



Government of Nepal

ENHANCED VOCATIONAL EDUCATION AND TRAINING PROJECT II (EVENT II)



PROJECT IMPLEMENTATION MANUAL (PIM)

EVENT II, Project Secretariat
Budhanagar, Kathmandu

Ministry of Education, Science and Technology
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Abbreviations



ADB	Asian Development Bank	ESMF	Environmental and Social Management Framework
ASIP	Annual Strategic Implementation Plan	EVENT	Enhanced Vocational and Educational Training Project
AWPB	Annual Work Plan and Budget	FAR	Financial Administration Regulation
CPS	Country Partnership Strategy	FBS	Fixed Budget Based Selection
CQS	Consultants Qualification Based Selection	FCGO	Financial Comptroller General's Office
CTEVT	Council for Technical Education and Vocational Training	FEPB	Foreign Employment Promotion Board
DA	Designated Account	FM	Financial Management
DACUM	Developing a Curriculum	FMR	Financial Monitoring Report
DFID	Department for International Development (U.K.)	FNCCI	Federation of Nepalese Chamber of Commerce and Industry
DLI	Disbursement Linked Indicator	FPA	Financial Procedure Act
DLR	Disbursement Linked Results	GDP	Gross Domestic Product
DOFE	Department of Foreign Employment	GON	Government of Nepal
DP	Development Partner	ID	Information Desk
DS	Direct Selection	IDP	Institutional Development Plan
DTCO	District Treasury Comptroller Office	IMC	Institutional Management Committee
EDCU	Education Development and Coordination Unit	INTSAI	International Organization of Supreme Audit Institution
EMP	Environmental Management Plan	IPR	Implementation Progress Report
EOI	Expression of Interest	ISSAI	International Standards of Supreme Audit Institution
ENSSURE	Enhanced Skills for Sustainable and Rewarding Employment		

IUFR	Interim Unaudited Financial Report	QCBS	Quality and Cost Based Selection
JMT	Joint Monitoring Team	QIP	Quality Improvement Plan
LCS	Least Cost Based Selection	RBF	Results Based Financing
M&E	Monitoring and Evaluation	REOI	Request for Expression of Interest
MIS	Management Information System	RF	Results Framework
MOEST	Ministry of Education, Science and Technology	RFB	Request for Bids
MOF	Ministry of Finance	RFP	Request for Proposals
MOICS	Ministry of Industry, Commerce and Supplies	RFQ	Request for Quotation
MOU	Memorandum of Understanding	RMA	Rapid Market Appraisal
NGO	Non-Governmental Organization	SDC	Swiss Agency for Development and Cooperation
NOSS	National Occupational Skill Standard	SEE	Secondary Education Examination
NPC	National Planning Commission	SOE	Statement of Expenditure
NSTB	National Skill Testing Board	STEP	Systematic Tracking of Exchanges in Procurement
NVQF	National Vocational Qualification Framework	TAC	Technical Advisory Committee
OAG	Office of the Auditor General	TESP	Training and Employment Service Provider
OCS	Open Competitive Selection	TIMG	Training Implementation and Monitoring Guideline
PAD	Project Appraisal Document	TITI	Training Institute for Technical Instruction
PDO	Project Development Objectives	TMIS	Training Management Information System
PFO	Project Finance Office	TNA	Training Needs Assessment
PIC	Project Implementation Committee	TOPS	Testing of Prior Skills
PIM	Project Implementation Manual	TOR	Terms of Reference
PMT	Proxy Means Text	TP	Training Provider
PP	Procurement Plan	TSLC	Technical School Leaving Certificate
PPA/PPR	Public Procurement Act and Regulation	TVET	Technical and Vocational Education & Training
PPSD	Project Procurement Strategy for Development	VCDP	Vulnerable Community Development Plan
PS	Project Secretariat	WB	World Bank
QA	Quality Assurance	YPO	Yearly Plan Operation
QBS	Quality Based Selection		

1. Background



1.1 Strategic Context

Nepal is a developing country with an agrarian economy. However, agriculture contributes only 27.2 to the GDP and employs nearly 81% of the labor force. Remittance from abroad has contributed to reduce poverty levels in Nepal and amounts to nearly 30% of Nepal's GDP in the fiscal year 2015. The proportion of poor people in the country has declined substantially in recent years. More than 200,000 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 labor 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 skills 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

TEVT system can also contribute to making Nepali workers more competitive in the globalized labor market of the world. Enhancing the skills levels of potential migrant workers can also be a strategy for diversifying the nation's economic base.

1.2 Sector and Institutional Context

The TVET sector in Nepal is an important intermediary between youth and the labor market through the provision of pre-employment skills. The TVET sector in Nepal has grown in size over time and is supported by a variety of entities located in the government and non-state sectors using formal and informal modalities. Formal TVET in Nepal includes the Council for Technical Education and Vocational Training (CTEVT) certified Technical School Leaving Certificate (TSLC) programs of 18 months, 3-year Diploma programs, and a variety of short-term training courses accredited by the CTEVT and other agencies. The minimum eligibility requirement for enrolling in TSLC/Diploma programs is successful completion of Grade 10. Short-term training is open to any person in principle, but depending on the type of training, there may be minimum eligibility requirements such as having a Grade 8 pass or lower-level certification for a higher level of training. TSLC/Diploma training is offered by the CTEVT's technical

institutions, private institutions, technical institutions of the universities, and vocational education streams in secondary schools including annex schools. Short-term training is largely provided by private training providers but also through public training centers of various Ministries such as Education, Industry, Labor, Agriculture, and other non-governmental organizations (NGOs) and international NGOs that support training programs. The National Skills Testing Board (NSTB) of the CTEVT provides opportunities for testing and certification of formerly acquired skills, that is, testing and certification of skills whether formally or informally acquired. These certificates are valuable in that they provide an identity to the bearers and also facilitate their vertical mobility in the TVET system. Additionally, the share of informal and non-formal training is likely to be quite high but tracking participation in such training is difficult due to lack of sufficient data. There seems to be a high incidence of on-the-job training by formal firms in Nepal (Nepal Enterprise Survey 2013), though the share of the formal sector in the economy is miniscule.

Since 2006, Nepal has taken several steps with respect to increasing the scale and the quality of the TVET sector. Two national TVET policies were approved by the Cabinet in 2007 and 2012. With the Government's own initiatives combined with donor support such as the World Bank, Asian Development Bank (ADB), Swiss Agency for Development and Cooperation (SDC), the U.K. Department for International Development (DFID), and others, between 2000 and 2010, the number of TVET graduates increased from 15,000 to 80,000 per year, the number of technical schools offering TSLC/Diploma programs increased from 150 to over 400, areas in which short-term training programs were offered increased from 45 to over 225, and the average number of certifications by the NSTB increased multifold per year.

The country continues to face the challenges of providing better quality training relevant for domestic

and foreign labor markets. Despite Cabinet approval, the national TVET policies have been put into action in a piecemeal way. Achieving the GON's objective of a skilled workforce will require (a) more investment and stronger incentives for improved service delivery at the institution-level for better quality and market relevance of programs offered; (b) making access to long-term and short-term training more inclusive, and (c) improved sector-wide governance through sufficient regulation and coordination, Monitoring and Evaluation (M&E), incentivized finance, and information. Skills development will need to be considered as an ongoing strategy to benefit from the country's demographic dividend. Weaknesses in service delivery in the TVET sector undermines its effectiveness, quality, and relevance. The quality and effectiveness of the training programs in Nepal are compromised due to several factors.

Quality assurance: Due to lack of adequate quality assurance mechanism the TVET sector has led to a greater focus on numbers being produced by the technical schools and training providers. There is scant understanding of a stable set of standards, criteria, and indicators that help policy-makers and providers determine financial needs, performance planning and budgeting, and further steps to take for quality improvement. Learners, parents, and communities also do not have the standardized information needed to assess the quality of institutions, programs, and courses on offer by various providers.

Variable facility quality: The quality of TVET facilities in Nepal is variable, with a small pool of excellence followed by a long tail of lower-quality institutions with insufficient infrastructure and outdated or non-available machinery and equipment and teaching-learning materials.

Leadership and management quality in TVET institutions: The centralized and top-down approach to decision-making in public sector institutions

constrains the quality and effectiveness of training. In mature TVET systems, administrators, especially of public training institutions, are able to orient their institutions to deliver training programs that have market relevance. Administrators need to be capable of executing a complex set of skills such as forging links between training institutions and industry for curricular design; skills standards-setting; and following through with Quality Assurance (QA) requirements, apprenticeships and placement of students; use of training outcomes data for evidence-based management; use of research and innovation to improve training delivery; and human resources management.

Instructor competencies: Instructor competencies, acquired a long time ago, are in general, out-of-alignment with current occupational requirements. The TVET sector in Nepal does not have a policy of regular upgrading of subject-content knowledge of instructors in consonance with changing skills, occupational and product standards. Credentials may have been acquired by instructors at the time of first-hiring, and there is no requirement for subsequent upgrading of their pedagogical or substantive knowledge and skills.

Ad hoc employer engagement in curricula development: Quality Assurance activities associated with revisions to and development of curricula, such as setting of standards, testing and certification, or pedagogical methods and material are slow to change and do not benefit from employers' inputs and feedback in a systematic manner. This exacerbates the problem of skills gaps and mismatches in the labor market.

1.2.1 Restricted Access and Equity in the TVET Sector

The provision of TVET in Nepal is limited in relation to the training needs of new labor market

entrants and workers, and access for disadvantaged communities remains constrained. Between 450,000 and 500,000 youth come of working age every year in Nepal, most of whom will enter either the domestic or the foreign labor market with limited education and skills. On the other hand, annual intake capacity in short-term and long-term TVET programs in the country was between 100,000 and 120,000 in 2016.

Inequitable access in rural areas and for socially-disadvantaged groups and female youth: Rural and remote communities face disadvantages due to the high costs of service delivery to these areas. Regional inequality of skills development opportunities is likely to get emphasized with the move to a federal structure. While female participation in TVET programs has grown over time, they tend to be concentrated in certain trades (for example, beautician, tailoring), a pattern reinforced by lack of appropriate employment opportunities in other sectors. Skills testing service offered by the NSTB is also concentrated in the more advanced regions, with only 20% of test-takers belonging to the mid- and far-west.

Low-skilled international migration: International migration is an important employment strategy in the Nepalese context. An average of 400,000 migrants have obtained labor permits every year in the last decade, nearly three-fourths of whom are deemed unskilled and face higher economic costs and risks of migration compared to semi-skilled and highly-skilled labor migrants. The average monthly earnings of semi-skilled and highly-skilled migrants are as much as 40% and 188% higher compared to that of an unskilled migrant worker (CTEVT, 2014)¹. Among key factors responsible for the difference in earnings are migrants' skills and educational qualifications. Additionally, there is national concern over the integration of returning and repeat

¹ Dynamics and Dimensions of Labor Migration from Nepal, CTEVT 2014.

migrants in the domestic economy in productive ways. Testing and certification of skills acquired abroad can enable repeat and returning migrants to signal their higher skills to employers and facilitate further formal upgrading of their skills in the future. Financial literacy and business-related training can allow returning migrants to invest their savings in domestic businesses and financial assets.

1.2.2 Difficulties in Making the Transition from Training to the Workplace

Youth in Nepal face many difficulties in making the transition to the world of productive work. This could be due to low school education attainment, absence of workplace skills required by the labor market, lack of information on job availability, and of access to systems and mechanisms that structure the transition to work.

Workplace-based learning is at a negligible scale: Even though employers frequently voice dissatisfaction with the outputs of the TVET system in Nepal, there is no tradition or investment in pre-employment enterprise-based TVET. Manufacturing firms offer formal in-service training to half their workers on average (Nepal Enterprise Survey 2013), but a very small share of the labor force works in this sector. Informal apprenticeships likely exist but they are hard to track or regulate. Despite the endorsements from the TVET Policies of 2007 and 2012, there is no formal apprenticeship framework in Nepal wherein trainees or graduates are embedded within industries to learn valuable trade-related practical and behavioral skills that enhance their employability in specific industries.

Lack of systematic job placement assistance reduces the given distribution of skills: Job search methods can positively influence labor market outcomes such as the time taken to find the first job, job characteristics, earnings, and worker satisfaction. As search is a costly activity, most TVET students are biased toward using informal channels when looking for jobs, thereby reducing labor market returns to given levels of skills.

1.2.3 System-level Issues Affecting Quantity and Quality of TVET

There is an undersupply of information on skills, leading to inefficient decision-making regarding TVET by individuals: Potential candidates have limited information on their own skills needs, types of training available, quality of skills providers, and the economic returns to skills. Trained individuals are unable to signal their availability to potential employers because of lack of access to channels on job availability. Different parts of the TVET system do not consolidate training data in one place, which leads to the risk of duplication of efforts and wastage of scarce resources.

Public financing for TVET is miniscule: Though public financing of TVET has increased over time, it is (a) largely subsumed under the education budget and reflects residual importance and (b) very small in size. Other government department expenditures on TVET were miniscule. Publicly provided training is further constrained by lack of developmental investment that can be programmed for performance, as much of the current budget is absorbed by salaries and operating costs.

2. The Project Description



2.1 Higher Level Objectives

The project supports the GON's national goals of increased productivity, income, and employment in domestic and foreign labor markets and reduction in poverty through links with two priority areas, namely education and service delivery (Budget Speech 2016–17 and the 14th Three-Year Plan, July 2016–July 2019). The project design, building on the successes and lessons learned from Enhanced Vocational Education and Training Project I (EVENT I), includes key activities endorsed in the National TVET policies of 2007 and 2012 for improving the employability and skills development opportunities for the youthful workforce in Nepal, in a socially inclusive manner. The proposed project contributes to the World Bank's twin goals of eliminating extreme poverty and boosting shared prosperity by improving equitable access to market-relevant training programs and improving service delivery in the TVET sector in Nepal, with the ultimate goal of improving youth employability. EVENT II also directly contributes to the ongoing Country Partnership Strategy (CPS) for Nepal (2014–18). One of the areas through which Pillar 2 of the CPS (2014–18) aims to support the country in increasing growth and opportunities for shared prosperity is equalizing access to skills development.²

² Report No. 83148-NP, May 1, 2014.

Where relevant, during implementation, linkages between EVENT II and other Bank projects focusing on jobs and entrepreneurship will be facilitated.

2.2 Project Development Objectives

The Project Development Objectives (PDO) are to improve equitable access to market-relevant training programs and to strengthen the Technical and Vocational Education and Training (TVET) sector service delivery in Nepal.

2.3 Project Beneficiaries

The project's direct beneficiaries are Nepalese youth in the age group 16–40 years, technical schools and their leaders, instructors, assessors and students, short-term training providers and employers. Nepalese youth, including women, migrants, and the disadvantaged, will benefit from skills development training and certification of prior-existing competencies. Students in technical schools will benefit from better-quality training due to grant-supported upgraded facilities, improved human resources in service delivery, and financial support for attending long-duration TVET courses. Instructors, assessors and heads of institutions will benefit from upgrading of their competencies.

The project's indirect beneficiaries include families of students and trainees who will benefit from higher household income streams. Employers will benefit from systematic reduction in skills gaps and mismatches in the workforce, curricula reflecting their skills needs, and future cohorts of students and youth from improved service delivery in the TVET sector. Society overall will benefit from greater availability of skilled human resources, especially in priority areas of national development. Enhanced capacities in implementing agencies and participating institutions will also have a lasting effect on the overall management of the skills sector in Nepal.

2.4 Project Development Objective (PDO) Level Results Indicators

The PDO are to improve equitable access to market-relevant training programs and to strengthen the technical and vocational education and training (TVET) sector service delivery in Nepal. The project will track the following key results to measure progress towards achieving its PDO:

- ❖ Percentage of trainees employed/self-employed within 6 months of completion of short-term training (market relevance).
- ❖ Number of TSLC/Diploma institutions that have received performance-based quality improvement grants (market relevance; service delivery).
- ❖ Number of TVET instructors and/or assessors with enhanced professional competencies (service delivery).
- ❖ Share of females and disadvantaged youth completing market-relevant, short-term training programs (equitable access).

2.5 Project Components

The project, through its first component, is designed to support the TVET sector in Nepal at different

levels—the system, the institution, and the individual. Activities supported under the project include upgrading the quality of TVET facilities, supporting key human resources that are critical for the quality of service delivery, improving access for disadvantaged groups, supporting missing links between training and placement to help youth find work, improving the availability of information linking skills supply and demand, and improving governance through performance-based funding of training providers. The project will also support migrants through training and skills testing and certification. The project will use a Disbursement-linked Indicator (DLI) modality for reimbursement, and a subset of outputs and outcomes supporting the achievement of the PDO have been identified as disbursement triggers. A second component will focus on project management, M&E, and sector-wide initiatives such as preparation of a skills development framework, strengthening of information systems, innovative activities, skills competitions, and communications and outreach

2.5.1 Component 1: Support to results-based financing

Component 1 will finance results in the TVET sector that are related to the achievement of the PDO. These include results related to strengthening service delivery in technical schools offering TSLC/Diploma programs, widening access to TVET programs through short-term training leading to employment, testing of prior skills (whether formally or informally acquired) of potential labor market entrants or workers. Also, it will lead to scholarships that will permit eligible students to attend TSLC/Diploma programs and the introduction of new TVET programs, such as apprenticeships and job placement services on a small scale for generating evidence on their effectiveness.

2.5.1.1 Results Area 1: Strengthening Service Delivery in Technical Education

This results area aims to (a) promote a culture of quality improvement at the technical school level,

(b) increase the transparency of the quality of training, and (c) improve the quality and relevance of technical education and training in TSLC/Diploma programs through strengthening multiple service delivery dimensions of technical schools such that they reinforce each other. Under this results area, performance-based quality improvement grants will be provided to selected technical schools offering TSLC/Diploma courses for improving facility quality. It will also support improved management and leadership capacity of heads of the technical schools, support the upgrading of occupational and instructional skills of TVET instructors, and curricula upgrading in collaboration with employers.

Sub-results Area 1.1: Quality improvement grants for technical education

Under this sub-results area, the project will provide performance-based quality improvement grants to select public and private sector institutions offering TSLC and Diploma courses. A Quality Assurance manual for TVET institutions will be prepared under the leadership of the CTEVT, to establish minimum quality standards, criteria, indicators, and internal and external assessment processes, in addition to the use of assessment findings by institutions for improving quality. QA indicators that will trigger performance payments to institutions will likely be linked to processes, outputs, and outcomes indicating greater access to these programs by females and disadvantaged youth, better quality training offered by the institutions, including updated and new TSLC/Diploma courses identified by employers as an emerging need (and prepared through project support under sub-results area 1.3 described in the following sections). As these are currently not being offered on a sufficient scale by TVET institutions, these changes will result in increased youth employability, improvement in management capacity of the institutions, and greater institutional accountability. Each selected institution will prepare an Institutional

Development Plan (IDP) showing year-wise activities to be funded by the performance grants, with annual and overall targets for achievement. Such activities can include minor civil works for classrooms, workshops, laboratories, and so on, curricula-related machinery and equipment, furniture, teaching-learning materials, teacher training, student and teacher industry visits, guest lectures, tracer studies, job placement and career counseling cell establishment, and soft-skills training, among others. The IDPs and QA indicators that will trigger funds flow will be made part of the agreements signed between the PS and the selected institutions.

Eligibility and selection criteria: TSLC/Diploma-offering technical institutions in the public and private sector will be selected for participation in the project on the basis of a set of eligibility and selection criteria. Those institutions that have been in operation for a minimum period (so that the institution has stable management and institutional capacity), and institutions not supported during the first phase of EVENT will be given preference. However, up to 20% of EVENT II-supported TSLC/Diploma institutions can be from this earlier pool, with priority given to those that performed well, both financially and with respect to results, under the first project. Eligible institutions will complete a base-line QA assessment that will be rated on a point-based system. An evaluation committee comprising government officials, experts, technical school and industry representatives will be constituted for identification of eligible and selected institutions who meet minimum QA requirements. Detailed eligibility and selection criteria and processes, base-line QA assessment and institutional plan formats, and performance indicators and performance assessment methods are described in Chapter 4.

Assessing achievement of quality standards: The PS will constitute a panel of quality assurance experts who may be TVET experts, professors from national

universities and other relevant technical institutions. The panel members will review quality standards achieved by the supported TSLC/Diploma institutions as per the Quality Assurance manual through a combination of visits and documentary evidence. The details regarding the identification and selection process of the panel and their terms of reference of the performance assessor of the quality improvement grants are provided in Chapter 7.

Sub-results Area 1.2: Improving management, instructor and assessor quality

This sub-results area will support (a) leadership and management training of heads of institutions of public and private TSLC/Diploma-offering institutions that will provide them with skills necessary to orient the institutions they manage for delivering training programs with market relevance and for internal QA; (b) occupational and instructional training of instructors, especially in trades with high demand so as to upgrade their subject content knowledge and bring them in line with currently in-demand standards; and (c) refresher and new training of skills test assessors to upgrade their competencies and ensure that assessors are available in new trade areas. The training framework and modules will be prepared and delivered by the Training Institute for Technical Instruction (TITI), which is the premier advanced training institute in Nepal, as per the Memorandum of Understanding (MOU). A training needs analysis, whereby employers and instructors will be canvassed for their views on in-demand occupations, will be carried out before initiation of occupational training of instructors. Similarly, NSTB will identify refresher and new training needs of assessors prior to initiating this activity.

Sub-results Area 1.3: Modernizing technical education curricula

The project will support the CTEVT in the revision of existing and development of new curricula for

TSLC/Diploma programs to improve their quality, relevance, and practical content. Priority will be given to those skills with the greatest demand from employers and those from emerging/growth sectors such as agro-processing, tourism, construction, retail, pharmaceutical, and information technology. The CTEVT will use the Developing a Curriculum (DACUM) process, which, as a model, includes the systematic engagement of employers in determining curricula content and associated skills standards. The implementation of the DACUM process and the relationship with employers, in relation to terms of engagement, identification of parties to the engagement, and roles and responsibilities of the various parties, will be further strengthened, as necessary, based on implementation experience.

2.5.1.2 Results Area 2: Widening Access to TVET Programs

The objectives of this results area are to widen access to formal long- and short-term TVET programs for youth, especially females, migrants and youth belonging to disadvantaged groups. Support will be in the form of scholarships and subsidization of the cost of training and skills tests.

Sub-results Area 2.1: Pro-poor scholarships for TSLC/Diploma students

This sub-results area will provide scholarships to (a) poor but meritorious students to enable them to attend TSLC/Diploma programs and (b) students with low academic attainment who are eligible for TSLC programs. Youth who are no longer in the system due to financial constraints and youth located in rural areas will be given preference as beneficiaries of this sub-results area. The scholarships will be paid directly into the bank accounts of selected students in installments. The installments will be released conditional on students maintaining sufficient attendance in their programs. The final installment will be released conditional on students submitting

the CTEVT registration number and attendance verification.

Sub-results Area 2.2: Performance-based funding of short-term vocational training programs

The project will support widening access to CTEVT-recognized short-term vocational training programs (of at least 390 hours' duration) with special focus on disadvantaged and rural youth in the age group 16–40 years with at least functional literacy, women, and migrants (potential, repeat, and returning migrants) and hard-to-reach youth, such as former bonded labor. Training providers, largely located in the private sector, will be competitively selected and reimbursed, either directly or through vouchers given to trainees, on the basis of milestones achieved and verified. Milestones selected for reimbursement will include number of participants and their socioeconomic characteristics, training completion, testing and certification, and labor market outcomes post training. Reimbursement will be structured to provide greater incentives to training providers to select trainees from disadvantaged groups. Labor market outcomes-related milestones for reimbursement to training providers will measure gainful employment/self-employment status of trainees within three months and gainful employment/self-employment status and monthly earnings within six months of training completion. Preference will be given to training on in-demand skills determined through Rapid Market Appraisal (RMA) conducted by training providers under the close collaboration with employers and chambers of commerce and will be aligned to trainee needs (such as entrepreneurship and financial literacy training for returning migrants). Special focus will be given to the training of women in non-traditional trades and migrants. Training packages for migrants will be developed after consultations with the Department of Foreign Employment (DOFE), the Foreign Employment Promotion Board (FEPB), NGOs, civil society organizations, and Development

Partners (DPs) who have experience of working with migrants, and after focus group discussions with aspirant, repeat, and returning migrants.

Selection criteria: The training providers will be selected according to a set of eligibility and selection criteria that will include the quality and provenance of their RMA report that identifies training needs in a particular location. Additionally, a technical proposal is to be made on the training process proposed to be followed, experience of training providers, capacity including quality and quantity of infrastructure and facilities, instructors' quality, transparency in its Financial Management (FM) system including regular audits, and adequate working capital for pre-financing, among others. The training providers will also be selected on the basis of their target locations, willingness to provide greater access to disadvantaged groups, and willingness to place graduates into employment after training completion.

Monitoring of training quality and output: Monitoring of short-term training quality and all milestones will be carried out using a combination of Management Information System (MIS) and physical inspection-based monitoring. A joint monitoring team, consisting of members from within and outside the MOEST/GON, will visit the training and employment locations for each batch of supported trainees, multiple times during the relevant period to assess their training quantity, quality, and employment and earnings status.

Sub-results Area 2.3: Testing of Prior Skills (TOPS)

EVENT II will support NSTB testing and certification of youth for formerly and informally acquired skills levels 1 (basic), 2 (semi-skilled; equivalent to TSLC), and 3 (highly skilled; equivalent to Diploma). The project may support NSTB to extend the testing and certification facility to repeat and returning migrants who will have acquired new skills through

on-the-job experience in foreign countries. Four to five skills test centers in rural locations, or in districts with high concentration of potential international migrants, will be upgraded to make skills test services available closer to the home locations of youth in these areas. Based on the National Vocational Qualifications Framework under development, National Occupational Skills Standards (NOSS) and assessment tools in new and emerging trade areas will be prepared if necessary. The project will also carry out tracer studies of those who have undertaken the skills tests to understand how youth and workers use the certificate (whether to signal skills to employers, move from self-employment to wage employment and vice-versa, and for vertical mobility within the TVET system), including the measurement of the value of the certificate and to identify skills gaps and mismatches.

2.5.1.3 Results Area 3. Pilots in Enabling Youth Transition to Work

This results area will pilot programs/initiatives to provide youth with mechanisms to bridge the worlds of pre-employment training and work through workplace-based learning in the form of apprenticeships and job placement services. The pilot programs will be rigorously evaluated for generating evidence on these new activities being supported through public financing in order to consider them for continuation and scaling up.

Sub-results Area 3.1: Apprenticeship programs

Under this sub-results area, training programs that combine workplace-based learning with institution-based learning will be offered to a pool of students who fulfill the minimum eligibility criteria as prescribed by the CTEVT and the NSTB. The training program will be jointly managed by a technical institution and a suitable industry partner, and Chapter 4 of this PIM will specify the arrangements for transfer of the funds between the Project Secretariat (PS),

technical institution and industry partner. The design of the training program will be aligned with similar programs being supported by other Development Partners (DP)s Training will be offered in commonly identified industrial growth sectors, including hospitality, tourism, retail, construction, and agro-processing, etc. To estimate labor market returns from behavioral/soft skills such as teamwork and discipline, a second arm of the apprenticeship program will include an additional module which can include soft skills/counseling/digital literacy among others. The labor market outcomes of this second group who receive both the apprenticeship training and the additional module will be measured against those trainees who receive only the apprenticeship training, to assess the differences in labor market returns that can be attributed to training plus other support. The content of the additional module will be determined along with the design of the main apprenticeship program.

Sub-results Area 3.2: Placement services

The main objective of this sub-results area is to pilot and evaluate the effectiveness of providing search and matching assistance to youth to increase their chances of employment directly (through filling vacancies) and indirectly (by reducing costs of hiring for employers so that they create more vacancies). It will support the provision of job placement assistance services to youth through partnerships with private sector organizations such as job portals, job placement firms and referral services, and through the provision of career development activities within training institutions. Services provided are expected to include locating appropriate jobs, preparing curriculum vitae, helping with job applications, and preparing for interviews, among others. Youth supported through this pilot activity will not be the same group that receives employment assistance from training providers under sub-results area 2.2.

2.5.2 Component 2: Project Management, Monitoring and Evaluation

The objective of this component is to aid project management and implementation and to support selected sector-wide initiatives for improved coordination, governance, and outreach.

2.5.2.1 Sub-component 2.1. Project Management, Monitoring and Evaluation

This subcomponent will support project management and M&E through the PS established to implement EVENT I. It will finance salaries and honoraria of staff and consultants; the operating costs needed for a functional and fully-staffed PS and associated committees; for the PS and field-based monitoring including the use of a joint monitoring mechanism with the MOEST, other DPs, and experts; for making the Results-Based Financing (RBF) nature of the project successful; and for communications and outreach, including holding skills competitions, and engaging citizens' effectively. It will also support technical assistance, including the hiring and use of consultants for the smooth implementation of project activities, surveys and studies, data collection and report preparation for verification purposes, and the expansion of the MIS. The PS can also hire a technical team under this subcomponent for support in the areas of Financial Management (FM), procurement, monitoring, and evaluation including field-based monitoring, ESMF and so on, that may be needed for the smooth implementation of project activities.

Joint Monitoring and Quality Assurance Assessment:

A key factor contributing to the success of EVENT I was the use of a joint monitoring mechanism for the short-term training process at four different stages³—enrollment of trainees, training delivery,

testing, and post training employment and income of trainees. Reimbursement to the training providers was done based on the verified results at these four stages. The joint monitoring teams largely consisted of members from the Education Development and Coordination Unit, ETC, Local Government, CTEVT and HELVETAS Regional Offices. This tripartite arrangement provided credible checks-and-balances, without which training quality could have been lower with the possibility of rent-seeking by training providers. Going forward, a similar mechanism will be used in EVENT II to ensure that the same or higher level of scrutiny of training quality and labor market results. The SDC may support the GON in facilitating participation of third-party members in this joint monitoring mechanism. Additionally, a panel of experts will be constituted by the PS to provide a similar arrangement for assessment of quality standards achieved by the TSLC/Diploma institutions who receive quality improvement grants under EVENT II.

2.5.2.2 Sub-component 2.2: Sector-wide Initiatives

This subcomponent will support initiatives aimed at filling certain sector-level institutional gaps. These include the following:

- ❖ **Preparation of a national skills strategy for Nepal that is aligned with the new political structure and will provide the framework for coordinating all TVET activities in the country.** The strategic framework will be developed through collaboration between the MOEST, Ministry of Finance, CTEVT, the other relevant ministries and departments, the National Planning Commission (NPC), DPs active in the TVET sector, employer representatives, and national and international experts. The GON might use the framework as the basis for a National Skills Development Program. The framework will be based on skills requirements projections for Nepal in the

³ Comprises of six cycles of joint monitoring – venue verification and trainee selections; training period; skills test; three months employment verification; and six months employment/income verification.

next 5–10 years, associated fiscal costs, and a proposed implementation plan considering the new federal structure of Nepal's polity.

- ❖ Operationalizing and expanding the scope of the Training Management Information System (TMIS) which is a web-based modular information system linking all TSLC/Diploma providing technical education institutions in Nepal. Under the proposed project, further support will be provided to the CTEVT to expand the scope of the TMIS to include new modules, such as for the NSTB. The objective will be to make the TMIS a rich repository of formal skills being produced by the TVET sector in Nepal. The TMIS will also introduce a QA scorecard for each technical education institution, which will be available in the public domain for use by prospective students and employers. The strengthened TMIS will be established as a separate unit within the CTEVT during project implementation with adequate staff (permanent and consultants) for sustainability beyond the project period.

Component and results-area wise major activities and yearly targets (results framework) of the project are presented in the Annex 1.

2.6 Results Framework and Monitoring Arrangements

Project Monitoring and Evaluation (M&E) will be 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 will be monitored and assessed through the following monitoring and evaluation activities: (a) routine monitoring by the PS, (b) monitoring through regular/periodic reviews, (c) mid-term review, (d) overall project evaluation and implementation completion review at the time of project closure and (e) various impact evaluations. Apart from the outcome level indicators, a set of specific, relevant and measurable intermediate outcome indicators will also be monitored. Information will be collected on the performance of all participating institutions as per the results framework. According to an agreed set of methods, supporting relevant information that has a bearing on project performance will also be collected. To ensure that all entities participating in the project will be able to carry out their designated M&E tasks, orientation and capacity-building workshops will be arranged early for them.

2.7 Project Financing

EVENT will be financed by IDA Credit of US\$ 60 million, of which US\$54 million is results based financing, and the remaining US\$6 million is expenditure-based financing.

3. Implementation Arrangements



3.1 Overall Institutional Arrangement

The overall leadership responsibility of executing EVENT II is with Ministry of Education, Science and Technology (MOEST). Under the overall guidance of MOEST, the Project Secretariat (PS) will work as the main implementing agency of the project. CTEVT is one of the main implementing partners of the project. National Skills Testing Board (NSTB) under CTEVT will test skills of the interested persons having informally-acquired skills, skills acquired through the project-supported short-term trainings and will conduct any project supported training of skills test assessors. Selected training providers such as private short-term training providers, public TSLC/Diploma providers and private TSLC/Diploma providers will conduct various types of training supported by the project. The PS will also partner with technical institutes, employers/industry and job placement services providers for conducting the apprenticeship program, and for the provision of placement support to youth. Training Institute for Technical Instruction (TITI) will conduct the project-supported trainings of heads of institutions, and occupational training of TSLC/Diploma instructors. The project will also have a Project Implementation Committee (PIC) for higher level guidance, and a Technical Advisory Committee (TAC) support for the smooth functioning of the

project. Flow chart of the overall implementation structure of the project is presented in Figure 3.1.

3.2 Roles and Responsibilities of MOEST

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

3.3 Project Implementation Committee (PIC)

The PIC is formed with the representatives of various ministries and government agencies under the chairmanship of the Secretary for the MOEST. The representatives from other government agencies could be of the Joint Secretary Level or other. The PIC will be formulated with the following representation:

Chairperson:	Secretary, MOEST
Member:	Joint Secretary, Planning Division, MOEST

- Member: Member Secretary, CTEVT
- Member: Representative, NPC
- Member: Representative from FNCCI (Executive Director)
- Member Secretary: Project Director, EVENT II

The development partners and other stakeholders may be invited to the PIC meetings from time to time, as deemed necessary.

The major functions of the PIC are as follows:

- ❖ Endorse the Project Implementation Manual (PIM) and its amendment;
- ❖ Review Annual Work Plan and Budget submitted by the PS;
- ❖ Endorse the other guidelines and Memorandum of Understanding (MOU) necessary for project implementation;
- ❖ Monitor the project implementation progress and outcomes;
- ❖ Identify different occupational areas of technical and vocational education and training and prioritize these areas;
- ❖ Endorse Implementation Progress Report (IPR)/ Financial Monitoring Report (FMR) of the project;
- ❖ Form different sub-committees as needed with defined Terms of Reference (TOR);
- ❖ Coordinate among ministries and government agencies receiving support from the project;

The PIC meets at least quarterly and has the option of convening special meetings as and when required. The following will be the general procedure of PIC meetings:

- ❖ PIC meeting will be called by the Member Secretary upon prior approval of the Chairperson. Member Secretary will circulate prior notice to all

PIC members/invitees about the meeting with information on the date, time, venue and agenda, at least 3 days before the meeting date;

- ❖ Generally PIC meeting will be held in each trimester but meeting could be more frequent if necessary. The quorum for the meeting is more than 50% of total PIC members;
- ❖ PIC can invite independent experts, development partners or other representatives to PIC meetings. While the invitees would be able to present their views, they will not have decision making authority;
- ❖ The decisions made by the majority of members participating in the meeting will be considered as the decision of PIC. Minutes of the meeting including decisions will be recorded in a minute book with closing signatures of the Chairperson and the Member Secretary; and
- ❖ PIC may delegate some of the tasks to sub-committee, or member of the PIC.

3.4 Technical Advisory Committee (TAC)

A Technical Advisory Committee consists of TEVT experts and practitioners from both public and private sector to advise the PS on technical matters such as curriculum, technical and financial support to TSLC/Diploma-providing institutes, vocational training, training of trainers and skills test. The TAC is formed with the following representation:

- Chairperson: Member Secretary, CTEVT
- Member: Project Director, EVENT-II
- Member: Executive Director, TITI
- Member: Director, NSTB
- Member: Focal person for EVENT-II from CTEVT
- Member: Representative, Ministry of Labor Employment and Social Security

Member: Under Secretary from related section of MOEST

Member: TEVT expert

Member Secretary: Deputy Director of EVENT-II PS

The development partners and other experts may be invited to the TAC meeting, as per need. 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, among others:

- ❖ Short-term, apprenticeship and TSLC/Diploma curriculum
- ❖ Leadership and occupational training
- ❖ Skills test assessors training
- ❖ Quality assurance of TSLC/Diploma
- ❖ Skills testing
- ❖ Scholarship and other incentives
- ❖ Job placement services
- ❖ Apprenticeship program
- ❖ Training Management Information System
- ❖ Evaluation and studies
- ❖ EVENT II-related other technical issues

The TAC meets on a quarterly basis and has the option of convening special meetings as and when required. The following will be the general procedure of TAC meetings:

- ❖ TAC meeting will be called by the Member Secretary in consultation with the Chairperson. Member Secretary will circulate prior notice to all TAC members/invitees about the meeting with information on date, time, venue and agenda, at least 2 days before the meeting date;

- ❖ The quorum for the meeting is more than 50% of total TAC members;
- ❖ TAC can invite independent experts or other representatives to TAC meetings;
- ❖ The decision made by the majority of members participating in the meeting will be considered as the decision of TAC;
- ❖ Minutes of the meeting including decisions will be recorded in a minute book with closing signatures of the Chairperson and the Member Secretary.

3.5 Project Secretariat (PS)

The Project Secretariat (PS) is headed by the Project Director and is responsible for day-to-day project implementation. The secretariat will be staffed by dedicated, full-time 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:

- ❖ Planning, budgeting, coordination and implementation of the project;
- ❖ Procurement of goods and services for the project-related activities;
- ❖ Financial and personnel management of the project;
- ❖ Monitoring and evaluating the project activities;
- ❖ Preparing media and communications strategy for the project to support its implementation
- ❖ Selecting TSLC/Diploma-offering institutions for quality improvement grants;
- ❖ Selecting short-term training providers;
- ❖ Selecting students for scholarship support;
- ❖ Preparing and disseminating various reports related to the project;

- ❖ Submitting progress reports to PIC, MOEST, the World Bank;
- ❖ Coordinating with the Bank for reviews;
- ❖ Assessing the progress of project implementation;
- ❖ Conducting research, study and survey on TEVT;
- ❖ Ensuring that complaints are handled in a fair and timely manner and;
- ❖ Ensuring effective implementation of agreements between the PS and different implementing partners (including CTEVT, NSTB, TITI, different training providers and support agencies).

In order to carry out these functions, the PS will be staffed by dedicated full-time professionals with well-defined Terms of References (TORs). The staff in the PS will include the following: Project Director, Project Deputy Director, Planning and Monitoring Officers, Finance Officers, Procurement Officer, administrative staff, and support staff. The TORs for the key PS staff are included in Annex 2.

Except in the case of unsatisfactory performance, or as required by country's laws, the key PS staff will not be transferred to other positions until the completion of the project. In the case of Account/Finance Officers, no such transfer shall occur until at least 6 months after the closing date or submission of the final audited financial statements, whichever occurs later. However, the PS must be officially notified at least three months in advance if any government staff working in the PS is transferred elsewhere.

3.6 Technical Experts

In order to help the PS in carrying out various project-related technical functions for implementing all project components and fiduciary activities, the PS can hire individual national technical experts or a firm, competitively, from the market in the following technical areas: (i) financial management;

(ii) procurement; (iii) vocational training and education; (iv) information and database management; (v) and monitoring of project activities. TOR(s) detailing the responsibilities of the technical expert(s) will be developed by the PS. The PS can also hire other individual expert(s) for other specific tasks that emerge in the course of project operation.

3.7 Roles and Responsibilities of CTEVT

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

- ❖ Designate focal person for all project-related activities at CTEVT and its various divisions;
- ❖ Lead the preparation and endorsement of the Quality Assurance manual for TSLC/Diploma programs/institutions;
- ❖ Manage and update the TMIS; encourage the integration of skills training-related data supported by other ministries/development partners with the TMIS;
- ❖ Design, develop, update and make available curricula and curricular materials as per the need;
- ❖ Design, develop and make available curriculum and curricular materials and guidelines for apprenticeship training supported by the project;
- ❖ 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;
- ❖ Participate in overseeing public TSLC and Diploma institutions supported by EVENT II;
- ❖ Provide support to the PS in planning, budgeting, management and implementation of designated project activities; and
- ❖ Participate in joint reviews of the project as required.

3.8 Roles and Responsibilities of NSTB

The National Skills 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 skills testing across Nepal. The primary responsibilities of NSTB in relation to EVENT II are to:

- ❖ Designate focal person for all project-related activities at NSTB;
- ❖ Conduct skills testing of trainees trained by EVENT II training providers;
- ❖ Implement a media campaign aimed at encouraging informally trained workers to get their skills tested and conduct skills testing of informally trained workers;
- ❖ Prepare annual plans for training new skills assessors;
- ❖ Prepare annual plans for providing refresher training to existing skills assessors based on findings of a rigorous needs analysis;
- ❖ Provide support to the PS in planning, budgeting, management and implementation of designated project activities;
- ❖ Assume responsibility for monitoring and evaluation on NSTB-related EVENT II tasks and report to the PS in the agreed format; and
- ❖ Share detailed individual level skills test data with the PS.

3.9 Roles and Responsibilities of the TITI

Training Institute for Technical Instruction (TITI) under the CTEVT is responsible for various Training of Trainers (TOT), particularly for TEVT. With regard to EVENT II, TITI is responsible for (a) designating focal person for project-related activities; (b) management

and leadership training of heads of TSLC/Diploma offering institutions; (c) occupational training of TSLC/Diploma instructors; (d) providing support to the PS in planning, budgeting, management and implementation of designated project activities; (f) assuming responsibility for monitoring and evaluation of TITI related EVENT II tasks and reporting to the PS.

3.10 Roles and Responsibilities of TSLC/Diploma-offering institutions

EVENT II will support the following types of institutions by providing performance-based quality improvement grants to selected TSLC/Diploma program-offering institutions.

The institutions supported by the project can 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 development plan; (d) agreeing to follow standards established by the quality assurance manual; (e) accomplishing agreed activities within set quality assurance standards and timelines; and (e) submitting progress reports in a timely manner.

3.11 Roles and Responsibilities of Short-term Training Providers

EVENT II will support short-term trainings for preparing youths for both domestic and international labor markets. Two modalities of support will be employed: (i) a voucher-based financing mechanism for training in three urban

centers, and (ii) a result-based financing mechanism for training in other parts of the country. The estimated number of project beneficiaries under this sub-results area is approximately 115,000 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 including completed and validated Rapid Market Appraisal as required by the PS; (c) following a selection process by submitting proposals; (d) accomplishing agreed activities within set standards and timeline; (e) submitting progress reports 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.

3.12 Sub-committees

The PS can form sub-committees as per the need of the different project activities such as scholarship committee, evaluation committee, for selection of training providers for short-term trainings, selection of institutions for quality improvement grants, etc.

3.13 Saving

All the programs and the activities carried out in this project before the endorsement of this Project Implementation Manual (PIM) shall be deemed to have been carried out in accordance with this PIM.

4. Project Results Area-Wise Implementation Details



4.1 Results Area 1: Strengthening Service Delivery in Technical Education

The objective of this component is to improve the quality and relevance of training in TSLC/Diploma programs through strengthening of service delivery dimensions of technical schools so that they reinforce each other. Under this results area, there are 3 DLI corresponding to the 3 sub-results areas.

4.1.1 Sub-Results Area 1.1: Quality Improvement Grants for Technical Education

Quality Assurance (QA) Manual

A QA manual will be prepared for TVET institutions for TSLC and Diploma courses under the leadership of CTEVT, to establish minimum quality standards, criteria, indicators, and internal and external assessment processes, and use of assessment findings by institutions for improving quality. During the project implementation period, the QA manual will guide the TSLC/Diploma-offering institutions selected for grant support in improving quality. Performance of the supported institutions will be assessed and rewarded, based on how much they are able to achieve higher quality assurance standards as per the manual using project funds.

Development of the QA manual

The PS and CTEVT will work together in taking forward the development and endorsement of the QA manual. The PS will hire a consultant(s) (with the required technical expertise) to put this manual together. Indicative detailed TORs for the expert are provided in Annex 3 to this chapter.

(a) Steps in the QA development process

An analytical study of the current status of quality assurance in a sample of public and private TSLC and Diploma-offering institutions will be conducted to provide inputs on the current context for the QA manual. A study of the current process of affiliation of TSLC/Diploma institutions by CTEVT will also be undertaken. Indicative TORs of the study are given in the Annex 3.

In parallel, the expert will do the following to develop a draft of the QA manual through (but not limited to):

- ❖ Consultation with the QAA division members in the UGC;
- ❖ Review existing QA initiatives in Nepal in TVET (for example QIP supported by ADB project) and other education sectors;
- ❖ Review international good practices in QA in TVET; and

- ❖ Consultation with relevant stakeholders as identified as necessary.

The manual thus put together will be reviewed by a core team comprised of members from CTEVT, the PS and others as identified by TAC. This core team will guide the preparation of the QA manual and will provide feedback on the draft manual. The PIC will be responsible for the endorsement of the QA manual. The QA manual will be used to assess the quality improvement of the 100 TSLC/Diploma offering institutions selected for the project support.

Endorsement and Adoption of the QA manual

The CTEVT and the PS will finalize the draft of the QA manual which will be presented to the PIC for endorsement. The PS will send a letter with evidence of the PIC's endorsement of the manual (as per the verification protocol for this DLR) with a copy of the manual thus endorsed (for records). Details of all verification protocols for the project DLIs are in Chapter 8.

The QA manual will be used to do the performance assessment of the TSLC/Diploma institutions selected for grant support under EVENT II, and CTEVT can adopt it for scaling up the sustainability of the quality initiative across all public and private TSLC/Diploma institutions affiliated to it.

Refining the QA manual during the project period

At mid-term, the QA manual can be refined, based on implementation experience as necessary.

Quality improvement Grants

The project will provide 100 public and private TSLC and/or Diploma-offering institutions with performance-based quality improvement grants. The grants can be given to selected constituent, and affiliated community and private institutions. Institutions not supported during the first phase

of EVENT will be given preference. However, up to 20% of EVENT I supported TSLC and/or Diploma institutions can be from this earlier pool, with priority given to those that performed well, both financially and with respect to results, under the first project.

Base-line Data Requirement: Overall Base-line Data for the Sector

Institutions will be competitively selected for support under EVENT II using eligibility and selection criteria. All selected institutions will prepare Institutional Development Plans (IDPs) that will allow them to achieve higher quality standards as per the QA manual. The project will provide the institutions with funds to execute their approved IDPs during the project implementation period. Funds will be released to the selected institutions (annually or twice in a year) as per their performance which will be assessed using a rigorous process. The project will provide an average of NRS 60,00,000 per institution and a maximum of NRS 1.5c per institution over the project period. All procurements associated with these eligible expenditures will be made as per procedures agreed between the GON and the World Bank for this project. See procurement chapter (Chapter 5)

Steps in the Selection of TSLC and/or Diploma-offering Institutions for Quality Improvement Grants

Determining eligibility

Quality improvement grant recipients will be selected using a point-based assessment system from a pool of institutions meeting a set of eligibility criteria.

Process of identifying institutions eligible for quality improvement grants

- Information dissemination on the grants, application process and eligibility criteria:** The PS will carry out communication and information

dissemination targeted at TSLC and/or Diploma offering institutions that could benefit from the quality improvement grants. Information dissemination will focus on providing institutions with information about the grants, advising them on how they can best take advantage of these grants, on the eligibility criteria and the process of applying for the grants. The PS may use the services of an external firm to help with the information dissemination, if and as needed.

- b) **Call for applications/Request for Expression of Interest (REOI) to determine eligibility:** The PS will publish notice through national daily newspapers for application by public (constituent and community) and private TSLC/Diploma institutions. Application forms will be developed and made available for interested institutions on websites of the project, MOEST, CTEVT etc.
- c) **Submission of applications/Expression of Interests (EOIs) to the PS by interested institutions:** Interested institutions will submit their application/EOI to the PS within the given time frame along with required information and supporting documents, as listed in Table 4.1, below.
- d) **Review of submitted applications/EOIs:** The PS will prepare a preliminary list of eligible institutions by reviewing and verifying the applications based on the eligibility criteria. The Evaluation Committee (see below) constituted for the purpose will review the preliminary list and short-list the eligible set of TSLC/Diploma institutions that will be invited to prepare an IDP for selection for financial support from the project.
- e) **Development of the IDP template as per the QA manual:** The PS can hire experts engaged in the QA area to help them develop the IDP template as per the manual. Such a template will guide the short-listed eligible institutions in preparing their plans as per QA requirements.
- f) **Preparation of IDPs as per the QA manual by short-listed institutions:** The short-listed TSLC/Diploma institutions will prepare IDPs that reflect how they will achieve higher quality standards as described in the QA manual. The PS will provide orientation (through workshops and other means) to the short-listed TSLC/Diploma institutions on QA and on the IDPs.
- g) **Submission of Institutional Development Plans (IDPs) and proposal:** The PS will prepare a proposal and IDP formats and will invite the shortlisted eligible institutions to submit their respective proposals and IDPs (detailing the activities proposed for financing through the Quality Improvement Grants). The proposal and IDPs have to be submitted to the PS within the allowed time-frame.
- h) **Eligible expenditures:** The PS will provide detailed guidelines regarding eligible expenditures during orientation on IDP preparation. All civil works if undertaken as part of the IDPs must be completed by the 3rd year of project implementation.
- i) **Review of submitted proposals and IDPs, publication of list of selected institutions:** The evaluation committee will review the submitted proposals and IDPs and generate a list of selected TSLC/Diploma institutions for financial support through quality improvement grants. The list of selected TSLC/Diploma institutions will be published on the project website and in national newspaper. If deemed necessary, the PS may hire relevant experts to review and provide recommendation.
- j) **Signing of MOUs:** In parallel, the PS will prepare an MOU template that will be used for signing between the PS and the selected public (constituent and community) and private TSLC/Diploma institutions. As this is also a DLI/DLR, the PS will submit the list of institutions with which MOUs have been signed with copies of the

signed MOUs to the World Bank. Further details of verification protocols for DLIs are provided in Chapter 8.

Compliance with the Environmental and Social Safeguards: The PS will ensure that all activities funded by the quality improvement grants are in compliance with the Environmental and Social Management Framework (ESMF) for EVENT II. Before the PS signs MOUs with the institutions, the institutions will have to use the environmental and social checklists to screen their proposal for potential ESMF-related concerns. If any such concern gets triggered through screening, then the institutions will have to submit an Environmental Management Plan (EMP) for

environment related concerns triggered, and a Vulnerable Community Development Plan (VCDP) if social concerns get triggered and submit these plans to the PS. These plans will be included in the MOUs signed between the PS and the institutions. It is expected that the institutions will follow through with these plans which will be assessed for compliance by the monitoring team.

Eligibility criteria for quality improvement grants for EVENT II institutions (not in EVENT I)

The eligibility criteria for performance grants for all types of TSLC and/or Diploma-offering institutions are given below (Table 4.1).

TABLE 4.1: ELIGIBILITY CRITERIA FOR TSLC AND/OR DIPLOMA-OFFERING INSTITUTIONS – ALL TYPES, FOR QUALITY IMPROVEMENT GRANTS

Criteria	Yes/No	Supporting Documents
a) Duly formed School Management Committee in place <ul style="list-style-type: none"> ❖ Institutional Management Committee (IMC)/governing body formed according to Rules and Regulations ❖ Minutes and records of IMC are disseminated/available 		Minutes and records of Management Committee are disseminated/available
b) Disclosure of statements of accounts and audit reports for the last three years as applicable <ul style="list-style-type: none"> ❖ Statements of accounts have been disclosed (last 3 years) ❖ Audit report ❖ If there were audit objections, at least 50% of the audit objections have been resolved ❖ Tax Clearance certificate for the last year (for private only) 		
c) Graduated at least three batches		
d) Minimum enrollment and courses <ul style="list-style-type: none"> ❖ Runs at least two different courses ❖ At least 70% enrollment (seat utilization) in the allotted quotes in every course 		
e) Agree to provide base-line data and other necessary information to the Secretariat <ul style="list-style-type: none"> ❖ Agree to provide base-line data on school assets/accounts, students, teachers, academic details 		

Criteria	Yes/No	Supporting Documents
f) Agree to prepare a Institutional Development Plan that includes Yearly Plan of Operation (YPO) with activities, timeline and resource needs and complies with the ESMF requirements of EVENT II		
g) Submission of IDP/YPO after the endorsement from the management committee		
h) Land ownership <ul style="list-style-type: none"> ❖ Self ownership or Long term owned (10 year or longer lease) 		
i) Infrastructure available according to CTEVT norms per program offered <ul style="list-style-type: none"> ❖ Available according to norms 		

To be eligible to apply for the quality improvement grant, all the above-mentioned criteria should be met

All information provided by institutions willing to get support from the project need to be submitted with supporting documentary evidence.

Eligibility criteria for quality improvement grants for institutions already supported under EVENT I

TABLE 4.2: ADDITIONAL ELIGIBILITY CRITERIA FOR TSLC AND/OR DIPLOMA-OFFERING INSTITUTIONS FOR QUALITY IMPROVEMENT GRANTS (ONLY FOR INSTITUTIONS THAT HAVE RECEIVED SUPPORT UNDER EVENT I)

Criteria	Yes/No	Supporting Documents
a) If there were audit objections, at least 60% of the audit objections have been resolved		
b) Performance under EVENT I (at least improvement/sustainability from the base-line for the performance indicators) <ul style="list-style-type: none"> ❖ For all institutions under EVENT I <ul style="list-style-type: none"> ● Improvement/sustainability in equitable access ● Improvement/sustainability in seat utilization ● Improvement/sustainability in pass rate (sustainability in only applicable for targeted performance) 		

To be eligible to apply for the quality improvement grant all the above-mentioned criteria should be met.

TABLE 4.3: SELECTION CRITERIA FOR CTEVT CONSTITUENT, COMMUNITY INSTITUTIONS AND ANNEX SCHOOLS FOR QUALITY IMPROVEMENT GRANTS

S. No.	Indicator	Maximum points
1.	Percentage of class operation days against the total days set during the last academic year	10
2.	Average graduation rate of last three years	15
3.	Share of girl/women students	5
4.	Share of students from endangered, highly marginalized groups and Janajatis	10
5.	Share of students from districts with HD status	5
6.	Geographical location of Schools/Institutions	5
7.	Share of Dalit students	5
8.	Share of disabled students	5
9.	Tracking graduates of last year completed	5
10.	Employment rates (6 months or above) of the students graduated within 6-12 months	10
11.	An operational placement and counseling cell in place and functioning	5
12.	Institute-Industry/employer linkage of students graduated within 3-6 months	5
13.	Quality of 5-year Institutional Development Plan	15

TABLE 4.4: ADDITIONAL WEIGHTAGE ONLY FOR INSTITUTIONS THAT HAVE RECEIVED SUPPORT UNDER EVENT I

1	Improvement/sustainability in equitable access	35
2	Improvement/sustainability in seat utilization	30
3	Improvement/sustainability in pass rate (sustainability in only applicable for targeted performance)	35

All information provided by institutions willing to get support from the project need to be submitted with supporting documentary evidence. The supporting documentary evidence will be identified by the PS in the application guidelines/procedures.

Evaluation Committee for Determining Eligibility of Institutions and Selection of Institutions

An Evaluation Committee will be formed in order to select institutions for quality improvement grants.

The selection will be done based on the above-mentioned selection criteria. The PS will prepare the score sheet of the participating institutions and submit it to the Evaluation Committee meeting. In consultation with the chair of the committee the PS will call the meeting. The Evaluation Committee will comprise the following members:

Chairperson:	Project Director, EVENT II project
Member:	Representative from MOEST
Member:	Representative from CTEVT
Member:	Deputy Director, EVENT II
Member:	Responsible Under-secretary, EVENT II
Member:	Two experts nominated by PD (preferably one female)
Member-secretary:	Responsible officer from EVENT-II PS

PD can nominate other members to the evaluation committee as required. The final list of the selected institutions will be submitted to the PIC for information.

Release of funds procedure

Funds will be released at most twice a year based on assessment of performance against agreed targets in individual IDPs.

- ❖ Grand will be provided in four installments.
- ❖ Each institution will receive initiation grant up to 10% of their total grant support after signing of their MOUs with the PS.
- ❖ The initiation grant will be adjusted against the funds released to them in the next installment according to performance base on report of performance assessment team.
- ❖ Each grant supported institution will maintain accounts with separate expenditure details for funds received under EVENT II which will be

provided to the PS (condition for release of grant installments).

- ❖ Each grant supported institution will provide latest audited financial report and social audit report annually.

Performance Assessment Process for Release of Funds

Formation of the performance assessment team: The PS will constitute an adequate number of performance assessment teams for the purposes of assessing the performance of the selected TSLC/Diploma institutions in achieving higher levels of efficiency and functioning as per the quality assurance manual and IDPs. The teams can consist of representatives from the PS, MOEST, CTEVT, Local Government and other relevant institutions as determined by the PS. Each performance assessment team will include a TVET expert (external assessor) who will be drawn from a panel of such experts prepared by the PS. The TORs of the external TVET expert are provided in Chapter 7.

Performance assessment: Each supported institution will provide performance data at agreed dates to the PS and in agreed formats (based on their IDPs and MOUs). Assessment teams will visit supported institutions once a year to assess performance using data provided, as well as through discussions with the management, faculty, students and community. Assessment teams will not only assess performance but will also provide formative and structural feedback to the institutions for improving performance as next steps. The PS can make unannounced visits any time to grant receiving institutions.

4.1.2 Sub-results area 1.2: Improving Management, Instructor and Assessor Quality

This component will support (a) Leadership and management training for heads of public and private TSLC/Diploma-offering institutions, which

will provide them with skills necessary to orient the institutions they manage for delivering programs with market relevance and internal quality assurance; (b) Occupational Skills Upgrading for TSLC/Diploma instructors, especially in trades with high demand, to upgrade their occupational skills and bring them in line with current market demand and expected quality standards; (c) training of skills test assessors in emerging trade areas where gaps exist in terms availability of adequate numbers of assessors; and (d) refresher training to existing skills test assessors to upgrade their skills and bring them in line with current market demand and expected quality standards.

The project will utilize the services of Training Institute for Technical Instruction (TITI) and National Skills Testing Board (NSTB) for this sub-results area. TITI will be responsible for the leadership and management training of heads of public and private TSLC/Diploma-offering institutions and occupational training of TSLC/Diploma instructors whereas NSTB is likely be responsible for training skills test assessors (both for new trades and refresher training for existing trades).

Leadership, Management and Occupational Training

The project will use the services of TITI to provide leadership and management training to 400 heads of public and private TSLC/Diploma-offering institutions, and occupational training to 880 current TSLC/Diploma instructors. TITI will select the trainees in consultation with the PS and will also be responsible for conducting the training. TITI will, in consultation with the PS, engage other public or private sector partner institutions to help deliver the training (for reasons of geography; or for industry-based training of instructors as part of the occupational training), provided the quality of training is enhanced, and not compromised. Trainings will be conducted in Kathmandu as well as in locations outside Kathmandu as necessary.

The following steps will be followed by TITI to implement the leadership and management and instructor's occupational trainings.

a) Training Needs Assessment (TNA)

❖ ***Leadership and Management Training Needs Assessment:*** The objective of the leadership and management training to heads of public and private TSLC/Diploma-offering institutions is to provide them with skills necessary to orient the institutions they manage for delivering programs with market relevance and internal quality assurance. The leadership and management training will have a common standardized leadership and management modules, with some elective modules. TITI, in consultation with the PS, CTEVT, public and private TSLC/Diploma program-offering institutions, and experts will identify areas of focus based on which the training content for the standardized and elective modules will be developed.

❖ ***Occupational Training Needs Assessment:*** TITI, in consultation with employers and instructors, will carry out needs assessment to identify trades that are in high demand and/or trades that are rapidly evolving. From the list of identified trades/occupations, for each round of training the PS and TITI team will jointly decide on the occupation(s) for the occupational training. For each occupation selected, the content of the training will include up-to-date theory, and practical and pedagogical requirements relevant to the occupation. The content of the training will need to be validated by industry representatives for those occupations.

b) Annual and Project Plan of Action

TITI will prepare a year-wise plan of action for the entire project period in consultation with the PS. Based on the findings of the TNA, the plan will specify:

❖ Number of public and private TSLC/Diploma institution heads and TSLC/Diploma instructors

to be trained for the leadership and management and occupational training, respectively;

- ❖ Training details such as timeline, duration, number of events, occupations, content areas, and cost; and
- ❖ Modality of training delivery, including identification of training locations.

c) Annual Training Cycle, Activities and Process

Major activities and process under the training cycle will be as follows:

Advertising for the training: TITI will publish the annual training calendar and application forms for both the leadership and management, and the occupational trainings on its website and newspapers. It will also circulate the training calendar to all TSLC/Diploma program-offering institutions through email and/or regular mail.

Selection of Trainees

- ❖ TITI will form a task force including a representative from CTEVT and the PS to select and finalize trainees for Management and Leadership training and Occupational training. The task force will develop the criteria for selection of trainees for all trainings conducted by TITI.

Selection of Trainees for Management and Leadership Training

- ❖ The task force, in consultation with public and private TSLC/Diploma program-offering institutions and CTEVT (for constituent institutions) will identify and confirm the heads of institutions for management and leadership training. Heads of institutions can be principals, vice-principals or others in managerial position in the institutions.

Selection of Trainees for Occupational Training

- ❖ Only currently in-service TSLC/Diploma instructors, either in public or private TSLC/Diploma-offering institutions, will be eligible to apply for the training. The task force will screen the applications of the potential trainees and trainees will be selected based on the selection criteria developed by the task force.
- ❖ The selected candidates for both trainings will be notified by TITI within a week after the completion of the selection process.

For selection of trainees for both leadership and management, and occupational trainings, trainees from disadvantaged and marginalized groups, including women and Dalits who have the necessary credentials for eligibility, will be given priority.

Training delivery: TITI will deliver training following its standard training procedures:

- ❖ *Management and Leadership Training:* The training will be of 35 working days and will follow two delivery modalities: classroom-based and practical. *Occupational Training:* The training will be of 10 working days and will follow two delivery modalities: industry-based and classroom-based. *Supervision of and support to trainees:* TITI will ensure that adequate and systematic supervision and support are provided to – (a) Management and leadership trainees in their institutions as they carry out their project work required by the training and (b) Occupational training trainees while they are receiving training in the industry.

Reviews/Assessment: For each training event, TITI will carry out mid-term review and a final review/assessment after the completion of the training. Mid-term review will allow TITI to make mid-course adjustment, as required. Final review/assessment will be carried out to assess the effectiveness of

the trainings and will provide inputs to improve the subsequent rounds of trainings.

Distribution of certificates: Trainees who successfully complete the training will receive certificates from TITI immediately after completing the training.

Reporting: TITI will maintain a database of trainees in the Project’s decentralized web-based MIS in a timely manner. At the end of each training event, TITI will submit a training completion report, including the details of trainees, in an agreed format to the PS within two weeks, upon the completion of the training. Trainees’ details will include participants’ name, gender, home address and phone number(s), educational and professional qualifications, name and address of institutions with which the participants are affiliated, designation at the time of enrolling, the training program they have enrolled in, including the start and end-date of the training.

Post-training Assessment: TITI will carry out, on a sample basis, post-training field assessments, to assess the impact of the training in a classroom teaching-learning process. The assessment will include classroom observations and will focus on how well the trained instructors were able to translate and integrate the learnings from the training into their regular teaching-learning process and its impact on students-learning.

Payment: The PS will make payments to TITI according to the number of heads of institutions and instructors of TSLC/Diploma program-offering institutions trained. For any year/event, a minimum of 50% of the target output must be met, in order to receive the payment. If the minimum threshold is not met for a particular year/event, excess output from the following years can be used to make up for the shortfall in the previous year/event. The payment will be made as mentioned in the agreement/MOU between the PS and CTEVT/TITI. Details of the payment procedure will be spelled out in the MOU.

d) Monitoring/Verification

The monitoring team of the PS will monitor/verify the leadership and management, and occupational trainings before the final payment and report to the World Bank for disbursement. The verification will include interviews with trainees, random spot checks, review of the certification roster, and review of training records. The PS will develop forms for verification and reporting the output. Further details of verification protocols for DLRs under this sub-results area are provided in Chapter 8.

Training of Skills Test Assessors

The project will use NSTB to train 780 skills assessors in skills standards, skills test competencies, skills testing process, and skills assessment. NSTB will select the trainees and conduct the training. If necessary, NSTB will, in consultation with the PS, engage other public or private sector partner institutions to help deliver the training, provided the quality of training is enhanced; and not compromised. Trainings will be conducted in Kathmandu as well as in locations outside the Valley.

The following steps will be followed by NSTB to implement the skills test assessor training:

- a) **Training Needs Assessment (TNA):** NSTB will carry out a stock-taking exercise of the existing skills test assessors by trade and the year of training, including identification of new trades for which skills test assessors will need to be trained.
- b) **Plan of Action:** NSTB will prepare a year-wise plan of action for the entire project period in consultation with the PS. Based on the findings of the TNA, the plan will specify:
 - ❖ Number of skills test assessors to be trained in new trades and the number of existing skills test assessors to be provided with refresher training, particularly in high demand and rapidly evolving trades;

- ❖ Training details such as timeline, duration, number of events, content areas, and cost; and
 - ❖ Modality of training delivery, including identification of central, regional and local-based training.
- c) **Training Cycle, Activities and Process:** Major activities and processes under the training cycle will be as follows:
- ❖ *Advertising for the training:* NSTB will publish the annual training calendar and application forms on its website and newspapers at least four weeks before the start of the first training event.
 - ❖ *Selection of skills test assessor trainees:* A three to five-member selection team representing NSTB and the PS will be formed to review the applications and select candidates for the training. Only currently NSTB-certified skills test assessors will be eligible for the refresher training. The selection team will ensure representation from women, and disadvantaged and marginalized groups, including Dalits, in the trainee pool. The selected candidates will be notified by NSTB/PS within a week after the completion of the selection process.
 - ❖ *Training delivery:* NSTB will deliver training following its standard training procedures.
 - ❖ *Distribution of certificates:* Trainees who successfully complete the training will receive certificates from NSTB immediately after completing the training.
 - ❖ *Reporting:* NSTB will maintain a database of trainees in the Project's decentralized web-based MIS in a timely manner. At the end of each training event, NSTB will submit a training completion report that includes the details of trainees in an agreed format, to the PS, within two weeks upon the completion of each training event. Trainees' details will include participants' name, gender, home address and phone number(s), educational and professional qualifications, name and address of institutions with which the participants are affiliated (if applicable), designation at the time of enrolling (if applicable), the training program they have enrolled in, including the start and end-date of the training.
 - ❖ *Review/Assessment:* At the end of each year, NSTB will carry out review/assessment of the trainings. The review/assessment will assess the effectiveness of the trainings, including assessment of the quality of the skills test assessors and utilization rate of these assessors, and will provide inputs to improve the subsequent rounds of trainings.
 - ❖ *Payment:* The PS will make payments to NSTB according to the number of skills test assessors trained/provided with refresher training. For any year/event, a minimum of 50% of the target output must be met in order to receive the payment. If the minimum threshold is not met for a particular year/event, excess output from the following years can be used to make up for the shortfall in the previous year/event. The payment will be made as mentioned in the agreement/MOU between the PS and CTEVT/NSTB. Details of payment procedure will be spelled out in the MOU.
- Monitoring/Verification:** The PS's monitoring team will monitor/verify skills test assessor training before the final payment and report to the World Bank for disbursement. The verification will include interviews with trainee, random spot checks, review of the certification roster, and review of training records. The PS will develop forms for verification and reporting the output. Further details of verification protocols for DLRs under this sub-results area are provided in Chapter 8.

4.1.3 Sub-Results Area 1.3: Modernizing Technical Education Curricula

The project will support CTEVT in revision of existing curricula and development of new curricula for TSLC/Diploma programs, apprenticeship programs, and short-term training courses (preferably level 2 and above) to improve their quality, relevance and knowledge, skill and attitude (KSA) contents. Priority will be given to those skills with the greatest demand from employers and those from emerging/growth sectors such as agro-processing, tourism, construction, retail, pharmaceutical, IT and others. This section focuses on the curricula for TSLC and Diploma programs and level 2 short-term training programs. Support for the development of curricula for apprenticeship programs will be discussed in greater detail in the section on apprenticeship programs in the PIM.

Activities and Process

(a) **Needs analysis:** On average CTEVT curriculum, for both short-term trainings and long-term TLSC and Diploma programs, are revised every 5 years⁴. Identification of curricula to be revised/developed will be done through CTEVT's regular needs analysis. Based on the needs analysis, CTEVT's Curriculum Development Division (CDD) will prepare an action plan which will specify:

- existing trades that need curriculum revision and new trades for curriculum development categorized by type of programs/courses (TSLC, Diploma, apprenticeship, short-term Level 2 or higher).
- Details of revision/development such as numbers, timeline, duration, cost, etc.

(b) **Revision/Development of curriculum:** Curriculum Division of CTEVT, following the DACUM

⁴ However, the frequency of curriculum revision is also determined by the type of trade. For some rapidly evolving trades, the curricula are revised more frequently.

process⁵, in consultation with technical institutions, employers and experts will revise existing curriculum or will develop new curriculum that have been identified through the needs analysis. The CDD will ensure that there is adequate representation from industry/employers so that the revisions to the curricula or the new curricula sufficiently reflect market needs.

- (c) **Endorsement by the Subjects Committee:** The revised curricula will be presented to subject committees and the committees will endorse the curriculum with feedback as necessary.
- (d) **Preparation of assessments and OSS:** Curricula revision/development will be counted as completed for the purposes of EVENT II project when the curricula, the National Occupational Skills Standard (NOSS) (where applicable), and the skill test (where applicable) have been prepared.
- (e) **Distribution of curricula:** Once the revision or development of new curricula is complete, CTEVT's CDD will announce the revision or new development of curricula through its website and national newspapers. The revised or newly developed curricula will be uploaded on the CTEVT website. The CTEVT may also prepare YouTube videos/power-point presentations that summarize the revisions and point out differences between the old and new curricula and requirements.

⁵ DACUM process is followed for development/revision of curriculum of both short-term training and for training of long duration such as TSLC, Diploma and Apprenticeship Programs. A DACUM Process is a method of developing vocational curriculum reflecting major duties, competencies, necessary knowledge, skills and traits, and related tasks of a given job or occupation. Normally, the DACUM process follows the follow steps: (i) Initial Occupation Profiling; (ii) Validation Process, and (iii) Curriculum development. Initial occupation profiling is carried out through discussions and participation from high performing incumbent workers to identify specific duties and tasks that a competent works must perform. The occupation profile is then validated and vetted through various methods and the validated occupation profile is used to develop or revise a curriculum. DACUM Process participants at different stages of the process are chosen from among the high-performing current workers, supervisors, subject experts and industry.

- (f) **Reporting:** CTEVT will submit the activity completion report in agreed format to the PS within two weeks upon the completion of each activity. Completion report should include for each curricula revised/developed the names, designations, and contact details of all industry representatives who participated in the curricula development/revision process.
- (g) **Payment:** The PS will make payments to CTEVT according to the number of curricula revised/developed. For any year, a minimum of 50% of the target output must be met in order to receive the payment. If the minimum threshold is not met for a particular year, excess output from the following years can be used to make up for the shortfall in the previous year. The payment will be made as mentioned in the agreement/MOU between PS and CTEVT. Details of payment procedure will be spelled out in the MOU.

Monitoring/Verification: PS's monitoring team will monitor/verify the revised/developed curricula before the final payment and report to the World Bank for disbursement. Verification will include a systematic review of old and corresponding revised curricula (if existing curricula is revised), interviews with concerned persons including employer/industry representatives who participated in the curricula development/revision process, random spot checks, and review of the records. Further details of verification protocols for DLRs under the sub-results area are provided in Chapter 8.

4.2 Results Area 2: Widening Access to TVET Programs

The objectives of this results area are to widen access to formal long- and short-term TVET programs for youth, especially females; migrants; and youth belonging to disadvantaged groups. Support will be in the form of scholarships and subsidization of the cost of training and skills test.

4.2.1 Sub-results Area 2.1: Pro-poor Scholarships for TSLC/Diploma Students

Guiding principle

This sub-results area will stimulate the demand-side through funding a limited number of scholarships to students from TSLC and Diploma courses. This sub-results area will provide scholarships to (a) poor but meritorious students to enable them to attend long term TVET courses such as the TSLC/Diploma programs, and (b) poor students with low academic attainment who can access existing TSLC programs. The project will provide scholarship support to about 6,500 students for attending TSLC and Diploma programs in institutions. The Project Secretariat may review the amount of scholarship in consultation with the scholarship committee and recommend to the PIC.

Scholarship support will not be provided beyond the project period. Therefore, the last batch of students receiving scholarships for TSLC programs will be selected in the fourth year of the project (FY 2020/21). Similarly, the last batch of students receiving scholarships for Diploma programs will be selected in the third year of the project (FY 2019/20). Altogether, the project will provide scholarship support to four cohorts of TSLC students and two cohorts of Diploma students.

Process of Scholarship Award

A rigorous Proxy Means Test (PMT)⁶ mechanism will be used to identify beneficiaries under the EVENT II scholarship program. PMT mechanism uses observable household characteristics to estimate household income/consumption when income/consumption data are not available. The steps given below will be followed while selecting recipients of the scholarship:

⁶ PMT formula is based on the 2011 National Living Standards Survey (NLSS). PMT formula will be revised as and when a new round of NLSS data become available.

- a) **Information campaign:** The PS will use local FM, national daily newspapers, social media and other avenues to disseminate information to the target group.
- b) **Calls for the application:** The PS will call for the applications from the candidates who have attained Secondary Education Examination (SEE) certificate and would like to study TSLC/Diploma conducted by CTEVT. However, given time and budget limitations, for the first year of project implementation, scholarships will be provided only to TSLC students.
- c) **Submission of application:** Interested candidates can submit the application form either online through the EVENT website or submit a hard copy of the application form to the PS directly in person, or through mail. The PS will review the effectiveness of the application process after the first year and revise the process if required.
- d) **Selection/verification for the scholarships:** Based on the applications submitted by candidates, the PS will maintain a database which will generate a PMT score for each applicant. Applicants are then ranked by their PMT scores. Based on this ranking, candidates will be selected (number of candidates selected each year will be based on the target for that year as indicated in the project's results framework). Selected candidates will be asked to fill out a form providing details of the TSLC and/or Diploma institution and the program in which the candidate is enrolled. From the list of selected candidates who have submitted the form, the PS will, on a sample-basis (random selection of 10% of the candidates), verify the information provided by the candidates. The PS will use an appropriate mechanism for the sample-based verification. Verification can be carried out by PS's monitoring team or by the EVENT II focal person EDCU/local level units, or the PS may hire a firm/consultant or roster of enumerators. Based on the verification report, the Scholarship Committee will approve the final list of scholarship candidates. In case of equal scores, selection will be based on further criteria fixed by the scholarship committee.
- e) **Notice to candidates about scholarship award:** The PS will announce the result of scholarship in a national level newspaper and will publish the list of selected scholarship candidates in the EVENT II website. The selected candidates will also be informed through SMS.
- f) **Partnership Agreement or Bond Agreement with the selected candidates:** Each selected candidate will sign an agreement with the PS. Each of the candidates will be asked to open a bank account in a specified bank, send the bank account number and the signed agreement, which will include certification of the candidate's admission to a TSLC or Diploma program, to the PS.
- g) **Agreement with bank:** The PS will sign an agreement with a government bank to facilitate the disbursement of scholarship funds to the selected students. The bank will facilitate the selected students in opening bank accounts, and will provide a detailed report of transactions, in terms of date of funds transfer to students account and the amount transferred, to the PS twice a year.
- h) **Scholarship distribution for TSLC:** For the TSLC program (18 months), the total scholarship amount for the whole duration of the study will be Rs. 50,000. The PS will transfer the scholarship amount in two installments:
- First installment, 40% of the total amount, will be transferred to the student's bank account upon signing of the partnership agreement, which will also include evidence of admission to a TSLC program.*
 - Second installment, 60% of the total amount, will be transferred to the student's bank account upon confirming the minimum attendance requirement of 80% registration.*

i) **Scholarship distribution for Diploma:** Based on the first-year experience regarding TSLC, the scholarship disbursement procedure for diploma students will be developed by the PS. For the Diploma program (3 years), the total scholarship amount for the whole duration will be Rs. 150,000. The PS will transfer the scholarship amount in three installments:

- a) *First installment, 30% of the total amount, will be transferred to the student's bank account upon signing of the bond agreement, which will also include evidence of admission to a Diploma program.*
- b) *Second installment, 40% of the total amount, will be transferred to the student's bank account upon confirming minimum attendance requirement of 80% in year 2 and CTEVT registration number.*
- c) *Third installment, 30% of the total amount, will be transferred to the student's bank account upon confirming minimum attendance requirement of 80% a in year 3 and result sheet of second year.*

Scholarship Committee

A Scholarship Committee will be formed to support the PS in making major decisions regarding scholarship distribution. Major responsibilities of the committee will be the following:

- i. Approve the final list of scholarship candidates;
- ii. Approve the removal of a candidate, if the self-reported data by the candidate is found to be incorrect during verification;
- iii. Set further selection criteria, if required, to resolve the issue of equal PMT scores;
- iv. Recommend scholarship amounts to PIC, if the scholarship amounts need to be revised during the project period; and
- v. Resolve any other scholarship-related issues that may arise during project implementation.

The Scholarship Committee will be constituted of the following members for support:

- Chairperson: Project Director, EVENT II project
 Member: Deputy Director, EVENT II project
 Member: Representative from MOEST
 Member: Focal person for EVENT II, CTEVT
 Member: Controller, Controller of Examination Office, CTEVT
 Member: Responsible Under-secretary, EVENT II
 Member: Two representative from training providers (at least one female)
 Member-secretary: Related Monitoring officer, EVENT II

4.2.2 Sub-results Area 2.2: Performance-based funding of short-term vocational training programs

This sub-results area focuses on encouraging the demand-side funding for short-term training provision from both public and private training providers for the purpose of preparing youths for employment. Two modalities of support will be employed: (i) a results-based short-term training and (ii) a voucher-based short-term training for training in Kathmandu valley and other metropolitan cities.

The project will finance the training of about 115,000 youths in the age group 16-40 years in CTEVT recognized short-term vocational training programs with special focus on disadvantaged and rural youth, women, and migrants (potential, repeat and returning migrants). The proposed number of trainees to be trained under different categories/levels is as follows:

The PS may allocate short-term training targets for each province, proportional to the youth population in the provinces and other need-based criteria. The PS can introduce negative list of short-term training trades depending on how many beneficiaries have already been trained in these trades in the past and

the need to allocate scarce project resources to market relevant trades.

Results-based short-term training

The bulk of short-term training will be supported using a results-based financing modality whereby payments will be made directly to the Training and Employment Service Providers (TESPs) according to agreed training outputs. Under this approach, TESPs will be responsible for recruiting potential trainees and training them. Results-based financing modality will support training of approximately 90,000 beneficiaries under the different categories (Table 4.5).

Results-based Short-term Training Process

Information dissemination: The PS will provide information to both potential TESPs and trainees. The PS will conduct nationwide publicity campaign through different media for results-based trainings.

Pricing of training cost: Until the MOEST determines the unit trade training cost, training cost will be based on the training cost for the final year of EVENT I, updated, based on MOF's norms and approved by the Secretary, MOEST. For each group of trades/

occupation, the direct training cost can be determined through a market survey and collection of prices through different institutions and the indicative unit costs will be validated using the guidance of experts. To encourage the training providers to provide training in remote districts, 10% of the training cost will be added to the following 14 remote districts. These districts are: Taplejung, Solukhumbu, Manang, Rolpa, Rukum, Humla, Jumla, Mugu, Kalikot, Dolpa, Jajarkot, Bajhang, Bajura, and Darchula.

Selection of training providers: The PS will call for the Expression of Interest (EOI) to provide result-based short-term training. TPs interested in participating in short-term training under the project need to have the following in order to be eligible to submit their EOIs: (a) duly registered at the office of the Company Registrar, (b) PAN and VAT registration; (c) affiliated with CTEVT for the short-term training including renewal; (d) have at least 3 years of proven track record of conducting CTEVT-certified vocational training programs of minimum 390 hrs; (e) have at least average annual turnover of NRs 4 million in the last three fiscal years; (f) Tax clearance certification for the last three fiscal years; (g) recommendation letter from local government; and (h) declaration in writing

TABLE 4.5: TYPES OF CATEGORIES AND LEVELS OF SHORT-TERM TRAINING

Short-term vocational training	Number of trainees
(i) Results-based	
General – Level I	69,500
Special – Women Window Level I	10,000
Special – Migrant Window Level I	5,500
General – Level II & III	5,000
(ii) Voucher based	
General – Level I	25,000
Total	1,15,000

from TESP that it is not disqualified from taking part in the procurement proceeding and there is no conflict of interest in the proposed procurement proceeding. Eligibility criteria (d) and (e) are valid for the first round of training. These two eligibility requirements can be changed based on experience.

Selection criteria: EOIs of TESP, that meet the eligibility criteria, will be screened and shortlisted based on the selection criteria (Table 4.8. For screening the PS will form an evaluation committee to ensure the minimum condition set forth for TESP are met. The team will verify the EOI information and check additional information, as needed. Tools will be developed and provided to the evaluation committee. The minimum score needed for a TESP to qualify to be shortlisted will be 60% or more of the total maximum points, as per the criteria set forth in the Public Procurement Act and Regulation (PPA/PPR). To ensure quality of the training, the number of trainees to be trained per TESP cannot be higher than 300. The selection criteria could be revisited by the PS time to time based on the requirement and experience.

Technical and Financial proposal: Shortlisted TESP will be asked to submit their technical and financial proposal. The PS will orient the shortlisted TESP on preparation of financial and technical proposals. Rapid Market Appraisal (RMA) will be a part of the technical proposal. The Joint Monitoring Team (JMT) will support and facilitate the TESP while conducting RMA. The TESP will be selected based on technical

proposal, which will include the RMA report, and financial proposal. The general criteria to evaluate technical proposals, including the RMA, will be developed by the PS. An evaluation committee will be formed to review the proposals. The minimum score needed for a TESP to qualify will be 60% or more of the total maximum points as per the criteria set forth in the PPA/PPR.

Rapid Market Appraisal (RMA): Each TESP is required to carry out an RMA and submit an RMA report as part of its technical proposal. The RMA will be carried out as per guidelines prepared by the PS for the project. Detailed information and processes will be in the RMA guidelines and are described in brief below.

The RMA report will provide, among others, the following information:

- ❖ Numbers of workers required in specific occupations identified for placement of trainees in predetermined trades in which it is proposed to provide training and geographical area;
- ❖ Additional skills the workers should have and as preferred by employers;
- ❖ Present occupational interests of local youths;
- ❖ Existing technical training providers available in the predetermined area.

TESPs can use both primary and secondary data sources to collect market information. Table 4.6 below provides a tentative list of potential data sources:

TABLE 4.6: POTENTIAL SOURCES OF PRIMARY AND SECONDARY DATA FOR RMA

Primary Data Sources	Secondary Data Sources
Employers, Employers' Association, Employee Association, Technical Training Providers, Social/Community leaders, Professional Associations, Employment Agencies, Cooperatives and financial institutes, contractors, related government agencies	Government offices/local governments, District level FNCCI, Publications of CBS and other relevant studies, newspaper articles, journals

TESPs can use a range of tools for collecting quantitative as well as qualitative market information. The TESP’s need to use a combination of tools from the following for data collection in the RMA process, as per the guidelines:

- i. Questionnaires
- ii. Semi-structured interviews
- iii. Focus Group Discussion
- iv. Direct Observations

The RMA report of each TESP needs to be validated by local government to ensure that outcomes of the RMA reflects the market needs at that particular local level.

Signing of contracts: The final list of selected TESP’s will be published in a national newspaper and on the project website. Selected TESP’s will be notified through formal communication as well. The PS will orient the selected TESP’s on the World Bank’s safeguards requirements, project’s database system, monitoring and reporting requirements, and on results-based training delivery, including skills-

testing, job-placement, and payment system. Other details will be provided in the results-based training guidelines. The PS will sign contracts with the TESP’s for delivery of training and placement activities agreed to, and which are compliant with the legal, environmental and social requirements of the World Bank, as well as with the verification protocols for associated DLIs.

Compliance with the environmental and social safeguards: The PS will ensure that all activities under the results-based short-term training are in compliance with the Environmental and Social Management Framework (ESMF) for EVENT II. Before the PS signs contracts with the TESP’s, the TESP’s will have to use the environmental and social checklists to screen their proposal for potential ESMF-related concerns. If any such concern gets triggered through screening, then the TESP will have to submit an Environmental Management Plan (EMP) for environment-related concerns triggered, and a Vulnerable Community Development Plan (VCDP) if social concerns get triggered, and submit these plans to the PS. These plans will be included in the contracts signed between the PS and the TESP’s and

TABLE 4.7: 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; Endangered groups, ⁶ Highly marginalized groups, ⁷ ex-Kamaiyas, Kamliaries and Haliyas	100% of the training cost
B	Poor women from all castes (except Dalits); Marginalized groups ⁸ and other janajatis; ⁹ Muslims; poor men from disadvantaged districts (10 lowest HDI districts ¹⁰); Poor men from Madhesi groups	80% of the training cost
C	Other poor men	60% of the training cost

5 Kisan, Kushbadia, Kusunda, Meche, Raute, Raji, Lepche, Bankariya, Surel, and Hayu.

6 Chepang, Jhangad, Thami, Thudam, Dhanuk, Danuwar, Baramo, Bote, Majhi, Lhomi, Satar, Snathal and Siyar.

7 Sunuwar, Tharu, Tamang, Bhujel, Kumal, Rajbanshi, Gangai, Dhimal, Bhote, Darai, Tajpuria, Pahari, Topkegola, Dolpo, Fri, Mugal, Larke, Lhopa, Dura, and Wallung.

8 Gurung, Magar, Rai, Limbu, Chhairrotan, Tangbe, Tingaunle Thakali, Bara Gaunle, Marphali Thakali, Sherpa, Yakkha, Chhantyal, Jirel, Hyolmo, Byansi, Thakali, and Newar.

9 Mugu, Bajura, Kalikot, Bajang, Jajarkot, Accham, Humla, Rolpa, Mahottari and Rautahat.

it is expected that the TESP will follow through with these plans which will be assessed for compliance by the joint monitoring team.

Selection of trainees: TESP will be responsible for recruiting trainees. TESP will select trainees based on eligibility criteria and priority groups.

Eligibility criteria for trainees: Any interested Nepali youth having the following qualification and age limit can apply for results-based training.

- a) Education: basic reading, writing and numeracy skills
- b) Age: between 16-40 years

Potential trainees can apply for the trade of their choice. The TESP will follow the selection criteria developed in the Trainee Selection Guideline and use them for selection of trainees. The results-based approach uses the following incentive scheme to encourage the training providers to target beneficiaries from priority groups.

The incentive calculation will be based on per capita unit cost.

Conducting training: The TESP will conduct training and arrange for skills test at the end of the training. The training needs to conform to the minimum standards outlined in the CTEVT curriculum and National Occupational Skills Standard (NOSS) of the NSTB. The fee for skills test will be paid by EVENT II.

Counseling services for trainees: Counseling services for trainees will be provided by the TESP during and after the training. During the training, counseling service will be focused on acquiring occupational knowledge, skills and a positive attitude to work. TPs will also visit trainees during their employment and provide necessary counseling services with an aim to enable them to fit into the workplace and to follow the working culture. It is hoped that

such types of counseling will enable trainees to be present themselves with technical competence and appropriate behavior before the employers.

Role of TESP

Training providers will be responsible for following tasks:

- a) Call for the application from potential trainees and make selection of trainees;
- b) Register trainees in their own selected trade courses;
- c) Create welcoming and stimulating environment for trainees;
- d) Enter and update trainee data into web-based EVENT-II database;
- e) Conduct training and maintain trainees' records;
- f) Provide quality training to trainees that satisfies immediate employers and other customers;
- g) Submit reports on time;
- h) Organize skills test with NSTB;
- i) Periodically submit updated company profile and schedules of training events;
- j) Provide job placement service to trainees;
- k) Monitor training program and job-placement;
- l) Provide feedback to the PS for further improvement; and
- m) Provide counseling to trainees pre-training, during training and post training.

Evaluation criteria for results-based training providers

The following (Table 4.8) are the criteria for evaluating EOI of training providers for results-based training.

The minimum score needed to qualify for the training is more than 60% or the criteria set forth in the PPA.

Payment Modality for Results-based Short-Term Training

Payment for skills 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-imbusement to a training provider will depend on final results delivered. Payment will be made in the following installments:

- a) **First installment:** 10% of the agreed total outcome price is paid to the training provider after the beginning of the training, upon submission of necessary information on individual enrolled trainees to the PS’s Training Management Information System (TMIS). The JMT will verify the outcomes claimed made by the TESP.
- b) **Second installment:** 40% of the agreed total outcome price is paid after submission of the training completion and skills test report by the TESP to the PS through the TMIS. Payments

will only be made for trainees who have completed the skills test. The JMT will verify the outcomes claimed made by the TESP.

- c) **Third installment:** 25% of the agreed outcome price is paid after submission of the 3 months graduates-employment verification report by the TESP to the PS through TMIS. The JMT will, on a sample basis, verify the outcomes claimed made by the TESP.
- d) **Fourth installment:** 25% of the agreed outcome price is paid after the submission of the six months graduates-employment verification report by the TESP to the PS through TMIS. The JMT will, on a sample basis, verify the outcomes claimed made by the TESP.

The reports submitted by TESP, through TMIS, must correspond with the field checks and verification done by the JMT. The 3-months and 6-months employment verification, will be sample-based,

TABLE 4.8: CRITERIA FOR EVALUATING EOI FOR RESULTS-BASED AND VOUCHER-BASED TRAINING PROVIDERS

S.No.	Assessment Area	Indicator
1	Employment	Employment rate of trainees in the last 3 years
2	Training	Average annual number of trainees trained in the last 3 years
3	Skills test	Percentage of trainees who have passed skills test (of the total trainees in the last 3 years)
4	Modality of training and employment placement implementation	In-house, outsourcing, partnership with potential employers
5	Trades/program	Number of trades in operation
6	Infrastructure	Status of lab/workshop, available space
7	Human resources	Number of trainers per trade per class
8	Governance and management structure	Standard accounting system in use, annual audit conducted in the last three years
9	Planned targets if selected under EVENT II	Target locations for training and target trainees

which will include a random sample of at least 10% and 33% of the employed graduates, respectively.

Monitoring, Verification and Evaluation

Regular monitoring and reporting will be the responsibility of TESP. Joint Monitoring Team (JMT) will provide external monitoring throughout the training cycle. The field monitoring of the results-based short-term training program, by the JMT, will be carried out in the steps and frequency as determined by the monitoring guidelines and as shown in table 4.9. Currently, it has been agreed that the JMT will visit the short-term training cycle at least 6 times – at verification, twice at training, observation of skills tests, and employment and income verification, 3 and 6 months after the completion of training. These steps will be strictly followed by the JMT. The JMT will provide a joint monitoring report after every step of monitoring. The report will be mandatory for taking further action, including funds release. The JMT will enter their report into the EVENT database. For the first training cycle, transportation costs for each of JMT members (other than JMT member supported by SDC) per venue is NRS 500. Revision to the transportation cost, if required, can be made through approval from the PIC. Further monitoring details is provided in the Training Implementation and Monitoring Guideline (TIMG).

JMT composition will consist of the following members:

1. EDCU Officer/Education Officer of Local level
2. HELVETAS/SDC
3. CTEVT constituent school/TECS/Education training center (ETC) instructor
4. In the absence of any member mentioned above, the PS can temporarily assign monitoring role to its own staff.

Voucher-Based Training

The voucher-based financing modality provides approximately 25,000 beneficiaries with vouchers

which will allow them to purchase training from their preferred training providers. Vouchers will be 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 following the eligibility and selection criteria. Training under this modality will be conducted in Kathmandu, Bhaktapur and Lalitpur Districts.

The value of the voucher will be benchmarked to the average unit cost. An average unit cost for a training program will be 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 Training Process

All the provisions in **information dissemination, pricing of training cost, selection of training providers, signing of contracts and compliance with the environmental and social safeguards** are same as in Result Based Short-term Training (RBST).

Selection of trainees (voucher recipients)

Potential trainees can come to the information desk (ID) of the PS to get further information on the courses offered and to apply for vouchers, or they can apply online via the project website. The PS verifies whether the candidates are eligible to apply and receives the applications of eligible candidates. Application processing/evaluation will be done in the ID office under the guidance of the in-charge of scholarship distribution and/or short-term training in the PS. Voucher recipients will be selected by the PS based on criteria. The PS/ID facilitates the orientation of beneficiaries with the selection of institution, selection of trade/program, and placement for job through the training providers.

TABLE 4.9: JOINT MONITORING

Process Monitoring (4 Field Visits)	Results Monitoring (2 Field Visits)
1. Pre-Training – 1 field visit ❖ Venue verification, trainee selection	1. Employment verification – 2 field visits ❖ 3-month employment verification ❖ 6-month employment verification
2. During Training – 2 field visits ❖ At the beginning of training ❖ During the middle of the training	
3. Skills test monitoring – 1 field visit	

Eligibility criteria for trainees: Any interested Nepali youth having the following qualifications and falling within the age limit can apply for voucher from the project:

- a) **Education:** basic reading, writing and numeracy skills.
- b) **Age:** Between 18-40 years.

The Secretariat will invite applications from candidates, and the vouchers will be allotted to the selected applicants. Selection will be based on the selection criteria developed in Trainee Selection Guideline. To select trainees, the PS will formulate a Selection Committee comprising: TVET expert, representative from MOEST, Senior Planning and Monitoring Officer, responsible officer of the PS, Employers/TP representatives.

Voucher distribution: Vouchers are issued to the selected candidates. The voucher status at this point is “non-redeemable”. The PS will organize a training providers’ fair, where voucher recipients will have an opportunity to meet all selected TESP. The voucher recipient takes the voucher to the training provider of her/his choice and enrolls in the course.

Conducting training: The training provider conducts training for voucher recipients and makes provisions for them to take the relevant skills test at the end of the training. The arrangement of skills test

will be done by the TESP. The cost of skills test is covered by the voucher. The training needs to conform to the minimum standards outlined in the CTEVT curriculum and National Occupational Skills Standard (NOSS) of the NSTB.

Counseling to trainees: Counseling of trainees will be provided by the TESP during and after the training. During the training, counseling will be focused on acquiring training knowledge, occupational skills and a positive attitude to work. The training provider will also visit trainees during employment and provide necessary counseling to fit trainees into the work place and work culture. This type of counseling will enable the trainees to satisfy employers technically and behaviorally. The counseling process will be mentioned in “Training Provider’s Guideline”.

Role of TESP

Training providers have to fulfil the following tasks:

- a) Register trainees in their own selected trade courses;
- b) Create a welcoming and stimulating environment for trainees;
- c) Enter and update trainee data into web-based EVENT-II database;
- d) Conduct training and maintain trainees records;

- e) Provide quality training to trainees that satisfies immediate employers and other customers;
- f) Submit reports on time;
- g) Organize skills test with NSTB;
- h) Periodically submit updated company profile and schedules of training events;
- i) Provide job placement service to trainees;
- j) Monitor training program and job-placement;
- k) Provide feedback to PS for further improvement; and
- l) Provide counseling to trainees pre-training, during training and post training.

Payment of voucher: The TESP submits the required information to the PS as part of the requirement for voucher redemption. The TESP will be paid in four installments (Table 4.7). The JMT will verify the information provided by TESP before vouchers can be redeemed. The voucher will be designed by the PS. Validity (time limitation) of vouchers will be mentioned in issued vouchers and expired vouchers cannot be used without renewal in the PS. The procedure of renewal will be mentioned in the voucher-based training guidelines.

The trainee will submit the whole package of vouchers (V1, V2, V3 and V4) to the TESP at the time of registration. However, the TESP will claim money in four installments as mentioned in the above table. Unused vouchers because of trainees dropping out or being unable to place a trainee in a job will not be paid. Those vouchers will be deposited back to the PS by the training provider. Each payment will be made based on the verification from the JMT.

Monitoring, Verification and Evaluation Evaluation Committee

An Evaluation Committee for selection of TESP, for both results-based and voucher-based trainings, will be nominated by the Project Director based on Public Procurement act and Regulation (PPA/R) and will consist of the following:

Chairperson: Project Deputy Director, EVENT-II

Member: Representative of CTEVT

Member: Senior Accounts Officer, EVENT-II PS

Member: Representative from MOEST (Legal Officer)

Member: Responsible Officer, EVENT-II PS

Member-Secretary: Procurement Officer, EVENT-II PS

TABLE 4.10: VOUCHER TYPE AND SCHEDULE OF INSTALLMENTS

Installment	Type of voucher	Value of voucher	When voucher can be redeemed	Documents to be submitted
1 st	V1	10% of the total training cost*	Registration and start of training	Registration records, evidence for start of training
2 nd	V2	40% of the total training cost*	Completion of training and skills testing	Training completion report, skills test attendance record
3 rd	V3	25% of the total training cost*	Job placement of trainees for 3 months	Evidence of employment
4 th	V4	25% of the total training cost*	Job placement of trainees for next 3 months	Evidence of employment

* includes basic training cost and incentive.

4.2.3 Sub-results area 2.3: Testing of Prior Skills (TOPS)

The objective of this sub-results area is to support the skills testing and certification system to be able to recognize previously acquired skills and learning through formal or informal on-the-job work. This sub-results area will subsidize testing and certification of youth for formerly acquired skills level 1 (basic), level 2 (semi-skilled; equivalent to TSLC), and level 3 (highly skilled; equivalent to Diploma) by the NSTB. The project will also extend the testing and certification facility to repeat and returning migrants who have acquired new skills through their labor market experiences in foreign countries. Such testing of prior skills will be offered through all the skills testing centers of the NSTB. Additionally, four to five skills test centers in rural locations, or in districts with a high concentration of potential international migrants, will be upgraded to make testing services available closer to the home locations of youth in these areas. Based on the National Vocational Qualifications Framework (NVQF), currently under development, National Occupational Skills Standards (NOSS) and assessment tools in new and emerging trade areas will be developed if necessary. Tracer studies of those who have undertaken the skills test will be carried out to measure the value of the certificate, and to identify skills gaps for revising the NOSS for trades in demand, using resources provided under Component 2.

Skills Testing and Certification

The project will provide NSTB with funds to fully subsidize skills testing with certification of 30,000 youths, including repeat and returning migrants. The PS in collaboration with NSTB will develop and implement a comprehensive communication and outreach strategy for disseminating information about skills testing and provide orientation to potential examinees with special focus on repeat and returning migrants. The eligible candidates to appear

in the skills test will be youths who have obtained skills from formal or informal learning. The payment modality will be output-based and its details will be spelt out in the MOU between the PS and CTEVT/NSTB.

Process

- (a) **Communication and Outreach:** In order to make skills testing readily accessible to formally or informally trained workers, the project will actively reach out to potential beneficiaries, including repeat and returning migrants, through a media campaign conducted jointly by the PS and NSTB, also engaging non-governmental organizations and private firms, as required. The project will provide support to NSTB in disseminating information on skills testing via print media, radio, television, and the project and NSTB websites; holding seminars and workshops for industries and businesses; and producing posters and pamphlets for distribution to the training providers, skills testing centers, and relevant government offices. The PS may also engage with firms, associations and relevant NGOs to carry out community-based media campaigns in order to reach out to potential candidates, particularly the repeat and returning migrants.
- (b) **Orientation to potential candidates for skills testing:** The project will support NSTB in the development of short orientation programs aimed at familiarizing potential examinees with the test requirements and procedures. The orientation programs will be conducted by NSTB with support from the PS.
- (c) **Notice and application procedure:** NSTB will make a separate announcement inviting applications of candidates who wish to appear in EVENT II-supported skills tests. NSTB will announce the trades, time, venue and requirements to apply for the tests.

- (d) **Distribution of certificates:** Candidates who successfully pass the skills test will receive a certificate from NSTB. The certificate should allow the certificate-holder pathways of progression to the formal TVET programs as per the National Vocational Qualifications Framework (NVQF), currently under development through support from the SDC.
- (e) **Reporting:** NSTB will maintain a database of trainees in the Project's decentralized web-based MIS in a timely manner. At the end of each round of skills testing and certification, NSTB will submit a completion report, including the details of trainees, in an agreed format to the PS, within two weeks upon the completion of the activity. Trainees' details will include participants' name, gender, ethnicity, home address and phone number(s), employment status at the time of taking the test, skills test level and trade, pass/fail status and migration history in the case of repeat or returning migrants.
- (f) **Payment:** The PS will make payment to NSTB according to the number of youth tested for prior skills. For any year, a minimum of 50% of the target output must be met in order to receive the payment. If the minimum threshold is not met for a particular year, excess output from the following years can be used to make up for the shortfall in the previous year. The payment will be made as mentioned in the agreement/MOU between the PS and CTEVT/NSTB. Details of the payment procedure will be spelled out in the MOU.

Monitoring and Verification: NSTB will maintain a database of applicants in the EVENT II MIS who appeared in skills tests supported by EVENT II. The verification process will include interviews with skills-tested youths, random spot checks, and review of skills test data base/records. The PS will develop forms for verification and reporting of the output.

Other details will be spelt out in the monitoring guideline. Further details of verification protocols for DLRs under the sub-result area are provided in Chapter 8.

Tracer Studies: The PS, in collaboration with NSTB, will carry out tracer studies of those who have undertaken the skills test and have been certified to understand how youth and workers use the certificate (whether to signal skills to employers, move from self-employment to wage-employment vice-versa and for vertical mobility within the TVET system), including the measurement of the value of the certificate and to identify skills gaps and mismatches.

4.3 Results Area 3: Pilots in Enabling Youth Transition to Work

EVENT II has been designed as a learning project. Specifically, in the case of EVENT II, two pilots will be supported in activities that are relatively new, from the point of view of the formal TVET sector. These two activities include Apprenticeship programs and Placement services. While the project will support youth to undertake formal apprenticeships and work with placement services, the two activities will also be rigorously evaluated. The details of the evaluation are provided in Chapter 7 of this PIM. These details will be developed and refined further, prior to implementation, in Year 2.

4.3.1 Sub-results area 3.1: Apprenticeship programs

Formal apprenticeship programs, in general, target young people, who aim to learn a trade (full occupational proficiency). It is relatively long-term, combining work-place based training with classroom learning, systematic training, with a defined training plan, following established standards, and leading to recognized certification.

Under this sub-results area, training programs that combine workplace-based learning with institution-based learning will be offered to a selected pool of students who fulfill the minimum eligibility criteria as prescribed by the CTEVT and the NSTB. The training program will be jointly managed by a technical institution and a suitable industry partner.

The design of the training program will be aligned with similar programs being supported by other DPs especially the ENSSURE program of the SDC, and training will be offered in commonly-identified industrial growth sectors, including hospitality, tourism, retail, construction, and agro-processing. To estimate labor market returns to additional skills and competencies/counseling, etc., a second arm of the apprenticeship program will include an additional module, which will be in addition to the apprenticeship training content. The labor market outcomes of this second group who receive both the apprenticeship training and the additional module, will be measured against those trainees who receive only the apprenticeship training, to assess

the differences in labor market returns that can be attributed to the addition.

4.3.2 Sub-results area 3.2 Placement Services

Under this sub-results area, youth will be offered job placement assistance services through partnerships with private sector organizations such as job portals, job placement firms, and referral services and through the provision of career development activities within training institutions. Services provided are expected to include locating appropriate jobs, preparing curriculum vitae, helping with job applications, and preparing for interviews, among others. Youth supported through this pilot activity will not be the same group that receive employment assistance from training providers under sub-results area 2.2. Details of the various placement package services will be developed prior to implementation in Year 2. The PIM will be revised to include the detailed implementation steps for this sub-results area prior to implementation.

5. Fiduciary Arrangements



5.1 Financial Management and Disbursement Procedures

5.1.1 Financial Management Guidelines

Project financial management is a process which brings together planning, budgeting, accounting, financial reporting, internal control, internal and external auditing, procurement, disbursement and the physical performance of the project. The aim of financial management is to manage project resources properly and achieve the project's development objectives efficiently.

The financial management arrangements of the project will be based on the Financial Procedure Act (FPA) and Financial Administration Regulations (FAR) and present practices adopted by GON in donor-funded projects and the procedures of IDA-financed projects. The GON's FPA and FAR set out the general guidelines on planning, budgeting, accounting, reporting, and auditing for donor-funded projects.

5.1.2 Financial Management Responsibilities

The Project Secretariat (PS) has the primary responsibility for (a) ensuring that sound financial management practices are followed in the project,

(b) maintaining records and accounts in accordance with Nepal public sector accounting standards, (c) submitting timely financial reporting of the project and its financial condition, and (d) ensuring that internal and external audits are carried out on time and in accordance with the International Standards of Supreme Audit Institutions (ISSAI) issued by the International Organization of Supreme Audit Institutions (INTOSAI). The PS will carry out these functions by establishing sound financial management and reporting systems. The PS will submit Interim Unaudited Financial Reports (IUFR) to IDA within 45 days after the end of each trimester. The IUFR template is provided in Annex 4 of the PIM. The PS will prepare the consolidated annual financial statements, have them audited by the Office of the Auditor General (OAG), and submit to IDA no later than six months after the end of each fiscal year. In terms of institutional arrangements, the secretary, MOEST will have oversight responsibility of all agencies involved in the project implementation and will delegate day-to-day FM authority to the Project Director.

Responsibilities of Project Director: The Project Director shall be the responsible authority for the FM of the project. The responsibilities include: a) Maintaining a sound internal control environment through (i) establishing ethical standards and a

code of conduct, ensuring that they are understood and followed by staff; (ii) ensuring compliance with laws, regulations, and provisions of the Financing Agreements; (iii) safeguarding the assets and ensuring that accounting records are maintained; and (iv) continuously assessing financial risks and taking risk mitigation actions; b) Recruiting adequate numbers of FM staff within the government and ensuring segregation of duties to avoid any dishonesty or irregularities; c) Promoting open communication, including reporting of any activities of fraud, corruption or mismanagement by staff or contractors/suppliers.

Responsibilities of Project Finance Officer: The Project Finance Officer (PFO) of the project is responsible for day-to-day matters related to financial management. The responsibilities include: (i) maintaining bank accounts of the designated account and other project funds, (ii) authorization and payment of expenditures, (iii) accurate recording of all transactions, (iv) preparation of timely monthly and trimester accounts and reconciliations in time.

The PFO's other specific responsibilities include: (a) Establishing and maintaining project accounts in compliance with the procedures and guidelines and ensuring compliance of all financial obligations with IDA requirements, (b) Ensuring that all payments are properly authorized, supported by proper documentation, and done in accordance with the agreed procedures and on a timely basis, (c) Maintaining the following records prescribed by the government for donor-funded projects: (i) Main Loan Ledger, (ii) Subsidiary Loan Ledger, (iii) Withdrawal Monitoring Register, (iv) Designated Account Register and, (v) Other Registers, (d) Monitoring project funds and ensuring timely fund flows and project liquidity, (e) Preparing the IUFRR and submitting it to the IDA within 45 days after the end of each trimester, (f) Preparing the audited financial statements and submitting it to the

IDA within 6 months after the end of each fiscal year, (g) Preparing Withdrawal Applications in accordance with the Disbursement Letter of IDA for withdrawal of funds from the IDA Credit. (For this, the PFO shall prepare 'Interim Financial Statement' for recovery/documentation of the advance and cash projection statements for the next two trimesters' expenditure along with other documents for submission of Withdrawal Applications), and (h) Preparing consolidated annual financial statement of the project and designated account statement and submitting them to IDA within the stipulated time.

5.1.3 Disbursement Procedures

Disbursement procedures for the project are set forth in the Disbursement Guidelines and the disbursement letter dated August 27, 2017 of the World Bank. These procedures must be strictly followed for withdrawing funds from the IDA Credit for the purpose of project expenditures.

Report-based disbursement system is accepted for the category 2 of the project. For this purpose, the Project Secretariat is required to submit IUFRR in the agreed format together with the withdrawal application. The World Bank reviews such financial statements and disburses the eligible expenditure through the designated account.

A Designated Account (DA) will be opened in Nepal Rastra Bank for depositing the funds received from IDA, as an advance to reimburse the project eligible expenditure incurred from GON source, or any other eligible expenditure paid out from DA. The currency of the designated account will be in US Dollars.

5.1.4 Disbursement Methods

The following disbursement methods are allowed to withdraw the funds from the credit account:

- ❖ **Reimbursement:** Expenditures eligible for IDA financing that were incurred from the GON

source under category 1 (component 1 of the Project) will be on reimbursable basis upon receipt of verification report of achievement of DLIs approved by the IDA. Reimbursement application supported by IUFR will be submitted on trimester basis for direct reimburse to the GON Treasury.

- ❖ **Advance:** At the start of the project, the Project Secretariat will apply for an advance, equivalent to the projected expenditures eligible for category 2 for IDA financing for the next two trimesters, based on cash projection of the approved budget for deposit in DA. Upon the approval of IUFR and cash forecast of the project, The World Bank will provide for next two trimesters' expenditure as an advance in the DA. Such advance will be recovered/ documented from the eligible expenditures made from DA either as reimbursement made to the GON treasury or paid out directly to the party.
- ❖ **Direct payment:** Upon the request of the Project Secretariat, through withdrawal application for direct payment, The World Bank may make payments directly to a third party (e.g. supplier, contractor, and consultant) for eligible expenditures.
- ❖ **Special commitment:** Upon the request of the project through withdrawal application for

special commitment, The World Bank may pay amounts to a third party for eligible expenditures under special commitments.

5.1.5 IDA Funds Allocation under Different Categories

Allocation of the funds in different categories under IDA credit and percentage of expenditure to be financed for eligible expenditure in each category are presented in Table 5.1 below:

5.1.6 Withdrawal Conditions

- ❖ Expenditures made prior to the date of Financing Agreement and on or after July 16, 2017 under category (2) are eligible for IDA financing. The aggregate amount of such expenditures should not exceed five percent of the total amount of the Credit as retroactive financing.
- ❖ No withdrawal can be made under category 1 and 2 until the Project Implementation Manual has been adopted by the project.
- ❖ Withdrawal under Category 1 cannot be made without fulfilling the disbursement-linked indicator mentioned in Schedule 3 of the Financial Agreement.

TABLE 5.1: IDA FUNDS ALLOCATION

Category	Allocated amount under IDA Credit In Thousands	Percentage of expenditure to be financed by IDA (inclusive of taxes)
(1) Eligible expenditures program under Component 1 of the Project	SDR 38,400	100%
(2) Goods, works, non-consulting services, consulting services, operating costs and training for Component 2 of the Project	SDR 4,300	100%
Total	SDR 42,700 NRs	

Exchange Rate: SDR 1 = USD 1.390 = NRS. 148.9385 as mentioned in the currency equivalent in PAD.

5.1.7 Disbursement Process and Fund Flow Mechanism

The general fund flow mechanism of the GON with the IDA project will be followed in this project. A Designated Account will be established at the Nepal Rastra Bank. The IDA will provide an advance for expenditures of category 2 upon the request of the Project Secretariat. The Designated Account is a kind of revolving fund that can be used either for reimbursing to the GON on account of the eligible expenditure incurred under the project against IDA share of fund, or for making direct payments to the supplier or consultants for the services provided by them under the project.

After approval of annual budget by the Parliament, the Secretary of MOF issues the budget authorization letter to the secretary of MOEST and the MOEST Secretary will issue such reauthorization letter to the Project Director and copy to the District Treasury Comptroller Office (DTCO). The Project Secretariat will prepare a payment request for the payments to be made to the supplier of goods and services and for staff salary and submit the same to the DTCO. The DTCO will prepare cheques for payment and issue the cheques to the Project Secretariat for making payment to the payees.

The Project Secretariat will operate the designated account, maintain books of accounts, prepare financial reports and submit the reports to FCGO, IDA and other concerned agencies. The Project Secretariat will provide funds to other implementing partners CTEVT, TITI, NSTB, and private training providers. For this purpose, the PS enters into an agreement/MOU with the implementing partners to deliver training and other services of the project.

Funds Flow and Reporting Mechanism

The following flow chart summarizes the budget authorization, reporting and fund flow mechanism of the project.

Payment modalities for other programs implemented by implementing partners TITI, NSTB, CTEVT

Payment for other programs implemented by the implementing partners will be made as mentioned in the agreement/MOU between the PS and implementing partners.

Besides, the PS will make payments on goods and services including consultants/consulting firms, contractors and service providers as per contract, and effect procurement according to agreed procurement rules of the project.

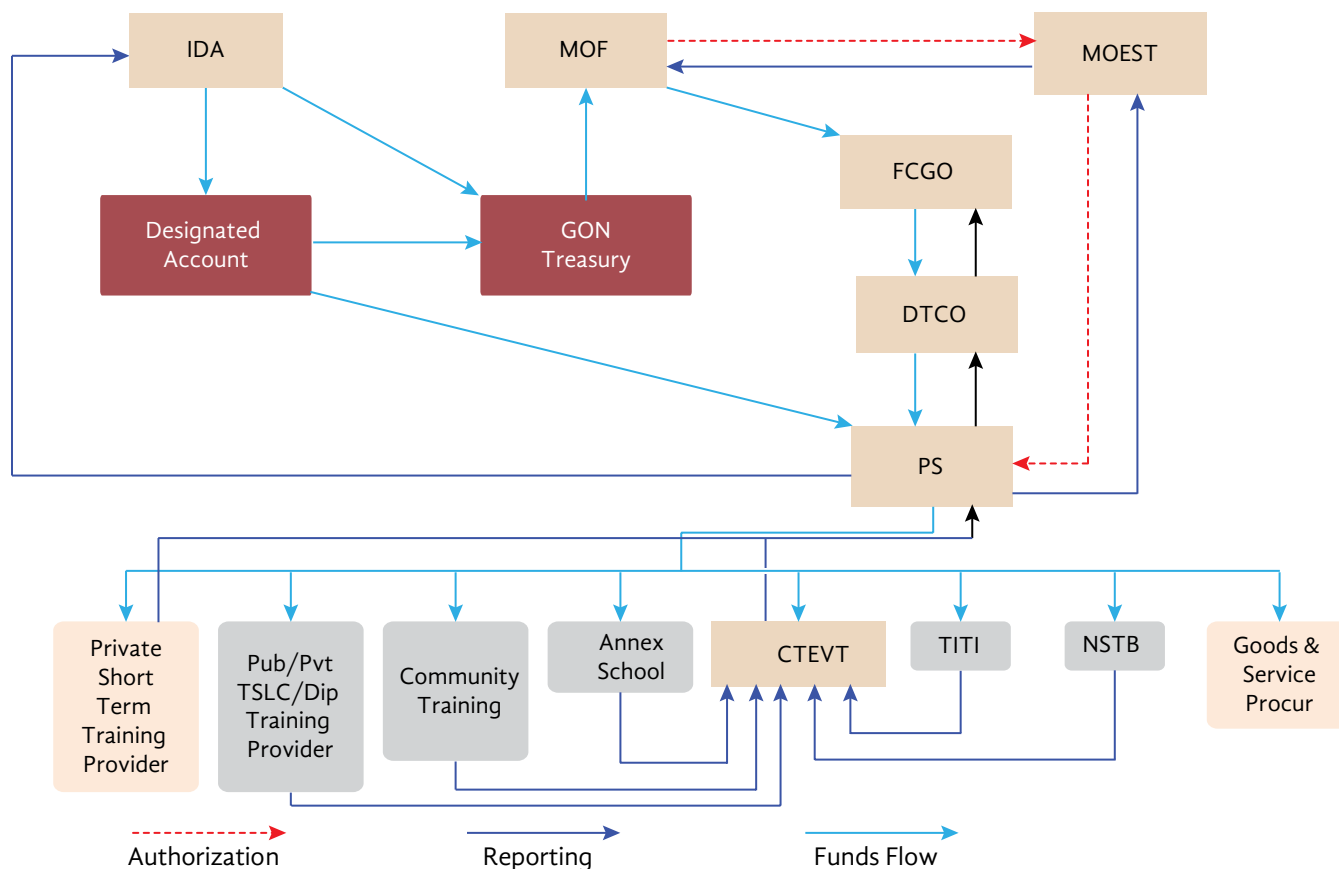
5.1.8 Designated Account

A Designated Account (DA) will be opened in US Dollar at Nepal Rastra Bank. Only the amount disbursed from IDA credit account can be deposited in this account. The account will be operated by the joint signatures of Project Director and Finance Officer of the project. IDA will provide an advance equivalent to next two trimester eligible expenditure for category 2 upon the request of the Project Secretariat. IDA funds will be reimbursed from the Designated Account to the GoN's consolidated fund on the basis of the eligible expenditures incurred from the GoN Funds and making direct payment to the supplier or consultants for the goods and services provided by them under the project. A separate DA register will be maintained by the project.

5.1.9 Accounting Arrangements

The PS is responsible for maintaining books of accounts with sound accounting practices to reflect their operations and financial conditions. For the purpose of preparing and consolidating the project financial statements, accounting records will be maintained in a computerized accounting system. All the financial statements/reports will be generated by the accounting software. At the end of each trimester, the Interim Unaudited Financial Reports

FIGURE 5.1: FUND FLOW AND REPORTING MECHANISM



shall be produced from the accounting system and submitted to IDA within 45 days after the end of each trimester.

5.1.10 FM Planning & Reporting – Annual Work Plan and Budget

The Annual Strategic Implementation Plan (ASIP) and the Annual Work Plan and Budget (AWPB) will be based on the work program to be prepared by the PS for all components with the input of the concern stakeholders. The PS will discuss ASIP and AWPB with the Bank prior to the submission for approval. Following the suggestion and endorsement from PIC, the PS will submit Annual Work Plan and Budget to the National Planning Commission (NPC) and Ministry of Finance (MOF) for approval. A separate budget head will be assigned in the Government's

Budget Book (Red Book) for recurrent and capital expenditures. AWPB will be prepared in accordance with the procedure stated in the Financial Procedure Act (FPA) and Financial Administration Regulations (FAR) and the budget preparation guidelines provided by MOF and NPC. Planning and budgeting process in EVENT II is described in Figure 5.2.

5.1.11 Reporting

Implementation Progress Report (IPR)

The PS will prepare trimester implementation progress reports, showing the sources and uses of funds, output monitoring report, procurement management report and narrative progress report in the formats agreed upon during negotiations. The IPR will be produced on a trimester basis and submitted within 45 days from the end of the

preceding trimester. The IPR is designed to assist the PS in managing the projects and facilitate project monitoring. Interim Unaudited Financial Reports will report sources and uses of the project funds, expenditure under different categories, designated account statement, statement of disbursement from IDA and statement of payments against DLIs. It shows the total investments of the project, inclusive of IDA contribution, government contribution and beneficiaries' contributions to be separated by specific activity so that the total investments can be tracked and monitored. All spending units will send their statement of expenditures and other financial information to the PS which will be consolidated in the report. The Unaudited Financial Reports consist of the following statements:

- 2-A Summary of Sources and Uses of Funds
- Note 1 GON and GON Reimbursable Funds
- Note 2 Statement of Expenditure by Component Details
- Note 3 Statement of Expenditure by Line Item
- Note 4 Program Expenditure Statements
- Note 5 Statement of Budget Release as per FCGO Record
- 2-B Designated Account Reconciliation Statement & Cash Projection
- 2-C Statement of Payments against DLIs
- 2-D 3-A Review of Physical Progress
- 3-B Annual Progress Report on Output Indicators
- 4-A Contract Expenditure Report – Goods & Works
- 4-B Contract Expenditure Report – Consultants (Firms)
- 4-C Procurement Management Report – Goods & Works
- 4-D Procurement Management Report – Consultants (Firms)

Expenditures reported in the IPR are as follows: (i) expenditures up to the previous year, expenditure for the reported period (trimester), for the year to date, and cumulative to date (from the beginning of the project); (ii) Budget allocation up to the previous year, for the expenditures for the reported period, for the year to date, and cumulative to date; (c) Variances between actual expenditure and planned for the reporting period, year to date, and cumulative to date.

Unaudited Financial Statements

The annual unaudited financial statement will be prepared by the PS by consolidating all the financial reports from all spending units and reconcile with the national account prepared by the Financial Comptroller General's Office. The statement should be submitted within 3 months from the end of the preceding fiscal year. The annual financial statement/report consists of sources and uses of funds, summary statements of DA transactions, disbursement statement under different categories during the year.

Audited Financial Statement/Audit Report

The annual financial statements, Statement of Expenditures (SOEs) and the designated account statements of the project will be audited by Office of the Auditor General (OAG). Audited financial statement should be submitted to IDA within 6 months after the end of the preceding fiscal year.

5.1.12 Audit arrangements

Internal Audit: District Treasury Comptroller Office (DTCO) is responsible to carry out internal audits of the project. DTCO will carry out the internal audit on a trimester basis. The PS will recruit a qualified private auditor to carry out periodic internal reviews and third-party audits of the implementation of the program through participating beneficiaries, which will be spelled out in the MOU/agreement. The auditor will examine the fulfillment of disbursement-

linked indicators and produce a report to the PS before making final payment to implementing partners CTEVT, TITI, NSTB, and private training providers.

External Audit: The annual financial statements, Statement of Expenditures (SOEs) and a summary statement of designated account will be audited by Office of the Auditor General (OAG). The audit of the financial statements includes:

(a) an assessment of the adequacy of accounting and internal control systems to monitor expenditures and other financial transactions and ensure safe custody of project-financed assets; (b) verification whether the project has maintained adequate documentation of all relevant transactions; (c) verification that the expenditures submitted to the Bank, including those submitted in IPR, are eligible for Bank financing and identification of any ineligible expenditures; and (d) verification that the annual financial statements can be reconciled with the relevant year so as to date amounts appearing in the third trimester IPR of the year.

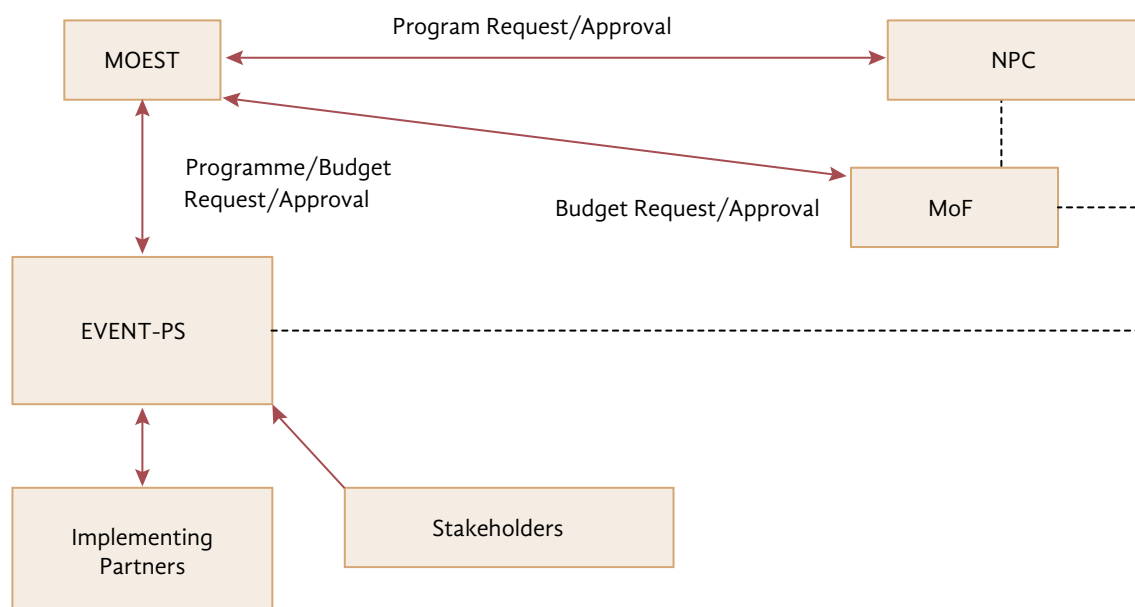
Performance Audit: The performance audit will be carried out through the Office of the Auditor General during the implementation of the project as agreed with OAG. Necessary resources will be provided by the GON for this purpose.

5.2 Procurement Arrangements

Procurement for the Project will be carried out in accordance with The World Bank Procurement Regulations for IPF Borrowers “Procurement in Investment Project Financing – Goods, Works, Non-Consulting and Consulting Services” published by the World Bank in July 2016 and the Project Procurement Strategy for Development (PPSD) develops for the project. The PPSD is provided in Annex 5 of this PIM.

As per The World Bank Procurement Regulations for IPF Borrowers, the World Bank General Conditions of Contract apply for consulting services. The World Bank’s Standard form of Contract for Consultant’s Services (for lump-sum contract) can be accessed from the EVENT project’s website.

FIGURE 5.2: PLANNING AND BUDGETING PROCESS



5.2.1 Procurement Responsibility

The ultimate responsibility of procurement of goods and services will be with the Project Director. The Project Secretariat (PS) will be staffed with well qualified and experienced procurement officer supported by consultant to ensure procurements are completed by following The World Bank's Procurement Regulations. A procurement officer at the PS will be responsible for day-to-day activities of procurement. The procurement plan will specify items, estimated amount, procurement types, approach, methods, dates and Bank's review types. The PS will carry out procurements based on the procurement plan approved by the World Bank through Systematic Tracking of Exchanges in Procurement (STEP), an online procurement management system of the Bank. Procurement Plan (PP) of the project and procurement of goods, works and services in PP shall be prepared and carried out by the PS subject to approvals and thresholds defined.

However, procurement under the credit given to the training providers will be carried out by the respective training provider with the agreed methods and processes. Similarly, small value procurement included under the package of contracted programs such as training, workshops and non-consulting services can be carried out by the respective contractors/ implementing partners, and they may use their own procurement procedures.

5.2.2 Methods of Procurement

Procurement of Goods

As per World Bank Procurement Regulations for IPF Borrowers "Procurement in Investment Project Financing – Goods, Works and Non-Consulting Services" published by the World Bank in July 2016, the approved selection methods for Goods, Works and Non-Consulting Services includes a) Request for Proposals (RFP); b) Request for Bids (RFB); c) Request for Quotations (RFQ); and d) Direct Selection.

Selection of Consultants

Firms: As per World Bank Procurement Regulations for IPF Borrowers "Procurement in Investment Project Financing-Goods, Works and Non-Consulting Services" published by the World Bank in July 2016, the approved selection methods for a Consulting firm includes a) Quality Cost Based Selection (QCBS), b) Fixed Budget Based Selection (FBS) c) Least Cost Based Selection (LCS), d) Quality Based Selection (QBS) e) Consultant's Qualifications Based Selection (CQS), and f) Direct Selection. Under the new regulations, the range of short-listing must be between 5 to 8 firms, the short-list may have less than 5 firms, if agreed by the Bank.

Individuals: For individual consultants, the approved methods include a) Open Competitive Selection, b) Limited Competitive Selection and c) Direct Selection.

5.2.3 World Bank's Review on Procurement Decisions

The World Bank generally carries out two types of reviews on procurement process and decisions: Prior Review and Post Review. The procurement plan specifies the activities, type of procurement, procurement approach, method and the Bank review type along with milestones. Procurement-related documents especially model bidding documents will be agreed upon with the World Bank before using them. Irrespective of the thresholds set out in the above table, TORs and the proposed selection of consultants for project-related procurement activities require procurement clearance of The World Bank. Other procurement activities will be subject to post review, unless otherwise specified in the approved procurement plan.

5.2.4 Procurement Plan

The Project Secretariat will prepare a consolidated Procurement Plan for project implementation

TABLE 5.2: PROCUREMENT METHODS

Category	Method of Procurement	Project Thresholds (US\$ thousand Equivalent)	Prior Review Thresholds (US\$ million Equivalent)
1. Goods	RFB (International)	> 1000	>2.0
	RFB	> 25 and < 1000	N/A
	RFQ	< 25	N/A
	DS	N/A	>2.0
2. Consulting Services			
2a. Firms	QCBS	> 0.3	>1.0
	FBS	< 0.3	>1.0
	LCS	<0.3	>1.0
	QBS	>0.3	>1.0
	CQS	<0.3	>1.0
	DS	N/A	>1.0
2b. Individual Consultants	OCS	> 0.3	>0.3
	LCS	< 0.3	N/A
	DS	< 0.3	N/A

RFP=Request for Proposals; RFB=Request for Bids; RFQ=Request for Quotations; DS=Direct Selection; QCBS = Quality Cost Based Selection; FBS=Fixed Budget Based Selection; LCS=Least Cost Based Selection; QBS= Quality Based Selection; CQS=Consultant's Qualifications Based Selection; DS=Direct Selection; CS: Commercial Practices; OCS=Open Competitive Selection; LCS=Limited Competitive Selection.

which will provide the basis for the procurement method. The Procurement Plan once finalized will be made available in the Project's database and in the Bank's external website. The Procurement Plan will be updated in agreement with the Project Team annually, or as required to reflect the actual project implementation needs and improvements in institutional capacity. The Project will mandatorily use the Systematic Tracking of Exchanges in

Procurement (STEP), the Bank's online procurement execution and monitoring system.

The Procurement Plan, including its updates, shall include: a) a brief description of the activities/contracts, b) the selection methods to be applied, c) cost estimates, d) time schedules, e) the Bank's review requirements, and f) any other relevant procurement information.

6. Environment and Social Safeguards



The GON has prepared an Environment and Social Management Framework (ESMF)¹² to provide guidance to address the environmental and social safeguard issues of the project. This framework ensures compliance with key safeguards issues that might be triggered by the project. The PS will assign the responsibility for compliance of ESMF prepared for the project during implementation to designated officers.

6.1 Environmental Safeguards

The primary objective of the environmental management and monitoring is to ensure that environmental and social impacts resulting from the sub-project activities are addressed and ‘mitigation measures’ are accordingly implemented, and positive impacts are enhanced from specific sub-project activities. All project activities will be subjected to environmental screening as stipulated in the ESMF to identify and develop measures aimed at eliminating, offsetting and/or reducing impacts to levels that are environmentally and socially acceptable during implementation. Checklists for environmental screening are provided in Annex 6 and Annex 7 of this PIM. The checklist

assesses environmental issues triggered and that require mitigation measures.

The project will finance moderate civil works, refurbishment of existing structures, and construction of additional classrooms, workshops and laboratories for skills training. The project may not acquire new land and therefore involuntary resettlement and Environmental and Social Management Plans (EMPs) for this purpose may not be required. In case any new infrastructure/civil works is carried out by the project, the necessary safeguard documents for management of identified impacts will need to be prepared and executed.

6.2 Social Safeguards

The project is expected to generate positive social impacts through its efforts to improve access to TEVT programs for disadvantaged groups through targeting and more inclusive processes. The project will pay special attention to lagging regions, poor youths, women, and those belonging to Dalit, disadvantaged Janajati and other marginalized communities. The project will focus on both the supply and demand sides of the training market. The following are some of the measures that will be taken to ensure that the different project components are made accessible

¹² <http://www.event.gov.np/pdf/environmentalandsocialmangaementframework.pdf>

to vulnerable communities and these communities are able to make maximum use of project benefits:

- a) Students/trainees who demand skills training will be empowered through scholarships that will be targeted to the poor through proxy-means-test method.
- b) The Project Secretariat when assessing institutions, activities and individuals for support will ensure that: (i) criteria for selecting any institution or individual for any sort of benefit including funds, grants, loans, stipends or incentives, will be subject to a social screening in order to prevent any sort of discrimination and to ensure proper amount of scope for inclusion; (ii) all proposed institutes to be funded by the projects will be subject to a social screening in order to prevent execution of projects with significant negative social impacts; and (c) the socio-economic aspects are considered in the selection criteria of the institutions.

- c) The project has the provision of an incentive system to direct the training providers to focus on beneficiaries from disadvantaged groups and women, as noted above. The categories and corresponding incentives are as follows:
- d) Checklists for environmental and social screening are provided in Annex 6 and Annex 7 of this PIM. The checklist assesses environmental issues triggered that require mitigation measures. A gender action plan highlighting how the project can support more female youth/women is also provided in Annex 8 of this PIM. Both these should be used for furthering positive impacts of the project socially.
- e) Communication and outreach strategy will be developed and a media campaign will be carried out in order to provide information about the project support and program to the general public.

TABLE 6.1: DESCRIPTION OF INCENTIVES PROVIDED UNDER SHORT-TERM TRAINING BY BENEFICIARY GROUP TYPE

Target Category	Target groups	Incentive provision
A	Poor Dalit men and women; Special groups: widows, men and women with disabilities, Endangered groups ¹¹ , Highly marginalized groups ¹² , ex-Kamaiyas,/Kamlaries and Haliyas	100% of the training cost
B	Poor women from all castes (except Dalits); Marginalized groups ¹³ and other Janajatis ¹⁴ ; Muslims; poor men from disadvantaged districts (10 lowest HDI districts ¹⁵); Poor men from Madhesi Groups	80% of the training cost
C	Other poor men	60% of the training cost

11 Kisan, Kushbadi, Kusunda, Meche, Raute, Raji, Lepche, Bankariya, Surel, and Hayu.

12 Chepang, Jhangad, Thami, Thudam, Dhanuk, Danuwar, Baramo, Bote, Majhi, Lhomi, Satar, Snathal and Siyar.

13 Sunuwar, Tharu, Tamang, Bhujel, Kumal, Rajbanshi, Gangai, Dhimal, Bhote, Darai, Tajpuria, Pahari, Topkegola, Dolpo, Fri, Mugal, Larke, Lhopa, Dura, and Wallung.

14 Gurung, Magar, Rai, Limbu, Chhairrotan, Tangbe, Tingaunle Thakali, Bara Gaunle, Marphali Thakali, Sherpa, Yakkha, Chhantyal, Jirel, Hyolmo, Byansi, Thakali, and Newar.

15 Mugu, Bajura, Kalikot, Bajang, Jajarkot, Accham, Humla, Rolpa, Mahottari and Rautahat.

7. Project Monitoring, Evaluation and Reporting



The purpose of project monitoring and evaluation (M&E) and reporting is to establish mechanisms for generating and collecting quantitative and qualitative information to assess whether and to what extent the development objectives of the project are being achieved or not, identification of gaps, and providing the evidence for taking remedial actions. The M&E system will allow for ongoing learning and feedback throughout the design, planning and implementation stages of all the project components and sub-components.

7.1 Project Management, Monitoring and Evaluation

The monitoring and evaluation arrangements for EVENT II will be conducted at the following four levels:

- a) **Project inputs and 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:** The percentage of trainees employed/self-employed within 6 months of completion of short-term training (market relevance), the number of TSLC/ Diploma program-offering institutions that have received performance-based quality improvement grants (market relevance; service delivery), the number of TVET instructors and/or assessors with enhanced professional competencies (service delivery), and the share of females and disadvantaged youth completing market relevant short-term training programs (equitable access) including the key performance indicators for the project that will measure the success of the project. Those indicators will be based on the project results areas, sub-results areas and programs. Project impact for some activities supported by the project – apprenticeship programs and job placement services will be measured using a rigorous program evaluation design method.
- d) **Field level:** The field level monitoring arrangements will be established as appropriate for various activities that include tripartite monitoring system, external performance auditors, and the use of web-based decentralized MIS, as needed.

7.2 Roles and Responsibilities of the Implementing Agencies

Project Secretariat: The responsibility for carrying out the overall M&E activities under the project will be with the PS. The PS will establish mechanisms to ensure that timely, sufficient, and reasonably complete and accurate information on all project activities – inputs, outputs and outcomes are collected, analyzed and disseminated towards improving project performance. The PS will establish a Management Information System (MIS) for the purpose of comprehensive project monitoring. The PIC will review the project periodically based on progress reports provided to them by the PS.

Implementing Partners: Implementing partners, including CTEVT, NSTB, TITI, short-term training providers, and other concerned institutions, such as the technical institutions and industry carrying out the apprenticeship programs jointly, are responsible for data collection, reporting and monitoring of relevant components and activities in the manner and frequency agreed between them and the PS. All data from the implementing agencies will be entered into the MIS, either by the implementing agency or by the PS. Roles and responsibilities of the implementing partners are also discussed in Chapter 3.

7.3 Results Framework (RF)

Project M&E will be guided by the Results Framework (RF) that has been developed for the project. This framework specifies the indicators that will be monitored, their base-line and annual and end-of-project target values, frequency of monitoring, sources of data and instruments through which data will be collected. The RF and monitoring arrangements of the project is presented in Section VII of the Project Appraisal Document (PAD) and in Annex 1 of this PIM.

Disbursement Linked Indicators and Verification Protocols: A subset of the indicators in the Results

Framework has been designated as a set of Disbursement Linked Indicators (DLIs) for the project. For each DLI, data has to be collected and reported in accordance with the verification protocols. The DLI matrix and the accompanying verification protocols are provided in Annex 1 of the PAD and Chapter 8 of this PIM. The RF, the DLI matrix and the verification protocols will guide the monitoring and evaluation procedure of the activities under each DLI, and for the project as a whole.

The progress and achievement of the PDO and all the indicators of the RF will be monitored and assessed through the following monitoring and evaluation activities:

- a) **Routine monitoring by the Project Secretariat:** The PS will be responsible for day-to-day monitoring of the project, including coordinating and communicating with all implementing partners for the purpose. The M&E Officer and other relevant staff members from the PS will conduct the M&E activities and will out-source specific M&E tasks to organizations and individuals with the requisite capacity. They will be recruited on a competitive basis, depending on need. National and international experts financed by the project may assist the PS in its M&E and research activities as the need arises.
- b) **Monitoring through regular/periodic reviews:** Two joint reviews by the Government of Nepal and the Bank will be carried out each year, approximately every six months, during the period when the project is under implementation. The PS will coordinate the joint reviews which may include site visits to training institutions supported by the project, discussions with beneficiaries, and meetings with stakeholders. Experts and Development Partners may be invited to participate in these joint reviews from time to time as determined by the Project Director. The PS will report on

project progress as per the RF and ensure the collection of reasonably complete and credible data from all participating project institutions on the key performance indicators, on intermediate output indicators and on indicators that moderate or influence the values of these indicators. For DLIs the PS will prepare verification reports in compliance with the protocols. This data, consolidated in a review report, will critically inform the joint review discussions, and will be a key evidence basis for assessing project performance formally. This review report will be prepared by the PS and will be circulated to all stakeholders at a reasonable time prior to the commencement of each joint review. The PS in consultation with the Bank team will develop detailed terms of reference for each joint review.

- c) **Interim reviews:** To supplement the above-mentioned joint reviews, technical visits may be carried out by the PS and the Bank from time-to-time, as needed.
- d) **Mid-term and end-term reviews:** One mid-term review will be carried out towards the middle of the project implementation. Similarly, one end-term review will be carried out for the overall project evaluation and an implementation completion review towards the end of the project. The PS in consultation with the Bank team will develop detailed terms of reference for both the mid-term and end-term reviews.

7.4 Evaluations, Studies and Capacity-building

- a) **Evaluation studies:** Apart from the overall project evaluation at the end of the project, several research and evaluation studies will

be undertaken to evaluate specific sub-components of the project as required and agreed. This will allow lessons learnt to be captured and inform policy and further course of action. These may include, among others (i) review of scholarships, (ii) tracer studies and satisfaction surveys for results-based short-term training through vouchers, general/normal, specific focus group including migrants, (iii) impact evaluation of the apprenticeships and job placement programs, (iv) value of certificates acquired through the testing of prior skills, (v) quality improvement grants, and (vi) others as needed. Specific and detailed terms of reference will be developed by the PS for each of these studies which will be then assigned to be carried out by competent consultants who will be selected competitively.

- b) **Impact evaluation of apprenticeship programs and placement services:** The pilot programs in apprenticeships and placement services will be evaluated for assessment of impacts on outcomes of interest, such as employment and earnings across groups that receive and those that do not receive the training and groups who receive and do not receive the various placement services packages. The evaluation of the apprenticeship program will also estimate the impact of the additional effect of non-cognitive skills training on trainees' employment and earnings and whether the effects of the apprenticeship program are heterogeneous, especially for women and marginalized ethnic groups. The base-line survey for the apprenticeship evaluation will be conducted before the applicants know whether they will be receiving the training or not. A follow-up survey will take place after two years. Similarly, for placement services, labor market outcomes will be compared

for youth who receive different placement services packages. The base-line survey will be conducted at the time of induction of youth in service programs. A follow-up survey will be done at a suitable later period. Tracer studies of the graduates of various training programs as well as of youth receiving the NSTB certificate will also be carried out, to estimate labor market outcomes over a longer period.

- c) **Monitoring of the progress of results area, sub-results area and programs:** Chapter 4 describes the steps to be taken to implement all activities under each of the results area and sub-results area under Component 1. The monitoring of each activity will be carried out in accordance to procedures described in Chapter 4 and in alignment with the overall M&E framework and guiding principles as set out in this Chapter.
- d) **Research studies:** The PS will use resources provided under Component 2 to carry out studies including Employers Surveys, Tracer Studies and Instructor and Students Competency and Satisfaction Surveys which are needed to report on indicators included in the RF. Other studies may also include small scale formative and summative field studies/evaluations on dimensions of the TVET sector in Nepal as part of due diligence to inform policy, intervention or other relevant objectives.
- e) **Project website:** The project will maintain a website where information regarding the project, all data collected on project performance through the M&E activities, and any assessments/evaluations carried out by the Secretariat will be made available in the public domain, in the interest of knowledge transfer to a larger set of stakeholders.
- f) **Capacity-building of implementing partners:**

The Secretariat will arrange for orientation of all training providers/implementing partners supported through results areas 1, 2 and 3 in the monitoring and reporting requirements of the project. The PS will arrange for a series of M&E workshops for all implementing partners which will be led by the M&E expert of the PS. Furthermore, all training providers will also be provided with support to ensure that the data collected, stored, analyzed and reported are correct, credible and comprehensive.

7.5 Decentralized Web-based MIS

The PS will continue the use of a decentralized web-based MIS that was established under EVENT I. All MOUs and contracts with implementing partners and service providers will include responsibilities for providing data into the MIS and the time period within which this activity will need to be completed.

The MIS will be used for keeping track of milestones completed under short-term training including data on applicants, acceptances and rejections of applicants, enrollment, training completion and skills testing. The MIS also includes data on trainees (such as name, age, gender, location), the training provider, employment and income post training.

Implementing partners including the CTEVT, NSTB, TITI and the TSLC/Diploma institutions who are supported by the project will also use the MIS to upload information as agreed between them and the PS, on the various activities – such as occupational and leadership training, skills test assessors training, testing of prior skills, and quality improvement grants-related data.

The PS will have the responsibility of uploading data on scholarships into the MIS.

Guidelines will be developed for the use of the MIS for the apprenticeship programs and job placement services-related data.

7.6 Field Level Monitoring

The PS will arrange for field level monitoring of project activities under all results areas and sub-components of Components 1 and 2.

7.6.1 Results Area 1: Strengthening Service Delivery in Technical Education

Sub-result area 1.1: Performance monitoring of Quality Improvement Grants: The PS will constitute performance assessment teams for reviewing the performance of public and private TSLC/Diploma program-offering institutions that receive quality improvement grants under EVENT II. The assessment teams can consist of representatives from the PS, MOEST, CTEVT, Provinces and other relevant institutions as determined by the PS. Each performance assessment team will include a TVET expert (external assessor) who will be drawn from a panel of such experts prepared by the PS. The performance assessment teams will review and evaluate how the grant-receiving institutions have performed from their base-lines according to the standards established by the quality assurance manual and the agreed performance targets in the MOUs signed between the PS and the selected institutions. The external performance assessor expert will be invited from a roster of experts such as TVET experts, professors of engineering and other professional experts in relevant areas. Monitoring guidelines and reporting formats will be developed by the PS for guiding the field level monitoring team for this activity. The performance assessors will be given detailed terms of reference.

Sub-result area 1.2: Improving Management, Instructor and Assessor Quality: TITI and NSTB will provide data to the PS according to the agreed MOUs

and as per the verification protocols. The PS can visit on-going training programs from time-to-time and can invite the World Bank and other stakeholders as observers at their discretion. The PS and the WB can jointly agree to do a sample-based verification of output data submitted by the TITI and NSTB using phone-calls/visits or independent validation of data.

Sub-result area 1.3: Modernizing technical education curricula: CTEVT's Curriculum Development Division will provide data to the PS according to the agreed MOU and as per the verification protocol. The PS, in consultation and agreement with the CTEVT, may be present as observers from time to time during the training needs analysis and DACUM and consultation processes for curricula development/revision.

7.6.2 Results Area 2: Widening access to TVET programs

Sub-results area 2.1 Pro-poor scholarships for TSLC/Diploma students:

Distribution of scholarships to selected TSLC/Diploma students will be monitored at three different stages:

- (i) *PMT verification:* PMT information provided by students will be verified on a sample basis, using stratified sampling methodology. Sample size will constitute at least 10% of the population. The verification report will be submitted to the scholarship committee for committee's recommendation.
- (ii) *Release of installments of scholarship:* The PS's monitoring officer will verify the relevant documental evidence required for the release of each installment, provided by selected students, before releasing the different installments of the scholarship.

The PS and the WB can jointly agree to do a sample-based verification of the students using phone-calls/visits or independent validation of the data.

Sub-results area 2.2 Performance-based funding of short-term training programs: The program implementing agencies, i.e, short term training providers, will also be involved in the monitoring process. The involvement of the monitored implementing agency will have to accept the event as self-evaluation and an opportunity to learn from the process. Prior to the implementation of the project, a program/workshop to strengthen the capacity of the JMT will be carried out which then will be provided with necessary tools and materials. The JMT will jointly monitor and verify the progress, as per the monitoring guidelines, fill up the specified form with each party's signature and upload it in the project's online database system. The PS will use the information for further program improvement and action.

Sub-results area 2.3 Testing of prior skills: NSTB will provide data to the PS according to the terms of the MOUs and as per the verification protocols. The PS can visit testing sites during the skills testing and can invite the World Bank as observers at their discretion. The PS and the WB can jointly agree to do a sample-based verification of output data submitted by the NSTB using phone-calls/visits or independent validation of data.

7.6.3 Results Area 3: Pilots in Enabling Youth Transition to Work

The two activities to be carried out under Results Area 3 will be monitored routinely like all the other project activities and will also be rigorously evaluated. As the project design includes their evaluation, the PS will consult with the evaluation team (a joint team of the PS, the Bank and the SDC) throughout implementation, from the time of outreach and enrollment of youth into the apprenticeship programs and their selection into groups that receive job placement assistance.

Apprenticeships: The field monitoring and reporting guidelines for the apprenticeships will be adapted from

the guidelines prepared by the ENSSURE program (supported by the SDC). Accordingly, the PIM will be updated once these guidelines are finalized.

Job placement services: The PS will do random checks on youth who are being provided with job placement services. Representatives of the PS and the Bank may visit *rozgari pasals* and other organizations where these services-related activities are being conducted as observers, from time to time.

7.7 Reporting for the Project: Implementation Progress Reports and Verification Reports

Project Implementation Progress Reports (IPRs): The PS will produce project Implementation Progress Reports (IPR), showing the sources and uses of funds, output monitoring report, procurement management report and narrative progress report in agreed formats, provided in Annex 9. To match the public-sector planning and reporting cycle, the IPR will be produced on a trimester basis and submitted within 45 days from the end of the preceding trimester. Interim Financial Management Reports (FMRs) of the Project IPRs will 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. Information that needs to be reported in the IPRs (and FMRs) will be collected from all implementing partners including the CTEVT, TITI and NSTB, the short-term training providers, the commercial bank(s) which receive performance reports of all participating institutions as per the result framework as per an agreed set of methods; supporting relevant information that has a bearing on project performance will also be collected. To ensure that all entities participating in the project will be able to carry out their designated M&E tasks,

orientation and capacity-building workshops may be arranged by the PS, from time to time.

Base-line data: Base-line data, where required, will be collected from all participating institutions. For institutions participating in quality improvement grant schemes under sub-results area 1.1, the Secretariat will ensure that (a) data on a minimum and sufficient set of indicators are collected from all institutions during the application process that will 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 as per the Institution Development Plan (IDP) from the participating institutions within four weeks of their selection into the project. Additionally, base-line data will also be collected for impact evaluation of the apprenticeship program and job-placement services.

Verification Reports: The PS will develop a robust, practical and simple reporting mechanism in consultation with Bank (using consultants if needed), based on the reporting requirements specified in the DLI verification protocol (see Chapter 8). The consolidated reports which will be the verification reports on the achievement of the DLIs prepared by the PS will be used as the evidence basis for their re-imburement claims. The verification report will be submitted to the World Bank along with FMRs recording eligible expenditures for disbursement towards achieved DLIs. The PS will put together the evidence for each DLI in a report that will (a) provide a summary of all verification activities pertaining to the relevant DLIs in question and as per the verification protocols agreed for the DLIs, (b) the verified value of each DLI as on the date during the reference period, (c) record of any deviation from the agreed methodology and the rationale for the same, (d) an analysis for any discrepancy in the indicator value if any, (e) recommended disbursement against each DLI referred to in the verification report.

7.8 Indicative TORs of the TVET Expert (External Performance Assessor) for Quality Improvement Grants

7.8.1 Role of the Performance Assessor

The role of the performance assessor will be part of the monitoring team put together by the PS to assess progress in quality improvement in TSLC and Diploma program-offering public and private institutions that receive grants support from the project. Each supported institution will be visited at least once a year, and the external performance assessor may be part of one or both the visits as determined by the PS.

The performance assessor will provide structured feedback on the extent to which the supported institutions have achieved specified goals set out in their Institutional Development Plans (IDPs) which are in accordance with the Quality Assurance Manual.

The Performance assessor who will be experts in TVET, Engineering and other related fields, and may belong to Engineering Departments of Universities, technical institutes and other relevant eminent organizations, will be appointed for a limited duration as determined by the PS. The assessors should not have any conflict of interest with the institutions to which they are assigned, so that they can be neutral in their relationships to the institutions which they will be assessing.

The performance assessor will work closely with the monitoring team of the PS when assessing a supported institution. They will carry out their assessment using expert and objective scrutiny and analysis. EVENT II is a development project, and the object of the performance assessment of the supported TSLC/ Diploma program-offering institutions is to provide them with support in their development.

7.8.2 Use of the Quality Assurance Manual in Performance Assessment

The Quality Assurance Manual identifies a number of areas of institutional development that underlies a good quality TSLC/Diploma institution.

The institution will be given a performance grade for each of these areas on the basis of their achievement of their own goals and targets as specified in their Institutional Development Plans.

Grades in general will be given according to whether:

- a. There is **substantial and clear evidence** on the quantity, quality and standards achieved against the institutional goals and evidence of good practice in achieving the same.
- b. **Some clear evidence** on the quantity, quality and standards achieved against the institutional goals and evidence of good practice in achieving the same.
- c. **No evidence** of achievement.

The Performance assessor may gather evidence using the following sources:

- ❖ Data provided by the institution to the PS in an agreed format prior to the visit;
- ❖ Focus group discussions with faculty and students, and other stakeholders as the need may be;
- ❖ Discussion with the head of the institution, senior management officers;
- ❖ Selective visits to classrooms, laboratories, workshops, libraries, and review of teaching-learning material, including e-material; and
- ❖ Sample review of student work, course documentation and other records.

Performance assessors will have to provide a bullet-point list of the evidence that supports their evaluation and grade assigned for each

performance area. Strong supporting evidence is critical for a number of reasons. The grade should help the institution reach its development goals. This could happen if there is clear identification of achievement and gaps that correlate with the grade. Secondly, documenting evidence promotes overall transparency and accountability. Third and most importantly, the performance assessment will be used by the PS to determine release of grant funds installments to the institution, and by the Bank for determining the extent to which DLI 1's yearly targets have been achieved and to authorize withdrawal claims to the GON against this DLI.

7.8.3 Logistics, Salaries/Emoluments

Logistics for visiting sites will be arranged by the PS. Salaries/emoluments for the performance assessors will be determined at an appropriate level by the PS.

7.9 Impact Evaluations

The project will carry out evaluations of the two pilot activities under Results Area 3. Evaluation design will follow a program evaluation design with a specified theory of change. For each of the evaluations, as far as possible, random assignment of youth will be done into control and treatment groups. Control groups will be those youth who are eligible for the program, but who do not receive the program. Treatment groups will be those youth who receive the program, i.e. who will enroll in the apprenticeships and for the second pilot, receive job placement assistance services. Both control and treatment groups will be followed at base-line, at the end of their courses and afterwards to measure their labor market outcomes. For each of the pilots, more than one treatment group can be created depending on the variation in programs for them. For example, apprentices can be given counseling and orientation/training on non-cognitive skills along with the apprenticeship training as a special

treatment group. Similarly, youth who receive job placement assistance can be given different packages of placement services. The goal of both the pilots will be to assess how effective these initiatives have been in boosting the labor market outcomes of youth. Detailed sampling design, assignment into

treatment and control groups, base-line, end-line and labor market questionnaires, and data collection and analysis strategies will be developed in year 2 in consultation with the PS. Consultation will also be done with the SDC and ENSSURE programs for the evaluation of the apprenticeship programs.

8. Disbursement-Linked Indicators and Verification Protocols



TABLE 8.1: DISBURSEMENT-LINKED INDICATORS: VERIFICATION PROTOCOLS AND VERIFICATION REPORTS

DLI/Results Area	Disbursement-Linked Results (DLRs)					
	Target Values for Year 1 (July 15, 2018)	Target Values for Year 2 (July 15, 2019)	Target Values for Year 3 (July 15, 2020)	Target Values for Year 4 (July 15, 2021)	Target Values for Year 5 (July 15, 2022)	End of Project Target
DLI 1: Strengthened quality and relevance of technical education	DLR 1.1 PIC has endorsed the Quality Assurance (QA) Manual for TSLC and/or Diploma-offering institutions prepared by PS	DLR 1.3 PS has disbursed performance-based quality improvement grants to 100 supported TSLC and/or Diploma-offering institutions in Year 2 on account of quality targets achieved	DLR 1.4 PS has disbursed performance-based quality improvement grants to 100 supported TSLC and/or Diploma-offering institutions in Year 3 on account of quality targets achieved	DLR 1.5 PS has disbursed performance-based quality improvement grants to 100 supported TSLC and/or Diploma-offering institutions in Year 4 on account of quality targets achieved	DLR 1.6 PS has disbursed performance-based quality improvement grants to 100 supported TSLC and/or Diploma-offering institutions in Year 5 on account of quality targets achieved	100 supported TSLC/Diploma institutions receive grant funds based on quality targets achieved
	DLR 1.2 PS has signed MOUs with 100 TSLC and/or Diploma-offering institutions for receiving performance-based quality improvement grants.					

DLI/Results Area	Disbursement-Linked Results (DLRs)					
	Target Values for Year 1 (July 15, 2018)	Target Values for Year 2 (July 15, 2019)	Target Values for Year 3 (July 15, 2020)	Target Values for Year 4 (July 15, 2021)	Target Values for Year 5 (July 15, 2022)	End of Project Target
<p>DLI 2: Improved service delivery and modernizing curricula in technical education</p>	<p>DLR 2.1. 40 heads of TSLC and/or Diploma program-offering institutions have completed the leadership and management training program</p>	<p>DLR 2.3 100 heads of TSLC and/or Diploma program-offering institutions have completed the leadership and management training program over and above those in Year 1</p>	<p>DLR 2.6 100 heads of TSLC and/or Diploma program-offering institutions have completed the leadership and management training program over and above those in Years 1 and 2</p>	<p>DLR 2.9 100 heads of TSLC and/or Diploma program-offering institutions have completed the leadership and management training program over and above those in Years 1 through 3</p>	<p>DLR 2.12 60 heads of TSLC and/or Diploma program-offering institutions have completed the leadership and management training program over and above those in Years 1 through 4</p>	<p>400 heads of TSLC/Diploma institutions complete leadership and management training in QA;</p> <p>1660 TVET instructors/ assessors now have enhanced professional competencies</p> <p>40 TSLC/ Diploma curricula revised/ developed with industry participation, to reflect employer requirements</p>
	<p>DLR 2.2 100 TVET instructors and/or assessors have completed training programs for enhanced professional competencies</p>	<p>DLR 2.4 440 TVET instructors and/or assessors have completed training programs for enhanced professional competencies over and above those in Year 1</p>	<p>DLR 2.7 440 TVET instructors and/or assessors have completed training programs for enhanced professional competencies over and above those in Years 1 and 2</p>	<p>DLR 2.10 340 TVET instructors and/or assessors have completed training programs for enhanced professional competencies over and above those in Years 1 through 3</p>	<p>DLR 2.13 340 TVET instructors and/or assessors have completed training programs for enhanced professional competencies over and above those in Years 1 through 4</p>	
		<p>DLR 2.5 CTEVT has revised/ developed the curricula for 10 TSLC/Diploma, apprenticeship and/or short-term training courses, with industry participation, to reflect employer requirements</p>	<p>DLR 2.8 CTEVT has revised/ developed the curricula for 10 additional TSLC/Diploma, apprenticeship and/or short-term training courses, over and above those in Year 2, with industry participation to reflect employer requirements</p>	<p>DLR 2.11 CTEVT has revised/ developed the curricula for 10 additional TSLC/Diploma, apprenticeship and/or short-term training courses over and above those in Years 2 and 3, with industry participation, to reflect employer requirements</p>	<p>DLR 2.14 CTEVT has revised/ developed the curricula for 10 TSLC/Diploma, apprenticeship and/or short-term training courses over and above those in Years 2 through 4, with industry participation, to reflect employer requirements</p>	

DLI/Results Area	Disbursement-Linked Results (DLRs)					
	Target Values for Year 1 (July 15, 2018)	Target Values for Year 2 (July 15, 2019)	Target Values for Year 3 (July 15, 2020)	Target Values for Year 4 (July 15, 2021)	Target Values for Year 5 (July 15, 2022)	End of Project Target
DLI 3: Pro-poor scholarships	DLR 3.1 500 TSLC/ Diploma students have been selected for/ awarded Pro-poor scholarships using a PMT method	DLR 3.2 2,000 TSLC/ Diploma students have been selected for/awarded Pro-poor scholarships using a PMT method, over and above those selected/ awarded in Year1	DLR 3.3 2,000 TSLC/ Diploma students have been selected for/awarded Pro-poor scholarships using a PMT method, over and above those selected/ awarded in Years 1 and 2	DLR 3.4 2,000 TSLC/ Diploma students have been selected for/awarded Pro-poor scholarships using a PMT method, over and above those selected/ awarded in Years 1 through 3		6,500 scholarships for TSLC/Diploma students selected using a PMT method
DLI 4: <i>Share of female and disadvantaged youth completing market-relevant short-term training programs</i>	DLR 4.1 50% in Year 1	DLR 4.2 55% in Year 2	DLR 4.3 60% Year 3	DLR 4.4 65% Year 4	DLR 4.5 65% in Year 5	65%
DLI 5: Percentage of trainees employed/ self-employed within 6 months of completion of short-term training		DLR 5.1 65% in Year 2	DLR 5.2 65% in Year 3	DLR 5.3 70% in Year 4	DLR5.4 70% in Year 5	70%
DLI 6: <i>Testing of prior skills</i>	DLR 6.1 6,000 youth, including migrants, have completed the NSTB skills tests	DLR 6.2 6,000 youth, including migrants, have completed the NSTB skills tests, over and above those completing them in Year 1	DLR 6.3 6,000 youth, including migrants, have completed the NSTB skills tests, over and above those completing them in Years 1 and 2	DLR 6.4 6,000 youth, including migrants, have completed the NSTB skills tests, over and above those completing them in Years 1 through 3	DLR 6.5 6,000 youth, including migrants, have completed the NSTB skills tests, over and above those completing them in Years 1 through 4	30,000 youth, including migrants, complete NSTB skills tests

DLI/Results Area	Disbursement-Linked Results (DLRs)					
	Target Values for Year 1 (July 15, 2018)	Target Values for Year 2 (July 15, 2019)	Target Values for Year 3 (July 15, 2020)	Target Values for Year 4 (July 15, 2021)	Target Values for Year 5 (July 15, 2022)	End of Project Target
DLI 7: Apprenticeship programs	DLR 7.1 PS has prepared and adopted the Operational Manual for the apprenticeship programs	DLR 7.2 500 youth received job placement assistance through HR service providers.	DLR 7.3 500 trainees have successfully completed Project-supported apprenticeship programs DLR 7.4 500 youth have received job placement assistance through HR service providers, over and above those assisted in Year 2	DLR 7.5 500 trainees have successfully completed Project-supported apprenticeship programs over and above those completing them in Year 3 DLR 7.6 1,000 youth have received job placement assistance through HR service providers, over and above those assisted in Years 2 and 3	DLR 7.7 500 trainees have successfully completed Project-supported apprenticeship programs over and above those completing them in Years 3 and 4 DLR 7.8 1,000 youth have received job placement assistance through HR service providers, over and above those assisted in Years 2 through 4	1,500 supported trainees successfully complete apprenticeship programs 3,000 youth receive job placement assistance through HR service providers

8.1 DLI 1: Strengthened quality and relevance of technical education

Project Target

- i) PIC has endorsed the Quality Assurance (QA) Manual for TSLC/Diploma program-offering institutions prepared by the PS (Year 1).
- ii) The PS has signed MOUs with 100 TSLC/ Diploma program-offering institutions for receiving performance-based quality improvement grants (Year 1).
- iii) The PS has disbursed performance-based quality improvement grants to 100 supported TSLC/Diploma program-offering institutions in years 2, 3, 4, and 5 respectively.

Definition and Scope

- i) A QA manual describing quality standards for TSLC/Diploma program-offering institutions will be prepared (or revised if one already exists) under CTEVT’s guidance.
- ii) MOU will be signed between the PS and 100 public and private TSLC/Diploma program-offering institutions for performance-based quality improvement grants. The institutions will be selected according to criteria and process agreed between the MOEST/PS and IDA as described in Chapter 4. The MOU will include roles and responsibilities of the signatories, base-line values of agreed indicators, and the performance criteria that will be used as the

basis for release of funds to the institutions. Grant amounts for the institutions will be based on institutional plans submitted by each institution covering the project period.

- iii) TSLC/Diploma program-offering institutions refer to those institutions offering these programs that are either constituent of or affiliated to the CTEVT. Performance-based quality improvement grants are results-based grants given to these institutions by the GON under the project for improving institutional quality using the QA manual developed for the purpose as guidance. Grant funds will be released to these institutions based on their performance on target indicators, in accordance with the procedure outlined in the PIM. Funding for this DLI will be based on semi-annual performance assessment, and except for those indicators which have a yes/no value, funding cannot be carried forward. Funding that is carried forward will only be within the project period.

Verification Requirements

The verification report prepared by the PS will need to include:

For Year 1

- i) Letter from the PS with the PIC's endorsement of the manual.
- ii) Letter from the PS with a list of the institutions with which MOUs have been signed, with copies of the signed MOUs.
- iii) Approved Institutional Development Plans (IDPs) with detailed activities and base-line data.

For Years 2, 3, 4 and 5

- i) Performance data and quality standards achievement report from the quality

assurance panel of experts for all supported institutions.

8.2 DLI 2: Improved service delivery and modernizing curricula in technical education

Project Targets

- i) 400 heads of TSLC/Diploma-offering institutions have completed leadership and management training;
- ii) 1,660 TVET instructors/assessors have completed training programs for enhanced professional competencies;
- iii) 40 TSLC/Diploma, apprenticeship and/or short-term training courses revised/developed.

Definition and Scope

TSLC/Diploma program-offering institutions include public (constituent and community) and private TSLC/Diploma-offering institutions. These institutions can be both those that are, or those not being supported through the performance-based quality improvement grants under the project.

For the Leadership and Management training

- i) The heads of these institutions may be principals, vice-principals, and others in managerial positions. Those who successfully complete the leadership and management training programs will receive a nationally recognized certificate. The leadership and management training programs will be structured as per chapter 4 of this PIM and will have common standardized leadership and management modules with some elective modules.

For TVET instructors/NSTB assessors training

- i) TSLC/Diploma instructors for this DLI are those instructors who are currently in service as instructors for TSLC and Diploma courses in public and private TSLC/Diploma-offering institutions. The content of occupational training is described in Chapter 4 of this PIM and will include both up-to-date theory, and practical and pedagogical requirements of the particular occupation. Those who successfully complete the training programs will receive a nationally recognized certificate. Assessors refer to those who are currently NSTB certified skills test assessors or those who get NSTB skills test assessor certificate in a new trade through project support.

For curriculum development/revision

- i) Curricula refers to TSLC/Diploma, apprenticeship, and short-term training (level 2 and above) curricula endorsed by the CTEVT and NSTB, respectively. Curricula will be revised/developed by the CTEVT using the DACUM process which has specific roles and responsibilities for employers in the particular field. Identification of curricula to be revised/developed will be done through regular needs analysis. Curricula revision/development will be counted as completed when the curricula, the NOSS (where applicable), and the skills test (where applicable) have been prepared.

Verification Requirements

The verification report prepared by the PS will need to include:

For the Leadership and Management training

- i. Cover letter and administrative data from TITI and/or other organizations providing such training on behalf of the project.

- ii. Administrative data so required will include participants' name, gender, home address and phone number(s), educational and professional qualifications, name and address of institutions with which the participants are affiliated, their designation at the time of enrolling in the training, the training program they have enrolled in, including the start and end-date of the training, and completion status.

For TVET instructors/NSTB assessors training

- i. Cover letter and administrative data from TITI and NSTB providing TSLC/Diploma instructors and assessor training, respectively on behalf of the project.
- ii. TITI and NSTB administrative data so required will include participants' name, gender, home address and phone number(s), educational and professional qualifications, name and address of institutions with which the participants are affiliated, designation at the time of enrolling, the training program they have enrolled in, including the start and end-date of the training, and completion status.

For curriculum development/revision

- i. Letter from the PS with the list of curricula developed/revise and the names, designations, and contact details of industry representatives who participated in the curricula development/revision process for each curriculum developed/revise.

8.3 DLI 3: Pro-poor scholarships

Project Target: 500, 2,000, 2,000, and 2,000 TSLC/Diploma students have been selected for/awarded scholarships using a PMT method, in years 1, 2, 3, and 4, respectively (cumulative 6,500).

Definition and Scope: PMT is a pro-poor targeting method using self-reported information on a set of household variables that generates a welfare score for each applicant. Applicants are then ranked by their welfare scores, and a threshold score will be determined for eligibility to receive scholarships. Scholarships will be released to selected students in two installments.

The count of students for this indicator will be those who have (i) been selected for scholarship support by the project to attend TSLC/Diploma programs; (ii) signed participation agreements (or bond agreements) with the PS; and (iii) received the second installment of the scholarship.

Verification Requirements

The verification report prepared by the PS will need to include:

- i. List of scholarship-recipient students, including each person's name, address, phone number and name of the TSLC/Diploma school and program the student is enrolled in;
- ii. Attendance verification report;
- iii. Records of scholarship released from the selected government bank, both 1st and 2nd installments, with dates and amounts, to student's bank account; and
- iv. The bank account number and name of the bank the student is receiving scholarship funds through.

8.4 DLI 4: Share of female and disadvantaged youth completing market-relevant short-term training programs

Project Target: 50, 55, 60, 65, and 65% of female and disadvantaged youth completed market-relevant

short-term training programs in years 1, 2 3, 4, and 5, respectively.

Definition and Scope: Youth refers to persons in the age group of 16-40 years. Short-term training programs refer to training programs of at least 390 hours duration that lead to Level 1 or Level 2 certification of the NSTB. Market relevance of short-term training programs will be determined according to the criteria and process described in Chapter 4 of this PIM. Disadvantaged groups will include marginalized ethnic groups, the disabled, and those from poor/remote location defined as categories A and B in Table 6.1 in Chapter 6 of this PIM. Completion rate will be determined after the data on enrollment and completion has been submitted by the training providers from supported short-term training programs to the PS.

Verification Requirements

The verification report prepared by the PS will need to include:

{Using data from the EVENT II MIS¹⁸, create a dataset containing the following information:}

- ❖ Name of the trainee
- ❖ Ethnicity, age, gender, phone number and home address (both permanent address and current address, if different)
- ❖ Employment status at the time of enrolling in the training
- ❖ Name of the training provider
- ❖ Name and level of the training trade
- ❖ Result of NSTB skills test

¹⁸ Detailed trainee information is entered in the MIS by training providers. The information provided by training providers is verified by the JMT.

8.5 DLI 5: Percentage of trainees employed/self-employed within 6-months of completion of short-term training

Project Target: 65% of trainees in supported short-term training programs employed/self-employed within 6 months after completing training in years 2 and 4 and 70% each in years 4 and 5.

Definition and Scope: Trainees refer to youth who complete project-supported short-term training programs. Trainees are considered employed/self-employed if their monthly income is at least NPR 6,500.

Verification Requirements

The verification report prepared by the PS will need to include:

Using data from the EVENT II MIS¹⁹, create a dataset containing the following information:

- ❖ Name of the trainee
- ❖ Ethnicity, age, gender, phone number and home address (both permanent address and current address, if different)
- ❖ Employment status at the time of enrolling in the training
- ❖ Name of the training provider
- ❖ Name and level of the training trade
- ❖ Result of NSTB skills test
- ❖ 6-month employment status of trainees, provided by the training providers
- ❖ JMT's employment verification reports (both 3-month and 6-month employment verification)

¹⁹ Detailed trainee information is entered in the MIS by training providers. The information provided by training providers are verified by the JMT.

8.6 DLI 6: Testing of prior skills

Project Target: 6,000 youth, including migrants, have completed the NSTB skills test in each of years 1, 2, 3, 4 and 5.

Definition and Scope: Youth refers to people in the age group 16–40 years. This indicator will measure the number of youth, including repeat and returning migrants, who take the NSTB skills test (in Levels 1, 2 and 3) supported under the project through sub-results area 2.3. This indicator excludes those who will take the NSTB skills test as part of short-term training supported by the project.

Verification Requirements

The verification report prepared by the PS will need to include:

- ❖ Name of the individual,
- ❖ Ethnicity, age, gender, telephone number, home address, employment status at the time of taking the skills test;
- ❖ Skills test level and trade;
- ❖ Pass/fail status; and
- ❖ Migration history in the case of repeat or returnee migrants.

8.7 DLI 7: Apprenticeship Programs

Project Target

- i. The PS has prepared and adopted the Operational Manual for [the] apprenticeship program[s] (Year 1)
- ii. 500 trainees have successfully completed project-supported apprenticeship programs in each of the years 3, 4, and 5, respectively.
- iii. 500, 500, 1,000, and 1,000 youth receive job placement assistance through HR service providers in years 2, 3, 4, and 5, respectively.

Definition and Scope

Youth refer to persons in the age group 16-40 years.

For Operational Manual and Apprenticeship Program(s)

In Year 1, an Operations Manual for the apprenticeship program needs to be prepared; in Year 2, number of youth who enroll in the project supported apprenticeship programs needs to be reported. In Years 3, 4, and 5, number of youth who complete project-supported apprenticeship programs need to be reported.

For job placement assistance services

This indicator will measure the number of youth who receive job placement assistance services under MOU/contracts signed between the PS and public and private HR service providers under the project.

Verification Requirements

The verification report prepared by the PS will need to include:

For Year 1

- (i) Letter from the PS, including an endorsement of the operational manual by the PIC and a copy of the manual.

For Year 2 onwards

For Apprenticeship Program(s)

Administrative data from the PS with details of:

- (i) Apprentices including name, gender, age, ethnicity, past educational and vocational qualifications, phone number, current residential address, poverty status, employment status and monthly income at the time of starting apprenticeship, and the apprenticeship program name, trade area, duration.
- (ii) Focal persons' names, addresses and other details of the TVET institutions and industry partners who are jointly offering the apprenticeship programs under the project for each apprentice, and
- (iii) Skills test results of the project supported apprentices.

For job placement assistance services

Administrative data from the PS disaggregated by name, gender, ethnicity, age, educational and training credentials, phone number, current residential address, and type of job placement assistance received by project-supported youth, and name and location of the service provider. The PS should also provide data on employment/self-employment status and average monthly income for the youth who has received job placement assistance through the project. Such data need to be provided for the time the youth joined the assistance service and 3 months after the youth has received the last round of assistance.

9. Sector-Wide Initiatives



This subcomponent 2.2 under Component 2 of the project will support initiatives aimed at supporting the development of the institutional set-up of the TVET sector in Nepal as a whole. Activities supported by this sub-component will be aligned with and complement other GON sector-wide initiatives (for e.g. a sector fund, management and information systems etc.).

More specifically, EVENT II will support the GON in preparation of a national skills strategy for Nepal, that is aligned with the new political structure and which will provide the framework for TVET activities in the country. The strategic framework can span the TVET sector as a whole or can span a part of the TVET sector in a comprehensive way. Examples of the latter can include support for steps leading to the development of a National Apprenticeship policy framework eventually or developing the TORs and doing the ground work for skills sector councils in priority industrial areas on a pilot basis depending on feasibility and agreement among key stakeholders. The development of sector-wide initiatives will be done in a collaborative and coordinated manner, bringing together relevant stakeholders such as the MOEST, CTEVT, the Ministry of Finance, other relevant ministries and departments (Ministry of Industry, Ministry of Labor etc. among others), the

National Planning Commission (NPC), Development Partners (DPs) active in the TVET sector, employer associations and representatives, representatives from the school education and higher education sector, and national and international experts. Any sector-wide initiative will contribute to the GON's National Skills Development Policy/Program. The framework in principle should be based on skills requirements projections for Nepal in the next 5–10 years. Sector-wide initiatives will correspond to the requirements of the federal structure of Nepal.

Operationalizing and expanding the scope of the Training Management Information System (TMIS) which is a web-based modular information system linking all technical education institutions in Nepal that offer TSLC/Diploma and other TVET programs. Under EVENT II, further support will be provided to the CTEVT to expand the scope of the Training Management Information System (TMIS) to include new modules for data collection and coordination with other public-sector organizations that are engaged with skilling. These modules can correspond to information from the NSTB, and for ministries that are currently doing skills training to upload their information. The objective will be to make the TMIS a rich repository of formal skills being produced by the

TVET sector in Nepal. The TMIS will also introduce a QA scorecard for each technical education institution, which will be available in the public domain for use by prospective students and employers. The strengthened TMIS can be established as a separate unit within the CTEVT during project implementation

with adequate staff (permanent and consultants) for sustainability beyond the project period.

Under this sub-component, support can be provided to an overall TVET MIS under the guidance and leadership of the MOEST.

ANNEXURES

Annex 1: Project Results Framework and Monitoring Arrangement

Indicator	Base-line	Year 1	Year 2	Year 3	Year 4	Year 5	End Target	Frequency	Data Source/ Methodology	Responsibility for Data Collection
COMPONENT 1 SUPPORT TO RESULTS-BASED FINANCING										
RESULTS AREA 1: STRENGTHENING SERVICE DELIVERY IN TECHNICAL EDUCATION										
Number of TSLC/Diploma program-offering institutions that have received performance-based quality improvement grants		PIC has endorsed the Quality Assurance (QA) Manual for TSLC/ Diploma program-offering institutions prepared by PS; PS has signed MOUs with 100 TSLC/Diploma program-offering institutions for receiving performance-based quality improvement grants	100	100	100	100	100	Annual	PMIS; Administrative data from the supported institutions	PS; Supported institutions; CTEVT
Number of heads of institutions who have completed management training program	0	40	100	100	100	60	400	Annual	PMIS; Administrative data submitted by TITI	PS; TITI; CTEVT

Indicator	Base-line	Year 1	Year 2	Year 3	Year 4	Year 5	End Target	Frequency	Data Source/ Methodology	Responsibility for Data Collection
Number of supported TVET instructors and/or assessors with enhanced professional competencies	0	100	440	440	340	340	1660	Annual	PMIS; Administrative data submitted by TITI and NSTB	PS; TITI; NSTB; CTEVT
Number of curricula revised/ developed with industry participation to reflect employer requirements	0	0.00	10.00	10.00	10.00	10.00	40.00	Annual	PMIS; Administrative data submitted by CTEVT	PS; CTEVT
Pass rates in quality TSLC/ Diploma programs in supported institutions	Base-line established at the end of Year 1	-	-	TBD	TBD	TBD	TBD	Annual	PMIS; Administrative data submitted by supported institutions	PS; supported institutions
RESULTS AREA 2: WIDENING ACCESS TO TVET PROGRAMS										
Number of disadvantaged students who have been supported through scholarships to attend TSLC/Diploma programs	0	500	2000	2000	2000	0.00	6500	Annual	PMIS Administrative data	PS

Indicator	Base-line	Year 1	Year 2	Year 3	Year 4	Year 5	End Target	Frequency	Data Source/ Methodology	Responsibility for Data Collection
Number of youth, including migrants who have enrolled in market-relevant Project-supported short-term training programs	0	16000	24750	24750	24750	24750	115000	Annual	PMIS	PS; Short-term training providers
Share of female and disadvantaged youth completing market-relevant short-term training programs	50	50	55	60	65	65	65	Annual	PMIS; Administrative data submitted by short-term training providers	PS; Short-term training providers
Percentage of trainees employed/self-employed within 6 months of completion of short-term training	60		65	65	70	70	70	Annual	PMIS; tracer studies	PS; JMT
Number of youth, including migrants who have completed the NSTB skills test	0	6000	6000	6000	6000	6000	30000	Annual	PMIS; Administrative data submitted by NSTB	PS; NSTB; CTEVT

Indicator	Base-line	Year 1	Year 2	Year 3	Year 4	Year 5	End Target	Frequency	Data Source/ Methodology	Responsibility for Data Collection
RESULTS AREA 3: PILOTS IN ENABLING YOUTH TRANSITION TO WORK										
Number of youth who have received job placement assistance through Human Resource (HR) service providers	0	0	500	500	1000	1000	3000	Annual	PMIS, Administrative data submitted by service providers	PS; job placement service providers
Number of trainees who have successfully completed Project-supported apprenticeship programs	0	0	0	500	500	500.00	1500	Annual	PMIS; Administrative data submitted by partner institutions	PS; Partner institutions
COMPONENT 2 PROJECT MANAGEMENT, MONITORING AND EVALUATION										
Functional Project Secretariat	-	Established and functional	Functional	Functional	Functional	Functional	Functional	Annual	PS	PS
National Strategic TVET Framework	-	Consultations held	Preparation initiated	Draft completed; implementation plan initiated	Framework and plan shared with GON/stakeholders	Framework and implementation plan completed	Framework and implementation plan completed	Annual	PS	PS
Studies/Evaluations	-		Base-line survey for apprenticeship and job placement	End-line survey for job placement	RPL Tracer study	End-line survey for apprenticeships; Tracer study of TSLC/ Diploma graduates	Base-line survey for apprenticeship and job placement (Year 2); End-line survey for	Periodic	Sruvey	PS

Indicator	Base-line	Year 1	Year 2	Year 3	Year 4	Year 5	End Target	Frequency	Data Source/ Methodology	Responsibility for Data Collection
Stakeholder Feedback Survey	-		First round of stake- holder feed- back survey carried out and remedi- al mea- sures imple- mented		Second round of stakeholder feedback survey carried out and remedial measures imple- mented		First and second round of stakeholder feedback survey car- ried out in Year 2 and 4	TBD	TBD	TBD

Annex 2: TORS of Key PS Staff



Project Director (Class-I Officer, Education Services) Background

1. The Government of Nepal (GON) is implementing the Enhanced Vocational Education and Training II (EVENT II) project with the assistance of International Development Association (IDA). This five-year project will improve the performance and accountability of the Technical and Vocational Education and Training (TVET) system through a shift in focus to outcomes, especially training and employment outcomes. It will also contribute to the agenda of inclusiveness as it especially focuses on under-served regions of the country and disadvantaged communities.
2. The main objectives of the project are to improve equitable access to market-relevant training programs and to strengthen the technical and Vocational Education and Training (TVET) sector service delivery in Nepal.
3. The project is expected to improve access to TVET programs for the disadvantaged youths through targeting and other inclusive processes. The project will pay special attention to lagging regions, poor youths, women, and youths belonging to Dalit, disadvantaged Janajatis and other marginalized communities.
4. The project's direct beneficiaries are Nepalese youth in the age group 16–40 years, technical schools and their leaders, instructors, assessors and students, short-term training providers, and employers. Nepalese youth, including women, migrants, and the disadvantaged, will benefit from skills development training and certification of prior existing competencies. Students in technical schools will benefit from better-quality training due to grant-supported upgraded facilities, improved human resource in service delivery, and financial support for attending long-duration TVET courses.
5. The project consists of the following two components: (1) Support to results-based financing; and (2) Project Management and Monitoring and Evaluation.
6. The Ministry of Education, Science and Technology (MOEST) will be responsible for leading the implementation of the project. A Project Implementation Committee (PIC) will be constituted to approve the annual work plan and budget submitted by the Project Secretariat (PS), review project progress and resolve any implementation issues that arise in course of project implementation. A Technical Advisory Committee (TAC) comprising TEVT experts and practitioners from the various government ministries/agencies as well as the private sector will be formed to advise the PIC on technical matters.
7. The day-to-day implementation of the project will be undertaken by the Project Secretariat.

Headed by a Project Director (PD), the Secretariat will be staffed by dedicated, full-time professionals, recruited either from within the government, or on competitive basis from the market, with well-defined terms of references (TORs). The primary functions of the Secretariat will include: (a) project planning, budgeting, coordination and implementation, (b) monitoring and evaluation, (c) procurement and financial management (d) reporting to PIC and the Bank, and (e) coordinating joint reviews of the GON and the Bank.

8. In order to ensure that the project activities under various components and sub-components are implemented according to the design of the project, as agreed between GON and IDA, the services of a full-time, dedicated Project Director (PD) are necessary. The Project Director will lead the Project Secretariat and will be responsible for ensuring successful project implementation by partner implementing agencies, and regular monitoring and evaluation of project results.

Purpose of the PD position

1. The purpose of the Project Director (PD) position is to provide overall leadership to the project and to supervise, manage and monitor the implementation of project activities so that the project objectives are fully met.

Major responsibilities of PD

1. The project director will be responsible for providing overall leadership to the Project Secretariat: organizing and managing all Project Secretariat activities from planning to implementation; representing the Project Secretariat in interactions with other Government entities, external parties, and donors; ensuring timely and orderly execution of the assigned

tasks and activities; ensuring the availability and effective use of the requisite technical, financial resources. Specifically, s/he will:

- ❖ Work as the Member Secretary of CC and PIC and as a member of Technical Committee;
- ❖ Work with the GON agencies, Development Partners and other stakeholders to promote innovations, coordination and harmonization of TEVT programs and activities at the sectoral level;
- ❖ Coordinate with various GON agencies, project partner agencies and other stakeholders engaged in project activities; lead and coordinate the GON-IDA joint review meetings;
- ❖ Prepare work plan and budget;
- ❖ Supervise project implementation ensuring that agreed milestones of the project are met;
- ❖ Monitor the progress in project implementation (including progress in ESMF implementation);
- ❖ Fulfil the reporting requirements of the project in agreed formats and timelines (for monthly, quarterly/trimester, and annual financial reports; internal monitoring reports; third party monitoring reports; audit reports; etc.);
- ❖ Manage procurement and finance-related/ financial matters;
- ❖ Manage contracts made between the project and different agencies and individuals;
- ❖ Ensure proper management and disbursement of project funds, following sound accounting, budgeting; financial control and audit procedures as per the guidelines of the Government of Nepal and the World Bank;

- ❖ Manage human resources of the Project Secretariat;
- ❖ Others:
 - Coordinate the establishment of Evaluation Committees for scrutiny, evaluation and selection of training providers and TSLC/Diploma institutions under sub-results areas 2.2 and 1.1 of Component 1;
 - Facilitate/organize training of Project Officers and other relevant persons in implementation, monitoring and evaluation, financial management, procurement, social and environmental safeguards;
 - Coordinate activities related to creating awareness amongst institutions, beneficiaries and other stakeholders about the project;
 - Arrange international study tours involving Project Secretariat and other staff as necessary;
 - Organize periodic knowledge-sharing workshops with stakeholders, including relevant Ministries and Development Partners;
 - Ensure that any services that can help enhance project efficiency have been provided, including hiring of consultants/experts based on clear TORs;
 - Ensure the maintenance of a project website which is regularly updated with the information and data generated by the project;
 - Undertake any other task deemed essential for the smooth implementation of the project.

Required qualifications and experiences

1. Minimum qualifications

- ❖ Nepali citizen having advanced degree (Masters, M. Phil. or PhD) in any of the following areas: Education, Finance, Public Administration, Management, Economics, Engineering;
- ❖ A full-time employee in Government/Public Enterprise equivalent to Class-II and/or Class-I officer with at least 10 years of professional experience in the case of Masters or M. Phil. holders and at least 7 years of professional experience in the case of Ph.D. holders. The candidate should have experience in educational services including planning and programming, supervision and monitoring, aid management and donor coordination.
- ❖ Experience in preparing strategic implementation plans, preparing annual work plans and budgets, and supervising the implementation of programs, contract management and administration, planning and programming, preferably in the education sector.
- ❖ Sound knowledge of the education sector in Nepal, including TEVT. Knowledge on financial management and procurement procedures of the GON and multilateral financial institutions (e.g. the World Bank, ADB, etc.), is highly desirable.
- ❖ Fluency in written and spoken English and Nepali.

2. Critical success factors of PD:

- ❖ Ability to work flexibly on a range of assignments, and adjust to and prioritize a variety of evolving tasks;

- ❖ Excellent interpersonal, verbal communication and writing skills, as well as the ability to mentor junior staff and to develop effective relationships;
- ❖ Professional credibility and interpersonal skills to interact effectively with Project Secretariat staff, MOEST officials, CTEVT officials, officials from other ministries, the World Bank, and other development partners;
- ❖ Strong organizational and management skills to perform day-to-day management of a complex portfolio;
- ❖ Ability to identify, analyze and propose practical solutions to managerial, technical and a broad range of operational, financial and contract administration issues;
- ❖ Knowledge of World Bank's and other development partners' operational policies and business practices is an advantage;
- ❖ Good understanding of Nepali diverse culture and geography and issues of inclusiveness;
- ❖ Development management, project planning and other relevant training are preferable.

Reporting

1. The Project Director will report to the Education Secretary who is also the chair of the Project Implementation Committee (PIC).

Contract duration

1. The contract of PD will be for four years, subject to annual performance reviews by the PIC. The PD will be based in Kathmandu and is expected to work for full time office hours. The job will also entail travel outside the Kathmandu valley on project-related matters.

Selection criteria

1. The selection shall be made on the basis of the qualification requirements as mentioned above.

Remuneration and other facilities

1. Remuneration and other facilities will be provided as per the project rules.

Project Deputy Director (Class II Technical (Education Service))

1. In order to ensure that the project activities under various components and sub-components are implemented according to the design of the project, as agreed between GON and IDA, services of a full-time, dedicated Senior Project Deputy Director (equivalent to education services, class-II officer) is necessary. The Project Deputy Director will assist Project Director in the implementation of overall project activities and co-ordinate among different section in PS.
2. The purpose of the position of Project Deputy Director is to plan and monitor different programs and activities of the project, report the status and provide feed back to assist PD in making appropriate decision during the implementation of the project.

Major Responsibilities of Project Deputy Director

1. Major responsibilities of the Project Deputy Director are as follows:
 - ❖ Work as a member secretary of Technical Advisory Committee and coordinator of Evaluation Committee for the selection of training providers;

- ❖ Help PD to develop the Annual Work Plan and Budget.
 - ❖ Help PD to develop and revise the project monitoring mechanisms and the overall framework for project M&E;
 - ❖ Provide core information to the central project management, including PD, PIC, IDA and the cooperating institution;
 - ❖ Prepare Implementation Progress Report (IPR);
 - ❖ Set out the framework and procedures for the evaluation of project activities;
 - ❖ Coordinate to prepare periodic monitoring report, including monthly, trimester and yearly reports on M&E findings, as required, working closely with financial staff, technical staff and implementing partners;
 - ❖ Undertake regular visits to the field to support implementation of M&E and to identify where adaptations might be needed;
 - ❖ Arrange regular sharing of the outputs of M&E findings with project staff, implementing partners and primary stakeholders;
 - ❖ Participate in external missions and facilitate mission team members' access to M&E data and to stakeholders;
 - ❖ Undertake any other task deemed essential for the smooth implementation of the project.
- Administration, Management, Economics, Engineering;
 - ❖ At least 7 years of professional experience;
 - ❖ Experience in planning and monitoring of programme and projects, preferably in the education sector;
 - ❖ Fluency in written and spoken English and Nepali;
 - ❖ Sound knowledge of the education sector in Nepal, including TEVT;
 - ❖ Knowledge on planning and monitoring of the GON and multilateral financial institutions (e.g. the World Bank, ADB, etc.), is desirable; and
 - ❖ Skills in TOR, RFP development and report writing will be advantageous.

Required Qualifications and Experiences

1. Minimum qualifications:
 - ❖ Nepali citizen having Master degree in any of the following areas: Education, Finance, Public

Reporting

1. The Deputy Project Director will report to PD.

Contract duration

1. The contract of SPMO will be initially one year and annual extension will be made subject to annual performance reviews by the PD. The SPMO is expected to work for full time office hours within the Kathmandu valley, except otherwise when situation demands travel outside Kathmandu valley within Nepal on project related matters.

Selection criteria

1. The selection shall be made on the basis of the qualification requirements as mentioned above.

Remuneration and other facilities

1. Remuneration and other facilities will be provided as per the project rules.

Senior Planning and Monitoring Officer (Class II Technical (Education Service))

1. In order to ensure that the project activities under various components and sub-components are implemented according to the design of the project, as agreed between GON and IDA, services of a full-time, dedicated Senior Planning and Monitoring Officer (Sr. M&E Officer, equivalent to education services, class-II officer) are necessary. The Senior Planning and Monitoring Officer will prepare AWPB and monitoring plan and assist Project Secretariat in planning and monitoring the project activities.

Purpose of the Senior Planning and Monitoring Officer Position

1. The purpose of the position of Senior Planning and Monitoring Officer position is to plan and execute monitoring activities of the project.

Major Responsibilities of Senior Planning and Monitoring Officer

1. Major responsibilities of the Senior Planning and Monitoring Officer are as follows:
 - ❖ Help PD to develop and revise the project monitoring indicators, monitoring mechanisms and the overall framework for project M&E;
 - ❖ Develop monitoring plan and design the format for reporting;
 - ❖ Help PD to develop the AWPB;
 - ❖ Provide core information to the central project management, including PD, PIC, IDA and the cooperating institution;
 - ❖ Set out the framework and procedures for the evaluation of project activities;

- ❖ Prepare TORs for monitoring experts and supervise their monitoring work;
- ❖ Prepare monitoring plan for EMF and execute the plan;
- ❖ Prepare periodic monitoring report, including monthly, trimester and yearly reports on M&E findings, as required, working closely with financial staff, technical staff and implementing partners;
- ❖ Undertake regular visits to the field to support implementation of M&E and to identify where adaptations might be needed;
- ❖ Arrange regular sharing of the outputs of M&E findings with project staff, implementing partners and primary stakeholders;
- ❖ Participate in external missions and facilitate mission team members' access to M&E data and to stakeholders;
- ❖ Undertake any other task deemed essential for the smooth implementation of the project.

Required Qualifications and Experiences

1. Minimum qualifications
 - ❖ Nepali citizen having Master degree in any of the following areas: Education, Finance, Public Administration, Management, Economics, Engineering;
 - ❖ At least 7 years of professional experience;
 - ❖ Experience in planning and monitoring of programme and projects, preferably in the education sector.
 - ❖ Fluency in written and spoken English and Nepali.
 - ❖ Sound knowledge of the education sector in Nepal, including TEVT.

- ❖ Knowledge on planning and monitoring of the GON and multilateral financial institutions (e.g. the World Bank, ADB, etc.), is desirable.
- ❖ Skills in TOR, RFP development and report writing will be advantageous.

Reporting

1. The Senior Planning and Monitoring Officer will report to PD.

Contract duration

1. The contract of SPMO will be initially one year and annual extension will be made subject to annual performance reviews by the PD. The SPMO is expected to work for full time office hours within the Kathmandu valley, except otherwise when situation demands travel outside Kathmandu valley within Nepal on project related matters.

Selection criteria

1. The selection shall be made on the basis of the qualification requirements as mentioned above.

Remuneration and other facilities

1. Remuneration and other facilities will be provided as per the project rules.

Monitoring Officers (Class-III Equivalent Officer, Education Services)

1. In order to ensure that the project activities under various components and sub-components are implemented according to the design of the project, as agreed between GON and IDA, services of a full-time, dedicated Monitoring

Officer (equivalent to education services, class-III Officer) are necessary. The Monitoring officer will assist Senior Planning and Monitoring Officer in preparing monitoring plan and assist Project Secretariat in planning the project activities.

Purpose of the Monitoring Officer Position

1. The purpose of the Monitoring Officer position is to execute monitoring activities of the project.

Major responsibilities of Monitoring Officer

1. Major responsibilities of the Monitoring Officer are as follows:
 - ❖ Help Senior Planning and Monitoring Officer to develop and revise the project monitoring indicators and monitoring mechanisms and the overall framework for project M&E;
 - ❖ Prepare information to be provided to the central project management, including PD, PIC, IDA and the cooperating institution;
 - ❖ Prepare TORs for monitoring experts and supervise their monitoring work;
 - ❖ Prepare periodic monitoring report, including monthly, trimester and yearly reports on M&E findings, as required, working closely with financial staff, technical staff and implementing partners;
 - ❖ Undertake regular visits to the field to support implementation of M&E and to identify where adaptations might be needed;
 - ❖ Help Senior Planning and Monitoring Officer to participate in external missions and facilitate mission team members' access to M&E data and to stakeholders;

- ❖ Undertake any other task deemed essential for the smooth implementation of the project.

Required qualifications and experiences

1. Minimum qualifications

- ❖ Nepali citizen having minimum of Bachelor Degree in any of the following areas: Education, Finance, Public Administration, Management, Economics, (Masters' Degree preferable);
- ❖ At least 5 years of professional experience for the candidate having Bachelor Degree and at least 3 years experiences for the candidate having Masters' Degree. The candidate should have experience in planning and monitoring of programme and projects, preferably in the education sector;
- ❖ Training on monitoring and evaluation of development programme/projects will be advantageous;
- ❖ Sound knowledge of the education sector in Nepal, including TEVT;
- ❖ Knowledge on planning and monitoring of the GON and multilateral financial institutions is advantageous;
- ❖ Fluency in written and spoken English and Nepali;
- ❖ Skills in TOR, RFP development and report writing will be advantageous.

Reporting

1. The Monitoring Officer will report to Senior Planning and Monitoring Officer.

Contract duration

1. The contract of Monitoring Officer will be initially one year and annual extension will be made subject to annual performance reviews by the PD. The Monitoring Officer is expected to work for full time office hours within the Kathmandu valley, except otherwise when situation demands travel outside valley within Nepal on project related matters.

Selection criteria

1. The selection shall be made on the basis of the qualification requirements as mentioned above.

Remuneration and other facilities

1. Remuneration and other facilities will be provided as per the project rules.

Planning Officer (Class-III Equivalent Officer, Education Services)

1. In order to ensure that the project activities under various components and sub-components are implemented according to the design of the project, as agreed between GON and IDA, the services of a full-time, dedicated Planning Officer (Education services, class-III officer) are necessary. The Planning Officer will assist the Senior Planning and Monitoring Officer in preparing the annual plan Project and budget.

Purpose of the Planning Officer position

1. The purpose of the Planning Officer position is to help the Senior Planning and Monitoring Officer to develop various types of plans related to the project.

Major responsibilities of the Planning Officer

1. The major responsibilities of the Planning Officer are as follows:
 - ❖ Help Senior Planning and Monitoring Officer to develop AWPB;
 - ❖ Collect relevant data and information in order to develop AWPB;
 - ❖ Work together with Planning Officer to set indicators related to the project;
 - ❖ Prepare information related to planning and budgeting and provide such information to project management, including PD, PIC, IDA and the cooperating institutions;
 - ❖ Undertake regular visits to the field to support planning and implementation of the project activities;
 - ❖ Help Senior Planning and Monitoring Officer participate in external missions and facilitate mission team members' access planning and budgeting related information;
 - ❖ Undertake any other task deemed essential for the smooth implementation of the project.

Required qualifications and experiences

1. Minimum qualifications
 - ❖ Nepali citizen having a minimum of a Bachelor's Degree in any of the following areas: Education, Finance, Public Administration, Management, Economics, Planning (Masters' Degree preferable).
 - ❖ At least 5 years of professional experience for the candidate having a Bachelor's Degree and at least 3 years experiences for the

candidate having a Masters' Degree. The candidate should have experience in planning of programs/projects, preferably in the education sector.

- ❖ Training on planning of development programs and project-related activities will be advantageous.
- ❖ Sound knowledge of the education sector in Nepal, including TEVT. Knowledge on planning and monitoring of the GON and multilateral financial institutions is advantageous.
- ❖ Fluency in written and spoken English and Nepali.

Reporting

1. The Planning Officer will report to the Senior Planning and Monitoring Officer.

Contract duration

1. The contract of Planning Officer will be initially one year and annual extensions will be made subject to annual performance reviews by the PD. The Planning Officer is expected to work full time office hours within the Kathmandu valley, except otherwise when the situation demands travel outside the valley, within Nepal, on project-related matters.

Selection criteria

1. The selection shall be made on the basis of the qualification requirements as mentioned above.

Remuneration and other facilities

1. Remuneration and other facilities will be provided as per the project rules.

Financial Management Officer (Class-III Officer, Accountancy Services)

1. In order to ensure that the project activities are implemented according to a good financial accountability system and with transparency, the services of a full-time Financial Management Officer (FMO) are essential.

Purpose of the FM position

1. The purpose of the Financial Management Officer (FMO) position is to handle the day to day financial management matters which include establishing a good financial management information system and preparing financial monitoring reports on a trimester basis, ensuring that the implementation serves to fulfil the project objectives.

Major duties and responsibilities of FMO

1. The FMO will assist the PD and work as an integral member of the Project Secretariat. S/he will carry out all financial management of project activities in conformity with the Financing Agreement, and applicable guidelines and project manuals including the financial management legislation of the Government of Nepal. The FMO will work under the supervision of the PD and report to the PD. Specifically the FMO will:
 - ❖ Prepare monthly, trimester and annual financial reports based on the annual plan and work program endorsed by the Project Implementation Committee, and arrange timely financial information for internal audits of project accounts;
 - ❖ Maintain a good financial management information system that will be capable of tracking all expenditures;

- ❖ Maintain contracts signed under the project and execution of payments under such contracts;
- ❖ Coordinate with all the agencies that the Project Secretariat will have to deal with regarding issues related to financial matters;
- ❖ Prepare withdrawal applications and their supporting documents according to defined procedures;
- ❖ Maintain the files of all payment documents, invoices and other financial documents relating to project transactions;
- ❖ Maintain and operate the project Designated Account and make payments to contractors and service providers, and verify and authorize payments for all activities under the project;
- ❖ Ensure a proper management and disbursement of project funds following sound accounting, budgeting, financial control and audit procedures;
- ❖ Ensure that all project transactions are booked timely and accurately;
- ❖ Prepare periodic financial reports of the project;
- ❖ Provide the Auditor with access to copies of all necessary documentation, information and supporting materials.

Required Qualification and experience of FMO

1. Required qualification and experience of the FMO are as follows:
 - ❖ Nepali citizen having at least a Masters Degree in the relevant discipline: Professional Accountancy, Commerce or Business Administration;

- ❖ At least five (5) years of demonstrated work experience as a financial management expert working in government accounts and/or financial management; good experience of working with ADB or WB financed program/project is highly desirable;
- ❖ Relevant training experiences are preferable;
- ❖ Must have good knowledge of financial management policies and procedures of the GON, multilateral financial institutions (e.g. the World Bank, ADB etc); as well as good knowledge of the institutional, technical, and commercial aspects of financial management;
- ❖ Computer proficiency in standard office applications, excellent communication, interpersonal and team working skills; and
- ❖ Speaking and writing fluency in both the English and Nepali languages.

Reporting

1. The FMO shall report to the Project Director.

Contract duration

1. The FMO will be assigned initially for one year and then on annual contract basis, depending upon his/her satisfactory work performance and with the recommendation of the Project Director. The FMO is expected to work full time office hours within the Kathmandu valley, except when the situation demands travel outside the Kathmandu valley, within Nepal, on project-related matters.

Selection criteria

1. The selection shall be made on the basis of the qualification requirement as mentioned above.

Remuneration and other facilities

1. Remuneration and other facilities will be provided as per the project rules.

Procurement Officer (Class-III Officer, Engineering, Education or Administration Services)

1. In order to ensure that the procurements in the project are carried out efficiently, transparently, and in accordance with the appropriate GON and World Bank procurement guidelines, the services of a full-time, qualified Procurement Officer (PO) are essential.

Purpose of the PO position

1. The purpose of the Procurement Officer (PO) position is to assist the EVENT Project Secretariat in managing proposed procurement of national/international individual and consulting services and goods, as per the annual procurement plan, ensuring that the implementation truly serves to fulfil the project objectives.

Duties and responsibilities of the PO

1. The PO shall work closely with the Project Director and other staff related to the project and help to carry out all aspects of project procurement, in conformity with the Financing Agreement, applicable guidelines/manuals, and arrangements specified in the Guidelines as well as in the procurement legislation of the Government of Nepal and procurement guidelines of the World Bank. The responsibilities of the PO include, but are not limited to, the following functions:
 - ❖ Prepare and update project procurement plans periodically;

- ❖ Develop and recommend optimal procurement methods;
 - ❖ Prepare procurement-related documents required for the procurement of goods, consulting services and works (if any);
 - ❖ Help concerned staff of the Project Secretariat to prepare project specific scope of work, ToR, specifications, cost estimates and work schedules, evaluation criteria etc;
 - ❖ Assist in pre-bid meetings, prepare answers/clarifications/modifications;
 - ❖ Assist in receiving bids/proposals and examining the same, and in writing evaluation reports;
 - ❖ Assist in negotiating with bidders, when required, and preparing contract documents, for approval by the concerned authority and the World Bank;
 - ❖ Assist in maintaining records and other documentation required for audit and progress reporting purposes;
 - ❖ Prepare monthly progress reports of procurement activities, project account, and contribute to trimester implementation progress reports;
- or Financial Institution/UN agencies and have five years' experience in procurement;
- ❖ Should be fully conversant with the Government of Nepal and World Bank procurement policies, procedures and guidelines; experience of at least one successful procurement of consulting services and one successful procurement of goods in World Bank-funded projects is preferable;
 - ❖ Should possess experience in procurement-related training;
 - ❖ Should be fluent in English language speaking and writing; and
 - ❖ Should have skill in writing reports, conducting negotiations, creating/making presentations and the use of computers.

Required qualification and experience of PO

1. The required qualifications and experiences of the PO are as follows:
 - ❖ Should have university degree preferably in Engineering discipline or in Business Management (Bachelors Degree minimum, Master's degree preferable);
 - ❖ Should possess work experience as a full time employee in Government/Public Enterprise/ NGO/INGO/National or International Bank

Reporting

1. The PO shall report to the Project Director.

Duration of contract

1. The PO will be assigned initially for one year and then on annual contract basis depending upon the demand and his/her satisfactory work performance. The PO is expected to work for full time office hours within the Kathmandu valley, except when the situation demands travel outside the Kathmandu valley, within Nepal on project-related matters.

Selection criteria

1. The PO's selection shall be made on the basis of the qualification requirements listed above.

Remuneration and other facilities

1. Remuneration and other facilities will be provided as per the project rules.

Annex 3: Indicative TOR for QA Expert



Nepal: Enhanced Vocational Education and Training Project II Consultancy for the development of a Quality Assurance Manual (TVET)

1. Background

The Enhanced Vocational Education and Training Project II (EVENT II) is a Government of Nepal (GON)-implemented project whose objective is to expand the supply of employable labor through improved access to market-relevant training programs and strengthened Technical and Vocational Education and Training (TVET) sector service delivery in Nepal. Achieving this objective will require, among other things, more investment for improved service delivery at the institutional level for better quality and market relevance of programs offered. Also by making access to long-term and short-term training more inclusive, including bringing aspiring and returning migrants into the TVET system fold.

One of the sub-results area of the project aims to (a) promote a culture of quality improvement at the technical school level, (b) increase the transparency of the quality of training, and (c) improve the quality and relevance of technical education and training in TSLC/Diploma programs through strengthening multiple service delivery dimensions of technical schools, such that they reinforce each other. Under this sub-results area, the project will provide performance-based quality improvement grants to select 100 public and private sector institutions offering Technical School Leaving Certificate (TSLC) and Diploma courses.

A Quality Assurance (QA) manual for TVET institutions will be prepared under the leadership of the Council of Technical Education and Vocational Training (CTEVT), to establish minimum quality standards, criteria, indicators, and internal and external assessment processes and the use of assessment findings by institutions for improving quality. QA indicators that will trigger performance payments to the selected 100 institutions will likely be linked to processes, outputs, and outcomes indicating greater access to these programs by females and disadvantaged youth. Further indicators being, better quality training offered by the institutions including updated and new TSLC/Diploma courses identified by employers as an emerging need, but which are currently not being offered on a sufficient scale by TVET institutions, that will result in increased youth employability, improvement in management capacity of the institutions, and greater institutional accountability.

2. Purpose of the consultancy

The purpose of the consultancy is to prepare a Quality Assurance Manual (QA manual) for TSLC and Diploma-offering institutions affiliated to the Council of Technical Education and Vocational Training (CTEVT). The manual will be the reference source for TSLC and Diploma-offering public and private

institutions affiliated to the CTEVT for how standards/benchmarks can be assured, quality enhanced, and continuous quality improvement embraced at the institution and program levels. Such quality assurance will be future-looking as well as account for labor markets that are flexible, dynamic and geographically diverse (national and international). Such quality assurance will also be in line with the TVET policies of the GON and the upcoming National Vocational Qualifications Framework (NVQF) being developed under the aegis of the National Skills Testing Board (NSTB). The consultant will work in close consultations with the CTEVT, the Ministry of Education, Science and Technology, the EVENT II Project Secretariat, and the World Bank team.

3. Specific objectives

The specific objectives of the consultancy, regarding TSLC and Diploma institutions and programs, are the following:

- ❖ Assess and document the status of quality assurance regulations, criteria and practices of CTEVT;
- ❖ Identify the quality assurance needs of TSLC and Diploma-offering institutions;
- ❖ Develop a quality assurance template for TSLC and Diploma-offering institutions; and
- ❖ Develop a quality assurance manual in the form of a reference manual for use by TSLC and Diploma-offering institutions.

4. Methods and approach

The methods and approach to the development of the manual will include: desk review, interviews, piloting of templates and their refinement, drafting reports and manuals, presentations and receipt of feedback, supported with data from the study on TSLC and Diploma-offering institutions which will

happen parallelly and in tandem with the QA manual consultancy:

- a. **Desk review:** the consultant will scan, gather and review a range of relevant quality assurance procedures, systems and tools from within other sectors in Nepal (school education, higher education) and in TVET in other countries. Based on the desk review, the consultant will prepare a report (brief) on the pros and cons of a select subset of these quality assurance procedures, systems and tools.
- b. **Interviews:** the consultant will hold discussions, among others, with the following:
 - ❖ Member Secretary and Officers of the CTEVT who oversee quality assurance in TSLC/Diploma-offering institutions. The discussions will include – current practices with respect to setting standards/benchmarking, accreditation, affiliation, regulation of quality at the institution and program levels, and the process of engaging with established TSLC/Diploma-offering institutions, and on the steps required to institutionalize the process of continuous quality improvement;
 - ❖ Relevant officers of the GON within the MOEST and other Ministries;
 - ❖ Heads of Chambers of Commerce and other industry associations. The discussions will include views on skills standards, skills gaps, the current and prospective roles of industry in determining standards/benchmarks and in determining institution/program level quality assurance;
 - ❖ QAA Director and other relevant officers within the UGC on their current practices

with respect to setting standards/ benchmarking, accreditation, affiliation, regulation of quality at the institution and program levels and steps being taken to institutionalize the process of continuous quality improvement. The QAA divisions of prominent Universities such as Tribhuvan University and Kathmandu University; and

- ❖ International donors active in quality assurance for TVET institutions in Nepal.

to all relevant stakeholders. Presentation of the QA manual will include sharing a draft copy as well as a power-point presentation.

- f. **Final QA manual:** Using the feedback on the manual, the consultant will prepare a final working version of the QA manual.

5. Deliverables

The deliverables for this consultancy will be the following:

Sl.No.	Activities
1.	A brief inception report describing the implementation plan for the consultancy with indicative time-lines
2.	Report on quality assurance needs of TSLC and Diploma-offering institutions
3.	Quality assurance template for TSLC and Diploma-offering institutions
4.	Draft QA manual
5.	Final QA manual

- c. **Report on QA needs of TSLC and Diploma offering institutions:** Using data from a parallel study on the state of and current practices in QA in a sample of TSLC and Diploma-offering institutions and other relevant data and research, the consultant will prepare a report on the QA needs of TSLC and Diploma-offering institutions in line with the requirements of Section 2 above.
- d. **Piloting and finalizing a quality assurance template:** A standardized quality assurance template will also be prepared that will become part of the QA manual and will be used by TSLC and Diploma-offering institutions for self-assessment and internal quality assurance.
- e. **Draft QA manual:** The consultant will draft a QA manual that will be presented for feedback

6. Consultant qualifications

The consultant must have a Masters or a higher degree in a relevant field (education etc.), and at least 5 years' experience in the TVET sector. Preference will be given to consultants who have the following competencies:

- ❖ Broad knowledge and understanding of the issues pertaining to the provision of TVET in Nepal;
- ❖ Very good knowledge of a wide range of quality assurance systems, tools and processes;
- ❖ Knowledge of and experience in the TVET sector; and
- ❖ Excellent communication skills in writing and in speaking English.

Annex 4: Interim Unaudited Financial Management Report Template



..... Trimester FMR Report 1

SUMMARY OF SOURCES AND USES OF FUNDS

Amount in NPR

Description	Notes to Account	Cumulative up to Previous Fiscal Year	Current Fiscal Year				Cumulative to Date
			1st Trimester	2nd Trimester	3rd Trimester	Year-to-Date	
Budget Allocation							
Approved Allocation							
A. Opening Cash/Bank Balance							
Cash/Bank Balance of previous period							
B. Sources of Funds							
GON Fund							
GON Reimbursable Fund							
IDA Funds							
Total (A+B)							
C. Uses of Funds by Category/Component with budget codes for category 1)							
Total							
D. Closing Balance							
Total (C+D)							
Designated Account Statement*							
1. Opening Balance							
2. Fund Received from IDA							

Description	Notes to Account	Cumulative up to Previous Fiscal Year	Current Fiscal Year				Cumulative to Date
			1st Trimester	2nd Trimester	3rd Trimester	Year-to-Date	
3. Less: Transfer to GON Treasury Account							
4. Less: Direct Payment from Designated Account							
5. Foreign Exchange Gain/Loss (+/-) as NRB adj.							
6. Closing Balance (3-4-5+6)							

* For category 2 only since category 1 would be directly reimbursed to Treasury.

.....Trimester FMR Report 2

DESIGNATED ACCOUNT RECONCILIATION STATEMENT & CASH PROJECTION

Amount in NPR

Particulars	Cumulative up to FY	Reporting FY				Cumulative to Date	Remarks
		1st Trimester	2nd Trimester	3rd Trimester	Year to date		
1. Opening Cash Balance							
2. Add: Receipt of Funds							
3. Total Cash Balance (1+2)							
4. Less:							
(a) Transfer to GON Treasury from Designated Account							
(b) Direct Payment from Designated Account							
5. Foreign Exchange Gain/ Loss (+/-)							
6. Closing Designated Account Balance at the end of Reporting Period (3-4+5)							-

Amount in USD

Particulars	Cumulative up to FY	Reporting FY				Cumulative to Date	Remarks
		1st Trimester	2nd Trimester	3rd Trimester	Year to date		
1. Opening Cash Balance							
2. Add: Receipt of Funds							
3. Total Cash Balance (1+2)							
4. Less:							
(a) Transfer to GON Treasury from Designated Account*							
(b) Direct Payment from Designated Account*							
5. Closing Designated Account Balance at the end of Reporting Period (3-4)							

CASH REQUIREMENTS *

Particulars	NPR	USD
6. Eligible Expenditure for IDA financing yet to be transferred to GON Treasury		
Cash Projection for next 2 Trimesters of FY _____		
Total Cash Requirements		
Less: Closing Balance		
Less: Fund Claimed with IDA but yet to be accounted		
Net Cash Requirement from IDA for next 2 Trimesters*		

* This is for category 2 only since category 1 would be directly reimbursed to Treasury.

..... Trimester FMR Report 3

STATEMENT OF EXPENDITURE

Line Item No.	Category No.	Description/Component	Total Project Cost	Cumulative Expenditure upto Previous FY	Annual Budget Allocation	Expenditure					Balance Budget		
						1st Trimester	2nd Trimester	3rd Trimester	Year-to-Date	%	Amount	%	Cumulative Expenditure to Date
1		3	4	5	6	7	8	9	10 = (7+8+9)	11 (10/6*100)	12 (10-5)	13 (12/6*100)	14 (4+10)
		Grand Total											

.....Trimester FMR Note 1

GON AND GON REIMBURSABLE FUNDS

Amount in NPR

Description	Cumulative up to Previous Fiscal Year	Current Fiscal Year				Cumulative to Date
		1st Trimester	2nd Trimester	3rd Trimester	Year to date	
A	GON Fund Released					
	GON Reimbursable Fund Released					
	Total Funds Released					
B	Transfer to GON Treasury from Designated Account					
	Total					
C	Total Funds used from GON Treasury (A-B)					
D	GON Fund Expenditure					
	Less: Source to be changed to IDA source					
	Net GON Expenditure					
E	GON Reimbursable Funds:					
	GON Reimbursable Fund Expenditure					
	Source to be changed from GON source					
	Less: Reimbursement Received					
	Net GON Reimbursable Funds					
F	Total (D+E)					

IDA FUNDS TRANSFER TO GON TREASURY FROM DESIGNATED ACCOUNT

A	Funds Transfer to GON Treasury					
B	Documented to IDA Credit					
C	Documented to IDA Grant					
D	Transfer amount still to be Documented					
	Total IDA Funds (B+C+D)					

Annex 5: EVENT II Project Procurement Strategy for Development (PPSD)



1. Project Overview

Country	Nepal
Full Project Name	Enhanced Vocational Education and Training Project II (EVENT II)
Total Finance (US\$)	60 million
Project Number	P163018

Project Description

The project is designed to support the TVET sector in Nepal at different levels—the system, the institution, and the individual. Activities supported under the project include upgrading the quality of TVET facilities, supporting key human resources that are critical for the quality of service delivery, improving access for disadvantaged groups, supporting missing links between training and placement to help youth find work, improving the availability of information linking skills supply and demand, and improving governance through performance-based funding of training providers. The project will also support migrants through training, and skills testing and certification.

Project Development Objectives

The Project Development Objectives (PDO) are to improve equitable access to market-relevant training programs and strengthen the Technical and

Vocational Education and Training (TVET) sector service delivery in Nepal.

Component 1: Support to Results-based Financing (\$54 million) – DLI based

- ❖ Strengthening Service Delivery in Technical Education;
- ❖ Widening Access to TVET Programs; and
- ❖ Pilots in Enabling Youth Transition to Work.

The first component will finance results in the TVET sector that are related to the achievement of the PDO. These include results related to strengthening service delivery in technical schools offering TSLC/ Diploma programs (Results Area 1); widening access to TVET programs through short-term training – leading to employment; testing of prior skills of potential labor market entrants or workers – whether formally or informally acquired; scholarships that will permit eligible students to attend TSLC/Diploma

programs (Results Area 2); and introduction of new TVET programs (apprenticeships) and job placement services on a small scale for generating evidence on their effectiveness (Results Area 3). Since this component is DLI-based, selection of training-providing agencies and other service providers under this component shall be based on the process mentioned in the PIM as agreed with the World Bank and, therefore, the Bank's regular prior or post review will not be applicable.

including procurement of office equipment, furniture, vehicles and selection of consulting firms and individual consultants. The local market is well capable of providing the required goods and services.

3. Procurement Risk Analysis

Risk Description	Description of Mitigation	Risk Owner
Non-competitive market for 4 wheeler vehicles: It has been observed under several Bank-financed projects that competitive bidding for procuring vehicles (SUV, cars, etc.) is not providing a competitive price. In most of the cases, either one or no bid is received. The reason for this is that in Nepal different brands and models of vehicles have their disclosed showroom prices which are not comparable with the showroom prices of other brands and models.	EVENT II Plans to procure such vehicles by direct-national approach. A single supplier will be identified after conducting need analysis and availability of the budget. Then a price quotation is obtained and the final contract price will be settled through negotiations.	Project Director

Component 2: Project Management, Monitoring and Evaluation (\$6 million)

The second component will focus on project management, Monitoring and Evaluation (M&E), and sector-wide initiatives such as preparation of a skills development framework, strengthening of information systems, innovations, skills competitions, and communications and outreach. This component will involve procurement of goods, consulting and non-consulting services following the Procurement Regulations for IPF Borrowers dated July 2016.

2. Overview of Country, Borrower and Marketplace

Market Analysis

The project envisages minor procurement of goods, consulting and non-consulting services

4. Procurement Objective

Timely acquisition of office equipment, logistics and services to support smooth project implementation and competitive selection of qualified training providers for conducting short term training.

5. Recommended Procurement Approach for the Project

5.1 The Bank's Standard Procurement Documents: shall be used for all contracts subject to international competitive procurement and those contracts as specified in the Procurement Plan tables in STEP.

5.2 National Procurement Arrangements: In accordance with paragraph 5.3 of the Procurement Regulations, when approaching

the national market (as specified in the Procurement Plan tables in STEP), the country's own procurement procedures may be used as per the Public Procurement Act, 2007 (1st Amendment) and the Regulations made there under subject to the following conditions:

- (a) Model bidding documents, including contract conditions agreed with the Association (as amended from time to time), shall be used. Bidding documents shall be made available, by mail or in person, to all who are willing to pay the required fee.
- (b) Eligibility to participate in a procurement process for and to be awarded an Association-financed contract shall be as defined under Section III of the Procurement Regulations for IPF Borrowers, July 2016. Foreign bidders shall not be precluded from bidding and no preference of any kind shall be given to national bidders.
- (c) Prospective bidders shall be given at least thirty (30) days from the date of publication of the invitation to bid or the date of availability of the bidding documents, whichever is later, to prepare and submit bids. There shall not be any restriction on the modality for delivery of bids. Bids may be withdrawn or modified at any time before the deadline for submission of bids. Bids shall be opened in public in one place, immediately after the deadline for submission of bids. Bids received after the deadline for bid submission shall be rejected and returned to bidders unopened.
- (d) Qualification criteria (in case pre-qualifications were not carried out) shall be stated in the bidding documents for all contracts, irrespective of the value, and if a registration process is required, a foreign firm declared as the lowest evaluated bidder shall be given a reasonable opportunity to register, without let or hindrance.
- (e) Evaluation of bids shall be made in strict adherence to the criteria disclosed in the bidding documents. Contract shall be awarded to the qualified bidder whose bid has been determined: (a) to be substantially responsive to the bidding documents and (b) to offer the lowest-evaluated cost.
- (f) For contracts subject to the Association's prior review, all bids shall not be rejected, the procurement process shall not be cancelled, and new bids shall not be solicited without the Association's prior concurrence. In case of re-bidding, the time for preparation and submission of bids shall be as set forth under provision (c) above.
- (g) Bids shall be valid as per the period stated in the bidding documents. For contracts subject to prior review, the extension of bid validity shall not be allowed without the prior concurrence of the Association: (a) for the first request for extension if it is longer than four (4) weeks; and (b) for all subsequent requests for extension irrespective of the period.
- (h) Bid and performance securities shall be in the format included in the bidding documents. The bid security shall be valid for twenty-eight days (28) beyond the original validity period of the bid, or beyond any period of extension if requested. Performance security shall

be an amount of five (5) to ten (10) percent (%) of the contract price and shall not be increased merely on the basis of comparison of the contract price with the pre-bid cost estimate.

- (i) If a contract is terminated because of fundamental breach of contract by the contractor, the amount to be recovered from the contractor representing the employer's additional costs for completing the contract, shall be provisioned as agreed with the Association in model bidding documents.
- (j) At the Recipient's request, the Association may agree to the Recipient's use, in whole or in part, of its electronic procurement system, provided the Association is satisfied with the adequacy of such a system.
- (k) With respect to contracts subject to the Association's prior review, the Recipient shall obtain the Association's no objection before agreeing to: (a) a material extension of the stipulated time for performance of a contract; (b) any substantial modification of the scope of services or other significant changes to the terms and conditions of the contract; (c) any variation order or amendment (except in cases of extreme urgency) which, singly or combined with all variation orders or amendments previously issued, increases the original contract amount by more than fifteen percent (15%); or (d) the proposed termination of the contract. A copy of all contract amendments shall be provided to the Association.

(l) The bidding document and contract as deemed acceptable by the Association shall include provisions stating the Association's policy to sanction firms or individuals, found to have engaged in fraud and corruption as defined in the Procurement Regulations.

(m) In accordance with paragraph 5.4(c) of the Procurement Regulations, the request for bids/request for proposals document shall require that Bidders/Proposers submitting Bids/Proposals present a signed acceptance at the time of bidding, to be incorporated in any resulting contracts, confirming application of, and compliance with, the Bank's Anti-Corruption Guidelines, including without limitation the Bank's right to sanction and the Bank's inspection and audit rights.

5.3 Procurement Approach for Goods

All procurement of goods and non-consulting services above US\$ 25,000 will be carried out based on open national approach procedures. For such procurement of value less than US\$ 25,000 per contract, the procuring entity will use Limited RFQ procedure. Procurement of vehicles will be carried out through direct approach and direct contracting through effective negotiations.

5.4 Consultancy/Services Procurement Arrangements

Selection of consulting firms will follow QCBS, CQS, LCS or Direct Selection methods as appropriate. For selecting individual consultants, open competitive, limited competitive or direct selection methods will be adopted.

Summary of PPSD to Inform the Bank’s Preparation of PAD

Contract Title, Description and Category	Estimated Cost US\$ and Risk Rating	Bank Oversight	Procurement Approach/ Competition	Evaluation Method (Rated Criteria (VfM), Lowest Evaluated Cost)
Agency for Macro Level Rapid Market Appraisal	25,000/ Moderate	No	Open – National/ QCBS	Rated Criteria
Agency for Study on unit cost analysis of different occupations	25,000/ Moderate	Yes	Open – National/ QCBS	Rated Criteria
Individual Procurement, Financial Management, M&E, Senior TEVT, IT Consultants and 2 TEVT consultants to preparing guidelines for National skills test competition and Apprenticeship training (Each 3-6 p/m)	73,500/ Moderate	Yes	REOI	Rated Criteria (Relevant Experience and Qualification)
Office stationery and other goods	32500/ Moderate	No	Limited/RFQ	Most Advantageous Bid
Printing of Posters, Pamphlets, Flyers, Application forms, Different Guidelines etc. for RBST, VBST, Quality Improvement Grants, Scholarship etc.	10,000/ Moderate	Yes	Limited/RFQ	Lowest Evaluated Cost
Purchase of, updating and development of different software (EDS, FAMS, Procurement etc.)	3,000/ Moderate	Yes	Limited/RFQ	Most Advantageous Bid
Pick Up Van (Four wheel drive) for EVENT II PS-1	47,500/ Moderate	Yes	Direct	Negotiation
Machinery and Equipment, Furniture and fixtures for PS	6,500/ Moderate	Yes	Limited/RFQ	Most Advantageous Bid
				Most Advantageous Bid
Vocational Training Assistant and Financial Management Assistant 1 (Each 12 months)	7,000/ Moderate	Yes	Limited/RFQ	Rated Criteria

Annex 6: Environmental and Social Screening Checklist Template (for civil works)



A. Basic Information		
Name of the Institution:		
Address:		
B.	Proposed activities to be performed are:	
	i	
	ii	
	iii	
C 1.	Potential environmental issues/risks (during construction/upgrading and/or operation) (Kindly tick Yes/No/NA. and provide Justification)	(Yes/No/NA)
1.	Is the proposed civil works under the risks of flood, water-logging, landslide/debris flow/erosion hazards?	
	Justification:	
2.	Is it likely that the physical infrastructure results in encroachment into common property (land belonging to forest, temple, protected areas and unregistered land (Ailani/Parti, lands of cultural entity etc)?	
	Justification:	
3.	Is it likely to require acquisition of private land or other assets (land, structures, trees, nontitle holders, etc.)?	
	Justification:	
4.	Does the construction activities/upgrading/rehabilitation works generate effluent and/hazardous solid and liquid wastes from laboratories, workshops, etc? If so what are the arrangements made?	

	Justification:	
5.	Are there risks of occupational health and safety or accidents during construction/upgrading/maintenance works? If yes, provide mitigation measures taken by the institution.	
	Justification:	
6.	Is there any chance of noise and/or air pollution/disturbances to the local community by upgrading/construction activities or during the operation?	
	Justification:	
7.	What is the source of construction material (quarry site/sand/stone/aggregates etc)? Is the quarry site approved from local body? (only for construction related activities)	
	Justification:	
8.	Does the institution have security/safety/emergency plan measures in-place?	
	Justification:	
9.	Have environmental and climatic factors been taken into consideration in the plan and design of proposed sub-project activities and included in the bidding documents (contract documents)?	
	Justification:	
10.	Is there any long-term area perspective plan/master plan for the development/extension of the training center with added physical facilities and services? Is it likely to result in congestion?	
	Justification:	

11.	Any other (Issues/Risks)?	
	Justification:	
C 2.	Social Screening for potential social issues/risks (during construction/upgrading and/or operation) (Kindly tick Yes/No/NA and provide description where relevant)	(Yes/No/NA)
1.	Will there be any involuntary resettlement (physical and economic displacement) for civil works?	
	Description:	
2.	Is the planned location for infrastructure construction free of dispute, conflicts?	
	Description:	
3.	Are there risks of community health and safety, social conflicts, sexual harassment due to labor influx for construction works?	
	Description:	
4.	Are there different social groups in the sub-project location? If yes, specify the groups.	
	Description:	
5.	Are there indigenous people (IP) group or other vulnerable (women-headed, Dalit, ultra poor households in the sub-project location? Are these people going to be affected adversely due to project activities? If yes, how? Please specify.	
	Description:	
6.	Does the sub-project cause any adverse impacts on community structures/facilities/utilities? If yes, specify	

	Description:	
7.	Does the sub-project offer benefits to the local communities, specifically to the IPs and vulnerable people? If yes, please describe	
	Description:	
8.	Do the local communities/people expect benefits from the sub-project? If yes, specify	
	Description:	
9.	Does the sub-project consider gender and social inclusion issues/considerations as per the project Gender Action Plan (GAP) during its planning, designing of proposed sub-project activities and included in the bidding documents (contract documents)?	
	Description:	
10.	Are local people willing to cooperate with the project? If yes, in what way? Please specify.	
	Description:	
11.	Does the institution have GESI responsive infrastructure (separate toilets, dormitory, changing rooms etc) in place? If not do they plan to have one?	
	Description:	
12.	Does the institution have a policy or code of conduct related to safety/security, sexual harassment in the classroom?	
	Description:	

D. Conclusion/Screening Findings and Issues: Please use separate paragraphs for environmental and social screening:		
E. Recommendations:		
F. Screening prepared by	Signature and Date:	
Name:		
Designation:		
G. Screening approved by	Signature and Date:	
Name:		
Designation:		

Note: Attached is an Annex Sketch of the Institute premises, its surroundings and lay-out plan of the infrastructure and future plan.

Annex 7: Environmental and Social Screening Checklist Template for Short Term Training Programs



A. Basic Information		
A.1 Type of Training:		
A.1.1 Participating Institution:		
A.1.2 Address:		
A.1.3 Contact Person Name:		
E-mail.....		
Mobile.....		
B.	Potential environmental issues/risks associated with training. (Kindly tick Yes/No/or NA and provide justification)	(Yes/No/NA)
1.	Does the training venue have sufficient sound, ventilation and lighting systems, sitting arrangements (facility design and standards), potable drinking water?	
2.	Does the training venue have adequate sanitation facilities (separate toilets for ladies and gents and disposal of sanitary wastes)?	
3.	Does the institution have security/safety/emergency plan/measures in-place in case of emergency? If yes, what are those? a. b. c. d.	

4.	Is personal protective equipment (PPE) or any other safety equipment required for this training? If yes, explain why it is required and is there adequate safety equipment for all trainees?	
5.	<p>What are the types of wastes generated by the training?</p> <p>Type of wastes:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	
6.	<p>Is the waste generated harmful to the local environment? And what are the methods to control/reduce/minimize such wastes or effluents generated from your proposed activities/program?</p> <p><i>Mechanism of waste management:</i></p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	
7.	<p>Are you aware about the effect of pesticides in vegetable farming? If yes, what are those:..... (Applicable only to agriculture related training)</p> <p>(Brief on use of Bio-pesticides)</p>	
8.	<p>Are there risks of occupational health and safety or accidents in proposed trainings (for example like mechanical, electrical, automobile or welding trainings? If yes, provide mitigation measures taken by the training provider.</p>	

C.	Social Screening for potential social issues/risks (during training) (Kindly tick Yes/No/NA and provide description where relevant)
13.	Is the planned location/venue for training free of dispute, conflicts?
	Description:
14.	Are there risks of community health and safety, social conflicts, sexual harassment due to the influx of people due to the training?
	Description:
15.	Are there different social groups in and around the training location? If yes, specify the groups.
	Description:
16.	Are there Indigenous People (IP) groups or other vulnerable (women-headed, Dalit, ultra poor households in the training location? Are these people going to be affected adversely due to the training activities? If yes, how? Please specify.
	Description:
17.	Does the training cause any adverse impacts on community structures/facilities/utilities? If yes, specify.
	Description:

18.	Does the training offer benefits to the local communities specifically to the IPs and vulnerable people? If yes, please describe.	
Description:		
19.	Do the local communities/people expect benefits from the training? If yes please specify.	
Description:		
20.	Does the sub-project consider gender and social inclusion issues/considerations as per the project Gender Action Plan (GAP) during its planning, designing of proposed training activities and included in the bidding documents (contract documents)?	
Description:		
21.	Are local people willing to cooperate with the training? If yes, in what way? Please specify?	
Description:		
22.	Does the institution have a policy or code of conduct related to safety/security, sexual harassment in the classroom.	
Description:		

C. Conclusion (Screening Findings and Issues):

D. Recommendations:

E. Screening prepared by

Name:

Designation:

Signature and Date:

F. Screening approved by

Name:

Designation:

Signature and Date:

Annex 8: Gender Development Framework



	Issue	Action	Indicators	Responsibility
Overall activity: Communication and outreach	Information asymmetry: women may not be aware of all the opportunities provided by the training	Targeted communications and outreach to address norms surrounding women and work	Gender-sensitive messaging and distribution in communications and outreach done by the project	
Monitoring and evaluation	Difficulty generating gender-disaggregated data	In-built mechanisms to generate accurate gender-disaggregated data	Easily accessible gender disaggregated data for key project outcome indicators	
Results Area 1: Strengthening Service Delivery in Technical Education				
Quality improvement grant for technical assistance	Will Quality Assurance manual have gender components? (How do women trainees view the quality of trainings?) Institutions selected for the grant must meet gender expectations Selection criteria should be gendered	Selection criteria for the institutions to include gender mainstreaming within the institution that includes in the institutional plan, programming, human resources, budgeting and monitoring. For example, the percentage of women instructors recruited with relevant credentials.	Number of TSLC/Diploma-offering institutions that have received performance-based quality improvement grants Meaningful gender-related criterion included	
Improving management, instructor and assessor quality	Trainings for different groups must include gender components Share of women managers, instructors and assessors	Design gender modules in trainings appropriately for management, instructors and assessors as appropriate. Encourage participation of women by being flexible. For example, women in deputy positions should be given training as well.	Number of heads of institutions trained (to try to reach at least 20% women heads of institutions if they are there) Number of TVET instructors and assessors with enhanced competencies (outreach to women instructors; gender-related guidance to CTEVT and TSLC/Diploma institutions for identifying instructors)	

	Issue	Action	Indicators	Responsibility
Modernizing Technical Education Curricula	<p>While the priority will be to have modifications driven by the market, the project should explore new sectors where women can carve out a space for themselves. For example, within information technology, micro jobs are well suited for women, especially those who face mobility barriers</p> <p>Create spaces where it will be easier for women to find jobs</p>	<p>Consultations to understand existing levels of skills among women in the employer-prioritized areas</p>	<p>Assess the gender-friendliness of modules designed</p>	
Results Area 2: Widening Access to TVET Programs				
Pro-poor scholarships	<p>Local power dynamics resulting in scholarships not going to those who deserve</p>		<p>Number of women who have been supported through scholarships to be tracked and encouraged</p>	
Performance-based funding for short-term vocational training	<p>Milestones selected for reimbursement must be gender disaggregated</p> <p>Rapid market appraisal must include gender-relevant questions</p> <p>Define non-traditional jobs</p> <p>Needs of women migrants</p> <p>Project allows for institutions to include minor civil works to improve the institution infrastructure in their Institutional Development Plans (IDP). Institutions should examine need for gender-friendly infrastructure such as toilets or even hostels as part of the IDP</p>	<p>Training providers to proactively include women trainees in response to special incentives to train women</p> <p>Conduct a gender-sensitive rapid market appraisal wherever relevant</p> <p>Address needs of women migrants to design training packages for migrants</p> <p>One of the eligibility criteria is availability of physical infrastructure and facilities. Ensure that infrastructure is gender-friendly.</p>	<p>Number of women, including migrants who have enrolled in market-relevant project-supported short-term training programs to be tracked and encouraged</p> <p>Number of gender-related criteria adopted to select eligible institutions</p> <p>Inclusion of gender questions in rapid market appraisal</p>	

	Issue	Action	Indicators	Responsibility
Testing for Prior Skills	Access to testing centers	Ensure access in terms of proximity, language. Ensure access in terms of time – are the times feasible for women?	Number of female youth including migrants who have completed the NSTB skills test to be tracked and encouraged	
Results Area 3: Pilots in Enabling Youth Transition to Work				
Apprenticeship program	Programs will provide women with the opportunity to acquire exposure to work environment that they may not otherwise get. Women may need additional encouragement to apply Spaces will be filled out by those with access – elite capture		Number of female trainees who have completed project-supported apprenticeship program to be tracked and encouraged	
Placement services	Women tend to have relatively limited social capital. Therefore, placement services will have larger impacts for this group. This service is also important to change the outlook of the employers by convincing them that women have the necessary skills set they are seeking. Placement staff may not prioritize women	Include gender-related criteria in guidance given to private sector organizations providing placement services Communication activities with employers to be open to women and inclusion	Number of female trainees who have received job placement assistance to be tracked and encouraged Number of employers seeking women as employees to be followed up	

Annex 9: IPR Template



Enhanced Vocational Education and Training II (EVENT II) Project IDA Credit No.xxx -NP)

IMPLEMENTATION PROGRESS REPORT

[Insert the trimester] Trimester (FY)

[Insert period covered by the report DD/MM/YY to DD/MM/YY]

Government of Nepal

Ministry of Education, Science and Technology

Enhanced Vocational Education and Training (EVENT II)

Budhanagar, Kathmandu

[Insert Month, Year the report is submitted for approval]

1. Remarks from the Project Director

[Insert remark from the Project Director]

2. Table of Contents

[Insert the table of contents]

3. Grant Processing History [fill in the appropriate dates]

Milestone	Date
Appraisal	
Negotiations	
Board Approval	
Grant Agreement Signing	
Project Effectiveness (Actual)	
First Review Mission	
Grant Closing Date	

4. Abbreviations

CHAPTER 1: Introduction

[This chapter should provide brief intro of the project, its objectives, components, implementation arrangements, major activities undertaken in the reporting trimester and achievements till date]

1.1 Background

1.2 Achievements till the XX Quarter of the FY

Table: Major achievements by activity

CHAPTER 2: Project Physical Progress

[This chapter should include physical progress of each activity against the annual target for the corresponding FY]

2.1 Reporting on the Results Framework

Table: Monitoring indicators and arrangements with project results framework and targets

2.2 Reporting on the DLIs

Table: DLI Table with targets and achievements till date

2.3 Review of Progress in [inserting the appropriate trimester] Trimester of FY

[This section should present details of progress by components and results and sub-results area in trimester of the FY covered by the report.]

CHAPTER 3: Project Cost, Financing Plan, Procurement, Safeguards and Governance

[This chapter should provide information on all the aspects listed below]

3.1 Project Cost and Financing

Table: Allocation of the project funds by component

3.2 Planning and Budgeting and Expenditure

3.3 Financial Progress

Table: Activity-wise budget allocation and financial progress as of the reporting trimester

3.4 Project Financial Accounting

3.5 Funds Flow

3.6 Designated Accounts

3.7 Action Plan

Table: Project Action Plan

3.8 Project Audit

3.8.1 Internal Audit

3.8.2 Final Audit

3.9 Procurement

3.9.1 Goods

3.9.2 Consultants Services

3.10 Safeguards

3.11 Governance

CHAPTER 4: Key Issues and Challenges/Lessons Learnt from the Project

[Insert key issues, challenges and lessons learnt during the implementation]

Annex A: IUFR

Annex B: Activity-wise progress of [Insert the trimester covered by the report] Trimester FY [insert FY covered by the report]

Annex C: Project Implementation Structure

Annex D: NPC Guideline for Calculating Progress

