EVENT Synopsis 2070

Government of Nepal

Ministry of Education

Enhanced Vocational Education and Training (EVENT) Project
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ABBREVIATION

CARTA	Citizen Action for Results, Transparency & Accountability
CC	Coordination Committee
CTEVT	Council for Technical Education and Vocational Training
DEOs	District Education Offices
DLI	Disbursement Linked Indicator
DOL	Department of Labor
DTCO	District Treasury Controller Office
EVENT	Enhanced Vocational Education and Training project
FNCCI	Federation of Nepalese Chamber of Commerce and Industry
FM	Financial Management
FMR	Financial Management Report
GDP	Gross Domestic Product
GON	Government of Nepal
ID	Information Desk
IDA	International Development Association
INGO	International Non-Government Organization
IIP	Institutional Improvement Plan
IPR	Implementation Progress Report
LMIS	Labour Market Information System
MIS	Management Information System
MOE	Ministry of Education
MOI	Ministry of Industry
MOLE	Ministry of Labour and Employment
MOU	Memorandum of Understanding
NGO	Non Governmental Organization
NPC	National Planning Commission
NSTB	National Skill Testing Board
PAD	Project Appraisal Document
PD	Project Director
PTF	Partnership for Transparency Fund
PIC	Project Implementation Committee
PIM	Project Implementation Manual
PMT	Proxy Means Test
PS	Project Secretarial
TAC	Technical Advisory Committee
TVET	Technical and Vocational Education and Training
TITI	Training Institute for Technical Instruction
TMIS	Training Management Information System
TNA	Training Need Assessment
TOR	Terms of Reference
TOT	Training of Trainers
TSLC	Technical School Leaving Certificate
TT	Technical Team
TYIP	Three Year Interim Plans
VCDF	Vulnerable Community Development Framework
VDRC	Vijaya Development Resource Centre

Remarks from the Project Director

Ministry of Education with the assistance of World Bank has been implementing Enhanced Vocational Education and Training (EVENT) Project since June 30, 2011 (Ashad 16, 2068). It has come into effect from 23 August 2011 (Bhadra 6, 2068). The objectives of the project are to: (i) expand the supply of skilled and employable labour force by increasing access to quality training programs; and (ii) strengthen the technical and vocational education and training system in Nepal. The Enhanced Vocational Education and Training (EVENT) Project, provides its supports throughout four components: Strengthening TVET Regulatory Activities and Capacity Building; Strengthening Technical Education; (iii) Supporting Short-Term Vocational Training and Recognition of Prior Learning; and (iv) Project Management, Monitoring and Evaluation.

Laxmi Ram Paudel
Project Director

This Project has just crossed the second year of its implementation. During the period, we have accomplished satisfactory achievements. The Project Implementation Manual (PIM) is the guiding document of the project. It took long time to prepare the PIM with the involvement of multi-stakeholders on it. Conceptual clarity and the same level of understanding among stakeholders on project activities also consumed significant time for preparing PIM.

Based on PIM manuals and guidelines for various programmes have been prepared during its first year of implementation. The implementation of the project has been accelerated on around Feb 2012. Some of the procurement activities were initiated during the first year. It took some time for the project team to adapt to the new approach of disbursement mechanism of the project. It was linked with performance (Disbursement Linked Indicators).

EVENT Project has been implementing various programmes to improve performance and accountability of the TVET system through a shift in focus to outcomes, especially training and employment outcomes and contribute to the agenda of inclusiveness as it especially focuses on under-served regions of the country and disadvantaged youth. This is really a challenging and appreciable task.

At present, all the activities of the Project are full flagged implemented. We are trying to reflect the progress of the project and its program through this synopsis. After two years of implementation, we are able to collect the information presented in the synopsis. I would request to respective readers to read the synopsis and provide feedback to us. I hope the synopsis will provide information about EVENT Project as a whole.

At the end, I would like to thank all the officials of EVENT Project for their hard work and sincerity for the success of the project. Moreover, I appreciate the efforts and endeavor of Mr. Bishow Raj Joshi, Assistant Lecturer in Sanothimi Campus in editing the synopsis.
Thank You.

Laxmi Ram Paudel

Project Director, EVENT Project

26 June, 2013

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CHAPTER FOUR: MISCELLANEOUS

CHAPTER ONE: INTRODUCTION TO THE EVENT PROJECT

1.1 Background

Nepal is a developing country with agrarian economy. However, agriculture contributes only 33% to the GDP and employs nearly 81% of the labour force. Remittance has contributed to reduce poverty level in Nepal. The proportion of poor people in the country has declined substantially in recent years. More than 300,000 Nepali youth go abroad every year for work, mostly to India, the Gulf, and other countries. About one third of all Nepali households receive foreign remittances. However, access to high wage migration destinations is unevenly distributed. In particular, migrants from the Mid- and Far-Western regions of the country have relatively limited access to the labour markets in the Gulf region and other countries.

Nepal has a small but growing stock of human capital. Workforce skills must be enhanced to increase the productivity of Nepali workers. In order to fully harness the nation's human resources, the Government needs to invest additional resources for enhancing the skill of workers. An accessible, efficient, demand-driven and high quality Technical and Vocational Education and Training (TVET) system is an important part of any strategy towards enhancing worker productivity and improving economic growth. An effective TVET system can also contribute to making Nepali workers more competitive in a globalized labour market of the world. Enhancing the skill levels of potential migrant workers can also be a strategy for diversifying the nation's economic base.

Technical and Vocational Education and Training (TVET) in Nepal is provided by a vast number of institutions of different types. This includes Council for Technical Education and Vocational Training (CTEVT), private institutions, technical institutions of the universities, secondary schools (annex schools), government agencies associated with the various ministries, and training programmes supported by NGOs and INGOs. Students who have completed grade 10 are eligible to enrol in 15 to 29 month long CTEVT-certified Technical School Leaving Certificate (TSLC) programmes. Advanced technical training in various TVET sectors is offered in 3-year Diploma and Proficiency Certificate Level (PCL) programmes. Since 2006, a number of donor-supported TVET projects have come into operation, substantially increasing short-term training opportunities across the country. Several ministries of the GON such as Ministry of Education, Ministry of Industry, Ministry of Labour and Employment (MOLE), Ministry of Agriculture and Co-operatives and others also provide short-term training. The National Skill Testing Board (NSTB), an independent body under the CTEVT, provides opportunities for testing and certification of skills acquired formally or informally. These certificates are valuable in so far as they provide an identity to the bearers and also facilitate their vertical as well as horizontal mobility in the TVET system.

1.2 Objectives

The Project Development Objective is to expand the supply of skilled and employable labour by increasing access to quality training programmes, and by strengthening the technical and vocational education and training system in Nepal.

1.3 Programs and Targets

Component 1: Strengthening TVET Regulatory Activities and Capacity Building

This component focuses on the regulatory environment and institutional capacity of the TVET sector. The activities under this component include (i) strengthening CTEVT's regulatory activities including examination system, affiliation system and Training Management Information System (TMIS), (ii) increasing access to and strengthening capacity of skill testing, particularly NSTB including support to mobile platforms for skills assessment, (iii) training of 5000 new assessors and 350 new skill testing

managers, (iv) training of 1500 trainers and 100 master trainers, and (v) curriculum revision of TSCL and Diploma and short-term training programmes.

Component 2: Strengthening Technical Education

This component focuses on strengthening technical education at the Technical School Leaving Certificate (TSLC) and Diploma levels provided by CTEVT constituent and affiliated institutions, community colleges and annex schools. CTEVT constituent institutions, community institutions and annex schools will be eligible for matching grants. CTEVT constituent institutions and affiliated community as well as private institutions are eligible for performance grants. The objective of this component is to make access to technical education more equitable, especially to the poor and disadvantaged groups in the regions of Nepal lagging behind, and to improve the quality and market relevance of the TSLC and Diploma programmes.

The project supports selected public and community institutions with matching grants in the ratio of 2:1. Thus, public and community institutions receive $2/3^{rd}$ against the $1/3^{rd}$ of the matching grants the institutions contribute for pre-agreed activities. The maximum amount of the project contribution will, however; be USD 300,000 over the project period. Community Annex programmes selected for support will receive similar matching grants up to a maximum of USD 160,000 to fund their institutional proposal. Government funding cannot be used as matching funds by the institutions receiving grants from the project. Matching grants will be offered only to cover the activities planned to be completed at least 6 months prior to the end of the project period.

Performance Grants: Public, private and community TVET providing institutions including community annex schools selected for the support under this project receive performance grants based on a set of achievement indicators reflecting access, quality, relevance and equity, up to a maximum of USD 200,000 over the project period. Performance grants are subject to achieving a set of specified targets as laid out in the contract with the selected institutions. Some of the targets are global in nature, in the sense that failure to meet these targets disqualifies the institutions from obtaining performance grants.

Fee Subsidy and Stipends*:* This component supports the provision of full/partial fee subsidy and stipends to about 4000 students in TSLC and Diploma programmes. Preference for stipend support is given to the disadvantaged students such as poor people, girls, Dalits, marginalized Janajatis. Trainees are identified for fee subsidy and stipends using one of the two approaches which include: (a) use of categorical targeting based on the selection criteria currently used by MOE/CTEVT in the first year of implementation, and (b) adoption of a rigorous proxy-means test (PMT) mechanism from the second year onwards.

Component 3: Supporting Short-Term Vocational Training and Recognition of Prior Learning

This component supports for the short-term vocational training and certification of technical and vocational skills acquired through informal means as well as through both public and private institutions. There are two sub-components of this component: Supporting Short-term Vocational Training and Recognition of Prior Learning.

Supporting Short-term Vocational Training: This sub-component focuses on stimulating the demand-side for short-term training provision for the purpose of preparing youths for both the domestic and international labour markets. The component supports short-term training through both public and private training providers. Two modalities of support are being employed: (i) a voucher-based financing mechanism for training in three urban districts: Kathmandu, Bhaktapur, and Lalitpur; and (ii) a result-based financing mechanism for training in rest of the districts. The estimated number of project beneficiaries under this sub-component is approximately 45,000 youths during the project period. Some of the training curricula also include different types of soft skills. Under the project, special emphasis is put on making short-term training and employment accessible to young women in particular, and also to the disadvantaged

population groups such as Dalits, disadvantaged Janajatis, and the trainees from lagging regions and from poor families.

The voucher-based financing modality provides approximately 10,000 beneficiaries with vouchers which allow them to purchase training from their preferred training providers. Each trainee can choose his/her training provider from a pre-approved list of institutions drawn up by the Secretariat that satisfy a set of eligibility criteria. Training under this modality is being conducted in Kathmandu, Bhaktapur and Lalitpur districts. Re-imbursement is provided to training providers against the vouchers in instalments, with payment for performance at the start and completion of training, and then after 3 and 6 months of trainees having completed the training if they are employed. An incentive structure is built into the reimbursement scheme to encourage training providers to place trainees in jobs.

The result-based financing modality makes the training providers responsible for the recruitment and training of beneficiaries. The reimbursement to training providers in this modality is similar to that used for voucher-based financing. In this scheme too, payment to the training providers is based on results at the start and completion of training, and gainful employment of trainees after 3 and 6 months of completing the training programme. The incentive package is also the same as voucher-based model.

Recognition of Prior Learning: This sub-component subsidizes the testing of informally acquired skills. The project provides NSTB with funds to meet the direct costs of skill testing for a total of 17,000 persons during the project period. In order to make skill testing readily accessible to informally trained workers, the project actively reaches out to potential beneficiaries through media campaigns conducted by NSTB and the Project Secretariat. The certification of informally acquired skills gives workers portable certificates that signal their market values both in Nepal and abroad.

Component 4: Project Management, Monitoring and Evaluation

Project Management
The project implementation mechanism includes a three-tier structure: Coordination Committee for overall policy guidelines and TVET sector coordination, Project Implementation Committee for overall implementation decisions and the Project Secretariat for day-to-day implementation responsibility of the project. Project Secretariat (PS) headed by a Project Director (PD) and staffed by dedicated personnel, recruited on the basis of well-defined Terms of Reference (TOR) are the main implementing agency of the project. The Secretariat focuses on multiple functions including: (i) planning and management of the project, (ii) procurement and financial management, (iii) safeguards measures related to project activities, and (iv) monitoring and evaluation of project activities. To support the Secretariat, a Technical Team (TT) is contracted to provide support to the Secretariat in managing the project. Given that most of the project activities are implemented through participating training institutions, and that these institutions are to carry out some of the tasks described above, particularly the tasks like small value procurement, FM, safeguards and M & E, a key role of the Secretariat and the TT is to build the necessary capacities across all participating institutions.

Monitoring and Evaluation
The responsibility for carrying out the M & E activities under the project is with the Secretariat. Under this sub-component, the Secretariat has established mechanisms for overall project reporting to ensure that timely, sufficient, and reasonably complete and accurate information on project inputs, outputs and outcomes are collected, analyzed and disseminated. Experts financed by the project may assist the Project Secretariat in its M & E and research activities if the need arises.

Results Framework and Monitoring Arrangements

Project Monitoring and Evaluation (M & E) is guided by the Results Framework developed for the project. This framework specifies the indicators that will be monitored considering their base-line and target values, frequency of monitoring, sources of data and instruments through which data will be collected. The progress and achievement of project development objectives are being monitored and assessed through these monitoring and evaluation activities: (a) routine monitoring by the Secretariat, (b) monitoring through regular/periodic reviews, (c) mid-term review, (c) overall project evaluation and implementation completion review at the time of project closure and (e) various impact evaluations.

1.4 Implementation Arrangements

The overall leadership responsibility of executing EVENT is with MOE. Under the overall guidance of MOE, the Project Secretariat (PS) works as the main implementing agency of the project. Council for Technical Education and Vocational Training (CTEVT), National Skill Testing Board (NSTB) and Training Institute for Technical Instruction (TITI) under CTEVT, Training providers such as private short-term training providers, public short-term training providers, public TSLC/Diploma providers and private TSLC/Diploma providers are implementing partners of the project. Various committees such as Coordination Committee (CC), Project Implementation Committee (PIC) and Technical Advisory Committee (TAC) support for the smooth functioning of the project.

1.4.1 Coordination Committee (CC)

The high level Coordination Committee chaired by the Minister of Education provides policy guidelines and coordinates with the overall TVET sector, including financing mechanism. The CC is represented by key stakeholders in the TVET sector. The CC is formed with the following representation:

Chairperson	:	Minister for Education
Vice-Chairperson	:	State Minister for Education
Member	:	NPC Member (Education)
Member	:	Vice chairperson, CTEVT
Member	:	Secretary, MOF
Member	:	Secretary, MOLE
Member	:	Secretary, MOI
Member	:	Secretary, MOAC
Member	:	Secretary, MOTCA
Member	:	Project Director, EVENT
Member	:	Representative from employers association
Member	:	Representative from private training providers
Member	:	Chairperson/ Member, FNCCI
Member	:	Two TVET Experts (at least one female) nominated by Chairperson
Member Secretary	:	Secretary MOE

The following are the functions of CC:

a) Provide platform for sharing knowledge about TVET activities being undertaken by various ministries, and in the non-governmental sector;
b) Provide overall guidance on the TVET sector in Nepal;
c) Review the TVET policy annually or bi-annually and suggest course of changes if necessary; and
d) Resolve potential inter-agency issues on TVET.

The CC meets at least biannually.

1.4.2 Project Implementation Committee (PIC)

The PIC is formed with the representatives of various ministries and government agencies under the chair of the Secretary for the Ministry of Education. The representatives from other government agencies are of Joint Secretary Level. The PIC is formulated with the following representation:

Chairperson	:	Secretary, MOE
Vice-Chairperson	:	Joint Secretary, Planning Division, MOE
Member	:	Member-secretary, CTEVT
Member	:	Director General, DOE
Member	:	Director General, DOL
Member	:	Representative, MOF
Member	:	Representative, NPC
Member	:	Representative from FNCCI (Executive Director)
Member	:	Representative from MOTCA
Member	:	Representative from MOI
Member	:	Representative from MOAC
Member	:	Two TVET Expert (at least one female) nominated by the PIC
Member	:	Representative from private training providers
Member Secretary	:	Project Director, EVENT

The major functions of the PIC are as follows:

a) Approve Project Implementation Manual (PIM) and relevant guidelines for project implementation and amendment of PIM;
b) Review and endorse Annual Work Plan and Budget submitted by the PS;
c) Endorse Implementation Progress Report (IPR)/Financial Monitoring Report (FMR) of the project;
d) Form different sub-committees as needed with defined Terms of Reference;
e) Coordinate among ministries and government agencies receiving support from the project; and
f) Carry out other tasks defined by the Coordination Committee in relation to the implementation of EVENT project.

The PIC meets at least quarterly, and has the option of convening special meetings as and when required.

1.4.3 Technical Advisory Committee (TAC)

A Technical Advisory Committee is comprised of TVET experts and practitioners from both public and private sector to advise PS on technical matters such as curriculum, technical and financial support to TSLC/Diploma providing institutes, Vocational Training, Training of Trainers and skill test. The TAC is formed with the following representation:

Chairperson	:	Member Secretary, CTEVT
Member	:	Project Director, EVENT
Member	:	Director/focal person for EVENT activities at CTEVT
Member	:	Executive Director, TITI
Member	:	Director, NSTB
Member	:	Representative, DOL,
Member	:	Representative, MOE, Policy Analysis &Programme Section
Member	:	Representative (Higher Education and Technical Educational Section) MOE

Member	:	TVET expert (female) nominated by TAC
Member Secretary	:	Senior Planning and Monitoring Officer of PS

The major functions of TAC are as follows:

- Provide technical advice and support to the project in technical matters,
- Endorse all the technical matters which are needed to be approved by PIC.

The major technical matters include: Training curriculum, Trainer's training, Training delivery, Skill testing, Examination system, Affiliation system, Scholarship and other incentives, Training Management Information System, Support to TTPs and EVENT related other technical issues. The TAC meets on a quarterly basis, and has the option of convening special meetings as and when required.

1.4.4 Project Secretariat (PS)

The Project Secretariat (PS) is headed by the Project Director and is responsible for day-to-day project implementation. The secretariat is staffed by dedicated; fulltime professionals recruited competitively either from within the government or from the market on the basis of well-defined terms of references. The major functions of the project secretariat include:

a) Planning, budgeting, coordination and implementation of the project;
b) Procurement of goods and services for the project related activities;
c) Financial and personnel management of the project;
d) Monitoring and evaluating the project activities;
e) Preparing media and communications strategy for the project to support its implementation;
f) Selecting training providers for matching and performance grants;
g) Selecting short-term training providers;
h) Selecting students for scholarship support;
i) Preparing and disseminating various reports related to the project;
j) Submitting progress reports to PIC, MOE, the World Bank;
k) Coordinating with the Bank for Reviews;
l) Assessing the progress of project implementation;
m) Conducting research, study and survey on TVET;
n) Ensuring fair and timey handling of complaints and;

o) Ensuring effective implementation of agreements between the PS and different implementing partners (including CTEVT, NSTB, TITI, MOLE, different training providers and support agencies).

A chart of Implementation Arrangement has been given below:

Implementation Arrangement
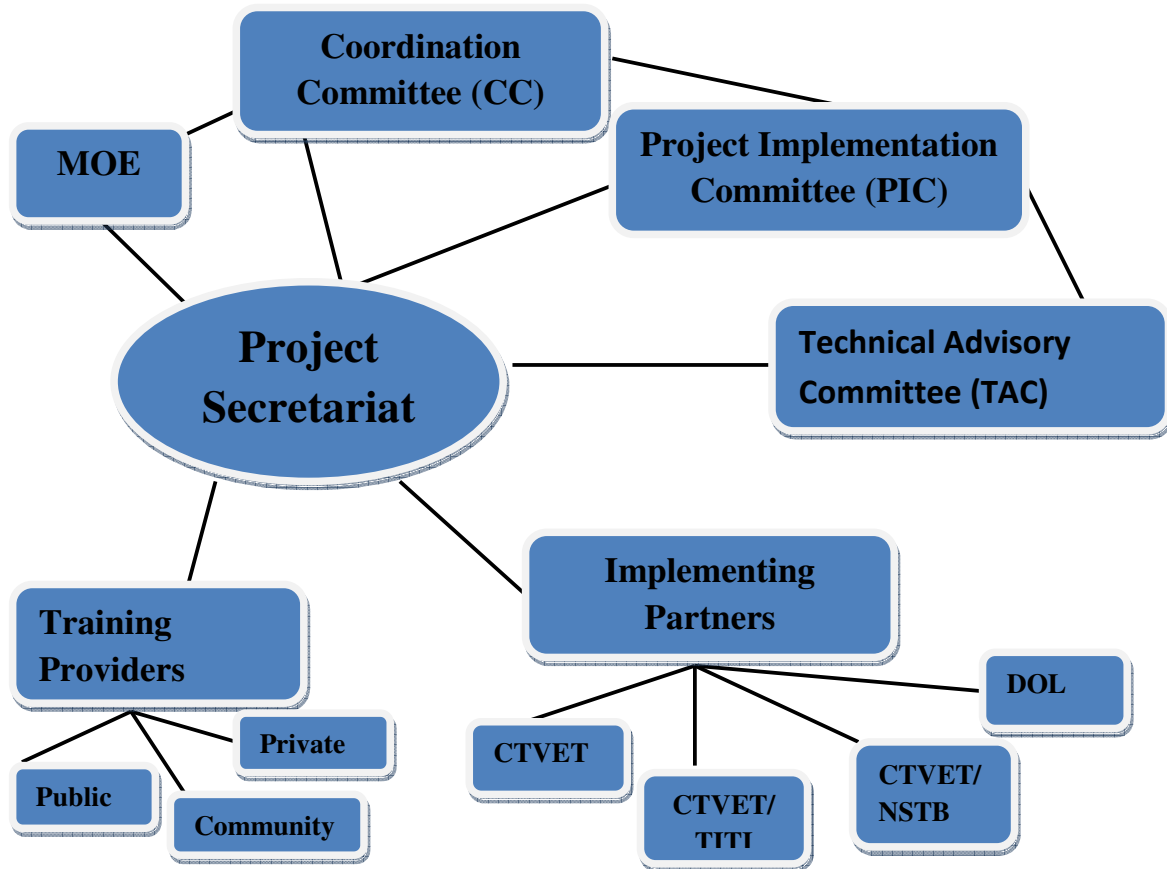
1.5 Roles and Responsibilities of Implementing Partners

1.5.1 Roles and Responsibilities of MoE

The major roles and responsibilities of MOE in relation to EVENT project are to: (a) formulate TVET policies; (b) make project agreement; (c) assign necessary staff to implement the project from MOE and CTEVT; (d) provide logistic support to run the Project Secretariat; (e) provide financial and other support in line with project agreement; and (f) create encouraging environment to accomplish project objectives and activities in time.

1.5.2 Roles and Responsibilities of CTEVT

CTEVT is responsible in performing the following tasks in relation to EVENT project:

a) Designate focal person for all project related activities at CTEVT and its various divisions;
b) Implement project activities related to TMIS, examination, curriculum and affiliation;
c) Monitor and evaluate the project activities in the CTEVT including the activities conducted by TITI and NSTB, collect relevant data and report to the PS in agreed format;
d) Participate in overseeing public TSLC and Diploma institutions supported by EVENT;
e) Provide input to MOE and CC in order to revise TVET and NSTB policies;
f) Provide support to PS in planning, budgeting, management and implementation of designated project activities; and
g) Participate in joint reviews of the project.

1.5.3 Roles and Responsibilities of NSTB

The National Skill Testing Board (NSTB) under the CTEVT is responsible for expanding its scope and activities by strengthening institutional capacity and developing additional human resources related to skill testing across Nepal. The primary responsibilities of NSTB in relation to EVENT are to:

a) Designate focal person for all project related activities at NSTB;
b) Conduct skill testing of trainees trained by EVENT training providers;
c) Implement a media campaign aimed at encouraging informally trained workers to get their skill tested and conduct skill testing of informally trained workers;
d) Work jointly with TITI to prepare annual plans for training master assessors, skill test managers, and skill assessors;
e) Coordinate with TITI to identify candidates for training master assessors, skill test managers, skill assessors;
f) Transfer the fund related to the training of Master Assessors, Skill Test Managers and Skill Assessors to TITI directly;
g) Work to restructure NSTB into more capable and expanded institution for skill testing;
h) Provide support to PS in planning, budgeting, management and implementation of designated project activities;
i) Assume responsibility for monitoring and evaluation on NSTB related EVENT tasks and report to the PS in agreed format; and
j) Share individual level skill test data with the PS.

1.5.4 Roles and Responsibilities of the TITI

Training Institute for Technical Instruction (TITI) under the CTEVT is responsible for various Trainings of Trainers (TOT), particularly for TVET. With regard to EVENT, TITI is responsible for (a) designating focal person for project related activities; (b) training of instructors and master trainers, (c) training of NSTB master assessors, skill assessors and skill test managers; (d) training of lead and assistant instructors; (e) providing support to PS in planning, budgeting, management and implementation of designated project activities; and (f) assuming responsibility for monitoring and evaluation of TITI related EVENT tasks and reporting to the PS.

1.5.5 Roles and Responsibilities of MOLE/DOL

The MOLE is responsible for developing and maintaining Labour Market Information System (LMIS). MOLE/DOL's major responsibilities in the project include: (a) designating focal person for project related activities; (b) developing and maintaining Labour Market Information System (LMIS) in coordination with relevant agencies; (c) providing support to PS in planning, budgeting, management and implementation of designated project activities; (d) assuming responsibility for monitoring and evaluation of MOLE/DOL related EVENT tasks; and (e) reporting to the PS in agreed format.

1.5.6 Roles and Responsibilities of TSLC/Diploma Training Providers

EVENT is supporting to the following types of institutions in two ways:

a) By providing matching and performance grants to selected TSLC/Diploma institutions; and
b) By providing scholarship to the individual students to study in TSLC and Diploma institutions.

The institutions supported by the project include: (a) Annex Schools, (b) CTEVT Constituent institutions, (c) CTEVT Affiliated Private Institutions, and (d) CTEVT Affiliated Community Institutions. The primary roles and responsibilities of institutions receiving grants from the project are: (a) submitting eligibility criteria to apply for support; (b) submitting information to meet selection criteria; (c) following selection

process by submitting institutional proposals; (d) accomplishing agreed activities within set standards and timeline; and (e) submitting progress report in timely manner.

Any TSLC/Diploma institutions with students supported by EVENT's scholarship are responsible for providing the PS with record of attendance and academic progress of these students in a timely manner.

1.5.7 Roles and Responsibilities of Short-term Training and Employment Service Providers

EVENT is supporting short-term trainings for preparing youths for both domestic and international labour markets. The component is supporting short-term training through both public and private training and service providers. Two modalities of support are employed: (i) a voucher-based financing mechanism for training in Kathmandu, Bhaktapur and Lalitpur, and (ii) a result-based financing mechanism for training in rest of the districts. The estimated number of project beneficiaries under this sub-component is approximately 45,000 youths during the project period. The primary roles and responsibilities of short-term training providers are: (a) submitting evidence of meeting the eligibility criteria to apply for support/ to participate in voucher and result based training; (b) submitting information to meet selection criteria; (c) following selection process by submitting proposals; (d) accomplishing agreed activities within set standards and timeline; (e) submitting progress report timely in agreed formats,; (f) disseminating information about training opportunities, especially in hard to reach areas; and (g) monitoring progress of trainees and updating the TMIS regularly.

1.6 Achievement by Component

Within its first two years of implementation the project has met significant achievement. The major component-wise project achievements are tabulated below:

S.N.	Component	Activity	Unit	Target	Progress upto June 24th ,2013	Remarks
1	Strengthening TEVT regulatory activities and capacities	Training of assessors	Number	5000	2506	
		Training of skill test managers	Number	350	231	
		Training of lead and assistant instructors	Number	1500	520	
		Training of master trainers	Number	100	80	
		Establishment of a TMIS with the linkages to CTEVT constituent intuitions	System	1	in progress	
		Establishment of an online system for affiliation	System	1	in progress	
		Establishment of computerized system for examination recoding	System	1	in progress	
		Curriculum revision and	No.of progress	20	in progress	

		development				
2	Strengthening technical and education and recognition of the prior learning	Matching grants and Performance grants	No. of institutions	38	35	
		Performance grants	-	60	60	
		Management support	No. of institutions	6	-	
		Scholarship/stipend to TSLC/Diploma students	No. of students	4000	1804	
3	Support to short-term training	Voucher support	No. of trainees	10000	1030	5000 running
		Result-based financing	No.of trainee	37500	7360	15000 running
		Skill Testing of youths without any formal training	No of persons skill tested	15000	8964	
4	Project management and M & E	Project management	System	1	complete	
		Communication campaigns	Number	8	4	
		Establishment of LIMS	System	1	in progress	
		Employer surveys, tracer studies, satisfaction survey	Number	8	in progress	
		Impact evaluation of short-term training	Number	1	-	
		Impact evaluation of Management support	Number	1	-	

1.7 Monitoring and Reporting

The purpose of monitoring and evaluation (M & E) is to collect quantitative and qualitative information to assess whether the development objectives of the project are being achieved or not, identification of gap, and providing the evidence for taking remedial actions. The M & E system allows for ongoing learning and feedback throughout the design, planning and implementation stages of all the project components and sub-components.

The monitoring and evaluation arrangements for EVENT are being conducted at the following three levels:

   a. **Project implementation**: to ensure that all procedures and guidelines related to the project are followed and time-lines met, and the allocation and use of resources are as per project agreements;
   b. **Project outputs**: including intermediate outputs as described in the Disbursement Linked Indicators and Results Framework for the project;
   c. **Project impact**: including the key performance indicators for the project that will measure success of the project, and project sub-components such as voucher and result-based short-term training.

Reporting Methodology

The Secretariat has developed a robust reporting and verification mechanism using independent third-party monitors and to the satisfaction of the World Bank for the Disbursement Linked Indicators in Component 1, Performance Grants in Component 2, and all short-term training providers and certification in Component 3. The findings from the reports and verification mechanisms will be used as the evidence basis for their re-imbursement claims. Training on record-keeping and reporting requirements to training providers will be part of the capacity building of the implementing agencies under Component 1, and training providers under Components 2 and 3. All consultants and M & E will be funded by IDA grant.

Base-line data: Base-line data are collected from all participating institutions. With respect to the base-line data, the Secretariat ensures that (a) data on a minimum and sufficient set of indicators are collected from all institutions during the application process that determine their eligibility (for institutions participating under Component 2 and Component 3), and (b) complete base-line data on performance and intermediate output and outcome indicators are collected from the participating institutions within four weeks of their selection into the project. Additionally, base-line data is also collected for institutions that have not been selected into the project but that will form the control group for project evaluation.

Project implementation progress reports:Information are collected on the performance of all participating institutions as per the result framework according to an agreed set of methods; supporting relevant information that has a bearing on project performance are also be collected. To ensure that all entities participating in the project can carry out their designated M & E tasks, orientation and capacity building workshops have been arranged early for them.

The PS produces project implementation progress reports, showing the sources and uses of funds, output monitoring report, procurement management report and narrative progress report in the formats to be agreed upon during negotiations. To match the public sector planning and reporting cycle, the IPR are produced on a trimester basis and submitted within 45 days from the end of the preceding trimester. Interim Financial Reports of the Project Implementation Progress Reports report total investments inclusive of IDA contribution, government's contribution and beneficiaries' contribution to be separated by specific activity so that total investments can be tracked and monitored.

CHAPTER TWO: MANUALS AND GUIDELINES FOR IMPLEMENTING THE PROJECT

2.1 Project Appraisal Document

Project Appraisal Document (PAD) is the document of the World Bank. It is used only for official purpose. PAD primarily presents the following covenants applicable to project implementation:

a. Vest the responsibility for Project leadership, overall implementation and management in MOE;

b. Ensure, through MOE, an active and efficient collaboration, for purposes of Project implementation, among MOE, CTEVT, the Recipient's Ministry of Agriculture, Ministry of Finance, National Planning Commission, Ministry of Industry, Ministry of Labor and Transportation, and other Recipient's structures, departments, agencies and entities;

c. Establish not later than September 30, 2011 and thereafter maintain, throughout Project implementation, the following structures, (i) Coordination Committee, (ii) Project Implementation Committee, (iii) Technical Advisory Committee, and (iv) Project Secretariat;

d. The Project Secretariat will be headed by a Project Director and staffed with professionals, all of whom shall have qualifications, experience, terms of reference, powers and resources satisfactory to the Association; and

e. The Recipient shall ensure that, except in case of unsatisfactory performance, or as required by the Recipient's laws, the key staff referred to in (c) above shall not be transferred to other positions until completion of the Project, and, in the case of the accounts and finance officers, no such transfer shall occur until at least six (6) months after the Closing Date or submission by the Recipient of the final audited Financial Statements, whichever occurs later.

Moreover, it prescribes the Disbursement Condition to be followed by the project. PAD provides guidelines to prepare PIM. Similarly, Financial Agreement is also produced on the basis of PAD. Hence, PAD is the core of the project. It leads all the activities of the project systematically.

PAD describes and prescribes the strategic context of the project; project development objectives, project description, project implementation including the issues like institutional and implementation arrangements, results monitoring and evaluation and sustainability of the project; key risks and appraisal summary that includes economic and financial analysis, technical analysis, financial management, procurement arrangement, social and environmental impacts resulting from the sub-project activities.

2.2 Financial Agreement

Financial Agreement dated June 30, 2011 entered into between Nepal (Recipient) and International Development Association (Association). This Agreement declares the financial support to implement EVENT Project in Nepal under the Ministry of Education.

The Agreement has altogether five Articles, four Schedules, and one Appendix. The Articles include:

1. General Conditions; definitions
2. Financing
3. Project
4. Effectiveness; Termination
5. Representative; Addresses
6. The Schedules include (1) Project Description, (2) Project Execution (d) Repayment Schedule and (4) Disbursement Linked Indicators. Schedule -1 describes the project components and presents various provisions of related support to carry out the activities as per the Project components. Schedule -2 is about Project Execution which consists of following Sections:
1. **Implementation Arrangements**: It includes the activities related to institutional arrangements, implementation documents, anti-corruption, governance and accountability, sub-projects, additional implementation arrangements, and safeguards.
2. **Project Monitoring, Reporting, and Evaluation**: This section includes the activities related to Project reports, and financial management, financial reports and audits.
3. **Procurement**: This section presents the general procurement procedure, particular methods of procurement of goods and works, particular methods of procurement of consultants' services, and review by association of procurement decisions.
4. **Withdrawal of the Proceeds of the Financing**: This section includes general information on withdrawal of the proceeds of the financing, withdrawal conditions and withdrawal period,

Appendix of the Financial Agreement presents the definition of the technical terms used in the Financial Agreement of the Project.

2.3 Project Implementation Manual

The Project Implementation Manual (PIM) provides detailed guidance for officials, staff, and consultants responsible for implementation of the EVENT project. The PIM is prepared based on the following documents:

a. World Bank's Project Appraisal Document (PAD)
b. Financial Agreement for the Project between Government of Nepal and International Development Association.

As indicated above, the PIM provides specific guidance on roles and responsibilities of Project implementing partners including both institutions and individuals in carrying out their duties in key areas of Project implementation. These key areas include:

a. Implementation arrangement;
b. Implementation details;
c. Fiduciary arrangement;
d. Environment and social safeguard;
e. Project monitoring, evaluation and reporting; and
f. Other specific reporting requirements imposed by the World Bank

The primary users of the PIM would be the Project Director, technical, financial, operational and administrative staff of EVENT. This manual is equally valuable to all the stakeholders related to the EVENT Project.

The PIM is organized into eight sections. The first section provides the general background of the project especially focusing on the strategic context and the sector and institutional context of the project. The second section presents the project objectives, project beneficiaries, PDO level result indicators. The third section describes the project components. It includes four components of the project, two sub-components and project financing. Project implementation arrangement is discussed in detail in the fourth chapter. It presents different committees, their formation, roles and responsibilities. Additionally, prescribes the roles and responsibilities of the project implementing partners.

Section five of the manual presents the project components and their implementation details. Fiduciary arrangement is described in details in section six of the PIM. It deals with all the financial issues of the project. Section seven is something different. It focuses on the environmental and social aspects of the project. It describes how the project generates positive environmental and social impact through its efforts to improve access to TVETprogrammes. Finally, project monitoring, evaluation, and reporting procedures are clearly mentioned in the last section of EVENT PIM.

Different Guidelines such as Scholarship Distribution Guideline, Result-based Short-term Training Guideline, Voucher-based Short-term Training Guideline, Matching Grants Operational Guideline, Performance Grants Operational Guideline, and Environmental and Social Policies, Regulations and Guideline are developed based on the PIM of the project.

2.4 Scholarship /StipensDistribution Guideline

Scholarships/Stipends to TSLC and Diploma Students

This component stimulates the demand-side funding through a limited number of stipends to students from TSLC and Diploma courses. While selecting students for stipend, preference is be given to the disadvantaged groups, especially Dalits, marginalized Janajatis, students from the region lagging beyond, disabled students, poor and girls. The project provides scholarships and stipend support to about 4000 students for attending TSLC and Diploma programmes in institutions. The stipend amounts may vary depending on location, course and beneficiary, and the duration of the programme. The Project Secretariat may review the amount of stipend in consultation with PIC.

A rigorous PMT mechanism has been used to identify beneficiaries under EVENT scholarship programme. These two approaches are rigorously evaluated to determine their effectiveness. Support is conditional on student's attendance and acceptable academic performance (described as below).

For the first year (FY 2068/069), however, students were selected for fee subsidy and stipends using the following classified criteria.

Scholarships/stipends for year 1 (FY 2011/12)

In the first year of the project (Fiscal Year 2011/2012), selection of students for scholarships and stipends was done using the following classified criteria:

Selection criteria for scholarships/stipends in the FY 2011/12

Criteria	Score
a) Studied in community school	15
b) Girl	15
c) Dalit, disadvantaged Adibasi/Janajati (endangered and highly marginalized)	20
d) Located in disadvantaged area	20
e) Ex-Kamaiya/Haliya/Kamlari	20
f) Disable	10
Total	100

Process of Selecting the Recipients of Scholarships and Stipends

a. **Calls for the Application**: PS calls for the application form the candidates having pass marks in the entrance examination of TSLC/Diploma conducted by CTEVT. The applicants should provide necessary information as mentioned in the application form provided by PS.

b. **Submission of Application Form**: Interested candidates have to submit application form to the same institutions he/she applied for the entrance exam. The institutions collect and check the applications with pass list and send to CTEVT or Project Secretariat within the time mentioned in the notice.

c. **Selection for the Scholarships:** PS calculates the points based on the criteria and prepare a list of candidates in the order of high score (based on classified criteria for the first year and PMT score from the second year onward). The Scholarship Committee approves the final list of scholarship award. In the case of equal scoring, selection ismade based on the highest entrance score.

d. **Scholarship Award and Admission of the Candidate**: PS announces the result of scholarship in national level newspaper. PS forwards the final list of scholarship award to CETVT and CTEVT instructs the respective institutions for the admission of the students through its regular communication channel.

e. **Signing of Bond Paper with Students**:PS through respective institutions make bond paper with students to ensure acceptance of scholarship. The PS/third party monitors and verifies the scholarship recipients.

f. **Scholarship Distribution**:PS transfers scholarship amount to each of the student's bank account two times a year. Scholarship recipient students have to open bank account in the selected bank. In order to claim the first instalment, the student should submit the evidence of admission (letter from the institution with assurance that the student is admitted). For learning purpose, the first year students must come to claim scholarship with completely filled up PMT form.

The Scholarship and Stipend Amount

a. **TSLC (15 months)**: Scholarship[1]Rs 8000.00 plus stipend Rs 24000.00 for the whole duration of the study

b. **TSLC (29 months)**: Scholarship Rs 12000.00 plus stipend Rs 48000.00 for the whole duration of the study

c. **Diploma (3 years)**: Scholarship plus stipend Rs 150,000 for the whole duration of the study

The scholarship amount for 2nd batch onwards can be reviewed according to the allocation of budget available.

Scholarship Committee

A Scholarship Committee is formed to select students and award scholarships and stipends. PIC can decide and revise the selection criteria if necessary. Student selection committee for support comprises of the following:

Chairperson	:	Project Director, EVENT
Member	:	Director, Examination Division, CTEVT
Member	:	Director/Coordinator of CTEVT
Member	:	Sr. Planning and Monitoring Officer, EVENT
Member	:	Representative from training providers
Member	:	Representative from MOE
Member-secretary	:	Responsible officer of PS

Scholarship/Stipends for Year 2, 3 and 4 (FY 12/13; 13/14; 14/15)

For project year 2, 3 and 4, a Proxy Means Test (PMT) based approach has been used to select students for scholarship/stipends. PMT is an approach that scans the financial status of the students using set criteria. Scholarship selection criteria used in first project year are stopped from second year onward. External agency/firm is used to implement the PMT based selection process. A separate ledger of stipend amount is maintained. The allocated amount for scholarship is used for this purpose only.

2.5 Matching Grants Operational Guideline

Matching Grants is one of the programs under components two of the project that is Strengthening Technical Education. It focuses on strengthening TSLC and Diploma providing CTEVT constituent institutions, CTEVT affiliated community institutions providing TSLC/Diploma training and annex school (Technical Education in Community School, TECS) by providing matching grants support.

The objective of providing matching grants is to make access to technical education more equitable, especially to the poor and disadvantaged groups in the lagging regions of Nepal, and to improve the quality and market relevance of the TSLC and Diploma programs by leveraging local contribution and improved ownership.

The project has the plan to support CTEVT constituent TSLC/Diploma providing institutions, CTEVT affiliated community institutions providing TSLC/Diploma training, and TECS with matching grants in the ratio of 2:1. The project will support around 15 TSLC and Diploma providing institutions, and around 20 TECS until the end of the project (15th Oct 2015) based on Institutional Improvement Plans (IIP) submitted by the institutions. The institutions receiving grants have to provide one third of the total implementation costs of their institutional plans, and the remaining two-thirds of the resources are provided by the project. In the case of CTEVT constituent schools and affiliated community institutions providing TSLC/Diploma training, the maximum amount provided by the project is NRs 21,676,000.00 over the project period for

each selected institutions. However, each TECS selected for this support gets similar matching grants up to a maximum of NRs 11,560,000.00 over the project period to fund their institutional proposal. The institutions have to provide evidences of funds generated by institutions themselves. Government funding cannot be used as matching funds by the institution receiving grants from the project. The grants can be used only for eligible expenditure categories following agreed procurement procedures.

Institutions applying for matching grants have to contribute a minimum amount of NRs 1 million to receive matching grants from the project. However, the minimum amount for intuitions located in highly disadvantaged districts (lowest 20 HDI districts) can be NRs 0.5 million. Matching grants is only be offered to cover activities planned to be completed at least 6 months prior to end of the project period. The selected institutions for matching grants must submit an Institutional Improvement Plan (IIP) to PS which provides a detailed and year-wise description of activities and budget that is implanted with the assistance of project according to the given format.

Eligible Expenditures for Matching Grants Activities in which money can be spent:

a) Modernization of equipment and machinery (up to 25 % of the approved amount),

b) Minor civil works (up to 25 % of the approved amount),
c) Instructional improvement and support staff training,
d) Development/procurement of teaching-learning materials, and
e) Quality assurance (including examination and assessment systems and introduction of new programs/initiatives).

Eligibility Criteria for Matching Grants

While CTEVT constituent TSLC/Diploma training providers, CTEVT affiliated community institutions, and Annex Schools applying for this purpose must meet the eligibility criteria. The information provided by institutions desirous of support by the project needs to be supported by documentary evidence. The primary eligibility criteria for CTEVTconstituent institutions, CTEVTaffiliated community institutions and Annex Schools are:

- Duly formed Management Committee in place;
- Disclosure of statements of accounts and audit reports for the last two years;
- Graduated at least three batches;
- Agree to provide baseline data and other necessary information to the PS (school assets/ account, students, teachers, academic details);
- Agree to prepare a sub-project Institutional plan that includes Yearly Plan of Operation (YPO) with activities, timeline and resource needs; and
- Commitment on the part of the institution to provide matching funds.

Process of Selecting Institutions for Matching Grants

Only those CTEVT constituent, CTEVT affiliated community institution and TECS that fulfill a minimum set of basic criteria mentioned above are eligible for supporting of matching grants. For the selection, the eligible institutions are ranked on the basis of a set of criteria using a point based assessment system. Different sets of eligibility and selection criteria have been used for different types of institutions. All information provided by institutions desirous of support by the project need to be submitted with supporting documentary evidence. The following process has been followed to select institutions from the list of eligible institutions:

Process of Identifying Institutions

a. Information Dissemination on the Grants, Application Process and Eligibility Criteria: As a part of a larger communication and dissemination strategy prepared for the project as a whole, the PS has been implementing a communication and information dissemination campaign targeted at TSLC/Diploma institutions that could benefit from matching. The campaign focuses on providing institutions with information about the grants, advising them on how they can best take advantage of these grants, and assisting them in the application process. The PS can use the services of an external firm to help in this campaign as and when required.

b. Call for Application: PS publishes notice through media for institutional application. Application forms are developed and made available for applicants, both in printed form and through email and through websites of the project, CTEVT and MOE.

c. Submission of Institutional Applications to PS: Institutions should submit application within given time frame along with required supporting documents.

d. Review of Submitted Applications and Identification of Eligible Institutions: The PS prepares a preliminary list of eligible institutions by reviewing and verifying the applications after receiving the NOL from the World Bank and endorsement from the PIC.

e. Publication of the List of Eligible Institutions: The PS publishes the final list of eligible institutions in printed media, email and websites of EVENT, MOE and CTEVT along with a call for Institutional Improvement Plan (IIP) from those institutions.

Process of Selecting Institutions for Matching Grants

The following process is followed to select institutions from the list of eligible:

a.Calls for Institutional Proposals: The PS publishes a call for institutional proposals after publishing the final list of eligible institutions. At the same time, the PS also contacts all eligible institutions individually, inviting them participate in the next step in the selection process by submitting their institutional proposal. The format for the proposal is defined by the PS and is made available through contact point as well as through the project website, CTEVT website, and MOE website.

b.Orientation/Training for Institutions in Preparation of Proposal: The PS organizes orientation workshops for institutions in preparation of proposals in various regions when notices for proposal submission are given. All information regarding preparation of proposal, submitting proposal, institutional sub-project plan, and financial management, monitoring and reporting is discussed thoroughly during orientation.

c. Submission of Proposals by Institutions to the PS: The institutions submit proposals with the required documents to the PS.

d. Evaluation of Proposals by the Selection Committee: The Selection Committee constituted under the chairmanship of Project Director evaluates the proposal against set selection.

e. Spot Checks and Verification of Submitted Institutional Information: In order to ensure the reliability and verification of the proposal, Selection Committee/PS can make spot-check of the institution.

f. Evaluation of Proposals: After thorough process, the Selection Committee identifies the winning proposals and submits to the PS.

g. Final Draft List Preparation: The Ps prepares the final draft list based on IIP evaluation by the selection committee and the spot verification by the PS.

h. Submission of Winning Proposals to PS for Endorsement and the WB for NOL: PS submits the wining proposal to the PIC for endorsement and the WB for NOL.

Selection Criteria for Matching Grants

Selection Criteria for CTEVT Affiliated Community Institutions/TSLC/Diploma Training Providers (Not for Profit Institutions) for Matching Grants

Selection Criteria	Maximum Points	Mark Allotment
1. Enrolment and pass rate	30	
a) Enrolment capacity	5	a) Students number 40-99: 2 points, 100-299: 3 points, 300 and above: 5 points
b) Seat utilization rate	5	b) 100%: 5 points, below 100%, the point will be given on proportional basis
c) Graduated at last three years Average graduation rate of last three years is at least is 50%	10	c) 100%: 10 points, below 100%, the point will be given on proportional basis
d) Inclusion of DAG	10	d) Dalit 4.0 (20% and above: 4.0, 10-below 20%:3.0, 5-below10%:2.0, below 5%:1) Women (50% and above: 2, 30-below 50%:1.5, 20-below 30%:1, below 20%:0.5) Disadvantaged Janajati(10% and above: 2, 5-below 10%:1.5, 2-below 5%:1, below 2%:0.5) Disable (5% and above: 2, 2-below 5%:1.5, 1-below 2%:1, below 1%:0.5)
2 Location: HDI status	20	a) District HDI rankings in Bottom 20: 20 b) District HDI rankings in Bottom 21 - 40: 15 c) District HDI rankings in Bottom 41 - 60: 10 d) Remaining districts: 0
3 Location: Region	15	a) Seti, Mahakali , Karnali Zone: 15 b) Other zones of mid-western regions: 10 c) Other districts: 0
4 Ratio of institution's own contribution to operating cost of the institution in the past two years	10	Locally generated amount in the total budget, 80% and above: 10, 60-below 80%:5, 40-below 60%:2, below 40%:
5. Percentage of total fee waived of total fee income	10	30% and above:10, 20-below 30%: 7, 10-below 20%: 5, 5-below 10%: 3, below 5%: 0

1. Job placement
  a) Functional job placement cell exists
  b) Average rate of job placement of the graduates from the institution (For last two years)
	5
	
	2.5
	
	2.5
		a) Job placement cell exists and is functional: 2.5; otherwise: 0
		b) 80% and above:2.5, 60-below 80%-2, 40-below 60%-1.5, 30-below 40%-1, below 30%: 0

7. Evaluation of proposal	10	a) Clarity of vision and relevance of proposed subproject (5 points max) b) Quality of execution plan (5 points max)
Total maximum points	100	

All information provided by institutions desirous of support by the project needs to be submitted with supporting documentary evidence.

Payment Procedure: The institution should start theactivities by using share of matching grant financed by the institutions. Financing from the project is based on outputs/results as defined inthe MOU signed between the institution and EVENT.

2.6 Performance Grants Operational Guideline

The objective of providing performance grants is to encourage the institutions to improve their performance and enable them to better face the challenges in the field of competitive technical and vocational education. The Performance Grants contributes to develop academic and occupational skills, and secure students' employability, thereby enhancing their capabilities and raising their standards of living.

The project provides performance grants to CTEVT constituent institutions, CTEVT affiliated community and private institutions, and TECS for conducting TSLC/Diploma education program. The amount of performance grant support depends upon the availability of resources in the project. The institutions receiving performance grants need to guarantee educational excellence and efficiency in the use of the performance grants funds in accordance with the MoU signed between the EVENT Project Secretariat (PS) and PG supported institutions. All four types of institutions mentioned above selected for support receive performance grants based on a set of achievement indicators reflecting access, equity, relevance and quality, up to a maximum of NRs 14.4 million over the project period. All institutions supported under the project are competitively selected using eligibility and selection criteria. The grants can be used only for eligible expenditure categories following agreed procurement procedures.

Procurement Procedures: The threshold of the amount determines the procurement procedures which are clearly stated in the World Bank procurement Guideline and the procurement regulations of the Government of Nepal.

Performance grants are based on improvements achieved by the institution in reference to a set of baseline values specified in the contract between the PS and the institution. Some of the targets are global in nature, in the sense that failure to meet these targets disqualifies the institutions from obtaining performance grants.

The selected institutions for performance grants must submit Institutional Projection Plans (IPP)/Strategic Plans to the PS. These Plans which provide a detailed and year-wise description of activities (along with the estimated budget) can be implemented with the assistance of project according to the format.

Eligibility Criteria for Performance Grants

CTEVT constituent TSLC/Diploma training providers, CTEVT affiliated community and private institutions and TECS applying for this grant must meet the basic eligibility criteria. The information provided by institutions desirous of support by the project needs to be substantiated by documented evidence. The primary eligibility criteria for CTEVT constituent TSLC/Diploma training providers, CTEVT affiliated community and private institutions and TECS applying for Performance Grants are:

1. Duly formed Governing body/Management committee of the institution in place
2. Minutes and records are disseminated and are available
3. Statements of accounts and audit reports for the last two years have the practice of disclosing
4. If audit objection found in the institutions, at least fifty percent audit objections have been resolved, and all ineligible expenditures, if any, have been addressed
5. Institution has graduated at least three batches of students at TSLC or Diploma Level
6. Institution agrees to prepare a sub-project institutional plan: Yearly Plan of Operation (YPO) with activities and resource needs identified for greater efficiency and effectiveness
7. Institution agrees to provide baseline data and other necessary information with regard to school assets/accounts, students, teachers, academic details to the PS

Institutions interested in participating in the performance grant program should submit the information with supporting documents.

Selection Criteria for Performance Grants

While selecting the institutions for Performance Grants the following indicators are taken into consideration:

1. Percentage of classes conducted days against set total days during the last academic year
2. Average pass rate of last three years
3. Share of female students
4. Share of students from educationally disadvantaged caste/ethnic groups
5. Share of students from districts with HD status
6. Location: Region
7. Share of Dalit students
8. Share of disabled students having disability certificate
9. Tracer study of last year completed
10. employment rates (6 months and above) of the students graduated within 6-12 months
11. An operational placement and counseling cell in place and functioning
12. Institute- Industry/employer Linkage of students graduated within 3-6 months
13. Seat utilization

Institutions interested in participating in the performance grant program should submit the information with supporting documents.

Process of Selecting Institutions for Performance Grants

CTEVT constituent, CTEVT affiliated community and private institution and TECS that fulfill the basic criteria can be eligible for performance grants. For the selection, the eligible institutions are ranked on the basis of a set of criteria using a point based assessment system. The matching grants recipient institutions have been automatically qualified for performance grants. Additional public institutions if any (apart from MG recipients), and the private institutions are assessed by using eligibility and ranking criteria. All information provided by institutions who intend to receive the project support need to submit the required

documents with supporting documents as evidence. The following process is followed to select institutions from the list of eligible institutions:

Process of Identifying Institutions:

a. **Information Dissemination on the Grants, Application Process and Eligibility Criteria***: As part of a larger communication and dissemination strategy prepared for the project as a whole, the PS has been implementing a communication and information dissemination campaign targeted at TSLC/Diploma conducting institutions that could benefit from performance grants. The campaign focuses on providing institutions with information about the grants, advising them on how they can best take advantage of these grants, and assisting them in the application process. The PS may use the services of an external firm to help in this campaign as and when required.

b. **Call for Application**: PS publishes notice through media to submit applications by interested institutions. Application forms are developed and made available for applicants, both in printed form and through email and through websites of the project, CTEVT and MOE.

c. **Submission of Institutional Applications to PS**: Institutions submit application within given time frame along with required supporting documents.

d. **Review of Submitted Applications and Identification of Eligible Institutions**: The PS prepares a preliminary list of eligible institutions by reviewing and verifying the applications after receiving the NOL from the World Bank and endorsement from the PIC.

e. **Publication of the List of Eligible Institutions**: The PS publishes the final list of eligible institutions in printed media, email and websites of EVENT, MOE and CTEVT along with a call for Institutional Projection Plan (IDP)/Strategic Plan from those institutions.

Process of Selecting Institutions for Performance Grants (PG)

The following process is followed to select institutions from the list of eligible institutions:

a. **Call for Institutional Proposals**: The PS publishes a call for institutional proposals after publishing the final list of eligible institutions. At the same time, the PS also contacts all eligible institutions individually, inviting them to participate in the next step of the selection process by submitting their institutional proposal. The format for the proposal is defined by the PS and made available through contact point and websites of the project,CTEVT and MOE.

b. **Orientation/Training for Institutions in Preparation of Proposal**: The PS organizes orientation workshops for institutions in preparation of proposals in various regions when notices for proposal submission are given. All information regarding preparation of proposal, submission of proposal, institutional prospective plan, and financial management, monitoring and reporting is discussed thoroughly during the orientation.

c. **Submission of Proposals by Institutions to the PS**: The institutions submit proposals with the required documents to the PS.

d. **Evaluation of Proposals by the Selection Committee**: The Selection Committee constituted under the chairmanship of the Project Director evaluates the proposal against set selection criteria.

e. **Spot Checks and Verification of Submitted Institutional Information**: In order to ensure the reliability and verification of the proposal, Selection Committee/PS can make spot-check of the institution.

f. **Evaluation of Proposals**: After thorough process, the Selection Committee identifies the winning proposals and submits to the PS for award.

g. **Final Draft List Preparation**: The PS prepares the final draft list based on IPP evaluation by the selection committee and the field verification by the PS.

h. **Submission of Winning Proposals to PS for Endorsement and the WB for NOL**:ThePS submits the wining proposal to the PIC for endorsement and the WB for NOL.

i. **Payment Procedure**: Financing from the project is based on outputs/results increased against the base line status which are mentioned in the approved IPP and also defined inthe contract signed between the institution and EVENT.

Formula for Calculating Performance Grants

Baseline data year and the first year are determined after institutes enter into MOU with the PS, and might vary across indicators.

Computation of Annual Performance Grants for each indicator

No	Performance indicators	Unit	Per unit per student grant, NRs (P)	Quantity (Q)	Grant amount, NRs = P × Q	Remarks
Quality and efficiency						
1	Tracer study of acceptable quality completed	graduation batch	12,000 per batch per student	Number of graduates tracked from previous academic year/covered from this batch	12,000 × Q	
2	Increase in pass rate	Percentage point increase	(i) 1,500 per unit per student (for pass rate up to 75%); (ii) 2,000 per unit per student (for pass rate 75%-90%); (iii) 2,500 per unit per student (for pass rate 90%-100%)	Percentage point increase in average pass rate × number of previous year's graduates (of the institution)	(i)1,500 × Q (ii) 2,000 × Q (iii) 2,500 × Q	
3	Student counseling and placement cell in place and functioning	Cell	600,000 per cell	1 (if functioning cell exists) 0 (otherwise)	600,000 × Q	Lump sum, Not per capita

No	Performance indicators	Unit	Per unit per student grant, NRs (P)	Quantity (Q)	Grant amount, NRs = P × Q	Remarks
4	Seat utilization		(i)1,500 per unit per student for seat utilization rate up to 80% (ii) 2,000 per unit per student (for seat utilization rate 80%-90%); (iii) 2,500 per unit per student (for seat utilization rate 90%-100%)	Percentage point increase in seat utilization rate × number of previous year's graduates (of the institution)	(i) 1,500 × Q (ii) 2,000 × Q (iii) 2500 × Q	Not applicable for private institutions
Equity						
5	Increase in share of female students	Percentage point increase	(i) 1,500 per unit per student (for share of girls up to 20%); ii) 2,000 per unit per student (for share of girls up to 35%); (ii) 2,500 per unit per student (for share of girls more than 35%)	Percentage point increase in share of girls × number of previous year's graduates (of the institution)	(i) 1,500 × Q (ii) 2,000 × Q (iii) 2,500 × Q	Not applicable for Nursing, and ANM
6	Increase in share of students who are dalits	Percentage point increase	(i) 1,500 per unit per student (for share of Dalits up to	Percentage point increase in share of dalits × number of previous year's	(i)1,500 × Q (ii) 2,500 × Q	

No	Performance indicators	Unit	Per unit per student grant, NRs (P)	Quantity (Q)	Grant amount, NRs = P × Q	Remarks
			10%); (ii) 2,500 per unit per student (for share of Dalits above 10% up to 20%); (iii) 3,500 per unit per student (for share of Dalits above 20%	graduates (of the institution)	(iii) 3,500 × Q	
7	Increase in share of students who are educationally disadvantaged Janjatis and ethnic/caste groups(DJ)	Percentage point increase	(i)1,500 per unit per student (for share of DJ up to 20%); (ii)2,500 per unit per student (for share of DJ above 20% up to 30%); (iii)3,500 per unit per student (for share of DJ above 30%	Percentage point increase in share of DJ× number of previous year's graduates (of the institution)	(i)1,500 × Q (ii) 2,500 × Q (iii) 3,500 × Q	
Expansion and innovation						
8	Newprogram in TSLC	Program	600,000 per program	Number of new programs	600,000 × Q	1.Not per capita; 2. not applicable for private institutions
9	New program in Diploma	Program	1,000,000 per program	Number of new programs	1,000,000 × Q	

Consideration of lagging regions: The grant for each eligible institution, calculated by using the above formula, will be multiplied by the standardized Human Development Index Factor (HDIF) of the institutions' district. The standardized HDIF is a number between 1 and 1.5 and is defined as follows:

$$HDIF = \frac{National\ average\ HDI}{HDI\ of\ the\ District\ of\ the\ participating\ institution},$$

Such that

$$StandardizedHDIF = \begin{cases} HDIF\ if\ HDIF\ is\ between\ 1\ and\ 1.5 \\ 1\ \ if\ HDIF\ is\ less\ than\ \ 1 \\ 1.5\ if\ HDIF\ is\ greater\ than\ 1.5 \end{cases}$$

2.7 Results-based Short-term Training Implementation Guideline

The bulk of short-term training is being supported using a results-based financing approach whereby payments are made directly to the training providers according to their training outputs. Under this approach, TPs are responsible for recruiting potential trainees and training them. Selection of training providers is made on an annual basis and beneficiaries for this activity are selected on a bi-annual basis. Each six-monthly cycle includes: (i) identification of areas for training, (iii) selection of trainees by training providers, (iv) training of selected trainees, and (v) placement of the trainees. Efforts should be made to ensure that at least 40% of the training events are held in the Mid-western and Far Western regions.

Results-based Short-term Training Process

a. **Information Dissemination**:PS provides information services to both potential training providers and trainees. PS conducts publicity campaign through media for result based training programme.

b. **Pricing of Training Cost**: Direct training cost for each group of trade/occupation is determined through collection of price list from different institutions and verification from pricing committee including experts.

c. **Selection of Training Providers**: The PS calls for the Letter of Intent (LOI) to provide result based short-term vocational training. LOIs of TPs are screened based on given criteria. PS orients TPs for Rapid Market Appraisal (RMA), preparation of service proposal/technical proposal. The training providers are selected on the basis of RMA report, technical proposal and financial proposal within fixed cost. The announcements are publicized by the project website as well. PS orients the selected training providers about the result based training delivery, skill testing, job-placement, and payment system. The other details are provided in result based training guideline.

d. **Selection of Trainees**: Training provider makes the selection of trainees based on eligibility criteria and priority groups.

e. **Conduction of Training**: The training provider conducts training and makes provisions for them to take the relevant skills test at the end of the course. The arrangement of skill test is made by the TPs. The cost of skill test is covered by the training cost.

f. **Monitoring**: Regular monitoring is done by TPs and sample monitoring is done by PS/regional monitors/third party.

g. **Counselling to Trainees**: Counselling of trainees is provided from training provider during training and after training. During training counselling is focused on acquiring training knowledge, occupational skills and positive attitude to work. The training provider also visits trainees during employment and provides necessary counselling to fit trainees in the work place and work culture. This type of counselling enables trainees to satisfy employer technically and behaviourally. Counselling process is mentioned in "Training Provider's Guideline".

Role of Training Employment Service Providers

Training and employment service providers are responsible for following tasks:

a. Call for the application from the potential trainees and make selection of trainees; Register trainees in their own selected trade courses;

b.   Create welcoming and stimulating environment for trainees in selected trades or programmes;
c.   Conduct training and maintains trainees records;
d.   Provide quality training to trainees that satisfies skill test, immediate employers and other customers;
e.   Submit reports on time;
f.   Send record trainee profile in the TMIS within seven days after the training event;
g.   Training providers organizes skill test with NSTB;
h.   Periodically submit updated company profile and schedules of training event;
i.   Provide job placement service to trainees;
j.   Monitor training programme and job-placement;
k.   Provide feedback to PS for further improvement; and
l.   Training providers provide counselling to trainees during training and post training.

Eligibility criteria for result-based training providers

The following are the criteria for evaluating LOI/EOI of training providers for result-based training:

S.N.	Assessment area	Indicator
1	Employment	Employment Rate of trainees trained in the last 2 years
2	Training	Average annual number of trainees trained in the last 2 years
3	Skill test	Percentage of trainees who have passed skills test (of the total trainees in the last 2 years)
4	Number of new trades	No. of new trades taken up for skills training in the last 2 years
5	Incorporation of soft-skills training	Percentage of trainees provided with soft-skills training in the last 2 years
6	Modality of training and employment placement implementation	In-house or outsourcing
7		Partnership with potential employers
8	Trades/programme	Number of trades in operation
9	Organizational Capacity	Quality of training information management system
10		Availability of electronic training database with information on individual trainees
11		Monitoring system in place
12	Infrastructure	Status of lab/ workshop Available space
13	Human resource	Number of trainers per trade per class

S.N.	Assessment area	Indicator
14	Financial Viability	Working capital for pre-financing
15	Governance and Management Structure	Standard Accounting System in use
16	Governance and Management Structure	Annual audits conducted in the last years
17	Quality and Relevance of Training	Training need assessment (TNA/RMA)
18	Planned target if selected under EVENT	Target locations
19		Target trainees

Selection of Training Providers

The PS selects training providers using fixed cost based selection method while selecting training providers among the enlisted TPs. The details of the selection process are given in the result based short-term training guideline. In case of eligible public training providers, the selection ismade using Direct Contracting method as per the procurement guidelines or procurement plan of the project. Training cost for public training providers is negotiated based on actual incremental cost.

Eligibility Criteria for Trainees

Any interested Nepali youth having the following qualification and age limit can apply for result based training.

   a. **Education**: basic reading, writing and numeracy skills
   b. **Age**: Between 16-40 years (Female 16-45 years)

A**pplication Process and Selection of Trainees for Result-based Short-Term Training**

Potential trainees can apply for the trade as they wish. The TPs has developed detailed selection criteria and used them for selection of trainees.

The result based approach uses the following incentive scheme to encourage the training providers to target beneficiaries from priority groups.

Target priority groups for result-based short-term training

Target Category	Target groups	Incentive provision
A	Poor Dalit men and women; Special groups: Widows, men and women with disabilities, ex-Kamaiyas and Kamlaries	100% of the training cost
B	Poor women from all castes; poor men from Madhesi and 42-Janajatis groups[2](Highly marginalised, marginalized and endangered); poor men from	80% of the training cost

	disadvantaged districts (20 lowest HDI districts)	
C	Poor men from other castes	60% of the training cost

The incentive calculation is based on per capita unit cost.

Payment Modalities for Results-based Short-Term Training

Payment for skill training and employment services are outcome based. The "outcome" price includes direct training costs, placement and follow up costs, and incentives. The final size of re-imbursement to a training provider depends on final results delivered. Payment is made in the following instalments:

a. **First instalment**: 10% of the agreed total outcome price is paid to the training provider one month after the beginning of the training upon submission of necessary information on individual enrolled trainees to the Secretariat's Training Management Information System.

b. **Second instalment**: 40% of the agreed total outcome price is paid after submission of the training completion and skills test report by the training provider to the EVENT Secretariat. Payment is only made for trainees who have registered for the skill test.

c. **Third instalment**: 25% of the agreed outcome price is paid after submission of the three months graduates-employment verification report by the training provider. The EVENT Secretariat verifies the outcomes claimed made by the training provider.

d. **Fourth instalment**: 25% of the agreed outcome price is paid after the submission of the six months graduates-employment verification report by the training provider.

The submitted reports must correspond with the field check and verification done by the Secretariat, or regional monitors based on a random sample which includes at least 15% of the employed graduates.

2.8 Voucher-based Short-term Training Implementation Guideline

The voucher-based financing modality provides approximately 10,000 beneficiaries with vouchers which allow them to purchase training from their preferred training providers. Vouchers are made available to potential beneficiaries to be redeemed for training at a selected number of pre-approved short-term training providers drawn up by the Secretariat that satisfy a set of eligibility criteria. Training under this modality is conducted in Kathmandu, Bhaktapur and Lalitpur Districts.

The value of the voucher can be benchmarked to the average unit cost. An average unit cost for a training programmeis computed prior to the award of contract to the training provider. Vouchers are not transferable to anyone. The voucher recipient should utilize the voucher within the stated time period, and the training providers with voucher-based training should proceed for reimbursement within the said time.

Voucher-based Short-term Training Process

a. **Information Dissemination**: The information desk (ID) at the PS provides information services to both potential training providers and trainees. PS conducts publicity campaign through media for voucher based training programme.

b. **Pricing of Training Cost**:For fixing the unit price of each trade in voucher-based training, per trainee cost is calculated through collection of price list of each trade from different institutions.

c. **Selection of Training Providers**: The PS calls for the Letter of Intent (LOI) to provide result based short-term vocational training. LOIs of TPs are screened based on criteria. The training providers are selected on the basis of technical proposal and fixed cost. The announcements are publicized by the project website as well. PS orients the selected training providers about the voucher based training delivery, skill testing, jobplacement and payment system. The other details are provided in voucher based training guideline.

d.   **Selection of Trainees (Voucher Recipients)**:Potential trainees come to the information desk of PS to get further information on the courses offered and to apply for vouchers. The PS verifies whether the candidates are eligible to apply, and receives the applications of eligible candidates. Application processing/evaluation is done in ID office under the guidance of the in-charge of scholarship distribution and/or short-term training in PS. Voucher recipients get selected by PS based on the set criteria. The PS/ID works for orientation of beneficiaries for the selection of institution, selection of trade/programme, and placement for job through the training providers. The application and admission is in a rolling process throughout the year. PS provides, during training and post-training, counselling to the trainees as required.

e.   **Voucher Distribution**: Vouchers are issued to the selected candidates. The voucher status at this point is "non-redeemable". The voucher recipient takes the voucher to the training provider of her/his choice and enrols in the course.

f.   **Conduction of Training**: The training provider conducts training for voucher recipients and makes provisions for them to take the relevant skill test at the end of the course. The arrangement of skill test is done by the TPs. The cost of skill test is covered by the voucher.

g.   **Payment of Voucher**: The training provider submits the completed feedback forms and trainee attendance records to the PS as part of the requirement for voucher redemption. The TPs get payment in four instalments. The PS verifies the status of the trainees. If trainees are found inplace, the supervisor/monitor signs in voucher for the payment. Voucher is designed by PS in consultation with experts. Validity (time limitation) of vouchers is mentioned in issued voucher and expired voucher cannot be used without renewal in PS. The procedure of renewal is mentioned in voucher based training guideline.

h.   **Counselling to Trainees**: Counselling of trainees is provided from training provider during and after the training. During the training, counselling is focused on acquiring training knowledge, occupational skills and positive attitude to work. The training provider also visits trainees during employment and provide necessary counselling to fit trainees in the work place and work culture. This type of counselling enables the trainees to satisfy their employers technically and behaviourally. Counselling process is mentioned in "Training Provider's Guideline".

Role of Training and Employment Service Providers

The Training and Employment Service Providersare involved in voucher management. They have to fulfill the following tasks:

a.   Periodically submit updated company profile and schedules of training event to the ID;

b.   Create welcoming and stimulating environment for trainees in selected trades or programmes;

c.   Register trainees in their own selected trade courses

d.   Provide quality training to trainees that satisfies skill test, immediate employers and other customers;

e.   Provide job placement service to trainees;

f.   Submit reports on time;

g.   Get payment from the Bank against voucher upon completion of training;

h.   Monitor training programme and job-placement;

i.   Provide feedback to PS for further improvement.

Screening Criteria for EOI of TPs for Voucher Based Training and Employment Service Providers

EOI of Training and employment service providers are screened on the basis of screening criteria. Theyare selected by the Secretariat according to a set of criteria, which include among other things availability of infrastructure and resources for training, good management practices, and the market relevance and quality

of training being offered. The list of training providers is revised every year with Expressions of Interest being invited annually.

Training providers supported under this activity can be from the public or private sector. They need to have current legal registration and with no tax arrears. The set of criteria based on the indicators given below are used for determining the eligibility of training providers and selection of training providers:

- Employment rate of trainees trained in the last 2 years;
- Average annual number of trainees trained in the last 2 years;
- Percentage of trainees who have passed skill test (of the total trainees in the last 2 years);
- No. of new trades taken up for skills training in the last 2 years;
- Percentage of trainees provided with soft-skill training in the last 2 years;
- In-house or outsourcing;
- Partnership with potential employers;
- Number of trades in operation;
- Quality of training information management system;
- Availability of electronic training database with information on individual trainees; and
- Monitoring system in place.

Selection of Training and Employment Service Providers

The PS selectsTESP using fixed cost based selection method while selecting training providers among the enlisted TPs. In case of eligible public training providers, the selection is made using Direct Contracting method as per the procurement guideline or procurement plan of the project. Training cost for public training providers can be negotiated based on actual incremental cost.

Eligibility Criteria for Trainees

Any interested Nepali youth having the following qualification and age limit can apply for voucher from the project:

a. **Education**: basic reading, writing and numeracy skills
b. **Age**: Between 16-40 years (16-45 for female)

Application Process and Selection of Trainees

The Secretariat invites applications from candidates, and the vouchers are allotted to the selected applicants. Selection is made based on the following criteria. To select the trainees PS formulates a seven member Selection Committee comprising: VT expert, representative from MOE, Senior Planning and Monitoring Officer, responsible officer of PS, Employers/TP representative. While making selection, Dalits, women, people from endangered and highly marginalized Janajati, disabled, and people form disadvantaged areas (low HDI 20 districts) are prioritized.

Payment Modality of Voucher-based Training

Selected trainees are provided with a package of four different vouchers in different four installments which are as follows.

Voucher Type and Installment

Installment	Type of voucher	Value of voucher	When voucher can be redeemed	Documents to be submitted

1st	V1	10% of the total training cost	Registration and start of training	Registration records, evidence for start of training
2nd	V2	40% of the total training cost	Completion of training and skill testing	Training completion report, skill test attendance record
3rd	V3	25% of the total training cost	Job placement of trainees for 3 months	Evidence of employment
4th	V4	25% of the total training cost	Job placement of trainees for next 3 months	Evidence of employment

The trainee submits the whole package of vouchers (V1, V2, V3 and V4) to the training provider at the time of registration; however, the training providers claim money in four installments as mentioned in above table.

Unused vouchers occurred because of trainees drop out or being unable to place a trainee in job do not get paid. Those vouchers are to be deposited back to PS by the TESP. Each payment shouldbe done based on the verification from the PS or its monitors.

2.9 Environmental and Social Policies, Regulations and Guideline

The Government of Nepal (GON) has issued, formulated and reformed several national policies, Acts, regulations and guidelines that are adapted and used while designing and implementing development projects. This guideline presents briefly the relevant policies and regulatory frameworks to address the environmental and social issues pertaining to the planning and implementation of various project components under EVENT project.

Environmental Regulations, Guidelines and Policies

There has been the provision of environmental regulations, guidelines and policies under the Interim Constitution of Nepal (2063), Mines and Mineral Act (1985), The Labor Act (1991), Environmental Guidelines such as National Environmental Impact Assessment Guidelines (1993), Forest Act (1993), Forest Regulations Act (1995), the Environmental Guidelines for Higher Education in Nepal and the Environmental Protection Act (1997), Environmental Protection Rules (1997), the Local Self-Governance Act (1999),Local Self-Governance Regulation (1999), Public Work Directives (2002),

The current environmental law empowers the government to issue standards for the promotion of environmental management in Nepal. Two types of environmental standards relevant to the EVENT project are: (i) Drinking Water Quality Standards; and (ii) Ambient Air Quality Standards. These standards issued can either be voluntary or legally binding.

Legal Framework for Land and Property Acquisition

Regarding the legal framework for land and property acquisition, there has been the legal provision in Article 19 (2) of the Interim Constitution of Nepalthat specifies the condition for seizing the property of individuals by state. Similarly, Land Acquisition Act, 1977 and Land Acquisition Regulations, 1970 and Land Acquisition Guidelinesspecify the procedures for land acquisition and compensation for public purposes. While additional land acquisition is not envisaged currently under the EVENT project, these laws and guidelines have to be followed if in case there is a felt-need during project implementation.

Relevant Government Policies Supporting Vulnerable Communities

In order to support vulnerable policies, the GON has adopted several instruments and passed various laws. The main government plans, policies, and laws that would be especially relevant to the EVENT project include The Interim Constitution of Nepal, Three-Year Interim Plan (TYIP) Paper, 2007 – 2010, Civil Service Act (1993), amended in (2007), TVET Skill Development Policy (2064), The Education Act (Seventh Amendment, 2001) and Regulations (2002), Foreign Employment Act (2007), and Local Self Governance Act (1999). They support marginalized groups providingwith positive discrimination to women, Dalits, Madhesies, and Indigenous Peoples (Adivasi/Janajatis), as well as disabled, peasants and laborers.

In addition, through various international instruments, the GON is also committed to supporting vulnerable communities especially through inclusive development and participation. To fulfill the commitments made under gender-related international agreements such as CEDAW, BPFA, MDGs and United Nations Security Council Resolution 1325, GON has launched a number of programs and policies in the economic and social sectors.

Additionally, other international conventions such as 1990 Jomtien World Conference on Education for All (EFA), the Dakar Framework for Action, the Millennium Development Goals (2000), the UN Declaration for the Rights of Indigenous People (2007), ILO Convention 169 on Indigenous and Tribal People have also especial provision for supporting vulnerable people.

World Bank Environmental and Social Safeguard Policies

The environmental and social safeguard policies of the WB applicable to the EVENT project are Environmental Assessment (EA) OP 4.01, are Indigenous Peoples Development Policy (OP 4.10).

Environmental Steps for Project Development

The infrastructure upgrading and construction under the proposed EVENT project is envisaged to be small in scale, and the precise location of areas where civil works should be undertaken is not known except that it can be in different and relatively scattered locations. Therefore, in general, no formal environmental investigations, such as IEE and EIA are likely to be required for the upgrading and new small-scale construction of individual training facilities. However, the project, as a precautionary measure, has been adopting the following environmental steps in order to ensure that during implementation each physical infrastructure upgrading/ construction activity individually may not result in adverse environmental consequences, and fully comply with environmental requirements and good practices: (i) Environmental screening; (ii) Use of environmental guidelines and criteria for planning and design; (iii) Incorporation of environmental measures into plan, design and contract documents; and (iv) Monitoring of environmental compliance.

2.10 Training Implementation and Monitoring Guideline

Training Implementation and Monitoring Guideline has been developed for the implementation and monitoring of the short-term (390 hours) training. The primary goal of developing this guideline is to support the outcome-based financing. Basically this guideline aims at:

- Providing quality training via government/community/private training providers;
- Guaranteeing the employment of the trainees after completion of the training;

- Making training responsible for gainful employment;
- Institutional capacity building of the project and its training and employment providers;
- Pointing out the strengths and weaknesses of the ongoing training activities;
- Improving the programme arrangements by providing suggestions and feedback for the implemented programmes;
- Getting necessary information on training needs by studying the existing labour market;
- Identifying the best training practices;
- Strengthening factual decision making process by collecting and verifying the relevant information;
- Establishing timely decision-making system; and
- Improving the training activities if they lose right track.

This guideline is equally useful for district monitoring team, district monitoring committee, the EVENT project itself and other stakeholders. This guideline presents the implementation steps and the tasks to be performed while implementing the short-term training. Basically, this guideline includes the following areas:

- Monitoring provision for EVENT project and its training and employment providing partners
- Monitoring framework
- Notices needed for the RMA allied monitoring
- Monitoring of pre-training activities:
    - Notices needed on monitoring of pre-training preparation
    - Announcement of the training program
    - Planning of training logistics
    - Selection of trainees etc.
- Monitoring of training activities:
    - Notices on monitoring of training
    - Minimum training norms
    - Competency of trainers/instructors
    - Regularity and punctuality of the trainers and trainees in training
    - Management of OJT
    - Employment placement preparation
- Monitoring of post-training activities:
    - Necessary notices for the skills test monitoring of the trainees
    - Actual condition of the skill test
    - Notices on job placement of the trainees
    - Job placement of the certified trainees
- Application of the good governance norms
- Reporting of the training data and financial statement
- Output and outcome monitoring of the project

Based on the monitoring framework of the project, all the monitoring activities can be seen from two perspectives. The first perspective includes pre-training, training, and post- training monitoring activities. In this phase, web-based data entered by the training and employment providers is monitored to identify their reliability. So, this is also called compliance monitoring. Similarly, the second perspective primarily focuses on output and outcome of the training. Therefore, it is also known as result monitoring. The output monitoring calculates the number of participants, their certification and the job placement of the certified trainees. Thus, compliance monitoring and result monitoring can be taken as formative and summative monitoring respectively.

2.11 Vulnerable Community Development Framework

EVENT project seeks to support the Government of Nepal (GON) in expanding the supply of skilled and employable labor by expanding access to and by strengthening technical and vocation education and training in Nepal. In terms of assistance to vulnerable communities, the project aims to benefit the poor, women, disadvantaged population groups and lagging regions. In this regard, the project complies with relevant laws and policies of the GON on women, disadvantaged population groups, and backward regions. To ensure an effective implementation of project objectives vis-à-vis vulnerable groups, a Vulnerable Community Development Framework (VCDF) has been prepared so that the various project components designed under the project objectives are made accessible to vulnerable communities and that project benefits percolate to all groups.

This VCDF for EVENT is prepared to ensure that the project is implemented with sufficient attention to issues of access, equity, quality and sustainability of vocational education and training for the vulnerable groups, and that these groups are not affected adversely due to project interventions. The main rationale for the framework is to ensure meaningful consultations with these groups throughout project preparation and implementation, facilitate the implementation of project subcomponents and interventions designed to increase the inclusion of vulnerable groups in vocational education and training, and ensure that they are provided assistance in accordance with their own priorities.

Dalit Communities of Nepal

Hill Group	Newar Group	Terai Group
Badi, Chunar, Damai, Gaine, Kadara, Kamai, Parki, Sarki, Sunar	Chyame, Kasai, Kuche, Kusule, Pode	Bantar, Chamar, Chidimar, Dhainr, Dom, Dusadh, Gothe, Halkhar, Jhangad, Khatawe, Lohar, Musahar, Paswan, Tatma

Indigenous Groups of Nepal

Category	Groups
Endangered (10 groups)	Kusunda (H), Bankariya (IT), Raute (IT), Surel (H), Hayu (H), Raji (IT), Kisan (T), Lepcha (H), Meche (T), Kuswadiya (T)
Highly Marginalized Groups (12 groups)	Majhi (IT), Siyar (M), Lhomi/Shinsaba (M), Thudam (M), Dhanuk (T), Chepang (H), Santhal (T), Jhagad (T), Thami (H), Bote (IT), Danuwar (IT), Baramu (H)
Marginalized Groups (20 groups)	Sunuwar (H), Tharu (T), Tamang (H), Bhujel (H), Kumal (H), Rajbanshi (T), Gangaai (T), Dhimal (T), Bhote (M), Darai (IT), Tajpuriya (T), Pahari (H), Topkegola (M), Dolpo (M), Fri (H), Mugal (M), Larke (M), Lohpa (M), Dura (H), Walung (M)
Disadvantaged Groups (15 groups)	Chairotan (M), Tanbe (M), TingauleThakali (H), BaragaunleThakali (M), MarphaliThakali (M), Gurung (H), Magar (H), Rai (H), Limbu (H), Sherpa (M), Yakkha (H), Chhantyal (H), Jirel (H), Byansi (M), Yolmo (H)
Advanced Groups (2 groups)	Newar (H), Thakali (M)

M: Mountain (17 groups); H: Hills (24 groups), IT: Inner Tarai (7 groups), T: Tarai (11 groups)

CHAPTER THREE: CHARACTERISTICS AND KEY RISKS AND CHALLENGES OF THE PROJECT

3.1 New Practice

3.1.1 Proxy Means Tests (PMT) for Scholarship

PMT is an approach that scans the financial status of the students using set criteria. It is the measurement of per capita daily expenditures relative to a monetary poverty line. It consists of maximum of 15 indicators that are powerful predictor of per capita household expenditures. The primary indicators are demographics, socioeconomic status, assets, housing, financial status, access to communication etc.

PMT generates a score for applicant household calculating the PMT indicators. These indicators are used in calculating the score and their weights are derived from statistical analysis of data from detailed household survey. Therefore for getting accurate data on poverty, PMT plays a significant role.

The provision of PMT for scholarship has been used in the countries such as Latin America, Peru, and Germany. In Nepal, Student Financial Assistance Fund Development Board (SFAFDB) was established on March 06, 2006.It has been working for the establishment of Proxy Means Testing (PMT) based poverty targeting mechanism in Higher Secondary and University level education.

The EVENT Project has been using the PMT toolto select beneficiary students from the eligible in/out school students/youths regarding stipends to Technical School Leaving Certificate (TSLC) and Diploma Level technical education under component-II: Strengthening Technical Education of the project. There is a provision of 100% field verification of the students selected for scholarship through this method. Provided that any wrong information is identified about the successful candidate, the scholarship will be cancelled.Thus, EVENT Project uses PMT for scholarship. The PMT Form used for collecting student background information for EVENT scholarship application is given in EVENT PIM.

3.1.2 Disbursement Linked Indicators

The Project Secretariat has developed a robust reporting and verification mechanism using independent third-party monitors to the satisfaction of the Bank for the Disbursement Linked Indicators in Component 1. The disbursements for Component-1of the project are conditional on the achievement of these7 reform actions or results:

1. Number of NTSB qualified assessors
2. Number of NSTB qualified skills test managers
3. Number of lead and assistant instructors trained in modern curricula and pedagogy
4. Number of master trainers trained
5. Establishment of an on-line system for affiliation of Training Providers
6. Establishment of a computerized system for examination evaluation
7. Establishment of a Training Management Information System

These are identified as Disbursement Linked Indicators. The DLIs vary in their monetary values which are derived from a notional understanding of the direct costs of achieving the same. In each cycle, the amount eligible for disbursement is the product of the total number of achieved DLIs and the corresponding DLI price. Where achievement of a DLI cannot be certified, no payment will be made. This amount is paid at any later date when such achievement can be verified. Thus, disbursements occur when results are achieved and verified. If Disbursement Linked Indicators (DLIs) are not achieved, there cannotbe any disbursement.

For the field-monitoring of training, verification of training, and placement outcomes of vouchers and results based financing of short-term training, a system that pays for results has to have a credible and reliable monitoring and verification mechanism in place that is able to measure and account for the results. To do so, the Project Secretariat has established mechanisms for monitoring of training in the field verification of completion of training placement of trainees. Orientation of training providers is conducted before commencing the training cycle on the monitoring and reporting requirements of the project. These include submission of complete documentation by the training providers from the start to the end of training (including skill tests taken by the trainees), as well as unannounced visits during training and interviews with passed-out trainees on a sample basis. Independent verification of placement of trainees is to be done on a sample basis (at least 15% of trainees are randomly selected for verification as mentioned above) after training providers have submitted their placement reports three months and six months after trainees have completed their training.

The project DLIs cover seven broad areas such as (i) expanding the pool of Lead and Assistant trainers, (ii) expanding the pool of Master Trainers and improving the quality of training faculty, (iii) strengthening the ability to assess skills nationally, (iv) strengthening the ability to undertake skills testing nationally, (v) enhancing transparency in the process of affiliation of institutions by CTEVT, (vi) TSLC and Diploma Examination Systems, (vii) strengthening, and establishment of Training Management Information System (TMIS)

3.1.3 Voucher-based Short-term Training

Voucher-based short-term training focuses on stimulating the demand-side for short-term training provision. Vouchers are made available to potential beneficiaries to be redeemed for training at a selected number of pre-approved, short-term training providers.In this training programme, selected trainees receive training in their interested occupation from their preferred training providers. In Nepal, this is a new practice in short-term training program.

Voucher based training supported by the project is limited to Kathmandu, Bhaktapur and Lalitpurdistricts because they are likely to have a larger number of training providers if both access and efficiency are sought to be improved through vouchers. Secondly, as a new modality for the encouraging and supporting training in the country, it is important that all aspects of this voucher program are well documented and the impacts of this program are well evaluated. The detailed information about this programmeis presented under Voucher- based Short-term Training Implementation Guideline.

3.1.4 Results-based Short-term Training

The results-based financing modality makes the training providers responsible for the recruitment and training of beneficiaries as payments is made directly to the training providers according to their training outputs. In this scheme, payment to training providers is made based on results at the start and completion of training, and gainful employment of trainees after 3 and 6 months of completing their training program.The detailed information about this training programmeis presented under Results-based Short-term Training Implementation Guideline. The GON has never implemented such training in TVET sector. Therefore, EVENT project has become a pioneer to practice this new training programme in Nepal.

3.1.5 Database Monitoring System

EVENT project has been implementing Data-base Monitoring System. In this system, all the activities are recorded in a computerized database. So, it does not need to send the hardcopy to the Project Secretariat. The Project Director can monitor all the project activities via laptop from his office. He can identify the improvement of the project through this system as the project has created its own computerized database which contains all the information of the project.The project has also developed Financial Management Information System (FMIS) in its database. It fully supports the project Director making available all the financial data of the project in its database.

3.2 Coordination

Managing Implementation Arrangement is a challenging aspect of EVENT Project. EVENT projecthas been implementing the project activities coordinating with MOE, World Bank, Implementing partners including CTEVT and DOL, and Training and Employment Service Providers including private, community and public institutions. The detailed description of project implementation arrangements along with the roles and responsibilities of MOE, Implementing Partners, Training and Employment Service Providers are given in the first chapter of this project synopsis.

3.3 Monitoring

The project has been implementing three monitoring modalities. These modalities include: Regular Monitoring, Joint Monitoring for Short-term Training, and Third Party monitoring for DLI-1 to 4 activities.

Regular Monitoring: The Secretariat monitors and evaluates the project activities on regular basis. It is responsible for day-to-day monitoring of the project including coordinating and communicating with all implementing partners for the purpose.

Joint Monitoring: The monitoring committee is formed for monitoring short-term training. At the central level Central Monitoring Committee is formed under the chairmanship of Joint secretary of MOE with the representation of MOF, NPC, CTEVT and a TVET expert. District Level Monitoring Committees are formed at district level under the chairmanship of district education officer with the representation of CTEVT regional office or technical school, cottage industry, and women development office.
. The primary functions of the District Monitoring Committee are:
   a) Monitoring all the training programmes in the respective district;
   b) Supervising the monitoring activities of the training monitors;
   c) Complain management regarding training programme; and
   d) Coordinating with the government and Non-government institutions and organizations to implement the programme in the respective district.

Similarly, a joint monitoring team in each related district is formed which consists of an officer level

personnel from DOE as a focal person; and CTEVT and HELVETAS Nepal each having one representative. The team is responsible for:

- Submitting the monitoring plan for monitoring the training programmes implemented in the respective district;
- Monitoring the training programmes in the light of monitoring work plan;
- Monitoring every training programme at least five times: during participant selection period, at the beginning and the end of three month short-term training program, and during the first and second phase of job placement and income verification period after three months and six months of training completion respectively.
- Reporting the effectiveness of both result-based short-term training and voucher-based short-term training to the Project Secretariat as per the project's reporting framework.

Third Party Monitoring: As per the provision of third-party independent monitoring system, while selecting an institution for third party monitoring of the EVENT Project, HELVETAS Swiss Intercooperation Nepal (HELVETAS Nepal) invited qualified Civil Society Organizations (CSOs) to submit Concept Notes proposing how they would carry out the sub-project, which is intended to strengthen the implementation of the World Bank-financed EVENT Project. This sub-project has been financed by the CARTA program being managed in Nepal by HELVETAS Nepal in partnership with the Partnership for Transparency Fund (PTF) after it has entered into an agreement with the World Bank in July 2011 to carry out a program, called "the Citizen Action for Results, Transparency & Accountability (CARTA)". The Government of Japan, through its Japanese Social Development Fund (JSDF), has awarded the PTF a grant of USD 1.9 million to support independent civil society monitoring of development projects funded by the World Bank. For program implementation in Nepal, an MOU has been signed between HELVETAS Nepal and the PTF in November 2011.

The CARTA programme, after bidding, signed an agreement with Vijaya Development Resource Centre (VDRC), to monitor the project activities that range from DLI 1 to DLI 4. DLI 1 and DLI 2 related activities include the training of lead and assistant trainers, and master trainers by TITI respectively. DLI 3 and DLI 4 related activities include the training and certification of master skills assessors and skills assessors by NSTB and training and certification of Skills Test Managers by NSTB.
This sub-component agreement was signed among Partnership for Transparency Fund, Inc., HELVETAS Swiss Intercooperation Nepal and Vijaya Development Resource Centre. The agreement was signed to implement under the JSDF Program a sub-project (the Sub-Project) for strengthening monitoring of the quality of capacity building component of EVENT Project in Nepal financed by the World Bank. The Sub-Project is called "Monitoring capacity development component for enhanced accountability of EVENT" and commenced from 21stFebruary 2013.

Additionally, the project has been monitoring and reporting all the project activities through data-base System.

3.4 Key Risks and Challenges

The overall project risk rating is high. Country level risks for the proposed project relate to law and order and weak leadership resulting from the current political transition. Key project level risks involve: (a) fragmentation of service delivery in the TVET sector; (b) turf issues among government agencies; (c) weak management, fiduciary, and monitoring capacity among service providers; (d) lack of understanding of results-based disbursement arrangements; (e) maintaining delivery quality; and (f) poor coordination of development partner interventions in the TVET sector.
Even though the mitigation measures implemented to lower overall project risks, they may not be able to

eliminate the risks entirely. These are the considerable risks and challenges of the project:

- Project performance is evaluated on the basis of implementation of project activities of other partners. If other implementing partners do not perform project activities adequately, project performance gets degenerated.

- The projecthas to coordinate different national and international autonomous agencies. Coordinating these higher level agencies to implement the project activities is a challenging job.

- Due to result-based payment system, in spite of high corporeal progress, there seems to be less economic progress as payment for training and employment servicesoutcome based. Thus in this system, result determines the payment. It may demotivate the training providers.

CHAPTER FOUR: MISCELLANEOUS

4.1 Report from Implementation Support Consultations (March 11 – 22, 2013)

An IDA education team Nepal carried out the third Project Implementation Support Consultations (ISC) for the Enhanced Vocational Education and Training Project (EVENT) from March 11, 2013 to March 22, 2013. The consultations identified the following achievements:

- TITI has completed the training of 40 Master Trainers (160% of the FY 2012/13 target for DLI 2), and is in the process of training 202 lead and assistant trainers (67% of the FY 2012/13 target for DLI 1).

- NSTB is in the process of training 225 Skills Test Assessors (18% of the FY 2012/13 target for DLI 3) and 51 Skill Test Managers (51% of the FY 2012/13 target for DLI 4).

- The joint verification of DLI outputs 1-4 for FY 2011/12 was completed by the EVENT Project Secretariat (PS) and IDA, and approval for disbursements was provided based on verification findings which were consistent with claimed outputs.

- The PS has submitted their request for NOL for the MOU between the PS and CTEVT for DLI 5 (strengthening the CTEVT affiliation system), DLI 6 (strengthening the examination system), and DLI 7 (scaling up the training management information system).

- Fourteen institutions offering TSLC/Diploma programs have been selected for receiving support in the first round of matching and performance grants.

- Of the 1,000 targeted scholarship recipients for TSLC/Diploma programs for FY 2012/13, 908 have been selected using the proxy-means test (PMT) method.

- Sixty eight firms have been selected to provide results-based short-term training to 7,500 beneficiaries in the first round of such training. The delivery of training has started in all the selected firms.

- A total of 25 firms have been short-listed for providing the first round of voucher-based short-term training to 1,000 beneficiaries.

- NSTB is in the process of completing the skills testing of 6,000 candidates (133% of the annual target in the Results Framework) for Recognition of Prior Learning.

- The Management Information System (MIS) for the project is fully operational. All training providers supported by the project use the MIS to provide comprehensive project related data. The MIS is being used by the joint monitoring team consisting of CTEVT, District Education Offices (DEOs), EVENT PS and EF.

- The Implementation Progress Report (IPR), including the Financial Management Report (FMR), for the first trimester (FY 2012/13) was submitted to IDA on March 11, 2013.The Audit Report for FY 2011/12 was submitted to IDA by March 22, 2013.

Critical issues and challenges

- Critical issues and challenges that need to be effectively addressed to ensure that the gains from the key achievements are sustained and further implementation progresses in a timely manner include, *inter alia*(key dates are provided in the agreed action plan in Section VIII):

      Issues

- Low disbursement: Total disbursement as of March 20, 2013 is USD 6.80 million drawn from IDA Grant as the initial deposit to the Designated Accounts based on two trimester cash forecast for FY2011/12. The disbursement position has not changed since the last review in July 2012.

- Delay in announcing full budget: Since the full budget for FY2012/13 has not been announced by GON, project implementation has been severely affected. The issuance of a spending authority based on last year's expenditure has not allowed the Project to prepare a full work program. Last year was the first year of project implementation, and therefore expenditures were naturally very low. The Project's expenditures and commitments until the end of FY2012/13 amount to approximately US$5 million. If a full budget is announced quickly by the interim election government, then the projected cumulative disbursement until December 2013can be approximately US$11 million.

      Challenges

- Completion of review and approval by CTEVT of Institutional Improvement Plans (IIPs) for CTEVT constituent schools selected for matching grants, and issuance of a letter of authorization from CTEVT to these schools on the use of funds for the purpose of matching grants.

- Reaching an agreement between the PS and NSTB/CTEVT for conducting the skills tests for beneficiaries of short-term training events.

- Timely initiation of an intensive media and information dissemination campaign to ensure that potential beneficiaries of EVENT scholarship know about and apply for scholarships in the next round.

- Key project staff should continue in their positions for the entire duration of the project to ensure smooth and speedy project implementation. This is as per Schedule 2, para 2 (d) of the Financing Agreement which specifiesthat critical staff of the Project shall not be transferred until the completion of the Project.

Addressing the various issues including those which are given above, GON has been implementing EVENT Project. With a rigorous planning, the project is moving ahead in the process of achieving its goal.

4.2Communication Strategy for the Implementation of the Project

This communication strategy is prepared for the smooth implementation of programmes of EVENT Project in the Ministry of Education, Government of Nepal. The strategy focuses to mobilize the various means of communication such as the radio, the television, the print media and the Internet with a view to practically disseminating information across the country for the effective implementation of various programmes under the EVENT Project. For the implementation of the EVENT Project, this strategy helps to identify appropriate partners, establish harmonization and partnership, develop communication equipment for the transmission of information, and also identify means of communication with a view to facilitating coordination and synergy.

It is expected that targeted groups and communities will benefit from the EVENT programmes through the extensive mobilization of knowledge and information. The targeted groups include the unemployed youths of the country, especially those youth groups who are disadvantaged and deprived of opportunities such as; poor, communities residing in remote and deprived areas, women, dalit, highly marginalized and marginalized Janajati (ethnic groups) and youths with all sorts of disabilities.

Under this communication strategy, traditional as well as modern means of communication have been used in order to build effective information. Means of mass as well as interpersonal communication can also be used within this strategy. Following five programmeshave been implemented in order to extensively inform the targeted groups with regard to programmes within this strategy.

1. Development of reference materials with regard to EVENT;
2. Development of advocacy materials with regard to mass communication;
3. Organizing public event;
4. Advocacy through little media; and
5. Use of special educational opportunities.

Coordination of all kinds of information and communication is indispensable for the success of effective communication. For the effective and successful implementation of the EVENT Project, different channels, media and materials can be used. Different channels include electronic media, print media, small media, and Network/Alliance. Similarly, the media include television, radio, modern medias (Internet, phone and SMS, etc.), newspaper, and brochure. The communication materials includes video report, interview, news, promotional material, miniature drama, testimony, news report, audio, audiovisual and written messages, exchange of messages, articles and editorials, issue based reports, individual counseling, exchange of message/s, distribution of materials, group discussions etc.

It is essential to use appropriate means of communication in order to make it effective. Each channel has its own characteristics embracing both strong and weak aspects. We can't just replace one channel with another. Hence, it is essential to appropriately use all channels of communication in order to make it effective.

4.3 Conclusion

This project synopsis presents the invaluable documents that contain the major activities implemented by EVENT project.The first chapter introduces readers to the EVENT project. It presents its objectives, programs and targets, implementation arrangements, roles and responsibilities of implementing partners, achievement by components, and monitoring and reporting. Thus, this chapter gives a brief glimpse of the project.

The second chapter describes the project manuals and proffers the guidelines for the implementation of the project activities. This chapter introduces PAD, financial agreement, PIM, scholarship distribution guideline, matching grants operational guideline, performance grants operational guideline, result-based short-term training implementation guideline, voucher-based short-term training implementation guideline, Environmental and Social Policies, Regulations and guideline, training implementation and monitoring

guideline, and vulnerable community development framework. Hence, this chapter can be invaluable asset to all the stakeholders of the EVENT project as it proffer core document of the project.

The basic characteristics of the project are described in the third chapter of this synopsis. It accounts for the new practice it has adopted. These new practices include: PMT for scholarship, provision of disbursement linked indicator, result-basedshort-term training, and voucher-basedshort-term training. As regards coordination, the project has to coordinate with various autonomous government, non-government, and private agencies and organizations. It is really a challenging task. Likewise, three modalities of monitoring such as regular, joint, and third party monitoring are explained in this chapter.Key risks and challenges are also discussed in this chapter. Finally, it traces some significant information from Implementation Support Consultations, and Communication Strategy for Implementing the Project in the last chapter.

Thus, the EVENT project secretariat has attempted to reflect the improvement of the project through this project synopsis. After two years of implementation, collecting all the valuable documents, EVENT Project has published this project synopsis. This project synopsis is likely to providesolid information onthe entire project activities.