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Skills Development Project (SDP)
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FINAL REPORT

Tracer Study

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**Development Technology Services
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EXECUTIVE SUMMARY

I. GENERAL BACKGROUND

1. **Introduction and objectives of tracer study.** In order to support the Government of Nepal (GoN) in developing a market- and social-and-gender-responsive technical and vocational education and training (TVET) system, the Asian Development Bank (ADB) initiated the Skills Development Project in September 2013. The project had four projected outputs: i) providing inclusive market-oriented training opportunities for 45,600 people, 45,000 in basic skills and 600 as mid-level professionals; ii) improving the quality and relevance of TVET; and iii) carrying out institutional and operational reforms including developing a TVET-sector roadmap and results framework and a TVET fund and restructuring the Council for Technical Education and Vocational Training (CTEVT). The five-year long project had a budget of USD 25 million, of which USD 5 million was contributed by the GoN.

2. Towards the end of project, the tracer study describe herein was initiated in order to evaluate three main areas: how sustainable the employment of graduates from short-term basic skill training was, graduates' satisfaction with the training, and employers' satisfaction with graduates' skills and knowledge.

3. **Methodology.** This study relied primarily on a quantitative approach—a survey—but it also employed qualitative tools to substantiate the quantitative findings. The survey focused mainly on the graduates' training outcomes as measured through data on employment and income but also assessed graduates' workplace performance by interviewing employers. Issues related to gender and social inclusion were kept in perspective in all stages of the study.

4. Using a widely accepted statistical formula, consultants calculated a sample size of 5264 from a total population of 42,722. Various difficulties meant that they could interview only 4727 graduates in addition to the 1156 employers interviewed. Once the inception report had been approved, twenty enumerators were hired and trained by five supervisors, one in each of previous five development regions. SPSS computer software was used to manage and analyze quantitative data and Excel software to handle qualitative information.

II. FINDINGS AND ANALYSIS

A. Profile of Respondents

5. **Gender, ethnic group, and age.** Of the 4727 graduates surveyed, nearly two-fifths (39.8%) were females. Other than two-fifths (43.23%) who were hill Brahmin or Chettri, the rest of the respondents were classified as disadvantaged ethnic groups, including *adibasi*, *janajati*, Muslim, Madhesi, and Dalit. The majority (62%) were 25-40 years old, and another third (31.1%) were 17-24 years old. Nearly two-fifths (38.7%) had less schooling than School Leaving Certificate (SLC) and nearly the same proportion (39.1%) had passed the SLC or received a higher education. On average, respondents had been formally educated for 9.2 years, a fact signifying that even the highly educated were interested in short-term training.

6. **Regional distribution.** All five development regions were covered in the survey. The highest proportion of respondents (34.2%) were from the Western Development Region, followed by the Central (27.8%) and Mid-Western development regions (20.7%). The proportions of respondents were much smaller in the other two regions, but regional differences between the proportions of rural and urban dwellers were insignificant.

B. Training-Related Information

7. **Sectors, trades and duration.** The highest proportion of respondents (40.9%) were trained in the construction sector. Almost as many (35.9%) were trained in the manufacturing sector, and the rest (23.1%) in the service sector. By trade, the highest proportion (10.7%) trained to be masons. Training to be a building electrician (5.9%), arc welder (3.6%) and furniture maker (3.1%) were the next most popular trades. The vast majority of respondents (84.8%) were Level 1 graduates. Although Level 1 training is meant to last three months, a small proportion (0.8%) were trained for just two months, a fact suggesting that there were limitations in the monitoring of training events.

8. **Expectations from training.** The majority (55.1%) expected to secure gainful employment after completing the training, and another 27.1% expected a higher income. Friends and relatives informed the majority (59.4%) about the training, but training providers informed 30.4%. Participants in focus group discussions (FGDs) also claimed they had been informed by friends, relatives and trainers, a fact suggesting that training information was not widely disseminated but did keep unreached areas and people in perspective.

9. **Trainee selection process.** The majority of respondents (65.4%) took a written test prior to enrolment in training and one-fourth were directly enrolled. No aptitude test was administered to any candidate and less than one-fifth of respondents (17.5%) benefited from detailed counseling which included do's and don'ts' about training, on-the-job training, and employment processes before they actually began training.

C. Perception of the Relevance of Training

10. **Relevance.** The vast majority (88.7%) of both male and female respondents said that their training was relevant to the employment market. Of those who thought it irrelevant, one-third (34%) cited the lack of training-related employment as the reason. The training process was problematic in that the majority of respondents, both male and female, did not have OJT opportunities. The employers as highlighted the deficiency in OJT: they reported that graduates were not capable of starting start work immediately without further training or close supervision.

11. **Suggestions about enhancing training.** More than one-third of respondents (34.4%) suggested that more practical components be included and one-fourth (28.9%) favored for increasing the duration of training. Another 6.9% suggested that workplace exposure be increased.

12. **Interest in more training.** A large majority of respondents (87.5%) were interested in getting more, the majority of them (51.2%) in order to increase the possibility that they would get highly respected and remunerative employment. Another one-third (31.1%) would like more training because they are not satisfied with their current employment. A large majority of all respondents (81.0%). But greater proportions of males than females, would like more advanced training in the same trade.

D. Employment Outcomes

13. **Engagement before training.** More than one-third (34.7%) of presently employed graduates were searching for employment before their training and 26.4% were engaged in their own business. Another 21.5% and 17.3% respectively were involved in education/training and a family business.

14. **Employment after training.** The majority (63.7%) of 4727 graduates were employed after training. While short of the project's 75% target, this rate is still a good achievement

and may increase with the inclusion of all employment data at the end of the project. The rate of employment was slightly higher in round two (63.7%) than in round one (61.1%) and the rate of male employment (73.3%) was much higher than that of females (49.1%). The disparity was greater among Level 2 graduates, with male employment at 81.1%, than among Level 1 graduates, with male employment 62.2%. The fact that more graduates from public institutes were employed (72.7%) than from private institutes (61.3%) implies that public facilities are better than most private facilities. More graduates from disadvantaged backgrounds were employed (66.4%) than from advantaged backgrounds (59.9%) who might have other alternatives.

15. **Employment Status by Sector and Trade.** Employment rates across the three sectors varied only slightly. In terms of trades, employment rates were highest among those trained to be lathesetting operators, motorcycle service mechanics, boiler operators, and commis III. Those who trained to be assistant waiters, bartenders, bakers, and tile/marble layers had the lowest rates of employment.

16. **Type of employment and initial problems.** A large proportion of graduates (42.3%) were engaged as temporary salaried employees and about half of that number (20.2%) as daily wage employees. Another one-fifth (19%) were self-employed in their own businesses. Only small proportions were independent self-employed workers (9%) and permanent salaried employees (8%). More than half (52.2%) were working as skilled helpers and nearly one-fourth (23.6%) were serving as managers, mostly of small-scale enterprises. A large majority (86.4%) were in training-related employment.

17. A large number of female graduates worked full time. The average number of working days a week was 5.88 and the average daily working hours was 8.23. Males worked an average of 6.05 days a week and 8.48 hours a day. The differences indicates that males had more work opportunity than females did. The fact that the transition period was just 1.48 months on average for males and 1.71 months for females is considered an achievement.

18. The majority of graduates (60%) encountered problems during the initial days of employment, a finding corroborated by the inputs of participants in both graduates and employer FGDs. Respondents commonly attributed their difficulties to insufficiently long training, limited practical training and lack of exposure to the real work of world.. More than one-fifth (21.2%) received support from their trainers but there were some who needed support but didn't get. These findings apply similarly to both genders. All three findings applied to both males and females.

19. **Employment linkages.** Irrespective of gender, only about two-fifths (43.8%) said that they were supported to linked to employment, meaning the majority were not. Support for linkage included suggestions, guidelines and information about employment, networking and linkage with employers and financial institutions, and facilitation in the establishment of a own business. About two-fifths (43.9%) claimed that personal networking was a means to securing employment linkages and 19.7% said that they had benefitted from family relationships. Smaller proportions had found employment through a door-to-door search (12.4%) or through others who owned businesses (9.1%). The smallest proportion, just 8.1%, received support from training providers.

20. **Job satisfaction.** Almost all respondents (93.7%), irrespective of gender, were satisfied with their present job. Rewarding incomes (41.8%), satisfactory businesses (33.3%), respectable jobs (30.5%) and ample opportunities for career development (12.5%) were the reasons for their job satisfaction.

21. **Employment and income prior training.** Nearly a half of respondents (47.4%) were previously employed but in areas different than where they worked at the time of this survey. These were mostly household chores and unpaid labor contribution. Those who had paid employment had incomes ranging between NPR 2000 and NPR 70,000. The average monthly income was NPR 12,700. However, after the skills training, females were more likely (68.1%) to have changed their area of employment than males (54.2%). This finding suggests females' interest in skills based employment which are not only different from their traditional household chores but also nontraditional agricultural practices. This finding therefore demands for serious consideration for keeping this responsibility in focus while planning training particularly for females.

22. **Managing one's own business and additional employment.** 573 respondents started their own businesses and the majority (79.4%) of them created four new jobs in doing so, a fact that demonstrates the importance of enterprise-oriented training. Inherited property was the major source of investment for majority of respondents (55.7%) followed by loans from banks and financial institutions (25.7%) and loans from friends and relatives (16.2%).

23. **Change in income and its use.** The average monthly income of employed graduates was NPR. 19,962, a figure 57% higher than the average income before training. Irrespective of gender, this income was higher than the project's target and demonstrates that the project succeeded in raising incomes. The range in achieved income levels was huge, with the lowest NPR 3500 and the highest, NPR 100,000. The standard deviation value of NPR 12,840 suggests that about 66% of graduates have an income lying between NPR 7000 and NPR 31,000. With a monthly average income of NPR 22,127.89, males earned nearly 50% more than females on average. Graduates currently employed abroad earned as much as NPR 40,069 per month. Business owners on average earned the second most per month, NPR 31,841. Even daily wage earners earned a substantial amount: NPR 15,668 per month on average.

24. Nearly a half of all participants said that the increase in income helped them to meet their family's needs and 23.6% said they spend the extra income meeting their own personal needs. The new and more remunerative incomes helped make it easier for graduates to support themselves.

25. **Women-specific problems.** Only 12.9% of female graduates reported that they had faced gender-specific issues. Among them the limited participation of women in training (48.3%) and lack of housewife-friendly training times (12.8%) were most important. This data was corroborated by information obtained from FGDs with female graduates, who claimed that they had faced difficulties finding time to enroll in, attend and completing training due to their household obligations.

26. **Women's workplace-specific problems.** Women specific problems were encountered higher in employment (16.6%) than in training (12.6%). The majority of respondents to this question (51%) pointed out that they were less trusted than their male counterparts. Another one-third (32%) said that they were paid less for the same work. Other significant problems included insecure workplace environments, inconvenient duty hours, lack of care in special conditions such as pregnancy and lactating period, and sexual harassment. FGDs with females revealed the similar concerns.

E. Employers' Perceptions

27. **Employers' level of satisfaction.** Employers expressed their satisfaction with graduates' overall performance, particularly their technical, managerial and soft skills, but

said that their practical skills were limited. These findings are exactly in line with comments gathered during FGDs with employers, at which most said that graduates lacked adequate practical exposure and that training periods were too short. Employers were satisfied more by females than males and more by the level 1 than level 2.

28. **Performance comparison.** When they were asked to compare the performances of institute- and industry-trained individuals, the large majority of employers said that the institute-trained are more capable and competent in terms of their overall work performance.

III. ISSUES AND CHALLENGES

29. The issues and challenges faced during the implementation of training described below are based on the analysis presented in Chapter II and the annexes.

30. **Training information and selection.** Since friends and relatives were the predominant source of information about training, it is likely that people without connections to well-informed individuals or access to training institutes were unaware of the opportunities available to them. The training was unsuccessful in those cases where trainees admitted that they had enrolled simply to be trained or to spend their free time.

31. **Training of trainers (TOT) and monitoring.** Training providers complained that they had found it difficult to find trainers with TOT experience and that they had been unable to manage to run a short-term TOT for them. They also found it hard to regularly monitor training to ensure that the trainers they had selected were truly qualified and experienced and that materials, tools, and equipment were made available. Though the project had provided for the competence monitoring of participants during training, it was not carried out.

32. **Size of training packages.** Training providers, even well-established ones, had limited capability in managing large training packages. The sizes of the packages made it difficult to manage top-quality training and OJT and to facilitate employment. Other stakeholders, too, opined that the large size of the training package limited OJT opportunities.

33. **Support during initial days of work.** No provisions had been made for the project to support graduates during their initial days of their work, so doing so was a challenge. A large number of graduates were unemployed at the time of the survey and FGDs and appeared to be undecided about the career they would pursue or how they would put to good use the skills they had gained. Who will support such individuals is still undecided.

IV. LESSONS LEARNED

34. **Market assessment.** Supplying training for a vast menu of trades is less effective than selecting trades through a proper assessment of the labour market.

35. **Appropriate candidates and meeting targets.** Establishing a thorough selection process is crucial. The selection team ought to include local political leaders, youth groups, employers and local financial institutions. It should not be the case that targets for female or other sort of participation are met by selecting individuals who are neither needy nor interested.

36. **Experienced training provider versus size of procurement package.** Training is effective only when contracts are awarded to training providers with experience in the sectors and trades for which training is being offered. Training should be offered in smaller packages so that providers can be compelled to follow the prescribed training processes.

37. **OJT in curriculum.** Ensuring the quality and relevance of training requires that OJT be provided for and this can be done effectively only if OJT is included in the curriculum itself.

38. **Employment and income outcomes.** Given that most graduates searched employment by themselves, it is not sufficient to offer bonus as the incentive only for employment.

V. CONCLUSIONS AND RECOMMENDATIONS

39. **Market assessment.** Neither the quantitative nor qualitative data suggest that markets were properly assessed. This shortcoming was a major reason training did not suit available employment opportunities. In the future, all training programs must evaluate markets before starting any particular type of training. In addition, a survey of the potential of a locality needs to be carried out to ascertain the viability of establishing various enterprises.

40. **Selection of appropriate and needy participants.** Not all respondents seriously sought employment after graduating in part because candidates were inappropriate and in part because there was no career counseling. Aptitude tests and career counseling could help projects select the best possible candidates.

41. **Female enrolment.** The target for female enrollment compelled training providers to enroll female participants who did not really need training or were not interested in it. Although there is need for increasing female enrollment, having a minimum threshold may not always be useful and a degree of flexibility in selection might need to be considered. Other training models such as home-based training could also be explored. Respondents suggested that future training be held at housewife-friendly times and that there be more female participants as well as gender-sensitive trainers, toilets for women, child care facilities and resting room for lactating mothers in order to increase femal enrollment.

42. **Size of training packages and appropriate training provider.** Large packages make it difficult for training providers to find training candidates and trainers and to manage training and facilitate employment. Smaller packages may be a more feasible option. Also important is awarding training only to those providers with the proven capacity to manage training in a fashion which ensures that the required outcomes are met.

43. **Training quality.** Graduates reported limitations such as inadequate practical opportunities and training materials, the paucity of trained trainers and limited OJT opportunities, all minimum requirements of any training and therefore limitations that must be addressed. In particular, even if OJT is not in the curriculum, it must be included as getting and keeping a job or business is not possible with technical and vocational skills alone. In the future, provisions for soft skills should be considered seriously and systematically. Weak reading and writing skills need to be addressed by provisions for bridging sessions.

44. **Monitoring of competency.** The project document clearly calls for measuring achievements continuously but this provision was not implemented except in the very early days of the project. Skill training programs must make and implement provisions for monitoring in general and competency-based monitoring in particular.

45. **OJT and employment planning and execution.** There were hardly any training providers who had practiced OJT and placement planning and accordingly, its execution in a systematic way. This gap has toll on training outcomes. Hence, in order to smoothen the

OJT and placement process, such planning must be put in place. Limited training opportunity for Level 2, suggests for careful planning of OJT for Level 2. Future project designs need to consider various training models and public private partnership approach rather than keeping it open.

46. Skill tests. A significant number of graduates failed skill tests. Their training providers could be required to follow up on them and to encourage them to and facilitate them in retaking failed tests. Issues respondents identified, such as lack of infrastructure in test centers, the limited duration of tests, language problems, and under-qualified assessors, are critical. CTEVT must address them and enhance the testing environment by providing the necessary logistics.

47. Employment and income outcomes. Since the study demonstrated that if training is good quality, income and employment are likely outcomes, training projects and events need to be designed, implemented and monitored with this fact in mind. To optimize the incentive of employment, the current provision must be reviewed, particularly with the aim of targeting needy people. To address the complaint of FGD participants that sessions on business plans did not provide sufficient inputs for starting a small business or sustainable self-employment, a remedy must be sought, perhaps in the from of integrating ILO enterprise development models into training, preferably using an apprenticeship mode.

48. Transition. Only a few graduates got help from training providers when they had difficulty in finding work. Most did not. To remedy this shortcoming, future designs must take into account how to facilitate the transition form training into work.

49. Start-up support. The project lacked provisions for supporting the establishment of a business or initiation of self-employment, support that is critical for new entrepreneurs and self-employment seekers. Provisions for this sort of support, largely in the form of tools and equipment are needed. Provisions for enterprise development courses with start-up support are one possible alternative to the current incentive of employment. Altogether 573 graduates (12%) were in need of financial resources and many had little idea what to do to get them. Thus, in the future, financial literacy needs to be an essential training input.

50. Female-friendly workplaces. Since the survey found that female-specific problems such as insecure workplace environments, inconvenient duty hours and even sexual harassment exist, sessions to increase awareness about such problems and the knowledge and "soft skills" that could mitigate them would be helpful.

51. Monthly income. The average income of graduates, NPR, 19,962.65, which varied little by gender, was much higher than the projects target. While this finding proves that good-quality income can result in a substantial income, it also reminds us of the need for carefully designing and implementing training. As discussed above, future initiatives must continue to offer top-quality training that targets employment and income outcomes. The fact that self-employed graduates earned a higher than average income and created new employment suggests that in the future, training should be designed, implemented, and monitored with an emphasis on self-employment and enterprise development. To accomplish this end, trainees must be clear about the objectives of training from the outset.

52. Social marketing. Most graduates got training information from friends and relatives and training providers. For those without such connections, however this approach is unhelpful. Thus, a communication strategy that addresses the social limitations of the neediest of people must be put in place and implemented.

1. Introduction

Background

1. To support the Government of Nepal (GoN) in developing a market- and social-and-gender-responsive technical and vocational education and training (TVET) system, the Asian Development Bank (ADB) initiated the Skill Development Project (SDP). The outputs of this project were to provide inclusive market-oriented training opportunities to 45,600 people, 45,000 of whom would learn basic skills and 600¹ of whom would become mid-level professionals and improve the quality and relevance of TVET provisions. It also included the implementation of a quality-improvement plan in 10 CTEVT schools and a staff development program as well as the introduction of institutional and operational reforms which included developing a TVET-sector roadmap and results framework and a TVET fund and restructuring the Council for Technical Education and Vocational Training (CTEVT). The five-year long project was initiated in September 2013 with a total budget of USD 25 million, including USD 5 million from the GoN.

2. The project document specifies four outputs²: i) Expand Provision of Inclusive Market-Oriented Training Opportunities; ii) Improved Quality and Relevance of TVET Provision Policy, iii) Institutional and Operational Reforms; and iv) Project Management and Monitoring and Evaluation. Each is explained below.

Output One: Under this output, the project intended to train 45,000 individuals, 20% of whom would be from public schools, in basic-level occupational skills over the five-year project period. Selection of trainees was to target the unemployed and under-employed people and secure that at least 40% of trainees were women and at least 30% members of disadvantaged groups.

Output Two: The intention behind this output was to improve the quality and relevance of TVET by transforming 10 public providers into efficient, well-managed, and up-to-date model institutes with close links to local communities and employers. Components under this output included i) the implementation of a comprehensive, tailored, quality-improvement program (QIP) in 10 selected public training institutions; ii) the development of 15 new³ or updated fee-paying mid-level training programs in demanded occupations to offer in these model institutions, which were to be refurbished and supplied with the equipment necessary to support good-quality training; and iii) the provision of in-service training for 300 TVET professionals in TVET management, occupational and instructional skills, and curriculum development.

Output Three: The major components under this outputs were i) updating the TVET sector roadmap; ii) preparing a TVET-sector results framework; iii) establishing a TVET sector development unit (TSDU) within the MOE as the lead policy-coordination body for this sub-sector; iv) preparing an institutional framework, procedures and detailed terms of reference for a TVET fund; and v) facilitating the CTEVT to restructure in line with emerging demands and services.

¹Revised by the ADB Mid-Term Review Mission of 2016

²<http://sdp.org.np>. Retrieved on 2 May, 2016.

³Op cit.

Output Four: The last output was related to the effective management of the project over the entire project period and included ensuring the robust monitoring and evaluation (M&E) of the project's results.

3. The project's first output focused on enhancing the market relevance of the graduates. It aimed to achieve the gainful employment of at least 75% of graduates within six months of having completed their training. It was also expected that 70% of graduates' employers would be satisfied with their performance.
4. The project intended that Level 1 graduates in the first round earn an income of at least NPR 4600 and that those of the second round earn at least NPR 9700. Level 2 graduates of both rounds were to learn at least NPR 10,000.
5. The project intended for its performance on this output was to be assessed through a tracer study, so it hired DEVTEC to conduct that study. The ToR directed DEVTEC to focus on the results of the first project output, in particular the goal to provide 45,000 individuals, at least 40% of whom were women and 30% members of disadvantaged groups.

Objectives of the Assignment

6. Tracer study aims to evaluate the sustainability of employment of the project graduates who completed the short term training (Level 1 & Level 2), their satisfaction with the training and employers' satisfaction with the skills and knowledge of the trainees.

Scope of the Assignment

7. The assignment was expected to undertake the followings:
 - a. review relevant documents to become familiar with the requirements of tracer study as well as the objectives of the short-term training sub-output of the SDP;
 - b. work with the project implementation unit (PIU) and monitoring staff to develop i) the methodology and tools for the study, including a sample survey questionnaire and qualitative survey tools such as guidelines for questions to ask focus group discussions (FGDs) and ii) analysis plan for the final report;
 - c. train enumerators and field supervisors and, in collaboration with the PIU's regional monitoring officers (RMOs), provide them with orientation and training on the pilot testing, refinement, and coding of the survey questionnaires and other survey tools;
 - d. test the validity and reliability of the questionnaire using a random sample of 100 trainees;
 - e. conduct interviews using the survey questionnaires with a finalized and statistically valid sample of trainees and their employers, taking into account possibilities for disaggregation (by region, sector, occupation/trade, gender, ethnic group, and district) as applicable;
 - f. check a 10% random sample of completed questionnaires at the field level and make corrections in order to ensure the integrity of the data collected;
 - g. prepare and enter data into the database using the Statistical Package for the Social Sciences (SPSS) or other relevant software and generate output tables based on the plan for analysis;
 - h. conduct FGDs and training provider enquiries using the guidelines for questions;
 - i. transcribe the responses of FGD participants and after entering the transcripts into Nvivo, Atlas.ti or other relevant software, analyze the data based on the plan for analysis using Excel compute software to analyze the qualitative data using the content-analysis approach.

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- j. prepare a brief report on the proceedings of each FGD and training-provider enquiry conducted and a summary report on all of them;
 - k. prepare a draft report of the tracer study, integrating findings from the survey, FGDs and the training-provider enquiries;
 - l. present the tracer study findings in English to the PIU staff, CTEVT, MOE; and
 - m. Prepare a final report, in English, on the tracer study, taking into consideration the comments and suggestions of PIU staff.

2 Approach and Methodology

Introduction

1. The consultant proposed an approach and methodology based on his understanding of the ToR for the assignment, particularly the objectives specified, as well as on his other similar study experiences. The proposal was revised to take into account the inputs of the CTEVT/PIU and ADB.

Approach

2. This study relied primarily on a quantitative approach but, as described below, it also included qualitative approaches to collecting data and information. It focused mainly on graduates' training outcomes measured through employment and income and relied on the primary survey. However, graduates' workplace performance was also assessed by administering a quantitative survey to their employers too.

3. In order to accomplish the assignment, the consultant used a comprehensive approach including the following:

- a. a desk review
- b. a quantitative survey using standard sampling techniques focused on training graduates as specified in the ToR
- c. qualitative inputs collected through FGDs, key informant interviews (KII), case studies, and observations.

4. The study completed in seven stages: i) desk review and preparing and sharing an inception report with the PIU; ii) field test of tools in Kathmandu; iii) finalizing the inception report after incorporating inputs from the PIU and the ADB and testing the proposed tools in the field as appropriate; iv) field work; v) data management and analysis; vi) drafting and sharing a report; and vii) finalizing the report incorporating inputs.

5. Gender and social inclusion issues were kept in perspective in every stage of the study.

Methodology

Inception Phase Progress

6. During the inception phase, the consultant reviewed relevant documents and drafted the study methodology. The consultant also conducted several round of meetings with the PIU in this regards.

7. The project clarified the cut-off point for ascertaining the universe from which the sample size should be drawn: all graduates who had completed training by April 2018 were considered as the population.

8. Based on this data, a sample size was determined and necessary disaggregation made. These are explained below. Project staff agreed to provide detailed profile of graduates falling into this training category.

Survey Design

9. The ToR was prepared well and explains the sampling designed in detail. However, several discrepancies were found and mentioned in the inception report. Calculating the sample size using disaggregation by gender, social status (advantaged and disadvantaged) and sector made the sample size unmanageably high.

10. A stratified random sampling process was adopted for the survey, and the total population of 42,722 trainees was divided into 12 different strata based on gender, sector and social status. The populations in those strata ranges between 191 to 10,816, with the smallest sample that of trainees in the manufacturing-female-disadvantaged strata and the largest that of the construction-male-advantaged strata. Despite our effort to manage the sample sizes of all 12 strata within a 5% margin of error and 95% confidence level, the margin of error slightly exceeds that value in four strata. The excess, however, does not have a significant effect on the statistical validity of the sample size. The details of the proposed calculations are presented in Table 1 and the formula¹ used for determining the sample size is given below.

$$x = \frac{\frac{z^2 * p * (1 - p)}{c^2}}{1 + \left\{ \left(\frac{z^2 * p * (1 - p)}{c^2} \right) - 1/N \right\}}$$

$$n = \frac{\{z^2 \times P \times Q + t^2\}}{t^2 + \{z^2 \times P \times Q/N\}}$$

Where,

n is the required sample

P is the probability to select (0.5)

z is the value of the Z score at a confidence level of 95% (1.96)

c is the margin of error (5%)

N is the total population

¹ Source: <https://www.surveysystem.com/sample-size-formula.htm>

Table 1: Disaggregated Sample Size

Group	Sector	Population in Category 2 [no.]			Sample Size in Total Figure [no. (%)]		
		Gender		Total	Gender		Total
		Female	Male		Female	Male	
Disadvantaged	Construction	831	2493	3324	313(4.38)	640(3.34)	953
Advantaged		4780	10,816	15,596	315(5.35)	431(4.63)	746
Total		5611	13,309	18,920	628	1071	1699
Disadvantaged	Manufacturing	199	535	734	131(5.00)	494(1.22)	625
Advantaged		1395	4353	5748	226(5.97)	243(6.11)	469
Total		1594	4888	6482	357	737	1094
Disadvantaged	Service	1994	2115	4109	465(3.98)	711(3.00)	1176
Advantaged		7051	6160	13,211	431(4.57)	327(5.29)	758
Total		9045	8275	17,320	896	1038	1934
Grand Total Population				42,722	Total Sample		4727

Note: Figures in parentheses indicate the percentage margin of error considered for the sampling process.

Sample for Qualitative Survey

11. The ToR demanded that five FGDs be conducted in each development region. However, since there were 84 trades altogether, it was not be feasible to ensure representation of each in these FGDs. Thus, the consultants proposed to carry out 10 FGDs, each with 5-11 participants, for the 10 trades with rates of highest enrolment and graduation. FGDs were assured of including female graduates and graduates from disadvantaged groups. One FGD just for females was also organized in each region. In addition, at least one FGD for employers was organized in each region. Altogether, there were 12 FGDs per region, making a total of 60 FGDs across the country.

12. Consultants conducted FGDs and KIIs with training providers and coordinators in the field.

Sample for Observation of Training Facilities

13. As agreed with the SDP team, the training facilities of training providers were also observed where possible.

Sources and Tools

Semi-structured interview questionnaire

14. A two-part semi-structured interview questionnaire was used to collect primary data. The first part was designed to collect information from individual graduates (Annex 4) and the second to collect the opinions of the employers of those graduates (Annex 4).

Focus Group Discussions and Key Informant Interviews

15. Five different sets of open-ended questionnaires were prepared to facilitate the FGDs to different categories as discussed in paragraph 26 below. The questions covered the same topics covered in the survey questionnaire but were designed to facilitate deep discussion among participants and thereby find out more about the qualitative aspects of the training results.

16. FGD and KII participants were expected to include the following categories of individuals:

- a. Employed and unemployed graduates
- b. Female graduates
- c. Employers
- d. Training and employment service providers
- e. Field monitors of the SDP

17. The questionnaire was initially prepared in English and then translated into and finalized in Nepali.

T&ESP Support

18. The consultant's initial meeting with the training and employment service providers on 8 August, 2018, at the SDP office revealed that finding graduates, particularly from the first round, would be very challenging.

19. Given that there were a number of challenges- time in the field was limited, the questionnaire was long, the targeted sample size (5264 graduates and employers numbering around 25% of that number) was large, the number of FGDs (50 with mixed graduates, five with female graduates, five with employers, five with T&ESP managers/coordinators and five with regional monitors) was many, and the study methods were complex and covered many categories of respondents, the consultant expected the support of the T&ESP to locate graduates and employers to participate in the quantitative survey. It was extremely challenging to find the trainees graduated long ago. Getting time of employers was equally challenging. In summary, this tracer study work as full of challenges to maneuver.

20. Without the proactive and efficient support of the T &ESPs, the consultant would have found the study very challenging.

21. To address the problem of absent graduates, the consultant identified replacements by conducting a second round of random sampling.

Variables Covered

22. The questionnaires and checklists were developed incorporating the key variables of tracer study. These included the following:

- a. graduates' employment status
- b. graduates' income
- c. transition period to first employment in months
- d. graduates' satisfaction with training
- e. relevance and effectiveness of learning in institutions,
- f. employer satisfaction with regard to graduates' skills and performance

23. Besides these training outcomes, the following were also included:

- g. personal information
- h. socio-economic status

24. While developing the questionnaire, the following training-relevant aspects were taken into consideration:

- General information about the training (type, duration, objectives for the selection)
- Retrospective evaluation of the quality and relevance of the training and its contents (curriculum, the competence and commitment of trainers/teachers, study conditions, length of training, overall satisfaction)
- Transition period to employment in months
- Current activity (type, sector, location, and duration of and satisfaction with employment).
- Income from graduates' activities both before and after training.
- Relationship between learning and work (match or mismatch and applicability or non-applicability of skills and knowledge acquired during the training).
- Demographic data (age, gender, ethnicity, education history, socio-economic background).

Orientation and Training

25. As mentioned in the TOR and proposed in the technical proposal, the research team oriented and trained five supervisors and 20 enumerators on 30 July and 1 August, 2018, in Kathmandu. During the training and orientation period, mock interviews were conducted between the participants so that the trainee-supervisors and -enumerators would get the opportunity to test their understanding of the questions and so that the research team would get the feedback it needed to improve its research tools. Orientation and training were carried out at the national level and, where it was necessary, also at the regional level.

Testing and Validation

Pre-testing

26. The semi-structured questionnaire was pre-tested with 100 randomly selected graduates in Kathmandu Valley. These 100 samples also included some employers.

Checking Samples for Reliability

27. Sets of the finalized questionnaire were printed so that a nationwide survey could be conducted. To ensure the reliability of the data in the filled questionnaire, 10% were double-checked in each region.

Checking and Cleaning

28. Each evening, after the day's work was done, the field team and the qualitative survey expert checked the filled-in questionnaires before they were considered ready to have their data uploaded into SPSS computer software.

Data Uploading

29. In order to expedite the process, as the survey was being carried out, quantitative data was also uploaded into computer software. The researchers trained the supervisors and enumerators to carry out this job and DEVTEC made arrangements for it to be done. However, as explained below, qualitative information was analyzed by content using Excel computer software.

Analysis and Reporting

30. Both quantitative and qualitative information was collected as called for in the ToR. Quantitative data was analyzed using SPSS computer software and qualitative information using Excel computer software. Which software was chosen for data and information collected through FGDs depended on the nature of the input.

31. Separate analyses were conducted by region, gender, sector, and social categories as appropriate.

32. Efforts were made to enhance the reliability of the conclusions drawn by making use of various statistical and econometric tools to analyze the quantitative data, including ANOVA, t-tests, and chi-square tests to find out the associations between several determinants of training outcomes from employment to income.

Limitations of the Study

33. The following limitations were encountered:

- This is a major study with much valuable information for policymakers and planners, so sufficient time should have been allotted for preparing and sharing its findings, particularly toward the end of study.
- The rainy season made collecting information in the field challenging initially, but the team worked through the bad weather.
- Lack of information about the graduates at exit time and graduates' tendency to change mobile sim cards made tracking respondents difficult. When graduates could not be located, the consultants continued re-sampling until they were able to contact enough randomly identified individuals.
- Getting employed graduates' enough time for an interview was another big challenge. Often enumerators struggled to first to find graduates and then to keep them until the interview was complete. Employers frequently had to be asked for permission to interview their staff for this study.
- Contacting and getting time to interview employers was another big challenge. Enumerators visited the employers' place of work for this purpose.

Organization of the Report

34. Chapter 1 of the report introduces the project and the objectives of the assignment. The second chapter identifies the methodology for and the limitations of this study. Chapter 3 is dedicated to findings from the field work and analysis. Chapters 4 and 5 present issues

and challenges and lessons learnt. Overall conclusions and recommendations are described in Chapter 6, the last chapter. Other relevant data and information are presented in annexes. Annex 5 presents quantitative field data and Annex 6, a summary of qualitative findings. Annex 7 includes the inputs of participants in FGDs. Annex 8 present some cases studies of graduates.

3. Findings and Analysis

A. Profile of Respondents

1. **Gender.** Altogether 4,727 individuals, or 11% of the total study population, were interviewed during the survey. The majority (60.2%) were males, meaning that the project essentially met its target of ensuring that 40% of participants in training were female (Figure 1).
2. **Ethnic Group.** Of the total respondents, the majority was classified ethnically as hill Brahmin or Chhetri (41.4%) but another (32.9%) were disadvantaged Adibasi/Janajati. Small proportions were hill Dalit (8.9%), marginalized caste (6.5%), Madhesi (other groups except Brahmin/Chhetri and Dalit) (4.5 %) and Madhesi Dalit (1.7%). Madhesi Brahmin and Chhetri, Muslims, endangered adhibasi janajati and yogi sannyasicomprised still smaller proportions, 1.4%, 1.3%, 1.0%, and 0.3%, respectively. See Table 1 in Annex 5 for a detailed picture. The total proportion of disadvantaged groups (all but hill Brahmin or Chhetri), was 56.77%.
3. **District.** The survey covered 65 districts with sample sizes ranging between 1 and 434 individuals. The researchers used stratified random sampling and did not consider district as the basis of strata, so comparatively large numbers of respondents were drawn from some districts, such as Rupandehi, Chitwan, Morang, Kaski and Kailali, whereas respondents from districts such as Therahum, Humla, Mugu and Dailekhwere very few. The districts covered by this survey and corresponding samples are presented inTable 2 in Annex 5.
4. **Development Region.** All five development regions were covered in the survey, but while high proportions of respondents came from the Western (34.2%), Central (27.8%) and Mid-western (20.7%) development regions, only small proportions came from the Eastern (9.7%) and Far-Western (7.7%) (Figure 2).

Figure 1: Respondents by Gender

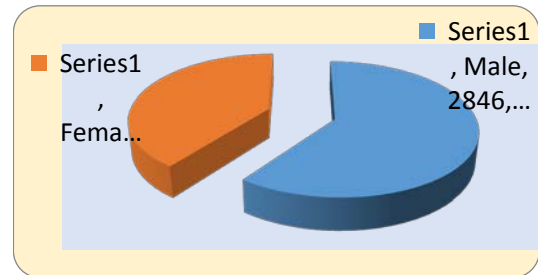
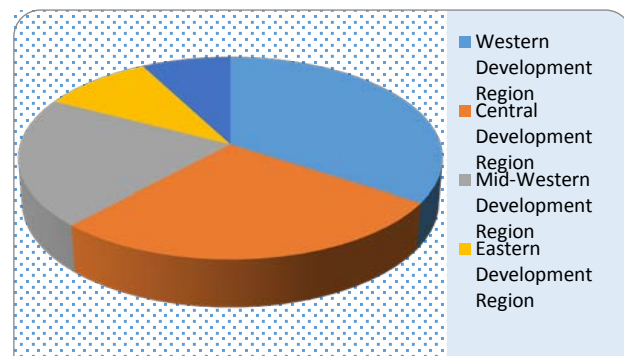


Figure 2: Development Region



5. **Family Occupation.** Over two-fifths (42%) of respondents said that their family engaged in subsistence agriculture. Other common occupations were a non-agriculture business (19%), wage employment (17.2%) and commercial agriculture (14.4%) (Table 1). About 6.4% of respondents identified foreign employment as their main occupation, while 0.9% specified only household activities.

Table 1: Major Family Occupation of Respondents

SN	Occupation	Valid Percent	Cumulative Percent
1	Subsistence agriculture	1987	42.0
2	Non-agriculture business	900	19.0
3	Wage employment	814	17.2
4	Commercial agriculture	681	14.4
5	Foreign employment	303	6.4
6	Household activities	42	0.9
7	Total	4727	100.0

6. **Age.** Respondents were categorized as being 17-24, 25-40, or 41 or more years old (Table 2). The majority of respondents (62%) were aged 25-40 years old and about a third aged 17-24. Very few (6.9%) were 41 or older.

Table 2: Age Group of Respondents

SN	Age Group	Number	Percent
1	17-24	1471	31.1
2	25-40	2929	62.0
3	41 and Above	327	6.9
	Total	4727	100.0

Significant association was found while comparing the age distribution with gender and level of training (Annex 5 Table 3). With females and males in the second category as 66.1% and 59.2% respectively, respondents' distribution did not vary significantly. Almost similar pattern remained in the other two categories as well.

Table 3: Descriptive Statistics of the Respondents

Mean age	28.5	
Std. error of mean	0.11	
Median	27.0	
Mode	25	
Std. deviation	7.2	
Variance	52.1	
Skewness	1.2	
Std. error of skewness	0.04	
Kurtosis	1.6	
Std. error of kurtosis	0.07	
Range	49	
Minimum	16	
Maximum	65	

Statistical analysis of the age of the respondents (Annex 5, Table 5) found that respondents were aged between 17 to 65 years, that the mean age was 28.55 and that the standard

deviation was 7.22, numbers that suggest that almost two-thirds of the respondents were between the ages of 21 and 36. A histogram of the data confirms that the distribution is not normal but positively skewed.

7. **Education Status.** About two-fifths (38.7%) had received an education less than or equal to the tenth-grade School Leaving Certificate (SLC) and nearly the same proportion (39.1%) had received an education beyond the SLC (Table 4). The average years of education¹ was 9.2, but the maximum, 18, indicates that there were also participants with a Master's (Table 4) who, despite their education, were interested in skill training. During focus group discussions (FGDs), respondents with an education beyond the SLC said that they had wanted to participate in short-term training because general education had not helped them find employment and that they expected training would make them more employable.

Table 4: Literacy and Educational Status of Respondents by Gender

SN	Literacy Status	Gender of the respondents [No. (%)]		Total	Total (Percent)
		Female	Male		
1	Illiterate	81(77.1)	24(22.9)	105(100)	2.2
2	Can only read	30(60.0)	20(40.0)	50(100)	1.1
3	Can both read and write	143(43.2)	188(56.8)	331(100)	7.0
4	Both literate and numerate	193(34.5)	367(65.5)	560(100)	11.8
5	Up to SLC	675(36.8)	1157(63.2)	1832(100)	38.7
6	SLC and above	759(41.0)	1090(59.0)	1849(100)	39.1
7	Total	1881(40.4)	2846(59.6)	4727(100)	100.0

Note: Figures in parentheses indicates row percentages.

8. As Table 4 shows, a very small proportion of respondents (2.2%) were illiterate but that the vast majority (77.1%) of them were female. Conversely, the majority of those with an education up to the SLC (63.2%) were male, as were those with an education beyond the SLC (Table 4). The fact that more females than males had a limited education demonstrates that education, like limited time and many household responsibilities, serves a significant constraint on females' advancement. The t-statistics in tables 5a and 5b demonstrate that the gender-wise variation in years of schooling is statistically significant.

Table 5a: t- Statistics on Respondents' Average Years of Education by Gender

	Gender of the respondents	f	Mean	Std. Deviation	Std. Error Mean
Years of Schooling	Female	1881	9.1271	4.08387	.09416
	Male	2846	9.2941	3.58580	.06722

¹Years of education is counted as the number of years a respondent has spent in formal education. Thus, for example, education to grade 10, grade 12, Bachelor's and Master's are counted as 10, 12, 16, and 18 years.

Table 5b: T-Statistics on Respondents' Average Years of Education by Gender

Years of Schooling	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	48.386	0	-1.482	4725	0.138	-0.167	0.11268	-0.457	0.123
Equal variances not assumed			-1.444	3656.633	0.149	-0.167	0.11569	-0.465	0.131

9. Further analysis found that, on average, respondents had 9.2 years of education (Table 6) and that the majority (65.8%) had had 10 or more years of schooling and that more than half (55%) had studied up to grade 10 or grade 12. There was a significant difference in the average number of years of schooling males and females secured graduates (the F-value of an independent sample t-test was significant at more than a 99.9% level of confidence (Table 5).

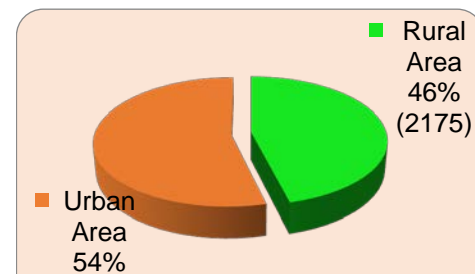
Table 5: Descriptive Statistics of Respondents' Average Years of Education

	f	Minimum	Maximum	Mean	Std. Deviation
Years of education	4727	0.00	18.00	9.2	3.79230
Valid N	4727				

10. This finding demonstrates that even individuals with many years of schooling seek vocational training as a means to find employment opportunities. Clearly, educational attainment is not a barrier to participation in short-term skill training.

11. **Residential Location.** As Figure 3 illustrate, 54% of respondents resided in urban areas and 46% in rural areas.

Figure 3: Respondents' Residential Location



12. **Average Monthly Family Income.** The estimates that respondents made of their average monthly family incomes are presented in Table 7. The minimum reported was NPR 4000 and the maximum, NPR 300,000. The average income was NPR 25,181 and the standard deviation, NPR 18,424.

Table 6: Respondents' Average Monthly Family Income

Status	N	Minimum	Maximum	Mean	Std. Deviation
Income	4501	4000	300,000	25,181.44	18,424.57

B. Training-Related Information

13. **Sector.** Respondents were trained in 84 different trades (Table 4 of Annex 5) falling in one of three economic sectors: construction, manufacturing, and services. As Table 8 indicates, the highest proportion of respondents (40.9%) were trained in construction, followed by manufacturing (35.9%) and service (23.1%). In terms of gender, males outnumbered females in all sectors, but female trainees were proportionately more in the service sector (46.3%) than

either the construction (37%) or manufacturing (32.6%) sectors. The difference lies in the fact that, irrespective of location, cosmetology and tailoring were the trades most liked by females.

Table 7: Respondents' Distribution by Economic Sector

Sector	Gender	Number	Percent within Sector	Percent by Sector
Construction	Male	1071	63.0	40.9
	Female	628	37.0	
	Total	1699	100.0	
Manufacturing	Male	737	67.4	35.9
	Female	357	32.6	
	Total	1094	100.0	
Service	Male	1038	53.7	23.1
	Female	896	46.3	
	Total	1934	100.0	

14. **Training Details.** Table 4 in Annex 5, which shows the distribution of respondents by trade, indicates that the project made an effort to offer diverse trades. The highest number of respondents (506 or 10.7%) were trained to be masons, followed by building electricians (278 or 5.9%), arc welders(171 i.e. 3.6%), and furniture makers (145 i.e. 3.1%), a fact attributable to the huge growth in demand in the construction sector following the 2015 earthquake.
15. **Level.** The great majority of respondents (84.8%) graduated on Level 1 training (Table 9). The rest graduated on Level 2.

Table 8: Distribution by Training Level and Gender

SN	Gender	Level of Training [no. (%)]		Total
		Level One	Level Two	
1	Female	1694(90.1)	187(9.9)	1881(100.0)
2	Male	2313(81.3)	533(18.7)	2846(100.0)
	Total	4007(84.8)	720(15.2)	4727(100.0)

16. Gender analyses shows that almost twice as many males (18.7%) as females (9.9%) graduated from Level 2 training. In Level 1, in contrast, there were more female graduates, 90.1% compared to the 81.3% of males who graduated. The chi-square tests depicted in Table 10 suggest that the association between these variable is statistically significant.

Table 9: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	67.716 ^a	1	.000		
Continuity correction ^b	67.037	1	.000		
Likelihood ratio	70.963	1	.000		
Fisher's exact test				.000	.000
Linear-by-linear association	67.702	1	.000		
Number of valid cases	4727				

a. 0 cells (0.0%) had an expected count less than 5. The minimum expected count was 286.51.

b. Computed only for a 2x2 table as this correction increases the validity of the test.

17. **Duration.** As the training providers followed CTEVT curricula, almost all of the Level 1 training lasted for three months (Table 11) though 0.8% trained for just two months, a fact implying that

the monitoring of training events was limited and that training events that are not monitored do not follow the approved curriculum to the letter.

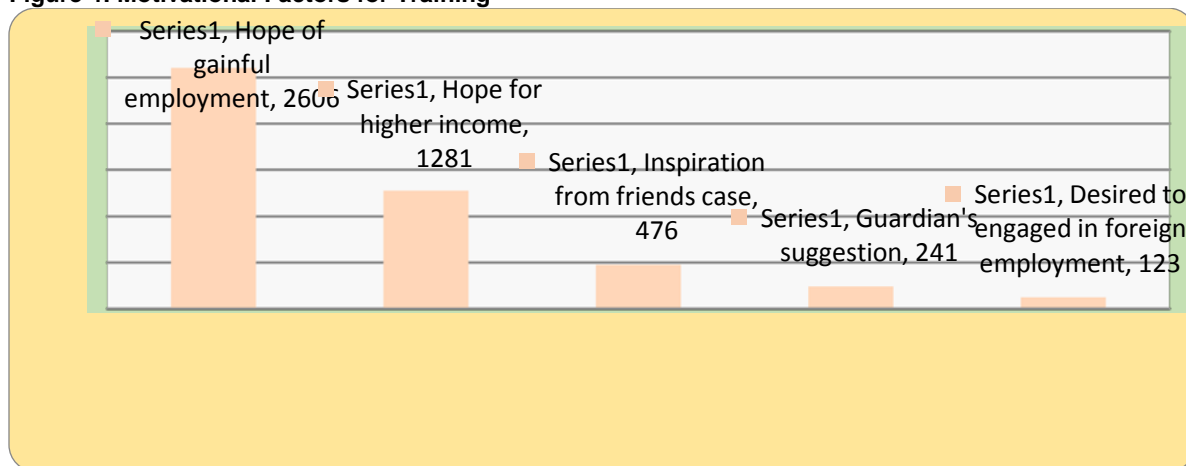
Table 10: Duration of Training by Level

		Level of Training [no. (%)]		Total
		Level One	Level Two	
Duration of Training	Two months	30 (0.8)	720 (99.2)	750
	Three months	3977 (99.2)	0 (0.8)	3977
Total		4007	720	4727

Note: Figures in parentheses indicate percentages.

18. **Motivational Factors.** When asked what factors had motivated them to enroll in training programs, the majority of respondents (55.1%) said that they had done so hoping to secure gainful employment after completing the training, while 27.1% said that they had hoped for a higher income and 10.1% respondents said that they had been motivated by the success of their friends (Figure 4). The findings of FGDs with graduates correspond with those of the survey. They revealed that previously unemployed graduates had hoped to easily find employment and that previously employed graduates had hoped to increase their remuneration and enhance their careers.
19. The gender-disaggregated data in Table 6 in Annex 5 indicates that both males and females of all age groups were inspired by their expectation that they would get a job and earn more money after completing the training. It also demonstrated that a negligible proportion of males attended training with the intention of securing foreign employment.
20. The fact that the majority of respondents were motivated by their hope to get employment and skills means that it is very important for training projects to keep these objectives in mind from the beginning of each training event.

Figure 4: Motivational Factors for Training



21. **Sources of Information.** Respondents were asked how they found out about the training opportunities they participated in. Since multiple responses were possible, there were 5497 responses from the total 4727 respondents. The majority (59.4%) said that their friends and relatives had informed them (Table 12) and nearly one-third (30.4%) said that training providers had verbally informed them. FGD responses to a large extent corroborated this finding: many graduates received training information through their friends, relatives and trainers.

Table 11: Sources of Information about Training

SN	Source of Information	Total Responses		Percent of Cases
		Number	Percent	
1	Friend and relatives	2810	51.1	59.4
2	Verbal information from training providers	1436	26.1	30.4
3	Local FM Radio	341	6.2	7.2
4	Informed by local body	327	5.9	6.9
5	Local newspaper	259	4.7	5.5
6	Pamphlet/brochure/banner	199	3.6	4.2
7	Social media	119	2.2	2.5
8	Television	6	0.1	0.1
	Total	5497	100.0	116.3

22. Table 12 also indicate that local FM Radio and local government bodies were also source of information among a small proportion of respondents:7.2% learned of the training from the radio and 6.9% from local bodies). Still fewer were informed by a local newspaper (5.5%); pamphlet, brochure, or banner (4.2%); social media (2.5%);or television (0.1%), a fact suggesting that, as Pradhan (2016) had reported in the Mid-Term Review Report, electronic and print media were not used much to disseminate messages about training.

23. **Training Enrolment Process.** As presented in Table 13,the majority of respondents (65.4%) said that they had taken a written test before they enrolled and that another quarter (25.4%) had been invited directly by the training provider and had not been required to follow any other procedure. Only insignificant proportions took a written test and had an interview (6.7%) or were only interviewed (2.5%). Data in tables 7, 8, 9,10 and 11 in Annex5 indicate that these distributions did not change much when disaggregated in terms of age, gender, sector, or nature of training provider but that the proportion of those invited directly by training providers to Level 1 training was almost double the proportion invited to Level 2.

Table 12: Recruitment to Training Programs

SN	Recruitment Process	Number	Percent
1	Took a written examination	3092	65.4
2	Invited by training providers with no further process	1200	25.4
3	Took a written test and had an interview	319	6.7
4	Had an interview	116	2.5
	Total	4727	100.0

24. **Counseling during the Training Program.** According to the survey, the majority of respondents (66.8%) were provided with basic counseling about the training and its benefits before training commenced (Table 14). Participants in FGDs confirmed that such counseling had included information about and the benefits of training. In addition, survey data also revealed that nearly one-fifth (17.5%) received detailed counseling about various issues, including the do's and don'ts of training, on-the-job training (OJT) and employment processes.However,10.5% of respondents didn't receive any counseling service whatsoever.

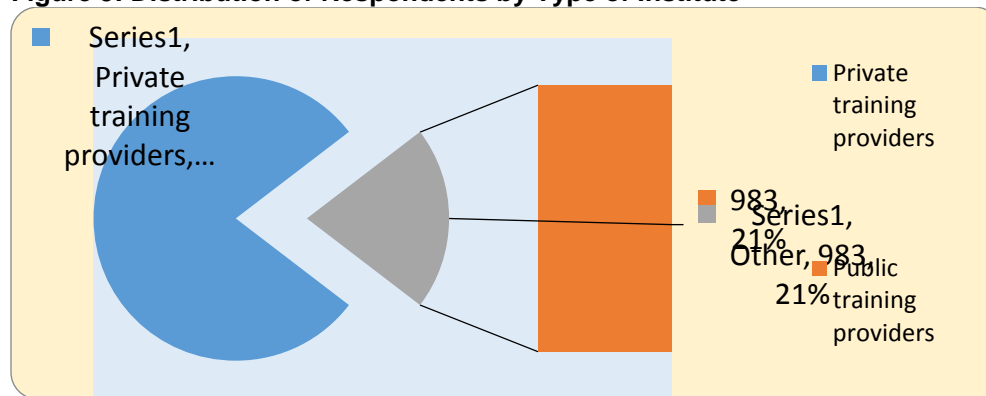
Table 13: Status of Counseling Prior to Training

SN	Type of Counseling	Number	Percent
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1	Basic counseling	3159	66.8
2	Detailed counseling	827	17.5
3	No counseling	495	10.5
4	Already well-informed	246	5.2
	Total	4727	100.0

25. Comparing the counseling practice by gender, type of institute and age group, it was revealed that counseling practice was not found significantly associated with gender. However, its associations with type of organization (public/private) and level of training were both statistically significant. This conclusion is based on the chi-square values and corresponding levels: 6.9 (0.74) for gender, 13.62 (0.003) for type of organization, and 6.74 (0.001) for level of training. See tables 12, 13 and 14 in Annex 5 for cross-tabulations among these variables.
26. **Distribution by Institute Type.** Of the total 4727 respondents, 79.2% were trained by private institutes and the rest by public institutes (Fig 5).

Figure 5: Distribution of Respondents by Type of Institute



27. **Perception of Training Relevance.** A large majority of respondents (88.%) said that the training they had attended was relevant both to the demands of the labor market and to their own context, but 11.3% said it was not (Table 15). Gender-disaggregated data revealed that a significantly higher proportion of males (92.8%) than females (82.6%) thought it relevant.

Table 14: Perception of Training Relevance

SN	Relevance of Training	Total		Female		Male	
		No.	%	No.	%	No.	%
1	Relevant	4194	88.7	1553	82.6	2641	92.8
2	Irrelevant	533	11.3	328	17.4	205	7.2
	Total	4727	100.0	1881	100.0	2846	100.0

28. FGDs asked about training relevance claimed that many training events were irrelevant because no reliable market assessment was carried out to identify local needs and because their locations were inappropriate. Examples included the training for building electricians offered in a rural village in the Far-Western Development Region where there is no electrification and the masonry training provided to college girls in Hetauda who were not interested in this field. These girls were not employed as masons and found it difficult even to respond to the researchers' questions about the training.

29. **Reasons Training Was Irrelevant.** The data in Table 16 clearly conveys the various reasons that training was perceived to be irrelevant. Nearly one-third (34.9%) of respondents said that

they did not currently work and nearly the same proportion (34%) said that they had not found employment even after training, making a total of nearly 69% still unemployed despite the training. Another one-fifth (20%) were engaged in different employment than the field in which they had trained. Disaggregating data by gender, age group and sector revealed some associations were between these variables and the reasons given for irrelevance. More than 75% of female respondents reasoned that they remained unemployed after training however, corresponding proportion of male respondents was only 57% (Annex 5 Tables 15 and 16).

Table 15: Perceptions about the Reasons Training Was Irrelevant by Gender

SN	Reason for Irrelevance	Gender of Respondent				Total	
		Female		Male		No.	Percent
		No.	Percent	No.	Percent		
1	Remained unemployed after training	253	75.98	119	57.2	372	68.76
2	Worked in a field different from training	37	11.11	53	25.4	90	16.64
3	Too little practical training	15	4.50	14	6.7	29	5.36
4	Not yet capable of earning a high salary	2	0.60	4	1.9	6	1.11
5	Involved in a business in a different sector	7	2.10	2	0.9	9	1.66
6	Involved in study	11	3.30	4	1.9	15	2.77
7	Lack of job opportunities in the market	2	0.60	4	1.9	6	1.11
8	Preparing to go abroad with the skill gained	0	0.00	2	0.9	2	0.37
9	Priority should be poor and disadvantaged groups	2	0.60	0	0	2	0.37
10	Unable to find training related work	4	1.20	6	2.8	10	1.85
11	Total	333	100.00	208	100	541	100

30. **Status of On-the-Job Training.** As Table 17 shows, fewer than half of all respondents (45%) got to participate in OJT after completing institute-based training. The other 55% did not. Although there was little difference in OJT opportunities for males and females, 85.2% of those opportunities were provided to Level 1 graduates and just 14.8% to Level 2 (Table 17). Very few of the participants in FGDs said they had had the opportunity to get OJT and even those who did said that the training was short and irregular.

Table 16: Availability of On-the-Job Training by Gender and Levels of Training

SN	Details	Availability of OJT Opportunity [no. (%)]			
		Available	Unavailable	Total (no.)	
1	Gender	Female	850(45.2)	1031(54.8)	1881
2		Male	1278(44.9)	1568(55.1)	2846
3	Level	Level One	1813(85.2)	2194(84.4)	4007
4		Level Two	315(14.8)	405(15.6)	720
		Total	2128 (45.0)	2599 (55.0)	4727

Note: Figures in parentheses indicate row percentages.

31. These figures communicate a key message: the majority of graduates had not world-of-work experience and therefore did not meet a minimum requirement for competence. This lacuna in their training may account for their lack of confidence. Graduates had no choice but to learn key skills by observing others once they'd started work, a task which is not always easy. Their lack of competence was highlight during FGDs with employers, who stated that recent training graduates were not ready to take up a job as soon as they completed training and that they lacked sufficient skills to be fully entrusted to independently carry out any given job. Instead, they had to be closely supervised or to participate in workplace-based training until they were able to prove their ability to deliver. Regardless of which option an employer adopted, hiring a

recent graduate was in part an investment with no immediate return. Employers' opinions are further detailed in Annex 6.

32. **Information on Employment during Training.** The large majority of respondents (77.9%) did get information about employment during their training program (Table 18), but over 1,000 trainees (22.1%) who did not, a fact suggesting the limited capacity of training providers to prepare employees for employment.

Table 17: Availability of Employment Information during Training

SN	Response	Number	Percent
1	Available	3684	77.9
2	Unavailable	1043	22.1
	Total	4727	100.0

33. **Support for Employment Linkages.** Only about two in five trainees (43.8%) were linked with employment by their training providers; the majority (56.2%) lacked such support (Table 19). The nominal chi-square values for this variable (0.166 and 0.054 respectively) suggest that the the variation in the proportion of support provided by TESP regarding employment linkages is not found statistically associated with gender or support for employment linkages and sector.

Table 18: Status on Support for Employment Linkages by Gender

SN	Gender	Support for Employment Linkages by Training Providers[no. (%)]		Total
		Available	Unavailable	
1	Female	828 (44.0)	1053(56.0)	1881
2	Male	1243(43.7)	1603(56.3)	2846
3	Total	2071(43.8)	2656(56.2)	4727

Note: Figures in parentheses indicate row percentages.

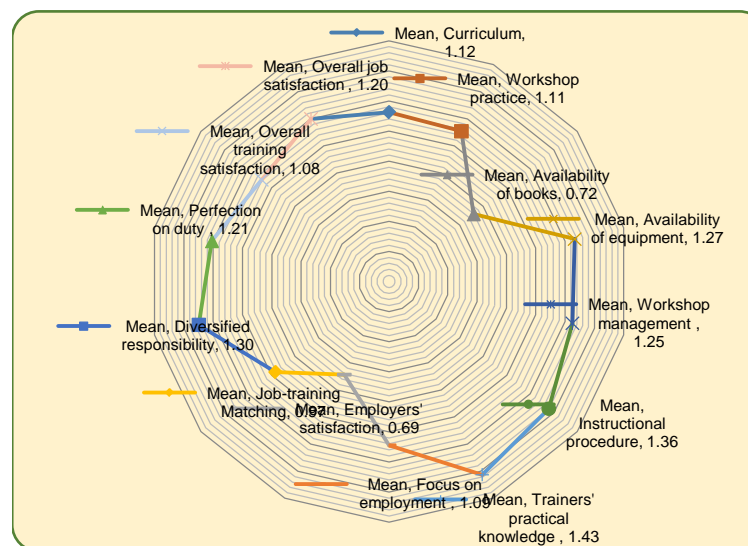
34. This finding is reinforced by inputs during FGDs, during which only a few graduates said that they had had help from their training providers in establishing employment linkages. The paucity of such support reveals that the project's employment bonus system did not work as expected.
35. The 2071 respondents who did get support for employment linkages also identified the nature of that support. Since multiple responses were allowed, 2157 responses were obtained (Table 20). The majority (70.6%) sated that support included suggestions, guidance, and other employment-related information during the training period. A notable number of respondents (22.4%) also mentioned that they had been linked with their employers. In contrast, the proportion of trainees who were facilitated in establishing their own small business or micro enterprise was very small (2.4%).

Table 19: Support by Training Providers (Multiple Responses)

SN	Types of Support	Responses		Percent of Cases
		Number	Percent	
1	Suggestions, guidelines and information	1523	70.6	73.8
2	Networking and linkage with employer	484	22.4	23.4
3	Networking and coordination with financial institution	35	1.6	1.7
4	Facilitation in establishing own business	51	2.4	2.5
5	Facilitation in and support for market access	64	3.0	3.1
	Total	2157	100.0	104.5

36. **Responses to Overall Training.** Respondents were asked to respond to fourteen different statements regarding their degree of satisfaction with various components of the training and of their jobs on a five-point scale ranging from complete agreement to agree to neutral to disagree to complete disagreement. Moreover, they were allowed to be neutral instead of favoring any side of the statement. Scores ranged from 2 to -2, where 2 indicated complete agreement with the statement and -2, complete disagreement. The mean values given in Figure 6, all of which were better than neutral, indicate that employees were indeed satisfied by both their training and jobs. Analysis of each individual statement is presented in Table 17 in Annex 5.

37. Graduates response in training quality and job satisfaction status was also compared by gender, ethnicity and level. While comparing, Dalit rated the training quality highest than other ethnic groups, graduates from level two training rated higher than level one, and both genders rated training quality equally. In case of job satisfaction, males were found more satisfied by their job than female and graduates from level two were found more satisfied than level one. (See Annex 5 Table 27)

Figure 6: Satisfaction with Various Facets of Training

38. Like responses to the survey, responses during FGDs were quite variable. For example, while the majority of FGD participants said that they had not received a curriculum, some in fact did get one. Some claimed, too, that training materials and equipment for practical training was limited. Most, however, said that trainers were good and that they were satisfied with the training. Those who were not satisfied included unemployed graduates. During their FGDs, employers said that they were fairly satisfied with graduates' performance but also commented that they had limited experience and needed more exposure.

39. All respondents provided their views on the training-related statements (numbers 1-7 and 13), but only employed graduates responded to statement numbers 9 and 14. Questions 8 and 10-12 were applicable only to those graduates who were either presently employed or who had been employed after training but no longer were so (Fig 6; Annex 5 Table 17)

40. **Interest in Further Training.** A large majority (87.5%) of respondents said that they wanted more training, but 12.5% said that they did not. There was little variation by gender, level of training or age categories (Table 21).

Table 20: Interest in Further Training by Gender, Training Level and Age Group

		Yes	No	
Gender	Female	1641(87.2)	240(12.8)	1881
	Male	2496(87.7)	350(12.3)	2846
Level	Level 1	3492(87.1)	515(12.9)	4007
	Level 2	645(89.6)	75(10.4)	720
Age Group	17-24	1312(89.2)	159(10.8)	1471
	25-40	2557(87.3)	372(12.7)	2929
	41 and above	268(82.0)	59(18.0)	327
	Total	4137(87.5)	590(12.5)	4727

Note: Figures in parentheses indicate row percentages.

41. **Reasons for Further Training.** Table 22 presents the reasons that respondents were interested in further training. The majority (51.2%) said that they hoped to increase the likelihood of securing highly respected and remunerative employment and nearly one-third (31.1%) said that they were not satisfied with their present employment and wanted additional skills. These findings are corroborated by the inputs of participants in FGDs, who opined that they needed more skills to further their careers (Annex 6). A notable proportion of respondents (16.9%) said that they wanted more training so that they could establish their own businesses.

Table 21: Reasons for Further Training

SN	Reason	Number	Percent
Categories	Title	Desire to get further training[no. (%)]	Total
1	For highly respected and remunerative employment	2120	51.2
2	Not satisfied with present employment and want additional skills	1287	31.1
3	Want to be capable of being self-employed or expanding present business	700	16.9
4	For use in daily life use	30	0.7
5	Total	4137	100.0

42. Of the 590 respondents (12.5%) who did not want further training, the majority (54.6%) said that the training they had already had had not been applicable to them, (Table 23). Nearly one-fourth (23.2%) said that they would not pursue further training as they had not found rewarding and gainful employment even after having completed the training this study had inquired about. A notable proportion of respondents (13.4%) were discouraged because they felt that the new skills they had gained had not earned them more respect in society. The remaining 8.8% of respondents said that they had no need for more training as the training they had been provided already sufficed. On the whole, these largely negative responses suggest that the training offered or the trainees selected for specific training were not appropriate.

Table 22: Reasons for Lack of Interest in Further Training

SN	Reason	Frequency	Percent
1	Present training was not applicable	322	54.6
2	Lack of rewarding and gainful employment	79	23.2
3	Little respect from society	52	13.4
4	Present training was sufficient	137	8.8
	Total	590	100.0

43. **Preferred Type of Training.** Those respondents who wanted further training were asked which type of training they would like. The large majority of respondents (3350, or 81.0%) said that they would like higher level training in the same trade, but small proportions would prefer to learn a completely different trade (9.7%) and some (8.6%) were interested learning other skills but still in the same trade (7.6%) (Table 24). Another 28 respondents (0.7%) would like refresher training for the same level and same skills. Analysis by gender revealed that more males (84.9%) than females (75.1%) are interested in achieving a greater degree of competence in the same trade and more females (14.4%) than males (6.6%) want to learn a completely different skill. Variation between genders was limited in the remaining two categories and was due in part to their limited share of the total. Similarly, in terms of level of training, more Level 2 than Level 1 trainees were interested in increasing their competence² and more Level 1 than Level 2 trainees wanted to learn a completely different skill. Overall, the variation of the reason between gender is not found statistically significant however there is significant variation between level of training and their choice for further training.

Table 23: Reasons for further Training by Gender and Levels

SN	Details	Gender of Respondent [no.(%)]		Total
		Female	Male	
1	Greater competence	1232(75.1)	2118(84.9)	3350(81.0)
2	Completely different skill	237(14.4)	165(6.6)	402(9.7)
3	Different skill in the same sector	157(9.6)	200(8.0)	357(8.6)
4	Refresher training of same level and skills	15(0.9)	13(0.5)	28(0.7)
Level of Training		Level 1	Level 2	Total
1	Greater competence	2806(80.4)	544(84.3)	3350(81.0)
2	Completely different skill	374(10.7)	28(4.3)	402(9.7)
3	Different skill in the same sector	286(8.2)	71(11.0)	357(8.6)
4	Refresher training of same level and skills	286(8.2)	71(11.0)	28(0.7)
	Total	3492	645	4137

Note: Figures in parentheses indicate column percentages.

² The F value on the one way ANOVA test is 34.98 (99.9% Significance level) in case of level wise variation however only .531(46% Significance level) in the gender wise variation.

C. Employment Outcomes

44. **Graduates' Employment Status.** Although the majority (63.7%) of the total 4727 respondents were employed (Table 25), more than one-third were unemployed. Findings vary when employment status is compared by development region and gender: employment was highest in the Eastern region (70.2%) followed by the Mid-Western (68.3%). Employment rates in the rest of the regions were similar, all about 61%. The employment rate of males was much higher (73.3%) than that of females (49.1%).

Box 1: Moving from Farm to Off-Farm Business

Forty-seven-year-old SLC graduate Mr. Man Bahadur Kunwar, a resident of Saurahachok, Bharatpur, Chitawan, used to practice subsistence farming. He had a hard time managing household expenses because his income was limited. He heard that the School of Health Science in Bharatpur was offering training to be a junior optical dispenser training free of cost and participated in the training. After graduation, he started his own business 'Namaste Chasma Pasal' near his home. Now, his monthly income from the optical shop is around NRs. 50,000 to 60,000 a month on average. Now, he is easily managing his house expenses and children's education fee at renowned college. He has found his income very helpful to fully fill his family needs.

Table 24: Employment Status by Region and Gender

SN	Province	Present Employment Status [no.(%)]		Total
		Employed	Unemployed	
All Nepal				
		3011(63.7)	1716(36.3)	4727
Regional Comparison				
1	Eastern Development Region	321(70.2)	136(29.8)	457
2	Central Development Region	801(61.1)	511(38.9)	1312
3	Western Development Region	999(61.1)	616(38.1)	1615
4	Mid-western Development Region	667(68.3)	310(31.7)	977
5	Far-western Development Region	223(60.9)	143(39.1)	366
Gender Comparison				
1	Male	2087(73.3)	759(26.7)	2846
2	Female	924(49.1)	957(50.9)	1881

Note: Figures in parentheses indicate row percentages.

45. Participants in FGDs shared reasons that the rate of female employment was low. In the Far West, hill Brahmin females were enrolled in training for waitresses but their families did not allow them to work in local restaurants or hotels because such work is socially and culturally taboo. In Hetauda, college girls who were not interested in taking up masonry as an occupation were enrolled in masonry training by training providers who were trying to meet the female enrolment target.
46. Employment status between graduates of Level 1 and graduates of Level 2 varies greatly (Table 26): employment rates were 81.1% among the latter and just 62.2% among the former. This could be attributed to the fact that many Level 2 graduates were employed before the training or had their own small business and joined Level 2 training to increase their skills and recognition. This finding also suggests that interest in Level 2 training is growing.

Table 25: Employment Status by Level

SN	Level	Employment Status [no.(%)]		Total
		Employed	Unemployed	
1	Level 1	2413(62.2)	1594(39.8)	4007
2	Level 2	598(81.1)	122(16.9)	720
	Total	3011(100)	1716(100)	4727

Note: Figures in parentheses indicate row percentages.

47. The employment rates of the three different sectors varied only slightly: graduates of training in service sector-related trades had the highest rate (66.1%), followed by those of the manufacturing sector (63.6%) and the construction sector (61.0%) (Table 27).

Table 26: Employment Status by Sector

SN	Training Sector	Employment Status [no.(%)]		Total
		Employed	Unemployed	
1	Construction	1036(61.0)	663(39)	1699
2	Manufacturing	696(63.6)	398(36.4)	1094
3	Service	1279(66.1)	655(33.9)	1934
	Total	3011(63.7)	1716(36.3)	4727

Note: Figures in parentheses indicate row percentages.

48. As Table 28 demonstrates, graduates from public institutes (72.7%) were more likely to be employed than graduates from private institutes (61.3%). The difference suggests either that public institutes had better prepared graduates for employment or that their training was better, perhaps because, in general, they had better facilities.

Box 2: Training and Earning a Living

Ms. Rekha Kumari Chaudhary, a resident in Dhangad-12, Kailali, from a poor family, participated in a training for junior computer hardware technician training conducted by Kantipur Man Power Development Centre. She completed the course in 2014 all the while earning her Bachelor's degree. Afterwards, she was employed as a wage labourer in the same field. Later she established and furnished the Dhan-Tech Computer Training Centre, borrowing funds from different organizations to do so. Now, she is paying back loan on installment. She now earns more than NPR 50,000 a month and is paying off her loans. She is very happy that people now recognize and respect her. She spends her earnings to meet family expenses but still manages to save around NPR 30,000 a month. She has employed four persons at her training center and herself work as a computer hardware trainer.

Table 27: Employment Status by Type of Training Provider and Gender

SN	Employment Status	Organization Type[no.(%)]		Gender [no.(%)]		Total
		Public	Private	Male	Female	
1	Employed	715(72.7)	2296 (61.3)	2087(73.3%)	924(49.1%)	3011
2	Unemployed	268(27.3)	1448 (38.7)	759(26.7%)	957(50.9%)	1716
	Total	983(100.0)	3744(100.0)	2846 (100.0)	1881 (100.0)	4727

Note: Figures in parentheses indicate column percentages.

49. **Employment by Social Status.** As Table 29 shows, more graduates from disadvantaged backgrounds (66.4%) than from advantaged backgrounds (59.9%) were employed. If the employment status is compared by ethnic groups, Janajati has highest employment rate (68.5%) whereas Dalit has the lowest among them (57.5%) (Annex 5 Table 24).

Table 28: Employment Status by Social Status

SN	Social Status	Employment Status[no.(%)]		Total
		Employed	Unemployed	
1	Advantaged	1182(59.9)	791(41.1)	1973
2	Disadvantaged	1829(66.4)	925(33.6)	2754
	Total	3011(63.7%)	1716(36.3%)	4727

Note: Figures in parentheses indicate row percentages.

50. **Employment Status by Ethnic Group.** Table 30 presents the employment status of 10 ethnic groups. Employment rates were among Muslim graduates highest (80.3%) and lowest among

yogi/sanyasi graduates (50%). There was little variation among the other ethnic groups. In fact, even endangered and marginalized graduates were able to find employment if they completed their training and got help locating jobs. Variation in employment status was statistically significant: a one-way analysis of variance (ANOVA) yielded an F-value of 5.82 at significance level of 99.9%.

Table 29: Employment Status by Ethnic Group

SN	Ethnic group	Employment Status[no.(%)]		Total
		Employed	Unemployed	
1	Hill Brahmin	1173 (60.0)	783(40.0)	1956
2	Disadvantaged <i>adibasi</i>	1082(69.5)	475(30.5)	1557
3	Endangered caste	30(62.5)	18(37.5)	48
4	Marginalized caste	199(64.4)	110(35.6)	309
5	Hill Dalit	243(57.9)	177(42.2)	420
6	Madhesi Brahmin or Chhetri	46(67.6)	22(32.4)	68
7	Madhesi Dalit	44(55.7)	35(44.3)	79
8	Other Madhesi	137(64.3)	76(35.7)	213
9	Muslim	49(80.3)	12(19.7)	61
10	<i>Yogi/Sanyasi</i>	8(50.0)	8(50.0)	16
	Total	3011(63.7)	1716(36.3)	4727

Note: Figures in parentheses represent row percentages.

51. **Employment Status by Occupational Sector.** Since not all types of human resources are equally demanded in the labour market, which of the 84 trades that trainees were trained in has a major impact on whether or not they find employment. Those who trained to be lathe-setting operators, motorcycle service mechanics, boiler operators, and commis III had the highest, while those who studied to be assistant waiters, bar tenders, bakers, and installers of tile and marble fixture had the lowest employment rates. Details are presented in Table 4 of Annex 5.

52. **Employment by Training Round.** The training was conducted in two rounds, from 2014 to 2016 and again from 2017 to 2018. All respondents were asked which round of training they were in, but not all were able to respond. Of the 3981 who did answer, 63.7% in Round 2 and 61.1% in Round 1 found employment. Although this variation was not statistically significant, the increase did reflect the fact that project increased its effort to facilitate employment in Round 2.

Box 4: Farmer Becomes a TV-Repair Technician

Wishing to make his life easier, 43-year-old subsistence farmer Mr. Krishna Bahadur Budhathoki of Rolpa Municipality-4 participated in Level1 training for color TV repairs. After he completing training in 2015, he borrowed NPR100,000 from the Agricultural Development Bank and started his own TV-repair center three years ago. He pays back his loan on installment but still manages to make a profit of NPR. 15,000 a month. He spends his income on rent, food and other basic needs. He is

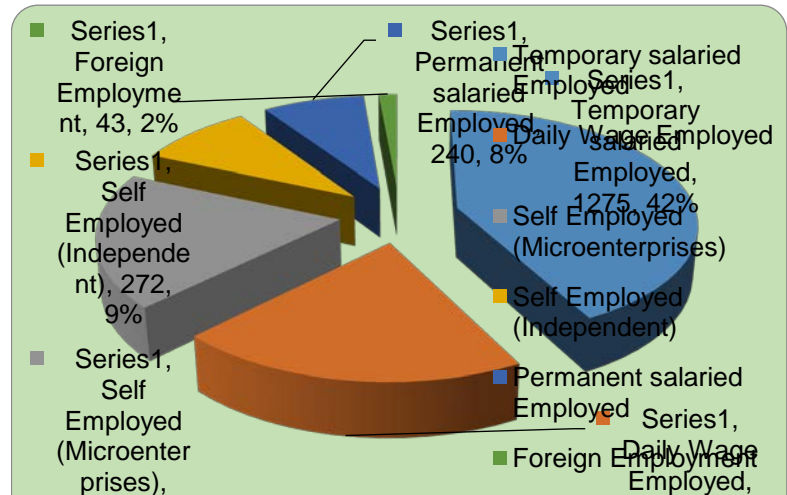
Table 30: Employment Status by Training Round

SN	Training Round	Employment Status [no.(%)]		Total
		Employed	Unemployed	
1	Round One	1101(61.1)	701(38.9)	1802
3	Round Two	1330(63.7)	759(36.3)	2089
	Total	2431	1460	3891

Note: Figures in parentheses represent row percentages.

53. **Nature of Employment.** Of those who were employed, the greatest proportion (42.3%) worked as temporary salaried employees or daily wage employees (20.2%) (Table 33). Nearly one-fifth (19%) were self-employed and owned a small business. Smaller proportions of graduates were independent self-employed individuals (9%) or permanent salaried employees (8%). A negligible (1.4%) had migrated to work outside of Nepal.

Figure 7: Nature of Employment

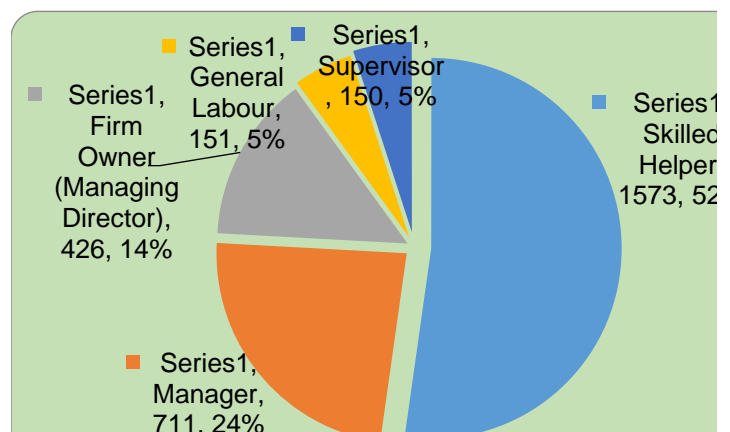


54. There is a significant association between type of employment and both gender and sector, as is indicated by the high value of these concerned chi-square coefficients (672 and 47 respectively). Temporary salaried employment is highest (59.2%) in the service sector and the construction sector comprises a large proportion of daily wage employees (43.2%). Gender analysis revealed that females were significantly more likely to be daily wage employees (23.5%) than males (18.7%). These findings are detailed in tables 18 and 19 of Annex 5.

55. There seems visible association between level of training and nature of employment. Graduates from level one training are found more involved in temporary salaried employment and daily wage employment whereas graduates of level two training are found more engaged in self-employment (enterprises) and temporary salaried employment. (Table 31, annex 5)

56. **Respondents by Type of Responsibility.** As Figure 8 shows, more than a half of all respondents (52.2%) worked as skilled helpers and nearly one-fourth (23.6%) were managers, mostly of small-scale enterprises. In addition, 14.1% were already owner of their own business. Despite these encouraging findings, which demonstrate that training did enable trainees to engage in skilled work, 5% worked as general labourers at the time of the survey despite having new skills. Participants in FGDs confirmed that the training was successful. They said that it helped to change how they earned a livelihood and gave them technical skills that they had not had earlier.

Figure 8: Responsibility in Respective Occupation



57. **Work Pattern.** Table 32 provides descriptive statistics on the number of days each employed respondent worked per week as well as the number of hours each day and the length in days of the transition period between training and employment. The mean values for female graduates,

on average 5.88 days per week and 8.23 hours per day, suggest that most had found full-time employment. Males averaged 6.05 working days a week and 8.48 hours a day, demonstrating that they had slight more opportunities for work than females. In addition, males worked up to 18 hours a day but the longest a female worked was 16 hours. Minimum values revealed that some female graduates worked only two hours a day and only two days in week. The data also suggests that all graduates had about one day a week off work.

58. Another difference between males and females was that while, on average, males waited 1.48 months and females, 1.71 months for the first employment. While the shortest transition period for both males and females was zero days, the longest wait was 36 months for females and just 24 months for males. This data, too, indicates that male graduates were more privileged than female graduates. However, the average transition period for female graduates of just 1.55 months reveals that they did not have to wait long to find employment.
59. The variation between males and females was statistically significant for days of work per week and the transition period to employment, with t-values of 25.39 and 15.15 respectively at more than a 99.9% level of confidence. The variation between males' and females' for daily hours of work, however, was not significant for training hours. However, this finding might be because of females' other unavoidable work at home including child care.

Table 31: Distribution of Days of Work per Week, Hours of Work Per Day, and Months of Transition

Variables	Valid Cases	Minimum	Maximum	Mean	Std. Deviation
Females					
Days of work in a week	924	2	7	5.88	.831
Hours of work in a day	924	2	16	7.68	1.940
Months to transition to employment	924	0	36	1.71	2.647
Valid N (list-wise)	924				
Males					
Days of work in a week	2087	2	7	6.05	.745
Hours of work in a day	2087	2	18	8.48	1.849
Months to transition to employment	2087	0	24	1.48	2.275
Valid N (list-wise)	2087				
Total					
Days of work in a week	3011	2	7	6.00	0.776
Hours of work in a day	3011	2	18	8.23	1.913
Months to transition to employment	3011	0	36	1.55	2.397
Valid N (list-wise)	3011	2	7	6.00	0.776

Note: T-values for males and females are 25.39 and 15.15 respectively.

60. **Linkages between Training and Employment.** Of the total 3011 graduates who were employed at the time of the study, a large majority (86.4%) had employment related to their training (Table 33). However, 13.6% said that there was no relation between the training they attended and their employment at the time of the survey. This finding did not vary by gender: similar proportions of males and females had employment related to their training.

Table 32: Linkages between Training and Employment

SN	Connection between Training and Job	Total		Female		Male	
		Number	Percent	Number	Percent	Number	Percent
1	Related	2601	86.4	796	86.1	1850	86.5
2	Not Related	410	13.6	128	13.5	282	13.5
3	Total	3011	100	924	39.9	2087	60.2

61. The majority of those respondents who worked in field other than what they had trained in (65.9%) said that they had been unable to find a training-related jobs (Table 34) and over one-fifth (21.2%) indicated the income provided by training-related jobs. Some (7.35%) claimed that they were unable to perform the assigned job satisfactorily. More females than males in each level had difficulty finding a related job and this difference was significant in Level 1, where 72.4% of females and 60.9% of males could not find a related job. However, even those who had been unable to find a related job said during the FGDs that their training had exposed them to new skills, both soft and hard, and inspired them to seek employment. Some said that they had done a training-related job before the survey but had found another job because they had earned to little money.

Table 33: Reasons for Not Being Involved in a Related Job by Gender and Level

Reasons	Level 1 [no.(%)]			Level 2 [no.(%)]			Total [no.(%)]		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Unable to get a training-related job	84(72.4)	145(60.9)	229(64.7)	9(75.0)	32(72.7)	41(73.2)	93(72.7)	177(62.8)	270(65.9)
Low income	20(17.2)	59(24.8)	79(22.3)	0	8(18.2)	8(14.3)	20(15.6)	67(23.8)	87(21.2)
Unable to deliver responsibility satisfactorily	7(6)	19(8.0)	26(7.3)	2(16.7)	2(4.5)	4(7.1)	9(7)	21(7.4)	30(7.3)
Poor workplace environment	5(4.3)	15(6.3)	20(5.6)	1(8.3)	2(4.5)	3(5.4)	6(4.7)	17(6.0)	23(5.6)
Total	116	238	354	12	44	56	128	282	410

Note: Figures in parentheses indicates column percentages.

62. An analysis of the reasons graduates engage in employment unrelated to their training by gender and level reveals some interesting results. Among the respondents who gave not finding a related job as a major reason, the greatest proportion (75%) was reported by female graduates of Level 2 training and the lowest (60.9%) by male graduates of Level 1 training. No female graduates from Level 2 training mentioned low income as the reason, but 24.8% of male graduates of Level 1 training did. See Table 34 for detailed information.

63. **Problems and Challenges.** The majority of respondents (60%) said that that had encountered some sort of problem or challenge in the initial days of employment (Table 35), a finding corroborated by employers, who, during FGDs, said that many graduates were unable to immediately assume responsibility for the work with which they were tasked. Graduates themselves said something similar during their FGDs: they felt that although they had been properly trained, their learning was limited. Both employers and graduated attribute these limitations to the insufficient duration of training, limited practical training, and lack of exposure to the real world of work. That said, a significant proportion (36.6%) reported that they had not faced any problems even in the initial days of employment.

Table 34: Problems in the initial Days of Employment

SN	Problems in the Initial Days of Employment	Number	Percent
1	Not completely able to assume responsibilities	1805	59.9
2	No problems	1102	36.6
3	Lack of literacy	53	1.8
4	Lack of sufficient proficiency in English	51	1.7
5	Total	3011	100.0

64. There was significant variation between the reasons of males and females and among the three sectors, as shown by the high chi-square coefficient values of 20.20 and 24.82 respectively at a more than 99.9% level of confidence. Details are presented in tables 20 and 21 of Annex 5.
65. **Helping Hands with Problems Encountered.** Of the 3011 respondent who were employed at the time of the survey, the majority (63.4%) had encountered some sort of problem (Table 35). Those who had were asked who had helped them to address it. Nearly half (44.6%) said that other, experienced workers had helped and 31.6% said that their friends had helped. About one-fifth (21.2%) got support from their trainers and 49 (2.6%) said that they got no help at all. (Table 36)

Table 35: Helping Hands with Problems Encountered

SN	Help From	Number	Percent
1	Existing workers	852	44.6
2	Friends	603	31.6
3	Trainers	405	21.2
4	No one	49	2.6
	Total	1909	100.0

66. **Soft Skills.** When asked about the soft skills they had acquired, a significant proportion of graduates (37.7%) reported that they were competent in work so they had not needed any soft other skills (Table 37), but 18.6% said they learned problem-solving skills and 8.3% that they learned good communication skills during their training. Another third (35.4%) reported not having acquired any soft skills.

Table 36: SoftSkills Acquired

SN	Soft skills acquired	Number	Valid Percent
1	Competent already	1135	37.7
2	No special skills	1065	35.4
3	Problem-solving skills	560	18.6
4	Good communication skills	251	8.3
	Total	3011	100.0

67. **Graduates' Suggestions for Improving Training.** Of the total 4727 training graduates, only 455 (10.0%) provided suggestions for improving training. Of them, nearly one-third (31.6%) suggested increasing the duration of training (Table 22 of Annex 5), and 20.7% suggested adding more practical training opportunities. Among the other suggestions were ensuring that teachers were trained and qualified, updating curricula, selecting needy individuals, and increasing the hours of training each day.
68. **Employment Status before Training.** Regarding the status of graduates before training, the survey found that more than one-third (34.7%) were searching for employment, followed by 26.4% who were engaged in their own business (Table 38). The proportions of those engaged in education/training or a family business were 21.5% and 17.3% respectively.

69. Gender-based analysis revealed that more than two-fifths (40.6%) of females had been looking for employment but only 32.2% of males (Table 38), a finding that highlights how important it is for females to get proper training that leads to employment.

Table 37: Employment Status Prior to Training by Gender

SN	Frequency	Male		Female		Total	
		Number	%	Frequency	%	Frequency	%
1	Searching for employment	671	32.2	375	40.6	34.74	34.74
2	Own business	419	20.1	229	24.8	21.52	21.52
3	Education/training	579	27.7	217	23.5	26.44	26.44
4	Involved in family business	418	20.0	103	11.1	17.30	17.30
	Total	2087	100	924	100	100.00	100.0

70. **Linkages to Employment.** Respondents were asked how they were linked to their current employment. About two-fifths (43.9%) mentioned personal networking and 19.7%, family relationships (Table 39). A much smaller proportion (12.4%) had found a job by searching door-to-door on their own and 9.1% established own business. Only 8.1% reported that their training providers had facilitated employment linkages, a fact implying that the project did only limited monitoring.

Table 38: Means of Employment Linkages by Gender

SN	Means of Employment Linkage	Total		Female		Male	
		Number	%	Frequency	%	Frequency	%
1	Personal networking	1322	43.9	355	38.4	967	46.3
2	Family relationship	593	19.7	239	25.9	354	17.0
3	Door-to-door job hunting	374	12.4	124	13.4	250	12.0
4	Establishment of own business	274	9.1	92	10.0	213	10.2
5	Help of training provider	243	8.1	61	6.6	151	7.2
6	Advertisement /notice	205	6.8	53	5.7	152	7.3
	Total	3011	100.0	924	100.0	2087	100.0

71. As Table 39 demonstrates, personal networking played a more important role in finding a job for males (46.3%) than females (38.4%) and family relationships were more important for females (25.9%) than males (17.0%).

72. **Role of Soft Skills in Employment.** Respondents were asked what role of soft skills, including communication, interpersonal, and business skills, had played in getting their present job. The majority (58.0%) said that they had played a role, but 42% said that they had not (Table 40).

Table 39: Role of Soft Skills in Finding Employment

SN	Response	Number	Percent
1	Yes	1746	58.0
2	No	1265	42.0
3	Total	3011	100.0

73. The 58.0% of respondents who had identified soft skills as important were asked which skills had been key. As Table 41 makes clear, communication skills were identified by almost a half (49.5%) and ability to socialize by 41.3%. Knowledge of English language and hygiene were

named by 7.7% and 1.5% respectively. Participants in FGDs also spoke of the importance of communication skills, including dealing with customers and getting along with seniors and co-workers in the workplace.

Table 40: Soft Skills Identified as Important in Finding Employment

SN	Type of Soft Skill	Number	Percent
1	Communication skills	864	49.5
2	Ability to socialize	721	41.3
3	Knowledge of English	135	7.7
4	Hygiene	26	1.5
5	Total	1746	100.0

74. **Job Satisfaction.** Almost all respondents said that they were satisfied with their jobs (Table 42). The proportion of the satisfied did not vary by gender.

Table 41: Job Satisfaction by Gender

SN	Job Satisfaction Status	Total		Female		Male	
		Number	%	Number	%	Number	%
1	Satisfied	2820	93.7	849	91.9	1971	94.4
2	Unsatisfied	191	6.3	75	8.1	116	5.6
	Total	3011	100.0	924	100.0	2087	100.0

75. Respondents were also asked about the reasons for their satisfaction or dissatisfaction. Since multiple responses were permitted to this question, the total number of responses was 3350,530 more than number of respondents, 2820. As shown in Table 43, a rewarding income (34.6.8%), a satisfactory business (27.6%), a respectable job (25.3%) and ample opportunity for career development (12.5%) were the reasons given for satisfaction (Table 43). This finding suggests that both economic factors like income and social factors like social status brought content.

76. These findings were corroborated by the qualitative information obtained through FGDs, during which most employed graduates with a good income said that they were satisfied. Unemployed graduates, in contrast, expressed dissatisfaction, even with the training.

Table 42: Reasons for Job Satisfaction (Multiple Responses)

SN		Responses		Percent of Cases
		Number	Percent	
1	Rewarding income	1176	34.6	41.8
2	Respectable job	858	25.3	30.5
3	Ample opportunities for career development	425	12.5	15.1
4	Involvement in a satisfactory business	936	27.6	33.3
	Total	3395	100.0	120.8

77. **Reasons for Job Dissatisfaction.** As for job satisfaction, multiple responses were permitted regarding reasons for dissatisfaction. For this reason, the number of responses (235) was greater than the number of respondents (191) dissatisfied with the employment.

78. As Table 44 shows, more than one-third (39.1%) said that they were dissatisfied with their salary, so unhappy, in fact, they said that they might quit. Job uncertainty (28.1%) and too much responsibility and too difficult tasks (23.6%) were other common responses.

Table 43: Reason for Job Dissatisfaction (Multiple Responses)

SN	Reason for Dissatisfaction	Responses		Percent of Cases
		f	Percent	
1	Uncertainty of future	66	28.1	34.6
2	Low salary	92	39.1	48.2
3	Workplace insecurity	10	4.3	5.2
4	Lack of respect in society	7	3.0	3.7
4	Lack of career progress	15	6.4	7.9
6	Too much responsibility and too difficult tasks	45	19.1	23.6
	Total	235	100.0	123.0

79. **Prior Employment Status.** Of the total 3011 employed respondents, nearly one-half (47.4%) had been employed before the training (Table 45) but most participants in the FGDs said that they had worked in a different field than they currently did.
80. Analysis by gender revealed a very important finding: while a large majority of females (68.1%) were employed even before the training, this was not the case with males, whose rate of employment was just 54.2% (Table 45). This finding suggests that females, trained or not, are likely to be engaged in employment of one type or another, including household chores, farm work and child care. Although people are not paid in such household work, consultants consider them as unpaid work and are required to do them irrespective of their choice. They are not necessarily trained to perform and hence do not possess technical skills as trained by training institutes. Yet such valuable contribution needs to be recognized as work. Hence, care is needed while interpreting this finding.

Table 44: Prior Employment Status of Graduates by Gender and Training Levels

SN	Prior Employment Status	Total		Female		Male	
		Number	%	Number	%	Number	%
1	Employed	1427	47.4	629	68.1	1132	54.2
2	Unemployed	1584	52.6	295	31.9	955	45.8
	Total	3011	100	924	100.0	2087	100.0

Table 45: Prior Employment Status by Level

SN	Prior Employment Status	Total		Level One		Level Two	
		Number	%	Number	%	Number	%
1	Employed	1427	47.4	629	68.1	401	67.1
2	Unemployed	1584	52.6	295	31.9	197	32.9
	Total	3011	100	924	100.0	598	100.0

81. Table 46 suggests that rates of prior employment did not differ by level of training. In other words, regardless of its level, a well-designed and good-quality training always leads to employment.
82. The respondents who had worked prior to their training reported an average monthly income of NPR 12,700, just short of the national average of NPR 13,740. As Table 47 shows, at least 30% of the already employed (1427 of 4727) had had monthly incomes ranging between NPR 2000 and NPR 7000.

Table 46: Statistics on the Monthly Income

	f	Range	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Monthly Income of graduates employed before training	1427	68000.00	2000.00	70000.00	12700.23	7935.07
Valid N (list-wise)	1427					

83. **Managing Own Business and Additional Employment.** As Table 48 makes clear, 573 respondents started their own businesses or micro-enterprises. Of the total 573, 79.4% (455 graduates) employed others but the other 20.6% worked alone.

Table 47: Employment Creation

SN	Status	Frequency	Percent
1	Employment created	455	79.4
2	No employment created	118	20.6
	Total	573	100.0

84. Table 49 shows that, on average, each individual who ran a business employed four people, but that male entrepreneurs created 3.6 jobs on average and female entrepreneurs, just 1.51. Male entrepreneurs employed a total of 419 people and female entrepreneurs, just half that, 194 (Table 49). The difference may be attributable to the fact that males often started businesses such as welding, steel fixtures, and furniture, all of which need several workers.
85. Respondents with their own businesses were also asked how they had financed them. As shown in Table 50, the majority (55.7%) had used inherited property as their major source of investment but 25.7% had relied on loans from banks or financial institutions (25.7%) and 16.2% on loans from friends and relatives.

Table 48: Descriptive Statistics on Employment Created

	f	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurs offering employment	455	1.00	44.00	3.9824	4.43103
Entrepreneurs offering employment to females	194	.00	26.00	1.5103	2.62558
Entrepreneurs offering employment to males	419	.00	25.00	3.6253	3.53999
Valid N (list-wise)	158				

86. Analysis by gender shows that fewer males (24.6%) than females (29.2%) had relied on banks or financial institutions for loans to start up micro-enterprises (Table 50), but that reliance on local money lenders and friends and relatives as sources of investment had not varied by gender.

Table 49: Source of Investment by Gender

SN	Investment Source	Total		Female		Male	
		No	%	No	%	No	%
1	Inherited property	319	55.7	68	52.3	251	56.7
2	Loan from bank or financial institution	147	25.7	38	29.2	109	24.6
3	Loan from friend or relative	93	16.2	22	16.9	71	16.0
4	Loan from local money lender	14	2.4	2	1.5	12	2.7

5	Total	573	100.0	130	100.0	443	100.0
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87. **Change in Income.** The average monthly income of employed graduates was NPR 19,962 (Table 51). The fact that this figure 57% is more than the average income prior to training demonstrates that the project did in fact help increase graduates' incomes. However, incomes varied greatly: the lowest was just NPR 3500 a month and the highest, NPR 100,000. The of standard deviation was NPR 12,840, suggesting that two-thirds³ of graduates have incomes between NPR 7000 and NPR 31,000.

Table 50: Monthly Incomes of Graduates by Gender and Social Status

Respondents Category	N	Mean	Std. Deviation	Minimum	Maximum
Total	3011	19,962.65	12,840.62	3500.00	100,000.00
Gender					
Female	924	15,072.11	10,922.99	4000.00	100,000.00
Male	2087	22,127.89	13,032.24	3500.00	100,000.00
Social Status					
Advantaged	1182	19,691.73	13,409.37	4000.00	100,000.00
Disadvantaged	1829	20,137.73	12,459.87	3500.00	100,000.00

88. As the disaggregated data in Table 51 makes clear, the average monthly income of males (NPR 22,127.89) was nearly 50% more than that of females (NPR 15,072.11). Females attributed this significant difference to the fact that different wages were paid to males and females for the same work. Average monthly income did not vary much between respondents considered advantaged or disadvantaged in social status (See also Annex 5, Table 26)
89. **Monthly Income by Nature of Employment.** Graduates worked in six different categories of employment: permanent salaried, temporary salaried, self-employment either independently or in a micro-enterprise, daily wage and foreign employment (Table 52).
90. As Table 52 indicates, daily wage earners earned the least, just NPR 15,668 per month on average, and those who worked abroad, the most (NPR40,069). Graduates who established micro-enterprises also earned a lot: on average, NPR 31,841 a month. The standard deviation value further suggests that intra-category variation is highest among the self-employed. This finding is not surprising as the scale of such enterprises varies significantly.

Table 51: Monthly Income of Graduates by Employment Type

SN	Nature of employment	N	Mean	Std. Deviation
1	Foreign	43	40069.76	9134.95
2	Self-employed in a micro-enterprise	573	31841.18	18694.94
3	Self-employed independently	272	19036.03	10143.12
4	Permanent salaried	240	16276.25	6500.86
5	Temporary salaried	1275	16885.45	9060.49
6	Daily wage	608	15668.58	6455.13
	Total	3011	19962.65	12840.62

91. The survey findings are corroborated by information gathered during FGDs: participants who were self-employed reported higher monthly incomes than those who earned wages. For example, graduates working as self-employed building electricians earned up to NPR 80,000 month. Commis graduates in Dhangadi said that training had opened up their eyes and enabled them to start small restaurants, from which they earned NPR 10,000 to NPR 25,000 a month. They were surprised by their own competence and success as they had been unskilled laborers

³The mean plus or minus one standard deviation incorporates 67% data in the case of normal distribution.

before the training. Some graduates even reported that they now worked as contractors instead of as daily wage workers. Graduates of Level2 masonry training in Manthali, Ramechhap, said that they earned NPR 500 more a day after the training. Many FGD participants reported that their monthly income exceeds NPR 30,000.

92. As Table 53 makes clear, incomes varies with job responsibility. Graduates working as manager earned NPR 26,555 per month on average while those who said they owned firms earned NPR 24,023 on average. It is surprising that graduates who worked as skilled helpers earned less per month (NPR 16,293) than did general laborers (NRs. 17,555). The reason for the discrepancy could be that skilled workers, by their own testimony and that of their employers, had not been confident enough to work independently at the start of their employment. However, once they are experienced, their income has tendency to rise faster than others.

Table 52: Income Level by Nature of Responsibility

SN	Nature of Employment	N	Mean	Std. Deviation
1	Manager	711	26553.82	16665.28182
2	Firm owner	426	24023.00	15307.62321
3	Supervisor	150	18103.33	7775.86540
4	General laborer	151	17544.37	10198.49424
5	Skilled helper	1573	16293.24	8531.24808
	Total	3011	19962.65	12840.62730

93. **Use of Income.** The rise in income appears to have made life easier for graduates (Table 54). Nearly half (46.9%) said that they had used the extra income to fulfill their family's needs and 23.6% said that they had spent it on themselves. About 18.4% said that they now had enough income to save some, 8.1% said that they spend for own and extended family and a few (3%) said that their income were more than sufficient to fulfill all their need.

Table 53: Use of Income by Gender

SN	Level of Necessity	Total		Male		Female	
		f	%	f	%	f	%
1	Individual and family needs	1412	46.9	953	45.7	459	49.7
2	Personal needs	712	23.6	427	20.5	285	30.8
3	Some savings besides fulfilling basic needs	553	18.4	427	20.5	126	13.6
3	Own and extended family	245	8.1	204	9.8	41	4.4
5	Plenty of income to satisfy all needs	89	3.0	76	3.6	13	1.4
	Total	3011	100	2087	100	924	100

94. Analysis of use of income did not, in general, vary by gender, but females were more likely to report having spent it on meeting personal needs. Female participants in FGDs also said that they were happy that their new income helped them to fulfill their own needs and that they no longer had to rely on family members for money as they had in the past.
95. In response to a question about whether or not they had felt other impact from the increase in their income, the majority (51.6%) said that they found it easier to earn a living and 44.3% said that their economic state had improved (Table 55). Some said it was easier to pay for education and health services. There was little variation in the responses of males and females.

Table 54: Perceptions of the Impact of Income by Gender

SN	Impact of Income	Total		Female		Male	
		f	%	f	%	f	%
1	Easier to earn a living	1555	51.6	482	52.2	1073	51.4
2	Better economic state	1334	44.3	381	41.2	953	45.7
3	Support for education	109	3.6	55	6.0	54	2.6
4	Easier to get medical treatment and check-ups	13	0.4	6	.6	7	.3
	Total	3011	100.0	924	100.0	2087	100.0

D. Responses of Unemployed Graduates

96. **Status of Unemployed Graduates.** A large majority of unemployed graduates (66.7%) are looking for employment and another 17.8% are considering employment abroad (Table 56). Far more females (79.7%) than males (50.3%) are currently looking for jobs, but far fewer females (3.4%) than males (36%) are considering foreign employment. Altogether 10.5% are involved in either education or training and the remaining 4.9% said that they were preparing to establish their own business. Clearly, a large number of graduates are still in need of project support to find employment. It is reasonable that their training providers should assume the responsibility for facilitating their employment with support such as supply of information and networking.

Table 55: Present Status of Graduates by Gender

SN	Present Status	Gender of the respondents		Total
		Female	Male	
1	Searching for employment	763(79.7)	382(50.3)	1145(66.7)
2	Preparing for own business	45(4.7)	39(5.1)	84(4.9)
3	Involved in training or education	116(12.1)	65(8.6)	181(10.5)
4	Considering joining foreign employment	33(3.4)	273(36.0)	306(17.8)
	Total	957	759	1716

97. **Reasons for Unemployment.** Unemployed graduates asked to speculate why they were still unemployed offered a number of reasons. Almost two-fifths (37.2%) opined that only low-level jobs were available in the market (Table 57) and almost one-fifth (19.2%) that the irrelevance of the training was responsible. The lack of a family or personal relationship linking them to employment was a reason given by 17.9% of respondents, and 13.5% said that they were studying more. For 9.5%, unemployment was voluntarily because they had chosen to stay home to address household problems.
98. These findings suggest that at least 23% of respondents were wrongly selected for training. This finding was substantiated by FGD respondents, who said that there were no related employment opportunities in their communities or that the training was either low quality or offered too few practical opportunities were other reasons for this situation.

Table 56: Reason for Unemployment

SN	Reason for Unemployment	Number	Valid Percent
1	Only low-level jobs available in the market	639	37.2
2	Training not relevant	329	19.2
3	Lack of family or personal relationship	308	17.9
4	Involvement in further study	231	13.5
5	Household reasons	163	9.5
6	Lack of good-quality training	46	2.7

7	Total	1716	100.0
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99. **Perceptions about Enhancing Training Outcomes.** Unemployed graduates were asked what measures could be adopted to enhance training outcomes, particularly the employment (Table 58). More than one-third (34.4%) of respondents suggested including more practical components, 28.9% said that training should be longer, 17.7% that additional skills be incorporated, and 16.9% that workplace exposure be increased. These suggestions are in line with what graduates suggested during FGDs, which included revisions in the curriculum, more practical elements, and longer training. Most FGD participants agreed that the current duration of training, just three months, was in no way sufficient.

Table 57: Ways to Enhance Training

S N	Means of Enhancing Training	Frequency	Valid Percent
1	Making training more practical	591	34.4
2	Making training longer	496	28.9
3	Incorporating additional skills	303	17.7
4	Increasing workplace exposure	290	16.9
5	Incorporating applied mathematics	20	1.2
6	Incorporating English language	16	0.9
	Total	1716	100.0

E. Skill Testing

100. **Status of Graduates' Skill Tests.** The fact that 74.2% of the 4727 total respondents had passed their skill test is testimony to the project's success. Another 15.4% were waiting for their and 9.4% had failed (Table 59). Participants in FGDs and key informants reported that sometimes training providers did not tell trainees that they failed. If this is the case, it may, in part, account for the large proportion of respondents waiting for their results.

Table 58: Status of Skill Test by Type of Training Provider

SN	Skill Test Status	Nature of Organization [no.(%)]		Total
		Public	Private	
1	Passed	759(77.2)	2747(73.4)	3506(74.2)
2	Did not take	13(1.3)	38(1.0)	51(1.1)
3	Failed	151(15.4)	292(7.8)	443(9.4)
4	Waiting for result	60(6.1)	667(17.8)	727(15.4)
	Total	983	3744	4727

Note: Figures in parentheses indicate column percentages.

101. Through pass rates were high regardless of who the service provider was, the pass rate was higher among public (77.2%) than private (73.4%) institutes. The reasons for the disparity could be that public institutes usually have better facilities.

102. Findings disaggregated by training level and gender revealed little variation, but a significant proportion of females and Level 2 trainees failed the test (Table 60), suggesting that these two groups need to be the focus of more careful preparation.

Table 59: Status of Skill Test by Gender and Level

SN	Status of Skill Test	Gender of respondents [no.(%)]		Level of Training [no.(%)]		Total
		Female	Male	Level One	Level Two	
1	Passed	1269(67.5)	2237(78.6)	3037(75.8)	469(65.1)	3506 (74.2)
2	Did not take	19(1.0)	32(1.1)	40(1.0)	11(1.5)	51(1.1)
3	Failed	194(10.3)	249(8.7)	302(7.5)	141(19.6)	443(9.4)
4	Waiting for result	399(21.2)	328(11.5)	628(15.7)	99(13.8)	727(15.4)
	Total	1881	2846	4007	720	4727

Note: Figures in parentheses indicate column percentages.

103. **Issues with Skill Tests.** All 4727 respondents were asked about the issues and problems they faced while taking skill tests. Since they were allowed to give multiple answers, the total responses reached 5053. Three-fifths (60%) said that they had had no problems. Of the 40% who did have problems, 7.1% stated that only limited skills were assessed during the test. As Table 61 indicates, respondents also mentioned the lack of infrastructure in test centers, the lack of easy access to centers, the limited duration of the test, language problems, and under-qualified assessors as other concerns.

Table 61: Issues with Skills Tests (Multiple Responses)

SN	Type of Skill Test-Related Problem Faced	Responses		Percent of Cases
		Number	Percent	
1	Limited skills are tested	360	7.1	7.6
2	Assessors are not perfect or qualified	130	2.6	2.8
3	Limited time for skill test	221	4.4	4.7
4	Language problems	70	1.4	1.5
5	Mismatch between skills and questions in the skill test	220	4.4	4.7
6	Lack of easy access to testing centers	124	2.5	2.6
7	Lack of adequate infrastructure in testing centers	298	5.9	6.3
8	Delay in result	602	11.9	12.7
9	Noproblems	3028	59.9	64.1
	Total	5053	100.0	106.9

F. Female-Specific Problems

104. **Problems Encountered during Training and Employment.** Female graduates were asked about the problems they had faced as females in both their institutions and their workplaces. A large majority (87.1%) had had no problems whatsoever (Table 62). Only 12.9% of female graduates reported having problems in their institutes. Slightly more (16.6%) had faced problems, demonstrating that the training environment is more female-friendly than the work environment in the workplace.

Table 61: Status of Female-Specific Problems during Training and Employment

SN	Status of Problems	Training Institute		Workplace	
		Frequency	Percent	Frequency	Percent
1	Problems faced	242	12.9	153	16.6
2	No problems	1639	87.1	771	83.4
	Total	1881	100.0	924	100.0

105. **Issues Noted by Women Graduates.** Of those respondents who mentioned that they had encountered problems in training institutes, nearly half (48.3%) mentioned that the limited participation of females in the training program was problematic (Table 63), a finding suggesting that females' degree of comfort increases as their number increases. Another 12.8% of graduates said that training was not held during housewife-friendly times. This data was corroborated by participants in FGDs, who said that they had had difficulty finding time to enroll in, attend and complete training due to their household obligations.
106. The other issues mentioned included the lack of a number of key things: gender-friendly language, female trainers, separate toilets for females, and childcare facilities. Although only small proportions of female graduates raised these issues, the issues they raised were very important. During FGDs, too, female graduates said that lactating mothers had had to arrange for caretakers themselves. Some female participants said that they had been uncomfortable with having a male trainer. They also stated that only a few training centers had separate toilets for males and females.

Table 62: Issues Noted by Female Graduates

SN	Problems Specific to Female	Frequency	Percent
1	Low participation of females	117	48.3
2	Lack of housewife-friendly training times	31	12.8
3	Lack of gender-friendly language	29	12.0
4	Lack of female trainers	26	10.7
5	Lack of separate toilets for females	21	8.7
6	Lack of childcare facility	18	7.4
	Total	242	100.0

107. **Workplace-Specific Problems.** Employed female graduates who said that they had faced problems in the workplace were asked to identify their nature. As Table 64 shows, about half (51%) said that they were less trusted than their male counterparts and nearly one-third (32%) said that they were paid less for the same work. Other problems reported both in the survey and during FGDs included insecure workplace environments, inconvenient duty hours, lack of care in special conditions, and sexual harassment.

Table 63: Type of Problem Faced during Employment

S N	Problems during Employment	Frequency	Percent
1	Female workers are trust less than male workers	78	51.0
2	Difference of wage with female	49	32.0
3	Insecure workplace environment	16	10.5
4	Impractical duty hour	4	2.6
5	Lack of care in special condition	4	2.6
6	Sexual harassment	2	1.3
	Total	153	100.0

G. Employers' Perceptions

108. **Employers' Profile.** As detailed in Table 65, 3011 graduates were employed in various organizations, enterprises owned by others and enterprises owned by them. The 845 graduates who were either self-employed or engaged in their own business were not considered. The employers of some 651 graduates (21.6%) were unreachable either because the graduate in question had engaged in foreign employment or because they had worked for daily wages for a variety of employers. In addition, 359 (11.92%) employers had either refused to answer or were

not available for an interview. As a result, 1156 employers were available and willing to be interviewed.

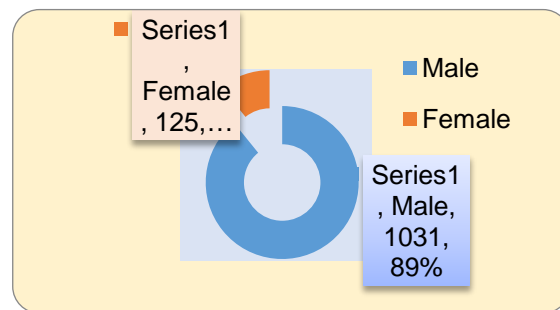
Table 64: Interview Status of Employers

SN	Interview Status	Number	Percent
1	Interviewed	1156	38.4
2	Not applicable	845	28.1
3	Unreachable	651	21.6
4	Refused	359	11.9
	Total	3011	100.0

109. These findings reflect the situation in the field: it was quite challenging to find employers and, when they were contacted, to get them to allocate enough time to complete an interview or hold an FGD with them.

110. **Employers' Gender.** Of the total 1156 employers or their representatives interviewed, almost all (89.2%) were male. The fact that more than one-tenth (10.8%) were female was encouraging (Fig 9).

Figure 9: Employers' Gender



111. **Nature of Employers' Businesses.**

The majority of those interviewed owned or represented a private limited company (69.8%) but over one-fifth (21.5%) had owned an informal business enterprise (Table 66). Just 0.6% represented a public limited company, 5.1% of a governmental organization, and 2.9% a non-governmental organization.

Table 65: Nature of the Organizations of Interviewed Employers

SN	Nature of Organization of Interviewed Employer	Number	Percent
1	Private limited company	807	69.8
2	Informal business	249	21.5
3	Governmental/semi-governmental organization	59	5.1
4	Non-governmental organization	34	2.9
5	Public limited company	7	.6
	Total	1156	100.0

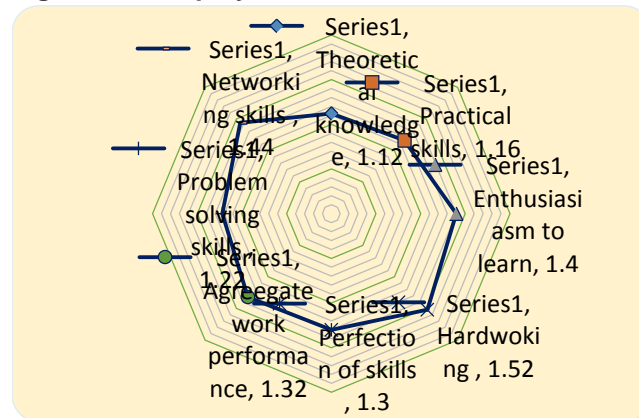
112. **Employers' Distribution by Development Region.** Most of the responding employers were from Central Development Region (34.1%), followed by the Western (27.7%), Mid-western (23.4%), and Eastern (10.3%) development region. Only 52 employers in the Far-western Development Region (4.5%) were interviewed (Table 67).

Table 66: Distribution of Employers by Development Region

SN	Development Region	Number	Percent
1	Central	394	34.1
2	Western	320	27.7
3	Mid-western	271	23.4
4	Eastern	119	10.3
5	Far-western	52	4.5
	Total	1156	100.0

113. **Employers' Level of Satisfaction with Graduates' Performance.** Employers were asked to rate their satisfaction with graduates' level of performance, knowledge, and degree of skill on eight different scales. For each of eight statements they had to assign a rank between +2 and -2, where +2 indicated full agreement with the statement and -2 indicated full disagreement.

114. The mean value of the degree of satisfaction shown in the spider chart in Figure 10, indicates that employers were quite satisfied with the various technical, managerial and other soft skills and overall performance level of graduate workers. However, this score also suggests that employers were less satisfied than the graduates' level of theoretical knowledge and practical skills suggests they ought to be. These findings are reflected in comments made by employers who participated in FGDs. (See Table 23 of Annex 5 for details).

Figure 10: Employers' Satisfaction

115. If the satisfaction level of employers by the gender, level and ethnicity of their employee are compared, males are found satisfied more with female than male, more with Janajati than other ethnic group and more with level one training than level 2 (Annex 5 Table 27).

116. **Share of Institute-Trained Workers.** Of the total 1156 employers, 31.7% employed both institute-trained workers and those they themselves had trained (Table 68), but a significant majority (68.3%) employed only institute-trained workers.

Table 67: Employment of Workers without Training

SN	Workers employed	Frequency	Valid Percent
1	Both institute-trained and untrained workers	366	31.7
2	Only institute-trained worker	790	68.3
	Total	1156	100.0

117. **Performance Comparison.** A large majority of employers said that institute-trained graduates were more capable and competent in terms of their overall work performance than those who had received no such training (Table 69), but 9.9% claimed that enterprise-trained or experienced workers performed better. Another 5.3% said that there was little difference between the two categories.

118. Thus, although 15 % disagree, it does seem that training is one way to ensure that workers will be assessed positively by their employees. During FGDs, employers expressed satisfaction with the performance of graduates in general but also added that they lacked adequate practical exposure and suggested that the three-month training period be extended.

Table 68: Comparison of Performances of Trained and Untrained Workers

SN	Statements	Frequency	Percent
1	Trained workers are more competent	980	84.8
2	Experienced workers are more competent	115	9.9
3	Trained and experienced workers are fairly similar	61	5.3
	Total	1156	100.0

119. **Suggestions for Improving Training.** Employers were requested to make suggestions for improving training programs. As Table 18 of Annex 5 shows, 22 different suggestions were available. The majority of employers (64. %) claimed that trainees should be properly selected, meaning that they are unemployed, interested and needy. A number of suggestions about the nature of that selection process were also made.

4. Issues and Challenges

1. The analysis presented in Chapter III and the annexes revealed that the project must address the issues and challenges identified and discussed in this chapter.
2. **Training Information.** The fact that friends and relatives are the predominant source of information about training explains in part why training has not reached to unreached, particularly the neediest of people. People without social connections or access to training institutes are too isolated to receive vital information about training. The midterm report clearly mentioned the need to reach the neediest but it does not seem that this issue was addressed.
3. **Sections of Trainees.** The training was unsuccessful in those cases in which trainees enrolled just for the sake of participating in training and passing their leisure time enjoyably. Both graduates and employers claimed that identifying appropriate candidates was crucial. Initiatives to identify both needy and appropriate participants have yet to be adequately implemented.
4. **Training of Trainers.** The training of trainers (ToT) is another important process for any successful training, so the project has to either find trainers with ToT experience or arrange ToT for the trainers available. Training providers repeatedly said that they had difficulty finding trainers with TOT and that it was impossible for them to act in the short term. Because ToT trainers were in short supply, ensuring that classroom delivery was top-quality was a challenge.
5. **Monitoring of Training.** It is challenge, too, to monitor training regularly and thereby ensure that trainers are qualified and experienced and that training materials, tools and equipments are available. The project's provision for third-party monitoring is a good one but it is not effective at the moment. In particular, participants' competence was not tracked they were progressing with training. Ensuring that all stakeholders understanding and applying this technique also remained another challenge.
6. **Size of Training Packages.** The project had large procurement packages, but the capability of training providers to manage them effectively was very limited. In fact, the packages were so big that they challenged well-established training providers. In particular, it was difficult for them to manage good-quality training, manage OJTs, and facilitate employment. Although a deeper assessment is needed to examine the exact effects of the size of procurement packages, respondents did call attention to this issue in many meetings and FGDs. Also, although there is no evidence, it is possible that training providers used subcontracting to handle the load.
7. **OJT Provision.** Getting access to a workplace for OJT is a challenge to begin with, but when many curricula have no provision for it, OJT is even less likely. Although the MTR also identified the lack of OJT as an issue, it was not effectively tackled and respondents, too, identified it as a major issue.
8. **Backstopping during Initial Days of Work.** Some employers questioned the quality of training because graduates started work with limited capability and needed on-site support before they were able to assume full responsibility. To address this gap, any future training project or system needs to consider how to manage technical backstopping for graduates just beginning to work, particularly if they are first-time workers.

9. **Unemployed Graduates.** Many graduates were unemployed at the time of the survey and FGDs and appear not to have decided about the nature of their careers or how to put the skills they gained to use. The project needs to consider who will support them during this period of transition.

10. **Gender Considerations.** Household chores, childcare and farm work are often unavoidable responsibilities for females and can therefore pose a hurdle to their being able to participate in training and other activities outside their homes. In addition, sociocultural issues can prevent them from working. Overcoming challenges is hard for any female, especially, as the findings show, those with their limited or no education. As succeeding in training requires some level of education perhaps also with some English language, offering these inputs through a bridge course mechanism needs to be considered.

5. Lessons Learnt

1. The project learned the following important lessons during its implementation.
2. **Market Assessment.** During the early stages of the project, a menu of trades was provided to training providers, who, in turn, had to offer training based on this menu. Once it realized that this approach did not take into consideration how market forces work in the labour market, the project decided to require that they conduct a market assessment a requirement before offering training. However, since the process adopted to conduct such assessment was not suitable, its effectiveness is doubtful. Training will be totally relevant only if it can be properly linked to demand.
3. **Suitable Candidates for Training.** For training to be a success, appropriate participants must be selected. The program needs to put its best effort into identifying and enrolling the truly needy using a thorough selection process which is not left solely in the hands of training providers. Appropriate selection requires involving local political leaders, youth groups, employers, and local financial institutions.
4. **Meeting Targets.** In order to meet the 40% target for female participation, training providers enrolled female participants who were not needy or who were not interested in the training on offer. Such people found it difficult to complete the training because they were not motivated by either personal desire or economic need. It is more important that the project offers good-quality and outcome-oriented training than that it meets its target. In cases where meeting a target is difficult, a degree of flexibility is advisable.
5. **Hiring Experienced Training Providers.** Training is effective only when contracts are awarded to training providers with experience in the sector and trade within which the training falls. If they lack expertise, they do not understand the requirements of the training and its quality will suffer. Likelihood of subcontracting by training providers is more if they lack capacity and experience to conduct the training.
6. **Size of Procurement Package.** Rather than offering large training packages to training providers lacking the capacity to manage them, it is better to offer smaller packages and to compel training providers to follow the prescribed training process.
7. **OJT in Curriculum.** Since the quality and relevance of training can be ensured only if OJT is included, OJT should be included in curricula and supported by with effective monitoring.
8. **Ensuring Employment.** The fact that many graduates received no support in connecting with an employer and instead secured employment on their own suggests that simply promising "employment bonus" is not enough. Actually securing employment for trainees requires good planning, good-quality training and the establishment of linkages with business and industry. Future TVET projects need to require that training providers offer all three of these inputs to and engage in step-by-step monitoring and to connect the deliverables with payment.
9. **Ensuring Income.** Training did, in fact, increase both the likelihood of employment and income earned, and self-employment, whether independently or in a micro enterprise demonstrated the possibility of earning a trained entrepreneur a higher income than working for someone else.

10. Minimum Educational Requirement. There was no significant correlation between the income level of graduates and their level of education but incomes did increase following skill training. This finding suggests that the lack of education should not exclude any candidate for training but that, instead, irrespective of gender and social status, bridge courses as explained above should be implemented to overcome educational constraints.

6. Conclusions and Recommendations

1. Analysis of the data presented in Chapter III together with careful consideration of the inputs collected through FGDs with the graduates and employers, KIIs with trainers, monitoring officers and training coordinators; issues and challenges; and lessons learned yielded the following conclusions and recommendations.

2. **Rapid Market Appraisal.** Since rapid market appraisal is the entry point of training, it must be done. Such an appraisal helps training providers identify market needs and start building relationships with employers, primarily those in business and industry. The quantitative and qualitative information collected during this study suggests that not all training providers carried out an effective appraisal before all training events and that that lacuna is a major reason for the mismatch between training and employment. In the future, all training programs must conduct appraisal the market for labor and survey the area to assess the viability of establishing enterprises before starting any training.

3. **Selection of Appropriate and Needy Participants.** As this study demonstrates, there is a need for short-term training to help people, particularly females, get an opportunity to do work other than household chores and agricultural activities. Thus, the fact that not all respondents seriously sought employment after finishing their training suggests that some of the candidates chosen were not good choices or that they had not been provided with adequate career counseling. Aptitude tests might help eliminate candidates who lack the capability to learn without further bridging support. Career counseling should be provided before the training in order to prevent attrition and stimulate participants' interest in the occupation. As other projects have shown, involving potential employers, representatives of business and industry, local social activists, and political leaders in selection could be useful.

4. **Female Enrolment.** To meet the 40% target for female enrollment, training providers enrolled female participants who were not needy. Some FGD participants wittily noted that there was a tendency to collect rather than to select appropriate and needy female candidates and that this practice compromised the quality of training. Disinterested trainees not in need of employment tend to skip training sessions and not develop the required skills and, as proven by this study, not seek a job. Having trainees of this nature is an undesirable situation that challenges training objectives. Although there is a need to increase female enrollment in training, it might be better, depending on the occupation and location in question, to be flexible about a minimum threshold than to insist that it be met.

5. Other training models such as home-based training should be explored in the future. Female respondents suggested that housewife-friendly training times, more female participants, gender-sensitive trainers, female-only toilets, childcare facilities and restrooms for lactating mothers would enhance female enrolment. Providing such facilities might increase the likelihood that training is completed and thereby increase employment afterwards. It would also increase the likelihood that females branch out from tailoring and cosmetology, two trades that they find easy to attend and complete and to find employment in either from their own homes or in the neighborhood. Encouraging females by providing micro-enterprise development courses is another option.

6. **Selection of Training Providers.** Some training, like those for to operate lathes, boilers, and heavy machinery, require expensive machines, tools and equipment to successfully run. Unfortunately, not all of the training providers awarded contracts had such facilities, thereby

creating a challenge for them to conduct training. Training should be awarded to those training providers who have such facilities or, if they do not, have the capacity to manage resources through training-employer partnership models. Alternatively, training managers might need to hire specialized training providers to provide these and other special trainings.

7. **Large Size of Training Packages.** Though exact data is lacking, field inputs suggested that large packages makes it difficult for training providers to find training candidates and trainers and to manage training. Management becomes particularly challenging during the post-training phase, when training providers need to ensure that trainees find employment and begin to earn an income. This issue was raised and discussed during MTR 2016 also and was repeatedly broached during many of the FGDs conducted during this study. To address this issue, CTEVT, the ADB and the project need to consider tendering smaller packages so that they can hold make training providers to account for conducted relevant and good-quality training that results in the intended outcomes.

8. Many respondents hinted about the subcontracting of training to cope with large packages and said that it had an adverse effect on training quality as well as employment and income outcomes. Though no evidence proved that this assertion was accurate, the possibility of subcontracting could have been addressed through strict and regular field monitoring.

9. **Training quality.** The findings of the survey and FGDs revealed that training events encountered the limitations outlined below.

10. Training materials were not consistently available. Some participants received adequate learning materials while others said that they were short. In general, practical opportunities were inadequate and training materials insufficient.

11. In general, trainees were not provided with a curriculum. Trainers had a copy and poster a summary on the walls of the training venue. Some curricula, respondents claimed, had not been updated to reflect current market needs, making them inadequate. Not all trainers were well-trained either. In particular, there was no technical backstopping to encourage training providers to include more skills than just those identified the curriculum though cooperation with business and industry could easily have provided such backstopping.

12. Since they had limited or no OJT opportunities, new workers had little idea about how the world-of-work works during the initial days of their employment and were thereby not fully capable of delivering their responsibilities satisfactorily. Employers did not find their work up to the mark at first during FGDs with them.

13. The MTR report stated that it was important to ensure that trainers were well prepared for carrying out training by, for example, instructing them on pedagogy and andragogy and exposing them to technical training, but no changes were introduced to follow up on these suggestions. Although trainers engaged in short-term training at both public and private institutes were reported to have been offered ToT, these inputs appear to have been insufficient. As evidence, it should be noted that during FGDs trainers and training managers agreed it was difficult to understand the entire OSS/OP/curriculum.

14. According to graduate participants in FGDs, the size of classes was not consistent. Training providers were expected to have 20 in a class, but in some rural and remote locations reaching this target was highly challenging. In the future, costing should flexible enough to allow training providers to offering training even below this target.

15. To address the issues and problems mentioned above, the following recommendations should be implemented:

- a. Sufficient training materials should be provided as, without them, trainees will struggle to learn what they are supposed to learn.
- b. In order to enhance the learning process, trainees need their own copy of the curriculum for their training and all curricula need to be updated so that they meet the needs of the market. In no such curriculum exists, training providers and business and industry need to collaborate to develop one.
- c. OJT should be part of all curricula, and even if it is not, training managers should arrange for OJT opportunities. In fact, the ability to provide OJT should be a requirement for contracting service providers.
- d. In order to ensure that trainers possess required skills, knowledge and attitude, they should be trained properly in TOT sessions. The project needs to carefully assess the contents of TOT sessions to ensure that prepare trainers well and then carefully monitor those sessions.
- e. So that every trainee has the opportunity to understand theory and participate in practical trainings, the number of participants, should be maintained at or below 20.

16. **Training Duration.** Although Level 1 training was expected to last at least for three months and Level 2 for two months, these requirements were not fulfilled by all training providers. Given that even three months was seen by many as too short, not meeting the minimum duration obviously had an adverse effect on training outcomes. At the minimum, training must be conducted for the duration specified in the curriculum and that duration must be carefully monitored. If possible, in collaboration with employers, more practical training can be carried out in the workplace. Although it is challenging to keep trainees in training for even for three months, CTEVT could revise its curricula and also consider longer training than is currently in practice.

17. **Soft Skills and Bridging Sessions.** Getting a job and remaining employed or in business is not possible with technical and vocational skills alone, but soft skills, including communication, networking, health and hygiene, and problem-solving skills were provided only sporadically, if at all. The study uncovered no evidence of structured soft-skill instruction or reference materials regarding inputs, nor was there evidence of support for enhancing trainees' reading and writing skills. Data suggests that females were more in need of soft skills than males. In the future, provisions for soft skills provisions should be considered seriously and systematically with a focus on females. To address limited reading and writing skills, the project should provide for bridging sessions as necessary. Soft skills should be monitored along with other areas of training.

18. **Training Motivation.** Graduates reported that they had enrolled in training with the expectation of finding employment and earning more money after completing the training. Only a negligible proportion showed interest in foreign employment. This finding further suggests that there is a demand for training and that, provided training increases income, people are interested in working in Nepal. To meet this expectation, the project should carefully plan and execute training which assures employment and offers high levels of income outcomes as motivation to participate.

19. Significantly few graduates enroll in training with the aim of securing foreign employment and only a negligible number actually do work abroad. These data suggest that, for those people with the right skills, there are employment opportunities in Nepal itself.

20. **Monitoring of Competency Achievements.** The project document clearly calls for formative assessment, of the measuring of achievements continuously throughout the training period, but this provision was not just not implemented but even deliberately avoided during the early days of implementation. In fact, FGD inputs revealed that not even training events were monitored properly and that monitoring in remote locations was particularly infrequent. To remedy this problem, monitoring in general and, as called for in the project document, competency-based monitoring and assessment must be put in place.

21. **OJT and Employment Planning and Execution.** As the study made clear, hardly any training providers planned for or executed OJT and placement systematically, a gap that took a toll on training outcomes. Both the survey data and FGD inputs revealed that very few graduates were facilitated with employment linkages. To improve OJT and placement planning and execution, a clear process must be established and monitored, and revised if necessary right from the early days of training.

22. **Skill Tests.** While the large majority of skill test entrants did pass, some did not. The fact that the pass rate was better among public than private training providers is reflection of the fact that public institutions have better training facilities and can offer trade-specific instructors, machines and equipment that many private institutions cannot. This finding suggests that private training providers must increase the quality of their training. Improving the preparation of trainees for skill tests is another strategy to consider.

23. To address the needs of the significant number of graduates who failed skill tests, their training providers could be expected to follow up, encourage and facilitate them in retaking the test. The issues respondents identified regarding the poor quality of assessment centers are critical. It is suggested that the CTEVT address these issues and improve the test environment through necessary logistics. Since significant proportions of females and Level 2 entrants failed their tests, preparations should focus on these groups.

24. **Employment and Income Outcomes.** The study demonstrates that the quality training is one of the major determinants of these outcomes. To capitalize on this connection, training projects and events should be designed, implemented and monitored with outcomes in mind.

25. **Female Employment.** Findings in Chapter III show that significant proportions of both males and females were still searching for employment but that the share of females was higher than that of males. In fact, less than half of women respondents were employed. This finding clearly demands that the project make great efforts to increase the female employment rate. Since women are less likely than men to leave home and migrate to other parts of the country or abroad to work, they need extra attention. A general approach to employment facilitation is not enough; there needs to be a female-targeted strategy.

26. **Employment-Linkage Bonus.** Although, some training providers did provide employment counseling and information-sharing services, an insignificant proportion provided specific employment-linkage service. Most trainees were not only not facilitated with employment linkages but they were not even provided with sufficient information about employment opportunities. Instead, they were left on their own to search for work. This evidence suggests that the employment-linkage bonus of training did not work as it as intended. To optimize the employment-linkage bonus, particularly for needy people, the current blanket approach needs to be reviewed and new strategies developed accordingly.

27. Though holding interaction workshops for trainees, graduates, employers and training providers could enhance outcomes in part by making the project's need for OJT and employers' employment opportunities clear, FGDs with both graduates and employers revealed that such interactions were very limited. In order to identify employable trades, facilitate OJT, and enhance employment opportunities, employers must be engaged during training implementation in a systematic fashion planned and executed from the early stages of training. Job fairs, organized few by a training provider, are another way of promoting employment opportunities.

28. The FGD participants reported that trainees had attended some sessions on business plans but deeper assessment of their understanding revealed that their knowledge about and skills in preparing business plans was limited. Thinking of such sessions as business development courses would not be sufficient: these sessions did not provide comprehensive enough inputs to successfully start a small business or sustain self-employment. To address this gap, business development concepts need to be imparted from the beginning of the training. Ideally, ILO business development models should be offered as part of training, preferably using the apprenticeship mode.

29. **Employment Prior Training.** A significant proportion of graduates were employed before they began training, thus making it especially important, as employers suggested, that emphasis be placed on enrolling appropriate candidates to avoid disappointment. A strong majority of females were employed before the training, including employment in household chores. These household works are traditional, does not need specific skills and are generally unpaid. Therefore, females are in search of changed and are in search of skills based and income oriented employment. In such context, if training does not bring skills based employment and income outcomes, they are double disadvantaged because they have to leave their household chores critical for their family in order to get training. Hence, training programs must consider value of such opportunity cost and plan training accordingly.

30. **Employment Variation by Training Round and Provider.** The fact that the employment rate was higher in the second round suggests that the project increased its effort in the second round. The employment rate was significantly higher among public than private sector graduates, suggesting that private providers need to work harder to promote employment linkages. Since the employment is the function of quality training, for higher employment rate quality training must be promoted.

31. **Female-Friendly Workplaces.** The survey findings indicate that many females encountered insecure workplace environments, inconvenient duty hours, lack of care for their special conditions, and even sexual harassment. Females do have special needs, so to make sure the training and work environments are congenial for them, orientation sessions should be arranged during ToT or training management sessions. These sessions should increase awareness about gender discrimination and exploitation and provide the skills needed to tackle female-related issues and problems.

32. **Start-up support.** The project lacked provision of business or self-employment start up support. However, evidences have shown how important and critical is this provision for new entrepreneurs or self-employment seekers. Therefore, provision of this support in the form of tools and equipment is necessary to consider. This provision could help enhancing employment and sustaining the business they have established. Providing enterprise development courses with start up support could be one alternative to employment bonus.

33. **Financial Linkages.** Availability of financial resources is critically important for starting and sustaining self-employment or micro enterprises. Evidence from survey shows that 573 graduates were in need of financial resources to start their business and of them nearly one-fourth approached financial institutions for this purpose. In addition, many graduates had limited or no idea on managing financial resources for meeting financing needs. In future, financial literacy needs to be considered as an essential training input. Further, this needs to be part of entrepreneurship development course as explained above. Even many TESP staff/district coordinators lack relevant information about potential financing sources. This is reason why many graduates had difficulty in accessing financial services. Therefore, it is necessary to capacitate these responsible projects including RMOs and training providers with information about possible sources of finance. The project could consider using tested models in the country for facilitating financial linkages between graduates and financing institutes.

34. The findings show that a significant proportion of graduates had difficulty starting work and had no choice but to seek help from senior workers or their training providers. However, the survey revealed that few actually got such help. In view of the importance of graduates' training-to-work transition, the project must make provisions for supporting them at this point in their careers. Future designs must keep this issue in perspective.

35. **Unemployed Graduates.** As demonstrated in Chapter III, many graduates who are still unemployed and appear undecided about their careers. It may be late, but still the project could request training providers to follow up and facilitate employment linkages. If graduates are interested in establishing their own business, they could be helped by linking them to financial institutions.

36. **Monthly Income.** The average income of graduates was NPR 19,962.65, a figure much higher than targeted. It varied between NPR 3500 and NPR 100,000, a fact suggesting that, with good training, a good, even excellent, income can be earned. The fact that many females reported using their new income to meet their personal needs means that they have become less reliant on family members and in-laws for money when they are in need. Indeed, the examples in this study show empirically that training, skills, employment and income can change females' lives. If training is to have such a drastic impact, however, it must be good quality and target employment and income outcomes.

37. **Higher Income of Self-Employed Graduates.** The fact that the self-employed, whether they work independently or in a micro-enterprise, make more money on average than do those who work for others has important implications for changing the current training approach, which places little or no emphasis on enterprise development. This finding must be considered seriously in the future, especially as the entrepreneurs surveyed in this study created jobs. Future training has to be designed, implemented and monitored keeping this fact in mind. Future projects should consider emphasizing wage employment or enterprise development packages.

38. **Social marketing.** Only a few graduates learned about training through print or electronic media. Most found out from friends, relatives, or training providers, a source of information putting the disadvantaged and those without such connections to a disadvantage, as the MTR report had emphasized. To address this flaw, the current strategy of information communication should be reviewed. Information should be disseminated in remote rural locations using local networks, CBOs, youth clubs, female groups, and NGOs, and focus on overcoming the limitations of the neediest of people. Municipalities and rural municipalities should be involved and made responsible for social marketing. Public schools should also be

considered as a medium for the dissemination of information as they can easily contact guardians, school dropouts and poor academic performers. Announcing training over the radio and on television could be another effective tool. In short, the project should revamp its communication strategy in connection with the CTEVT Research and Information Division.

39. Significant proportion of respondent are of the opinion that they are unemployed due to unrelavant training (19.2%) and poor quality of it (2.7%) which are under the control of project. Project must be made RMA mandatory before training and M& E should be made effective.

40. Without promoting self-employment, employment rate can't be enhance, since large proportion of graduates are of the opinion that lack of job in the market as the reason of their unemployment. So the training duration must be enhanced with additional soft skills including business skills.

Annexes

Annex 1: Assignment Terms of Reference

1. Background

The Skills Development Project (SDP) is implemented under the ADB Grant (USD 20 M) and Government of Nepal (GON) fund (USD 5 M) which supports the GON to develop a market-responsive and social and gender-responsive Technical Vocational Education and Training (TVET) system by: (i) expanding the number of basic- and mid-level, market-oriented training opportunities; (ii) increasing the quality relevance and efficiency of TEVT provisions; (iii) improving coordination and regulation of the TVET sector and (iv) improving the capacity for effective project management and monitoring and evaluation. A key priority of the project is to match the skills being learnt by TVET trainees with the needs of both the domestic and international labor markets.

The impact of the Project will be increased employability of the Nepalese workforce. Its outcome will be the establishment of a market-responsive and social and gender-inclusive TVET System. The Executive Agency is the Ministry of Education (MOE) and the Council for Technical Education and Vocational Training (CTEVT) is the Implementing Agency. CTEVT established a TVET Sector Development Unit (TSDU) and Project Implementation Unit (PIU) to implement the project.

This tracer study will only focus on output (i) expanded provision of market-oriented training opportunities, and specifically the sub-output which will provide in total 45,000 short-term training places in level-1 and level-2 training programs, for unemployed or underemployed people, at least 40% of whom will be women and at least 30% of whom will be from other disadvantaged groups. Following are the final outcomes of short term training formulated for output (i):

- (a) By 2018, at least 75% of graduates are gainfully employed six months after training (of graduates, 40% are women and 30% from disadvantaged groups).
- (b) By 2018, employer satisfaction with TVET graduates increases to 70%.

Till 31 March 2017, total 20661 participants (6916 or 33.47 % women and 14260 or 69.02 % disadvantaged group) have completed the basic skills training in market demanded occupations. The training programs are provided by Public schools and Private Training and Employment Service Providers (TESP). In the first round five TESP were contracted for 14040 places in level-1 training programs. Likewise, MOU was signed with 19 CTEVT constituent public schools to deliver level 1 skill training and employment services for 6000 places. Similarly, MOU was signed with 17 CTEVT constituent Schools and 14 TECS Schools to deliver level 2 skills Training and Employment services for 3580 places. For the second round of skill training through private sector TESP, six TESP have been procured and contracted for 17300 training places.

1. Objectives of the Assignment

The consulting firm will evaluate the sustainability of employment of trainees who finished the short term training programs (Level 1 & Level 2) of the project, their satisfaction with the training programs and employers' satisfaction with the skills and knowledge of the trainees.

1. Scope of Services, Task and Expected Deliverables

1.1 Scope of Works

The consulting firm will undertake the following:

- i. review relevant documents to become familiar with the objectives of the short-term training sub-output of the SDP, and the precise requirements of tracer study;
- ii. work with the Project Implementation Unit (PIU) monitoring staff to develop the surveys, Focus Group Discussion (FGD) and training provider questionnaires, and the analysis plan for the final report;
- iii. train an adequate number of experienced enumerators and field supervisors and provide them, in collaboration with the PIU RMOs, orientation and training on the pilot testing and refinement and coding of the survey, FGD and training provider questionnaires;
- iv. test the validity and reliability of the questionnaire using a random sample of 100 trainees.
- v. conduct interviews using the survey questionnaires with a finalized and statistically valid sample of trainees and their employers taking into account possibilities for disaggregation (gender, ethnic groups, sector, occupation, district and region);
- vi. check a 10% random sample of completed questionnaires at the field level so that corrections can be made to ensure the integrity of the data collected;
- vii. prepare and enter data into the data base using Statistical Package for the Social Sciences or other relevant software, and generate output tables based on the analysis plan;
- viii. conduct the FGDs and the training provider enquiries using the guide questions and carefully observing the guidelines for conducting FGDs and enquiries;
- ix. transcribe the FGDs and enter the transcripts in Nvivo, Atlas.ti or other relevant software and analyze the data based on the analysis plan;
- x. prepare a brief report on proceedings of each FGD and training provider enquiry conducted and a summary report for all the FGDs and training provider enquiries;
- xi. prepare a draft report on the tracer study, integrating findings from the survey, FGDs and the training provider enquiries;
- xii. present tracer study findings, in English, to the PIU staff, CTEVT, MOE; and
- xiii. prepare final report, in English, on the tracer study taking into consideration comments and suggestions from the PIU staff.

1.2 Required Methodology for Study

The tracer study will assess the training and employment performance aspects of the project. The tracer study aims at all trainees who are graduated. It does not matter whether they passed the skills test or not.

- a) The results of the tracer study will aim to:
 - i. inform the PIU/CTEVT, the MOE and the ADB whether the training providers have actually been successful in achieving a 75% employment rate of the trainees enrolled, at incomes of at least: first round Level 1 > NRs 4,600, second round Level 1 > NRs 9,700 and for level 2 in both rounds NRs 10,000;

- ii. collect feedback from the trainees on the quality and relevance of the training, particularly for women and other disadvantaged groups;
 - iii. gather information of employers on the quality and relevance of the training particularly for women and other disadvantaged groups;
 - iv. identify areas for improvement based on quantitative results showing employment rates, income levels and general satisfaction, and qualitative results based on trainees' and employers' perceptions, and
 - v. draw up recommendations to improve the training quality of the project, relevance and effectiveness.
- b) As stated above, the tracer study must use both quantitative and qualitative approaches. The quantitative approach must involve short, direct interviews taking a statistically valid sample across occupation-wise groups of trainees from the first and second round of trainees trained by the project. These interviews at the place of employment will determine the fact of current employment, the type of employment and the income, but also the development of life skills during the training, received support from training institute to find a job or start own business and general satisfaction with the training. While at the workplace the employer will also answer a short set of questions to measure the employer's satisfaction with the skills and knowledge of the trainees. For every employed trainee an employer should fill a questionnaire. For trainees who are unemployed or self-employed the employer's part of the questionnaire can left blank.
- c) The qualitative approach involves focus group discussions (FGDs) with employers and different groups of trainees. The discussions with employers will assess how satisfied they are with the skills of the trained trainees, the discussions with the trainees will inquire more in depth what the training experience was like and determine ways to improve it. Findings from the two approaches, together with some secondary information observing training centers and information from the project monitoring staff, will be triangulated in order to draw conclusions and make recommendations.
- d) The survey will take place over each of the 5 development regions separately so that results of training being conducted by the individual training providers can be compared. There will also be disaggregation of private and public training providers. Disaggregation will also be done based on gender and disadvantaged groups as well as the trades themselves. The survey will use a stratified sampling method to ensure correct representation on gender, disadvantaged groups and trades. The final sample size should be based on the number of trainees who finished their training six month or longer ago using a confidence level of 95% and a margin of error of 1% for the whole population and a margin of error of 5% at disaggregated levels. Whichever is bigger will define the final sample size.
- e) A pre-tested survey questionnaire in Nepali will be the main data collection instrument. The questionnaire will consist of two parts. One part will be filled by the trainee and the second part by their employer if they have one. Indicative questions for the trainee part would confirm the trainee name and course attended, course completion date, skill test pass/fail, details of the employment, income, employment and training satisfaction, satisfaction with support provided by training provider to find employment and suggestions for improvement in the selection, training and placement methodology. Indicative questions for the employer are confirmation of the income, satisfaction of trainee's skills and knowledge, match between trainee's skills and market demands and suggestions for improvement of the training. Filled-up questionnaires will be checked for

completeness and accuracy and data will be encoded and entered into the computer using, for example, Statistical Package for the Social Sciences software and output tables generated as needed for analysis.

- f) Five FGDs will be conducted per region. In each region there will be one FGD (8-10 participants) for each trade. In these FGDs there should be a statistical representation of women and trainees from disadvantaged groups. In each region one separate FGD will be organized for female trainees only. Furthermore one or two FGDs will be organized in each region for employers with at least three representatives per trade. The FGDs will be conducted following a set of pre-tested guide questions in Nepali. The questions will cover the same topics as the survey but will be open ended questions that will elicit discussion among the participants of the FGD to enable a more in depth exploration of the topics. The FGD participants will be different from the survey respondents. Guidelines on how to conduct the FGDs will be strictly observed.
- g) Training provider enquiries of narrow scope will be undertaken to assess the general facilities of a sample of about 10 training 'event' locations.

1.3 Duration of Service Delivery

Duration of assignment will be 6 months from the date of signing of the contract.

2. Team Composition and Qualification Requirements

The tracer study firm will be selected based on the ADB's Guidelines on the Use of Consulting Services following Consultant Qualification Selection (CQS) procedure.

2.1 Qualification Requirements of Key and Non-Key Experts

A. Key Experts

Team Leader (Monitoring and Evaluation Expert) (3 Months):

- i. Master's degree in education, development studies, statistics, social sciences or a related field;
- ii. A doctoral degree in any one of the above disciplines would be an added advantage;
- iii. preferably 15 years general working experience;
- iv. preferably 10 years specific experience in conducting and leading quantitative and qualitative research in the field of education, preferably TVET, or a related field;
- v. understanding of the education and TVET sector in Nepal;
- vi. Excellent report writing and communication skills in English.

Quantitative Research Specialist (3 Months):

- i. Master's degree in education, statistics, economics, social sciences or a related field;
- ii. preferably 10 years general working experience;
- iii. preferably 5 years specific experience in conducting quantitative research in the field of education, preferably TVET, or a related field;
- iv. experience with SPSS or other statistic software packages;
- v. excellent report writing skills in English.

Technical Education and Vocational Training (TEVT)/Qualitative Research Expert (4 Months):

- i. Master's degree in education, economics, social sciences or a related field;
- ii. preferably 7 years working experience in TEVT;
- iii. preferably 3 years specific experience in conducting qualitative research in the field of education or a related field;

- iv. experience with Atlas.ti, Nvivo or other relevant software;
- v. excellent report writing skills in English.

B. Non-Key Experts

Enumerators (15 Nos., 3 Months each):

- i. Bachelor's degree in a field relevant to the assignment;
- ii. 1 year of working experience, but if the enumerator has field work experiences in university program, it does not necessarily require actual working experience.
- iii. good quantitative and/or qualitative data collection skills.
- iv. basic knowledge of IT.

2.1 Detail TOR of Key and Non-Key Experts

A. Key Experts

Team Leader (Monitoring and Evaluation Expert):

- i. lead a consultant team comprising a quantitative research specialist, a TVET expert and 15 enumerators;
- ii. review relevant documents to become familiar with the objectives of the short-term training sub-output of the SDP, and the precise requirements of tracer study;
- iii. develop the overall research framework, including analysis plans, for the tracer study in collaboration with the PIU;
- iv. work with the TVET expert on developing the instruments of the qualitative part of the tracer study;
- v. select and train an adequate number of experienced enumerators and field supervisors and provide them orientation and training on facilitating and transcribing the FGDs;
- vi. lead the analysis of the qualitative data collected during the FGDs;
- vii. supervise the quantitative part of the tracer study;
- viii. ensure quality and timely completion of the research design, data entry, data analyses and reports;
- ix. prepare a draft report on the tracer study, integrating findings from the survey, FGDs and the training provider enquiries;
- x. present tracer study findings, in English, to the PIU staff, CTEVT, MOE; and
- xi. prepare final report, in English, on the tracer study taking into consideration comments and suggestions from the PIU staff.

Quantitative Research Specialist:

- i. work closely with and report to the Team Leader on all matter of the quantitative part of the tracer study project;
- ii. review relevant documents to become familiar with the objectives of the short-term training sub-output of the SDP, and the precise requirements of tracer study;
- iii. develop a questionnaire to collect data on (1) trainees' employment, income and satisfaction with the training program and (2) employers' satisfaction with the level of skills and knowledge of the trainees;
- iv. develop manual on how to conduct the survey;
- v. develop analysis plan for the quantitative part of the tracer study;
- vi. train an adequate number of experienced enumerators and field supervisors and provide them, in collaboration with the PIU RMOs, orientation and training on the pilot testing and refinement and coding of the survey;
- vii. test the validity and reliability of the questionnaire using a random sample of 100 trainees.

- viii. supervise the enumerators in conducting the interviews using the survey questionnaires with a finalized and statistically valid sample of trainees and their employers;
- ix. check a 10% random sample of completed questionnaires at the field level so that corrections can be made to ensure the integrity of the data collected;
- x. prepare and enter data into the data base using Statistical Package for the Social Sciences or other relevant software, and generate output tables based on the analysis plan;
- xi. contribute to the draft and final report.

Technical Education and Vocational Training (TEVT)/Qualitative Research Expert:

- i. work closely with and report to the Team Leader on all matter of the qualitative part of the tracer study project;
- ii. review relevant documents to become familiar with the objectives of the short-term training sub-output of the SDP, and the precise requirements of tracer study;
- iii. ensure the TVET context is well reflected in the research design and report;
- iv. support the quantitative researcher in developing the questionnaire;
- v. develop, in collaboration with the team leader, leading questions for the three types of FGDs and a manual on how to conduct the FGDs;
- vi. supervise the enumerators in conducting FGDs;
- vii. check the transcript of enumerator's first FGD and provide feedback if necessary;
- viii. ensure all FGDs are transcribed in the correct way and the transcripts are entered in Atlas.ti, Nvivo or other relevant software;
- ix. support the team leader in coding and interpreting the data of the FGDs;
- x. prepare observation guidelines to assess the general facilities of training providers;
- xi. conduct observations at training providers to assess the general facilities;
- xii. contribute to the draft and final report

B. Non-Key Experts

Enumerator:

- i. work closely with and report to the Quantitative and/or Technical Education and Vocational Training expert on all matter of the data collection the enumerator contributes to;
- ii. participate in training on collecting data using the developed survey and/or guidelines for the different types of FGDs;
- iii. develop a feasible planning to collect all data on time;
- iv. collect data using the correct instruments;
- v. enter data in the required database for analysis;

3. Reporting Requirements and Time Schedules for Deliverables

The firm will deliver the following:

- i. Inception report: within 15 days of contract signing;
- ii. Developed instruments, manual on how to use the instruments and analysis plan within one month of contract signing;
- iii. All data entered in databases before submission of draft report;
- iv. Draft Report (soft copy and at least 3 hard copies) within one week of completion of assignment;
- v. Final Report (Soft copy and 3 hard copies): within two weeks of completion of assignment.

4. Client Input and Counterpart Personnel

The SDP will facilitate the Consultant as below:

- Provide CTEVT approved curricula and/or NSTB OSU standards for both the technical training and business development training.
- Provide CTEVT approved minimum training facility requirement
- Detail Guidelines for training and employment service and database formats.
- Miscellaneous support documentation via the project website.
- Gender and Social Inclusion (GESI) guidelines and training materials.

5. Client will provide the following inputs, project data and reports to facilitate preparation of proposal: N/A

Annex 2: References and Bibliography

Project Administration Manual, Skills Development Project. May 2013.

Pradhan, H., 2016, Mid Term Review of Skills Development Project, Asian Development Bank.

Aide Memoire of Grant Review Mission/ADB/Nov 2016

<https://www.surveysystem.com/sscalc.htm>

SDP database; sdp.org.np/202.45.144.216/Dashboard

Annex 3: People Met during the Tracer Study

1. Far Western Development Region

SN	Name	Organization	Designation	Contact	Remarks
1	Gopal Ji Kandel	Kantipur Manpower Development Center	Program Coordinator	9845063330	
2	Sagar Bam	Kantipur Manpower Development Center	Staff as focal person	9800646050	
3	Chapi Choudhary	Kantipur Manpower Development Center	Trainer	9804607747	
4	Mahadev Choudhary	Kantipur Manpower Development Center	Trainer	9804663045	
5	Rakesh Roshan Dhamal	TCN	Training Coordinator	9858023433	
6	Maheswor Rajbanshi	DJPS	Training Coordinator	9858422953	
7	Bharat Nepali	WWT	Training Coordinator	9858424311	
8	Shalik Kumar Dangi	Seti Technical School	Principal	9858422546	
9	Badri Choudhary		CTEVT (Regional office)	9848025125	
10	Ashish Bohara		Friend (Self and transport)	9868726638	
11	Pratik Singh		(Transport)	9860453907	
12	Sahadev Joshi	NETC	Coordinator	9851242722	
13	Ramesh Bhatta	NETC		9848883963	
14	Devi Chaudhary	Hotel Sathi	Supervisor	9825671285	

2. Mid Western Development Region

SN	Name	Organization	Designation	Contact	Remarks
1	Paras Khadka	Bheri Technical School	Vice Principal	9848025707	Nepalgunj
2	Tika Ram Kafle	Bheri Technical School	Coordinator	9848022617	Banke
3	NavrajAdhikari	Bheri Technical School	Coordinator	9848059650	Banke
4	Ratni Mani	Bheri Technical School	Coordinator	9848022326	Banke
5	Dal Bahadur Ale	Bheri Technical School	Coordinator	9848028374	Banke
6	Pemba Tenzing Sherpa	Bheri Technical School	Coordinator	9848045959	Banke
7	Rakesh Roshan	Training Center	Chief	9858023433	Nepalgunj

	Dhamal	Nepal	Coordinator		
8	Suresh Panta	Training Center Nepal	Coordinator	9851074550	Banke
9	TirthaPoudel	Training Center Nepal	Trainer	9858051454	Banke
10	Narayan Sigdel	Janajyoti Higher Secondary School	Coordinator	9858023524	Surkhet
11	Dhani Ram Khatri	Worldwide	Coordinator	9858077948	Banke
12	Achyut	Worldwide		9851042471	Kathmandu
13	Rajesh Rawal	NETC	Coordinator	9822838859	Dang
14	Shyam	NETC	Coordinator	9843863708	Pyuthan
15	Chandra Tamrakar	NETC	Coordinator	9848424998	Banke
16	Amar Dangi	Padmodaya	Coordinator	9857834112	Dang
17	Jib Raj Adhikari	Deurali Janata	Coordinator	9844935571	Dang
18	Asha Shrestha	KTS	Principal	9858320447	Jumla
19	Moti Chaudhary	Rapti Technical School	Vice-Principal	9857834121	Dang
20	Dev Raj Dhami	Rapti Technical School	Coordinator	9848426594	Dang
21	Suresh Gharti Magar	Rapti Technical School	Coordinator	9849666662	Dang
22	Kul Raj Chaudhary	Rapti Technical School	Coordinator	9841462745	Dang
23	Yog Narayan Chaudhary	Rapti Technical School	Coordinator	9857875110	Dang
24	Ganesh Bhandari	Rapti Technical School	Coordinator	9847941587	Dang
25	Radha Bhattarai	NESTA	Coordinator	9847827752	Dang
26	Ishwori Pd. Bhusal	NESTA	Coordinator	9851026299	Dang
27	MadhavGautam	NESTA	Coordinator	9857824598	Dang
28	Tika Ram Pokharel	NESTA	Coordinator	9866941471	Dang
29	Bal Krishna	NESTA	Coordinator	9847949924	Dang
30	Muna Sharma	NESTA	Trainer	9847962970	Dang
31	LokendraDhami	NESTA		9868601726	Dang
32	Dhank Ram Khatri	Tradelink	Coordinator	9858077948	Banke
33	Luna Budhathoki	Tradelink	Traindr	9848098579	Banke
34	MadhuKhadka	Tradelink	Trainer	9858041133	Banke
35	BinduShahi	Tradelink	Graduates	9826514335	Bardiya
36	Pyari Chaudhary	Tradelink	Trainer	9804593607	Bardiya
37	Sarita Shrestha	Tradelink	Trainer	9814536669	Bardiya
38	Kishor Neupane	Tradelink	Coordinator	9858320296	Jumla
39	Ram Bahadur Pun	Tradelink	Coordinator	9849146518	Rukum
40	Man Bahadur Nepali	Tradelink	Coordinator	9857833089	Rolpa

41	Ram Prasad Pokhrel	Tradelink	Coordinator	9857833089	Pyuthan
42	Narendra KC	Tradelink	Coordinator	9866901247	Pyuthan
43	Danda BK	Tradelink	Coordinator	9848122508	Surkhet
44	Erphan Khan	Sunny Refrigeration Rep	Employer	9858021939	Nepalgunj
45	Ashok Chaudhary		Employer		
46	Bibek Thapa	Siddhartha Engineering	Employer		Nepalgunj

3. Western Development Region

SN	Name	Organization	Designation	Contact	Remarks
1	Prakash Rana	DJPS	Coordinator	9857020957	
2	Maheswor	DJPS	Staff as focal person	9811492266	
3	Gopal Kharel	DJPS	Trainer	9847012185	
4	Kashi Ram Khanal	TCN	Training Coordinator	9802612529	
5	Sashi Panthi	TCN	Trainer	9857015712	
6	Dinesh Dhawal	TCN	Trainer	9811962292	
7	Deepak	TCN	Trainer	9821433430	
8	Suman Pachhai	WWT	Training Coordinator	9851188524	
9	Narayan Thapa	NETC	Training Coordinator	9812966544	
10	Bhim Prasad Pandey	SSNHSS	Training Coordinator	9857028815	
11	Prakash Ghimire	SSNHSS	Staff	9847088377	
12	Abhisek Kumar Singh	KNIT	Electrical Engineer	9844425331	
13	Rabindra Malik		CTEVT (Regional)	9842826805	
14	Rohit Khatri	Deurali Janata	Coordinator - Pokhara	9814136026	Pokhara
15	Thaneshwor Bhusal	Deurali Janata	Coordinator/Trainer	9857622255	Parbhat
16		Dhaulagiri Technical School	Principal	9856066019	Pokhara
17	Pukar Gyawali	National Employment	Coordinator	9856016892	Pokhara
18	Unnati Manadhar	National Employment	Coordinator	9814320557	Pokhara
19	Jiwan Bhandari	Pokhara School of Tourism	Principal	9856061040	Pokhara
20	Mohan Neupane	Tradelink Technical School	Coordinator	9856067976	Pokhara

21	Bishnu Prasad Lamichhane	Tradelink Technical School		9856031569	Pokhara
22	Kasi Ram Khanal	Training Center Nepal (TCN)	Coordinator	9857032429	Pokhara
23	Shree Ram Bhusal	TCN	Coordinator	9855059631	Chitwan
24	TilKaji Gurung	Janahit	Coordinator	9856033382	Pokhara
25	Ghanshyam Ranabhat	World link	Coordinator	9846041651	Pokhara
26	Achyut Regmi	Rural Technical Training Center	Coordinator	9841812936	Lamjung
27	Damodhar Dhungel	Rural Technical Training Center	Coordinator	9856030924	Tanahun

4. Eastern Development Region

SN	Name	Organization	Designation	Contact	Remarks
1	Sudip Adhikari	MMPI	Coordinator	9842186598	
2	Ram Sundar Yadav	Lahan technical School	Coordinator	9842914407	
3	Arijit Chapagain	Adarsha Higher Sec School	Coordinator	9852033368	
4	Shankar Neupane	School at H.S.	Coordinator	9845079084	
5	Ram Bilash Shah	Janjyoti Higher Secondary	Coordinator	9812021138	
6	Ganesh Dahal	TCN	Coordinator	9852054602	
7	Dammar Bhandari	TCN	Coordinator	9851112529	
8	Rajesh Chauhan	TCN	Coordinator	9855027251	
9	Puspa Bhandari	TCN	Coordinator	9845456227	
10	Uttam Ghimire	Tradelink	Coordinator	9855060665	
11	Sanjay Shah	Worldwide	Coordinator	9800998261	
12	Ram Bilas Yadav	NESTA	Coordinator	9849830681	
13	Yadav Rai	DJPS	Coordinator	9805345282	
14	Padma Karki	DJPS	Coordinator	9844686485	
15	Rakesh Shah	DJPS	Coordinator	9855023862	
16	Barsha Ghimire	DJPS	Coordinator	9845660270	
17	Niraj Chaudhary	SDP Itahari	RMO	-	

5. Central Development Region

SN	Name	Organization	Designation	Contact	Remarks
1	Bharat Madi Aryal	Worldlink		9851004433	Kathmandu
2	Nirmala Kashyapati	Worldlink			
3	Balkrishna Shrestha	TCN		9841745679	
4	Tufan K.C.	National		9851247772	

5	Tej pd. Sapkota	Balaju school		9851102100	
6	Saroj Kumar pandey	Tilingtar school	Principal	9841252703	
7	Mukunda sir	TCN		9801005356	
8	Chandra shrestha			9841037714	
9	Narayan sir	Deurali		01-4460127/ 9841350606	
11	Bhupendra sir	TCN		9802729116	Dhading
12	Bhupendra	TCN		9802729116	Nuwakot
13	Dinesh Pradhan	Bageswari		9841299111/ 9851188982	Bhaktapur
15	Balkrishnashrestha	TCN		9841745679	
16	Shabi sir	Madan Ashrit		9841642894	kathmandu
17	Roshan sir	Deuralijanta		9802031267	Lalitpur
18	Rajendra sir	Deuralijanta		9851194505	
19	Raj bahadur	NETC		9848240055	
20	Laxmi raj shah	`NETC		984318477	Kavre
21	Mister kantamainali	Banepa technical		9841456378	
22	Balkrishnashrestha	Inclusive hope		9841745679	
23	Arjun sapkota	TCN		011-661468	
24	Manju Shah	TCN		9849011990	
25	Surya Oli	TCN/inclusive hope		9801239378	Sindhupalchok
26	Surya Oli	TCN/ Inclusive		9801239378	Dolakha
27	Yashodha	Inclusive/TCN		9844406721	
28	Pawal Ghimire	JTS	Trainer	9864000509	
29	Arjun Kafle	JTS	Trainer	9846111526	
30	Bisnuhari Adhikari	JTS	Principal	9854045063	
31	Tanka Pd Dahal	Manthali HS School	Principal	9854040170	
32	Harihar Khadka	Manthali HS School	Coordinator	9849647004	

6. Persons met at Central Level

S N	Name	Organization	Designation	Contact	Remarks
1	Thakur Subedi	Worldlink Technical Training Institute	Chairman	985101 2390	worldlink_tti@yahoo.com

2	Sanjeeb Panthee	Nepal Engineering and Technical Science Academy	Managing Director	985118 8928	netsa.edu@gmail.com
3	Sushanta Sigdel	Worldlink Technical Training Institute	Managing Director	985604 4023	worldlink_tti@yahoo.com
4	Narayan Babu Shrestha	Worldwide Technical Pvt. Ltd.	Managing Director	985187 3277	wwtpl.nepal@gmail.com
5	Anju Poudel	Tradelink Technical Training Institute & JV	Programme Coordinator	984910 2882	tradelink.jv@gmail.com
6	Rabindra Nath	National Employment & JV KIHM	Team Leader	985100 3253	kihmkupondole@gmail.com
7	Sagar Acharya	Nepal Engineering and Technical Science Academy	Programme Coordinator	980124 7813	netsa.edu@gmail.com
8	Roshan Kumar Shah	Deurali LNCT JVs	Programme Coordinator	980203 1267	djpsbt@gmail.com
9	Arna Raj Silwal	Training Center Nepal	Managing Director	985103 4026	trainingnp@mail.com.np
10	Mukunda Bohora	Training Center Nepal	Training Coordinator	980100 5356	trainingnp@mail.com.np
11	Chandrakala Adhikari	Worldwide Technical Pvt. Ltd. and JV			
12	Pramod Baniya	National Employment Training Center, JV		985106 7843	

Participants Met during FGDs

FGD: Shuttering Carpenter Graduates, Rupandehi

Date: 2075/06/07

SN	Name	Address	Designation	Contact Number
1	Kopila Sunar	Amuba	Shuttering Carpenter	9812933048
2	Nin Tima Thapa	Amuba	Shuttering Carpenter	9847346380
3	Juni Kamini	Amuba	Shuttering Carpenter	9847090270
4	Amrita Gyawali	Butwal	Shuttering Carpenter	
5	Basudev Gyawali	Butwal	Shuttering Carpenter	

FGD: Lathe Setter Operator Graduates, Rupandehi

Date: 2075/6/7

SN	Name	Address	Designation	Contact Number
1	Ram Milan Bhar	Manigram	Lathe Setter Operator	9823619577
2	Pashupati Barai	Rupandehi	Lathe Setter Operator	982145787
3	Kailash Yadav	Rupandehi	Lathe Setter Operator	9805440017
4	Rabindra Chaudhari	Rupandehi	Lathe Setter Operator	9804489350
5	Mohit Manandar	Rupandehi	Lathe Setter Operator	

FGD: Boiler Operator Graduates, Rupandehi

Date: 2075/06/04

SN	Name	Address	Designation	Contact Number
1	Manoj K.C	Bhairahawa	Boiler operator	9844767074
2	Bijay Prakash Madhav	Bhairahawa	Boiler operator	9812909664
3	Madhav Kumar	Sangai	Boiler operator	9821502971
4	Rani Gharti	Kutepipal	Boiler operator	9811478308
5	Prakash Kumar Yadav	Kutepipal	Boiler operator	9807405197
6	Sukinder Sahani	Pangasari	Boiler operator	9844768423

FGD: Building Electrician Graduates, Dipayal, Doti

Date: 2075/05/15

SN	Name	Address	Designation	Contact number
1	Birendra Bahadur Khadka	Dipayal	Building electrician	9868430246
2	Hem Bahadur Khadka	Doti	Building electrician	9848418569
3	khagendra Sahu	Doti	Building electrician	9865662595
4	Manoj Kumar Khadka	Doti	Building electrician	9868810240

FGD: Hospitality Graduates, Kailali, Dhangadhi

Date: 2018/08/31

SN	Name	Address	Designation	Contact Number
1	Gita Bista KC	Dhangadi	Commis III	9866865585
2	Khimraj Biswakarma	Dhangadi	Commis III	9804158280
3	Bishnu Gautam	Dhangadi	Commis III	9866840070
4	Dhan Bdr. Khadka	Kailali	Commis III	9804542851
5	Ajay B.K	Kailali	Commis III	9804506992
6	Biplav Bhadari	Kailali	Commis III	
7	Mina Shrestha Thapa	Kailali	Commis III	9822459042
8	Ramesh K.C	Kailali	Commis III	9815538486
9	Bimala Chand	Attariya	Commis III	9812474046
10	Parwati Rokaya	Attariya	Commis III	9748113869
11	Bindu Panta	Attariya	Continental Cook	9858421819
12	Nilu Bhandari	Attariya	Assistant waiter	9825600974
13	Nabina Kumari K.C	Attariya	Room attendant	9808534792

FGD: Arc Welder Graduates, Driver tole Rupandehi

Date: 2075/06/03

SN	Name	Address	Designation	Contact number
1	Nimraj Panti	Rupandehi	Arc welder	9846720570
2	Sunil Pariyar	Rupandehi	Arc welder	9846319584
3	Resham B.K	Rupandehi	Arc welder	9867248396
4	Sudip Kumar Khatri	Rupandehi	Arc welder	9841311764
5	Tej Bdr. Khatri	Rupandehi	Arc welder	9846575733

FGD: Hospitality Graduates, Butawal, Rupandehi

Date: 2075/06/07

SN	Name	Address	Designation	Contact Number
1	Prakash Chaudary	Rupandehi, Butwal	Homekeeping	9817429399
2	Pradip Panthi Sunar	Rupandehi, Butwal	Homekeeping	9849864148
3	Ashif Husen	Rupandehi, Butwal	Homekeeping	9867155090
4	Liza Regmi	Rupandehi, Butwal	Room Attendent	9811560630
5	Chetana Thapa	Rupandehi, Butwal	Room Attendent	9826400177
6	Saligram Karki	Rupandehi, Butwal	Chinese Cook	9847087995
7	Bijaya Sahi	Rupandehi, Butwal	Chinese Cook	9811525101
8	Susila Bishowkarma	Rupandehi, Butwal	Housekeeping	9847031840

FGD: Structural fabricator, Butwal, Rupandehi

Date: 2075/06/02

SN	Name	Address	Designation	Contact Number
1	yubraj Bhurtel	Butwal	Structrule Fabricator	9811543722
2	Suresh Chaudari	Butwal	Structrule Fabricator	9819477410
3	Muktinath Chaudary	Butwal	Structrule Fabricator	9812814704
4	Jiban Pun	Butwal	Structrule Fabricator	
5	Ashok Kumar Chaudary	Butwal	Structrule Fabricator	

FGD: Training Providers

Date: 2075/05/11

Location: Pokhara

SN	Name	Address	Organization	Designation	Contact Number
1	Pukar Gyawali	Chipledunga-8, Pokhara	Kantipur Hotel Training Centre	Administration	9856016892
2	Bishnu Lamichhane	Pokhara-11	Geneius M.T.I		9856031565
3	Mohan Neupane	Pokhara-11	GMTI/Tradelink		9856067976
4	Suresh Baral	Pokhara-7	J.T.T		9856076140
5	Koshi Ram Khanal	Pokhara-10	T.C.N	Branch Manager	9857032429
6	Nanda lal Adhikari	Pokhara-8	Janahit training and trading	Director	9856030074
7	Ghanashyam	Pokhara-31	J.T.T	Pokhara	9846041651

FGD: Training Providers

Date: 2075/05/11

Location: TCN Office, Bharatpur

SN	Name	Address	Organization	Designation	Contact number
1	Deepak Dulal	Surkhet	Rastriya Prabidhik Shikshya	Market officer	9801247819
2	Bikram Pandey	Kawasoti	Worldlink Tradelink Technical	field officer	9849607964
3	Uttam Ghimire		TTINI	field officer	9855060665
4	Shiva Ghimire	Kathmandu	NETSA	Market officer	9801247816
5	Kedar Bastola	Kawasoti	Worldlink Tradelink Technical	R.M.D	9857040671
6	Shree ram Bhusal	Bharatpur	TLN	Manager	9855059631
7	Barsha Ghimire	Bharatpur	DJPS	Coordinator	9845660270

FGD: Graduates-Aluminum Fabricators

Date: 2075/06/02

SN	Name	Address	Contact number
1	Ashik Sunar	Lekhnath-1, Kaski	9804179538
2	Dol Bahadur Roka		9804194342
3	Prakash Mahat	Pokhara Lekhnath	9846590463
4	Bijay Devkota	Lekhnath-5, Kaski	9806675680
5	Raju Sunar	Lekhnath	9826533341
6	Ajit Bhujel	Kaskikot-2	9805862164

FGD: Graduates-Fruit and Vegetable production

Date: 2075/06/02

SN	Name	Address	Contact number
1	Dil maya Nepali	Mudikuwa-2	9857622255
2	Thaneswor Bhusal		9857622255
3	Bal Krishna Bhusal	Mudikuwa-1	9867680231
4	Sushila Nepali		9805205919
5	Sabina Pariyar	Pangrang-5 Parwat	9806140532
6	Sunil Gaudel		9805278109

FGD: Graduates-Motercycle service Mechanics

Date: 2018/10/02

SN	Name	Address	Contact number
1	Sudarshan Chaudhary	Sunwal-Nawalparasi	9806977940
2	Dipendra Kumar Koiri	Chhatawa-Nawalparasi	9806797937
3	Binjana Gaud	Harpur-2 Nawalaparasi	9807555507
4	Sahabir Chaudhary	Gobardiya-1-Dang	9801299228
5	Bikash B.K	Sunwal-5 Nawalparasi	9807554868
6	Salauddin Miya	Narsahi-7 Nawalparasi	9844703510

FGD: Graduates

Date: 2018/08/30

SN	Name	Address	Contact number
1	Sudeepa Godar	Pokhara Lekhnath	9823182932
2	Jenisha Pun	Pokhara Lekhnath	9860420442
3	Sapana Thapa	Pokhara Lekhnath	9849379966
4	Shivani Gurung	Pokhara Lekhnath	9843858674
5	Seema B.K	Pokhara Lekhnath	9816672414
6	Nisha Khatri	Pokhara Lekhnath	9801881622
7	Bishnu Gurung	Pokhara Lekhnath	9815159797

FGD: Automobile graduates

Date: 2075/06/23

SN	Name	Address	Organization	Designation	Contact Number
1	Laxman Jyapu	Bha.Ma.Na. Pa 2	Rakem Auto Workshop	Technician	9845596698
2	Dinesh Kumar Shah	Bha.Ma.Na. Pa 3	Laxmi Workshop	Technician	9855054376
3	Dhaniram Mahato	Bha.Ma.Na.Pa 2	Chaudhari Workshop	Technician	9845080505
4	Prabesh Khadka	Bharatpur- 2	Shreeram Autoworks	Technician	9811262121
5	Arjun Mahato	Bharatpur-10	Bhardwaj Workshop	Technician	9821491094
6	Bibek Subedi	Bharatpur-10	Bhardwaj Workshop	Technician	9845520833

FGD: Construction Carpenter graduates

Date: 2018/10/07

SN	Name	Address	Contact Number
1	Ram Chandra Chaudhary	Bardaghat	9817566076
2	Keshab Narayan Chaudhary	Kalikanagar	9808892818
3	Hari Ram Tharu	Kalikanagar	9812964425
4	Tula Ram Tharu	Milan Chowk	9819452847
5	Baburam Rauniyar		9806994818
6	Munnial Tharu		9805486920
7	Praduman Tharu		9819404954

FGD: Hand Embroider

SN	Name	Address	Contact Number
1	Rajani Pun	Lekhani -6 Baglung	
2	Jaikali Pun	Lekhani-6 Baglung	9847664863
3	Devi Kumari Chhetri	Palakot-4, Baglung	9847641073
4	Mina Kumari BK	Dhudhilabhati-6, Baglung	9847706385
5	Kalpana Kumari B.K	Lekhani-1 Baglung	9867620003
6	Maya Pun	Pandavkhani-5 Baglung	9847769371

FGD: Light Vehicle Service Mechanics

Date: 2018/10/05

SN	Name	Address	Contact Number
1	Hari B.K	Parsauni-1 Nawalparasi	9805427987
2	Binay Chaudhary Tharu	Harpur-2 Nawalparasi	9821947883
3	Top Bahadur Shrestha	Ramnagar-1 Nawalparasi	9867467447
4	Mohan B.K	Butwal-13 Rupendehi	9847036139
5	Shiv Shakti Chaudhary	Rampur Khadauna-8, Nawalparasi	9806977940
6	Bhim Bdr. Chaudhary	Makar-4, Nawalparasi	9821928744

FGD: Mason

Date: 2075/05/21

SN	Name	Address	Contact number
1	Ishwor Chand Ghimire	Madhyanepal	986148197
2	Keshwa Nanda Ghimire	Madhyanepal	9846016278
3	Tirtha Bdr. Sharki	Madhyanepal	9819110581
4	Khim Bdr. Sharki	Madhyanepal	9803833690
5	Armat Pariyar	Madhyanepal	9824139296
6	Suku Ram Gurung	Madhyanepal	9804149734
7	Gopal Sarki	Madhyanepal	9803176916

FGD: Off season vegetable Graduates, Jumla

Date: 2018/09/14

SN	Name	Address	Designation	Contact Number
1	Devi Kanya Bhattarai	Tila Ga.pa		9868389496
2	Kamala Shahi	Tila Ga.pa	Manager	9748562615
3	Sita Devi Pandey	Tila Ga.pa 4		9748147232
4	Dhan Kanya Chaulagain	Tila Ga.pa 3	Manager	9748926162
5	Bishnu Dara Shahi	Tila Ga.pa 4	Manager	9748563615
6	Nanda Kura Shahi	Tila Ga.pa. 3		9748163535
7	Kaushila Shahi	Tila Ga.pa	Manager	9748122475
8	Mamata Thapa Shahi	Tila Ga.pa 3		9869980601
9	Kailesh Kumar Shahi	Tila Ga.pa	Helper	986493204
10	Janaki Shahi	Tila Ga.pa	Manager	
11	Juna Kumari Singh	Tila Ga.pa 3		9748909192

FGD: Building Electrician Graduates, Ghorahi, Dang

Date: 2018/09/16

SN	Name	Address	Designation	Contact Number
1	Hut Raj Rawat	Ghorahi 17 Dang	Electrician	9857830945
2	Bodhi Prashad Subedi	Ghorahi 10 Dang	Manager	9847806460
3	Ghanshyam Giri	Ghorahi 8 Dang	Manager	9847956926
4	Santosh Pandey	Ghorahi 1 Dang	Manager	9847942572
5	Chintamani Pandey	Ghorahi 1 Dang	Manager	9847824221
6	Santosh Chaudhary	Ghorahi 15 Dang	Electrician	9847977755
7	Bhim Bdr. Reule	Ghorahi 15 Dang	Electrician	9847955986
8	Santosh Chaudhary	Ghorahi 15 Dang	Electrician	9868637124

FGD: Scaffolding Graduates, Tulsipur, Dang

Date: 2018/09/18

SN	Name	Address	Designation	Contact Number
1	Radha Paudel	Tulsipur-9, Dang	Skilled Workers	9844905931
2	Barsha Bhandari	Tulsipur-9, Dang	Skilled Workers	9866838040
3	Anita Bhushal	Tulsipur-9, Dang	Skilled Workers	9847938532
4	Kamala Kandel	Tulsipur-9, Dang	Skilled Workers	9822856351
5	Yasodha Chand	Tulsipur, 3 Dang	House wife	9810826078
6	Anita Chand	Tulsipur, 5 Dang	Skilled Workers	9810945700
7	Meera Bhushal	Tulsipur, 9 Dang	Skilled Workers	9847812936

FGD: Commis III Graduates, Bijuar, Pyuthan

Date: 2018/09/28

SN	Name	Address	Designation	Contact Number
1	Ganesh Adhikari	Pyuthan	Skill worker	9866501818
2	Raju B.K	Pyuthan	Skill worker	9847991501
3	Sabita Nepali	Pyuthan	Manager	9847987574
4	Mahesh Singh Sunar	Pyuthan	Skill worker	9847867219
5	Hemanta Raj Pathak	Pyuthan	Manager	
6	Rudra Bdr. Ghale	Pyuthan	Skill worker	9822994764
7	Kisan Yogi	Pyuthan	Manager	9847923663

FGD: Shuttering Carpenter Graduates, Pyuthan

Date: 2018/09/28

SN	Name	Address	Designation	Contact Number
1	Surendra Damai	Pyuthan 3	Manager	9847966420
2	Rudra B. Kunwar	Pyuthan 3	Manager	
3	Deepak Kunwar Chhetri	Pyuthan 3	Skilled helper	9847976247
4	Bikram Pandey	Pyuthan 3	Skilled helper	9812478265
5	Deg Bahadur Thapa	Pyuthan 3	Skilled helper	9803552047
6	Youbraj Poudel	Pyuthan 3	Skilled helper	9802340278

FGD: Motorcycle Service Mechanics, L-2, Nepalgunj, Banke

Date: 2018/09/04

SN	Name	Address	Designation	Contact number
1	Rijwan Ahmad Rai	BP Chowk, Nepalgunj	Skill worker	9815598328
2	Rahamad Ali Sekh	Surkhet road, Nepalgunj	Owner	9858029786
3	Ajmat Ali	BP Chowk, Nepalgunj	Skill worker	9814560319
4	Saddam Hussain Shekh	Nepalgunj	Owner	9814553542
5	Moh. Safik Rai	Nepalgunj	Owner	9804598705
6	Insan ali Behana	Nepalgunj	Skill worker	9824560930

FGD: Employers, Nepalgunj, Banke

Date: 2018/09/06

SN	Name	Address	Designation	Contact number
1	Ashok Chaudhary	Nepalgunj-1		9848171241
2	Vishnu Thapa	Nepalgunj-13	Supervisor	9802061702
3	Narayan B. Majhi	Nepalgunj	Manager	

FGD: ECD Graduates, Kohalpur, Banke

Date: 2018/10/01

SN	Name	Address	Designation	Contact Number
1	Laxmi Budhathoki	Kohalpur	Manager	9848221404
2	Parbati Pandey	Bardiya		9868161204
3	Yamuna Acharya	Kohalpur	Employer	9865812003
4	Komal Khadka	Kohalpur	Skilled helper	9848239377
5	Shakuntala Malla	Kohalpur	Employer	9868026266
6	Bijaya Laxmi Chand	Kohalpur	Employer	9848175154
7	Dhani Khanal Bhandari	Kohalpur	Employer	9868208284
8	Kamana Khatri	Kohalpur	Manager	9800592523
9	Tara Dhital	Baniyabhat		
10	Gyanu Gautam	Kohalpur	Employer	9809498507

FGD: Mason Graduates, Musikot, Khalanga, Rukum

Date: 2018/09/22

SN	Name	Address	Designation	Contact Number
1	Bhima Pariyar	Musikot, Rukum		9822852038
2	Ramkali Nepali	Musikot, Rukum		9810926963
3	Khadaga Singh Pun	Musikot, Rukum		9822910713
4	Tilakraj B.K	Musikot, Rukum		9847933320
5	Nisha K.C	Musikot, Rukum		9869313348
6	Sushma K.C	Musikot, Rukum		9844915327
7	Rupa K.C	Musikot, Rukum		9810926519
8	Durga Khatri	Musikot, Rukum		9844915327

FGD: Garment Fabricator, Liwang, Rolpa

Date: 2018/10/04

SN	Name	Address	Designation	Contact number
1	Sushmita BK	Liwang	Manager	9809815430
2	Kirti Kumari Pariyar	Rolpa	Manager	9809534353
3	Pipala Sunar	Rolpa	Self employed	9868192155
4	Puspa B.K	Rolpa	Unemployed	9847982837
5	Asha Damai	Rolpa	Unemployed	9847952837
6	Muna BK	Rolpa	Unemployed	9847864132
7	Jun Kumari Pariy	Rolpa	Unemployed	9866821725
8	Dil Maya Damai	Rolpa	Manager	9866830551
9	Bimala B.K	Rolpa	Manager	

FGD: Welder Graduates, Nepalgunj, Banke

Date: 2018/09/06

SN	Name	Address	Designation	Contact number
1	Manoj Thakur	Hirmania	Welder	9804517364
2	Aktar Bahina	Futaha	Welder	9814502965
3	Tilak Kami	Jaishpur	Welder	9816548011
4	Ramesh Kumar	Jaishpur	Welder	9814575228

FGD: Building Electrician Graduates L-2, Nepalgunj, Banke

Date: 2018/09/06

SN	Name	Address	Designation	Contact number
1	Charan Tharu	Nepalgunj, Korianpur	Building Electrician	9868654837
2	Paras nath Tharu	Nepalgunj, Korianpur	Building Electrician	9868128186
3	Birendra Prashad Regmi	Nepalgunj, Dhambojhi	Building Electrician	9848070000
4	Ramesh Tharu	Nepalgunj, Korianpur	Building Electrician	9866815000
5	Romu Ghoruk	Nepalgunj, Korianpur	Building Electrician	9858042147

FGD: Mason Graduates, Hetauda, Makawanpur

Date: 2015/06/18

SN	Name	Address	Designation	Contact Number
1	Bhakta Bdr Thapa	Hetauda-5	Graduate	9807268101
2	Rojina Adhikari	Hetauda-8	Graduate	9809290250
3	Susmita Rai	Hetauda-8	Graduate	9861969728
4	Susmita Raut	Hetauda-8	Graduate	9816289332
5	Roshani Adhikari	Hetauda-8	Graduate	9817268820
6	Sandesh Rai	Hetauda-5	Graduate	9825340281
7	Sant Bdr Rai	Hetauda-5	Graduate	9855072769
8	Chandra Hari Rai	Hetauda-5	Graduate	9813793064
9	Puspa Bhattra	Hetauda-9	Field Officer	9845456227

FGD: Cook L-1 Graduates, Dharan, Sunsari

Date: 2075/05/12

SN	Name	Address	Designation	Contact Number
1	Mohan Singh Rai	Dharan-15	Graduate	9813596264
2	Narayan Prasad Ghimire	Dharan-14	Graduate	9816306861
3	Bina Limbu	Dharan-15	Graduate	9807008420
4	Govinda Pande	Ithari-20	Graduate	9815350697
5	Muna Dahal	Dharan-19	Graduate	9827358102
6	Chhiring Bhote	Dharan-8	Graduate	9804018541
7	Achyut Shresta	Dharan-1	Graduate	9843789302
8	Ram Kumari Rai	Dharan-6	Graduate	9810433430
9	Aadesh Pradhan	Dharan-3	Graduate	9807355004
10	Shidhartha bhujel	Dharan-15	Graduate	9816339258

FGD: Alumnum Fabricator Graduates, Letang, Morang

Date: 2075/05/12

SN	Name	Address	Designation	Contact Number
1	Rajan Rai	Letang	Graduates	9808788402
2	Rajan Chapagain	Letang	Graduates	9817329505
3	Saroj Jamar Kattel	Letang	Graduates	9842583014
4	Basanta Khatri	Letang	Graduates	9810369239
5	Ajit Poudel	Letang	Graduates	9862318864
6	Keshab Makin Magaar	Letang	Graduates	9819087956
7	Yubraj Limbu	Letang	Graduates	9819301304
8	Manoj Magar	Letang	Graduates	9804016173
10	Sandip Acharya	Letang	Local Co-ordinatur	9804213026

FGD: Mechanical Fitter, Pathari Sanischare, Morang

Date: 2075/05/15

SN	Name	Address	Designation	Contact Number
1	Indramani Subedi	Patharisanichare Sombare	Graduate	9841856452
2	Khadag Bdr Tamang	Patharisanichare Sombare	Graduate	9823272156
3	Tek Bdr Subedi	Patharisanichare Sombare	Graduate	9823272156
4	Dev Prakash Rai	Patharisanichare Sombare	Graduate	9803639409
5	Dinesh Karki	Patharisanichare Sombare	Graduate	9811093092
6	Umesh Sapkota	Patharisanichare Sombare	Graduate	9842414247
7	Deepak Karki	Patharisanichare Sombare	Graduate	9823281156

FGD: Caregiver L1 graduates, Birtamod, Jhapa

Date: 2075/05/19

SN	Name	Address	Designation	Contact Number
1	Anjana Koirala	Surunga-3 Jhapa	Graduate	9807947377
2	Durga Kafle	Birtamod-2 Jhapa	Graduate	9806064115
3	Dunila Adhikari	Birtamod-2 Jhapa	Graduate	9824048886
4	Aarati Chaudhary	Arjundhara-10 Jhapa	Graduate	9824919586
5	Usha Rajbanshi	Kankai-9-Jhapa	Graduate	9806063316
6	Susma Bhattra	Budhanagar-1 Jhapa	Graduate	9824004585

FGD: TESP's and Trainers, Itahari, Sunsari

Date: 2018/09/03

SN	Name	Address	Designation	Contact Number
1	Ganesh Dahal	Sundarhariadada-3	R.P.C	98452051602
2	Yadap Rai	Itahari-20	Jobplacement Officer	98053455282
3	Ram Sundar Yadav	Lahan-24	Construction Teaching	9842914406
4	Tulsi Prasad Dulal	Biratnagar-7	Head Teacher	9852674408
5	Niraj Shrestha	Jhapa	Jobplacement Other	9823726628
6	Ramesh Dawadi		Trainer	9821241346
7	Sanjaya Yadav	Itahari-Sunsari	Local Co-Ordinator	9843464727

FGD: Building Electrician L1 Graduates, Hattimuda, Morang

Date: 2075/05/29

SN	Name	Address	Designation	Contact Number
1	Lokendra Karki	Hatimoda-Morang	Graduate	9804269269
2	Shilendra Kumar Shah	Hatimoda-Morang	Graduate	9865432838
3	Sujan Katel	Biratnagar-Morang	Graduate	9805417402
4	Durga Bahadur Dahal	Letang-Morang	Graduate	9862681573
6	Ganesh Prasad Bhattarai	Hanuman Mandir-Morang	Graduate	9807279733
7	Roshan Rai	Biratnagar-Moraang	Graduate	9845850175
8	Sunil Shrestha	Sombare-Morang	Graduate	9803710555
9	Somen Basnet	Biratnagar-Morang	Graduate	9815814052
10	Sushila Raymajhi	Ktm	Supervisor	9845285051
11	Mohan Rai	Biratnagar	Local-co-ordinator	985232316

FGD: Beautician L1 Graduates, Biratnagar, Morang

Date: 2075/05/29

SN	Name	Address	Designation	Contact Number
1	Madhu Jabegu	Biratnagar-Morang	Graduates	9814159862
2	Sabitra Dahal	Biratnagar-Morang	Graduates	9807202717
3	Om Kumari Rai	Rangeli-Morang	Graduates	9845727587
4	Punna Neupane	Rangeli-Morang	Graduates	9802914761
5	Gita Thapa	Rengeli-Morang	Graduates	9807106118
6	Bhalai subba	Biratnagar-Morang	Graduates	9811254633
7	Sapana Shrestha	Biratnagar-Morang	Graduates	9807257215
8	Padma Rai	Biratnagar-Morang	Graduates	9817274981

FGD: Mason L1 Graduates, Sundarharaincha, Morang

Date: 2075/06/04

SN	Name	Address	Designation	Contact Number
1	Sarun Kumar Majhi	Budhiganga-07, Morang	Graduates	9807067855
2	Sanjaya Kumar Majhi	Budhiganga-02, Morang	Graduates	9811054888
3	Saburlal Khawash	Budhiganga-02, Morang	Graduates	9819369141
4	Hari Kumar Shrestha	Budhiganga-07, Morang	Graduates	9842150235
5	Shyam Kumar Chaudhary	Budhiganga-11, Morang	Graduates	9852072724
6	Kiran Kumar Tandar	Budhiganga-02, Morang	Graduates	9819353704
7	Doma Rai	Budhiganga-02, Morang	Graduates	9842179941
8	Biju Shrestha	Budhiganga-02, Morang	Graduates	9802726444

FGD: Beautician L1 Graduates, Dharan, Sunsari

Date: 2075/06/05

SN	Name	Address	Designation	Contact Number
1	Punam Rai	Buddhachok-18, Dharan	Graduates	9804345665
2	Amrita Limbu	Buddhachok-18, Dharan	Graduates	9862039415
3	Manisha Asthapith	Buddhachok-18, Dharan	Graduates	9805363203
4	Tara Khadga	Buddhachok-18, Dharan	Graduates	9815331669
5	Bhabana Rai	Buddhachok-18, Dharan	Graduates	9814117161
6	Budhi Kumari Sarma	Biratnagar-10, Morang	Graduates	9842048512
7	Mira Achhrya	Bargachhi-3, Dharan	Graduates	9804269269

FGD: Mason L1 Graduates, Lohana, Janakpur

Date: 2075/06/11

SN	Name	Address	Designation	Contact Number
1	Mamta Mandal	Lahana-Janakpur	Graduate	9819881603
2	Parmsila Das	Lahana-Janakpur	Graduate	9818563027
3	Kusum Debi Mandal	Lahana-Janakpur	Graduate	9800816329
4	Rita Kumari Mandal	Lahana-Janakpur	Graduate	9818076763
5	Kamni Chaudhary	Lahana-Janakpur	Graduate	9819881603
6	Sailo Kumari Mandel	Lahana-Janakpur	Graduate	9812007244
7	Babita Mandel	Lahana-Janakpur	Graduate	9812007244
8	Ram Rati Mukhiya	Lahana-Janakpur	Graduate	98812007244

FGD: Employers, Itahari, Sunsari

Date: 2075/06/07

SN	Name	Address	Organization	Designation	Contact Number
1	Om Prakash Shrestha	Itahari-04	Aluminium Fabricator	Employer	9852057506
2	Ashok Choudhary	Itahari-06	Junior Auto Mechanica	Employer	9852059252
3	Surya Bdr.Tamang	Itahari-05	Junior Plumber	Employer	9827318370
4	Dev Narayan Choudhary	Itahari-05	Building Electrician	Employer	9804300932
5	Padam Bdr. Tamang	Itahari-09	Building Electrician	Employer	9842149711
6	Ranesh Moktan	Itahari-05	Aluminium	Employer	9842066667
7	Budhi Maya Bhusal	Biratnagar	Beautician	Employer	9814159862
8	Bodh Narayan Chaudhari	Sanischary-Morang	Mason	Employer	9848802620

FGD: Hair Cutting Graduates, Kathmandu

Date: 2018/09/06

S.N	Name	Address	Designation	Contact Number
1	Anita Khadka	Kalanki	Owner	9841594915
2	Devimaya Dahal	Sanepa	Teacher	9845598250
3	Sarita Baskota	Kalanki	Owner	9851187875
4	Yubaraj Tamang	Swayambhu	Student	98103095410

FGD: Cook Graduates, Kathmandu

Date: 2018/09/10

S.N	Name	Address	Desination	Contact Number
1	Bindadevi Khatri	Kathmandu	Cook	9849598103
2	Sabina Shrestha	Kathmandu	Cook	9851042336
3	Balkumari Shrestha	Kathmandu	Cook	9845535829
4	Pamba Tamang	Kathmandu	Cook	9813627286
5	Rita Ale	Kathmandu	Cook	9810082867
6	Indira Tamang	Kathmandu	Cook	9841319384

FGD: Bar Tender Graduates, Balaju Kathmandu

Date: 2018/09/13

SN	Name	Address	Designation	Contact Number
1	Rajit Khatiwada	Nuwakot	Skilled helper Bar tender	981332247
2	Sujan Rimal	Dhading	Service Bar tender	9860672524
3	Bibhash Pariyar	Dhading	Bar tender service	9817576036
4	Rakesh Dangol	Balaju	Bar tender service	9843466577
5	Anisha Adhikari	Gongabu	Bar tender service	9818774713
6	Prashant Karki	Makwanpur	Service	9807241230

FGD: Mason Graduates, Nuwakot

Date: 2018/09/17

SN	Name	Address	Designation	Contact Number
1	Iraj Timba Tamang	Nuwakot		9810337799
2	Sudeh Lama	Nuwakot		9849119656
3	Anil Tamang	Nuwakot		9818325777
4	Ritesh Tamang	Nuwakot		9860107657
5	Hari Lama	Nuwakot		98135661030
6	Purna Bdr. Tamang	Nuwakot		9818497988

FGD: Welder Graduates, Nuwakot

Date: 2018/09/18

SN	Name	Address	Designation	Contact Number
1	Shankhar Rai	Nuwakot		9843321976
2	Surendra Tamang	Nuwakot		9841088680
3	Saroj Lama	Nuwakot		980880813
4	Susan Tamang	Nuwakot		9808182224
5	Roshan Shrestha	Nuwakot		9813007991

FGD: Small Hotel and Lodge Assistant Graduates, Kavrepalanchowk

Date: 2018/09/19

SN	Name	Address	Designation	Contact number
1	Kamal Karmacharya	Panauti-6	Waiter	9810232211
2	Karuna Acharya	Dhulikhel, Bansghari		9864238864
3	Sushant Suwal	Banepa, Kavre- 8	Cook	9849127570
4	Ajaya Lama	Dhulikhel-Kavre	Cook	9808083085

FGD: Stone Layer Mason Graduates, Bhaktapur

Date: 2018/09/18

SN	Name	Address	Designation	Contact Number
1	Panch Narashitikhu	Ba.Naa.Paa. 6		9841381066
2	Puspa Ram Duwal	Ba.Naa.Paa. 8		9841233457
3	Krishna Pradhad Ghosain	Ba.Naa.Paa. 8		9841458091
4	Ramesh Dameru	Ba.Naa.Paa 10		9841202779
5	Ganesh Bhakta Koju	Ba.Naa.Paa. 1		9841394112
6	Jagat ram Inhisutu	Ba.Naa.Paa 5		9851017145
7	Surya Narayan Fhaju	Ba.Naa.Paa 2		9841620284

FGD: Mason Graduates, Bhimeshwor, Dolakha

Date: 2018/09/28

SN	Name	Address	Designation	Contact Number
1	Kalika Shiwakoti	Bhimeshwor Municipality		9741166171
2	Gita Shah	Sushma Chhemawati		9864001657
3	Manahari Shiwakoti	Sushma Chhemawati		9860594442
4	Sagar Thami	Bhimeshwor Municipality		9809624533
5	Ranjit Khatri	Bhimeshwor Municipality		9844469348
6	Yashuda Shiwakoti	Bhimeshwor Municipality		9844406721
7	Krishna prasad Upreti	Bhimeshwor Municipality		9803490299
8	Ranjit Thami	Bhimeshwor Municipality		9844302856
9	Ratna Khami	Bhimeshwor Municipality		9816824952

FGD: Mason Graduates, Sudal, Bhaktapur

Date: 2075/05/30

SN	Name	Address	Designation	Contact Number
1	Sumitra Foghu	Sudal		9849179032
2	Gyani Herbaa	Sudal		9860426497
3	Kamala Sijapa	Sudal		9849424183
4	Kamala Sukhamani	Sudal		9841987867
5	Prakash Hemba	Sudal		9813967768
6	Surendra Lijapa	Sudal		9841112041

FGD: Motorcycle Service Mechanics Graduates, Gokarna, Kathmandu

Date: 2018/10/09

SN	Name	Address	Designation	Contact Number
1	Shiva Hari Shrestha	Gokarna		9841198647
2	Dherendra Thakur	Gokarna		9861144772
3	Awar B.K	Gokarna		9851072298
4	Surya Prashad Shrestha	Gokarna		9813395928
5	Suraj Lama	Gokarna		9849159322

FGD: Shuttering Carpenter Graduates, Namdu, Dolakha

Date: 2075/06/13

SN	Name	Address	Designation	Contact Number
1	Shuva Raj Rimal			9864003340
2	Laxmi shedain Bhandari			9844003106
3	Sabitri Bhandari			9844145755
4	Balram Khadka			9861906374
5	Yagya Bdr. B.K			9844479214
6	Bishnu Maya Bhandari			9844328688

Enumerators and Supervisor Name with their contact Details

Team 1 (Eastern)	Contact No.	Team 2 (Far Western)	Contact No.
Sushila Rayamajhi - Supervisor	9845285051	Gopal Bhandari- Supervisor	9844715894
Roshani Karki	9861086002	Kalpiti Sodari	9861605133
Sandipa Pant	9849952472	Sanat Paudel	9849940202
Dhiraj Acharya	9862006709	Angat Subedi	9866335494
Kul Bdr. Shrestha	9815881636	Kedar Kumar Kafle	9863433617

Team 3 (Western)	Contact No.	Team 4 (Mid Western)	Contact No.
Ashik Risal - Supervisor	9841942096	Sujita Khatri- Supervisor	9823128673
Sanskar Neupane	9818395694	Prabha Kumari Bam	9843409236
Gyanu Niraula	9845549425	Puja Thapa	9849419799
Nabraj Koirala	9862075538	Sita Rijal	9844834104
Manju Katel	9815370908	Gita Rijal	9848287934

Team 5 (Central)	Contact No.
Sushil Dhungel - Supervisor	9841379658
Umesh Danuwar	9817040911
Ranjana Pokharel	9849484907
Jamuna Khan	9868154210
Sundar Shrestha	9864474981

Devtec Staff involved in the survey

Devtec	Position	Contact No.	Email
Mr. Ramesh Shrestha	Director	9845285051	ramesh@devtec.com.np
Ms Meena Kumari Maharjan	Account Officer	9861086002	meena@devtec.com.np
Mr. Nabin Basyal	Tracer Study Coordinator	9849952472	nabin@devtec.com.np

Annex 4: Field tools

Annex 4.1 Sample survey questionnaires for graduates

प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद्
सीप विकास परियोजना
सीप विकास तालीमका प्रशिक्षार्थीहरूको अनुगमन अध्ययन (Tracer Study)

महासय,

यहाँहरूले आफ्नो अमूल्य समय दिई यस प्रश्नावलीमा सोधिएका विवरण तथा जानकारीहरू प्रदान गरी यस अनुसन्धानमा सहयोग गरिदिनुहुन अनुरोध गर्दछौं। यस प्रश्नावलीमा यहाँहरूले व्यक्त गर्नुभएको विचार आगामी कार्यक्रम संचालनका लागि मात्र नभै समग्र प्राविधिक तथा व्यावसायिक शिक्षा एवं तालीमको विकासमा समेत सहयोगी रहनेछ। यस प्रश्नावलीमा यहाँहरूले व्यक्त गर्नुभएको विचार तथा यहाँहरूको विवरण सर्वथा गोप्य राखिने प्रतिवद्धता समेत प्रस्तुत गर्दछौं।

-सीप विकास परियोजना

पहिलो भाग : तालीम स्नातकहरूका (Training Graduates) लागि प्रश्नावली

खण्ड क : वैयक्तिक विवरण

१. उत्तरदाताको नाम :
२. ठेगाना : गाउँ / नगरपालिकाको नाम : जिल्ला: प्रदेश :
..... विकास क्षेत्र : टेलिफोन नं.
३. उमेर:

४. यस स्थानको प्रकृति :	ग्रामिण क्षेत्र	१	शहरी क्षेत्र	२
५. लिंगः	महिला	१	पुरुष	२
६. तपाईंको साक्षरता अवस्था कुन हो ?	निरक्षर	१	पढ्न मात्र सक्ने	२
	पढ्न र लेख्न दुवै सक्ने	३	पढ्न, लेख्न र सामान्य हिसाव गर्न सक्ने	४
त्यस भन्दा माथिल्लो स्तरको पढाइ लेखाई भए कति कक्षा होला ? (वर्षमा)	शैक्षिक वर्ष उल्लेख गर्नुहोसः			
७. तपाईंको जाती सम्प्रदाय को प्रकृति के होला ? (सीप विकास परियोजनाले बर्गीकरणमा अपनाएको आधार अनुसार)	पहाडी ब्राम्हण/क्षेत्री	१	मधेसी / ब्राम्हण/क्षेत्री	६
	आदिवासी सुविधा विहिन जनजाती	२	मधेसी दलित	७
	लोपोन्मुख जनजाती	३	अन्य मधेसी	८
	सिमान्तकृत जातजाती	४	मुस्लिम	९
	पहाडी दलित	५	अन्य भए	१०

८. तपाईंको परिवारको मुख्य पेशा के होला ?

निर्वाहमुखि कृषि	१	व्यावसायिक कृषि	२	व्यापार/व्यावसाय (कृषि बाहेकको)	३
वैदेशिक रोजगारी	४	नोकरी	५	अन्य	६

खण्ड ख : तालीम सम्बन्धी विवरण

९. तपाईंको परिवारको मासिक आम्दानी कति होला ? रु.

१०. तपाईंले लिनुभएको व्यावसायिक तालिमको नाम के हो ?	कोड नं :			
११. तालीमको तह:	तह एक	१	तह दुई	२
१२. तालीमको चरण	पहिलो चरण	१	दोस्रो चरण	२
१३. तपाईंले लिनु भएको तालीम कति अवधिको थियो ? :	महिना	दिन		
१४. तालीम पुरा गरेको मिति (साल र महिना) :				
१५. यस तालीम लिने विषयमा तपाईं कसरी अभिप्रेरित हुनु भयो ?				
रोजगारी सुनिश्चित हुने आशाबाट	१	अभिभावकबाट प्रेरित भएको		४
उच्च आम्दानी हुने आशाबाट	२	साथीहरूले लिएको कारणबाट		५

वैदेशिक रोजगारीमा जाने इच्छाले	३	अन्य कुनै	६
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१६. यस तालीम सम्बन्धमा तपाईंले कसरी जानकारी प्राप्त गर्नुभयो ? (बहुउत्तर दिन सकिने)

तालीम प्रदायक संस्थाको तर्फबाट मौखिक जानकारी	१	स्थानीय पत्रिका	५
स्थानीय एफ. एम. रेडियो	२	टेलिभिजन	६
गाउँ पालिका / नगरपालिका	३	पेप्लेटरपत्रारब्यानर	७
साथीभाईरनातेदारबाट	४	सामाजिक संजाल	८

१७. यस तालीममा तपाईं कसरी छनौट हुनुभयो ?

तालीम प्रदायक संस्थाले नै छनौट गरी बोलाएको	१	अर्न्तवार्ताको माध्यमबाट	३
लिखित परीक्षाको माध्यमबाट	२	लिखित र अर्न्तवार्ता दुवै लिइएको थियो	४

१८. प्रशिक्षार्थि छनौटलाई अभै प्रभावकारी बनाउन के गर्नुपर्ला ?

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१९. तालीममा सहभागी हुनु अगावै तपाईंलाई तालीम एवं यसबाट हुने फाईदाको बारेमा कुन तहको परामर्श दिइएको थियो ?

कुनै परामर्श दिइएको थिएन	१	संपूर्ण रुपमा परामर्श दिइएको थियो	३
सामान्य परामर्श दिइएको थियो	२	म स्वयं पूर्ण रुपमा जानकार थिएँ ।	४

२०. तपाईंले तालीम लिएको संस्थाको नाम उल्लेख गर्नुहोला ।

८.१ संस्थाको नाम :

२१. तपाईंले तालीम लिएको संस्थाको प्रकृति (nature) उल्लेख गर्नुहोला ।

सरकारी	१	निजी	२
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२२	तपाईंले सिकेको तालीमको विषयवस्तु (पाठ्यक्रम) कार्यस्थल ९धयचपउविअभ० को जिम्मेवारी सँग कतिको सान्दर्भिक रहेको थियो ?	सान्दर्भिक (relevant)	!
		असान्दर्भिक (irrelevant)	@

यदि असान्दर्भिक (irrelevant) भएको भए, के कस्तो कमी कमजोरी रहेका थिए ?

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.....

२३. तपाईंले लिएको तालिमको गुणस्तरको सन्दर्भमा तपशीलका भनाईहरुमा यहाँको स्तर अनुसारको सहमति वा असहमति के रहेको छ सम्बन्धित कोठामा चिन्ह लगाउनुहोला ।

सि.नं	तालिमको गुणस्तरको मापक	पूर्ण सहमत	सहमत	तटस्थ	असहमत	पूर्ण असहमत
क	पाठ्यक्रम व्यवहारीक रहेको थियो ।	१	२	३	४	५
ख	प्रयोगात्मक अभ्यासको अवसर प्रसस्त रुपमा रहेको थियो ।	१	२	३	४	५
ग	पाठ्यपुस्तकहरु पर्याप्त रुपमा उपलब्ध थिए ।	१	२	३	४	५
घ	तालिम सामग्रीहरु पर्याप्त थिए ।	१	२	३	४	५
ङ	प्रयोगशाला/कार्यशाला को व्यवस्थापन राम्रो थियो ।	१	२	३	४	५
च	अपनाइएका प्रशिक्षण विधिहरु प्रभावकारी थिए ।	१	२	३	४	५
छ	प्रशिक्षकको प्रयोगात्मक ज्ञानको स्तर उच्चतम रहेको थियो ।	१	२	३	४	५

२४. तपशीलको तालीकामा बजारलक्षित व्यावसायिक तालीम कार्यक्रमका केही शर्तहरु उल्लेख गरिएका छन् । यहाँले लिनुभएको तालिममा उक्त शर्तहरु पुरा भए नभएको विषयमा यहाँको कुन स्तरको सहमति वा असहमति रहेको छ स्तर अनुसार मिल्दो कोठामा चिन्ह लगाउनु होला ?

संकेत १. पूर्ण सहमत २. सहमत ३. तटस्थ ४. असहमत ५. पूर्ण असहमत

रोजगाररतहरुका लागि मात्र

सि.नं	भनाई	पुर्ण सहमत	सहमत	तटस्थ	असहमत	पुर्ण असहमत	प्रश्न अनुपयोगी
क	तपाईंलाई तालीमले रोजगारीका लागि पुर्ण रुपमा तयारी गरेको छ ।	१	२	३	४	५	६
ख	तपाईंको रोजगारदाता तपाईंको ज्ञान, सीप र क्षमताबाट सन्तुष्ट हुनुहुन्छ ।	१	२	३	४	५	६
ग	तालीममा सिकेको सीप तथा ज्ञानको कारण तपाईंलाई रोजगारी प्राप्त गर्न सजिलो भयो ।	१	२	३	४	५	६
घ	तपाईं आफ्नो जिम्मेवारीको कामको लागि सक्षम हुनुहुन्छ ।	१	२	३	४	५	६
ड	तपाईंले आफुले सिकेको सीप अन्तर्गत सबै प्रकारको काम गर्न सक्षम हुनुहुन्छ ।	१	२	३	४	५	६

नोट : स्वरोजगार गर्नेहरूका लागि माथिका केही प्रश्न अनुपयोगी हुन सक्छ ।

तपाईंको तालिम तथा पेसागत सन्तुष्टिको स्तर के होला ? पुर्ण सन्तुष्ट, २. सन्तुष्ट ३. तटस्थ ४. असन्तुष्ट, ५. पुर्ण असन्तुष्ट

सि.नं	भनाई	पुर्ण सहमत	सहमत	तटस्थ	असहमत	पुर्ण असहमत	प्रश्न अनुपयोगी
क	तपाईंले सिकेको तालीमबाट तपाईं सन्तुष्ट हुनुहुन्छ ।	१	२	३	४	५	६
ख	तपाईं अहिले गरिरहेको पेसासँग सन्तुष्ट हुनुहुन्छ ।	१	२	३	४	५	६

२५. के तपाईंले पर्याप्त रुपमा कार्यगत तालिम (On-the-job-training) को अवसर पाउनुभयो?

पाएँ	१	पाइन	२
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२६. के तपाईंलाई तालिममा हुँदै रोजगारीका अवसरका सम्बन्धमा जानकारी दिइएको थियो ?

थियो	१	थिएन	२
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२७. के तपाईंलाई रोजगारी सँग आवद्ध गराउने सन्दर्भमा तालीम प्रदायक संस्थाबाट कुनै सहयोग प्राप्त भएको थियो ?

थियो	१	थिएन	२
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यदि सहयोग भए कस्तो सहयोग प्राप्त भएको थियो ? (बहुउत्तर दिन सकिने)

राय, सल्लाह र सुझाव	१	रोजगारदाता सँग समन्वय	४
वित्तीय संस्थासँग समन्वयको पहल	२	बजारको पहुँचमा सहजिकरण	५
स्व-व्यवसाय स्थापनाका लागि सहजीकरण	३		

तपाईंले प्राप्त गर्नु भएको सहयोगको स्तर उल्लेख गर्नुहोस ।

सि.नं	भनाई	पुर्ण सहमत	सहमत	तटस्थ	असहमत	पुर्ण असहमत	प्रश्न अनुपयोगी
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क	तपाईं रोजगारीसँग सम्बन्धित सहयोगबाट तपाईं सन्तुष्ट हुनुहुन्छ ॥	१	२	३	४	५	६
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२८. तपाईं अझै अगाडि तालीम लिन इच्छुक हुनुहुन्छ ?

इच्छुक छु	१	इच्छुक छैन	२
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यदि अगाडिको तालीम लिन इच्छुक हुनुहुन्छ भने त्यसको मुख्य कारण के होला ?

वर्तमान रोजगारीबाट मात्र सन्तुष्ट नभएको एवं थप सीप हाँसिल गर्ने अभिप्राय	१
अझ उच्च तथा सम्मानित रोजगारी पाउने आशा	२
स्वरोजगार गर्न समर्थ बन्न एवं हाल संचालित व्यावसायको विस्तार गर्न	३

यदि अगाडिको तालीम लिन चाहानुहुन्छ भने कस्तो तालीम लिन चाहानु हुन्छ ?

यही विषयको उपल्लो स्तरको तालीम	१	यसै सँग भिन्नो तर फरक किसिको तालीम	३
विल्कुलै फरक क्षेत्रको तालीम	२	यसै विषयको पुर्नताजगी ९चभाचभकजभच० तालीम	४
वा अन्य			५

यदि अगाडिको तालीम लिन इच्छुक हुनु हुन्न भने त्यसको मुख्य कारण के होला ?

हालको तालीम नै कुनै उपयोगमा आउन नसकेको	१
सुरक्षित तथा लाभदायी रोजगार प्राप्त गर्न नसकेको	२
समाजमा श्रम र श्रमिकलाई हेर्ने दृष्टीकोण सम्मान जनक नभएको	३
हालको तालीम नै पर्याप्त भएको	४
अन्य कुनै भए	५

२९. अहिले तपाईंको रोजगारीको अवस्था के हो ?

रोजगार	१	बेरोजगार	२
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खण्ड ग : रोजगारीको अवस्था, अवधि र संक्रमणकाल

यदि तपाईं रोजगार हुनुहुन्छ भने तपशीलको जानकारी दिनुहोला । (बेरोजगार रहेको भए कृपया प्रश्नावली ४९ मा जानुहोला)

३०. उक्त रोजगारीमा तपाईं हप्तामा कति दिन र दिनमा कति घन्टा काम गर्नुहुन्छ ? दिन..... घन्टा

३१. तपाईंले रोजगारीमा कस्तो प्रकृतिको जिम्मेवारी बहन गर्नुभएको छ ?

साधारण श्रमिक (Unskilled Helper)	१	सीपयुक्त सहयोगी (Skilled Helper)	३
सुपरीवेक्षक (Supervisor)	२	व्यवस्थापक (Manager)	४
अन्य कुनै भए			५

३२. तपाईंले तालिम समाप्त भएको कति समय पछि रोजगारी पाउनु भयो ?

महिना..... वर्ष.....

३३. तपाईंको रोजगारीको प्रकार उल्लेख गर्नुहोस् ।

स्थायी तलवी रोजगारी	१	अस्थायी तलवी रोजगारी	३	दैनिक ज्यालादारी रोजगारी	५
स्वरोजगारी (एकलो)	३	स्वरोजगारी (लघुउद्यम कर्मचारी सहित)	४	वैदेशिक रोजगारी	६

अन्य भए	७
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यदि तलवी वा कुनै संस्था अन्तर्गत ज्यालादारी रोजगारीमा हुनुहुन्छ भने, तपाईंको रोजगारदाता संस्थाको प्रकृति के हो ?

सरकारी संस्था	१	गैर-सरकारी संस्था	२	दर्तावाल निजी संस्था	३
अनौपचारिक (दर्ता नभएको निजी संस्था)	४	वा अन्य	५		

३४. के तपाईंको रोजगारी तपाईंले हॉसिल गर्नुभएको तालीमसँग सम्बन्धित छ ?

क. छ	१	ख. छैन	२
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यदि छैन भने तालीम भन्दा फरक किसिमको रोजगारीमा तपाईं कसरी आवद्ध हुनुभयो ?

सम्बन्धित विषयमा रोजगारी नपाएर	१
आम्दानी कम भएर	२
आफैले सन्तोषजनक कार्य सम्पादन गर्न नसकेर	३
कार्यस्थलको वातावरण सन्तोषजनक नभएर	४
अन्य केही भए उल्लेख गर्नुहोला.....	५

३५. रोजगारीको शुरुका दिनमा आफ्नो काम सम्पन्न गर्दा मुख्य रूपमा कस्तो समस्या तथा चुनौतीहरूको सँन्म गर्नु पर्‍यो ?

सवै काम राम्रोसँग नआउँदा समस्या पर्‍यो	१	राम्रोसँग पढ्न लेख्न नआएको कारण समस्या पर्‍यो	३
अंग्रेजी भाषा नजानेको कारण समस्या पर्‍यो ।	२	अन्य	४

३६. तपाइलाई आफ्नो काम सम्पन्न गर्न शुरुका दिनमा कसैले सहयोग गर्‍यो ?

तालिम केन्द्रका प्रशिक्षकहरूले	१	पहिले देखि कार्यरत कामदार	२
साथिहरूले	३	अन्य भए	४

३७. तपाईं आफ्नो सहकर्मीहरू भन्दा के हिसावले फरक हुनुहुन्छ ?

काममा पोख्त	१	समस्या समाधान गर्न सिपालु	२
संचार कुराकानीमा अगाडि	३	म मा कुनै भिन्न विशेषता छैन	४

३८. रोजगार हुनु अगाडि तपाईं के गर्दै हुनुहुन्थ्यो ?

रोजगारीको खोजीमा थिएँ ।	१	अध्ययन वा तालीममा संलग्न थिएँ ।	२
आफ्नै व्यावसायमा संलग्न थिएँ ।	३	अन्य केही भए.....	४

३९. हालको रोजगारी तपाईंले कसरी प्राप्त गर्नुभयो ?

जागीरको लागि संस्था संस्था घुमेर	१	विज्ञापन भएको/सूचना प्रकाशन भएको	२
पारिवारिक सम्बन्धको कारणबाट	३	व्यक्तिगत चिनजानको कारणबाट	४
तालिम प्रदायकको सहयोगबाट	५	अन्य केही भए.....	६

४०. तपाईंले सिकेको व्यावसायिक सीप बाहेक अन्य कुनै अप्राविधिक सीपको एकातिर वर्षाको कारण रोजगारी प्राप्तीका लागि सहज भएको महशुस गर्नुभयो ?

भयो	१	भएन	२
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यदि भएको भए तपाईंको कुन क्षमता वा सीप यसका लागि निर्णायक एमभअष्कष्वभ० भएको जस्तो लाग्दछ ?

अंग्रेजी भाषाको ज्ञान	१	मेरो संचार वा बोलीचालीको कारण (Communication Skill)	२
आपसी धुलमिल हुने क्षमता (Networking)	३	स्वास्थ्य सम्बन्धि सीप (Hygiene)	४

४१. के तपाईं बर्तमान रोजगारीबाट सन्तुष्ट हुनुहुन्छ ?

क. छु	१	ख. छैन	२
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यदि हुनुहुन्छ भने, कारण के होला ? (बहुउत्तर दिन सकिने)

सम्मानजनक काम पाएर	१	चित्तबुझ्दो तलव वा ज्याला पाएर	२
वृत्ति विकास (career) को पर्याप्त अवसरका कारण	३	इच्छा बमोजिमको व्यावसाय गर्न पाएर	४

यदि हुनुहुन्न भने कारण के होला ? (बहुउत्तर दिन सकिने)

भविष्यको अनिश्चितता वा अस्थायी रोजगारी	१	न्यून तलव वा ज्याला	२
कार्यक्षेत्रको असुरक्षा	३	समाजको हेर्ने दृष्टीकोण सम्मानजनक नहुनु	४
वृत्तिविकासको अवसरमा कमी	५	कठिन परिश्रम गर्नुपर्ने कारण	६

४२. के तपाईं तालीम अगावै पनि रोजगारीमा हुनुहुन्थ्यो ?

थिएँ	१	थिएन	२
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यदि हुनुहुन्थ्यो भने माशिक आम्दानी कति थियो ? रु.

लघुउद्यम् (micro enterprises) संचालन गर्ने हरुका लागि मात्र

४३. तपाईंलाई आफ्नै साना वा लघु व्यवसाय चलाउन पनि तालिम दिइएको थियो ?

थियो	१	थिएन	२
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४४. तपाइले आफ्नो व्यवसायमा अन्य कर्मचारीहरुलाई पनि रोजगारी दिनुभएको छ ?

छ	१	छैन	२
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यदि छ भने कति जना ?

महिला	पुरुष	जम्मा
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४५. तपाईंले व्यवसायका लागि लगानी कसरी जटाउनु भयो ?

पैतृक सम्पत्ति	१	बैंक एवं वित्तीय संस्थाबाट ऋण	२
आफन्त/साथीभाई सँग सापटी वा ऋण	३	स्थानीय साहु सँग ऋण	४

४६. बर्तमान रोजगारीमा तपाईंको माशिक आम्दानी कति रहेको छ ? रु.

खण्ड घ : आम्दानीको स्थिति तथा प्रयोग

४७. उक्त आम्दानीबाट तपाईंको के के आवश्यकता पुरा भएको छ ?

आफ्नो व्याक्तिगत आवश्यकता मात्र	१	आफ्नो र परिवारको आवश्यकता	२
आफ्नो परिवार तथा बुवा आमाको आवश्यकता	३	आवश्यकता पुरा भएर केही बचत हुन्छ	४
सबै आवश्यकता पुरा हुने गरी पर्याप्त आम्दानी छ	५	वा अन्य	६

४८. यो आम्दानी पछि तपाईंको जिवनमा के फरक महसुस गर्नुभएको छ ?

आर्थिक रूपमा सक्षम	१	घरखर्च सजिलो	२
अपौध उपचारमा सजिलो	३	पढाइमा सहयोग	४

बेरोजगारहरूका लागि मात्र

४९. यदि तपाईं बेरोजगार हुनुहुन्छ भने, त्यसका लागि तपशीलको कुन कारण बढि जिम्मेवार ठान्नुहुन्छ ?

सान्दर्भिक तालीम नभएर	१	गुणस्तरीय प्रशिक्षण नभएर	४
बजारमा रोजगारीको कमी भएर	२	मेरो पारिवारीक एवं व्यक्तिगत सम्बन्ध नभएर	५
अध्ययनमा संलग्न रहेको कारण	३	अन्य केही भए	६

५०. रोजगारी बृद्धिका लागि के गर्नुपर्ला ?

प्रयोगात्मक तालीममा वृद्धि	१	अंग्रेजि भाषा पढाई	४
गणितमा सिकाई	२	कार्यस्थलमा बढि सिकाई अनुभव	५
तलिममा प्राविधिक सीपको भार थप्नु पर्ने	३	तलिमको अवधि बढाइनु पर्ने	६

५१. तपाईं अहिले के गर्दै हुनुहुन्छ ?

कामको खोजीमा छु ।	१	तालीम वा अध्ययनमा संलग्न छु ।	३
स्व-व्यावसाय संचालनको तयारीमा छु ।	२	अन्य केही भए.....	४

सवैका लागि

५२. के तपाईं सिप परीक्षा (Skills Testing) मा पास हुनुभयो?

भएँ	१	भइन	३
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समावेश नै भएको थिइन	२	समावेश भएको तर नतिजा आउन बाकि रहेको छ	४
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५३. पास हुनुभएन भने यसको कारण के होला?

तालीम प्रभावकारी नभएर	१	कारण थाहा भएन	३
तालीमको सिकाइ र परीक्षण विच तालमेल नभएर	२	स्वास्थ्य लगायतको कारणले	४
ड. अन्य			५

५४. सीप परीक्षण सम्बन्धमा के के समस्या देखुभएको छ ? (वहुउत्तर लिन सकिने)

सीमित मात्रामा मात्र सीपको परीक्षण हुन्छ	१	तालीम र परीक्षणमा सोधिने प्रश्न विच तालमेल पाइदैन	५
मूल्यांकनकर्ताहरु निपुण र समक्ष हुदैनन्	२	सीप परीक्षण केन्द्रहरु सहज पहुँचमा हुदैनन्	६
सीप परीक्षणको समयावधि कम रहेको छ	३	सीप परीक्षण केन्द्रहरुमा पूर्वाधार कमि	७
भाषागत कठिनाई रहेको	४	कुनै समस्या नभएको	८

५५. महिला प्रशिक्षार्थी भएका कारण तपाईंलाई थप कुनै समस्याको सँन्म गर्नु परेको थियो ?

थियो	१	थिएन	२
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खण्ड ड : महिला प्रशिक्षार्थी सम्बन्धमा

यदि भएको भए कस्तो समस्याको सँन्म गर्नु परेको थियो ।

महिलाको लागि छुट्टै शौचालय नभएको	१	प्रशिक्षकहरु पुरुष मात्र भएको	४
महिला सहभागीको संख्या कम भएको	२	तालीम केन्द्रमा प्रयोग हुने भाषा महिला मैत्री नभएको	५
शिशु स्याहार केन्द्रको अभाव	३	तालीमको समय गृहिणी मैत्री नभएको	६
अन्य			७

५६. महिलाको रूपमा रोजगाररत रहदा केही समस्याको सँन्म गर्नु परेको छ ?

परेको छ	१	परेको छैन	२
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यदि परेको भए कस्तो समस्याको सँन्म गर्नु परेको थियो ।

पुरुष सँग ज्यालामा भिन्नता	१	महिला कामदारप्रतिको विश्वासमा कमी	२
अव्यावाहारिक काम गर्ने समय (मातथ ज्यगच)	३	शुरक्षित वातावरणको अभाव	४
यौन जन्य दुव्यवाहार	५	गर्भावस्था, स्तनपानजस्ता विशेष अवस्थामा आवश्यक सेवा सुविधामा कमी	६
अन्य			

तपाईंको समय र विचारका लागि हार्दिक धन्यवाद

बल्लभह द्वाइ क्कउभि कगचखभय त्रगभकतष्यललबज्वभक ।यच भउयिथभचक
 प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद्
 सीप विकास परियोजना
 सीप विकास तालीमका प्रशिक्षार्थीहरुको अनुगमन अध्ययन ९त्वबअभच क्तगमथ०

महासय,

यहाँहरुले आफ्नो अमूल्य समय दिई यस प्रश्नावलीमा सोधिएका विवरण तथा जानकारीहरु प्रदान गरी यस अनुसन्धानमा सहयोग गरिदिनुहुन अनुरोध गर्दछौं । यस प्रश्नावलीमा यहाँहरुले व्यक्त गर्नुभएको विचार आगामी कार्यक्रम संचालनका लागि मात्र नभै समग्र प्राविधिक तथा व्यावसायिक शिक्षा एवं तालीमको विकासमा समेत सहयोगी रहनेछ । यस प्रश्नावलीमा यहाँहरुले व्यक्त गर्नुभएको विचार तथा यहाँहरुको विवरण सर्वथा गोप्य राखिने प्रतिबद्धता समेत प्रस्तुत गर्दछौं ।

-सीप विकास परियोजना

खण्ड क : रोजगारदाताको बैयक्तिक विवरण

१. रोजगारदाता संस्था एवं रोजगारदाताको नाम :
२. ठेगाना : गाउँ /नगरपालिकाको नाम : जिल्ला: प्रदेश नं :
विकास क्षेत्र : टेलिफोन नं. इमेल:
३. उत्तरदाताको नाम:
४. उमेर: लिंग: महिला/पुरुष

खण्ड ख : रोजगारको प्रकार

५. तपाईंको संस्था कुन प्रकारको संस्था हो ?

१. सरकारी संस्था	१	गैर सरकारी संस्था	२	प्राइभेट लिमिटेड	३
पब्लिक लिमिटेड	४	अनौपचारिक रुपमा संचालित व्यावसाय			
अन्य					६

६. तपाईंको संस्थामा कार्यरत श्री को कार्यक्षमताको मुल्यांकनका सन्दर्भमा व्यक्त भएका तपशीलको भनाईमा उपयुक्तताको स्तर अनुसारको कोठामा चिन्ह लगाउनु होला ?

१. पूर्ण सहमत

२. सहमत

३. तटस्थ

४. असहमत

सि.नं	सुधारका क्षेत्रहरु	१	२	३	४	५
क	निजमा पर्याप्त शैद्धान्तिक ज्ञान रहेको पाएको छु ।	१	२	३	४	५
ख	निजसँग आवश्यक प्राविधिक सीप रहेको छ ।	१	२	३	४	५
ग	निज सिक्नको लागि आतुर छन ।	१	२	३	४	५
घ	नीज मेहनती एवं काम प्रति प्रतिबद्ध छन ।	१	२	३	४	५
ङ	नीज एकल रुपमा पनि जिम्मेवारी पुरा गर्न सक्षम छन ।	१	२	३	४	५
च	समग्रमा निजको कार्य क्षमता सन्तोषजनक छ ।	१	२	३	४	५
छ	निज सँग उसको पेशासंग सम्बन्धित समास्या समाधान गर्न सक्ने सिप तथा क्षमता रहेको पाएको छु ।	१	२	३	४	५
ज	निज सवैसंग मिलेर समुहमा काम गर्न सक्षम छन ।	१	२	३	४	५

७. के तपाईं उँहामा कुनै थप सीपको आवश्यकता देख्नुहुन्छ ? कृपया उल्लेख गर्नुहोस ।

देख्छु	१	देख्दैन	२
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यदि देख्नुहुन्छ भने कस्तो सीपको आवश्यकता देख्नुहुन्छ ।

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८. वहाँको पारिश्रमिक वताईदिन सक्नुहुन्छ कि?

दैनिक रु..... महिनाको रु.....

९. के तपाईं यस प्रकारका तालीम प्राप्त थप जनशक्ति नियुक्त गर्न चाहनुहुन्छ ?

चाहान्छु	१	चहान्दैन	२
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१०. यदि नचाहनु भए, कारण खुलाइदिनु हुन्छ कि ?
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११. यदि तपाईंको संस्थामा तालीम प्राप्त वा अप्राप्त दुवै किसिमका जनशक्ति कार्यरत रहेको भए उनीहरुको कार्य क्षमतामा कस्तो फरक पाउनु भएको छ

तालीम प्राप्त जनशक्तिको कार्य क्षमता राम्रो रहेको छ ।	१
तालीम अप्राप्तहरु बढि अनुभवि रहेकोले तालीम प्राप्त जनशक्तिका भन्दा कार्यक्षमता राम्रो छ ।	२
दुवैको उस्तै उस्तै छ ।	३

१२. तालीम प्रदायक संस्थाबाट प्रदान गरिने वर्तमान तालीमहरुको अलावा यहाँको संस्थाका लागि अन्य विपेश तालीमयुक्त जनशक्ति (other occupational workforce) को आवश्यकता महशुस गर्नुभएको छ ?

महशुस गरेको छु ।	१	महशुस गरेको छैन ।	२
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१३. यदि महशुस गर्नु भएको छ भने यहाँको विशेष आवश्यकताको वारेमा उल्लेख गरिदिनुहोला ?

- क.
- ख.
- ग.

१४. तालिमलाई अभै प्रभावकारी बनाउन तपाइका कुनै अन्य सुझाव भए कृपया उल्लेख गर्नुहोला ?

तपाईंको समय र विचारका लागि हार्दिक धन्यवाद

Annex 4.3 FGD with Joint and Female Graduates

प्राबिधिक शिक्षा तथा व्यवसायिक तालीम परिषद्
सीप विकास परियोजना

तालीम स्नातक (Training Graduates) हरूसँगको रूचि को लागि ऋजभअपष्कित

मार्ग निर्देशन:

- रूचि गर्नुपर्ने ट्रेडका फरक फरक स्थानबाट (८१०) जना रेन्डम छनौटमा परेका -Randomly selected) रोजगार तथा बेरोजगार तालिम स्नातकहरूलाई अन्वेषण गर्नुहोस् । यसरी छनौट गर्दा महिला तथा विपन्न समुदायको समानुपातिक प्रतिनिधित्व हुनु पर्दछ ।
- रूचि GD को मिति, स्थान, ट्रेड र सेक्टर रेकर्ड गर्नु होस् ।
- सहभागीहरूलाई स्वागत गर्नुहोस् ।
- रूचि का सहभागीहरूलाई आफ्नो परिचय दिनुहोस् र उहाँहरूको पनि परिचय लिनु होस् ।
- रूचि को उद्देश्य बताउनुहोस् (त्रिगबलतप्तवतष्वभ कगचखभथ को परिपुरक तथा भविष्यमा संचालन हुने कार्यक्रमको सुधारको लागि ।
- सहभागीहरूको जवाफको महत्व बताई दिनु होस् ।
- रूचि GD मा लाग्ने अनुमानित समय बताई दिनु होस् ।
- उहाँहरूले दिनु भएको सूचना गोपनीय रहने कुरा जानकारी गराउनु होस् ।
- सहभागीहरूलाई ठेगाना, ट्रेड, तालिम सम्पन्न मिति, रोजगारीको अवस्था, रोजगार रहेको संस्था र सहभागी सम्पर्क नम्बर सहित को तयारी फर्माट हाजिरीको लागि वितरण गर्नु होस् ।
- सहभागीहरूले दिनुभएको जानकारीको विश्वसनीयताको लागि विभिन्न तरिकाबाट एकिन गर्ने कोसिस गर्नु होस् ।
- समयको बचतको लागि छलफलको बेला आवश्यकता अनुसार प्रश्नहरूलाई उद्देश्य केन्द्रित गर्नु होस् ।
- छलफलमा सबैको सहभागिताको सुनिश्चित गर्नु होस् ।
- आवश्यक सबै जानकारीहरू प्राप्तको सुनिश्चित गर्नु होस् ।

Focus Group Discussion (FGD) को लागि ऋजभअपष्कितक

१) आधारभूत जानकारीको लागि

- यहाँहरूले कुन सिपमूलक तालीम लिनु भयो ?
- तालिमको बारेमा कसरी जानकारी पाउनु भयो ?
- यो तालीम किन लिनु भएको हो ?
- तालीम लिनु भन्दा अगाडी के गर्नु हुन्थ्यो ?
- तालिम सम्पन्न गरेपछि कहाँ के गर्दै हुनुहुन्छ, बताई दिनुहोस् न ?

२) तालिमको गुणस्तर र सन्तुष्टी

- तपाईंहरूले लिनु भएको तालिम को बारेमा यहाँहरूको अनुभव बताइ दिनुहोस् । तालिमको सबल र कमजोर पक्षहरू के के पाउनु भयो ?
- तालिममा तपाईंहरूलाई पाठ्यक्रम दिईएको थियो ?
- तालिममा तालीम प्राप्त प्रशिक्षकहरू उपलब्ध थिए? प्रशिक्षकहरू तलीम दिन सक्षम थिए?
- तालिममा हरेक प्रशिक्षार्थीको लागि आवश्यकता अनुसार पुग्दो मेशिन तथा उपकरणहरू उपलब्ध थिए?
- तालिमको समयमा तालिम सामग्रीहरू (training materials) पुग्दो उपलब्ध थिए?
- तालीम तथा समय तालीम व्यवस्थापनको लागि सुधार गर्नुपर्ने कुराहरू भएबताई दिनुहास् न ।
 - ❖ पुग्दो स्थान, सैद्धान्तिक र प्रयोगात्मक तालिमको लागि स्थान,
 - ❖ औजार तथा उपकरणहरू
 - ❖ तलीम सिकाईको सामग्रीहरू
 - ❖ प्रशिक्षकहरू
 - ❖ ट्वाइलेट
 - ❖ अन्य सुविधाहरू
- तपाईंहरूलाई OJT मा पठाईएको थियो ?
- समग्रमा तालिम कस्तो थियो ? सन्तोषजनक थियो ?
- यो प्रोग्राम कसरी बढी प्रभावकारी हुन्थ्यो ? तालिमका गुणस्तर सुधार गर्नको लागि तपाईंको सुझावहरू दिनुहोस् न ?

३) महिला मैत्री तालिमका सन्दर्भमा

- तालीम महिला मैत्री थियो ?
- महिला सहभागीहरूको लागि तालिम समय उपयुक्त थियो ?
- महिला भएकै कारणले तालिममा कुनै विशिष्ट किसिमका समस्या भोग्नु पर्यो ?

- प्रोजेक्टको तर्फबाट तालिमको अवधीमा के कस्ता सुविधाहरु पाउनु भयो ?
- तालिम केन्द्रमा महिलाहरुको लागि छुट्टै ट्वाइलेटको व्यवस्था थियो ? यदि थिएन भने, तपाईंलाई कतिको सहज हुन्थ्यो ?
- तालिम केन्द्र तपाईंको लागि उपयुक्त दुरीमा थियो ? नभएको भए कसरी व्यवस्थापन गर्नुभयो ?
- महिला प्रशिक्षक हुनुहुन्थ्यो ? यदि नभएको भए, पुरुष प्रशिक्षकबाट तालिम लिँदा कुनै असहज हुन्थ्यो ?
- बच्चालाई दुध खुवाई रहनु भएको सहभागी आमाको लागि बच्चाको हेरचाहको लागि कस्तो व्यवस्था थियो ? दुध खुवाउनको लागि छुट्टै कोठाको व्यवस्था थियो ?
- गर्भवती आमाको हकमा के कस्ता सुविधाहरु उपलब्ध थिए ?
- तालिमको अवधीमा खासगरी महिलाहरुका लागि के कस्ता प्रावधानहरु राख्नु पर्छ ?

४) रोजगारी विवरण तथा रोजगारी र कमाई प्रति सन्तुष्टी

- तपाईंले गरिरहनु भएको काम तपाईंले सिकेको सीपसँग सम्बन्धि पाउनु भयो ?
- साधारणतया कामको लागि तालिम पछि कति कुनै पर्दो रहेछ ?

५) आम्दानी/कमाई

- यो ट्रेडमा सालाखाला मासिक कति कमाई हुँदो रहेछ ?
- तपाइले गरिरहेको काम र काम गरेवापत तपाईंले पाउनु हुने तलब/कमाईबाट कतिको सन्तुष्ट हुनुहुन्छ ?
- व्यरोजगार स्नातक (unemployed graduates) को लागि व्यरोजगार रहनुको कारण र भावी योजना सोध्नुहोस् ।

६) रोजगारी खोज्नको लागि तालीम प्रदायक संस्थाबाट प्राप्त सहयोग प्रतिको सन्तुष्ट

- यो काम कसरी पाउनु भयो ? काम पाउन सजिलै भयो ?
- रोजगारी पाउनको लागि तालीम प्रदायक संस्थाबाट कुनै किसिमको सहयोग पाउनु भयो ? पाएको भए के के सहयोग पाउनु भयो ?
- तपाईंको आफ्नो व्यवसाय (स्वरोजगार) सुरु गर्नको लागि तालीम प्रदायक संस्थाबाट के कस्तो सहयोग पाउनु भयो ?
- रोजगारी प्राप्त गर्न तथा आफ्नो व्यवसाय (स्वरोजगार) सुरु गर्नको तालीम प्रदायक संस्थाबाट प्राप्त सहयोग प्रति सन्तुष्ट हुनुहुन्छ ?

७) प्रशिक्षार्थी छनौट तथा तालिमको सुधारको लागि सुझावहरु

- तालीम कार्यक्रम सफल बनाउनका लागि उपयुक्त प्रशिक्षार्थी छनौट सम्बन्धमा यहाँहरुका सुझावहरु के के छन् ?

८) रोजगार लगाउने प्रक्रिया सुधार सम्बन्धमा सुझाव

- ग्राजुयटहरुको रोजगारी बढाउन कसले के गर्नु पर्ला ? यहाँहरुको सुझाव ।
(सरकार, आयोजना, तालीम प्रदायक, प्रशिक्षार्थी आदि)

९) सिप परिक्षण उत्तिर्ण/अनुत्तिर्ण

- सिप परिक्षण अनुत्तिर्ण हुनुहुने कोही हुनुहुन्छ ?
- सिप परिक्षणको नतिजा प्रति सन्तुष्ट हुनु हुन्छ ?
- हुनुहुन्न भने असन्तुष्टी हुनुको कारण बताई दिनुहोस् न ।
- रोजगारी पाउनको लागि सिप परिक्षण प्रमाणपत्र कतिको सहयोगी पाउनु भयो ?
- सिप परिक्षण अझ बढी प्रभावकारी बनाउन केही सुझावहरु भए बताउनुहोस् न ?

Annex 4.4 FGD with employers

**प्राबिधिक शिक्षा तथा व्यवसायिक तालिम परिषद
सीप विकास परियोजना
रोजगारदाता (Employers) हरुसंगको FGD को लागि Checklist**

मार्ग निर्देशन:

- GD गर्नुपर्ने (न(१०) जना रोजगार दातालाई (कम्तिमा एउटा ट्रेडबाट ३ जना पर्नेगरी) अन्वेषण गर्नुहोस ।
- GD को मिति, स्थान, ट्रेड र सेक्टर रेकर्ड गर्नुहोस ।
- सहभागीहरूलाई स्वागत गर्नुहोस ।
- GD का सहभागीहरूलाई आफ्नो परिचय दिनुहोस र उहाहरूको पनि परिचय लिनुहोस् ।
- GD का उद्देश्य बताउनुहोस (त्रगबलतप्तबतपखभ कगचखभथ को परिपुरक तथा भविष्यमा संचलान हुने कार्यक्रमको सुधारको लागि
- सहभागीहरूको जवाफको महत्व बताई दिनुहोस ।
- GD मा लाग्ने अनुमानित समय बताउनु होस ।
- उहाहरूले दिनुभएको सुचना गोपनीय रहने कुरा जानकारी गराउनुहोस् ।
- सहभागीहरूलाई ठेगाना, ट्रेड, तालिम सम्पन्न मिति, रोजगारीको अवस्था, रोजगार रहेको संस्था र सहभागीको सम्पर्क नम्बर सहितको तयारी फर्माट हाजिरीको लागि वितरण गर्नुहोस ।
- सहभागीहरूले दिनुभएका जानकारीको विस्वसंनियताको लागि विभिन्न तरिकाबाट कोसिस गर्नुहोस ।
- समयको बचतको लागि छलफलको बेला आवश्यकता अनुसार प्रश्नहरूलाई उद्देश्य केन्द्रित गर्नुहोस ।
- छलफलमा सबैको सहभागिताको सुनिश्चित गर्नुहोस ।
- आवश्यक सबै जानकारीहरू प्राप्तिको सुनिश्चित गर्नुहोस ।

अग्रक Group Discussion (FGD) को लागि चेकलिस्टहरू (Checklist)

- तपाईंको संस्थाको उद्देश्य/काम बताई दिनुहोस न ?
- सीप विकास परियोजनाको स्नातकह? (Graduates) कसरी लिनु भयो ?
- उनीहरू आफ्नो काम गर्न सक्षम पाउनु भयो ?
- उनीहरू स्वतन्त्र रुपमा कसैको प्रत्यक्ष निगरानी बिना आफ्नो काम गर्न सक्छन ?
- उनीहरूको प्रयोगात्मक सिपको दक्षताको स्तर कस्तो छ ?
- उनीहरूसंग समस्या समाधान गर्न सक्ने सिप पाउनु भयो ?
- उनीहरूको नेतृत्व गर्ने सीप, ग्राहक संग कुरा गर्ने सिप, नैतिकता, कुराकानी आदान प्रदान गर्ने सिप कस्तो पाउनु भयो ?
- काममा समयमा आउँछन र समयमा दिईएको काम सक्छन ?
- उनीहरूको सबल र कमजोर पक्षहरू के के हुन् ?
- उनीहरूमा बजारको/तपाईंको आवश्यकता पुरा गर्ने सीप तथा ज्ञान छ ?
- उनीहरूलाई थप तालिमको आवश्यकता छ ?
- छ भने, ट्रेड अनुसारको विशिष्ट थप सिपहरू बताई दिनुहोस न ?
- उनीहरू काम सिक्न कतिको चाहना राख्छन ?
- अरु तालिम नलिएका कामदारको तुलनामा सीप विकास परियोजनाबाट स्नातक गरेकाहरूको कामको स्तर कस्तो छ, बताईदिनुहोस न ?
- उनीहरू काम प्रति कतिको समर्पित छन ?
- उनीहरूको समुहमा काम गर्ने धारणा कस्तो छ ?
- तपाईंहरू भविष्यमा यस्ता ग्राजुयट लिन कतिको उत्सुक हुनुहुन्छ ? लिनु हुन्छ ? यदि लिन ईच्छुक हुनुहुन्छ भने कारण के होला ?
- उनीहरूले पाउने पारिश्रमिक को रेन्ज (Range) बताईदिन सक्नु हुन्छ ?
- समग्रमा तपाईं उनीहरूको कामबाट सन्तुष्ट हुनुहुन्छ ?
- राम्रो रोजगारी पाउन तथा राम्रो कमाई गर्नको लागि तालिममा सुधार गर्नुपर्ने कुराहरू केहि भए सुभाब दिनुहोस न ?

Annex 4.5 KII with TESP and Trainers

प्राबिधिक शिक्षा तथा व्यवसायिक तालीम परिषद् सीप विकास परियोजना तालीम प्रदायक संस्थासँगको KII को लागि Checklist

मार्ग निर्देशन:

- तलीम प्रदायक संस्थासँगको अन्तर्वार्ताको लागि व्यक्तिको पहिचान गर्नुहोस् र अन्तर्वार्ताको लागि समय लिनु होस् ।
- तलीम प्रदायक संस्था, अन्तर्वार्ता दिने व्यक्ति, ठेगाना, पद, सम्पर्क नम्बर, अन्तर्वार्ताको मिति र स्थान रेकर्ड गर्नुहोस् ।
- अन्तर्वार्ता दिने व्यक्तिलाई स्वागत गरिसकेपछि एक आपसमा परिचय आदानप्रदान गरी अन्तर्वार्ताको उद्देश्य बताउनुहोस् ।
- उद्देश्य **quantitative survey** को परिपूरक तथा भविष्यमा संचालन हुने कार्यक्रमको सुधारको लागि ।
- उहाँहरूको जवाफको महत्व बताउनुहोस् ।
- अन्तर्वार्तामा लाग्ने अनुमानित समय बताउनुहोस् ।
- उहाँहरूले दिनुभएको सूचना गोपनीय रहने कुरा जानकारी गराउनुहोस् ।
- सहभागीहरूले दिनुभएको जानकारीको विश्वसनियताको लागि विभिन्न तरिकाबाट कोसिस गर्नुहोस् ।
- समयको बचतको लागि छलफलको बेला आवश्यकता अनुसार प्रश्नहरूलाई उद्देश्य केन्द्रित गर्नुहोस् ।
- आवश्यक सबै जानकारीहरू प्राप्तको सुनिश्चिता गर्नुहोस् ।

तालीम प्रदायक संस्था तथा प्रशिक्षक सँगको KII को लागि Checklist तालीम संचालन

- सोसियल मार्केटिङ्ग क्रियाकलापको अनुभव बताई दिनुहोस् न ? सोसियल मार्केटिङ्ग क्रियाकलापको सबल र कमजोर पक्षहरू के के पाउनु भयो ?
- तालिमको लागि प्रशिक्षार्थीहरू कसरी छनौट गर्नु भयो ? उपयुक्त प्रशिक्षार्थीहरू छनौट सम्बन्धि तपाईंको सुझाव?
- ट्रेडरअकुपेशन कसरी छनौट गरिएका थिए? ट्रेडरअकुपेशन छनौट सम्बन्धमा तपाईंको केही सुझाव छ की?
- तालिममा महिला र विपन्न समुदायलाई बढी सहभागी गराउने बारे केहि उपाय भए सुझाव दिनुहोस् ।
- तालिम सम्बन्धमा तपाईंको अनुभव बताई दिनुहोस् न? तालीम प्रदान गर्ने क्रममा कस्ता समस्या तथा चुनौतीहरू पाउनु भयो ?
- तालिमको गुणस्तर सुनिश्चित गर्न तालिमको क्रममा आन्तरिक अनुगमन संयन्त्र कस्तो हुनु पर्दछ ?
- तालीम विधी सम्बन्धमा कुनै विशेष सुझाव भए दिनुहोस् ? भविष्यमा कसरी तालिमअभ बढी प्रभावकारी र रोजगार मूलक बनाउन सकिन्छ ?
- समग्रमा सीप परिक्षण सम्बन्धमा तपाईंको धारणा ? प्रशिक्षार्थीहरू किन सीप परिक्षणमा अनुतिर्ण हुन्छन् ?

रोजगारको लागि सहयोग (Employment support)

- स्नातक (Graduates) को लागि रोजगारका लागि यहाँको संस्थाले के के काम गर्यो ?
- रोजगार तथा वित्तिय पहुँचमा (Employment and Financial linkages) जोड्ने सम्बन्धमा के कस्तो समस्या र चुनौतीहरू पाउनुभयो ? स्नातक (Graduates) हरुलाई रोजगारमा जोड्ने सम्बन्धमा यहाँको अनुभव बताईदिनुहोस् न ?
- स्नातक (Graduates) हरुको रोजगारीको दर कसरी बढाउन सकिएला? बताई दिनुहोस् न ।

समग्र कार्यक्रम मुल्यांकन (Overall program evaluation)

- के यस्ता तालिमहरू भविष्यमा पनि आवश्यक छन् ? तपाईं तालिमको सुधारको लागि के कस्ता सुझावहरू दिनुहुन्छ ?
- यो प्रोग्राम कसरी बढी प्रभावकारी बनाउन सकिन्छ ? तालिमको गुणस्तर सुधारको लागि तपाईंको सुझावहरू दिनुहोस् न ?
- सरकार, आयोजना, तालिमप्रदायक संस्था, प्रशिक्षार्थी आदिको भूमिका के के हुनु पर्दछ ? यसको बारेमा तपाईंको सुझाव ।

Annex 4.6 Case study check list

प्राबिधिक शिक्षा तथा व्यवसायिक तालिम परिषद्
सीप विकास परियोजना
ऋबकभ क्तगमथ को लागि ऋजभअपष्कित

तपाईंको नाम:

ठेगाना:

उमेर:

शिक्षा:

- तपाईं तालिम लिनु अगाडी के गर्दै हुनुहुन्थ्यो ?
- तपाईंले कुन तालिम लिनु भयो ?
- तपाईंको तालिम लिनुको उद्देश्य के थियो ?
- तपाईंले तालिम कहिले सम्पन्न गर्नुभयो ?
- तालिम कस्तो थियो ?
- तालिमबाट सन्तुष्ट हुनुहुन्छ ? सन्तुष्ट हुनुको कारण बताईदिनुस् न ।
- सन्तुष्ट नहुनु भएको भए, त्यसको कारण ?
- तालिमको अवधिमा हरेक प्रशिक्षार्थीको लागि आवश्यक औजाररउपकरणरसिकाईका सामग्रीहरु पुग्दो थिए ?
- तपाईं सहभागी भएको तालिममा तपाईंको अनुभव बताईदिनुहोस् न । सबल र कमजोर पक्षहरु के के थिए ?
- तालिमलाई सफल बनाउनको लागि तपाईंका कुनै थप सुझाव भए छोटकरीमा बताईदिनुहोस् न ।
- तपाईं हाल के गर्दै हुनुहुन्छ ?

सफल भएको Case को लागि

- यो काम तपाईंले कसरी पाउनु भयो ?
- तपाईंको रोजगारीको लागि के के कुराले महत्वपूर्ण भूमिका खेल्थे जस्तो लाग्छ ?
- तपाईंलाई यो काम खोज्नको लागि तालिम प्रदायक संस्थाले सहयोग गर्यो ? यसमा तालिम प्रदायक संस्थाले के के सहयोग गरेको थियो ?
- तपाईंको मासिक आम्दानी कति छ ?
- तपाईंको हालको आम्दानीबाट तपाईं सन्तुष्ट हुनुहुन्छ ?
- रोजगारी पाएपछि तपाईं आफैमा के परिवर्तन पाउनुभएको छ ? तपाईंले रोजगारी पाउनु अगाडी र अहिले रोजगारी पाई आम्दानी हुन थालेपछि आफैलाई कसरी तुलना गर्नुहुन्छ ?
- तपाईंले आफ्नो आम्दानी कसरी खर्च गर्नुहुन्छ ? यो आम्दानी हुन थालेपछि तपाईंले खर्च गर्ने कुनै नयाँ क्षेत्र थपिएको छ ?
- तपाईंको आम्दानीले परिवारको आवश्यकता पूर्ति गर्न सहयोग गरेको छ ?
- रोजगारी तथा आम्दानी प्रबर्द्धन गर्न तपाईंका केहि सुझाव भए कृपया बताईदिनुहोस् न ?

असफल भएको Case को लागि

- तपाईंको विचारमा तपाईंको अर्धरोजगारीरबेरोजगारी रहनु पर्ने कारण के होला ?
- तपाईंले तालिम लिएको पेसाको सीप कतिको सिक्नु भयो ?
- तपाईं आफ्नो सीप प्रति विश्वस्त हुनुहुन्न भने तपाईंको सिकाईमा के ले बाधा गर्यो ?
- तपाईं रोजगारी पाउनको लागि काम त खोज्नु भयो ?
- तपाईंलाई काम पाउन किन कठिन भयो ?
- तपाईंलाई काम पाउन के भएको भए सहज हुन्थ्यो ?
- समग्रमा रोजगारी बढाउनको लागि तपाईंको केहि सुझाव भए दिनुहोस् न ।

Annex 4.7 Training Facility Observation Guidelines

प्राबिधिकशिक्षातथाव्यवसायिकतालीम परिषद्
सीप विकास परियोजना

तालीमप्रदायक संस्थातालिम केन्द्रमाउपलब्ध सुविधाहरूको (Facilities) निरीक्षण निर्देशिका

प्रशिक्षकको व्यवस्था

- तालिमसँग सम्बन्धित प्रशिक्षक र उनीहरूको अनुभव
- प्रशिक्षकको तालीम लिएरनलिएको
- आवश्यकता अनुसार महिला प्रशिक्षक रहे नरहेको
- अभिमुखीकरण तथा पेसागत परामर्श दिने व्यवस्था
- रोजगारदाता सँगको सम्बन्ध

कक्षाकोठा तथाकार्यशाला

- प्रशिक्षार्थी संख्या अनुसार कक्षा कोठा तथा कार्यशालाको लागि आवश्यक क्षेत्रफल
- कक्षा कोठा तथा कार्यशालाको लागि आवश्यक फर्निचर, प्रकाश र भेन्टिलेसनको अवस्था

औजार र उपकरणहरू

- के तालिमसँग सम्बन्धित औजार तथा उपकरणहरू उपयुक्त गुणस्तर र पुग्दो संख्यामा उपलब्ध छन् ?
- आवश्यकता अनुसार सुरक्षाका उपकरणहरू उपलब्ध छन् ?

अन्य सुविधाहरू

- सुरक्षित पिउने पानी
- महिला मैत्री ट्वाइलेटहरू तथा दुधखुवाई रहेका महिलाको लागि दुध खुवाउने छुट्टै कोठाको व्यवस्था
- संचारका सुविधाहरू

आवश्यक डकुमेन्टहरूको व्यवस्थापन

- तलीम म्यानुयल, पाठ्यक्रम, इएरइक्क, प्रशिक्षक हाजिरी सिट, प्राथमिक उपचारको बाकस आदिको उपलब्धता

समग्र छाप (Overall Impression)

Annex: 4.8 KII Checklist for Project Monitoring Officers

प्राबिधिक शिक्षा तथा व्यवसायिक तालीम परिषद्
सीप विकास परियोजना

परियोजनाको अनुगमनसँग सम्बन्धित कर्मचारीहरूसँगको KII को लागि Checklist

मार्ग निर्देशन:

- परियोजनाको अनुगमनसँग सम्बन्धित कर्मचारीसँगको अन्तर्वार्ताको लागि समय लिनु होस् ।
- परियोजनाको अनुगमनसँग सम्बन्धित कर्मचारीको ठेगाना, पद, सम्पर्क नम्बर, अन्तर्वार्ताको मिति र स्थान रेकर्ड गर्नुहोस् ।
- अन्तर्वार्ता दिने व्यक्तिलाई स्वागत गरिसकेपछि एक आपसमा परिचय आदानप्रदान गरी अन्तर्वार्ताको उद्देश्य बताउनुहोस् ।
- उद्देश्य quantitative survey को परिपूरक तथा भविष्यमा संचालन हुने कार्यक्रमको सुधारको लागि ।
- उहाँहरूको जवाफको महत्व बताउनुहोस् ।
- अन्तर्वार्तामा लाग्ने अनुमानित समय बताउनुहोस् । परियोजनाको
- उहाँहरूले दिनुभएको सूचना गोपनीय रहने कुरा जानकारी गराउनुहोस् ।
- सहभागीहरूले दिनुभएको जानकारीको विश्वसनियताको लागि विभिन्न तरिकाबाट कोसिस गर्नुहोस् ।
- समयको बचतको लागि छलफलको बेला आवश्यकता अनुसार प्रश्नहरूलाई उद्देश्य केन्द्रित गर्नुहोस् ।
- आवश्यक सबै जानकारीहरू प्राप्तको सुनिश्चिता गर्नुहोस् ।

१) आधारभूत जानकारीको लागि

- यहाँले कुन क्षेत्रमा अनुगमन गर्नु हुन्छ ?
- SDP मा कहिले देखि अनुगमनमा काम गर्दै हुनुहुन्छ ?

२) तालिमको गुणस्तर र सन्तुष्टी

- SDP बाट सञ्चालित तालिमहरूको गुणस्तर कस्तो पाउनु भएको छ ?
- तालिममा उपयुक्त प्रशिक्षार्थी छनौट कसरी गर्न उपयुक्त हुन्छ ?
- महिला तथा विपन्न वर्गको समूहलाई बढि भन्दा बढि यस्ता तालिममा कसरी सहभागी गराउन सकिन्छ ?
- तालिमको पाठ्यक्रम सम्बन्धमा यहाँको केहि सुझाव छ ?
- तालिमको विधि सम्बन्धमा यहाँको केहि सुझाव छ ?
- प्रशिक्षकको सम्बन्धमा यहाँको केहि सुझाव छ ?
- अनुगमन गर्दा तपाईंको अनुभव बताईदिनुहोस् ।
- सबल पक्षहरू के के छन् र कमजोर पक्षहरू के के छन् ।
- तालिमलाई अझ राम्रो बनाउनको लागि तपाईंका विशिष्ट सुझावहरू बताईदिनुहोस् ।
- तालिमको गुणस्तर राम्रो बनाउनको लागि तालीम प्रदायक संस्थालाई कसरी बढि जिम्मेवार बनाउन सकिन्छ ?
- तालीम तथा समग्र तालीम व्यवस्थापनको लागि सुधार गर्नुपर्ने कुराहरू भए बताई दिनुहास् न ।
 - ❖ पुग्दो स्थान, सैद्धान्तिक र प्रयोगात्मक तालिमको लागि स्थान,
 - ❖ औजार तथा उपकरणहरू
 - ❖ तालीम सिकाईको सामग्रीहरू
 - ❖ प्रशिक्षकहरू
 - ❖ ट्वाईलेट
 - ❖ अन्य सुविधाहरू
- यस्ता तालिममा इव् को व्यवस्था गर्नु पर्ला कि नपर्ला ? कारण दिनुहोस् ।
- सिप परीक्षण सम्बन्धमा यहाँको केहि सुझाव छ कि ?
- यो प्रोग्राम कसरी बढी प्रभावकारी हुन्थ्यो ? तालिमकृ गुणस्तर सुधार गर्नको लागि तपाईंको सुझावहरू दिनुहोस् न ?

३) रोजगारी प्रबद्धन सम्बन्धमा

- रोजगारी बढाउनका लागि के गर्नु पर्ला ? सरकार, तालिम प्रदायक संस्था, आयोजना को के कस्तो भूमिका हुनुपर्ला ?
- बजारको माग अनुसारको तालिम छनौट कसरी गर्नुपर्ला ?

;मग्नमा यो कार्यक्रमबारे तपाईंको अनुभव बताईदिनुहोस् न ।

Annex 5: Analytical Quantitative Data

Table 1: Distribution of Respondents by Caste Group

SN	Social Status	Frequency	Percentage
1	Hill Brahmin	1956	41.4
2	Disadvantaged Adibasi/ Janajati	1557	32.9
3	Hill Dalit	420	8.9
4	Marginalized Caste	309	6.5
5	Other Madhesi	213	4.5
6	Madhesi Dalit	79	1.7
7	Madhesi Brahmin/ Chhetri	68	1.4
8	Muslim	61	1.3
9	Endangered Caste	48	1.0
10	Yogi/Sannasi	16	0.3
	Total	4727	100.0

Table 2: Distribution of Respondents by Districts

SN	Name of District	Number of Respondents	Percent
1	Rupandehi	434	9.2
2	Chitwan	376	8.0
3	Morang	228	4.8
4	Kaski	222	4.7
5	Kailali	198	4.2
6	Banke	190	4.0
7	Nawalparasi	189	4.0
8	Kapilvastu	189	4.0
9	Kathmandu	172	3.6
10	Dang	157	3.3
11	Arghakhanchi	140	3.0
12	Sunsari	111	2.3
13	Makwanpur	110	2.3
14	Pyuthan	105	2.2
15	Lamjung	101	2.1
16	Rukum	101	2.1
17	Bardiya	89	1.9
18	Surkhet	86	1.8
19	Nuwakot	83	1.8
20	Kavrepalanchok	82	1.7
21	Dolakha	80	1.7
22	Kanchanpur	76	1.6
23	Dhanusa	75	1.6
24	Jumla	75	1.6
25	Syangha	70	1.5
26	Parvat	68	1.4
27	Sindhupalchok	65	1.4
28	Gorkha	52	1.1
29	Doti	50	1.1

SN	Name of District	Number of Respondents	Percent
30	Bhaktapur	49	1.0
31	Jhapa	48	1.0
32	Myagdi	46	1.0
33	Siraha	45	1.0
34	Palpa	44	.9
35	Sarlahi	41	.9
36	Ramechhap	40	.8
37	Gulmi	40	.8
38	Bara	38	.8
39	Tanahun	38	.8
40	Dadeldhura	38	.8
41	Baglung	37	.8
42	Rolpa	37	.8
43	Dhading	35	.7
44	Lalitpur	35	.7
45	Rautahat	35	.7
46	Kalikot	22	.5
47	Sindhuli	15	.3
48	Mahottari	12	.3
49	Parsa	11	.2
50	Okhaldhunga	7	.1
51	Salyan	7	.1
52	Ilam	5	.1
53	Sankhuwasabha	4	.1
54	Panchther	3	.1
55	Solukhumbu	3	.1
56	Khotang	3	.1
57	Saptari	3	.1
58	Dhankuta	2	.0
59	Bhojpur	2	.0
60	Jajarkot	2	.0
61	Achham	2	.0
62	Tehrathum	1	.0
63	Humla	1	.0
64	Mugu	1	.0
65	Dailekh	1	.0
	Total	4727	100.0

Table 3: Respondents' Age Group by Gender and Level

Level of Training		Gender of the respondents		Total	
		Female	Male		
Level One	Age Group	17-24	470(27.7)	796(34.4)	1266(31.6)
		25-40	1142(67.4)	1342(58.0)	2484(62)
		41 and Above	82(4.8)	175(7.6)	257(6.4)
Total			1694(100)	2313(100)	4007(100)

Level Two	Age Group	17-24	80(42.8)	125(23.5)	205(28.5)
		25-40	101(54)	344(64.5)	445(61.8)
		41 and Above	6(3.2)	64(12)	70(9.7)
	Total		187(100)	533(100)	720(100)
Total	Age Group	17-24	550 (29.2)	921(32.4)	1471(31.1)
		25-40	1243(66.1)	1686(59.2)	2929(62)
		41 and Above	88(4.7)	239(8.4)	327(6.9)
	Total		1881(100)	2846(100)	4727(100)

Table 4: Employment Status by Occupation

S N	Trade/Occupation	Employment Status		Total
		Employed	Unemployed	
1	Agriculture JTA	16(64)	9(36)	25(100)
2	Aluminum Fabricator	66(60.6)	43(39.4)	109(100)
3	Arc Welder	130(76)	41(24)	171(100)
4	Assistant Beautician	32(54.2)	27(45.8)	59(100)
5	Assistant Waiter	13(50)	13(50)	26(100)
6	Baker	17(58.6)	12(41.4)	29(100)
7	Bakery	3(37.5)	5(62.5)	8(100)
8	Bar Bender	19(43.2)	25(56.8)	44(100)
9	Bar Tender	13(68.4)	6(31.6)	19(100)
10	Beautician	14(93.3)	1(6.7)	15(100)
11	Boiler operator	35(85.4)	6(14.6)	41(100)
12	Brick Layer Mason	4(100)	0	4(100)
13	Building Electrician	179(64.4)	99(35.6)	278(100)
14	Building Electrician 2	49(96.1)	2(3.9)	51(100)
15	Building Painter	14(66.7)	7(33.3)	21(100)
16	Care Giver	30(36.6)	52(63.4)	82(100)
17	Chinese Cook	22(61.1)	14(38.9)	36(100)
18	Coffee Maker	29(93.5)	2(6.5)	31(100)
19	Color TV Receiver Repair	12(70.7)	5(29.4)	17(100)
20	Commercial Cooking-1	21(56.8)	16(43.2)	37(100)
21	Commercial Cooking	11(57.9)	8(42.1)	19(100)
22	Commis II	13(100)	0	13(100)
23	Commis III	20(83.3)	4(16.4)	24(100)
24	Computer Hardware	61(76.2)	19(23.8)	80(100)
25	Computer Operator	12(92.3)	1(7.7)	13(100)
26	Construction Carpenter	72(59.5)	49(40.5)	121(100)
27	Construction Worker	33(73.3)	12(26.7)	45(100)
28	Continental Cook	33(67.3)	16(32.7)	49(100)
29	Cook	43(79.6)	11(20.4)	54(100)
30	Dress Maker/Tailoring	32(72.7)	12(27.3)	44(100)
31	ECD Facilitator	46(62.2)	28(37.8)	74(100)
32	Electric Motor Rewinder	25(65.9)	13(34.2)	38(100)
33	Fruit and Vegetable Processer	28(33.7)	55(66.3)	83(100)

S N	Trade/Occupation	Employment Status		Total
		Employed	Unemployed	
34	Furniture Maker	93(64.1)	52(35.9)	145(100)
35	Garment Fabricator	32(64.0)	18(36.0)	50(100)
36	Hair Cutting	12(80.0)	3(20.0)	15(100)
37	Hand Embroider	36(47.4)	40(52.6)	76(100)
38	Heavy Machinery Operator	22(51.2)	21(48.8)	43(100)
39	House Hold Plumber	27(87.1)	4(12.9)	31(100)
40	House Keeping	21(61.8)	13(38.2)	34(100)
41	Indian Cook	27(64.3)	15(35.7)	42(100)
42	Industrial Electrician	34(73.9)	12(26.1)	46(100)
43	Industrial Electrician I	1(100)	0	1(100)
44	Junior Auto Mechanics	32(78)	9(22)	41(100)
45	Junior Computer Hardware	30(62.5)	18(37.5)	48(100)
46	Junior Optical Dispenser	31(68.9)	14(31.1)	45(100)
47	Junior Plumber	82(64.6)	45(35.4)	127(100)
48	Junior Telecom Technician	9(42.9)	12(57.1)	21(100)
49	Lathe Setting Operator	5(100)	0	5(100)
50	Lathe Setting Operator-1	62(91.2)	6(8.8)	68(100)
51	Livestock JTA Assistant	6(85.70)	1(14.3)	7(100)
52	Mason	287(56.7)	219(43.3)	506(100)
53	Mechanical Fitter	30(81.1)	7(18.9)	37(100)
54	Micro Hydro Assistant	6(12.5)	42(87.5)	48(100)
55	Mobile phone Repair	73(56.6)	56(43.4)	129(100)
56	Motor Cycle Mechanics	84(89.4)	10(10.6)	94(100)
57	Motor Cycle Service	97(76.4)	30(23.6)	127(100)
58	Off Season Vegetable	42(56)	33(44)	75(100)
59	Off Seasonal Vegetable	2(100)	0	2(100)
60	Post- Harvest Technician	41(31.1)	91(68.9)	132(100)
61	Receptionist Cum Cashier	14(82.4)	3(17.6)	17(100)
62	Ref. and AC Mechanics	37(88.1)	5(11.9)	42(100)
63	Ref. and AC Mechanics-1	34 (89.5)	4(10.5)	38(100)
64	Room Attendant	6(50)	6(50)	12(100)
65	Scaffoler	44(49.4)	45(50.6)	89(100)
66	Security Guard	28(47.5)	31(52.5)	59(100)
67	Shoe Maker	25(73.5)	9(26.5)	34(100)
68	Sluttering Carpenter	85(65.4)	45(34.6)	130(100)
69	Small Hotel and Lodge	14(56)	11(44)	25(100)
70	Solar Electric Technician	1(100)	0	1(100)
71	Solar Electrician -1	21(75)	7(25)	28(100)
72	Steel Fixture	34(82.9)	7(17.1)	41(100)
73	Stone Layer Mason	32(91.4)	3(8.6)	35(100)
74	Structural Fabricator	63(76.8)	19(23.2)	82(100)
75	Sweet and Snacks Maker	11(45.8)	13(54.2)	24(100)
76	Tailoring	42(80.8)	10(19.2)	52(100)
77	Tile Marble Fixer/ Plaster	12(23.1)	40(76.9)	52(100)
78	Veterinary Junior Technical	10(55.6)	8(44.4)	18(100)
79	Waiter	35(87.5)	5(12.5)	40(100)
80	Waitress	15(42.9)	20(57.1)	35(100)

S N	Trade/Occupation	Employment Status		Total
		Employed	Unemployed	
81	Waitress 2	1(100)	0	1(100)
82	Electrical Vehicle Driving Cum	19(61.3)	12(38.7)	31(100)
83	Light Vehicle Service	57(67.1)	28(32.9)	85(100)
84	Post- Harvest Technician (Fruit)	0	1(100)	1(100)
	Total	3011(63.7)	1716(36.3)	4727(100)

Table 5: Age of the Respondents by Various Categorization

Type	Details	N	Mean	Std. Deviation	Minimum	Maximum
Gender	Female	1881	28.52	6.898	17	65
	Male	2846	28.58	7.451	16	63
Sector	Construction	1699	29.14	7.629	16	63
	Manufacturing	1094	29.08	7.576	17	65
	Service	1934	27.75	6.580	17	58
Nature of Organization	Public	983	29.44	7.856	17	65
	Private	3744	28.32	7.046	16	63
Level	Level One	4007	28.52	7.185	16	65
	Level Two	720	28.78	7.508	17	58
Total		4727	28.56	7.235	16	65

Table 6: Cross Tabulation of Gender, Sector and Age Group

SN	Age Group	Motivational Factors	Female		Male	
			Frequency	Percent	Frequency	Percent
1	17-24	Hope of Employment	331	60.2	509	55.3
2		Hope for higher income	89	16.2	228	24.8
3		Demonstration effect of friends	72	13.1	99	10.7
4		Guardian's Suggestion	45	8.2	52	5.6
5		Desired to engaged in foreign employment	13	2.4	33	3.6
		Total	550	100.0	921	100.0
1	25-40	Hope of Employment	815	65.6	805	47.7
2		Hope for higher income	226	18.2	605	35.9
3		Demonstration effect of friends	119	9.6	152	9.0
4		Guardian's Suggestion	71	5.7	63	3.7
5		Desired to engaged in foreign employment	12	1.0	61	3.6
		Total	1243	100.0	1686	100.0
1	41 and Above	Hope of Employment	46	52.3	110	46.0
2		Hope for higher income	23	26.1	100	41.8
3		Demonstration effect of friends	13	14.8	21	8.8
4		Guardian's Suggestion	6	6.8	6	2.5
5		Desired to engaged in foreign employment			2	.8
		Total	88	100.0	239	100.0

Table 7: Cross Tabulation between Selection Criteria Vs Age Group

SN	Selection Criteria	Age of the respondents			Total
		17-24	25-40	41 and Above	
1	Called from TESP without any process	276 (18.8)	857(29.3)	67(20.5)	1200(25.4)
3	Appeared in Interview	30(2)	81(2.8)	5(1.5)	116(2.5)
5	Sat on Written Examination	1063(72.3)	1784(60.9)	245(74.9)	3092(65.4)
7	Both written and interview	102(6.9)	207(7.1)	10(3.1)	319(6.7)
9	Total	1471(100)	2929(100)	327(100)	4727(100)

Table 8: Cross Tabulation between Selection Criteria Vs Gender

SN	Selection Criteria	Gender of the respondents		Total
		Female	Male	
1	Called from TESP without any process	529(28.1)	671(23.6)	1200(25.4)
2	Appeared in Interview	60(3.2)	56(2.0)	116(2.5)
3	Sat on Written Examination	1204(64)	1888(66.3)	3092(65.4)
4	Both written and interview	88(4.7)	231(8.1)	319(6.7)
	Total	1881(100)	2846(100)	4727(100)

Table 9: Cross Tabulation between Selection Criteria Vs Sector

SN	Selection Criteria	Sector of the training			Total
		Constructio n	Manufacturin g	Service	
1	Called from TESP without any process	477(28.1)	322(29.4)	401(20.7)	1200(25.4)
2	Appeared in Interview	31(1.8)	21(1.9)	64(3.3)	116(2.5)
3	Sat on Written Examination	1097(64.6)	694(63.4)	1301(67.3)	3092(65.4)
4	Both written and interview	94(5.5)	57(5.2)	168(8.7)	319(6.7)
5	Total	1699(100)	1094(100)	1934(100)	4727(100)

Table 10: Cross Tabulation between Selection Criteria Vs Type of Organization

SN	Selection Criteria	Nature of the organization		Total
		Public	Private	
1	Called from TESP without any process	193(19.6%)	1007(26.9%)	1200(25.4%)
2	Appeared in Interview	23(2.3%)	93(2.5%)	116 (2.5%)
3	Sat on Written Examination	657(66.8%)	2435(65.0%)	3092(65.4%)
4	Both written and interview	110(11.2%)	209(5.6%)	319(6.7%)
	Total	983(100.0%)	3744(100.0%)	4727(100.0%)

Table 11: Cross Tabulation between Selection Criteria Vs Level

SN	Selection Criteria	Level of Training		Total
		Level One	Level Two	
1	Called from TESP without any process	1096(27.4%)	104(14.4%)	1200(25.4%)
2	Appeared in Interview	105(2.6%)	11(1.5%)	116(2.5%)
3	Sat on Written Examination	2599(64.9%)	493(68.5%)	3092(65.4%)
4	Both written and interview	207(5.2%)	112(15.6%)	319(6.7%)
	Total	4007(100.0%)	720(100.0%)	4727(100.0%)

Table 12: Cross Tabulation between Prior Counseling Status Vs Age Group

S N	Status of Prior Counseling	Age of the respondents			Total
		17-24	25-40	41 and Above	
1	Not any counseling	116(7.9%)	342(11.7%)	37(11.3%)	495(10.5%)
2	Simple Counseling	1014(68.9%)	1904(65.0%)	241(73.7%)	3159(66.8%)
3	Detail Counseling	253(17.2%)	542(18.5%)	32(9.8%)	827(17.5%)
4	Already well-known about it	88(6.0%)	141(4.8%)	17(5.2%)	246(5.2%)
	Total	1471(100.0%)	2929(100.0 %)	327(100.0%)	4727(100.0 %)

Table 13: Cross Tabulation between Prior Counseling Status Vs Organization Type

SN	Status of Prior Counseling	Nature of the organization		Total
		Public	Private	
1	Not any counseling	76(7.7%)	419(11.2%)	495(10.5%)
2	Simple Counseling	687(69.9%)	2472(66.0%)	3159(66.8%)
3	Detail Counseling	160(16.3%)	667(17.8%)	827(17.5%)
4	Already well-known about it	60(6.1%)	186(5.0%)	246(5.2%)
	Total	983(100.0%)	3744(100.0%)	4727(100.0%)

Table 14: Cross Tabulation between Prior Counseling Status Vs Gender

SN	Status of Prior Counseling	Nature of the organization		Total
		Male	Female	
1	Not any counseling	178(9.5%)	317(11.1%)	495(10.5%)
2	Simple Counseling	1284(68.3%)	1875(65.9%)	3159(66.8%)
3	Detail Counseling	334(17.8%)	493(17.3%)	827(17.5%)
4	Already well-known about it	85(4.5%)	161(5.7%)	246(5.2%)
	Total	1881(100.0%)	2846(100.0%)	4727(100.0%)

Table 15: Reason for Training irreverent Reason vs Gender

SN	Reason for Not Relevant	Gender of the respondents				Total	
		Female		Male		No	Percent
		No	Percent	No	Percent		
1	Didn't make capable to earn high salary	2	0.60	4	1.9	6	1.11
2	Involved in business of different sector	7	2.10	2	0.9	9	1.66
3	Involved in Study	11	3.30	4	1.9	15	2.77
4	Lack of job opportunities in the market	2	0.60	4	1.9	6	1.11
5	Less practical training	15	4.50	14	6.7	29	5.36
6	Preparing to go abroad with the skill gained by tr	0	0.00	2	0.9	2	0.37
7	Priority should be poor n disadvantage group	2	0.60	0	0	2	0.37
8	Remain unemployed after training	253	75.98	119	57.2	372	68.76
9	Unable to work in related to training	4	1.20	6	2.8	10	1.85
10	Worked in different field than Training	37	11.11	53	25.4	90	16.64
11	Total	333	100.00	208	100		0.00

Table 16 : Reason of Training Irreverent by Age group

SN	Reasons	Age of the respondents					
		17-24		25-40		41 and Above	
		No	%	No	%	No	%
1	Didn't make capable to earn high salary	3	1	3	0	0	0
2	Involved in business of different sector	2	1	6	0	1	4
3	Involved in Study	13	6	2	0	0	0
4	Lack of job opportunities in the market	2	1	4	0	0	0
5	Less practical training	10	5	17	1	2	7
6	Preparing to go abroad with the skill gained by tr	2	1	0	0	0	0
7	Priority should be poor n disadvantage group	0	0	2	0	0	0
8	Remain unemployed after training	154	70	197	9	21	75
9	Unable to work in related to training	3	1	6	0	1	4
10	Worked in different field than Training	32	14	55	2	3	11

Total	221	100	292	13	28	100
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Table 17 : Training Quality and Job Satisfaction

SN	Title	Graduates Response in Rating Scale									
		Extremely Agree		Agree		Neutral		Disagree		Extremely Disagree	
		f	%	f	%	f	%	f	%	f	%
1	Curriculum was practical	112	23.4	308	65.1	509	10.8	13	.3		
2	Plenty of opportunities were available for workshop practice	153	32.3	218	46.2	100	21.2	7	.1	2	.0
3	Plenty of books are available in library	642	13.6	258	54.6	110	23.4	323	6.8	7	1.4
4	Plenty of equipment are available in workshops	194	41.2	213	45.1	621	13.1	30	.6	2	.0
5	Management of laboratory/workshop was good	173	36.8	244	51.7	540	11.4	6	.1	1	.0
6	The instructional procedure was good	211	44.4	219	46.4	415	8.8	4	.1		
7	The practical knowledge of instructor was good	243	51.8	187	39.9	396	8.4	13	.3	1	.0
8	Training has fully prepared you for job	847	17.9	192	40.7	517	10.9	11	.2	3	.1
9	Employer is satisfied by your performance	552	18.3	978	32.5	147	48.9	7	.2	2	.1
10	The skill learnt during the training helped me to be prepared for job	963	29.3	128	39.0	101	30.8	18	.5	9	.3
11	You are capable for the job for your responsibility	146	44.9	133	40.6	471	14.3	9	.3	1	.0
12	You are capable to perform all the duties for the post	129	39.6	138	42.5	595	18.1	6	.2	1	.0
13	You are satisfied by the training you had completed	126	26.6	262	55.5	808	17.1	29	.6	2	.0
14	You are satisfied by the job you had performed	104	34.3	158	52.7	320	10.6	61	2.0	1	.0

Table 18: Type of Employment by Sector

SN	Employment Types	Sector of the training			Total
		Construction	Manufacturing	Service	
1	Permanent salaried Employed	51(4.9%)	105(15.1%)	84(6.6%)	240(8.0%)
2	Self Employed (Independent)	104(10.0%)	57(8.2%)	111(8.7%)	272(9.0%)

3	Temporary salaried Employed	249(24.0%)	269(38.6%)	757(59.2%)	1275(42.3%)
4	Self Employed (Micro_entreprises)	175(16.9%)	165(23.7%)	233(18.2%)	573(19.0%)
5	Daily Wage Employed	448(43.2%)	83(11.9%)	77(6.0%)	608(20.2%)
6	Foreign Employment	9(0.9%)	17(2.4%)	17(1.3%)	43(1.4%)
	Total	1036(100.0%)	696(100.0%)	1279(100.0%)	3011(100.0%)

Table 19: Employment Type by Gender

SN	Employment Types	Gender of Respondents		Total
		Female	Male	
1	Permanent salaried Employed	71(7.7%)	169(8.1%)	240(8.0%)
2	Self Employed (Independent)	94(10.2%)	178(8.5%)	272(9.0%)
3	Temporary salaried Employed	412(44.6%)	863(41.4%)	1275(42.3%)
4	Self Employed (Microenterprises)	130(14.1%)	443(21.2%)	573(19.0%)
5	Daily Wage Employed	217(23.5%)	391(18.7%)	608(20.2%)
6	Foreign Employment	-	43(2.1%)	43(1.4%)
	Total	924(100.0%)	2087(100.0%)	3011(100.0%)

Table 20 : Problems faced by Gender

SN	Problems	Gender of the respondents		Total
		Female	Male	
1	Not being perfect in responsibility	603(65.3%)	1202(57.6%)	1805(59.9%)
2	Lack of literacy skills	20(2.2%)	33(1.6%)	53(1.8%)
3	Problems due to lack of English language	17(1.8%)	34(1.6%)	51(1.7%)
4	Not faced any problems	284(30.7%)	818(39.2%)	1102(36.6%)
	Total	924(100.0%)	2087(100.0%)	3011(100.0%)

Chi-square coefficient 20.20.

Figures in parentheses represent column proportions.

Table 21: Problems faced by Sector

S N	Problems Faced	Sector of the training			Total
		Construction	Manufacturing	Service	
1	Not being perfect in responsibility	628(60.6%)	411(59.1%)	766(59.9%)	1805(59.9%)
2	Lack of literacy skills	10(1.0%)	11(1.6%)	32(2.5%)	53(1.8%)
3	Problems due to lack of English language	30(2.9%)	12(1.7%)	9(0.7%)	51(1.7%)

4	Not faced any problems	368(35.5%)	262(37.6%)	472(36.9%)	1102(36.6%)
	Total	1036(100.0%)	696(100.0%)	1279(100.0%)	3011(100.0%)

Chi-square coefficient 24.82

Figures in parentheses represent column proportions.

Table: 22 Measures to Increase the Employment Rate

SN	Measures Suggested	Frequency	Percent
1	Longer training period	144	31.6
2	Incorporation of additional practical components	94	20.7
3	Teachers should be training and qualified	42	9.2
4	Update curricula as per new technology	35	7.7
5	Proper selection of trainees	32	7.0
6	Adequate infrastructure and tools	30	6.6
7	Upgrade curricula as per new technology	13	2.9
8	Incorporation of recent and updated technology	8	1.8
9	Upper level training	8	1.8
10	Additional OJT classes	7	1.5
11	Select training programs appropriately	7	1.5
12	Theory should also be focused	7	1.5
13	Continuous refresher training	6	1.3
14	Monitoring and supervision should be effective	5	1.1
15	Well managed training	5	1.1
16	Compulsory Job placement after training	4	0.9
17	Incorporation of Computer and English language	3	0.7
18	Friendly time (Morning Evening)	1	0.2
19	Refreshment survey should be carried out	1	0.2
20	Refreshment survey should be carried out frequently	1	0.2
21	Result Should be published timely	1	0.2
22	Training in rural and remote places	1	0.2
23	Total	455	100.0

Table 23 : Training Quality and Job Satisfaction

SN	Title	Graduates Response in Rating Scale									
		Extremely Agree		Agree		Neutral		Disagree		Extremely Disagree	
		f	%	f	%	f	%	f	%	f	%
1	Graduate employee has adequate theoretical knowledge	228	19.7	844	73.0	78	6.7	5	.4	1	.1
2	Graduate employee has adequate practical skills	341	29.5	663	57.4	146	12.6	6	.5		
3	Graduate employee is enthusiastic to learn	578	50.0	467	40.4	109	9.4	1	.1	1	.1
4	Graduate employee is hardworking and responsible for work	672	58.1	421	36.4	61	5.3	1	.1	1	.1
5	Graduate employee can solely handle the problems	483	41.8	552	47.8	115	9.9	5	.4	1	.1
6	In an aggregate, Graduate employee is able to work	460	39.8	616	53.3	78	6.7	1	.1	1	.1
7	Graduate employee has problem solving skills in the related occupation	365	31.6	680	58.8	109	9.4	2	.2		
8	Graduate employee is good networking skills and working in a group	603	52.2	459	39.7	93	8.0	1	.1		

Table 24 : Employment Status by Major Ethnic Category

SN	Total	Employment Status of Graduates		Total
		Employed	Unemployed	
1	Brahmin/Chhetri	1219 (60.2)	805(39.8)	2024(100.0)
2	Janajatis	1311(68.5)	603(31.5)	1914(100.0)
3	Dalits	287(57.5)	212(42.5)	499(100.0)
4	Others	194(66.9)	96(33.1)	290(100.0)
	Total	3011(63.7)	1716(36.3)	4727(100.0)

Table 25: Skill Test Status by Gender

SN	Skill Test Status	Gender of the respondents		Total
		Female	Male	
1	Passed	1269(67.5)	2237(78.6)	3506(74.2)
2	Not Involved in SKILL Test	19(1.0)	32(1.1)	51(1.1)
3	Failed	194(10.3)	249(8.7)	443(9.4)
4	Result Waiting	399(21.2)	328(11.5)	727(15.4)
		1881(100)	2846(100)	4727(100)

Table 26 : Level of Income by Social Status

SN	Ethnic Category	Mean	N	Std. Deviation
1	Brahmin/Chhetri	19734.56	1219	13359.20
2	Janajaties	19746.27	1311	12218.57
3	Dalits	21137.63	287	13775.65
4	Others	21119.84	194	12107.09
	Total	19962.65	3011	12840.62

Table 27: Job and Training Satisfaction Status by Gender, Ethnicity and Level

SN	Category	Recategorization of ethnicity	Training Quality	Job Satisfaction	Satisfaction on Work Performance
1	Ethnicity	Brahmin/Chhetri	1.18	0.92	1.70
2		Janajaties	1.16	0.98	1.71
3		Dalits	1.19	0.95	1.62
4		Others	1.32	1.04	1.66
5	Gender	Female	1.18	0.85	1.77
6		Male	1.18	1.02	1.65
7	Level	Level One	1.16	0.91	1.72
8		Level Two	1.30	1.20	1.58
		Total	1.18	0.95	1.68

Table 28: Nature of Engagement by Gender

SN	Nature of Engagement	Gender of the respondents		Total
		Female	Male	
1	Permanent salaried Employed	71(7.7)	169(8.1)	240(8.0)
2	Self Employed (Independent)	94(10.2)	178(8.5)	272(9.0)
3	Temporary salaried Employed	412(44.6)	863(41.4)	1275(42.3)
4	Self Employed (Micro_entreprises)	130(14.1)	443(21.2)	573(19.0)
5	Daily Wage Employed	217(23.5)	391(18.7)	608(20.2)
6	Foreign Employment	0(0.0)	43(2.1)	43(1.4)
	Total	924(100.0)	2087(100.0)	3011(100.0)

Table 29: Nature of Engagement by Ethnicity

SN	Nature of Engagement	Ethnic Group				Total
		Brahmin /Chhetri	Janajaties	Dalits	Others	
1	Permanent salaried Employed	109(8.9)	111(8.5)	11(3.8)	9(4.6)	240(8.0)
2	Self Employed (Independent)	126(10.3)	114(8.7)	24(8.4)	8(4.1)	272(9.0)
3	Temporary salaried Employed	503(41.3)	561(42.8)	107(37.3)	104(53.6)	1275(42.3)
4	Self Employed (Micro_entreprises)	230(18.9)	233(17.8)	57(19.9)	53(27.3)	573(19.0)
5	Daily Wage Employed	234(19.2)	270(20.6)	84(29.3)	20(10.3)	608(20.2)
	Foreign Employment	17(1.4)	22(1.7)	4(1.4)	0(0.0)	43(1.4)
	Total	1219(100.0)	1311(100.0)	287(100.0)	194(100.0)	3011(100.0)

Table 30: Satisfaction towards Employee

SN	Evaluation Statement	N	Min	Max	Mean	Std. Deviation
1	Has adequate theoretical knowledge	1156	-2.00	2.00	1.12	.52534
2	Has adequate practical skills	1156	-2.00	2.00	1.16	.66703
3	Is enthusiastic to learn	1156	-2.00	2.00	1.40	.66694
4	Is hardworking and responsible for work	1156	-2.00	2.00	1.52	.60897
5	Can solely handle the problems	1156	-2.00	2.00	1.30	.68403
6	In an aggregate, he is able to work	1156	-2.00	2.00	1.32	.60877
7	Has problem solving skills in the related occupation	1156	-2.00	2.00	1.22	.61576
8	Has good networking skills and working in a group	1156	-2.00	2.00	1.44	.64643
	Valid N (listwise)	1156				

Table 31: Nature of Employment by Level

SN	Nature of Employment	Level of Training		Total
		Level One	Level Two	
1	Permanent salaried employed	212(8.8)	28(4.7)	240(8.0)
2	Self Employed (Independent)	241(10.0)	31(5.2)	272(9.0)
3	Temporary salaried employed	955(39.6)	320(53.5)	1275(42.3)
4	Self Employed (Micro_entreprises)	415(17.2)	158(26.4)	573(19.0)
5	Daily Wage Employed	555(23.0)	53(8.9)	608(20.2)
6	Foreign Employment	35(1.5)	8(1.3)	43(1.4)
	Total	2413(100.0)	598(100.0)	3011(100.0)

Annex 6. Summary of Qualitative Findings

In order to substantiate the quantitative result on evaluation of the sustainability of Project graduates' employment who had completed the short term training (Level 1 & Level 2), their satisfaction with the training and employers' satisfaction with the skills and knowledge of the trainees, the consultant team also collected qualitative information. The consultant proposed the approach, methodology and the tools for data collection. The approach, methodology and the tools for data collection were finalized incorporating the feedbacks from SDP project. Based on the approved tools, the consultant team collected qualitative information through FGDs with the training graduates, employers, training provider enquiries and key informant interviews with RMOs and Training Providers. The team also conducted field observation of training facilities of few training venues. The findings from the qualitative survey are presented in the following paragraphs.

6.1 Information about the training. Different graduates received the information regarding the training through different media. The different medias were trainers, TESP, NGOs, local bodies, FMs, Pamphlets, posters, professional associations, friends, relatives, newspaper, radios, etc. Some graduates were informed through the social media and internet. Although different medias were used, majority of graduates revealed that they received information through friends, relatives and trainers. This indicates that social marketing was not as effective as expected and there was limited access of training information to unreached, particularly the needy people.

6.2 Training Quality

The qualitative information obtained from the field shows mix responses regarding the overall training quality across the region and among the TESP. Graduate respondents in one training event stated the satisfactory training delivered through a TESP whereas the respondents graduated from another training event of the same TESP remarked the poor training quality. Based on their responses, there were different opinions across the region and in different occupations.

6.2.1 Availability of training curricula

In most of the training centers, curricula were not made available to the training participants. Seti Technical School in far western region provided the curriculum whereas most of the private TESP in the region did not provide it during the training (Annex-7). However, the trainers used to provide the class notes. The major tasks to be trained in was written in poster and hanged on the wall. Similar situation was found in other regions as well. Bheri Technical School (BTS) distributed curricula to the training participants in training events conducted within its premises.

Availability of training curricula was also varied by trades. For instance, Nepal Engineering & Technical Sciences Pvt. Ltd (NESTA) provided the training curricula to participants in scaffolding training. However, the FGD graduates of some other training events conducted by same TESP stated that the curriculum was not made available. Mason training in Musikot of Rukum is an example. Some other examples where participants did not receive the curricula in the region are Early Childhood Facilitator and shuttering carpenter training conducted by Tradelink Technical Training Institute.

Similar situation was in the western development region. Participants of shuttering carpenter conducted by Deurali Janata Prabidhik Shikshalaya (DJPS) in Amuwa of Rupandehi, Boiler Operator and Arc Welder training participants conducted by Training Center Nepal (TCN) did not receive the curricula whereas Lathe Setter Operator participant trained by TCN had

received. Similar situation exists in central region too. Most of the FGD participants in the central development region mentioned that they did not receive the training curricula. The graduates of Aluminum fabricator training conducted by TCN in Letang of Morang received it whereas it was not made available to the graduates of Cook training conducted by National Employment Training Center (NETC) in eastern region too. This indicates that the curriculum was not made available to the trainees except in few training events in general. Mostly, it was found distributed in the training centers conducted by public institutions within their premises. Theory and practical ratio as prescribed by the curriculum was not maintained in most of the training events.

6.2.2 Availability of Trainers with TOT

Most of the participants in the Far Western Development Region stated that the trainers were well trained, motivated and qualified. They attempted their best to deliver the skills and knowledge to the participants. Some of the female participants stated that there were no female trainers in some training events. They mentioned the training becomes more effective if there were female trainers. In general, the participants were happy with the trainers. There was some exception that the participants in hospitality sector like Commis-III where the graduates were not happy with the trainers' competency to teach the participants.

In mid western development region, the graduates were found satisfied with the trainers and mentioned that they were well trained and experienced. Similar situation was in the western development region. The respondent stated that the trainers were well trained and experienced. They also reflected that there were no female trainers in most of the training events. In central development region, FGD respondents stated that most of the trainers were well trained and experienced except in some training events. However female trainers were not available in most of the events. In general, respondents in the eastern development region were satisfied with the trainers. Interview with the training providers reflected that most of the trainers had not received the TOT. They have faced difficulties in finding the trainers having TOT.

6.2.3 Training Materials and facilities:

Availability of training materials and facilities were in varying levels depending on training events and TESP. Training graduates were satisfied with the training materials available for practice in some of the training events whereas the training materials were not adequately available for individual practice in other training centers. FGD graduates of mason in far western development region expressed that the training materials were adequate for training and practical purpose. Unlike to this, graduates of ECD facilitator, commis III and industrial electrician in the region expressed that there was inadequate training materials and lack of individual practice opportunities. One of the graduates of Commis III mentioned that his job was quitted due to the lack of hands on practice.

There was similar situation regarding the availability of training materials in mid-western region too. Respondents stated that the training materials and practical opportunities in the training events like in motorcycle service mechanics and building electrician conducted by Bheri Technical School within its premises were adequate. Padmodaya Higher Secondary School, a Public TECS School running the specialized course inside the institute premises had also managed adequate training materials, tools and equipment for the training. Graduates stated that there were all required equipments, machines and learning materials for the building electrician training and the graduates got adequate practical opportunities.

Off season vegetable production graduates from Karnali Technical School also mentioned that there were adequate learning materials and required tools. Unlikely, the learning materials,

training equipments and tools were inadequate for the ECD facilitator training event conducted by Tradelink Technical Training Institute whereas graduates of scaffolding training conducted by NESTA expressed that there were adequate training materials available in the training center. Participants of Commis III conducted by NETC and shuttering carpenter training conducted by Tradelink Technical Training Institute in Pyuthan stated adequate training materials available in the training center.

Training providers had managed to conduct the training in the related industry itself in occupations that requires high investment in mid-western and western development region. For example, TCN conducted the Lathe Setter Operator and arc welder training in Siddhartha Engineering Workshop where the participants had good opportunities for practice. Like other regions, there were adequate training materials in some training events and lack of materials and tools in some other centers in western region too. Graduates of structural fabricators, building electricians stated the training equipment and materials adequate in the training center. However, there was inadequate training materials in the shuttering carpenter training conducted by DJPS in the Amuwa of Rupandehi.

Graduates of Boiler Operator training conducted by TCN stated that the training was conducted within a factory which had the Boiler operator. Required learning materials were available in the training. Similarly, graduates of the Arc welder training conducted by TCN reflected that the training was conducted in a Grill Udhyog. All training materials and tools and equipment were available for the training and the graduates had enough practice opportunity. Skill level-2 Graduates of Shanti Namuna Higher secondary School on Lathe Setter Operator shared that there were adequate learning materials, tools and equipments and had got the adequate practical opportunities.

In central development region, training materials were adequately available in some of the training centers like in the hair cutting, level-2 cook where as there was in adequate training materials in bar tender, mason, arc welding, hotel and small lodge assistant trainings. There was similar situation on the availability of training materials, tools and equipments in the eastern development region too.

6.2.4 Monitoring and evaluation

Monitoring is critical in training to ensure quality of qualified and experienced trainers, availability of training materials, tools and equipments. During the FGDs with the graduates, interview with RMOs and training providers it was stated that the monitoring was still not enough and there was very limited monitoring in the remote training centres. Even in situations where training monitoring has been done either by RMOs or by TPM, there is no formative assessment during monitoring. It was also revealed during the FGDs that the training was not conducted for the specified time duration in few cases. This indicates the need to further strengthen the monitoring activities and focus on graduates' learning level.

6.2.5 OJT Planning and execution

In some of the training events and occupations, graduates were sent on OJT, whereas majority of them in some other events/occupations were not provided such opportunity. However the OJT duration was not uniform. Participants of ECD facilitator in far western development region were sent for OJT for 15 days. Commis III, housekeeping graduates were also sent for OJT. It was found that one TESP sent the graduate in OJT whereas other did not send in similar occupation. Seti Technical School sent the Building Electrician trainees for OJT whereas World Wide Technical Pvt. Ltd.(WWTP) did not send the Industrial Electrician Trainees. Bheri Technical School in mid-western development region sent the Building Electrician graduates on

OJT whereas TECS School did not send. Regarding the OJT, there was similar situation in other regions too. The employers have suggested sending the graduates for OJT to make them familiar with the work.

6.3 Female friendly training environment

In general, female trainees were comfortable with the training time. However, few female trainees faced difficulties to manage time for training from their household work. This indicates that the training providers have to be more flexible in training time to accommodate such participants in the training. Likewise, separate toilets for male and females were available only in few training centers. There existed only one toilet in most of the remaining training centers. Female trainees adjusted themselves in such situations. In the ECD facilitator training center in far western development region, there was a separate room for lactating mothers. Lactating mothers used the room for feeding their child; however they managed the care taker themselves. In most of the training centers, there were no female trainers. Female graduates expressed that the training could be more effective if female trainers were made available. Most of the training centers were at reasonable distance. In exception, some participants of shuttering carpenter training conducted by Tradelink Technical Training Institute in Pyuthan expressed that they have to travel long distance to reach the training center.

6.4 Satisfaction of the graduates with the training Programs

Based on the FGD findings, majority of the participants are satisfied with the training programmes. Especially, those who have got adequate practical opportunities became skilful and have started earning either in self or wage employment. Considerable numbers of graduates have gone abroad for foreign employment. The training program has made them skilful and capable for earnings. Some participants especially those who were unemployed expressed dissatisfaction with the training programs. They claimed that they did not get adequate opportunity for practice, there were not adequate learning materials and trainers were not qualified and experienced. This again demands comprehensive monitoring of the training activities to ensure the availability training materials, tools and equipments, qualified trainers, follow up of curricula, required practical opportunities and ultimately to ensure the training quality.

6.5 Sustainability of employment of graduates

The training program has made graduates skilful and imparted the ability creating self employment. In general, majority of the graduates, who were interested to make their career in the occupation they were trained in, are either self employed or working as wage employed. Their life has been changed and their livelihood has been easier. Some trained graduates have gone abroad for foreign employment. Some of the graduates have started working in the industry and they are managing the family expenses from their earnings. In general, the earnings of self employed graduates are found comparatively higher as compared to those who are wage employed. Many wage employed graduates have also adopted the occupation as their career. There is more likely that the graduates will keep continue of the skills and job. These graduates are thankful to the project and are happy to get the opportunity. Few of the commis graduates in Dhangadi expressed that the training opened their eyes; and they had initiated their own small hotel business though they had some reservations on the training quality and the skills they learnt. They have developed the entrepreneurship skills. Their earnings ranged from Rs. 10000-25000 a month. Most of them were labour before the training.

Some graduates who had received training on building electrician and mason have developed themselves as contractor in the related field. They are offering employment to colleague graduates who graduated together with them. Level-2 mason graduates in Manthali of

Ramechhap revealed that their daily remuneration has been increased by Rs. 500 after they received the training. During the survey, many graduates were encountered who were earning more than NRs. 30000 a month. Thus the training has made positive impact to the graduates; they have identified the way for livelihood and the sustainability of the skill and job is more likely in such cases.

However, there are considerable numbers of graduates who are unemployed and are not confident enough to get the employment. College girls who were not interested to make the training as their future career were also found enrolled in the training in some training events to ensure the female enrollment in the program. Likewise, graduates from some training events revealed that there were inadequate training materials, lack of practical opportunities and training quality was poor. Most of them were unemployed.

6.6 Employer's satisfaction with the skills and knowledge of the graduates:

During the FGD with the employers of the SDP graduates, the employers expressed that there is lack of skilled workforce in the market and Indian workers are fulfilling the needs. Therefore, they highlighted the further training needs. In overall, the employers were found satisfied with the performance of the graduates. However, most of the employers expressed the inadequate practical exposure of the graduates during training. Specifically, during the FGD with employers in Dhangadhi, Employers of the computer hardware expressed satisfaction with the skills of the graduates; however urged to update the curriculum in regular manner to address the emerging market needs.

Likewise, employers of the hand embroidery graduates were satisfied with their performance however, stated the inadequate practice of the graduates and they need additional time for better performance. Employers of the building electrician were also satisfied with the performance of the graduates; however suggested for the OJT or real work exposure during the training. Employers were satisfied with the graduates of motorcycle service mechanics; however they remarked the training duration too short for motorcycle service mechanics and suggested to revise it. The employers of motorcycle service mechanics in central region stated the training based on old model and urged to update the curriculum. Employers of the hospitality sector suggested delivering the soft skills, provide continuous career counselling and to aware them regarding the work attitude and discipline. They also suggested incorporating the real field practice like OJT. Likewise, the employers in the mid-western region expressed their satisfaction with the performance of the graduates. The employers of the junior Auto mechanics, Plumbing, welder were found satisfied with the performance of the graduates. Similar responses were obtained in other regions as well.

In overall, the employers were found fairly satisfied with the training graduates and suggested to further enhance the practical part. Concluding the perception of the employers, they were satisfied with the performance of the graduates with some recommendations for further improvement.

6.7 Relevance of the training

It was known that there is high need of such trainings in the labour market. Employers stated that they are still hiring skilled workforce from India. However, to identify the local need of the skilled workforce, training needs assessment in the location is necessary to carry out for selecting the appropriate trade in that location. Building electrician training was found conducted in a rural village of far western development region where there is no electrification and there is no employment opportunity for building electricians in the location. Most of the houses were made of thatched roof. The graduates were also unwilling to leave the home town. Such training

was not relevant to that particular location. Rural market assessment would be helpful to identify the local training needs.

Identification of needy participants is another important aspect to identify the training relevance to individual. The training was successful where the participants were capable to receive the training and interested to adopt the career in that occupation. Training was found failure where TESP failed to enrol the needy participant. Graduates of one mason training event in Hetauda were found unemployed where most of the college girls who were not willing to adopt the occupation as their career had participated in the training. Another finding is that the cultural aspect plays also a key role in training relevance. Hill Brahmin/Chettri community in far western development region do not allow females to work in hotels. The graduates from these communities in the region were mostly found unemployed.

6.8 Skill tests

Majority of the graduates expressed that the skill test certificate is helpful in finding the job. Mason graduates stated that the employer can identify the trained persons with certificate and feels comfortable to hire the graduates. Skill test result publication of some training events had not been on time. Majority of the graduates passed in the skill tests, however still there were some who encountered failure. Also there was a tendency of private TESP to hold the skill test result until the employment verification is completed. It was also reported during the interaction that the TESP do not disclose the skill test result if the graduate did not meet the standard in skill assessment.

6.9 Issues and challenges

- Selection of needy participant is an issue for the program to be successful. The training has been found unsuccessful where the trainees are enrolled just for training as an available opportunity.
- Likewise, regular monitoring of training to ensure quality regarding the availability of qualified and experienced trainers, availability of training materials, tools, equipments, is another challenge. There is no competence monitoring of the participants.
- Training of trainers is another issue for quality delivery of the training. TESP stated that they are facing difficulties to find the trainers with TOT.
- Management capability of Training and Employment Service Providers to manage large training packages and large geographical coverage of single TESP is also a challenge for the quality training.
- Awarding of training to TESP who do not possess capacity to conduct particular training requiring heavy investment is also an issue for successful training. Therefore, it would be better if the training packages are awarded to specialized training providers/institutions who have gained experience on the particular sector.
- Updating training curricula on regular manner and on need based is also an issue. Curricula should be updated on regular manner to address the market needs.

6.10 Lesson Learnt

- Selection of needy participant is key factor for the training success. Program needs to pay maximum effort to identify and enrol the real needy participants to make the program success.
- Career counselling to identify the suitable trade for an individual is required before the commencement of the training.
- TESP's were required to enrol female participants who do not need training to ensure female threshold in the programme. There was a tendency of 'collection' of such participants rather than 'selection' to meet such threshold and consequence is a compromise on quality of training.
- It is effective to award training to TESP's based on their experience in the related sector and trade.
- Training needs assessment before the commencement of the training is helpful to relate the training with the job market and for better impact of the programme.
- Employment bonus did not work much in this programme. The graduates have received the employment on their own effort.
- TESP's in our context lack capacity to manage large training packages. Therefore, offering training in manageable size allowing training providers to follow due training process is one major lesson from the current project.

6.11 Conclusions and Recommendations:

Based on the analysis of the data through FGDs with the graduates and employers, KII with training Trainers, RMOs, Training coordinators, following conclusions are drawn and recommendations made:

1. Rapid Market appraisal is entry point of training and has to be carried out to find the local training needs before the time of training delivery.
2. Selection of needy participant is key for the training success. There is still high need of such short term training. However, significant numbers of training graduates were not seriously pursuing employment. Career counseling before the training will be instrumental to ensure participants' interest regarding the career of the occupation and avoid dropouts. Employers' involvement during the orientation class to trainees for sensitization on their potential career will be effective. There should be **aptitude** test in selecting the needy participants.
3. Generally, the training was successful where the needy participants were enrolled. Mostly, graduates were unemployed where the TESP could not enroll the needy participants. Housekeeping graduates of one training event in far western development region and mason training graduates in central development region were found mostly unemployed who were college students and collected to increase the female participants. Therefore, effort should be put in place to select the needy participants.
4. Selection of Training Providers - TESP's were required to conduct trainings requiring expensive machine, tools and equipment. Examples of such occupations are Lathe Setter Operator, Boiler Operator, Heavy equipment Operators. But as per the findings, it was a challenge to the training providers to conduct the training who were awarded trainings

without such facility. Therefore, trainings should be awarded to the TESP's who have such facilities or through training-employer partnership modality.

5. Based on the inputs provided by Key informants, particularly the local training coordinators of the TESP's and RMO's, training providers faced difficulties to find training candidates and trainers, to manage training and to provide post training support for employment due to large training packages and geographical coverage. Therefore, training packages should be awarded in smaller number with specific geographical coverage, properly assessing the capacity of training providers and make them accountable for relevant and quality trainings.
6. To ensure female threshold in the programme, TESP's were required to enroll female participants who do not really need training. There was a tendency of 'collection' of such participants rather than 'selection' to meet such threshold and consequence is a compromise on quality of training. Although, there is need for increasing female enrollment, it should be flexible depending on the occupation and location.
7. **Training quality** - Findings from FGDs and key informant interviews shows that not all the training centers had required training machines and equipments. Training materials were available in varying levels. Some training centers had managed adequate learning materials whereas some other training centers faced scarcity. As per the inputs during FGDs, the graduates provided the feedback that there were gaps in availing training materials by training providers. In general, there were inadequate practical opportunities and inadequate training materials for individuals' practice.

In general, curriculum was not available to the trainees. It was largely dependent with trainers. Mostly, Curriculum was found distributed in the training centers conducted by public institutions within their premises. Where the curriculum was not made available, trainers deliver the training and provide the class notes. As pointed out by employers and also as explained by training graduates, curricula in some occupations is not upgraded to address the market need and new technology. Similarly, not all the trainers were trained properly.

FGDs with graduates revealed that they do not get hands on practice as prescribed by curricula during training in many cases. Likewise, due to limited or no OJT opportunity, these new workers have limited idea on how the world of work works. In absence of such exposure, they might not be able to deliver their responsibilities in satisfactory way. This has been well explained by employers during FGDs with them. Therefore, CTEVT must incorporate OJT component compulsorily in its all courses.

Not all the trainers engaged in short term training have received ToT. Graduates during FGD reflected that some trainers were not well trained to make the participant understand skills and knowledge. Mostly, female trainers were not available in most of the training centers.

8. Based on the issues and problems as mentioned above, following recommendations are made on training quality:

Trainings should be awarded based on TESP's' capacity to conduct all awarded occupations. Training providers should manage all the training centers/events fully equipped with the machine and equipment required for conducting training to ensure quality. Workplace based training or collaboration with employers is another option where they alone unable to invest.

Training materials needs to be adequately provided in the training centers. Unless, they have sufficient training materials, trainees will have difficulty to practice and learn.

Trainers need to be trained properly through proper 'training of trainers'. Therefore, project needs to carefully assess the contents of TOT monitor the preparation and delivery of ToT.

Curriculum should be provided to the participants in the beginning of training to enhance the learning process. Likewise, Training curriculum needs to be upgraded to meet the market needs. The project and the training provider can collaborate to adjust the market needs, if it is not available.

In order to enhance female participation and ensuring congenial environment for them, it is necessary to arrange female trainers particularly in trades such as tailoring and beautician.

9. Competency based monitoring and assessment must be in place to assess the learning of the participants. Strict monitoring mechanism is also necessary to regularly assess the availability and application of standard training inputs. During the qualitative survey, complaints about training subcontracting were heard frequently although it is difficult to prove through this study. Monitoring should be done to assess whether trainings are subcontracted.
10. A finding during FGDS with graduates says that graduates were sent on OJT only in some training events. This gap was also explained by employers during FGDS. Therefore, provision of OJT to graduates should be made compulsory.
11. As informed by graduates during FGDs, only few got training providers support for employment facilitation although the TESP provided employment counseling and information sharing services. This evidence suggests that employment linkage bonus did not work as expected. Therefore, in view of optimum utilization of employment bonus particularly, targeting needy people, the current provision of blanket approach needs a review and develop strategies accordingly.
12. Graduates during FGDs revealed that they faced hard time to establish their own business due to lack of financial resources and linkages to its access. This may discourage to the new entrepreneurs or self employment seekers. Therefore, provision of this support in the form of tools and equipment is necessary to consider. This provision could help enhancing employment and sustaining the business they have established.
13. As stated by the graduates during FGDs, only few of them received information through printed and electronic media. Majority of them received information through friends, relatives and trainers. This indicates the limitation of training access to disadvantaged group and to those who do not have such connection. Therefore, information dissemination should be extended upto rural remote villages using local networks, CBOs, youth clubs, female groups, GOs, particularly by focusing the limitations of the neediest people. VDCs and Municipalities should be involved and made responsible for social marketing. Public schools should also be considered as medium to disseminate information and reach to guardians, school dropouts and poor academic performers.

Annex 7. Field FGD and KII Reports

7.1 Far Western Development Region

7.1.1 Details of FGD with Early Childhood Development (ECD) Facilitator, Female participants

Date: 27 August 2018

Location: Dhangadhi, Kailali

Level of Training: 1

a) Basic Information

- The participants received information regarding the training through TESP and trainers.

b) Training Quality and Satisfaction

- Some skills and knowledge regarding the Balbikas lacked in first cycle. Skills taught were inadequate. It was improved in second cycle.
- Curriculum was available; however it was not distributed to the trainees.
- Trainers were well trained and attempted to teach their best.
- There were sufficient training materials.
- Skills taught were as a "Montessori"; ECD facilitator skills was lacking.
- OJT was provided for around 15 days.
- Readymade Books materials were not available.
- Training was productive and it was job oriented.

c) Training Relevance

i. Relevance of the Training

- The training has helped their personal development and compatible to the emerging teaching approach. The training was appropriate for them.
- The training was as per the market need; however all skills were not taught during the training.

ii. Relevance of the training to women and disadvantaged group

- The training was relevant to women

iii. Female friendly training environment

- There was separate toilet. There was a separate breast feeding room; however the trainees managed caretaker themselves.

iv. Satisfaction with the training

- They were overall satisfied with this training.

d) Employment and satisfaction with employment

- The trainees were earning above 10000/month. They were able to support for house hold expenses, children's fees and own pocket money from earnings. They are able to work from home.
- They were satisfied with the employment.

e) Support of TESP to find the job and satisfaction with the support

- There was no support of TESP to find the job; however TESP provided information regarding the employment opportunities and job market.

f) Trainee's selection for better training

- The trainees were selected through interview among many applicants.
- Sufficient career counseling needed before training commences.

g) Suggestion to enhance employment

- In the training, all skills should be taught that are asked in the skill test.
- The training should be outcome based.
- The training should be given in depth to cover all the skills for skill test.
- Prior information should be given regarding the employment opportunities before the training.
- Career counseling should also be carried out before the training.
- Provide level 2 training who have received level 1 training.
- The government should develop separate policy or procedure for pre-primary level and mandatory provision for Montessori should be ensured.
- There should be a continuous follow up mechanism from TESP after the training.
- There should be a provision of OJT.

h) Perception on Skills Tests

- Some of the questions in the skill test were out of training content.
- All trainees have passed on the skill test exam.
- Skill test certificate was helpful in getting the employment.
- Skill test result is delayed

i) Areas for further Improvement:

- Result of the skill test should be on time and certificates awarded.
- Needs adequate career counseling before the training and continuous counseling.

7.1.2 Details of FGD with Mason Graduates

Date: 28 August 2018

Location: Vajani, Kailali

Level of Training: 1

a) Basic Information

- Participants got information regarding training through Trainers.

b) Training quality and satisfaction

- Training location was appropriate.
- Trainers were qualified, skillful and motivated.
- Required training materials and tools were available.
- Training curricula was not provided to the participants during training.
- Learning environment was sound.

c) Training Relevance

i. Relevance of the Training

- The training actually reflected the market need however the female participants feel the job physically difficult to some extent.

- But the training helped to be self dependent for women too.
- ii. **Relevance of the training to women and disadvantaged group**
 - The training was relevant to disadvantaged group. It is relevant to female too; however they feel the job a bit difficult for female.
- iii. **Female friendly Training Environment**
 - There was no separate toilet however the participants were not uncomfortable.
- iv. **Satisfaction with the Training**
 - They were satisfied with the training.
- d) **Employment and satisfaction with employment**
 - Their employer was a contractor and they were satisfied with the job.
 - Among them, employed were able to manage their own expenses and small family expenses.
 - Earning was around Rs. 500/day and gets the working opportunity around 20 days a month. However, they not want to go out of home and there was no work during the summer season due to the lack of sand extraction in the season.
- e) **Support of TESP to find the job and satisfaction with the support**
 - No TESP support to find job; trainer helped to link with contractor.
- f) **Skill Test**
 - There was delay in skill test result and still some participants had not received the certificate.
- g) **Areas of improvement:**
 - Certificate should be provided on time.
 - Detail information and career counseling needed before training starts.

7.1.3 Details of FGD with Commis III Graduates

Date: 31 August 2018

Location: Dhangadhi, Kailali

Level of Training: 1

- a) **Basic Information**
 - Graduates received information regarding training through TESP, friends, relatives and news papers.
 - Participated in the training with the objective of self employment and self dependent.
 - Some of them were working as house wife before the training and most of them are unemployed and this training taught to become self dependent.
 - They have started their own Restaurant, mini Restaurant after training.
- b) **Training quality and satisfaction**
 - They feel the training as good opportunity.
 - There were inadequate practical materials in the training and therefore inadequate practice. Training equipments and training materials were used in a group.
 - There was lack of safety and hygiene equipment.

- Graduates mentioned that trainer was not perfect to teach, there was no curriculum and training manual.
- They were sent for OJT.

c) Training Relevance

i. Relevance of the training

- The training was relevant; however hill Brahmin society and their culture generally does not allow females working in hotel.

ii. Relevance of the Training to Women and Disadvantaged Group

- If there were female trainers, it would be even better.

iii. Female friendliness

- Five hrs training a day was too long for female to manage their family.
- There was separate toilet for men and women.
- The training center was at reasonable distance.
- Trainers were male and no female trainers. Initially, they thought that the training would be effective if there were female trainers. Later on, they were accustomed.
- There was no lactating mother or pregnant participant. Therefore, no need of such room.

iv. Satisfaction with the training

- Overall, training was moderately satisfactory.

d) Employment and satisfaction with employment

- Training was relevant to the work they are working. Job is easily available if one is skillful, confident and interested to work in the occupation.
- Earning is around 10-25 thousands a month on an average.
- They are quite satisfied from the employment as were unemployed before. Earning is also satisfactory. Self employed are more satisfied.

e) Support of TESP to find the job and satisfaction with the support

- TESP provided advice, counseling and informed about the employment opportunities. TESP's support to find the job. Mostly they get the job where they are sent for OJT.
- They are satisfied with the support.

f) Trainee's selection for better training

- Information should be disseminated up to the rural level and the needy disadvantaged and poor group should be enrolled in the training.

g) Suggestion to enhance employment

- TESP to make responsible to link the graduates with the job.
- Provide higher level training to increase confidence on the occupation.
- Provide loan in low interest for the trainees who want to start self employment.

h) Perception on Skill Test

- Skill test result is delayed.
- Skill test certificate is helpful in getting the employment.

i) Areas of improvement:

- Special attention should be given to select the needy people
- There should be follow up provision upto 2 years for the graduates after training
- Result of the skill test should be on time
- There should be sufficient information sharing about the training
- Career counseling should be done before the training and continuously during the training

7.1.4 Details of FGD with House Keeping Graduates

No of Participants: 5 (Female-4; Male-1)

Date: 31 August 2018

Location: Dhangadhi, Kailali

Level of Training: 1

a) Basic Information

- They were informed through TESP and friends.
- They were participated in the training with the hope to get the job easily and become self dependent.
- Some females were studying, some were housewives and male were unemployed before the training.

b) Training quality and satisfaction

- Trainers were qualified and trained.
- Curriculum was not available but handout was provided.
- Training equipments and materials were enough.
- They were sent for OJT in the hotels.

c) Training Relevance

i. Relevance of the Training

- The training was relevant to the market need in the location.

ii. Relevance of the Training to Women and Disadvantaged Group

- The training was relevant in the location; however hill Brahmin society and their culture generally does not allow females working in the hotel.

iii. Female friendly Training Environment

- Training center was in reasonable distance.
- Female faced difficulties to manage 5 hrs for training.
- There was not separate toilet for men and women.
- There were no female trainers.
- There was manageable space for lactating mother room.

iv. Satisfaction with the Training

- Overall training management and training was satisfactory.

d) Employment and satisfaction with employment

- Mostly, housekeeping graduates were not employed except few.

- Culturally females are not allowed generally to work in hotel in some hilly Brahmin family. Therefore family does not allow to work as house keeper. Most of the female graduates were unemployed due to this reason.

e) Support of TESP to find the job and satisfaction with the support

- TESP's provided advice and counseling on the employment opportunities and linked to employment to few employed.
- They were moderately satisfied with the support.
- Few of them were employed.

f) Trainee's selection for better training

- Better to select the disadvantaged and poor group in the training.

g) Suggestion to enhance employment

- TESP's must support to link job

h) Perceptions on the Skill Tests

- All were passed in skill test
- It would be better if result of skill test is published on time.
- Skill test certificate is helpful in getting the employment.
-

i) Areas of improvement:

- Special attention should be given to select the needy people.
- Result of the skill test should be on time.
- Career counseling should be done before the training and continuously during the training.

7.1.5 Details of FGD with Industrial Electrician Graduates

No of Participants: 7 Male

Date: 28 August 2018

Location: Hasuliya, Kailali

Level of Training: 1

a) Basic Information

- They were informed through TESP's (WWT) and friends.
- They participated in the training for better employment opportunities.
- Before the training they were involved in agriculture.
- Some of their training colleagues were working in the city area as an electrician.

b) Training quality and satisfaction

- Training was good.
- Curriculum was not available during the training.
- Trainers were qualified and trained.
- Training equipments were not sufficient to all trainees as this trade need more equipment.
- They were not sent for OJT but have done the practical work.
- They were unable to get the job as there was no industries in the village.
- Their opinion was, if they went to the city area they could get the job but they are simply unable to leave the village.

c) Training Relevance

i. Relevance of the training

- The training was not relevant in the location.
- They mentioned that, training would be effective if the needy trade training would be given in the village as agriculture, livestock.

ii. Relevance of the training to Women and Disadvantaged group

- It was not relevant to females.

iii. Female Friendly Training environment

- No female participants

iv. Satisfaction with the training

- Overall, training was not satisfactory because they were unemployed as there is lack of opportunities in industrial electrician in the village.

d) Employment and satisfaction with employment

- They were unemployed and involved just in household activities.

e) Support of TESP to find the job and satisfaction with the support

- They were not supported by TESP to get the job.

f) Trainee's selection for better training

- Better to select the disadvantaged and poor group in the training.

g) Suggestion to enhance employment

- TESP must support to link job
- Pilot study must be conducted to identify the training need in the location.

h) Perception on the Skill Test

- It would be better if result of skill test is published on time.

i) Areas of improvement

- Special attention should be given to select the needy people
- There should be sufficient information sharing about the training
- Needy training should be provided.

7.1.6 Details of FGD with Building Electrician Graduates

No of Participants: 4 Male

Date: 31 August 2018

Location: Dipayal, Doti

Level of Training: 1

a) Basic Information

- They were informed through TESP, friends and newspaper.
- They participated in the training to get the better job opportunities.
- Before the training they were involved in the household activities.
- After the training they are working in Nepal Electricity Authority.

b) Training quality and satisfaction

- Training was interesting. It provided good opportunity for working in GO.
- Curriculum was available during the training.
- Trainers were qualified, motivating and trained.
- Training equipments and materials were sufficient to all trainees.
- They were sent for OJT.
- Their opinion was that, training should be selected from disadvantaged and unemployed group.
- No any problem about rest room.

c) Training Relevance**i. Relevance of the training**

- Training was relevant to the work they are working.

ii. Female Friendly Training environment

- There was provision of separate rest room.

iii. Satisfaction with the training

- Overall training management was good and training was satisfactory.

d) Employment and satisfaction with employment

- If the TESP linked with the employer, they can get the job within a week.
- They can earn around 12-20 thousands a month on an average.
- They are satisfied as the training made them employed.
- Earning is also satisfactory.
- They were interested to get higher level training on the same occupation.
- All of them are Employed

e) Support of TESP to find the job and satisfaction with the support

- They were informed about the job from TESP. TESP provided advice counseling and linked with the employer.
- They were supported by TESP to get the job.
- They are satisfied with the support.

f) Trainee's selection for better training

- Better to select the disadvantaged and poor group in the training.

g) Suggestion to enhance employment

- TESP must support to link job

h) Skill Test

- All were passed in skill test
- Skill test certificate is helpful in getting the employment.

i) Areas of improvement:

- Training should be provided for needy group.
- There should be sufficient information sharing about the training
- Career counseling should be done before the training and continuously during the training

7.1.7 Details of FGD with Employers

No of Participants: 15

Date: 29 August 2018

Location: Kantipur Technical College, Dhangadhi

a) Basic Information

- The organizations were related to Hotel, Computer training, Handicraft, Motorcycle mechanic and Construction.
- Employees were linked to the employers by training Institutes, some graduates were linked through vacancy announcement.
- They were called for interview during selection process.
- The employers mentioned that theoretical knowledge was adequate during the training however practical knowledge was inadequate.
- Employees with good communication skills on top of the technical skills are more likely to get the employment.
- The remuneration ranges from NRs. 10000.00 to NRs. 25000.00

b) Quality of the training

- They were well trained and very liable to our organization.
- They were truly motivated and enthusiastic for work.
- The training programs gave confidence in their working skills.
- Individuals were comfortable to work in a team.
- The employer of computer training center and construction were female and they are also the training graduates and are self employment. They are hiring the training graduates too. A

c) Employer's satisfaction with their skills and knowledge

- Employers of the computer hardware graduates were satisfied with the skills.
- The curriculum should be updated on short duration to incorporate the emerging technology.
- The training should be delivered to address the changing technology and meet the market need.
- The training should be based on new Applications
- The employers of the hand embroiders mentioned that the graduates are not perfect however, the gradually improve themselves and are satisfied with the trainings. There is a need of level-2 training for the hand embroiders graduates. The level-1 is basic level training and can only work after significant work experience as helper. However, the employers are satisfied.
- Similarly, the employers of the Building electricians mentioned that the 3 months training alone is inadequate and needs further OJT to build up confidence. Practical is inadequate in building electrician.
- The curriculum of the building electrician is good.
- The graduates can earn around Rs. 20000/month. But the training should be given in appropriate location.
- The graduates of the motorcycle service mechanics were satisfied.
- They shared that the graduates have inadequate learning and the 3 months training duration is inadequate.
- The employers of the hotel graduates were satisfied. However, the attitude should be good. In such occupations, there should be real field practice like OJT.
- There is also a need of training for dairy product.

- There is strong need for matching the curriculum, skill test and market.
- Overall they are satisfied.

d) Suggestion to Enhance Employments

- Practical skill should be given more emphasis.
- Continuous career counseling is required during the training
- Training curricula should be updated on a regular manner depending on the trades.
- Training duration should be extended to some of the trades like mobile phone repairing.
- There should be OJT provision in some of the trades.

7.1.8 Details of KII with RMO Mr. Badri Chaudhary

Date: 29 August 2018

Location: Dhangadhi, Kailali

a) Training Quality

- The training should be sector wise based on specialization
- Training should be awarded in small scale to CTEVT affiliated schools that have the specialized skills on particular training delivery.
- The affiliation to TESP's should be awarded on occupational expertise. There exist unproven petty contract.
- There is still a tendency to participate in the training only for allowance.
- There was lack of social marketing activities by TESP's and the activities carried out are inadequate. There is lack of information regarding the training in the rural area.

b) Monitoring

- It is extremely difficult to monitor the training from region. It should be done from local level expert.
- The bigger contractors (TESP's) are not actually monitoring or inadequate monitoring through their team coordinator.

c) Employment

- The training has given good impact.
- The graduates are mostly employed either in self/foreign or local level.

d) Recommendations

- The training should be awarded in small packages so that the TESP could manage well and should not be awarded in large packages.
- Special effort/attention should be paid to select the really needy participants. The training is being failure due the participants who do not really need the training.
- There are high employment opportunities of such short-term training; however needy trainees should be selected and training quality should be ensured.
- Training is mostly focused in city center; training should reach in remote villages based on occupations.
- Training also should be targeted to the existing workers who do not have formal certificate.
- Special attention should be given for the career counseling.
- There is a high need of information sharing and social marketing.

- More focus should be given to select the appropriate candidate for better employment. Trainees should be on need based.
- Social marketing should be emphasized.

7.1.9 Details of KII with Training Coordinator Mr. Gopal Ji Kandel (KMDC)

Date: 29 August 2018

Location: Dhangadhi, Kailali

a) Quality of Training

- Trainings delivery is satisfactory however difficult to all TESP's to manage large number of trainings and quality degrades.

b) Social Marketing

- Need for media announcement through radio/TV massively
- VDCs and Municipalities should be involved and made responsible for social marketing.
- Public schools should also be used for social marketing. The children have direct access to guardians and the school dropouts and poor academic performer directly get information for training.

c) Project provision

- There should be provision of price escalation.

d) Recommendation

- Large package should not be awarded. The package should be within 500-1000.
- Training duration should be trade specific. Training duration should be longer in some specific training like welder, mobile phone repairer. Detail assessment should be carried out for training duration.
- For deprive people, it would be better to provide start up support or seed money to start business with condition of repaying and link with financial institution for credit.
- It would be better to provide the refresher training after 3 months and this should be integrated in the original contract package.
- Curricula should be updated in regular basis.
- Cost of training should be based on specific trades, area and location.
- Curriculum should be updated as per the need of employers or the market.
- Provision of placement linkages should be continued.

7.2 Mid Western Development Region

7.2.1 Details of FGD with Motorcycle Service Mechanics Graduates

Date: 04 September 2018

Location: Nepalgunj, Banke

Level of Training: 2

a) Basic Information

- Trainees were informed through friends, relatives and trainers.
- Trainees were selected through basic interview and their trainer.
- Almost all the trainees have been involved in this field and after their training they keep continue as a worker or helper and have also opened their own business in Basghadhi and Mainapokhar in Bardiya.
- Some trainees have got the training according to their needs and some trainees have participated in trainings only for their certificates that help to increase their salary.

b) Training Quality and Satisfaction

- Training was very good, effective and satisfied as well.
- Most of the graduates said that the curriculum was provided according to the needs.
- Trainers were knowledgeable and capable to deliver the content well.
- There was debate among the trainees some said that the provided materials and equipments were not enough and not updated with new technology where as other trainees had belief on training materials which were sufficient to whole training.
- Overall the management of training was satisfactory including the trainers, training hall, canteen, restrooms and other physical infrastructures.
- OJT had not been done by the trainees.

c) Training Relevance

- The training was relevant to their work in the job market.

d) Employment and Satisfaction with employment

- They can earn in average, 10-20 thousands a month if they are wage employed as skilled workers and 60-80 thousands if they are self employed in average.
- After getting the trainings they have increased their earnings than in the past and now they are very much satisfied with their monthly income.

e) Support of TESP to Find the Job and Satisfaction with the Support

- Most of all the trainees were involved in this field before the training
- They did not need and did not get any support for job linkage.
- They are very happy because they have got their certificates.

f) Trainees Selection for the Better Training

- It's better to select disadvantaged, poor, backward, marginalized and needy group of people with the help of both test written and interview.

g) Suggestion to Enhance Employment

- TESP's must support to get the job and also provide financial help.

h) Perception on Skill Test

- All were passed in skill test.
- Getting certificate through skill test is helpful to get the job and increasing the salary.

7.2.2 Details of FGD with Scaffolder Graduates, Female Group

Date: 22 September 2018

Location: Dang

Level of Training: 1

a) Basic Information

- Trainees were informed through friends, relatives, trainers and training institutes.
- Trainees have hoped to be a permanent job.
- Before training trainees were jobless and after the training they have started to work with satisfied wages with their supervisor.

b) Training Quality and Satisfaction

- Training was very good, effective, satisfied and interesting too.
- Curriculum was provided to the trainees.
- Trainers were very friendly, knowledgeable and capable to deliver the content well.
- Machines and equipments all were available and trainees had done enough exercise on it.
- Training tools were available in training center.
- Other facilities canteen and other infrastructures were good.
- OJT had done successfully.
- Overall the management of training was satisfactory.

c) Training Relevance

- Training was relevant to market need; however bit difficult for female.

d) Female Friendly Training environment

- Training was female friendly and training time was appropriate to female.
- There were no female trainers. Initially, female felt discomfort; however they adjusted later.
- Training center was in short distance from their home.
- No any pregnant women in the training.

e) Employment and satisfaction with employment

- Most of the women were working under this skill and it helped to achieve their personal and family needs.
- After the training they involved in the job immediately and they have earned 8000 to 10000 in average in a month. They are satisfied.

f) Support of TESP to find the job and satisfaction with the support

- Graduates got their job through personal relation and family relation.
- No support received from TESP to get the job.

g) Selection of Graduates for better training

- A jobless woman should select who needs job.

h) Suggestion to Enhance Employment

- The training institution and trainee both have to work for their job access.

i) Perception on Skill Test

- All were passed in skill test. Result was satisfied.
- Skill test certificates were very helpful.

7.2.3 Details of FGD with Building Electricians Graduates

Date: 08 September 2018

Location: Nepalgunj, Banke

Level of Training: 1

a) Basic Information

- Most of the trainees got information through the newspaper and others were informed by friends and training institutes.
- Trainees took the training for certificates.
- Almost all the trainees have been involved in the same field before and they keep continue it after their training.

b) Quality of Training

- Training was very good.
- There was enough practical work for the trainees.
- No any problem in machines and equipments, all were available in training center.
- If there were textbooks and training guide book, it would be very effective.
- OJT had done for 2-3 days.

c) Training Relevance

- The training was relevant to the work available in job market.

d) Employment and Satisfaction with Employment

- The trainees were involved in Building Electrician before the training and now they are going through the same job.
- If they got good contract, they could earn 20000 to 25000 in one month.
- Many trainees take contract themselves and some work as a helper. They are satisfied with their income.
- Fresh graduates have to make their own customer, so it takes time to get customers.
- Trainees must have personal relation to get the job in city area.
- Trainees were found satisfied with the job.

e) Support of TESP to find the job and satisfaction with the support

- They did not ask for the job to any one as they were already engaged in this field. Trainees get contract from electric shops and light house.

f) Selection of Graduates for better training

- A jobless person, who has basic knowledge about this field and can be self employee after getting the training, should select.

g) Suggestion to Enhance Employment

- CTEVT, itself helps the trainees rather by the Government and the training institution.

h) Perception on Skill Test

- The graduates had doubt on the fairness of skill test result.
- Skill test certificates were very useful.

7.2.4 Details of FGD with Lathe setter and Arc Welder graduates

Date: 06 September 2018

Location: Nepalgunj, Banke

Level of Training: 1

a) Basic Information

- The graduates got information from training center staff, their manager and co-workers.
- The graduates took the training to become perfect.
- The graduates have been working in Siddhartha Engineering before and after the training.

b) Training Quality and satisfaction

- Graduates learned new techniques and new learnings.
- All equipments and machines were available in training hall and the graduates had enough practical works.
- The training was conducted within the industry premises due to the availability of the tools and equipments.
- Trainers were experienced and they had perfect skill to give training.
- As a whole the training was satisfied but if the time of training was increased, it would be better. Similarly the used language in training and work place should be same which makes graduates feel better.
- The theoretical and practical aspect of training management was good and other physical facilities were also available.
- OJT had not been done.

c) Relevance of the training

- The training was relevant to job market in the location.

d) Employment and Satisfaction with Employment

- Graduates were involved in the same job after the training. They earn 15 to 20 thousands in a month.
- They had handsome earnings; however they were not satisfied with earnings as it was insufficient for children's school fees and expenses.

e) Support of TESP to find the job and satisfaction with the support

- The training institute (TCN) had helped and suggested to the graduates.

f) Selection of Graduates

- Desirous person who can continue his work after the training and who needs such training should select for training.

g) Suggestion to Enhance Employment

- The Government, training institution and other agencies have to play vital role.

h) Perception on Skill Test

- No problem in skill test.
- Most of the graduates were passed in skill test and the result was satisfied too.
- Skill test certificates were very helpful.

7.2.4 Details of FGD with Building Electrician graduates

Date: 22 September 2018

Location: Ghorahi, Dang

Level of Training: 2

1. Basic Information

- The graduates got information through the FM and friends and training institutes.
- The graduates took the training for developing their skills and getting certificates to move forward.
- The graduates have been involved in the same field before and they keep continue it after their training.

2. Training Quality and Satisfaction

- The trainers have good knowledge, friendly and helpful to graduates.
- All equipments and machines were available in training hall and the graduates had enough practical works.
- Curriculum was available.
- Trainers had distributed reference notes and hands out also which helped to learn theoretical knowledge to the graduates.
- Graduates were not sent on OJT.
- Training was satisfactory.

3. Relevance of the training

- The training was relevant to the job market.

4. Employment Status and satisfaction with employment

- The graduates were working as Building Electrician before the training and they are going through the same job as a helper, as a contractor themselves in NEA, Drinking Water Company and other places.
- One of the graduates, Mr. Bodhi Prasad Subedi has been upgraded to trainer level. Now he is able to provide job for 10 other people and feels very happy for it.
- If graduates have willingness to work in this field regularly, they will earn 60000 to 80000 monthly and if they work for others they will earn more than 15 to 20 thousands. The income is satisfactory.

5. Support of TESP to find the job and satisfaction with the support

- The graduates did not ask for the job to any one because they had already involved in this field.

6. Selection of Graduates for better training

- Every person who, is jobless, poor, does not get any opportunity, under SLC (SEE), has basic knowledge about this field and has willpower to work can be selected.

7. Suggestion to Enhance Employment

- Everyone needs to stand for the job but the graduates should pay effort for finding the job.

8. Skill Test

- Result was very satisfied.
- Certificates were very useful for the graduates.
- All graduates were passed in skill test.

7.2.5 Details of FGD with Employers

Date: 06 September 2018

Location: Nepalgunj, Banke

a) Employer's satisfaction

- The quality of the training conducted by BTS within the premises is excellent. The employers mentioned about the building electrician training, Motorcycle service Mechanics and refrigerator maintenance. Their opinion was that it would be even better if the graduates were sent to industry for at least 1 week during training.
- The employers have also suggested producing skilled workforce in plywood also. Skilled workforce is coming from India.
- Apprenticeship model of the training is good.
- The employer of the plumber who was graduated from TCN mentioned that there is inadequate practical exposure in the field during training and suggested for field exposure during training.
- The light vehicle mechanic mentioned that new technology should be included and curriculum updated in time. There are new model vehicle with sensor and the graduates are not familiar with such technology and the duration of the training is too short to incorporate all these skills.
- The employers were moderately satisfied with the skills and knowledge light vehicle mechanic graduates and suggested to further enhance the training.
- Employer of the Lathe setter Operator stated that the industry based training in the occupation is effective. Private TESP's who don't have the equipment and facilities can't conduct such training.
- Likewise, boiler Operator training should not be given to private TESP's. It is costly.
- Duration of the boiler operation training is too short. It should be at least 3 month in-house training and 9 months practical training in the industry.
- Earnings depend on performance, trade and employers. It is above NRs. 10000 in any case.

b) Suggestions

- Graduates should be counseled for their career in the beginning/orientation.
- There should be a provision of accommodation cost to remote participants.

7.2.6 Details of FGD with Mason graduates

Date: 23 September 2018

Location: Musikot, Khalanga, Rukum

Level of Training: 1

a) Basic Information

- The graduates got information from local FMs, relative, friends and institute.

- Most of the graduates were encouraged by their parents and friends for training for getting the job. Some of them participated on their personal interest.
- Most of the graduates were jobless before the training and few were engaged in this field.

b) Training Quality and Satisfaction

- Trainers had provided notes but not curriculum.
- Trainers were very capable.
- Learning tools and equipments were enough.
- Graduates were sent on OJT.
- The management of training and other services was noticeable.

c) Relevance of Training

- Training was not relevant based on available job.

d) Female Friendly training environment

- Training was female friendly so it was more helpful to all the female participants.

e) Employment and Satisfaction with Employment

- Almost all the graduates were jobless and are not satisfied.
- Some of them were involved in this field and they could only earn 12 to 15 thousands in a month which helped to fulfill their basic needs.

f) Selection of Graduates for better training

- Economically downed person, interested person, jobless person and who can continue their work after the training should select for training by written and oral test.

g) Suggestion to Enhance Employment

- The Government and training institution should play role for linking with the job.

h) Perceptions on Skill Test

- No problem in skill test.
- Most of the graduates were passed in skill test and the result was satisfied too.
- Many graduates were jobless although they have certificates in skill test.

7.2.7 Details of FGD with Garment Fabricators graduates

Date: 04 October 2018

Location: Liwang, Rolpa

Level of Training: 1

a) Basic Information

- The graduates got informed through the local FM and friends and training institutes.
- The graduates took the training for developing their skills, getting jobs and for being self dependent.
- The graduates were jobless before they took the training and after the training some graduates got the job in related field and others were jobless.

b) Quality of Training and satisfaction

- Training equipments, machines, tools and textbooks were available.

- The trainers have good knowledge, friendly and always ready to help to the graduates.
- There was lots of exercise for the graduates.
- The training was held in two shift 8 to 11 o' clock and 10 to 3 o' clock and it made graduate difficult to their accommodation.
- It would be better, if the training was conducted in rural areas.
- The quality of training was good but everyone was provided rupees 11000 to open their own shops and that money was not given properly. The graduates said that it would be better if machines were provided rather than amount.
- OJT had not done.

c) Relevance of the training

- Training was not relevant to the local job market need.

d) Female friendly Training environment

- There was female friendly restroom and lunch was available about 40 rupees.

e) Employment and satisfaction with employment

- In this trade graduates can make 5000 to 7000 monthly income and it helps to achieve their personal and family necessities.
- Graduates may wait 2-3 months for their job.
- Most of the graduates are unemployed. Main reason of unemployment is job not available in the market and not good relation between families.

f) Support of TESP to find the job and satisfaction with the support

- Some graduates got help from training institutes and some did not get help from them. They were not satisfied with the support.

g) Selection of Graduates for better training

- Every interested person who is jobless can be selected through interview.

h) Suggestion to Enhance Employment

- The training center should play vital role for increasing job opportunity.

i) Perception on Skill Tests

- Almost 20 students were participated in the test and some participants were passed and the result yet to be published for the rest students.
- Some graduates got linguistic problem.

7.2.8 Details of FGD with off Seasonal Vegetable Graduates of KTS

Date: 14 September 2018

Location: Jumla

Level of Training: 1

a) Basic Information

- The graduates got information through the friends and training institutes.
- The graduates took the training for developing their skills and certificates to move forward.

- After the training the graduates started their own vegetable business and they have hygienic vegetable in their own field so there was no need to buy vegetables from outside.
- All graduates had taken skill training about off seasonal vegetable growing.

b) Training Quality and Satisfaction

- Trainers were experience and trained.
- Training equipments, tools and curriculum were available.
- Participants sent for OJT.
- Training was satisfactory.

c) Training Relevance

- The training was relevant on the local job market.

d) Female Friendly Training environments

- Training time was suitable for female participants.
- There was no female trainer however participants had no problem with the male trainers.

e) Employment and satisfaction with employment

- The training was related to the job.
- In this trade the total income is 2000 to 1000 in a month. This is too low.
- It is difficult to make it profession for livelihood; however it is helpful for them to fulfill their basic necessities.

f) Support of TESP to find the job and satisfaction with the support

- Job had been done after the training.
- In the beginning it was difficult to start to work because unavailability of tunnels, irrigation machines and other tools.
- Training institutes did not help the graduates for finding the jobs.

g) Selection of Graduates

- Graduates should be interested and hard working to the training.
- Selection through interview.

h) Suggestion to Enhance Employment

- To increase graduate's job the training institutes should provide training according to the condition of job availability.

i) Perceptions on Skill Test

- There was no problem in skill test.
- All graduates were passed in skill test.

7.2.9 Details of FGD with Early Childhood Development

Date: 01 October 2018

Location: Kohalpur, Banke

Level of Training: 1

a) Basic Information

- The graduates got information through training institutes.
- The graduates took the training for developing their skills and making higher income.
- Before the training graduates were busy in their study and house work.
- After the training they were involved in the job and some had started their own business.

b) Quality of Training and Training Satisfaction

- Training materials were inadequate and the trainers had managed it. Training curriculum was not available to the participants.
- Trainers were skillful and experienced. The trainers were very helpful and they had given adequate time to exercise.
- There were inadequate training equipments and tools.
- Training was not satisfactory.

Relevance of the Training

- Training was not too relevant in context of availability of job in the location.

c) Female Friendly Training environment

- The training was female friendly and the trainers were also female.
- Training time was appropriate for female participants.

d) Employment and Satisfaction with employment

- Graduates can earn 8 to 10 thousands in a month.
- There is also problem in employment.

e) Support of TESP to find the job and satisfaction with the support

- TESP did not support to find the job.

f) Selection of Graduates for better training

- Interested participants and willing to work in the field should be selected.

g) Suggestion to Enhance Employment

- The training institutes should play role for providing the jobs to all graduates.

h) Perceptions on Skill Test

- Graduates are dissatisfied with the skill test exam.

7.2.10 Details of FGD with Commis III Graduates

Date: 29 September 2018

Location: Bijuwar, Pyuthan

Level of Training: 1

a) Basic Information

- The graduates got informed through pamphlets, friends, relatives, local FMs and training institutes.
- The graduates took the training to get the job, to make their earning better and to go to work in foreign country with skills.
- The graduates were jobless before they got it and now they are working in this field after their training.

b) Training Quality and Satisfaction

- Training equipments were all available but text book were limited.
- The teaching method was very effective.
- Machines and equipments were enough so graduates had enough time to exercise.
- Training time was in the morning so it was very suitable time for the training. There was lunch also for the trainees.
- Participants were sent on OJT.
- Overall the training was effective and satisfactory.

c) Training Relevance

- The training was relevant to local market and also to abroad.

d) Employment and satisfaction with employment

- Most of the graduates were jobless before raining. Now after training they are doing better.
- Some graduates are working as a skilled worker and their monthly income is 15 to 20 thousands.
- On the other hand some of others are running their own business and making 30 to 35 thousands monthly income which helps to fulfill their daily needs and are saving as well.
- Graduates need to wait for 2-3 months to get job.
- Graduates expressed satisfaction towards income.

e) Support of TESP to find the job and satisfaction with the support

- The training institute had helped and suggested to the graduates for getting jobs.

f) Selection of Graduates for better training

- Jobless and interested person to work in the field should be selected.

g) Suggestion to Enhance Employment

- Training institutions have to play important role for employment linkages.

h) Perceptions on Skill Test

- No problem in skill testing system.

7.2.11 Details of FGD with Shuttering Carpenter Graduates

Date: 30 September 2018

Location: Pyuthan

Level of Training: 1

a) Basic Information

- The graduates got informed through local FMs, institute and trainers.
- Almost all the graduates took this training for getting the job and to be settled down.
- Most of the graduates were jobless before this training and after the training they were off to foreign country for the job and rest of the graduates were involved in the same field.

b) Training Quality and Satisfaction

- Text books were available but curriculum was not provided in the training.

- Learning tools and equipments were enough.
- Trainers were very capable and very knowledgeable to the training and very friendly as well.
- Graduates had enough time for practical work where they had done much practice.
- Other services like lunch and rest rooms were available.
- Distance to training center was long.
- Graduates were sent in OJT in this training.
- In overall, training was satisfactory.

c) Employment and Satisfaction with Employment

- In this trade graduates could earn around 15000 to 20000 and they easily could manage to their daily needs.
- Graduates were very satisfied with their incomes.

d) Support of TESP to find the job and satisfaction with the support

- The graduates only got suggestions for the job from Training Institutes.

e) Selection of Graduates for better training

- Jobless person who is interested about this training, youths and literate people who can tell the name of tools should select for this training.

f) Suggestion to Enhance Employment

- Training institutes have to play important role for placement linkages.
- Toolkit should be provided after completing the training.

g) Perceptions on Skill Test

- No problem in skill test.
- Most of the graduates were passed in skill test and the certificates they got from the training was helpful to them.

7.2.12 Details of KII with Training Coordinator, Rakesh Roshan Dhamal, TCN

Date: 06 September 2018

Location: Nepalgunj, Banke

a) Quality of Training

- There is still a tendency of participant duplication.
- Female enrollment should be encouraged. However, 40 % female threshold is really a challenge for the training success. There is a tendency of collection rather than selection to meet such threshold and the consequence is that participants who are not needed for the particular training are enrolled and the success of training is in question. As a result of this, employment rate of female in mason is less than male.
- Training start period should be a bit longer. TESP's do not get adequate time to select the appropriate and needed graduates within the given time. Otherwise, TESP's will collect rather than select.
- Third party monitoring is good for fairness of the performance.
- TESP's should be allowed to provide TOT to trainers themselves.
- It is difficult to find the trainers with TOT. It would be better if TITI provides TOT to at regional level too.

- Mostly, center based training quality are good. However, some training events need to be conducted in mobile mode ensuring the quality to include the needy participants.
- Materials mentioned in the training curricula are sufficient; however TESP's lacks managing accordingly.

b) Employment

- There should be a provision of start up support and support for credit linkages.
- There should be sufficient time for employment support.

c) Project provision

- There should be provision of start up support in terms of kinds.
- Employment immediately after six months is not justifiable. For example, in tailoring trades, it takes time for sustainable and gainful employment. Important thing is whether the graduates have started work or have not started and will sustain or not.
- Training packages should be smaller and manageable. Otherwise, there will be a compromise in training quality.

7.2.13 Details of KII with Vice Principal, Mr. Paras Khadka, BTS

Date: 06 September 2018

Location: Nepalgunj, Banke

a) Quality of Training

- Training quality has been increased than SEP era due to the presence of high number of RMOs in the field. There was a provision of TOT and TOS during SEP. Impact of TOT during SEP has shown now.
- Documentation of training has also been improved.
- It is difficult to find the genuine participants in the community level.
- Some of the TESP's are responsive on feedback and some are not.
- RMOs role should be suggestive rather than inspective.

b) Employment Linkages

- In general, training and employment in the construction sector is good.
- It is difficult for employment in hospitality sector like care giver. There is lack in employment opportunity.
- Appropriate employer's workshop in the beginning will work to some extent.
- Employment linkage bonus did not work. Private TESP's have not developed comprehensive network with employers. Evidence of employment support should be correspondence records, workshop evidence, staff deployed record for employment linkages with detail plan.
- There should be some mechanism to involve the stakeholders from the beginning of training.
- Further, there should be some-sort of agreement with employers for employment linkages like some business class to trainees. It will be effective to involve the employers during the orientation class to trainees for sensitization of their career.
- Job fair could also be instrumental for employment.

c) Participant selection for better training

- Social marketing should be enhanced in consultation with the stakeholders.

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- Training needs to be identified before the training delivery and the training should not be conducted in rush. Local teachers could help to select the needy participants.
 - All concerned stakeholders to be involve in selecting the needy participants.
 - There is lack of information dissemination among the small training providers. Small training providers should also be given opportunity in the training delivery.

7.3 Mid Western Development Region

7.3.1 Details of FGD with Structural Fabricator- SSNHSS Graduates

Date: 18 September 2018

Location: Butawal, Rupandehi

Level of Training: 2

a) Basic Information

- Participants were informed through TESP, friends, relatives, news papers and F.M. Radio.
- Participated in the training with the objective of self employment and self dependent.
- They all are employed in the metal works, welding and engineering works.

b) Training quality and satisfaction

- Training was enjoying event
- They feel the training as good opportunity, and good luck to receive the structural Fabricator training.
- Trainers were qualified and trained.
- They have the opinion that the training would be even better if the training period was 4hrs a day. Technical words are in English, it is difficult to remember and understand.
- Curriculum was available during the training.
- Training equipments and training materials were adequate to all trainees.
- They were sent for OJT in Manigram, Butwal and Khairia.
- Overall training and training management was satisfactory.

c) Relevance of Training

Training was relevant to the work they are working. They have the opinion that if one is skillful, confident and interested to work, they need not wait long for employment. They can get within a weeks.

d) Employment and satisfaction with employment

- They can earn around 10-30 thousands a month on an average.
- They are quite satisfied as the training made them employed who were unemployed before. Earning is also satisfactory
- They have planned to get higher level training on the same occupation and be confident on the occupation as new technologies are entered in the market.

e) Support of TESP to find the job and satisfaction with the support

- They were familiar with the work before the training and became easier after training to get the job.
- Some of them were already in the job before training in low salary but after training the salary were increased.
- They were informed about the job from TESP. TESP provided advice and counseling and connection on the employment opportunities.
- They were supported by TESP and were satisfied with the support of TESP.

f) Trainee's selection for better training

- Training would be more effective if trainees be selected from disadvantaged poor and unemployed group rather than advantaged.

g) Suggestion to enhance employment

- TESPs should be made responsible for linking with job.

h) Perceptions on Skill Test

- All were passed in skill test
- It would be better if result of skill test is published on time. It was late.
- Skill test certificate is helpful in getting the employment.

i) Areas of improvement:

- Special attention should be given to select the needy people
- There should be follow up provision upto 2 years for the graduates after training
- Result of the skill test should be on time
- There should be sufficient information sharing about the training
- Career counseling should be done before the training and continuously during the training.

7.3.2 Details of FGD with Building Electrician Graduates

Date: 18 September 2018

Location: Majhgawa, Rupandehi

Level of Training: 1

No of Participants: 12(M-8, F-5)

a) Basic Information

- Were informed through TESP, friends and relatives.
- Participated in the training with the objective of self employment and self dependent. Further, they wanted to show as an example that female also can also work as equal to men and become self dependent and continue maintaining dignified life.
- Some female participants were studying, some of them were unemployed, two had established electric shop, and some of them were working as a helper in construction field. Some female participants were working as house wife.
- They have started their own electric shop (Female-2), self employed (Thekedar), house wiring and work as electrician.
- Some of them went to India for job in the same trade.

b) Training quality and satisfaction

- Training was enjoying event
- They feel the training as good opportunity, and good luck to receive the training though they were female. But some females thought that, it has hard work in this trade and want to take Beautician training.
- Trainers were qualified and trained; however lack of female trainers.
- They have the opinion that the training would be even better if the training hour was 3 hrs a day instead 5 hrs and 4 months rather 3 months to suit the female participants to make easily manage house chore activities.
- Curriculum was not available during the training but brochures were provided.
- Training equipments were adequate to all trainees.
- They were not sent for OJT but have done the practical work in the training area.
- Training would be more effective if trainees be selected from disadvantaged poor and unemployed group rather than advantaged.

- They learnt the skills like connecting Bell, Two way switch, Meter box, surface and internal wiring.
- Male participants were satisfied with the training.
- Overall training and training management was satisfactory.

c) Training Relevance

- Training was relevant to the work they are working. They have the opinion that if one is skillful, confident and interested to work, they need not wait long for employment. They can get within a weeks.
- It was suitable to those who can leave their home town.
- There was limited job in the location. So, mostly females were unemployed as they did not want to leave home.

d) Female friendly training environment

- There were no female trainers.
- There was not separate toilet for men and women.
- Distance of training center was reasonable distance.
- Female faced difficulties to manage 5 hrs training. It would be better if 3 hrs and 4 months training for female
- There was no lactating mother or pregnant participant. Therefore, no problem even there was no provision of such room.

e) Employment and satisfaction with employment

- Most of them were employed.
- They were earning around 10-35 thousands a month on an average.
- Most of them are satisfied from the training and earnings.
- Mostly they were working as a house wiring electrician. Four of them are Thekedar and other participants work under them. Two female participants have their own electric shop.
- They have planned to get higher level training on the same occupation and be confident on the occupation.

f) Support of TESP to find the job and satisfaction with the support

- They were familiar with the work before the training and became easier after training to get the job.
- They were informed about the job from their trainers. Trainers provided advice and counseling on the employment opportunities.
- They are satisfied with the support.
- Four of the trainees were become "Thekedar" as other trainees work under them.

g) Trainee's selection for better training

- Better to select the disadvantaged and poor group in the training.

h) Suggestion to enhance employment

- TESP's must support to link job

i) Perceptions on Skill Test

- It would be better if result of skill test is published on time. It was late.
- Skill test certificate is helpful in getting the employment.

j) Areas of improvement:

- Special attention should be given to select the needy people
- Better if follow up provision upto 2 years for the graduates after training
- Result of the skill test should be on time
- Career counseling should be done before the training and continuously during the training.

7.3.3 Details of FGD with Shuttering Carpenter Graduates

Date: 23 September 2018

Location: Amuwa, Rupandehi

Level of Training: 1

No of Participants: 5(M-1, F-4)

a) Basic Information

- Were informed through Trainer and relatives.
- They were participated in the training to get more skills.
- Before the training Females were working as a labor and the male participants was a Thekedar.
- After the training some of them were working as labor/helper in shuttering carpenter.
- The no. of participants was female-10 and male-10 in the training.

b) Training quality and satisfaction

- Training was provided in the furniture factory, however training materials were inadequate.
- Curriculum was not available during the training.
- Trainers were qualified and trained; however lack of female trainers.
- There were 50-50 % of male and female in the trades.
- The guardians had a tendency to send their children in the training as an available opportunity rather than their need.
- The TESP's have not reached to the needy people. It was observed that TESP's were compelled to meet the female percentage rather than need.
- Tiffin alone did not work and provision of allowance is needed for needy people to replace their daily earning.
- The training quality was poor as 58 years old women was also training participants.
- Training duration was also too short.
- Very few were employed.
- Training equipments were adequate to practice only in a group.
- They were not sent for OJT for workplace experience.
- Training did not fully prepare to work as the shuttering carpenter.
- Training would be more effective if trainees be selected from disadvantaged poor, needy and unemployed.
- The training was not satisfactory.

c) Training Relevance

The training was relevant to male participants; however irrelevant to females who participated in the training.

d) Female friendly Training environment

- It was difficult for that female group to manage 5 hrs time for training.
- There was not separate toilet for men and women.
- Distance of training center was reasonable distance.
- There were no female trainers.
- There was no lactating mother or pregnant participant. No provision of such rooms.
- Most of the females were unemployed because as they participated to meet females threshold.

e) Employment and satisfaction with employment

- Training was relevant to the work they are working however very few participants were employed and some were still working as a labor.
- Most of the females were unemployed.
- Employed were earning around 8-20 thousands a month on an average.
- Participants were not fully satisfied with the training.
- Female trainees felt that the training was not physically easy for female.

f) Support of TESP to find the job and satisfaction with the support

- Some of the trainees were familiar with the work before the training and became easier after training to get the job. However, rest of the graduates was mostly unemployed and they did not get significant from the TESP.
- Trainers provided advice and counseling on the employment opportunities.
- Some male graduate were working as "Thekedar" and some of the graduates worked under him and sometimes with other Thekedar too.

g) Trainee's selection for better training

- Better to select the disadvantaged, needy and poor group.

h) Suggestion to enhance employment

- TESP's must support to link job.
- Don't give the training just for training. It must be useful.
- There should be strong training monitoring
- Provision of start up support or credit linkage as post training support.

i) Perceptions on Skill Test

- All were passed in skill test
- It would be better if result of skill test is published on time.
- Skill test certificate were not awarded.

j) Areas of improvement:

- Special attention should be given to select the needy people
- Participation was due to relatives.
- Result of the skill test should be on time
- There should be sufficient information sharing about the training
- Career counseling should be done before the training and continuously during the training

7.3.4 Details of FGD with Boiler Operator Graduates

Date: 20 September 2018

Location: Bhairahawa, Rupandehi

Level of Training: 1

No of Participants: 6 Male

a) Basic Information

- Were informed through Training Coordinator and friends.
- Participated in the training to get opportunities of job.
- They were unemployed before the training.
- After the training they were employed in plywood factory in Bhairahawa in the same trade as a technician. One of them was in different occupation and bought tampoo and driving himself in Bhairahawa.

b) Training quality and satisfaction

- Training was good and happy to take it. It helped them to get the job.
- Curriculum not available during the training only hands out was provided.
- Trainers were qualified, helpful and trained.
- Training equipments were adequate to all trainees as the training were provided in the factory. They did OJT in the same place.
- Overall training and training management was satisfactory.

c) Training Relevance

- Training was relevant to the work they are working.
- It was not relevant to one physically disable participants (Leg problem). Therefore, he switched off to driving career.

d) Employment and satisfaction with employment

- They were employed after the training so no problem for them.
- They can earn around 12-20 thousands a month on an average.
- All were employed and earning was also satisfactory.
- If they get chance to get higher level training, they are interested.

e) Support of TESP to find the job and satisfaction with the support

- TESP provided the training in the plywood factory as their needs so became easy to get the job.
- They were informed about the job from TESP. TESP provided advice and counseling on the employment opportunities.
- They were supported by TESP to get the job.
- They are satisfied with the support.

f) Trainee's selection for better training

- Training would be more effective if trainees be selected from disadvantaged poor and unemployed group rather than advantaged.

g) Suggestion to enhance employment

- TESP must support to link job
- Training should be provided as the market need.
- Needy target group should be defined before training.

h) Perceptions on Skill Test

- All were passed in skill test.
- It would be better if result of skill test is published on time.
- Skill test certificate is helpful to get the employment.

i) Areas of improvement:

- Special attention should be given to select the needy people
- Result of the skill test should be on time
- There should be sufficient information sharing about the training
- Modern technology should be used in the training.

7.3.5 Details of FGD with Arc Welder Graduates

Date: 19 September 2018

Location: Drivertole, Rupandehi

Level of Training: 1

No of Participants: 5 Male

a) Basic Information

- They were informed through TCN coordinator and friend.
- They participated in the training to get more skills and certificate.
- Before the training they are working basically in the same trade. They wanted to enhance their knowledge.
- After the training, they were continuing their work in the same.
- One of the training graduates was the employer of the "Grill Udhyog" and others are employee.

b) Training quality and satisfaction

- Training was very satisfactory. As the training was provided in the Grill Udhyog, became easy for them.
- Curriculum was not available during the training but brochures and hands out were provided.
- Trainers were qualified, friendly and trained.
- Training equipments were adequate to all trainees because all the equipments were already available there.
- There was enough space for theoretical and practical.
- They were not sent for OJT but have done the enough practical work.
- Overall, training and training management was satisfactory.

c) Relevance of the training

- Training was relevant to the work they are working and to the market need.

d) Employment and satisfaction with employment

- In case of them, they were continuously working before and after the training. There is good employment opportunity in the trade. All graduates are employed.
- They can earn around 10-30 thousands a month on an average. The earning was high after the training.
- They are quite satisfied as the training made them more skillful and confident.
- Eager to take higher level training.

e) Support of TESP to find the job and satisfaction with the support

- They were familiar with the work before the training and continue the same.
- TESP's provided advice and counseling on the employment opportunities.
- No need support to get the job from TESP.

f) Trainee's selection for better training

- Training would be more effective if trainees be selected from unemployed group.

g) Suggestion to enhance employment

- Needy person should be given the training.

h) Perception on Skill Test

- All were passed in skill test
- It would be better if result of skill test is published on time.
- Skill test certificate is helpful in getting the employment.

i) Areas of improvement:

- Special attention should be given to select the needy people
- Modern technology should be introduced according to the market need.
- Career counseling should be done before the training and continuously during the training.

7.3.5 Details of FGD with Lathe Setter Operator graduates

Date: 22 September 2018

Location: Butawal, Rupandehi

Level of Training: 2

No of Participants: 5 Male

a) Basic Information

- Were informed through TESP, friends and F.M. Radio.
- They were participated in the training hoping to get the job opportunities and also it will be helpful for foreign employment.
- Before training they were working in the same trade as a helper.
- After training they were working in Khanal Engineering Company PVT.LTD.as a technician with the support of TESP.

b) Training quality and satisfaction

- Training was interesting and helpful. They feel the training as good opportunity.
- Curriculum was available during the training.
- Trainers were qualified, motivating and friendly.
- Training equipments and training materials were adequate to all trainees.
- Training period was long as they were unable to work in that time. They mention that it will be better if the training was provided in the morning.
- There was enough space for theoretical and practical work.
- Overall training and training management was satisfactory.
- They were sent for OJT in Khanal engineering company.

c) Training Relevance

- Training was relevant to the work they are working. They have the opinion that if TESP was supportive, easy for them to get the job.

d) Employment and satisfaction with employment

- They can earn around 15-25 thousands a month on an average.
- They are quite satisfied as the training made them more skillful and confident in their work. Earning is also satisfactory.
- If they got the opportunities to get the higher level training, they are interested.
- As they were satisfactory with the job, they are not thinking about foreign employment.

e) Support of TESP to find the job and satisfaction with the support

- They were familiar with the work before the training and after training they built up their confidence and the salary also increased.
- TESP sent for OJT and they were working in the same company.
- They were supported by TESP to get the job.
- They are satisfied with the support.

f) Trainee's selection for better training

- They mention that it will be better to select the disadvantaged, unemployed and poor group in the training.

g) Suggestion to enhance employment

- TESP must support to link job

h) Perceptions on Skill Test

- All were passed in skill test
- Skill test certificate is helpful in getting the employment.

i) Areas of improvement:

- Special attention should be given to select the needy people
- There should be sufficient information sharing about the training
- Training should be as per the market need.

7.3.6 Details of FGD with Hotel and Restaurant graduates

Date: 23 September 2018

Location: Butawal, Rupandehi

Level of Training: 1

No of Participants: 8 (male -6, Female-2)

a) Basic Information

- Were informed through TESP coordinator and friends.
- Participated in the training because of interest in this trade and to get the job opportunities.
- All of them studying before the training.
- After the training some of them were continuing their study and job but some of them leave their study and doing job.

- All of them were employed in the Hotel and Restaurant. Females are working as a room attendant and males were working as a cook and a cook helper.

b) Training quality and satisfaction

- Training was interesting and enjoyable because they were interested in this trade.
- The training gave them opportunity for job.
- Trainers were qualified and trained. Both Female and Male trainers were motivating and helpful.
- Curriculum was available during the training.
- All the training materials and equipments are sufficient.
- Overall training and training management was satisfactory.
- They were sent for OJT in the Hotel and restaurant.

c) Training Relevance

- The training was relevant as per the market need and their work. However, it should not be given as an available opportunity to those who were in further study.
- There is lot of employment opportunity in the occupation.

d) Female friendly Training environment

- There was not separate toilet for men and women.
- Training center was in reasonable distance.
- Trainers were both male and female. There was female trainer.
- There was no lactating mother or pregnant participant they haven't care about the provision of room.

e) Employment and satisfaction with employment

- Almost all were employed except those who were in further study. They can earn around 12-25 thousands a month on an average.
- They are quite satisfied as the training made them employed. They are satisfied with the earning.
- They are waiting to get the higher level training to develop their career.

f) Support of TESP to find the job and satisfaction with the support

- They were satisfied as with the training and with the support of the TESP they get the job opportunity so that they can expense their own for the study purpose and become self independent.
- TESP's provided advice and counseling on the employment opportunities.
- They were supported by TESP's to get the job so they are thankful to TESP.
- They are satisfied with the support.

g) Trainee's selection for better training

- Training would be more effective if trainees be selected from needy people.

h) Suggestion to enhance employment

- TESP's must support to link job.

i) Perception on Skill Test

- All were passed in skill test
- They are satisfied with the result.

- It would be better if result of skill test is published on time.
- Skill test certificate is helpful.

j) Areas of improvement:

- Special attention should be given to select the needy people
- Result of the skill test should be on time
- Career counseling should be done before the training and continuously during the training.
- Higher level training should be given in the regular interval.

7.3.7 Details of FGD with TESP

Date: 17 September 2018

Location: Butawal, Rupandehi

No of Participants: 7

a) Training quality

- Training cost was not sufficient for all trades. Therefore the training cost should be assessed based on trades.
- The tendency was to ensure skill test pass than the competency based training.
- TITI has not given the TOT to private TESP. TOT for instructors is very important for quality.
- TESP are still lacking to reach the target group. TESP must reach to that group.
- Training duration should be trade specific. 3 months training for mobile phone repairing is not sufficient.
- Some of the trainings are effective in workplace based mode like in Mason.
- Lack of competency based training and lack of formative assessment.

b) Social Marketing

- Budget for social marketing was inadequate.
- There was a tendency of bringing false certificate of deprived group. It comes to notice of TESP after training starts.
- The training itself has created awareness.

c) Employment

- Employment target should not be same for all. It should be based on location and trades.
- It is difficult to meet employment target in some of the occupations like hand embroidery.
- Employment opportunity in construction sector is high.
- Trade fare could be one option to enhance employment.
- In most of the trades, level 1 alone is not fully skilled and not sufficient for employment.

d) Perception on Skill test

- There is delay in skill test certification. This has been unhelpful for employment.
- Skill test process is fine.

e) Suggestions for improvements

- Training should be focused in the sector which contributes more for national GDP.
- Delivery of life skills/entrepreneurship skills in last phase of training is the practice and should be given continuously.
- Some of the TESP's sent graduates in OJT and some did not sent. OJT is necessary in some trades.
- Training trades should be based on location. Industrial sector training will not be successful in Dolpa.
- There should be a flexibility of selecting trades based on RMA during implementation.

7.3.8 Details of FGD with Stone Layer mason graduates

Location: Pokhara, Kaski

No of Participants: 7

a) Basic Information

- Graduates got the information about the Training from their Friends and family. Training institutes also shared the information through FM and Newspaper. Trainers also shared the information through some of the contractor in the locality/town.
- Few of the Graduates were new to the trade, where as some were working in the same field and came to have certification of their skills.

b) Training quality and satisfaction

- Training was successful and interesting. Graduates enjoyed the training.
- Graduates enjoyed the training process, felt it as a provided them good opportunity to work in the government sector as they were provided certificate.
- Curriculum was available though the text book was not enough for all the graduates though the graduates managed it in sharing basis. The training materials and equipment were adequate.
- Trainers were qualified and well trained as well as friendly. The graduates understood almost everything while being taught.
- Though training was a success; New Graduates; after working felt the technical terms and knowledge was lacking compared to the ones working before them. Due to lack of OJT and Experience.
- Graduates were satisfied with the training.

c) Training Relevance

- The training was very relevant to the market need and skills needed for the occupation.

d) Employment and satisfaction with employment

- Most of the graduates are involved with Construction contractors; there are few who themselves are contractor.
- Based on willingness of graduates to work, income ranges from 30000 to 45000. But Graduates who have turned into contractors earn more.
- Graduates are satisfied with the training, their employment and income.

e) Support of TESP to find the job and satisfaction with the support

- Most of the graduates were involved in the same profession as training so they did not required the help of the TESP.
- And those who were not were introduced to few contractors by Training provider. This reflects their satisfaction with the support.

f) Selection of graduates for better training

- It is better to select from disadvantaged, unemployed, economically and socially backward group.

g) Suggestion to enhance Employment

- Graduates thought that TESP should do better job for the searching or linking of the job.

h) Perception on Skill Tests

- Result was very satisfied. Since all the graduates passed the test.
- The certificate was useful in getting jobs.

i) Areas of improvement:

- Training should be provided for needy group.
- There should be sufficient information sharing about the training
- Career counseling is needed for graduates to enhance employment rate.

7.3.9 Details of FGD with plumbing graduates

Location: Nawalparasi

No of Participants: 6

a) Basic Information

- Graduates got the information about the Training from their Friends and family. Training institutes also shared the information through FM and Newspaper. Trainers also shared the information through some of their trainee they had from some other trades.
- Graduates were interested in the training to get certified for the work they were doing, either to apply abroad or fixed job.

b) Training quality and satisfaction

- Training was successful and interesting. Graduates enjoyed the training period.
- Since the Graduates were already working in the respective field it was not hard for them to understand the Curriculum and text. Though they were happy to bet few of the theoretical knowledge
- The training materials and equipment were adequate.
- Trainers were qualified and well trained as well as friendly.
- In overall, graduates were satisfied with the training.

c) Training Relevance

- Training was relevant to the world of work.

d) Employment status and satisfaction with employment

- Most of the graduates are working in construction sites of private companies.
- According to the willingness to work of the graduates, the monthly income can be ranged from 60000 to 80000. Freelancer Graduates can earn more if they manage to find more contacts/customers. Whereas the private companies give fixed salary.
- Graduates are satisfied with the training as they are completely satisfied with their employment and income.

e) Support of TESP to find the job and satisfaction with the support

- Graduates were involved in the same profession as training so they did not required the help of the TESP.

f) Selection of Graduates

- Most of the graduates thought that it was better to select from the unemployed group and economically and socially backward group. Who are willing to work in the field they get training.

g) Suggestion to enhance Employment

- Graduates thought that TESP should do better job for the searching or linking of the job.

h) Perception on Skill Tests

- Result was very satisfied. Since all the graduates passed the test.
- The certificate was useful in getting jobs.
- Skill test result should be published on time.

i) Areas of improvement:

- Training should be provided for economically and socially group.
- Career counseling is needed for graduates to enhance employment rate.

7.3.10 Details of FGD with TESP's and Trainers

Location: Pokhara

No of Participants: 6

a) Basic Information

- Trainees were basically informed through radio, internet and social media and magazine.
- Trainees were selected through basic interview and their respected training teacher.
- The Trainees were either jobless or were working in their respective profession and now most of them are working and happy with the skills they learnt and the certification of their skills.
- There are few who are unhappy with the result process and the training provider because there are some who aren't getting job and cannot earn as they have expected before the training.
- There are few venue providers who think the old training providers are not working as they should be and think the training provider should be selected through open contract and new ones should be given chances.
- They think they should be able to select the trade rather than the CTEVT.

b) Training quality and satisfactory result

- Female and disadvantaged group friendliness.
- Training was overall given to both female and disadvantaged group.
- In few cases Training was successful event and enjoyed by both training provider and the trainee
- There are few who think curriculum isn't as practical as it is in workplace because their trainees have faced problems in their earlier work places.
- Unsatisfied trainees are also those who were told to be given general lifestyle expenses at the time of training but felt the expenses given were not enough.
- Some training provider felt OJT were too short and longer term OJT should be given as it is in tradition among training Providers.
- There are some trades where the expenses provided are not enough; like in plumbing/mason/carpenter where materials are used once and cannot be used again.
- There have been cases where the equipment provided was not enough for the whole program.
- Overall the training was eventful and satisfactory.
- Training time was not friendly to housewives as they found training hours long to go hand in hand with their house work.
- Disadvantaged group or poor economic group found it hard to satisfy their basic needs as they couldn't earn since they were in training.

c) Employment of the Trainees and Support of TESP

- TESP have overall helped most of the willing trainees and most of them are working.
- Apart from TESP the particular Training teacher has also helped to find the jobs.

d) Perception on Skill Tests

- Skill test result should be published on time.
- Certification of the particular skill has helped most of the trainees to find better job and satisfactory and stable economic condition.

7.4 Central Development Region

7.4.1 Details of FGD with Hair Cutting Graduates

Level of Training: 1

Date: 06 September 2018

Location: Ravibhawan, Kathmandu

No of Participants: 4

a) Basic Information

- Graduates received information regarding trainings through friends, relatives and news papers.
- Graduates' objective to participate in the training was to become self employed, self dependent and maintain dignified life.
- Some of them were house wives before training.

b) Training quality and satisfaction

- Training was enjoying event and they have perceived the training as good opportunity, and good luck to receive the hair cutting training even though they were female.
- Trainers were qualified and trained; however lack of female trainers. If there were female trainers, it would be even better.
- Curriculum was not available during the training.
- Training equipments and training materials were adequate to all trainees.
- They were sent for OJT in Kirtipur.
- Overall training and training management was satisfactory.

c) Training Relevance

- The training was relevant to the market need and the training group.
- Training was relevant to the work they are working. Their experience is that one can be engaged in employment immediately if one is skillful, confident and interested to work.

d) Female friendliness:

- There was separate toilet for men and women.
- Distance of training center was at reasonable distance.
- It was difficult managing 5 hrs time for training and female prefer 3 hrs a day and for 4 months.
- There were no female trainers.
- There were no lactating mothers or pregnant participants. Therefore, no need of such room.
- No other specific problem being a female.

e) Employment and satisfaction with employment

- They have started their own parlor now and are self employed.
- Earning ranges from 10-30 thousands a month on an average.
- They are quite satisfied with earnings as the training made them employed who were unemployed before.
- Those who are unemployed may be due to their personal reason like continue study, manage household work, taking care of their child.

f) Support of TESP to find the job and satisfaction with the support

- TESP provided information, counseled and advised regarding employment opportunities.
- TESP also supported them in finding the job. They are satisfied with the support.

g) Trainees' selection for better training

- Their suggestion is to enroll the needy disadvantaged, poor unemployed youths in the training.

h) Suggestions to enhance employment

- Continue TESP making responsible for supporting the graduates to link with job market.
- Their recommendation is for flexible training time for female so that they can easily manage house chore activities.
- Provide higher level training on the same occupation to enhance confidence.

i) Perception on Skill Tests

- Skill test result was late and it would be better if result of skill test is published on time.
- Skill test certificate is helpful in getting the employment.
- All the participants passed in skill test exam.

7.4.2 Details of FGD with Bar Tender Graduates

Level of Training: 1

Date: 10 September 2018

Location: Ranibari, Kathmandu

No of Participants: 6 Male

a) Basic Information

- Graduates received information through friends, social media, relatives and TESP.
- Participated in the training to become self-dependent. They feel that the scope and demand on the trade was high than other trade and also better opportunity for working abroad.

b) Training quality and satisfaction

- The training as good opportunity in building future and an enjoying event.
- Curriculum was not available during the training.
- Training equipments and materials were not sufficient to all trainees.
- Practical classes were not sufficient for Graduates.
- They were sent for OJT in different places.
- Overall training and training management was satisfactory.

c) Training Relevance

- Training was relevant to their work. There is employment opportunity for skillful, confident and interested person to work in bar tender.

d) Employment and satisfaction with employment

- Earning in this trade is around 10-15 thousands a month on an average.
- Found satisfied with the training and earnings. Training made them employed who were unemployed before. Unemployed might be due to their personal reason like continue study.
- They are willing for higher level training on the occupation for better confidence.
- Training was successful complete and enjoyed by both TESP and the Graduates.

e) Support of TESP to find the job and satisfaction with the support

- Most of them were already engaged and were familiar with the work before training. Therefore, getting job was easier after training.
- They were informed about the job from TESP. TESP provided advice and counseling on the employment opportunities and also supported in finding the job.
- They are satisfied with the support.

f) Trainee's selection for better training

- Training would be more effective if trainees be selected from disadvantaged poor and unemployed group rather than advantaged.

g) Suggestion to enhance employment

- TESP must support to link job.

h) Perceptions on Skill Tests

- All most passed in skill test and the certificate was helpful in getting the employment.
- It would be better if result of skill test is published on time. It was late.

7.4.3 Details of FGD with Stone Layer Mason Graduates

Level of Training: 2

Date: 10 September 2018

Location: Bijeswori, Bhaktapur

No of Participants: 7 (all male)

a) Basic Information

- Participant had prior knowledge regarding "Mason".
- Participants were the members of communist Dakarmi Association and all information regarding the training received from the association.
- The entire Participants are self-employed and busy with their work.
- They want higher level training for listing as professional workers.

b) Training quality and satisfaction

- They feel that this training is good opportunity to build their future and it was an enjoying event.
- Curriculum was not available during the training.
- Practical classes and space for practical were insufficient and no OJT.
- Overall training and training management was satisfactory.

c) Training Relevance

- The training was very relevant to the job market.

d) Employment and satisfaction with employment

- Most of them were already engaged in this field, so no difficulties in finding the job.
- They can earn around 20-25 thousands a month on an average.
- Due to the situation of country, skilled workforce is scarce. They were working in the rural area.
- They were quite satisfied from the training and earnings.
- They have planned to get higher level training on the same occupation to enhance confidence.

e) Support of TESP to find the job and satisfaction with the support

- All of them were working and no need of TESP to find the job.

f) Trainee's selection for better training

- Better to select unskilled needy disadvantaged and poor local inhabitant in the training.

g) Suggestion to enhance employment

- TESP's must be support or arrange to financial support (bank loan, guarantee etc.)
- Minimum salary to be fixed by CTEVT / government with training level wise.
- Trainer should be senior experienced person.
- Minimum equipment and goods should be distributed after training.

h) Perception on Skill Tests

- It would be better if result of skill test is published on time. It was late.
- Skill test certificate is helpful in getting the employment. it helps in identifying skilled person.
- There was language problem in the test.

7.4.4 Details of FGD with Cook Graduates (Female group)

Level of Training: 2

Date: 10 September 2018

Location: Shantinagar, Kathmandu

No of Participants: 6 (all female)

a) Basic Information

- Training information received through friends, relatives, poster, social media, and newspapers.
- Participated in training to become self-employment, self-dependent and live dignified life.
- Some of them were house wives before the training. Training helped to become self-dependent.
- Now they are self-employed, started their own business and supporting family to uplift their economic status.

b) Training quality and satisfaction

- They feel the training as good opportunity and the training was excellent.
- Trainers were qualified and trained; however lack of female trainers.
- Curriculum was not available during the training. Training equipment's, training materials were sufficient. There was well managed enough space.

- OJT wasn't provided.
- Overall training and training management was satisfactory. Confidence level has been increased.

c) Training Relevance

- Training was relevant to the work they are working. There is high employment opportunity for skilled person in this occupation.

d) Female friendly training environment

- There was separate toilet for men and women.
- There were no female trainers in the female group participants. It would be more comfortable with female trainers.
- Distance of training center was at reasonable distance
- There was no lactating mother or pregnant participant. Therefore, no problem even there was no provision of such room. No other specific problem being a female.

e) Employment and satisfaction with employment

- Earning is around 10-20 thousands a month on an average.
- They are quite satisfied with the training and earnings as it made them employed.
- Those who are unemployed may be due to their personal reason like continue study, manage household work, taking care of their child.

f) Support of TESP to find the job and satisfaction with the support

- They were familiar with the work before training and became easier to get the job after training.
- They were informed about the job from TESP, TESP provided advice and counseling.
- They were supported by TESP to get the job and they are satisfied with the support.

g) Trainee's selection for better training

- Training would be more effective if trainees be selected from needy disadvantaged poor and unemployed group.

h) Suggestion to enhance employment

- TESP must support to link with job and support for financial linkage.
- Family counseling is needed to work for female. Some of the families do not permit to work.

i) Perception on Skill Tests

- Result was not published.
- It would be better if result of skill test is published on time. It was late.
- Skill test certificate is helpful in getting the employment.

7.4.5 Details of FGD with Mason Graduates

Level of Training: 1

Date: 17 September 2018

Location: Nuwakot

No of Participants: 6

a) Basic Information

- They received information about training from their friends, relatives and training providers.
- They received this training for the purpose of high income to establish in the society.
- Most of them are unemployed. Few of them are working as mason.

b) Training quality and satisfaction

- Training materials, tools and equipment were not sufficient.
- Curriculum was not available during the training period.
- Graduates were not satisfied with Trainers/Teachers capacity to teach.
- There were inadequate practical opportunities and no OJT.
- Overall training and training management was poor and not satisfactory.

c) Female friendliness:

- Training was female friendly environment. There was separate toilet for men and women.
- Distance of training center was reasonable distance
- There was no lactating mother or pregnant participant.

d) Employment and satisfaction with employment

- There is no employment opportunity in the particular area and graduates were unemployed.
- Those who got the opportunity are earning around 15-20 thousands a month on an average.

e) Support of TESP to find the job and satisfaction with the support

- Employed graduates found this job with the help of their friend and relative and no support from TESP.
- Graduates were not satisfied with the training and training provider.

f) Trainee's selection for better training

- There should be fair selection from needy disadvantaged and poor group in the training.

g) Suggestion to enhance employment

- Training should be delivered in the demanded trade around the area.
- There should be adequate training materials and tools/equipment.
- TESP's support needed to link with the job and support for financial linkage.
- There is need for awareness program.

h) Perception on Skill Tests

- Who were passed in skill test were satisfied with their result; however failed graduates were not satisfied with their result.
- Certificate played more important role in market to get job.
- It would be better if result of skill test is published on time.

7.4.6 Details of FGD with Arc Welder (IG and IF) Graduates

Level of Training: 1

Date: 18 September 2018

Location: Nuwakot
No of Participants: 5

a) Basic Information

- Training information received through friends and relatives.
- Most of the graduates were unemployed and less income than other.
- Participated in the training with the objective of self-dependent and high income.

b) Training quality and satisfaction

- There was question on trainers' skill to teach.
- Practical class was not sufficient to learn the skill.
- Curriculum was not available during the training.
- Training equipments, tools and training materials were not sufficient.
- Lack of space and management. There was no provision of OJT.
- Overall training and training management was not satisfactory.

c) Female friendliness:

- All of the graduates were male and no need for the female facilities.

d) Employment and satisfaction with employment

- They felt that there is lack of work opportunities in the market and some of the graduates were unemployed.
- Some of the graduates who were already working in the field got the employment.
- Those who are employed in the field can earn around 12-25 thousands a month on an average.

e) Support of TESP to find the job and satisfaction with the support

- Employed graduates got job through their family, relatives and friends.
- TESP's did not support to find the job and the graduates were not satisfied with the support.

f) Trainee's selection for better training

- Better to select the disadvantaged and poor group in the training.

g) Suggestion to enhance employment

- Trainers should be skillful, well experienced and capable to teach.
- TESP's must support to link with the job and financial linkage.

h) Perception on Skill Tests

- Passed graduates were satisfied with their result more than failed.
- It would be better if result of skill test is published on time. It was late.
- Skill test certificate is helpful in getting the employment.

7.4.7 Details of FGD with Small Hotel and Lodge Assistant Graduates

Level of Training: 1
Date: 18 September 2018
Location: Dhulikhel, Kavreplanchowk
No of Participants: 4

a) Basic Information

- They got the information regarding the training through their friends, relatives and newspapers.
- Participated in the training with the objective of being self-dependent and help their family.
- They feel that the scope of the trade was high and better opportunity for working abroad.

b) Training quality and satisfaction

- Curriculum was not available during the training.
- Training equipment's and training materials were not sufficient to all trainees.
- Lack of knife for cutting, lack of spoon, lack of table and chair etc.
- Overall training and training management was just satisfactory.
- They were sent for OJT in different Hotel.
- Practical classes were not sufficient for Graduate.

c) Training Relevance

- Training was relevant to the work they are working and the market need.

d) Female friendly training environment

- There was separate toilet for men and women.
- Distance of training center was at reasonable distance.
- There was no space provision for lactating mother or pregnant participants; however no as there were none such participants.

e) Employment and satisfaction with employment

- There is employment opportunity for skilled person. .
- Employed graduates can earn around 10-14 thousands a month on an average.
- Most of them were below 25 years and were studying. Difficult for female to work at night.
- Those who were employed were quite satisfied as the training made them employed who were unemployed before. Earning is also satisfactory.

f) Support of TESP to find the job and satisfaction with the support

- Most of them were student and have not joined job.
- TESP's provided advice, counseling on employment opportunities. Those who were interested to work were supported by TESP's to get the job and they were satisfied with the support.

g) Trainee's selection for better training

- Needy people should be enrolled in the programme and with education below SLC.

h) Suggestion to enhance employment

- Employers profile should be developed and corresponded.
- Trained graduates profile to be uploaded in the website so that the employer can find them.
- Graduates need to be supported for financial linkages.

i) Perception on Skill Tests

- Most of them were passed in skill test.

- It would be better if result of skill test is published on time and on fixed date. It was late.
- Skill test certificate is helpful in getting the employment.

7.4.8 Details of FGD with Dress Maker Graduates

Level of Training: 1

Date: 23 September 2018

Location: Manamaiju, Kathmandu

No of Participants: 5

a) Basic Information

- Were informed through friends, relatives and TESP.
- Participants feel that the scope and demand is high than other trades.
- Most of them are housewife before training.

b) Training quality and satisfaction

- They feel the training as good opportunity to do a work and the training was good.
- Trainers were qualified trained with female trainers, it would be better for participate.
- Curriculum was not available during the training.
- Training equipment's and training materials were adequate to all trainees.
- Overall training management was satisfactory. There was well managed enough space. OJT wasn't provided
- Overall, training was satisfactory.

c) Training Relevance

- Training was relevant to female group.

d) Female friendly training environment

- Distance of training center was reasonable distance.
- More comfortable and easy to understanding by ladies trainer.
- Better opportunity for female. Interested work for female.
- There was no lactating mother or pregnant participant. Therefore, no problem even there was no provision of such room. No other specific problem being a female.

e) Employment and satisfaction with employment

- They were unemployed before training and engaged to care their child and household work.
- Now, they can earn around 7-10 thousands a month on an average.
- They are satisfied as the training and the earnings.
- They have started their own business now and self-employed.

f) Support of TESP to find the job and satisfaction with the support

- TESP provided advice and counseling on the employment opportunities. They were supported by TESP and are satisfied with the support.

g) Trainee's selection for better training

- Training would be more effective if trainees be selected from needy disadvantaged poor and unemployed group rather than advantaged. Oral test needed for aptitude test.

h) Suggestion to enhance employment

- TESPs must support to find job.

i) Perceptions on Skill Tests

- All most passed in skill test
- It would be better if result of skill test is published on time. It was late.
- Skill test certificate is helpful in getting the employment.

7.4.9 Details of FGD with Mason Graduates

Level of Training: 1

Date: 28 September 2018

Location: Sushpa Kshamawati, Dolakha

No of Participants: 9

a) Basic Information

- Information regarding the training received through Personal relationship.
- There was high demand of mason due to earthquake and therefore they participated in training.
- They also wanted to build their own house.

b) Training quality and satisfaction

- They feel the training as good opportunity to skill them.
- Curriculum was not available during the training.
- Training equipments, training materials were insufficient and practical class was inadequate.
- Training has increased confidence level; however no OJT provided.
- Most of them are working in this field.
- Training was moderately satisfactory.

c) Training Relevance

- Training was relevant to the community because of disaster.

d) Female friendly training environment

- It was difficult to manage time for female graduates. Most of the female were housewives and time was not appropriate for female.
- There was no any toilet for any participate, due to earthquake no any toilet are available in training venue.
- There was no lactating mother or pregnant participant.

e) Employment and satisfaction with employment

- Most of the male and all female are unemployed.
- Employed can earn around 10-15 thousands a month on an average.
- Employed are satisfied as the training made them employed who were unemployed before. Others are not satisfied.

f) Support of TESP to find the job and satisfaction with the support

- Some of them were familiar with the work before training and became easier to get the job.
- They were not supported by TESP to get the job.

- g) Trainee's selection for better training**
 - Training would be more effective if interested needy trainees from disadvantaged poor and unemployed group are selected.
- h) Suggestion to enhance employment**
 - TESPs must support to link with job.
- i) Perception on Skill Tests**
 - It would be better if result of skill test is published on time. It was late.
 - It was difficult to give the test in open place due to lack of space.

7.4.10 Details of FGD with Mason Graduates

Level of Training: 1

Date: 30 September 2018

Location: Sudal, Bhaktapur

No of Participants: 6

- a) Basic Information**
 - Participants had general knowledge on a Training "Mason".
 - Local instructor informed the participants regarding the training.
- b) Training quality and satisfaction**
 - They feel that this training is good opportunity for them and they were happy to receive the training
 - Training equipment's and training materials were inadequate and curriculum was also not available during the training.
 - They were no OJT in training period.
 - Practical class and place are not sufficient.
 - More comfortable and easy to understanding by both trainers.
- c) Training Relevance**
 - Training was relevant to the work they are working and the market need.
- d) Female friendly training environment**
 - There was no any toilet for men and women.
 - Most of them used his/her relative's toilet.
 - There was no need of lactating room.
- e) Employment and satisfaction with employment**
 - Above 75% of Participant are self-employed and busy with their work.
 - People use to back bite for female to participate in the training before, but now society people are supporting them. .
 - They can earn around 10-15 thousands a month on an average.
 - Technical words, equipment tools names are different to remember for women's.
 - Earning is also satisfactory.
 - They completed 13 houses in his community with this team.
- f) Support of TESP to find the job and satisfaction with the support**
 - Most of them are already work with in training period and no support needed.

- g) Trainee's selection for better training**
 - Better to select the disadvantaged and poor group in the training.
- h) Suggestion to enhance employment**
 - TESP's must be support for financial linkage.
- i) Perception on Skill Tests**
 - It would be better if result of skill test is published on time. It was late.
 - Skill test certificate is helpful in getting the employment.

7.4.11 Details of FGD with Shuttering Carpenter Graduates

Level of Training: 1

Date: 29 September 2018

Location: Baiteshwor, Marbu, Dolakha

No of Participants: 6

- a) Basic Information**
 - They get the information regarding training from friends and relatives.
 - Participated in the training to become self-dependent and get better opportunity to work.
 - They have no any idea about which training helps to increase his/her financial status
- b) Training quality and satisfaction**
 - Curriculum was not available during the training.
 - Training equipment's and training materials are sufficient to all trainees.
 - Enough space, well management.
 - OJT wasn't provided. Training would be effective on practical base.
 - Overall, training management was satisfactory.
- c) Training Relevance**
 - Training was irrelevant for females as it demands intensive physical work.
- d) Female friendly training environment**
 - There was not any separate toilet for men and women.
 - More comfortable and easy to understanding by ladies trainer for ladies graduates.
 - There was no lactating mother or pregnant participant.
- e) Employment and satisfaction with employment**
 - Most of them are unemployed.
 - All female are unemployed and not relevant training for them.
- f) Support of TESP to find the job and satisfaction with the support**
 - They did not get any support by TESP's to get the job.
 - Training was not suitable for this community.
- g) Trainee's selection for better training**
 - Better to select the disadvantaged and poor group in the training.
 - Market study is needed before training started.

h) Suggestion to enhance employment

- TESP's must support to link with job.

i) Perception on Skill Tests

- It would be better if result of skill test is published on time. It was late.

7.4.12 Details of FGD with Employers (Motorcycle Service Mechanics)

Date: 28 September 2018

Location: Kathmandu

No of Participants: 5

a) Employers' satisfaction

- Graduates performance for servicing is fine however they have no skill for engine and wiring system.
- They are interested to learn and try themselves through you tube.
- Employers have suggested to train on the latest models as the models are changing.
- Basically, they commented that the training is based on old model.
- Graduates have low confidence level.
- The graduates have low ability for customer dealing.
- The employer stated that there is high scope of such skill workers.

7.4.13 Details of KII with Training Coordinator and trainer, Manthali HS

Date: 01 October 2018

Location: Manthali, Ramechhap

No of Participants: 2

a) Basic Information

- Training was morning and evening shift and trainees were allowed to work in day time.

b) Training Quality

- Confidence built up in the training after level-2.
- Practical opportunity is very important for employment.
- There is weak practical opportunity in 9-12 technical streams and is not suitable to prepare real worker.

c) Employment

- Earning Rs. 1350/day; significant increase in wage from 800 before training.
- Such training is must however needy participants should be selected and quality training should be delivered.
- Short-term graduates were almost employed and employment rate is more than 95 %.
- There is no problem of employment for level-2 graduates.
- Due to employment value of graduates is increased in the family and society.

d) Suggestion

- Training programmes should be given only after mapping.

7.4.14 Details of FGD with Mason (Female group) Graduates

Level of Training: 1

Date: 27 September 2018
 Location: Lohana, Janakpur
 No of Participants: 8 (Females)

a) Basic Information

- Information to the graduates was given through friends, relatives, labor union and TESP.
- Main purpose of participating in the training was to be employed.
- Before the training some graduate were involved in the household work and some were involve in study.
- Now some are working and some are still unemployed.

b) Training quality and satisfaction

- The training hall was good however, training materials were not enough .
- The OJT was not sent in the related field.
- Trainers were qualified.
- Overall, training was satisfactory.

c) Training Relevance

- Mason training is not suitable for females since they have to spent more physical labor and have to go long distance for working.

d) Employment and satisfaction with employment

- They become employed easily due to their person relation.
- They are earning 8-12 thousand per month .
- The graduates are found unsatisfied since they are not being paid equal wages for the same work for male and female.

e) Support of TESP to find the job and satisfaction with the support

- The support of TESP wasn't seen for employment.

f) Trainees' selection for better training

- The selection should be done among the interested people rather than target groups.

g) Suggestion to enhance employment

- The facility of salary should be fixed for the skilful graduates.
- The employment facility should be managed in the local area applicable to the females.

h) Perception on Skill Tests

- All the graduates were passed in the skill test.
- They were satisfied with the skill test.
- The certificate is valued for them to be employed.

7.4.15 Details of FGD with Mason Graduates

Level of Training: 1 and 2
 Date: 04 October 2018
 Location: Hetauda, Makawanpur
 No of Participants: 9 (Male-5, Female-4)

a) Basic Information

- The information was given through friends, F.M., TESP.
- The trainees selected the training to be employed, gain high income and be self employed.
- Before training some trainee were employed and some were studying.
- After training men are employed and females are still employed.

b) Training quality and satisfaction

- The level of confidence is developed in the trainee after the training.
- After the training the income level of the trainee is seen increased.
- The trainee got promotion from labor into contractor after the training.
- The trainee learnt new technical knowledge and they changed the way they used to do in traditional manner.
- Trainers were qualified, motivating and friendly.
- Training equipments and training materials were adequate to all trainees.
- They were not sent for OJT .
- If the trainer would include the facility of map designing in the training then it would be more fruitful.
- Overall, training was satisfactory.

c) Relevance of the training

- The training was relevant as per market needs. However should not be given to students.

d) Employment and satisfaction with employment

- Training was relevant to the work they are working.
- In an average the trainee are earning about 10-30thousand per month.
- Because of being employed they are satisfied with their earning.
- Though they got the training some are still unemployed because they are not interested in this sector but are seeking job in other sector.

e) Support of TESP to find the job and satisfaction with the support

- They were easily employed due to personal relation.
- It becomes easy for them to be employed due to personal relation with contractor.
- They did not get any support from organization to find job.

f) Trainee's selection for better training

- It would be better to select the disadvantaged, unemployed needy people in the training.

g) Suggestion to enhance employment

- TESP's must support to link job

h) Perceptions on Skill Tests

- All were passed in skill test
- Skill test certificate is helpful in getting the employment.

i) Areas of improvement:

- Importance should be given to select the needy people.

- Information sharing should be sufficient about the training.
- Training should be provided as per the need of the people.
- Training hours should be decreased for the employed trainee.

7.4.16 Details of FGD with TESP

Date: 04 October 2018

Location: Bharatpur, Chitawan

No of Participants: 7

a) Basic Information

- Basically, quality will be maintained in center based training. However, it depends on occupation.
- In general, the training quality was moderate.
- There is high employment opportunity in construction sector like mason, plumbing, electrician.
- Female threshold target has adversely affected the training quality.
- For quality training, large contracts should be avoided and large geographical coverage should also be avoided for one TESP. For example one limit to 3 districts to each TESP.

b) Social Marketing

- To select the needy participants, TESP need to go outside too to enroll the needy participants.
- TESP could not reach the needy people.
- FGD with local bodies should be conducted to identify the demanded trades. Information should be given to the local bodies and make them responsible for identifying the needy participants for training. Once the local bodies send the long list, the TESP conduct the interview with them and select the needy participants.

c) Employment

- There should be a continuous follow up mechanism even after training.
- TESP urged that sustainability and long-term earning should be examined rather than earning threshold. It also depends on occupation.

d) Suggestions

- Selection time should be longer to select the appropriate participants.
- There should be a provision of start up support in the form of tools and equipment.
- Training cost should be revised and ascertained based on trade.
- Employment bonus has been used for logistic expenses.
- There should be a provision of RMA and TESP identify the appropriate training location.
- There should be a provision of career counseling before the training commences.
- Donors to help for capacity building of the private TESP.

e) Better practice of the project

- Needy support, female enrollment, number of options available to select appropriate to participants and provision of TOT for trainers.

7.4.17 Details of FGD with Building Electrician Graduates

Date: 06 October 2018

Location: Chitawan

No of Participants: 5

a) Basic Information

- Graduates got the information about the Training from their friends, family TESP's, through FM and Newspapers.
- Graduates had different motive for participating in the program. Some came to be certified for the works that they were doing while others came to find better job and start new career.
- Graduates needed the certificate to be involved in some of the Government as well as private companies; Like NEA.

b) Training quality and satisfaction

- Training was interesting and enjoying.
- Training certificate helped them to work in the government sector.
- Curriculum was available though the text book was not enough for all the graduates.
- The training materials and equipment were adequate.
- Trainers were qualified and well trained as well as friendly. The graduates understood almost everything while being taught.

c) Employment and satisfaction with employment

- Most of the graduates are involved in Nepal Electricity Authority (NEA), Nepal and there are few who work in some private companies or construction sites.
- According to the willingness to work of the graduates, the monthly income can be ranged from 60000 to 90000.
- Freelancer Graduates can earn more if they manage to find more contacts/customers. Whereas the government and private companies give fixed salary.
- Graduates are satisfied with the training, with their employment and income.

d) Support of TESP to find the job and satisfaction with the support

- Most of the graduates were involved in the same profession as training so they did not required the help of the TESP.
- And those who were not were provided minimal support; they were given information about the job vacation in their respective fields and graduates did the rest.

e) Selection of Graduates for better training

- Most of the graduates thought that it was better to select from the unemployed group and economically and socially backward group.

f) Suggestion to enhance Employment

- Graduates thought that TESP should do better job for the searching or linking of the job.

g) Perceptions on Skill Tests

- Result was very satisfied. Since all the graduates passed the test.
- The certificate was useful in getting jobs.

h) Areas of improvement:

- Training should be provided for needy group.
- There should be sufficient information sharing about the training
- Career counseling should be done before the training and continuously during the training

7.5 Eastern Development Region

7.5.1 Details of FGD with Aluminum Fabricator Graduates

Level of Training: 1

Date: 28 August 2018

Location: Letang, Morang

No of Participants: 8 Male

a) Basic Information

- Information was disseminated through TESP, friends, FM, social media, local NGOs and newspaper.
- Trainees, in the training were participated in order to get the jobs and with the hope of high income.
- Before the training some were already engaged in works while others were unemployed.
- After the training some trainees are success to work in aluminum fabricator field while others are still unable.

b) Training quality and satisfaction

- Training was quite effective and interesting.
- The training provided enabled the for self-employed and also provided good opportunity to work in the workshop
- Training period was not enough for fresher.
- Curriculum was available during the training.
- Trainers were qualified trained, energetic, motivated and supportive.
- Each and every equipment and materials required for training were available to trainees.
- Practical time was inadequate for required practice.
- As a whole, training management was satisfactory.

c) Training Relevance

- Training was relevant to the market need and the work was relevant to the training that they have trained in.

d) Employment and satisfaction with employment

- Fresher waits 2 to 6 months to be employed but for those who are already employed able to get higher level work easily.
- In an average, Self- employed can earn about 20-40 thousands/month and waged employed can earn 8-15 thousands/month.
- Because of being employed, they are satisfied with their earning.
- Paucity of works in markets and the short (3 months) training period are the two reasons of unemployment for some trainees.
- Participation in higher level of training for better opportunities is their further planning.

e) Support of TESP to find the job and satisfaction with the support

- They were supported about the job from their close relatives.
- They are not satisfied with the support from TESP.

f) Trainee's selection for better training

- Interested ones should be selected after examining their background and needs to make training more effective.

g) Suggestion to enhance employment

- TESPs must support to link job.
- Only trained ones should be allowed to work in the related field.

h) Perception on Skill Tests

- About 50% of them were passed in skill test.
- Skill test results publication is unfair.

i) Areas of improvement:

- Training periods should be extended.
- There should be sufficient information sharing about the training
- Training places and halls should be accessible to all.
- Skill test results should be published timely.

7.5.2 Details of FGD with Building Electrician Graduates

Level of Training: 1

Date: 14 September 2018

Location: Biratnagar (Hattimuda), Morang

No of Participants: 8 Male

a) Basic Information

- The information was given through FM , TESP, friends and newspaper
- The purpose of trainees to participate in the training was to get the job opportunities and with the hope of increasing the income.
- Before the training some were involved in study, works whereas others were unemployed.
- After the training they were able to works in building electrician whereas some were still unemployed.

b) Training quality and satisfaction

- Trainees claimed that the training was effective.
- The training made them self-employed, able to work effectively in work place and governmental organization.
- Curriculum was available during the training.
- Training period was not enough for the new trainees.
- Trainers were qualified, trained, motivated and supportive.
- The necessary equipments were made available in the training.
- As a whole, the training management was enough and satisfactory.
- According to them the practical time should be increased to make the training more effective.

c) Training Relevance

- Training was related to the work and the market need.
- Training was therefore relevant.

d) Employment and satisfaction with employment

- In an average, self-employed were able to earn 20 – 30 thousand and waged employed were able to earn 10 – 20 thousand per month.
 - Because of training they are satisfied with their earning.
 - Earning is also satisfactory.
 - They were interested to get higher level training on the same occupation.
 - Participation in higher level training for better opportunities is their future planning.
- e) Support of TESP to find the job and satisfaction with the support**
- They were supported about the job from their close relatives.
 - They are not satisfied with the TESP.
- f) Trainee's selection for better training**
- Better to select the disadvantaged and poor group in the training.
- g) Suggestion to enhance employment**
- TESP must support to link job.
- h) Perception on Skill Tests**
- All were passed in skill test
 - Skill test certificate is helpful in getting the employment.
- i) Areas of improvement**
- Training should be provided for needy group.
 - There should be sufficient information sharing about the training
 - Career counseling should be done before the training and continuously during the training

7.5.3 Details of FGD with TESP and Trainers

Date: 03 September 2018

Location: Letang, Morang

No of Participants: 6

a) Basic Information

- The information to the trainees was given through FM, local NGOs, newspaper, pamphlets, municipality.
- Trainees were selected through basic interview.
- The selection through interview was interesting.
- The trade/occupation was selected through RMA.
- The trade/ occupation were selected according to the need and necessity of the local people.
- The time should be managed according to the women.
- Training facility should be increased for the women.
- The training venue should be managed at appropriate place for women.
- The training was interesting and enjoyed by both training provider and trainees.
- Some trainee left the training in middle due to free training.
- The expectation of the trainees was high due to the project base training.
- The trainees were demanding high facilities with TSEP.
- Difficult in selecting the right candidates while focusing on target groups.

- The context of the training should be changed according to the time and need of the people.
- Loan facility should be managed for the interested trainees who want to be self employed by the coordination of TESP and SDP.
- The training of life skills, business skills, career counseling should be provided to motivate the trainees.
- Certification of the particular skill has helped most of the trainees to find better job in their life.
- The trainees felt difficult to pass the skills test due to high level of question then their qualification,
- Assessors were not qualified enough to conduct the skills test.

b) Employment and support

- The trainees who are interested for employment should link up with the employer.
- Lengthy banking process. Difficult in bank link up. They have to pay high rate of interest for bank loan.

c) Overall program evaluation

- Some more training are necessary in future to make the jobless trainees employed and to increase the level of work for employed trainees.
- The facility of Trade/s occupation should be provided for skilled people only.

7.5.4 Details of FGD with Mason Graduates

Level of Training: 1

Date: 20 September 2018

Location: SundarHaraincha, Morang

No of Participants: 8 Male

a) Basic Information

- The information received through friends, F.M., TESP, newspaper and labor union.
- The trainees selected the training to be employed, gain high income and be self employed.
- The trainee involved in the training to achieve certificate (there is the provision of giving employment related to mason only to the people with certificate by municipality).
- Before training some trainee were employed and some were unemployed.
- After training all the trainee are employed.

b) Training quality and satisfaction

- Training was interesting and helpful and considered as good opportunity.
- The trainee got opportunity to learn technical knowledge become able in performing the works in a professional way.
- Trainers were qualified, motivating and friendly.
- Training equipments and training materials were adequate to all trainees.
- They were sent for OJT in under construction building.
- Overall training and training management was satisfactory.

c) Training Relevance

- Training was relevant to the work they are working.

d) Employment and satisfaction with employment

- In an average self employed were earning about 20-40 thousand per month and waged employed can earn 15-30 thousand per month.
- Because of being employed they are satisfied with their earning.

e) Support of TESP to find the job and satisfaction with the support

- They were easily employed due to personal relation.
- It becomes easy for them to be employed due to personal relation with contractor.
- They did not get any support from organization to find job.

f) Trainee's selection for better training

- They suggested selecting the needy disadvantaged, unemployed and poor group in the training.

g) Suggestion to enhance employment

- TESP's must support to link job
- Provision of flexi training hours would help the employed graduates to participate in the training.

h) Perception on Skill Tests

- All were passed in skill test. Skill test certificate is helpful in getting the employment.

i) Areas of improvement:

- Importance should be given to select the needy people.
- Information sharing should be sufficient about the training.
- Training should be provided as per the need of the people.

7.5.5 Details of FGD with Cook Graduates

Level of Training: 1

Date: 28 August 2018

Location: Dharan, Sunsari

No of Participants: 10 (Male-8, Female-2)

a) Basic Information

- They got information about the training through friends, social media, organization and newspapers.
- The objective to participate in the training was to be employed and self-dependent.
- Before the training some trainees were involved in study, some were employed in the same sector, some were trying for foreign employment and some were still employed.
- After the training some trainee are employed and some are still unemployed.

b) Training quality and satisfaction

- Confidence level has been increased in the graduates.
- Female were not able to work for late night.
- The trainer were qualified, trained, and were providing training in fever of the trainee.
- Curriculum was not available during the training.

- Training equipment's and training materials and space were sufficient to all trainees.
- They were sent for OJT in different hotels.
- Overall training and training management was satisfactory.

c) Training Relevance

- Training was relevant to the market need and to the work they were working.
- It was not appropriate to female to work upto late night.

d) Female friendliness

- Training environment was suitable for the females.
- There was the provision of separate restroom for both male and female.
- They felt easy to understand by the trainer.
- There was no lactating mother or pregnant participant. Therefore, no problem even there was any provision of such room.

e) Employment and satisfaction with employment

- The trainee who was working felt easy in their work whereas the fresher need to wait for 2-3 month to get job.
- Self employed got opportunity to earn about 30-40 thousand whereas the wage employed are earning about 10-20 thousand per month.
- They are satisfied with the training provided to them because training made them employed who were unemployed before.
- Some were still unemployed may due to their personal reason like continue study, manage household work and some are still unemployed as they could not find job in related sector.
- They have planned to get higher level training on the same occupation and be confident on the occupation.

f) Support of TESP to find the job and satisfaction with the support

- They were familiar with the work before the training and were easy for getting job after training.
- They were informed about the job from TESP. TESP provided advice and counseling on the employment opportunities.
- They were supported by TESP to get the job and are satisfied with the support.

g) Trainee's selection for better training

- Better to select the disadvantaged and poor group in the training.

h) Suggestion to enhance employment

- TESP must support to link with job and financial linkage.
- Times are not suitable for female to do work at late night.

i) Perception on Skill Tests

- In the result of skill test some were passed and other failed.
- It would be better if result of skill test is published on time.
- Skill test certificate is helpful in getting the employment.

7.5.6 Details of FGD with Beautician Graduates

Level of Training: 1

Date: 14 September 2018

Location: Biratnagar, Morang
No of Participants: 8

a) Basic Information

- Information to the graduate was given through friends, relatives and TESP.
- Main purpose of participating in the training was to gain high income and be self dependent.
- Before some graduate were involved in the beautician some were working in wages, some were student and some were unemployed.
- After training some graduates are working in the sectors of beautician and some are under employed.

b) Training quality and satisfaction

- Training was satisfactory.
- Training was appropriate for the females.
- They can gain income by working at home also.
- The short training of three month was not enough to be self employed.
- Text book for the training was not made available.
- Trainers were trained; however were not qualified enough in delivery.
- All the necessary machine and training materials were not enough.
- The training hall was good and training materials were made available.
- They were not sent for OJT.
- Overall, training was satisfactory.
- Both the trainers were females who were sent for training.
- There was no special facility provided for the lactation mother.

c) Training Relevance

- Training was relevant to the work they are working.

d) Employment and satisfaction with employment

- Those who were working are still working.
- Those who were working do not face any problem of employment but fresher have to wait for getting job.
- Monthly income for self employed is 10-30 thousand whereas for wages 8-10 thousand per month.
- The graduates are found satisfied with their income.

e) Support of TESP to find the job and satisfaction with the support

- They easily employed in this sector since they were already working in the same field.
- They started the work of beautician due to personal link and the support of the relatives.
- They didn't get any support from the TEPS.

f) Trainees' selection for better training

- Need to provide training to the fresher along with the employed one.

g) Suggestion to enhance employment

- The facility of loan linkage should be managed for those who want to be self employed.
- The training venue should manage in suitable place so that it would be applicable for the women's.
- Manage flexible time for training to facilitate participants who are working.

h) Perceptions on Skill Tests

- All graduates were passed in the skill test.
- Skill test certificate is helpful to be employed.
- The theoretical question should be asked according to their education level.

7.5.7 Details of FGD with Care Giver Graduates

Level of Training: 1

Date: 04 September 2018

Location: Birtamod, Jhapa

No of Participants: 6 female

a) Basic Information

- Information to the graduate was given through friends, relative, fm and TESP.
- Main purpose of participating in the training was to be employed in the sector of care giver.
- Before the training some graduate were involved in the household work and some were involve in study.
- Now some are working in care giver and some are still unemployed.

b) Training quality and satisfaction

- Training was satisfactory.
- The training hall was good and the training materials were not enough .
- The OJT was not sent in the related field.
- Trainers were qualified.
- The OJT time and practical time should be increased.
- Overall, training was satisfactory.

c) Female friendly training environment

- Both the trainers were females who were sent for training.
- There was no special facility provided for the lactation mother.

d) Employment and satisfaction with employment

- Should have to wait for 1-2 month for the job.
- Monthly income for the graduate is 8-18 thousand.
- The graduates are found satisfied with their income.

e) Support of TESP to find the job and satisfaction with the support

- TESP co-ordinate with the job provider organization for their employment.
- They were satisfied with the support of TESP for their job.

f) Trainee selection for better training

- The selection should be done among the interested people rather than target groups.

g) Suggestion to enhance employment

- The facility of salary should be fixed for the skilful graduates.

h) Perception on Skill Tests

- All the graduates were passed in the skill test.
- They were satisfied with the skill test and the certificate is valued for them to be employed.

7.5.8 Details of FGD with Mechanical Fitter Graduates

Level of Training: 1

Date: 31 August 2018

Location: Sombare, Morang

No of Participants: 7

a) Basic Information

- The information was given through friends and TESP.
- The trainees involved in the training to be employed, gain high income and be self employed.
- Those who were employed before training are still working.
- The fresher graduates are still unemployed due to the lack of work in local area.

b) Training quality and satisfaction

- The short training of three month is not enough to get employment.
- The training equipments were not enough.
- After the tainting the income level of the trainee is seen increased.
- Trainers were qualified, motivating and friendly.
- They were not sent for OJT.
- Overall training management was satisfactory.
- The training tools and equipment should be enough in the training.
- Training hall should be well managed.

c) Employment and satisfaction with employment

- Training was relevant to the work they are working. The employed trainee need't not have to wait for the work since they were already employed.
- In an average the graduate are earning about 10-25thousand per month.
- Because of being employed they are satisfied with their earning.
- Though they got the training some are still unemployed due to the lack of work in this sector.
- The trained graduated are still searching job in this sector.

d) Support of TESP to find the job and satisfaction with the support

- They were easily employed because they were previously working in the same sector.
- They did not get any support from organization to find job.

- e) **Trainee's selection for better training**
 - It would be better to select the disadvantaged, unemployed needy people in the training.
- f) **Suggestion to enhance employment**
 - TESP's must support to link job
- g) **Perceptions on Skill Tests**
 - All were passed in skill test
 - Skill test certificate is helpful in getting the employment.
- h) **Areas of improvement**
 - Training should be according to the need and demand of the local market.
 - Information sharing should be sufficient about the training.
 - Training should be provided as per the need of the people.

7.5.9 Details of FGD with Mechanical Fitter Graduates

Level of Training: 2

Date: 12 september 2018

Location: Dharan, Sunsari

No of Participants: 7 Male

- a) **Basic Information**
 - Information to the graduate was given through friends, relatives and TESP.
 - Main purpose of participating in the training was to gain high income and to be self employed
 - Before some graduate were working in wage and some graduates as an self employed in beautician sector.
 - Now, all graduates are self employed.
- b) **Training quality and satisfaction**
 - The short training of three month was not enough to be self employed.
 - Text book for the training was not made available.
 - Trainers were trained; however not competent to deliver the training.
 - Required tools and machine, training materials were inadequate.
 - No need of OJT because they were working before training.
 - Overall, training was satisfactory.
- c) **Training Relevance**
 - Training was applicable for the females.
 - Training was relevant to the work they are working.
 - Difficult to absorb more beautician in the market.
- d) **Female friendly Training environment**
 - Both the trainers were females who were sent for training.
 - There was no special facility provided for the lactation mother.
- e) **Employment and satisfaction with employment**

- It gets easy to find work for graduates because they were working before the training
- Monthly income for self employed is 20-80 thousands per month.
- The graduates are found satisfied with their income.

f) Support of TESP to find the job and satisfaction with the support

- They easily employed in this sector since they were already working in the same field.
- They started the work of beautician due to personal link and the support of the relatives. They didn't get any support from the TESP.

g) Trainee selection for better training

- Need to provide training to the fresher along with the employed one.

h) Suggestion to enhance employment

- The facility of loan linkage should be managed for those who want be self employed.
- All the necessary equipment for the training should be managed.
- Qualified trainer should be managed.
- Training content should be modified as per the market demand.
- Manage flexible training time to allow existing employed graduates in the training.

i) Perception on Skill Tests

- Only two graduates get passed in skill test.
- Because of theoretical question asked on skill test and theory that graduates learnt on training were quite different.
- Skill test certificate is helpful to be employed.
- The theoretical question should be asked according to their education level.

7.5.10 Details of FGD with Employers

Date: 23 September 2018

Location: Itahari, Sunsari

No of Participants: 7

a) Basic Information

- Maximum Training graduates were selected through the direct link with TESP.
- Not every graduate were capable. However, more of them were qualified.
- They can work without the observations of any other employers.
- Theoretical knowledge is much more with them rather than practical knowledge.
- Graduates can easily deals with problems.
- Non technical skills such as communication skills, leadership etc are good enough with them.
- The training of life skills, business skills, carrier counseling should be provided to motivate the trainees.
- Certification of the particular skill has helped most of the trainees to find better job in their life.
- The trainees felt difficult to pass the skills test due to high level of question then their qualification,
- Assessors were not qualified enough to conduct the skills test.

b) Employment and support

- The trainees who are interested for employment should link up with the employer.
- Lengthy banking process.
- Difficult in bank link up. They have to pay high rate of interest for bank loan.

c) Overall program evaluation

- Some more training are necessary in future to make the jobless trainees employed and to increase the level of work for employed trainees.
- The facility of Trades/occupation should be provided for skilled people only.

Annex 8. Case Studies

Ms. Rekha Kumari Chaudhary (25) of Dhangadhi Municipality 8 (currently residing in Dhangad-12), Kailali was studying Bachelor Degree in Health Education. Unmarried Ms Chaudhary represents a poor family and therefore, she was looking for the employment opportunities so that she becomes self dependent and could help her family for their livelihood. She got the information regarding the Junior Computer Hardware Technician Training offered free of cost and enrolled in the training conducted by Kantipur Man Power Development Center on 2014 and completed the training. Initially, she started working on RHEST Nepal for two and half years as a computer operator. Later on, she wanted to become an entrepreneur and thought to establish a computer hardware training center. Training and Employment Service Provider encouraged her to establish the center. For this purpose, initially she borrowed sixty thousands rupees from RHEST Nepal and established Dhan-Tech Computer Training Center in partnership with 80 percent her own share in Dhangadhi-5, Hasanpur, Kailali. Now, she has completely paid back the loan from RHEST Nepal. In order to make the training center well equipped and furnished, she borrowed two Lakhs loan from BSC organization. She started repaying the loan at the rate of ten thousands a month from the earnings and now only ninety thousand is remaining. Few months back, she added two hundred thousand rupees from Nepal Gharelu Tatha Sana Udhog to further expand the training center and started repaying Rs twenty two thousand a month in each installment from the earnings. Now the remaining loan is one hundred fifty six thousands. She is earning more than 50 thousands a month and is very happy. People recognize and respect her now. She spends the earnings for family expenses and also she saves around thirty thousand a month. She is repaying the loan from the earnings. She has employed 4 persons in her training center and she has developed herself as a computer hardware trainer. She plans to further expand her training center.



Mr. Purna Ram Ghimire and Ms. Gita Ghimire are couple. They had established a Grill Udhog named **Shaila Grill & Engineering Work** 6 years ago in their own building. In order to expand the workshop, both received training on Arc Welder and completed in 2017 through Training Center Nepal. They borrowed Rs. 45 Lakh from NIC Asia Bank. Their monthly earnings is more than Rs. 75000 deducting all expenses. They are re-paying loan on installment basis at a rate of Rs. 60000 a month. Till now, they have paid Rs. 1080000. They are saving around Rs. 150000 a month. They were offering employment to 10 persons in the beginning. Now, after training and expanding the workshop, they are offering employment to 10 persons. Eight of them are CTEVT



graduates. The training enhanced their confidence. Both of them are very happy with the training and the skills they have received.

Forty seven years Man Bahadur Kunwar is a resident of Saurahachowk of Bharatpur Metropolitan City, Chitawan. Although an SLC graduate, he was engaged in subsistence agricultural farming due to lack of other means of employment. He knew that School of Health Science, Bharatpur was offering Junior Optical Dispenser training free of cost. His dream was to become an Optical dispenser. Aiming to become self dependent and to uplift his economic condition, he joined the training at Bharatpur and completed it on Baishakh, 2074. He enjoyed the training and found it beneficial to him. He got adequate opportunity for practice and learnt the skills well. After graduation, he immediately started his own business



establishing a Chasma Pasal named "Namaste Chasma Pasal" at Saurahachowk of Bharatpur, Chitawan. He was encouraged and received advice of relatives and School of health Science to establish the business. Now, his monthly income is around 50000 to 60000 a month on average. He had limited income before he received training and faced hard time to manage his house expenses. Now, his earning has been increased drastically and he is easily managing his house expenses and his children fees at renowned college. His has found his income very helpful to full fill his family needs. He suggests for supporting with financial linkages to the graduates who want to start own business after training. He is quite happy with the training and his current earning from the business.

Mr. Mahendra Man Shrestha is a resident of Gurjudhara, Thankot of Kathmandu. He participated in the Waiter level-1 training from Pokhara Technical School, Kaski conducted by Skill Development Project of CTEVT in 2073. He participated in the training as he thought the training will provide him better job opportunity and his life will be easier. After training, he started working in a hotel "Swapna Baag Hotel Pvt. Ltd" in Pokhara. "This training gave me this good opportunity and the training was very helpful in finding this job", he said. He further added, "Now, I have a regular fixed source of income for my livelihood". According to him, the training had prepared him well and made capable to work in the hotel. Initially, he started working as a waiter. However, his dedication and hard work opened his way further. Now, he has been upgraded to supervisor level and 10 staff are working under his supervision. His current earnings is around 30000-35000 a month. He is very satisfied with his income as it has helped him support not only himself but also his family. He is happy with the training and the skills certification and says, "The training has helped me and my family to become economically stable through this job". He suggests the project for enrolling the interested neediest people in the training to make skillful. He is eagerly waiting to receive the higher level training opportunity.



Forty three years old Mr. Krishna Bahadur Budhathoki, a resident of Rolpa Municipality-4 has passed SLC. He was



engaged in subsistence farming. He participated in skill level-1 Color TV Repairer training with the objective to make his life easier with working as repairer technician. He completed the training on Mangsir 2072. He fully dedicated himself in the training and learned the skills taught in the training. After he completed training, he borrowed NRs. one Lakhs loan from Agricultural Development Bank and started his own repairing business 3 years ago. He is paying back his loan on installment basis. Now, he is earning and saving around Rs. 15000 in a month. He is using his income in accommodation, food and other basic needs in his family. He suggests the programme to provide support for financial linkages for those who are interested to initiate their own business using the learnt skills. He is quite satisfied with the training and his earnings after training.