-30 CTEVT staff will be trained on QA Manual by 2020. -3 CoEs will be implemented QA Manual by 2021.	-Training completion report. - Training Monitoring report.	
Sub-output 3.2					
<i>Build capacity to conduct research and studies.</i>	3.2a: 3 Labor market signalling and 3 impact study of technical schools/projects conducted.	Sample study has been carried out by CTEVT but it is not practiced regularly.(2017)	Labour market signalling in 3 sectors will be developed by 2020 3 Impact study will be completed by 2021.	-Market signalling report. -Impact study report	
	3.2b: 60 staffs of CTEVT and private training institutes trained on tracer study.	No formal template or guidelines have been adopted	40 staffs will be trained on tracer study by 2020. 20 staffs will be trained on tracer study by 2021	Training completion report.	
	3.2c: 3 Tracer studies conducted in 3 CoEs.	Only sample tracer studies have been carried out by CTEVT. (2017)	At least 3 tracer studies will be conducted & completed in 3Co by 2021.	-Tracer study report, 2021	
Sub-output 4.1					
<i>4.1 Facilitate to expand TVET programs by coordinating with local elected authorities and public/private secondary schools.</i> (Redesigned)	4.1a. 15 public awareness campaign events conducted.	Baseline: 0 (2017)	Each year at least 5 events will be completed & totalling 15 events will be organized by 2021.	Event reports	Provincial and local governments will show willingness to work on TVET with CTEVT and the project.
	4.1b. 15 meetings, workshops or seminars conducted with the	Baseline: 0 (2018)	Each year at least 5 events will be completed & totalling 15 events will be organized with	Event reports	Provincial and local governments will show willingness to work on TVET with

	provincial and local authorities.		the provincial & local authorities by 2021		CTEVT and the project.
Sub-output 4.2					
<i>Conduct sharing events like meetings, seminars, workshops.</i>	4.2a 7 workshops on TVET program improvement of private technical institutes, 3 sharing workshops of CTEVT working committees and 3 national seminars on TVET program conducted.	Baseline: 0 (2017)	In total, 10 sharing workshops and 3 seminars will be organized by 2021.	-Reports of events -Minutes of meeting/workshop/seminar	
Sub-output 4.3					
<i>Conduct TVET social marketing and improve visibility and communication.</i>	4.3a. 15 social marketing and visibility events conducted.	Baseline: 0 (2017)	4 events per year will be implemented, totalling 15 by 2021.	Reports of events	
	4.3b: TVET mapping developed and updated.	TVET mapping developed but not updated since few years. (2017)	TVET mapping updated by 2020.	Updated TVET mapping	TVET program implementers (private and public) will be supportive to provide information asked by SP.

Activity Summary

Output 1: Improve human resource management (HRM) system of CTEVT and its institutes.

Sub-output 1.1 Develop human resource management system (HRM) for staffs of CTEVT and its institutes.

Title and number of activity to be implemented

Remarks

- Activity 1.1.1. Procure consultancy services of HRM.
Activity 1.1.2. Conduct O&M survey of CTEVT system.

<p>Activity 1.1.3. Develop CTEVT HRM plan.</p> <p>Activity 1.1.4. Develop Job description of different level of CTEVT staffs.</p> <p>Activity 1.1.5. Develop performance monitoring tools of CTEVT staff working in different levels.</p> <p>Activity 1.1.6. Provide capacity development training to the staff of CTEVT, private & public technical school.</p> <p>Activity 1.1.7. Develop yearly capacity building plan based on review and assessment of training needs assessment.</p> <p>Activity 1.1.8. Provide scholarship to the 3 staffs of CTEVT to study master degree in technical subjects (agriculture, construction & tourism).</p> <p>Activity 1.1.9. Provide Study visit to learn TVET operational modality in south East Asia.</p>	
<p>Sub- output 1.2 Institutional capacities of provincial Offices & 3 CoEs enhanced.</p>	
<p>Activity 1.2.1. Review CTEVT strategic plan 2014-2018.</p> <p>Activity 1.2.2. Develop CTEVT strategic plan 2019-2023.</p> <p>Activity 1.2.3. Procure consultancy services of ICT.</p> <p>Activity 1.2.4. Conduct a system analysis assessment of ICT system.</p> <p>Activity 1.2.5. Equip with power backup system to the 7 provincial offices and 3 CoEs as per recommendation of the ICT assessments for strengthening ICT system.</p> <p>Activity 1.2.6. Review TVET-MIS of vocational training related database of CTEVT.</p> <p>Activity 1.2.7. Develop/upgrade TVET-MIS of vocational training related database of CTEVT.</p> <p>Activity 1.2.8. Train on TVET-MIS of vocational training related database of CTEVT.</p> <p>Activity 1.2.9. Conduct an assessment for establishing an effective labour market information system (LMIS) database flow mechanism to analyse labour market demand and supply situation.</p> <p>Activity 1.2.10. Develop/upgrade LMIS database flow mechanism.</p> <p>Activity 1.2.11. Train on LMIS system.</p> <p>Activity 1.2.12. Conduct assessment on TVET portal linked with job portal for employment opportunity.</p> <p>Activity 1.2.13. Design & develop/upgrade TVET portal linked with job portal for training & employment opportunity.</p> <p>Activity 1.2.14. Train on TVET portal linked with job portal.</p> <p>Activity 1.2.15. Conduct an assessment for managing web based Integrated financial management system (IFMS) and Budgetary Information system (BIS).</p> <p>Activity 1.2.16. Develop and install IFMS and BIS.</p> <p>Activity 1.2.17. Train on IFMS & FIS.</p>	

<p>Activity 1.2.18. Conduct a workshop to disseminate the findings and the way forward discussion for carry out ICT related assessment and activities.</p>	
<p>Sub-output 1.3 Capacitate TEVT professionals including private TVET providers.</p>	
<p>Activity 1.3.1. Provide capacity development training on facilitation and moderation to coordinate with private and public TVET stakeholders for the quality assurance at provincial areas/TS/CoE.</p> <p>Activity 1.3.2. Provide TVET institute management skills training to the staff of the private and public sector Institute at provincial areas/TS/CoE.</p> <p>Activity 1.3.3. Provide capacity development training and support for developing instructional material for operating pilot e-learning program.</p> <p>Activity 1.3.4. Provide capacity development training to the staff on monitoring and evaluation of institutes at provincial areas/TS/CoE.</p> <p>Activity 1.3.5. Provide capacity development training on curriculum design and instructional materials development.</p> <p>Activity 1.3.6. Provide capacity development training and support for focusing to the gender empowerment through Technical and Vocational Education at provincial areas.</p> <p>Activity 1.3.7. Provide advanced training to program staffs in south east Asia to develop TVET related educational/instructional media production in order to establish an e-learning system for TVET programs</p> <p>Activity 1.3.8. Provide capacity development training and support for program staff on student support career Guidance in international level.</p> <p>Activity 1.3.9 Provide capacity building training to the action staff.</p> <p>Activity 1.3.10 Provide capacity building training to the instructional, administrative & finance staff of CTEVT & private sector for scale up their occupational skills.</p>	
<p>Sub-output 1.4 Physical facility of 3 CoEs, 7 Province & 1 central offices strengthened.</p>	
<p>Activity 1.4.1. Procurement of Consultancy services of procurement specialist.</p> <p>Activity 1.4.2. Conduct a physical facility need assessment of 11 CTEVT institutions.</p> <p>Activity 1.4.3. Equip with mobility services for the use of outreach TVET services.</p> <p>Activity 1.4.4. Procure two wheeler for mobility and outreach networking and communication for strengthening CTEVT/centre of excellence/provincial offices.</p> <p>Activity 1.4.5. Upgrade workshop/lab space of 3 CoEs including other related outreach training institutes.</p> <p>Activity 1.4.6. Procure ICT equipment (laptop, desktop, projector, printer, copier) (Activity 1.2.2.1).</p> <p>Activity 1.4.7. Develop networking system for development of e-learning facilities.</p>	

<p>Activity 1.4.8. Develop communication and networking conference hall (furniture, communication tools, air-condition, furnishing) (Activity 1.4.3).</p> <p>Activity 1.4.9. Procure furniture for project office setup (Activity 1.4.Activity 1.3.7).</p> <p>Activity 1.4.10. Refurbishment of office space.</p> <p>Activity 1.4.11. Procure required tools /equipment for 3 CoEs including other related outreach training institutes.</p>	
<p>Output 2: Increase employer representation in development and validation of curricula.</p>	
<p>Sub-output 2.1 Development of new/ updated curricula to match market need, in collaboration with the private sector.</p>	
<p>Activity 2.1.1. Conduct a joint study to identify the most demanded occupation in prioritized three sectors linked with employers (micro, small, medium and large) in with collaboration to FNCCI/ CNI/FNCSI and other relevant Confederations/Federations/Associations/ and local government.</p> <p>Activity 2.1.2. Conduct 6 interactive workshop with occupational association.</p> <p>Activity 2.1.3. Procure consultancy services of national curriculum development specialist.</p> <p>Activity 2.1.4. Procure consultancy services of international curriculum development specialist.</p> <p>Activity 2.1.5. Develop/upgrade National Occupational Skill Standards (NOSS) for the most demanding 15 occupations in three sectors based on the assessment.</p> <p>Activity 2.1.6. In line with the NOSS mentioned in Activity 2.1.2, review, assess & develop/update the curriculum.</p> <p>Activity 2.1.7. Review/Update/develop NOSS and curricula development manual / template for the identified demanding 15 occupations from the assessments.</p> <p>Activity 2.1.8. Review and assess effective alternative curriculum development method/ approach.</p> <p>Activity 2.1.9. Conduct a piloting of alternative methodology/ approach for developing 3 curricula out of demanding 15 occupations with the support of International Consultant.</p> <p>Activity 2.1.10. Review / assess/ develop/update Training learning Manual (TLM).</p> <p>Activity 2.1.11. Develop/update the curricula including credit system.</p> <p>Activity 2.1.12. Revise/update NOSS and vocational training curricula.</p> <p>Activity 2.1.13. Conduct residential vocational skill training using the new standards/curricula mobilizing local expert workers/entrepreneurs at 3 CoEs.</p>	
<p>Sub-output 2.2 Design and develop e-learning materials.</p>	
<p>Activity 2. 2.1. Procure national/international expert for e-learning.</p> <p>Activity 2.2.2. Conduct assessment and develop e-learning system in order to deliver the TVET training programs.</p>	

<p>Activity 2.2.3. Install piloting e-learning system in order to deliver the TVET training programs.</p> <p>Activity 2.2.4. Develop instructional and training materials of the selected occupation for the pilot e-learning program.</p> <p>Activity 2.2.5. Provide international internship course on e-learning system in TVET sector.</p> <p>Activity 2.2.6. Organize learning visit for action staff on e-learning in South East Asian countries.</p> <p>Activity 2.2.7. Procure learning materials and text books.</p> <p>Activity 2.2.8. Update TVET glossary.</p>	
<p>Output 3: Improve quality assurance system, standards and monitoring by engaging private sector.</p>	
<p>Sub-output 3.1 Develop quality assurance (QA)/Accreditation Model.</p>	
<p>Activity 3.1.1. Form Quality Assurance Working Committee.</p> <p>Activity 3.1.2. Procure consultancy services of national quality assurance consultant.</p> <p>Activity 3. 1.3. Procure consultancy services of International Quality Assurance Consultant.</p> <p>Activity 3. 1.4. Review quality of TVET/ accreditation system.</p> <p>Activity 3.1.5. Carry out series of workshops to develop the tools and templates for QA/ accreditation.</p> <p>Activity 3.1.6. Plan and implement study tour for QA/ accreditation system.</p> <p>Activity 3.1.7. Draft QA/Accreditation Manual.</p> <p>Activity 3.1.8. Recommend for formalization of QA/Accreditation model, manual and procedures (National Policy).</p> <p>Activity 3.1.9. Form QA unit at CTEVT/Province office/CoEs.</p> <p>Activity 3.1.10. Train QA/Accreditation Coordinators at CoEs (Tourism, Construction and Agriculture).</p> <p>Activity 3.1.11. Pilot QA/Accreditation in 3 CoEs.</p> <p>Activity 3.1.12. Conduct workshop to finalize QA/ Accreditation System model and disseminate results to TVET stakeholder.</p>	
<p>Sub-output 3.2 Build capacity to conduct research and studies.</p>	
<p>Activity 3.2.1. Train on the analysis of Labour Market demanding and prioritizing occupations.</p> <p>Activity 3.2.2. Conduct a labour Market signalling study (LMS) from the primary and secondary data of the three sectors (agriculture, construction and tourism).</p> <p>Activity 3.2.3. Conduct capacity building training on to carry out tracer study of their institute graduates at three selected provincial level.</p> <p>Activity 3.2.4. Conduct tracer studies of TS/TC graduates embracing three sectors to assess graduates' employability.</p> <p>Activity 3.2.6. Conduct Impact study of TVET programs embracing three areas to assess program effectiveness.</p>	

<p>Activity 3.2.7. Conduct workshop to disseminate the findings and the way forward discussion for carrying out further Research and studies activities.</p>	
<p>Outcome 4: Improve in coordination and collaboration with national TVET stakeholders at national level.</p>	
<p>Sub-output 4.1 Facilitate to expand TVET programs by coordinating with local elected authorities and public/private secondary schools. (Redesigned)</p>	
<p>4.1.1 Organize consultative meetings/workshops with local elected authorities & private-public schools to expand TVET programs in their areas.</p>	
<p>Sub- output 4.2 Conduct sharing events/seminars/ workshops.</p>	
<p>Activity 4.2.1. Conduct TVET and project related national seminar for information sharing among all TVET stakeholders in collaboration with other public and private partners. Activity 4.2.2. Organize 7 workshops on TVET program improvement of private technical institutes, 3 sharing workshops of CTEVT working committees and 3 national seminars on TVET program. Activity 4.2.3. Update TVET Knowledge management /documentation system.</p>	
<p>Sub- output 4.3 Conduct TVET social marketing and improve visibility and communication.</p>	
<p>Activity 4.3.1. Conduct community based social marketing through provincial workshop/focus group discussion with local representatives/ FNCCI/ business industries/NGOs sector. Activity 4.3.2. Design/develop print and electronic media to publish and disseminate information in newspapers and magazines, Pamphlets, fliers, Posters, News Bulletin/profiles. Activity 4.3.3. Develop and broadcast TVET documentary and other TV/Radio based social marketing (TVET expert Talk show in TV/success stories/case studies/animated cartoons/jingles/celebrity endorsement/musical videos. Activity 4.3.4. Develop and disseminate geographical TVET mapping to communicate information to the concerned stakeholders and focus group.</p>	

Appendix 10: Dakchyata’s Revised Indicators

Proposed Updates to Dakchyata Indicators and Targets

The following updates to log frame indicators will be included in the Biannual Report (due in October 2019) to the EU, to make specified indicators more specific, relevant and measurable. The changes proposed do not affect the basic purpose of the Action, but rather more accurately reflect the intended results of the Dakchyata project. They are presented here for the consideration of the MTE evaluation team, who are also currently assessing the continued relevance of log frame indicators. Further to this, additional/updated milestone targets will be provided to the EU in the Year 3 Biannual Report (due in October 2019), to ensure that targets are effectively mapped out to the new project end date of Dec. 2021.

Existing Indicators	Recommendations for changes	Rationale
IMPACT: To contribute to Nepal’s inclusive and sustainable growth through investment in human capital and by creating better employment opportunities ¹⁵		
OBJECTIVE: To strengthen and implement more effective TVET policy responsive to labour market needs and to pilot an integrated Public Private Partnership approach in three economic sectors i) agriculture and food production, ii) construction, iii) tourism that offer opportunities for promoting the transition to a greener, climate resilient, low-emission economy		
Existing Indicators	Recommendations for changes	Rationale
Approval status of the Quality Assurance model by CTEVT	Suggest this is removed: <ul style="list-style-type: none"> - Does not add any value in measuring impact linked to Dakchyata activities 	Beyond the remit of the Dakchyata project. Dakchyata only has very limited inputs on QA through supporting Sakchyamta to deliver their planned activities. We cannot claim that we are responsible for the development /approval of a new QA model, and as such it is not an appropriate measurement of success for Dakchyata
Extent to which GoN recognises Dakchyata best practice PPP approaches	No change	N/A
Proportion of employers (from 3 targeted sectors) satisfied with GoN’s support to the TVET sector	Update suggested: “Proportion of employers (representation from 3 targeted sectors) reporting increased opportunities to engage in TVET ”	The main aim of the Dakchyata project is to increase opportunities for employer engagement (increasing market relevance, as explicitly indicated in Objective statement), but this is not currently adequately captured under the log frame. Increasing employer satisfaction with GoN actions is not explicitly part of Dakchyata’s remit, though it may be a by-product of activities and is thus not an appropriate or helpful measure whether the project is progressing towards achieving the Objective statement

¹⁵The project does not seek to measure progress against these areas during the life of the project. A long-term Impact Evaluation following project completion may be considered.

Evidence of improved linkages between actors from the 3 targeted sectors and TVET providers	No change	N/A
OUTCOME 1: Quality of TVET provision & implementation scaled up, ensuring it is made available through outreach to the most disadvantaged		
The main activities to be completed under Outcome 1 are being implemented by CTEVT under the Sakchyamta project, monitored through a separate log frame. British Council activities in support of this Outcome area are being monitoring at Output level only (Outputs 1 and 2).		
OUTCOME 2: PPPs identify practices to enhance relevance, quality and sustainability of TVET provision in Nepal		
Existing Indicators	Recommendations for changes	Rationale
Evidence of national working group of PPP representatives having recognised authority	No change	N/A
Description of the TVET PPP policy guiding document development and approval Process	No change	N/A
Number of people (disaggregated by age; sex; credit achieved) meeting the national competency standard of the occupation	Update required: The disaggregation “credit” should be replaced by “skill level”	The term “Skill Level’ is more appropriate in the Nepali context as this has been specifically defined by NSTB.
OUTCOME 3: Enhance the capacity of the GoN to coordinate and govern the TVET system		
Existing Indicators	Recommendations for changes	Rationale
Evidence from MoEST of how support from the Dakchyata project has enhanced their coordination of TVET	No change	N/A
Extent to which perception on the value of TVET monitoring improves, worsens or stays the same	No change	N/A
Description of status and plans for implementation of the Occupation and Skills Demand Tools	No change	N/A
OUTPUT 1: CTEVT increase skills and knowledge of engaging with the private sector on developing market relevant curricula and quality standards		
Existing Indicators	Recommendations for changes	Rationale
1.1. Description of the Quality Assurance model progress	Update required: “Description of support provided by Dakchyata on Quality Assurance model progress ”	Activities on QA development fall under the remit of Sakchyamta. Dakchyata has a limited role only to support Sakchyamta on planning and implementation
1.2. Status of a nationally approved methodology for developing Occupation Standards	Update required: “Description of support provided by Dakchyata on ”	This overlaps with work carried out under the NVQS project, and is not an explicit aim of either the Dakchyata or Sakchyamta projects. Thus, would

	Quality Assurance model progress ¹⁶	be far more relevant for the Dakchyata output indicator to measure support provided on market relevant curricula, more accurately reflecting the Output statement
1.3. Number of Occupation Competency Based Training Curricula developed with Dakchyata supported PPP grantees	Update required: “Number of Occupation Competency Based Training Curricula developed with support from Dakchyata ”	Dakchyata is supposed to support a variety of other actors (beyond PPP grantees) in development of CBTC, which is not adequately reflected under current wording
OUTPUT 2: Public awareness and understanding on skill training and TVET is improved¹⁷		
Existing Indicators	Recommendations for changes	Rationale
2.1. Number and description of TVET stakeholders engaged in the public awareness campaign	No change	N/A
2.2. Proportion of secondary school students reached with messages on TVET through awareness campaign	Update required: “Number of individuals (from target audiences defined in campaign plan) reached with messages on TVET through campaign.”	School students are only one audience category being targeted – indicator does not currently reflect this.
2.3. Proportion of secondary school students willing to enrol in TVET courses after the completion of SLC/SEE	Update required: Updated indicator will be proposed on basis of agreements in joint campaign planning phase (Sept-Dec 2019)	Target audience of campaign much wider than only those who have completed SLC – audience categories to be defined as part of planning phase (Sept-Dec 2019)
OUTPUT 3: PPPs established and testing and learning from TVET approaches		
Existing Indicators	Recommendations for changes	Rationale
3.1. Number and description of Dakchyata funded PPPs	No change	N/A
3.2. Number of people (disaggregated by age, sex and activity type) engaged in Dakchyata PPP activities	No change	N/A
3.3. Number of staffs from Dakchyata PPP applicants /implementers participating in capacity building on TVET approaches or review and reflection meetings	No change	N/A
3.4. Description and classification of PPP related learning generated by Dakchyata PPP grantees	No change	N/A

¹⁶ Sakchayamta is dealing with occupation standards for which Dakchyata may engage in TA / IE support and should be explain in revised by logframe by CTEVT.

¹⁷ Activities related to the Information Campaign currently being revised under new joint TVET PP campaign strategy – this may involve revision of the indicators and targets under Output 2 to reflect the revised campaign strategy

OUTPUT 4: Resources and knowledge developed to support the strengthening of PPP options		
Existing Indicators	Recommendations for changes	Rationale
4.1. Number and description of spaces and mechanisms for engaging TVET stakeholders on PPP	No change	N/A
4.2. Status and description of TVET practical partnership approach resources/ knowledge products	No change	N/A
4.3. Description and status of the PPP policy	Suggest this is removed: Clear overlap with second indicator of Outcome 2, would suggest removal at output level as repetition not adding any value	Already being measured at outcome level.
OUTPUT 5: Resources, procedures and knowledge developed with GoN to support coordination, monitoring and reform of TVET		
Existing Indicators	Recommendations for changes	Rationale
5.1. Status of national procedures and guidelines for TVET coordination and implementation	No change	N/A
5.2. Existence and implementation of capacity building plan for relevant TVET staff at MoEST	No change	N/A
5.3. Extent to which Dakchyata target relevant TVET key issues	No change	N/A
5.4. Status of procedures for monitoring of TVET policy implementation	No change	N/A
5.5. Examples of recommendations arising from the monitoring of TVET policy	No change	N/A
OUTPUT 6: Resources developed and tested to identify skills demand and supply information		
Existing Indicators	Recommendations for changes	Rationale
6.1. Description of Occupation and Skills Demand tool development	No change	N/A
6.2. Extent to which piloting of Occupation and Skills Demand tool generates timely, accurate and useful information within the 3 sectors	No change	N/A
6.3. Description and classification of learning and recommendations arising from Occupation and Skills Demand tool testing in 3 sectors	No change	N/A