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स्वीस सरकार विकास सहयोग एसडीसी

## Nepal Vocational Qualifications System (NVQS)-Project Phase II (2020-2024)



### Annual Progress Report (16 July 2020 – 15 July 2021)

October 2021

Implementation



Technical Assistance



## Table of Contents

|  |           |
|--|-----------|
| <b>Project Fact Sheet</b> .....  | <b>3</b>  |
| <b>Chapter 1: Executive Summary</b> .....  | <b>4</b>  |
| <b>Chapter 2: Outcome Monitoring Summary</b> .....                                   | <b>5</b>  |
| <b>Chapter 3: Basic Project Information</b> .....                                    | <b>7</b>  |
| <b>Chapter 4: Outcomes Achieved</b> .....  | <b>8</b>  |
| 4.1. Description of Outcomes Achieved .....  | 8         |
| 4.2. Implementation of Transversal Themes .....                                      | 10        |
| <b>Chapter 5: Outputs Achieved and Performances</b> .....                            | <b>12</b> |
| 5.1. Summary of Outputs Achieved .....   | 12        |
| 5.2. Implementation Constraints and Ways to Overcome Them .....                      | 15        |
| <b>Chapter 6: Project Management and Financial Resources</b> .....                   | <b>17</b> |
| 6.1. Summary of Budget and Expenditure .....   | 17        |
| 6.2. Human Resource Including Workforce Diversity Management .....                   | 17        |
| <b>Chapter 7: Lessons Learnt and Issues</b> .....                                    | <b>19</b> |
| <b>Chapter 8: Appendixes</b> .....   | <b>20</b> |
| Appendix 1: Project Log Frame (updated as of FY 2020-2021) .....                     | 20        |
| Appendix 2: Guidelines/manuals supported to develop by the NVQS project so far ..... | 24        |
| Appendix 3: Nationwide mapping of Accredited Skill Assessment (ASC) Centres.....     | 26        |
| Appendix 4: List of abbreviations.....   | 27        |

## Project Fact Sheet

|  |  |   |
|--|--|---|
| <b>Country</b>   | <b>Nepal</b>   |   |
| <b>Project Name</b>  | <b>Nepal Vocational Qualifications System Project (NVQS-P)</b>   |   |
| <b>Sector/Sub-sector</b>                                   | <b>Education/Technical and Vocational Education and Training (TVET)</b>  |   |
| <b>Executing Agency</b>                                    | <b>Ministry of Education, Science and Technology (MoEST)</b>   |   |
| <b>Implementing Agency</b>                                 | <b>Council for Technical Education and Vocational Training (CTEVT)</b>   |   |
| <b>Geographic Coverage</b>                                 | <b>Nationwide</b>  |   |
| <b>Contractual Arrangements</b>                            | <b>Bi-lateral agreement between the Government of Nepal and the Government of Switzerland</b>  |   |
| <b>Project Duration</b>                                    | <b>16 July 2020-15 July 2024 (Second Phase)</b>  |   |
| <b>Goal</b>  | <b>The overall goal is that Nepali youth increase their employability.<sup>1</sup></b>   |   |
| <b>Outcomes</b>  | <ol style="list-style-type: none"> <li>1. Certified Nepali youth, through National Vocational Qualifications System, gain employment in domestic and international markets.</li> <li>2. CTEVT/NSTB on behalf of the Ministry of Education, Science and Technology (MoEST) implement the National Vocational Qualifications System in partnership with the private sector.</li> <li>3. Provincial governments implement the vocational qualification system.</li> </ol> |   |
| <b>Target Group</b>  | <b>Men and Women including disadvantaged groups</b>  |   |
| <b>Beneficiaries</b>                                       | <b>Primary beneficiaries: learners, job seekers and workers</b><br><b>Secondary beneficiaries: employers, training providers, training companies, and the government including staffs of CTEVT/NSTB.</b>   |   |
| <b>Total beneficiaries</b>                                 | <b>400,000 youths</b>  |   |
| <b>Programme finances</b>                                  |  |   |
| <b>Annual Budget and Expenditure FY 2020-2021 (in CHF)</b> | <b>Budget:</b><br><b>NSTB = 556,339</b><br><b>PSU = 778,965</b><br><b>Total = 1,335,304</b>  | <b>Expenditure:</b><br><b>NSTB = 87,102 (16%)</b><br><b>PSU = 477,363 (61%)</b><br><b>Total = 564,465 (42%)</b>           |
| <b>Annual Budget and Expenditure FY 2020-2021 (in NPR)</b> | <b>Budget:</b><br><b>NSTB = 63,979,000</b><br><b>PSU = 89,581,000</b><br><b>Total = 153,560,000</b>  | <b>Expenditure:</b><br><b>NSTB = 10,016,720 (16%)</b><br><b>PSU = 54,896,748 (61%)</b><br><b>Total = 64,913,468 (42%)</b> |

<sup>1</sup> Employability refers to the ability to gain initial employment, maintain employment, and obtain new employment if required.

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## Chapter 1: Executive Summary

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The NVQS project aims to support systemic changes in the Technical and Vocational Education and Training (TVET) sector of Nepal through the development and implementation of vocational qualification system in the federal setting of Nepal.

As a major milestone, the project contributed to the development and approval of National Vocational Qualifications Framework (NVQF) by the government of Nepal during the last quarter of first phase. The year 2020-2021, as an inception of first year of the second phase, was the priority year for unfolding the approved framework through various preparatory works. These are facilitation for preparing necessary legal bases, further development of National Competency Standards (NCS) and assessment packages, building the capacity of the staff of National Skill Testing Board (NSTB) and enabling them to take over the core tasks of National Vocational Qualifications System (NVQS). Likewise, establishing/strengthening sector skill committees to lead the development and implementation of NVQF and implementation of the Recognition of Prior Learning (RPL) specially to recognize the skills of returnee migrants in fluxed by the COVID-19 and initiation of project implementation at provinces were also the priority.

In the meantime, the worldwide COVID-19 pandemic and consequent nationwide lockdown announced by the government of Nepal in late March created a significant challenge thus, the execution of Yearly Plan of Operation (YPO) was delayed. Despite the challenges, project has succeeded to rollout some of the key planned activities. The major highlights of the reporting period are archiving and dissemination of NVQS communication materials such as leaflets, brochures, posters including the development of some key documents like communication strategy, Gender Equality and Social Inclusion (GESI) guideline, process guideline for VQS assessment, RPL assessment guideline including online database. During the period, project could successfully reach to the 111,486 people through webinar and electronic means (websites, Facebook, Messenger). Similarly, apart from electronic medias, the information on Recognition of Prior Learning (RPL) communicated by distributing RPL brochure to all 753 local governments and RPL demand assessment among returnees<sup>i</sup> and carry out RPL assessment for 27 youths for the first time ever in Nepal.

Importantly, the road map for NVQS implementation has also been prepared and agreed by CTEVT management. As a regular intervention of National Skill Testing Board (NSTB), the long-halted skill tests with updated National Occupational Skill Standard (NOSS) and test items have intermittently commenced, and over 16,837 (85% discriminated out of which 53% women) youths have already completed the test. Similarly, accreditation of the 22 new skill assessment centres and strengthening support to 15 centres have been provided. The improvisation of existing NSTB database and development of new database for RPL as well as for online assessment are also done. In addition, project implementation from the provinces with the establishment of Project Implementation Units/Committees and Project Support Units (PSUs) at Ministry of Social Development (MoSD) in province one and Bagmati province has been started.

Despite a massive negative impact of COVID-19 and delays on disbursement of fund to CTEVT through MoEST, the project (NSTB and PSU) could utilise a total of CHF 564,465 (42%) out of the planned yearly budget of CHF 1,335,304 in aggregate. Out of which, the budget expenditure of PSU is 61% (CHF 447,363 out of CHF 778,965) and NSTB is 16% (CHF 87,102 out of CHF 556,339).

As per the NVQS implementation road map, the key elements are prioritized and included in the next year YPO. The implementation of RPL which was halted because of COVID-19 and restrictions of mobility will be continued especially targeting the returnees. To assist and enable MoSD to implement NVQS related activities, the Project Implementation and Coordination Committee (PICC) and Provincial Project Coordination Units (PPCUs) will be formed at MoSDs together with the placement of project team in province 2, Gandaki province and Lumbini province. The rest of the activities outlined in YPO like dissemination of NVQS information, continuation of radio programs, organization of provincial and local level stakeholder workshops as per the communication strategy, RPL assessment from provinces, preparation/revision of HRD plan based on the NVQS road map, piloting of database for online assessment, improvisation of NSTB database, development of additional NCS and revision of NOSS together with test items will be continued. Similarly, a monitoring and strengthening of existing Accredited Skill Test Centres (ASTCs) will be carried out and formation of new Sector Skills Committees (i.e., in IT and Agricultural sector) will also be completed in next fiscal year.

## Chapter 2: Outcome Monitoring Summary

| Indicator  | Phase Target (2020 to 2024)  | YPO target (2020-21)   | Annual Achievement YPO (2020-21)   | Clarification / Remarks                                 |
|--|--|--|--|---|
| <b>Outcome 1: Certified Nepali youth, through National Vocational Qualifications System, gain employment in domestic and international markets.</b>  |  |  |  |   |
| 70% of certified youth (50% from socially discriminated groups, out of which 33% are women) are gainfully employed in Nepal and overseas (disaggregated by gender and including absolute number).      | 280,000 (70% of 400,000) certified youths (140,000 socially discriminated; 46,200 women) are gainfully employed.   | 60% of 45,000 youth certified by NSTB in L1 and 2 are gainfully employed in Nepal, earning minimum NPR 13,500/month as prescribed by GoN.  | – Partially achieved. 16,837 youth (85% discriminated out of which 53% are women) certified by NSTB in L1, L2 and L3.  | The tracer study is planned to be conducted in next FY. |
| 1,000 Nepali businesses and industries employ certified youth in relevant job.   | 1,000 Nepali businesses and industries employ 20,000 youth certified at NVQF L3 and above in relevant job.<br>Updated roster of at least 5000 industries of different sizes who are in demand of human resources in different occupation is available. | Develop roster of at least 1000 industries of different sizes who are in demand of human resources in different occupation.  | – Partially achieved. The contract for the development of online roster portal is completed. The development is in progress, the rostering will be done in next FY.  |   |
| Five NVQS certificates officially recognized in destination countries (GCC countries, Malaysia etc.) employing Nepali youths.  | NVQF L3 certificates in 5 highly demanded occupations in the destination countries are officially recognized (through MoU/bilateral agreement between Nepal and destination countries).  | <ul style="list-style-type: none"> <li>- National Competency Standards of four demanded occupations are developed considering GCC countries' market need.</li> <li>- Dialogue/discussions and advocacy (in consultation with MoLESS) for the linkages with GCC countries and Malaysia for mutual exchange of NVQF standards and qualifications packages for comparison and promotion;</li> </ul> | <ul style="list-style-type: none"> <li>– Achieved. NCS for 6 occupations<sup>2</sup> are developed as per the recommendation of SSCs.</li> <li>– Not achieved. Dialogue/discussion with GCC countries and Malaysia is yet to initiate. Will be taken up in next FY.</li> </ul> |   |
| <b>Outcome 2: The CTEVT/NSTB on behalf of the Ministry of Education, Science and Technology (MoEST) implement the national vocational qualification system in partnership with the private sector.</b> |  |  |  |   |
| # of staff (at least 20% women) allocated to NVQF implementation authority/unit at federal level.  | 25 core staff (at least 5 women) are allocated at CTEVT/NSTB for NVQF implementation.  | Review ToR of core staff and assign for NVQF related tasks.  | – Partially achieved. NSTB has assigned a focal person for the NVQS project however required number of staff with clear ToR yet to be assigned by CTEVT.   |   |

<sup>2</sup> As of now, Cookery (L1 to L4), Mason (L1&L2), Housekeeping (L2), Food and beverage (L2), Plumbing (L1&L2) and Furniture Maker (L1 & L2) has been developed.

| Indicator   | Phase Target (2020 to 2024)   | YPO target (2020-21)   | Annual Achievement YPO (2020-21)   | Clarification / Remarks |
|---|---|--|--|-------------------------|
| # of instruments - including 1 legal framework - for NVQF governance approved   | 1 legal instrument (act/policy/strategic plan) to implement NVQF nationwide has been endorsed.<br>At least five process guides for NVQF implementation developed.<br>2 procedures (for RPL and credit transfer system) are developed and implemented. | Two process guides (Accreditation & Licensing of Assessors; and the Qualifications Assessment) are developed.  | <ul style="list-style-type: none"> <li>– Achieved. One process guide (Accreditation &amp; Licensing of Assessors) is developed.</li> <li>– Moreover, process guideline for RPL and guiding document for credit transfer system are developed with the support of international expert.</li> <li>– Process guide on National Qualifications Assessment is being developed.</li> </ul> |                         |
| 12.4 million CHF allocated to the federal budget for NVQF implementation.   | Total of CHF 13.06 million allocated.   | Total of CHF 2.211 million allocated.  | <ul style="list-style-type: none"> <li>– Partially Achieved. Total of CHF 0.87 million is allocated by the federal government which indicates that the phase target will be met.</li> </ul>  |                         |
| 10 sector skills committees (at least 2 female members in each committee) included in the development of NVQS.                    | 10 sector skill committees (SSC) are fully functional with 20 female members actively involved in the development of NVQS.  | Three SSCs are fully operational and involved in development of VQFs.<br>Two new SSCs are established with at least 2 women members in each SSC.<br>Official recognition of SSC decided by CTEVT/NSTB. | <ul style="list-style-type: none"> <li>– Achieved. The members of SSCs are being involved in the development of NCS and/or NOSS in three sectors (Construction, Hospitality and Automobile).</li> <li>– Two sectors viz IT and Agriculture have been identified as 2 SSCs.</li> <li>– Provision of SSC is already endorsed by NSTB board.</li> </ul>                                 |                         |
| <b>Outcome 3: Provincial governments implement the vocational qualification system.</b>   |   |  |  |                         |
| NVQF implementation unit established under Ministry of Social Development (MoSD).   | NVQF implementation units in all seven provinces are established under MoSD with allocation of adequate human resources,  | NVQF implementation units with minimal 2 staff are established and functional in Province 1 and Bagmati.   | <ul style="list-style-type: none"> <li>– Achieved. NVQF implementation units are established and functional in Province 1 and Bagmati province.</li> <li>– The preliminary discussion is held with MoSDs to establish similar units in Gandaki and Lumbini Province.</li> </ul>  |                         |
| Amount in NPR allocated to the Provincial budget for implementation of the VQ system.   | Sufficient budget allocated at the province for the implementation of the VQ system.  | Will be reflected from next fiscal year only.  | <ul style="list-style-type: none"> <li>– On track. The budget allocation for 5 provinces is done FY 2021-2022.</li> </ul>  |                         |
| 20 new assessment centres accredited.   | 20 assessment centres accredited in provinces.  | 7 new assessment centres accredited.   | <ul style="list-style-type: none"> <li>– On track. 22 new assessment centres are accredited (altogether as of now total 60 ASCs are functional)</li> </ul>   |                         |
| 100,000 youths (50% from socially discriminated groups, out of which 33% are women) obtain certification from assessment centres. | 100,000 youths (50,000 from socially discriminated groups, out of which 16,500 are women) obtain certification from 75 accredited assessment centres.   | 25,000 youths obtain certification from the accredited assessment centres.   | <ul style="list-style-type: none"> <li>– Partially achieved. Total 16,837 completed the skill test. Out of tested 30% assessments were conducted in accredited assessment centres.</li> </ul>  |                         |

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## Chapter 3: Basic Project Information

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The NVQS project is envisioned as a long-term project (planned in three phases) to bring about systemic changes in the TVET system of Nepal through the provision of lifelong learning opportunities to the Nepalese youth. It is expected that such systemic changes will enable people, including discriminated groups, to perform better and to get increased access to employment and self-employment opportunities, leading to opportunities for higher income. This, in turn, will lead to a reduction in poverty and the promotion of inclusive growth.

It is a bilateral project between the Government of Nepal and the Government of Switzerland, supporting the Ministry of Education, Science and Technology (MoEST) to develop NVQF and establish a corresponding National Vocational Qualification Authority (NVQA). NSTB/CTEVT is the direct implementing partner of the project under the MoEST. On behalf of Swiss Agency for Development and Cooperation (SDC), Swisscontact, the Swiss Foundation for Technical Cooperation, provides technical assistance to the project.

In its first phase (2015 – 2020), the government has approved the proposed NVQF through the council of ministers/ministerial cabinet. Detailing of the National Vocational Qualifications Framework (NVQF) for implementation including its legal structure and necessary arrangements are the core priorities of the second phase of the project. In the first year, the project has supported CTEVT to prepare the road map for further implementation of the NVQF. Accordingly, the NSTB/CTEVT has developed ‘NVQS implementation Guideline’ along with quality monitoring tools and checklists with the project support. It is planned that the revision of HRD plan to enhance the institutional and human capacities of NSTB to strengthen and expand its quality service delivery aiming to rollout the system in all the provinces will be taken up gradually.

The major responsibility of NVQS functions lie with the federal level for the preparation and approval of frameworks, competency standards, and the accreditation of assessment centres. The Province government is responsible for the implementation of the NVQS system with close participation and engagement of local level governments and private sector entities. As of now, the political commitment and collaboration of key stakeholders including MoEST are clearly seen which resulted in the approval of NVQF in 2020. Thus, the fore front priority now lies to rollout of the NVQS aiming to the formation of authority to manage the NVQF together with necessary legal instruments.

The reporting period was challenging for the project management because of continued negative impacts of COVID-19 to rollout the activities guided by the approved Yearly Plan of Operation (YPO). However, with an understanding and commitment between PSU and NSTB some of the key activities like preparation of NVQS implementation road map, finalization of few process guidelines, formalisation and initiation of RPL targeting to the returnee migrants have been developed. Likewise, revision of NOSS and test items, development of new NCS in few occupations, development and upgrading of database systems, start of the province level implementation including the establishment of two project support units (PSUs) in Province 1 and Bagmati province with 3 staffs each etc. are taken forward despite some challenges.

In this context, project must obligate to the clear strategic guidance from the project steering committee (PSC) to move forward for operational intervention at province level as envisioned in the project document. So, project management will continue the implementation of approved Yearly Plan of Operation (YPO) for 2021-2022 through mutual discussion between PSU and NSTB through a regular fortnightly management meeting between both the agencies and in required consultation with donor agency.

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## Chapter 4: Outcomes Achieved

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The detailed account of outcomes is reflected in the outcome monitoring matrix. A summary of achievements against each outcome during the reporting period is presented in this chapter.

### 4.1. Description of Outcomes Achieved

#### **Outcome-1: Certified Nepali youth, through National Vocational Qualifications System, gain employment in domestic and international markets.**

As Nepali TVET sector has a government approved NVQF, gradual implementation of NVQF with a new assessment system to contribute to the employment and progression of the youths in domestic and international market is a major priority.

As improvement of existing standards, translating standards to fit in the purpose of Vocational Qualification Framework (VQF) are key to implement the NVQF, National Competency Standards (NCS) in 6 occupations are already developed through Sector Skill Committees (SSCs). Through the improved practices in existing skill test system, NSTB has significantly achieved the quality measures during the skill tests being conducted on regular basis. NSTB uses the monitoring and supervision checklists, complies with reporting standards, and prepares Occupational Skill Standards (OSS) according to the Quality Assurance Manual (QAM) developed during the first phase. There has been a gradual improvement in the skill test practices of NSTB as compared to the previous years because of capacity building of assessors, better scheduling of tests, online provision created in the system and the effective and frequent monitoring. The application of QAM seems to be one of the effective measures to contribute to the quality of the test.

So, with regards to achieving this outcome, the elaboration of NVQF is under progress, the measurement of this outcome can be done only by periodic tracer study which is not conducted in this FY. However, the NVQS project is working towards elaboration of the framework by using the implementation roadmap and associated preparatory works like development of National Competency Standards, process guides, vocational qualification packages and building the capacity of the staffs and key stakeholders for the implementation of NVQS.

The actual full-fledged implementation of new VQF system is yet to be materialized in the field. However, the current preparatory work performed at the project level indicates that the TVET system is ready for implementation of NVQS that will enable Nepalese youth to be better employable in the labour market or in self-employment.

#### **Outcome-2: The CTEVT/NSTB on behalf of the Ministry of Education, Science and Technology (MoEST) implement the national vocational qualification system in partnership with the private sector.**

This outcome focuses on the implementation of the approved NVQF. Detailing the NVQF and developing associated elements (NCS, Vocational Qualification Packages, Assessment Packages etc.) within the National Qualifications Framework (NQF), preparing human resources for NVQS implementation, support for the legal structure and necessary institutional arrangements are the major priority. In line with this, as priority tasks to unfold the approved NVQF, 'NVQS Guideline' and 'Road Map for NVQS Implementation' are prepared and corresponding key activities of the roadmap is reflected in the next year YPO.

The Human Resource Development (HRD) plan developed in phase one is taking up gradually to capacitate the human resources for effective implementation of the NVQF. In the beginning of this phase, nine (one female) NSTB staff have received Process Manager's Training (PMT) virtually facilitated by the international expert. Similarly, 15 persons (one female) that includes staffs from NSTB and CTEVT (six from CTEVT province offices), subject experts from Sector Skills Committees have received 2-day long counsellors' training to enable them to work as RPL Counsellors.

Similarly, to better organize an ongoing works and to contribute to the system development, one process guide for accreditation and licencing of assessors and the process guidelines (RPL Assessment,



RPL Certification) for RPL implementation have been developed. A guiding document for the credit transfer system is also developed and the VQ assessment guidelines is in the process of development with the support of international expert. During the period, PSU team has also worked for stock taking of all the guidelines contributed by the project so far which is presented in the annex 2. The members of three Sector Skill Committees (SSCs) with an increased participation of private sectors are being actively engaged in the development and revision of NOSS and/or NCS. As per the YPO, two new sectors viz Information Technology (IT) and Agriculture sectors have been identified to form two new sector skill committees. Whereas the provision of SSCs is already endorsed from NSTB board. As a quantitative achievement, to conduct the skill test based on the updated skill standards, revision of five NOSS (i.e., Building Painter, Welder, Mason, Tile & Marble Fitter and Plumber) are completed. During the reporting period, 51 new test items are developed, and 122 existing test items are updated. Similarly, the government has allocated the budget of 0.87 million CHF for this FY as indicated by the project document.

### **Outcome-3: Provincial governments implement the vocational qualification system.**

This outcome is partial on track. At the beginning of the year, there was very less clarity regarding how to move forward to communicate to provinces about this provision in accordance with their mandate. During the several rounds of formal and informal interaction among the CTEVT, MoEST and SDC, the major functions of province regarding the implementation of vocational qualifications system have been clarified. For instance, it is confirmed that, the role of provincial government regarding the implementation of vocational qualification system are monitoring and supervision of skill assessment centres and awarding bodies, assuring quality of assessors including their accreditation and licencing and ensure that all TVET programs are aligned with the NVQ framework.

In the year, province level project implementation units via Project Implementation and Coordination Committee (PICC) chaired by the secretary, MoSD and Project Coordination Unit (PCU) under MoSD have been formed in Province one and Bagmati. Similarly, the Project Support Units (PSU) on behalf of Swisscontact comprising 3 staffs in each are also established within the MoSD premises in both the provinces. Similarly, with the initiation of both the PICCs the annual program and budget for the next FY has been prepared. Likewise, an implementation guide



(*Karyabidhi*) for PICC and monitoring and supervision guide for MoSDs are being developed with the support of PSU team in both the provinces. Moreover, Bagmati province has organized one interactive half day orientation to the PICC members and key stakeholders at Hetauda. To further implement the NVQS, NVQS-P at federal level has facilitated to reflect the annual budget 2021-2022 for the provinces in Redbook which is in the process of disbursement to the five provinces (i.e., Province one to five). After visits and dialogue and interaction with MoSDs at province two, Gandaki and Lumbini, it is expected that province level project implementation units will be established by the second quarter of the next FY. The update on province level project interventions is also presented in Annex 3.

Towards the implementation VQF system at provinces, the STCs accredited last year have been conducting regular skill assessments and early signs of improvement (such as: use of licensed assessors, sufficient materials, appropriate tools, and instruments in the assessment, maintained safety and security during skill test) was observed while monitoring. During the reporting period, the accreditation of additional 22 centres is also done and endorsed by the board. As a quantitative achievement of this reporting period, 16,837 (85% discriminated out of which 53% are women) are certified by NSTB in L1, L2 and L3 despite a long delay caused by COVID-19. Out of total, around 30% assessments were conducted in accredited assessment centres.

## Supplementary Analysis of Outcome Achievement

For the smooth implementation of the NVQF, there was a dire need of clear roadmap that also include the information regarding the rollout the NVQS in the provinces. Majority of the activities under all three outcomes are directly associated with the implementation of the NVQS, thus the ongoing progresses of preparation of the processes, guides, competency standards, assessment system etc. is very important.

The regular sharing and dialogue among the key stakeholders at all the levels is crucial such as engaging with federal level stakeholders to have an elaborated National Vocational Qualifications (NVQ) framework, developing standards and procedures (accreditation, assessment, credit transfer, national competency standards, assessors licensing etc.) and supporting them for human and institutional capacity building strategy for NVQS. Whereas operational collaboration with province and local level stakeholders will be expedited with an establishment of province level project PSU and in close consultation with MoSD and concerned ministry at provinces.

### 4.2. Implementation of Transversal Themes

**Gender Equality and Social Inclusion (GESI):** NVQS-P continues addressing Gender Equality and Social Inclusion (GESI) issues across its activities. In this reporting period, NVQS-P (Jointly NSTB and PSU), is engaged in revising NVQS GESI guideline to better align the initiatives with the major GESI principles and practices in the days to come. GESI is being practiced in two ways. One is to assure the participation of the targeted beneficiaries and other is the maintaining of workforce diversity in the project team. To assure, better targeting of the youth from the discriminated group, there will be two prolonged targeting via (i) individual targeting like learners, job seekers and workers (including returnee migrants); (ii) system level like Sector Skill Committee members; assessors, counsellors, and test managers; skill assessment centers. This approach will ultimately help to address the issue of inequitable access to skill assessment and certification, inequitable access to information on skill assessment and certification and no recognition of inherited competencies of socially discriminated groups. The targeting will be further strengthened in the following ways.

| System Level  | Individual Level   |
|---|--|
| <ul style="list-style-type: none"> <li>– GESI guidelines for NSTB/NVQS prepared jointly in phase 1 is gradually implementing.</li> <li>– <b>Positive discrimination:</b> while selecting system partners like ASTCs.</li> <li>– <b>Mandatory provision:</b> the project ensures that the targeted percentage of women participate in training, seminar, workshops etc. for capacity building; in sector skills committee composition.</li> <li>– Orientation on application of GESI and targeting approach to the partners and key stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>– Project ensures that the advertisement for skill assessment (including RPL) includes the information about preferential treatment to poor and socially discriminated group.</li> <li>– Application form for regular skill testing includes the space to write caste &amp; ethnicity.</li> <li>– Application form for RPL, includes the space for income level of family and individual (self-declaration) plus caste &amp; ethnicity.</li> <li>– Waiver of cost of skill testing as per the targeting like in regular skill assessment and in RPL.</li> </ul> |

The participation of the youth from the discriminated groups has been gradually increasing. The evidence suggests that out of the total 16,837 youths certified by NSTB, 85% of them are from discriminated groups out of which 53% are women. Moreover, PSU supports NSTB in cleaning and maintaining the disaggregated data, categorizing according to the gender, different ethnic groups including Dalit and minority groups.

At the same time, NVQS PSU is trying its best to maintain GESI practice through several means. One of the key measures is to maintain a Work Force Diversity (WFD) among the project employees. As of now, out of total 21 (38% women) existing project employees, 12 (57%) are Janajati, 7 (33%) are BCT and 2 (10%) are from Dalit community.

**Governance:** Regarding the maintenance of good governance practices, PSU complies with the standard practices as per the Swisscontact Finance and Operation Manual (FOM) ensuring such compliances even while working together with NSTB team wherever applicable (like in joint procurement committees). The practice of joint formulation of Yearly Plan of Operation (YPO) and its joint review is already in practice. Similarly, project has adopted a joint (i.e., PSU and NSTB management) fortnightly management meeting to review the progress and to discuss the key issues during the project implementation. There is also a HRD development guideline to systematize the implementation of capacity building training and to avoid the intended or unintended biases while selecting the candidates for capacity building.

## Chapter 5: Outputs Achieved and Performances

### 5.1. Summary of Outputs Achieved

The summary of the outputs achieved during the reporting period are outlined below.

#### Output 1.1: Nepali youth are knowledgeable of the application process and the benefits of the vocational Qualification (VQ) system.

In the year, a total of 111,486 people were reached with NVQS information via different means of communication. To achieve this output, the NVQS project is engaged in several important activities such as dissemination of information on NSTB/NVQS through various means like communication materials, meetings, workshops, and seminars.

According to the communication strategy and its calendar, different print materials like NVQS, NSTB brochure (in Nepali and English), RPL brochure, RPL poster, RPL leaflet and NVQS fact sheets are distributed. During the lockdown, 1,684 (20% women) youths and stakeholders reached via three episodes of webinar, 26,375 people were reached by print materials distributed through channels of NSTB and NVQS-P PSU, 619 people via email and 82,808 people reached via Facebook to communicate about the NVQS promotion. Moreover, it came to know that 35,000 people hit the NSTB website during the reporting period.

As an electronic means, NSTB/NVQS-P have massively used social media for RPL information by boosting the [Facebook](#) notice on RPL opportunity, publishing posters and other communication materials, and responding the viewers via Facebook messenger and phone calls. At the same time, the toll-free number has also come into operation aiming to facilitate interested callers for the test and enquiry. An [on-line survey](#) form has also been developed to preliminary register the candidacy for the RPL assessments. The coordination has also been done with [CCMC](#) to get the contact numbers of returnee migrants and as a result, 29,775 returnees were communicated through group SMS<sup>3</sup> to inform about the opportunity of RPL assessment to be conducted by NSTB.

| Electronic means opted and outreach to expand the RPL approach           |         |
|--|---------|
| Description  | Number  |
| Number of people reached through Facebook bosting                        | 411,100 |
| Number of returnees received RPL information via group SMS via CCMC data | 29,775  |
| Number of people filled out online survey form via NSTB website          | 1,092   |
| Number SMS enquiries and calls handled by the NSTB/NVQS                  | 548     |
| Number of visitors who hit the NSTB web site during busting period       | 4,550   |

Moreover, the notice for regular skill test events has also been announced by the NSTB and gradually initiated the test once government lifted the restriction of lockdown because of COVID-19. Accordingly, 16,837

youths were certified by NSTB by the reporting period. To better regulate the skill tests to the targeted youths and to ease the process, a guide for “Voucher Scheme” in skill assessment has also been prepared and endorsed by NSTB and NVQS management. The Voucher Scheme will be initiated together with the resumption of RPL implementation after COVID-19 restrictions.

<sup>3</sup> आफ्नो सीप र ज्ञानको प्रमाणीकरण गराई थप तालिम तथा रोजगारीको अवसरको लागि तल दिइएको लिंकमा गई आफ्नो विवरण भरेर यस सुविधाको फाइदा उठाउनुहोस् । <https://rb.gy/1914kc> थप जानकारीको लागि सम्पर्क: पैसा नलाग्ने टोल फ्री नम्बर १६६००१६६३६६—राष्ट्रिय सीप परीक्षण समिति, NSTB/CTEVT.

## Output 1.2: Employers are aware of the benefits of NVQS certification.

The dissemination about the significance and benefits of NVQS among private sector businesses and industries is one of the key priorities for the effective implementation of the system. Despite the pandemic and mobility restrictions, listing out the potential industries and their address is being compiled by the project team especially in province one and Bagmati. Moreover, to develop online database consisting federal and provincial level networks is outsourced with the developer and work is in progress. Despite the lockdown, one episode of virtual workshop titled on “Importance and Relevance of NVQS for Employers” was conducted for 286 (25% women) industry owners, members of FNCCI and CNI including few government officials at province (like MoSD, CTEVT). The province PSU has also initiated few events of interaction meeting among the industries and employers and has collaborated with chambers locally at province one and Bagmati province.

## Output 2.1: Human resources in the CTEVT/NSTB and in the private sector are capacitated to implement NVQF at federal level.

A total of 22 (2 women) are capacitated during the reporting period. A five-days long Process Managers' Training (PMT) for 7 (one women) officials from CTEVT and Training Institute for Technical Instruction (TITI) has been accomplished virtually with the support of international expert. Participants have practiced and developed an individual process guideline in separate themes which were also reviewed and finalized by the trainer. One of the process guides on RPL has been developed as a final RPL process guide and translated into Nepali and being used as a final guiding document to implement the RPL. Similarly, during the reporting period, a two-day long counsellor training has been conducted to 15 (one women) participants physically to execute the RPL assessment. CTEVT staff from six province offices also participated in the training program. Out of total participants, 12 were from CTEVT/NSTB/PSU and three were from Sector Skill Committees. All those trained counsellors will be mobilized during the execution of RPL soon.



In addition, the three Sector Skill Committees (SSCs) in Construction, Hospitality and Automobile are functional and contributing to the endorsement of National Occupational Skill Standard (NOSS) developed by the Technical Committees. The concept of strengthening Sector Skill Committees (SSCs) has been finalized with a joint discussion between NSTB and NVQS-P PSU. Accordingly, the strengthening support services will be identified and executed in next FY. Similarly, the Information Technology (IT) and Agriculture sectors have been identified as two new sectors to form SSCs. To find the status of the assessors, a tracer study among the trained assessors has been conducted with the support of external expert consulting firm. Out of the 6,574 listed assessors in NSTB, 3,756 (57%) found to be reachable and taken as a sample population and survey was conducted among the 40% stratified random sample (1,502, 27% women). The key finding and recommendation from the tracer study has been presented in the Annex 4.

| Particulars                                    | Numbers          |
|--|------------------|
| Total number of trained asesors by NSTB so far | 6574             |
| Reachable number of assessors                  | 3756 (27% Women) |
| Sampled number of assessors                    | 1502 (27% Women) |
| Surveyed number of assessors                   | 1502 (27% Women) |

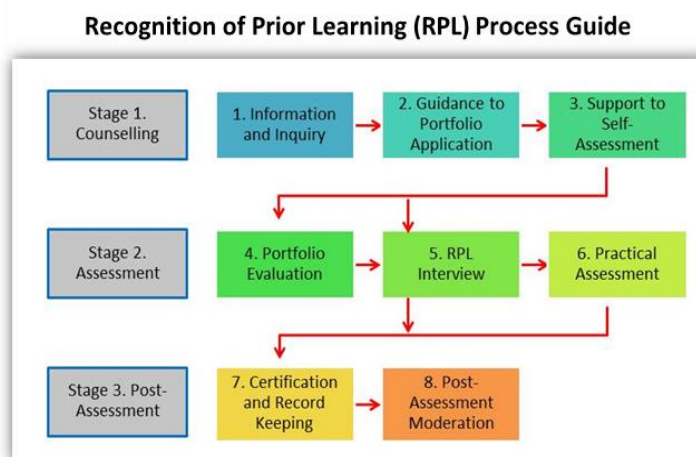
As per the YPO, to further mainstream GESI across the NSTB/NVQS interventions, a GESI guideline is developed together with NSTB and is yet to endorse by the NSTB/NVQS management. The general orientation on guideline to team of NSTB and NVQS-P including key stakeholders will be organized gradually in the coming FY.

**Output 2.2: New NVQS standards are drafted or current NSTB standard are upgraded and adapted to align with the Vocational Qualification System (VQS)<sup>4</sup> and private sector needs.**

A total of five NOSS revision was completed (Building Painter, Welder, Mason, Tile & Marble Fitter and Plumber) and approved by NSTB Board as a part of regular development and revision by the Skill Standard Development Unit under NSTB. Accordingly, 51 new test items and 122 revisions have been completed by the Test Item Development (TID) Unit and are being applied during ongoing skill tests.

As of now, the unit has successfully developed the NCS for six occupations as per the spirit of NVQS. The NCS for Cookery (Level one and four), Mason (Level one and two), Housekeeping (Level two), Food and Beverage (Level two), Plumbing (Level one and two) has been finalized. Whereas NCS drafted for Furniture Maker (Level one and two) is yet to be finalized.

To implement RPL focusing returnee migrants, all the preparations like development of process guide, establishment of RPL desk at NSTB, wider dissemination of information (via Facebook boosting, group SMS, brochure distribution to all 753 local governments etc.), collection of demands via online survey, development of online database software etc. has been completed already. Training to the counsellors and orientation to the assessors has also been done as a part of preparation. As a part of the RPL assessment, counselling, and portfolio assessment of first batch (i.e., 27 learners in Mason and Plumber) completed but practical assessment was halted because of COVID and yet to resume.



Moreover, a process guideline for Vocational Qualification Assessment System is being developed during this period. An international expert of NVQS-P is assigned to lead the guideline development process together with other responsibilities. However, all the preparation along with a development of process guide for RPL assessment is already done.

**Output 3.1: Accredited assessment centres offer quality assessment services.**

A total 22 additional Skill Assessment Centres accredited this year making it a total of 60 accredited Skill Assessment Centres as of now. Those centres are operating regular skill test events to be conducted by NSTB. The mapping of total accredited centres is presented in Annex 5. Whereas, according to the concept paper to strengthen the ASCs prepared by the joint team of NSTB and NVQS-P PSU, 15 centres are supported for further strengthening their capacity. A plan to conduct joint field monitoring to assess the current status and performances of all accredited centres linking those with the renewal (for those who are exceeding the accredited period) purpose is yet to happen in the coming FY.

Considering NSTB’s current capacity as well as the priority to deal with the huge demand of skill tests, a fully functional RPL desk is urgent at federal and provincial levels. NSTB has already constituted a team to take up RPL and is working as an RPL desk at the federal level. As the NSTB focal persons are nominated in all the provinces, the similar desk will also be extended in all the provinces soon. As part of the preparation, RPL desk already initiated issuance of applications for RPL and continued to air Public Service Announcement (PSA) through Ujyaalo Radio Network and made provision of an [online survey form](#) to access the interest of prospect returnees in RPL. The existing online application forms for applying the skill test on Recognition of Current Competencies (RCC) approach is being used by Technical Training Providers (TTPs) as a mandatory provision. Accordingly, to better manage and to

<sup>4</sup> Vocational Qualification Framework, processes, authority, certification, quality assurance etc.

make an efficient handling of test, NSTB/NVQS has developed long awaited Skill Test Calendar which is expected to be final and be ready for public announcement soon.

As per YPO, online skill assessment software is already developed by the consultant this year and ready for its pilot test. The same expert consultant is also assigned to upgrade the existing NSTB database to make it handy and be easy for disaggregated data management.

### **Output 3.2: MoSD and private sector actors in the province build their capacities to implement VQ system at province level.**

To initiate the NVQS-P implementation, Project Implementation and Coordination Committees (PICC) and Province Project Coordination Units (PPCU) in province one and Bagmati are established and initiated functioning. At the same time, establishment of province Project Support Units (PPSU) at MoSD premises with placement of three staffs each is also accomplished in this year. Both the MoSDs are facilitated to develop a program and budget for next fiscal year. Moreover, the budget for 5 provinces including province 2, Gandaki and Lumbini is also done by the federal team and disbursement from federal to province is in progress. The capacity building initiatives for MoSD officials and stakeholders will be gradually taken up in the coming fiscal year.

The coordination with provincial stakeholders has already been initiated and exchange of information via different formal/informal communication are being made. The aim is to communicate the mandate of the project like assurance of human resources capacity to manage the quality work at province, assuring the implementation and monitoring of VQFs, quality of assessments conducted at province, quality of assessors through accreditation and licensing, alignment of TVET programs being implemented at province with the NVQ frameworks. Likewise, collaboration with local governments for wider understanding of TVET systems, importance of NVQS and its contributions in TVET system reform, skill assessments and certification etc. in purview of new VQF systems in the longer run are planned to implement gradually.

### **Output 3.3: Municipalities establish a TVET Coordination mechanism to implement the VQ system.**

The informal coordination with some of the local governments and stakeholders is already initiated. The further collaboration with them will be intensified once province level operations is geared up as described in previous output. All the local governments are communicated with RPL brochures and posters to expand the opportunity information at local level. At the same time, executive officers, and Employment Coordinators (under Prime Minister Employment Program) working at local governments in province one and Bagmati were invited in the NVQS webinar conducted by the project. Number of interactive meetings/ workshops to be done with local governments are already quantified and incorporated in the Yearly Plan of Operation 2021-2022 being developed by the MoSD in both the provinces.

## **5.2. Implementation Constraints and Ways to Overcome Them**

**Provincial and local level project interventions:** In the beginning, some unclarity and different understanding about the need of operational Memorandum of Understanding (MoU) between SDC and MoEST, like in phase 1, remained for some time. This caused a delay in fund disbursement to the CTEVT from SDC which resulted a slow pace of operations of various activities in the year. The PSU, with the support of SDC, approached MoEST to discuss about the MoU and pushing forward the implementation of YPO. Finally, CTEVT has received the fund at the end (last month) of the fiscal year. The MoEST is also agreed to facilitate the province level intervention and introduced NVQS with a formal letter to the respective ministry at province level that eases the process of formal collaboration between the project and MoSDs in the second half of the fiscal year.

As stakeholders are becoming more familiar to the federalisation process, slowly but steadily, clarity regarding different aspects of this process is developing among all stakeholders. Based on the experiences so far from province one and Bagmati, it is expected that working with provincial and local governments will be easier in the days to come when the project starts close collaboration and working together approach via province level PSUs in rest of the provinces.

**Continued impact of COVID-19 and corresponding lockdown:** Various events that were planned since last quarter of the last year could not be conducted because of global pandemic of COVID-19 and frequent nationwide lockdown announced by the Government of Nepal after mid of March 2020. To respond to the security situation, Swisscontact Nepal developed a "Guideline for Swisscontact Nepal during COVID-19 Pandemic" and issued a "General Guidelines in Partial and Post Lockdown COVID-19 Scenario", in Nepal. Accordingly, the project team is also continuously coping with situation respecting the instructional guidelines issued by the Government of Nepal, SDC as well as Swisscontact.

Despite the challenge, project opted for virtual mode of operation for continuing the feasible activities as a contingency approach. Mostly, the work of documentation, development of standards, development of guidelines and virtual interactions (i.e., meetings, workshops, interaction with key experts, online trainings etc.) were continued during the whole period of lockdown. As there has been positive signals of decreased pattern of COVID-19 infections at beginning of year 2021-2022, project team is anticipating speedier implementation of the YPO in coming fiscal year.

**Low Motivation and engagement of staff of implementing partners:** In general, the shortage, absence and/or transfer of government officials, including CTEVT/NSTB staff, at federal as well as provinces has led to the halting of quite a few activities based on the YPO. Moreover, as envisioned in project document, the lack of allocation of core staff by the CTEVT for NVQS (i.e., leading to NVQF implementation) has hindered or delayed in implementing key priority activities of YPO like development of National Competency Standards (NCS), assessment package, capacity development activities, speeding up of RPL assessment though some progress has been seen. Such kind of delay is even amplified because of long legacy of staff members of CTEVT/NSTB resisting to speed up the works in line with NVQS requirements (e.g., parallel development of sufficient numbers of NCS and assessment packages envisioning the future NVQS, implementation of RPL at fastest pace to address the heavy inflow of returnees etc). Thus, PSU team is continuously approaching the counterpart staff of NSTB, CTEVT to discuss and have dialogue on the issues once they are realized in the surface. In some cases, alternatives have also been sought and proposed to have a timely execution of activities as outlined in YPO. One of the good examples is that PSU team have developed a proposal/concept together with budget to execute the NCS development works through SSCs with a minimal engagement and oversight from NSTB staff which is tabled to the Director of NSTB with his prior consent.

**Absence of Federal TVET Act and there by establishment of NVQ Authority:** It has become a sustained challenge for the project to rollout the NVQS as envisioned in the project plan. The absence of the act is further realized when the project started intervening at province level. It reveals that some of the provinces like Bagmati and Gandaki have already formulated their provincial act which seems to be inactive until the federal act is in place. The absence of such act also amplifies the existence, engagement, and role of CTEVT province offices towards the line ministry (i.e., MoSD) there by in implementing NVQS at province level. Thus, whatever progression towards the implementation of NVQS is made by the project, it further demands the emplacement of required legal bases to better institutionalize the achievements.

After a rigorous discussion with CTEVT/NSTB, as a contingency approach, one agenda to authorize NSTB to award NVQ through government decision (level 1 to 5) by reforming NSTB to NVQB was tabled in last project steering committee meeting. It is anticipated that it allows the gradual implementation of newly developed NVQS standards within existing legal instruments available with CTEVT/NSTB with its necessary capacity strengthening. Though the MoEST has signalled positively, no exact progress yet so far. Thus, in the context of unclear political situation to enforce the new full-fledged TVET Act, project management will continue to lobby with CTEVT/NSTB to revise its existing legal instrument so that we can start the awarding NVQ for level 1 to 5 gradually.



## Chapter 6: Project Management and Financial Resources

### 6.1. Summary of Budget and Expenditure

Until the reporting period, the NVQS project has utilised a total of CHF 564,465 (42%) out of planned yearly budget of CHF 1,335,304 in aggregate. Out of which, PSU utilized 61% (CHF 447,363 out of CHF 778,965) and NSTB utilized 16% (CHF 87,102 out of CHF 556,339) of their respective budgets. The detail of the budget utilization status is given below

**Table:** Budget & Expenditure from 01 Shrawan to 31 Ashadh 2078 (16 July 2020 to 15 July 2021)

| Particulars        | Budget and Expenditure as per Project Unit |            |     |            |            |     | Total Expenditure |            |     |
|--------------------|--|------------|-----|------------|------------|-----|-------------------|------------|-----|
|                    | PSU (SCN)                                  |            |     | NSTB       |            |     |                   |            |     |
|                    | Budget                                     | Expenses   | %   | Budget     | Expenses   | %   | Budget            | Expenses   | %   |
| Outcome 1          | 8,840,000                                  | 516,677    | 6%  | 2,770,000  | 260,577    | 9%  | 11,610,000        | 777,254    | 7%  |
| Outcome 2          | 16,391,000                                 | 5,187,360  | 32% | 40,350,000 | 1,115,356  | 3%  | 56,741,000        | 6,302,716  | 11% |
| Outcome 3          | 4,752,000                                  | 267,000    | 6%  | 14,075,000 | 7,500,000  | 53% | 18,827,000        | 7,767,000  | 41% |
| Project Management | 59,598,000                                 | 48,925,711 | 82% | 6,784,000  | 1,140,787  | 17% | 66,382,000        | 50,066,498 | 75% |
| TOTAL NPR          | 89,581,000                                 | 54,896,748 | 61% | 63,979,000 | 10,016,720 | 16% | 153,560,000       | 64,913,468 | 42% |
| TOTAL CHF*         | 778,965                                    | 477,363    | 61% | 556,339    | 87,102     | 16% | 1,335,304         | 564,465    | 42% |

\* The exchange rate is considered as 1 CHF = 115 NPR

The spending in the year is less than expected. It is due to the following reasons:

- Majority of the activities under all three outcomes are directly associated with the implementation of the NVQS with its clear legal base. The project has been intensifying its efforts for preparing implementation of the approved framework. However, actual implementation is yet to happen that has resulted significantly low expenditure.
- Low expenditure on the government side is directly attributed towards delay in operational MoU with implementing partner that resulted to long halt of disbursement of budget from SDC to CTEVT.
- The global pandemic of COVID-19 and frequent lockdowns announced by the Government of Nepal during most of the period of the year was another unpredictable hurdle for implementing the planned activities throughout the reporting period. It has directly impacted negative on expenditure of budgets in different headings.

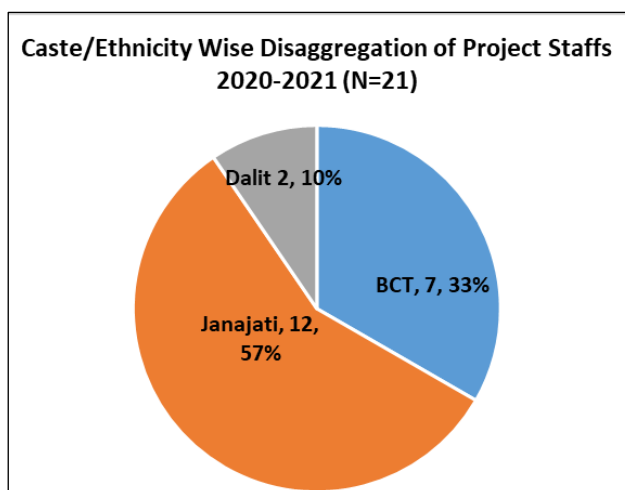
Positive signal on recovering the global pandemic is seen during the end of this fiscal year, activities that couldn't be implemented are already reflected in the next year YPO and expecting to be accomplished swiftly. At the same time, the hurdles on disbursing the fund from SDC to implementing partner is already resolved at the end of the year, the activities planned under CTEVT/NSTB will also expected to be expedite than this year.

### 6.2. Human Resource Including Workforce Diversity Management

By this reporting period, NVQS-P has strength of 21 (8 female: 38%) national staff responsible for the project management, administration, and implementation of project activities. The project team is well represented (i.e., 2 from Dalits, 12 from Janajati and 7 from Brahmin/Chhetri/Thakuri). Similarly, project is equally envisioning to maintain its Work Force Diversity (WDF) even in the case of new recruitments

especially for those communities who are not represented well before. Apart from the national staff, project is intermittently seeking the support from one national and one international consultant as per the thematic need.

During the reporting period, program team members were facilitated to join some of the on-line capacity building events like advance excel (5 modules), internet/cyber security, use of Mentimeter, monitoring and evaluation, data management and analysis, art, and science of communication etc. Similarly, administration and finance team participated in different thematic trainings like balance sheet barrier, Social Security Fund (SSF) and its tax implications, logistic emergencies, business communication skills etc. The Process Manager and Technical Coordinators also participated in



two events of international webinars like i) National qualification Frameworks in Africa and Europe organized by UNESCO-UNEVOC & ii) Health and Safety for TVET students organized by CPSC, Manila. All the courses are voluntarily explored by the project team and are also free of costs except one 10 days monitoring and evaluation training participated by the monitoring officers.

Moreover, team also got exposure via some regular backstopping from project management and/or from country office through various interactive workshops and seminars. The process managers (two) from PSU participated on on-the-job Process Managers Training (PMT) conducted together NSTB, TITI staff facilitated by an international expert.

During the reporting period, 3 interns from Masters in Technical and Vocational Training and Education (M-TVET) program of Kathmandu University, School of Education were successfully placed for three months of period at NSTB/NVQS-P.

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## Chapter 7: Lessons Learnt and Issues

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The first year of this second phase needs to be incepted with a core focus on unfolding the NVQF and its gradual implementation based on the standard processes and procedures, legal bases, and institutional setups with a leadership of MoEST, CTEVT and NSTB. Thus, it strongly requires a collaboration with the private sectors, inputs from sectoral experts (national and international) and massive dissemination and awareness on NVQS with the support of provincial and local governments. It necessitates the full-fledged support and commitment from the government in terms of policy, organizational setups, governance, and financing as envisioned by the project document thereby in the bilateral agreement.

Despite all those prospects and plans, NVQS-P must cross through the big challenge of COVID-19 resulting with a massive halt of planned activities from the beginning of the year. The absence of timely signing of operational level MoU with implementing partners and timely disbursement of fund to CTEVT/NSTB has also remained as an operational hurdle for the project. However, the project has made best attempts to have discussions, dialogues, and coordination with MoEST, CTEVT and NSTB to move forward the planned activities. So, during the course, project encountered some issues and accumulated some lessons which are as follows.

- Despite continuous effort and requests to CTEVT/NSTB management to assign qualified and dedicated staff to work for the NVQS project with the spirit of project document there has been very little progress. Because of insufficient number of staff, apart from the partial engagement of NSTB director as a chair of envisioned Project Coordination Committee (PCC), a focal person (i.e., Deputy Director, NSTB) only is deployed to further coordinate with PSU and rest of the team of NSTB are used to provide their time to NVQS in between their busy schedule of regular works. The tendency of team is also inflated by their long legacy and work culture of perceiving a project's work as a volunteer choice outside the regular job. To overcome this, in consensus with NSTB leadership, team was asked to be actively involved in formulating the joint YPO and to assign roles and responsibilities to dedicated staff of NSTB indicating the line activities in YPO. The approach seems to make better progress than before. Moreover, a practice of fortnightly management team meeting between NSTB and PSU is also initiated and continued throughout this reporting period (13 number of such meetings organized) to better review and reflect the periodic progress and issues.
- Unlike the last year's practices, there has been a kind of ambiguity on signing authorities (i.e., either MoEST or CTEVT) thereby long delay to sign of operational MoU resulted a halt of fund disbursement to implementing partner. Thus, it also remained an operational challenge to implement the outlined activities under NSTB and excavating multiple level dialogues with MoEST requesting them to streamline the fund flow and project operations. To overcome this issue, project PSU with the guidance and support from SDC had multiple meetings together with MoEST and CTEVT. Finally, MoEST agreed to channel the funds to implementing partner soon and make it happen by last month of the fiscal year.
- As RPL is a new to most of stakeholders and key persons within the system, it has demanded multiple micro level discussions and dialogues with NSTB, CTEVT and even with other stakeholders than anticipated at the beginning. With the continued effort from PSU and after preparatory works in collaboration with NSTB, the first batch of assessment was initiated for 27 learners/workers in Masonry and Plumbing by the mid of the year which was again halted because of COVID 19 and yet to resume.
- The absence of clear policy and legal bases to restructure the CTEVT and prevailing ambiguities of roles and responsibilities of federal and provincial governments, the inception of project interventions at province and local level is delayed as anticipated by YPO. However, the experiences of close collaboration with ministries and stakeholders at province level especially in province one and Bagmati, reveals that MoSDs are enthusiastic and receptive towards their new role for TVET sector as lead ministry though the capacity development seems to be one of the prerequisites for them to make an effective leadership.

## Chapter 8: Appendixes

### Appendix 1: Project Log Frame (updated as of FY 2020-2021)

| Hierarchy of Objectives   | Key Indicators  | Baseline  | Means of Verification   |
|---|---|---|---|
| <b>Goal</b>   | <b>Goal Indicators</b>  |   |   |
| Nepali youth increase their employability. <sup>5</sup>   | <ul style="list-style-type: none"> <li>Increase in youths' Labour Force Participation Rate (LFPR)<sup>6</sup></li> <li>Increase in youths' average wage in domestic and international labour market.</li> <li>Increase in percentage of youths and employers' satisfaction with the benefits - increased labour productivity, work opportunities, increased standard of living—obtained as a result of NVQS.</li> </ul>   | <ul style="list-style-type: none"> <li>LFPR, total: 38.5%, M: 53.8%, F: 26.3% (NLFS, 2017/18)</li> <li>Average wage, domestic market: Skilled worker: NPR 854/day; Unskilled worker: NPR 649/day; International market: NPR, 28,000/month (2018/19)</li> <li>Baseline will be done in 2020/21</li> </ul>                            | <ul style="list-style-type: none"> <li>Impact study (direct means)</li> <li>Nepal Labour Force Survey, Economic Survey etc. (indirect means)</li> <li>Beneficiary assessment implemented in 2024</li> </ul> |
| <b>Outcomes</b>   | <b>Outcome indicators</b>   |   |   |
| 1. Certified Nepali youth, through National Vocational Qualifications System, gain employment in domestic and international markets. <sup>7</sup> | <ul style="list-style-type: none"> <li>70% of certified youth (50% from socially discriminated groups, out of which 33% are women) are gainfully employed in Nepal and overseas (disaggregated by gender and including absolute number)</li> <li>1,000 Nepali businesses and industries employ certified youth in relevant job.</li> <li>Five NVQS certificates officially recognized in destination countries (GCC countries, Malaysia etc.) employing Nepali youths.</li> </ul> | <ul style="list-style-type: none"> <li>60% of NSTB (no NVQS at the time) certified are employed in Nepal and 0.71% are employed abroad (NVQS tracer study, 2018/19)</li> <li>Around 100 industries employed NSTB certified youth in phase 1.</li> <li>As this is a new activity with no precedent, the baseline is zero.</li> </ul> | <ul style="list-style-type: none"> <li>Tracer studies</li> <li>NVQS/National Skill Testing Board (NSTB) Database</li> </ul>   |

<sup>5</sup> Employability refers to the ability to gain initial employment, maintain, employment, and obtain new employment if required.

<sup>6</sup> The labour force participation rate is a measure of the proportion of a country's working-age population that engages actively in the labour market, either by working or by actively looking for work, relative to the country's total working-age population (ILO, 2018)

<sup>7</sup> The Government of Nepal defines youth as people aged 16-40 years of age. However, for NVQS purpose age may not be the barrier.

| Hierarchy of Objectives   | Key Indicators   | Baseline  | Means of Verification  |
|---|--|---|--|
| <b>Outputs</b>  | <b>Output indicators</b>   |   |  |
| 1.1 Nepali youth are knowledgeable of the application process and the benefits of the vocational Qualification (VQ) system.   | <ul style="list-style-type: none"> <li>500,000 Nepali youth (50% from socially discriminated groups, out of which 33% are women) received information through campaigns/ counselling centres, face to face meeting etc.</li> <li>100,000 hits on NVQS webpage providing information on VQ and its benefits.</li> </ul>   | <ul style="list-style-type: none"> <li>As this is a new activity with no precedent, the baseline is considered to be zero.</li> <li>Same as above.</li> </ul>   | <ul style="list-style-type: none"> <li>Information campaign data</li> <li>Website data</li> </ul>  |
| 1.2 Employers are aware of the benefits of NVQS certification   | <ul style="list-style-type: none"> <li>3,000 private companies participate in information campaigns.</li> <li>2,000 potential employers are willing to hire certified future employees.</li> <li>10 overseas employers and government are aware of the NVQS in Nepal.</li> </ul>   | <ul style="list-style-type: none"> <li>As this is a new activity, the baseline is zero.</li> <li>450 employers were willing to hire certified employees in phase 1.</li> <li>Federal government (MoEST and CTEVT) is aware of NVQS.</li> </ul>  | <ul style="list-style-type: none"> <li>Information campaign data</li> <li>Rapid employers' surveys on a significant sample of employers in Nepal.</li> </ul> |
| <b>Outcomes</b>   | <b>Outcome indicators</b>  |   |  |
| <b>2. The Council for Technical Education and Vocational Training (CTEVT) / National Skill Testing Board (NSTB) on behalf of the Ministry of Education, Science and Technology (MoEST) implement the national vocational qualification system in partnership with the private sector.</b> | <ul style="list-style-type: none"> <li># of staff (at least 20% women) allocated to NVQF implementation authority/unit at federal level.</li> <li># of instruments - including 1 legal framework - for NVQF governance approved.</li> <li>12.4 million CHF allocated to the federal budget for NVQF implementation.</li> <li>10 sector skills committees (at least 2 female members in each committee) included in the development of NVQS.</li> </ul> | <ul style="list-style-type: none"> <li>None (No NVQA yet)</li> <li>5 guidelines (Accreditation, RPL, Assessor's licencing ++), 3 Sector skills committee, 2 VQFs approved.</li> <li>CHF 3,149,877 allocated in phase 1.</li> <li>3 Sector skills committees were involved in phase 1</li> </ul> | <ul style="list-style-type: none"> <li>MoEST official documents</li> <li>NSTB/Authority data base</li> <li>Minutes of sector skills committees</li> </ul>    |

| Hierarchy of Objectives   | Key Indicators   | Baseline  | Means of Verification  |
|---|--|---|--|
| <b>Outputs</b>  | <b>Output indicators</b>   |   |  |
| 2.1 Human resources in the CTEVT/NSTB and in the private sector are capacitated to implement NVQF at federal level.   | <ul style="list-style-type: none"> <li>2,000 technical experts and managers (at least 33% women) (Assessors, National Competency Standards (NCS) Developers, Assessment package developers, Process Managers) trained.</li> <li>3,000 private sector actors aware of the quality of NVQS.</li> </ul>   | <ul style="list-style-type: none"> <li>875 are trained in phase 1.</li> <li>Private sector in three sectors (Hospitality, construction, and automobile) are aware of NVQS.</li> </ul>   | <ul style="list-style-type: none"> <li>Legal document</li> <li>MoEST annual report</li> <li>Rapid employers' surveys on a significant sample of employers in Nepal.</li> </ul> |
| 2.2 New NVQS standards are drafted or current NSTB standard are upgraded and adapted to align with the Vocational Qualification System (VQS) <sup>8</sup> and private sector needs. | <ul style="list-style-type: none"> <li>200 national competency standards upgraded or drafted.</li> <li>5 quality assurance process established (RPL, Recognition of Current Competency-RCC, National Competency Standards-NCS, Assessment package, and Assessment management)</li> <li>7 new sector skills committees (at least 2 female members) established and led by private sector actors.</li> <li>VQFs in 2 sectors aligned with destination countries' (GCC countries, Malaysia etc.) frameworks.</li> </ul> | <ul style="list-style-type: none"> <li>47 NCS developed in phase 1.</li> <li>5 quality assurance manuals were developed in phase 1.</li> <li>3 sector skill committees led by private. Sector in phase 1.</li> <li>This is a new activity with no precedent, the baseline is therefore zero.</li> </ul> | <ul style="list-style-type: none"> <li>MoEST official records</li> <li>Minutes of sector skills committees</li> </ul>  |
| <b>Outcomes</b>   | <b>Outcome indicators</b>  |   |  |
| <b>3. Provincial governments implement the vocational qualification system.</b>   | <ul style="list-style-type: none"> <li>NVQF implementation unit established under Ministry of Social Development (MoSD)</li> </ul>   | <ul style="list-style-type: none"> <li>As this is a new activity, the baseline is zero.</li> <li>Same as above</li> </ul>   | <ul style="list-style-type: none"> <li>MoSD official record</li> </ul>   |

<sup>8</sup> Vocational Qualification Framework, processes, authority, certification, quality assurance etc.

| Hierarchy of Objectives  | Key Indicators  | Baseline  | Means of Verification   |
|--|---|---|---|
|  | <ul style="list-style-type: none"> <li>Amount in NPR allocated to the Provincial budget for the implementation of the VQ system.</li> <li>20 new assessment centres accredited.</li> <li>100,000 youths (50% from socially discriminated groups, out of which 33% are women) obtain certification from assessment centres.</li> </ul>   | <ul style="list-style-type: none"> <li>38 assessment centres accredited in Phase 1.</li> <li>63,502 obtained certifications from accredited centre in Phase 1.</li> </ul> | <ul style="list-style-type: none"> <li>Review reports</li> </ul>  |
| <b>Outputs</b>   | <b>Output indicators</b>  |   |   |
| 3.1 Accredited assessment centres offer quality assessment services  | <ul style="list-style-type: none"> <li>100,000 youth (1,000 are as per NVQF) (50% from socially discriminated groups, out of which 33% are women) obtain a Recognition of Current Competencies (RCC)<sup>9</sup>.</li> <li>% of youth (50% from socially discriminated groups, out of which 33% are women) attending the assessment centre satisfied with the services received.</li> </ul> | <ul style="list-style-type: none"> <li>63,502 (none as per NVQF) obtain RCC.</li> <li>Baseline will be generated in 2020/21.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Assessment centres logbook</li> <li>Assessment centres self-evaluation data</li> </ul> |
| 3.2 MoSD and private sector actors in the province build their capacities to implement VQ system at province level | <ul style="list-style-type: none"> <li>140 technical experts and process experts (at least 33% women) such as assessors, people for monitoring and database are trained at Provincial level.</li> <li>200,000 users able to use the Provincial database on VQS.</li> </ul>  | <ul style="list-style-type: none"> <li>As this is a new activity, the baseline is zero.</li> <li>Same as above</li> </ul>   | <ul style="list-style-type: none"> <li>Records from MoSD</li> <li>Database records</li> </ul>                                 |
| 3.3 Municipalities establish a TVET Coordination mechanism to implement the VQ system                              | <ul style="list-style-type: none"> <li>100 meetings between Municipalities where TVET is on the agenda.</li> <li>20 MoU (or other type of formal coordination arrangements) between Municipalities approved.</li> </ul>   | <ul style="list-style-type: none"> <li>As this is a new activity, the baseline is zero.</li> <li>Same as above</li> </ul>   | <ul style="list-style-type: none"> <li>Meeting minutes</li> </ul>   |

<sup>9</sup> Recognition of Current Competencies (RCC) is the term used for the end of training test.

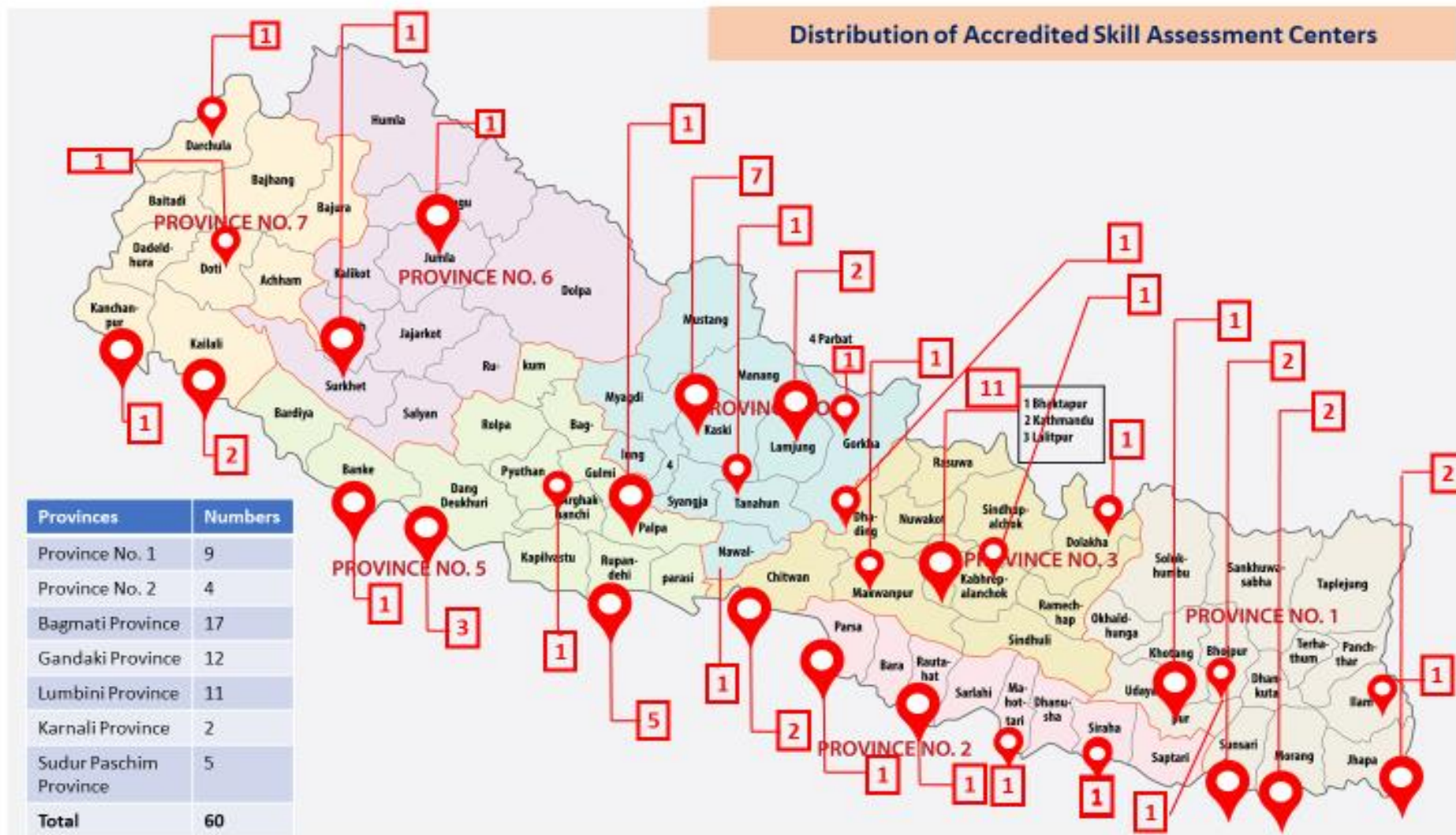
## Appendix 2: Guidelines/manuals supported to develop by the NVQS project so far

| S<br>N                                    | Name of Document  | Developed/<br>Published<br>Year | Phase | Language |        | Remarks             |
|---|---|---------------------------------|-------|----------|--------|---------------------|
|   |   |                                 |       | English  | Nepali |                     |
| <b>A NVQS/NVQF</b>                        |   |                                 |       |          |        |                     |
| 1   | NVQF Guideline (Reference Guide)  | 2017 June                       | I     | ✓        | ✓      |                     |
| 2   | राष्ट्रिय योग्यता प्रारूप नेपाल (सरल व्याख्या)  | 2019 June                       | I     | ☐        | ☐      |                     |
| 3   | NVQS of Nepal (a Guiding Document)  | 2019 April                      | I     | ✓        | ✓      |                     |
| 4   | राष्ट्रिय व्यावसायिक योग्यता प्रणाली नेपाल (परिचयात्मक पुस्तिका)  | 2018 July                       | I     | ☐        | ✓      |                     |
| 5   | VQF Implementation Guide  | 2018 October                    | I     | ✓        | ☐      |                     |
| 6   | Roadmap on Development and Operationalization of NVQS in Nepal  | 2020 Dec                        | II    | ✓        | ☐      |                     |
| 7   | Mission Report - Develop and Share Road Map for Transition from NSTB to NVQA  | 2016 August                     | I     | ✓        |        |                     |
| 8   | Mission Report - Share international experiences with the key stakeholders of Nepal on design, development, and successful implementation of Vocational Qualifications Systems (NVQS) | 2016 June                       | I     | ✓        |        |                     |
| 9   | A study of the Early sign of impact of interventions of NVQS Project  | 2018 February                   | I     | ✓        |        |                     |
| <b>B Monitoring and Quality Assurance</b> |   |                                 |       |          |        |                     |
| 10  | Guidelines for Strengthening the Communication, Marketing, Research and Monitoring Functions of National Skill Testing Board (NSTB)   | 2017 July                       | I     | ✓        | ☐      |                     |
| 11  | Quality Assurance Manual (QAM)  | 2016 April                      | I     | ✓        |        |                     |
| 12  | MRM Framework for Nepal Vocational Qualifications System (NVQS)   | 2016 March                      | I     | ✓        |        |                     |
| 13  | Monitoring and Result Measurement (MRM) Manual  | 2016 September                  | I     | ✓        |        |                     |
| <b>C Other Process Guidelines</b>         |   |                                 |       |          |        |                     |
| 14  | Guidelines for the Award of Credit and a Credit Transfer Within the NVQF  | 2020 November                   | II    | ✓        |        |                     |
| 15  | Approval Processes and Strategies for NVQFS and NVQA  | 2017 July                       | I     | ✓        | ☐      |                     |
| 16  | National Competency Standard (NCS) development Toolkit of the National Vocational Qualifications System (NVQS)- a Reference Guide   | 2020 May                        | II    | ✓        |        |                     |
| 17  | An Overall Process Document Leading to the Development of National Occupational Skills Standards (NOSS)   | 2017 June                       | I     | ✓        |        |                     |
| 18  | Coding Guideline for National Competency Standards and Vocational Qualifications  | 2020 July                       | II    | ✓        |        |                     |
| 19  | Quality Skill Test Centre Mapping   | 2018 March                      | I     | ✓        |        |                     |
| <b>D Assessors and Assessment Centres</b> |   |                                 |       |          |        |                     |
| 20  | Training Manual for Master Assessor Methodology Course  | 2018 March                      | I     | ✓        |        |                     |
| 21  | Guideline for an Assessor's Accreditation System for NVQS/NSTB (a Reference Guide)  | 2020 November                   | II    | ✓        |        |                     |
| 22  | सीप परीक्षण मुल्यांकनकर्ता (Assessor) हरूका लागि प्रशिक्षण पुस्तिका   | 2018 August                     |       |          | ✓      | In revision process |
| 23  | Process Guide for Assessment Package Development  | 2020 January                    | II    | ✓        |        |                     |
| 24  | National Skills Test Centre Accreditation Guide   | 2018 January                    | I     | ✓        |        |                     |



| S<br>N   | Name of Document  | Developed/<br>Published<br>Year | Phase | Language |        | Remarks             |
|----------|---|---------------------------------|-------|----------|--------|---------------------|
|          |   |                                 |       | English  | Nepali |                     |
| <b>E</b> | <b>Recognition of Prior Learning (RPL)</b>  |                                 |       |          |        |                     |
| 25       | पूर्व सिकाइको मान्यता (पू. सि.मा.) प्रक्रिया पुस्तिका   | 2017<br>September               | I     |          | ✓      |                     |
| 26       | Recognition of Prior Learning (RPL) Handbook  | 2017<br>January                 | I     | ✓        | □      |                     |
| 27       | RPL Toolkit   | 2017<br>January                 | I     | ✓        | □      |                     |
| 28       | पूर्व सिकाई मान्यता फारम तथा ढाचा   | 2018 March                      | I     | □        | ✓      |                     |
| 29       | Assessment process in RPL approach (प्रकृया गाइड - पूर्व सिकाइको मान्यता बिधिद्वारा दक्षता मूल्यांकन प्रक्रिया)                                       | 2021 March                      | II    | □        | ✓      |                     |
| 30       | Counselling process in RPL approach (प्रकृया गाइड - पूर्व सिकाइको मान्यता बिधिद्वारा परामर्श प्रक्रिया)   | 2021<br>February                | II    | □        | ✓      |                     |
| 31       | Certification Process in RPL approach (प्रक्रिया गाईड - पूर्व सिकाइको मान्यता (पू. सि.मा.) बिधिद्वारा प्रमाणिकरण प्रक्रिया)                           | 2021<br>January                 | II    | □        | ✓      |                     |
| <b>F</b> | <b>Communication, GESI and HR</b>   |                                 |       |          |        |                     |
| 32       | Human Resources Development (HRD) Plan  | 2016 March                      | I     | ✓        |        | In revision process |
| 33       | NSTB/NVQS Communication Guideline   | 2016<br>November                | I     | ✓        |        |                     |
| 34       | Gender Equality and Social Inclusion Guideline for NVQS and NSTB (v1)   | 2017<br>October                 | I     | ✓        |        |                     |
| 35       | Nepal Vocational Qualifications System Project (NVQS-P) Phase II- Communication Strategy  | 2021<br>October                 | II    | ✓        |        |                     |
| 36       | Gender Equality and Social Inclusion (GESI) Guideline for Nepal Vocational Qualifications System (NVQS) and National Skills Testing Board (NSTB) (v2) | 2021 May                        | II    | ✓        |        |                     |

### Appendix 3: Nationwide mapping of Accredited Skill Assessment (ASC) Centres



#### **Appendix 4: List of abbreviations**

|       |  |
|-------|--|
| ASC   | Accredited Skill Assessment Centre                         |
| CAT   | Competency Assessment Tool                                 |
| CTEVT | Council for Technical Education and Vocational Training    |
| FEB   | Foreign Employment Board                                   |
| HRD   | Human Resource Development                                 |
| MoEST | Ministry of Education, Science and Technology              |
| MoF   | Ministry of Finance  |
| MoU   | Memorandum of Understanding                                |
| NCS   | National Competency Standard                               |
| NOSS  | National Occupation Skill Standard                         |
| NPC   | National Planning Commission                               |
| NQF   | National Qualifications Framework                          |
| NSTB  | National Skill Testing Board                               |
| NVQA  | National Vocational Qualifications Authority               |
| NVQF  | National Vocational Qualification Framework                |
| NVQS  | National Vocational Qualifications System                  |
| PAC   | Project Advisory Committee                                 |
| PCC   | Project Coordination Committee                             |
| PPICC | Province Project Implementation and Coordination Committee |
| PPCU  | Province Project Coordination Unit                         |
| PPSU  | Province Project Support Unit                              |
| PSC   | Project Steering Committee                                 |
| PSU   | Project Support Unit                                       |
| QAM   | Quality Assurance Manual                                   |
| RPL   | Recognition of Prior Learning                              |
| SDC   | Swiss Agency for Development and Cooperation               |
| SSC   | Sector Skill Committee                                     |
| TVET  | Technical and Vocational Education and Training            |
| VET   | Vocational Education and Training                          |
| VQF   | Vocational Qualifications Framework                        |
| YPO   | Yearly Plan of Operation                                   |