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



Annual Progress Report (16 July 2021 – 15 July 2022)

October 2022

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Project Fact Sheet

Country	Nepal	
Project Name	Nepal Vocational Qualifications System Project (NVQS-P)	
Sector/Sub-sector	Education/Technical and Vocational Education and Training (TVET)	
Executing Agency	Ministry of Education, Science and Technology (MoEST)	
Implementing Agency	Council for Technical Education and Vocational Training (CTEVT)	
Geographic Coverage	Nationwide	
Contractual Arrangements	Bi-lateral agreement between the Government of Nepal and the Government of Switzerland	
Project Duration	16 July 2020—15 July 2024 (Second Phase)	
Goal	The overall goal is that Nepali youth increase their employability. ¹	
Outcomes	<ol style="list-style-type: none"> 1. Certified Nepali youth, through National Vocational Qualifications System, gain employment in domestic and international markets. 2. CTEVT/NSTB on behalf of the Ministry of Education, Science and Technology (MoEST) implements the National Vocational Qualifications System in partnership with the private sector. 3. Provincial governments implement the vocational qualification system. 	
Target Group	Men and Women including disadvantaged groups	
Beneficiaries	Primary beneficiaries: learners, job seekers and workers Secondary beneficiaries: employers, training providers, training companies, and the government including staffs of CTEVT/NSTB.	
Total beneficiaries	400,000 youths	
Programme finances		
Annual Budget and Expenditure FY 2021-2022 (in CHF)	Budget: NSTB = 536,960 PSU = 881,121+540,323=1,421,444 Total = 1,958,404	Expenditure: NSTB = 129,521 (24%) PSU = 786,382 (89%) Provinces = 149,486 (28%) Total = 1,065,389 (54%)
Annual Budget and Expenditure FY 2021-2022 (in NPR)	Budget: NSTB = 66,583,000 PSU=109,259,000+67,000,000=176,000,000 Total = 242,842,000	Expenditure: NSTB = 16,060,601 (24%) PSU = 97,511,395 (89%) Provinces 18,536,236 (28%) Total = 132,108,231 (54%)

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

Chapter 1: Executive Summary

Nepal Vocational Qualifications System Project (NVQS-P) aims for systemic reform in the Technical and Vocational Education and Training (TVET) sector of Nepal. The successful implementation of the National Vocational Qualifications System (NVQS) would transform Nepal's TVET landscape making it a sustainable through the availability of the market relevant competent people and increased productivity of businesses/industries. This would ultimately create better earning opportunities for Nepali youths and aid in poverty reduction.

This report covers the period from 16 July 2021 to 15 July 2022 which was an exciting journey in terms of the achievements that have laid a robust foundation for the proper implementation of NVQS.

Contributing to decent employment of the certified youths in and out of the country:

National Skill Testing Board (NSTB) with support from NVQS-P certified 43,364 people through skill test level 1, 2, and 3 based on the skill standards defined by the industry experts through sector skill committees. Out of which 32% of the skill tests were conducted at accredited skill test centres. A total of 4,852 people (55% discriminated and 11% women) were certified based on the skills standards in line with the NVQ framework. With the support of the project, NSTB has developed a portal to create an effective linkage between skill test graduates with the appropriate industry/business for gaining employment. The online database of is expected to be operational by the next Fiscal Year (FY). Moving on to the certified youths' employment and recognition out of the country, the project has identified highly demanded six occupations that can be further developed as suitable for in and out-of-the-country job requirements. In line with this, the National Competency Standards (NCS) of the selected occupations are developed with reference to international benchmarking (such as the Philippines, Sri Lanka, and Malaysia). The project has also been successful in rolling-out the assessment and certification of the competency of the youths based on the defined industry standards through the Recognition of Prior Learning (RPL) approach. In the reporting period, a total of 1010 applicants (20.99% women) applied for the unit certification through RPL, among which, counselling session was completed for 602 candidates (26.24% women) and are now in the skill assessment process.

Building institutional capacity of CTEVT/NSTB and relevant private sector for the implementation of NVQS:

To make the institutional processes efficient and in line with the approved NVQF, the project has been supporting NSTB to develop various documents and guidelines. This year, National Skill Testing Board (NSTB) endorsed four process guides which are now national documents to be used by the system. Moreover, NVQS-P, under the leadership of the Council for Technical Education and Vocational Training (CTEVT), has finalized the National Vocational Qualification Framework (NVQF) detailing document through a series of consultations with the stakeholders and has initiated its translation into the Nepali language so that it can be easily communicated with various stakeholders including the political leaders, bureaucrats, and the general public. Two additional Sector Skills Committees (SSCs) in Agriculture and Information Technology sector are formed this year making a total of five SSCs as of now. These private sector-led committees are heavily engaged in identifying new occupations, supporting in development of skills standards, and bringing private sectors' voices in the TVET cycle. Apart from this, nine National Competency Standards (NCS) were developed, and 12 National Occupational Skills Standards (NOSS) were finalized this year which are building blocks for NVQF implementation.

Additionally, NVQS project is also supporting CTEVT in its engagement to design a regional qualification framework for the South Asian Association for Regional Cooperation (SAARC) region.

Strengthening provincial governments to implement NVQS ensuring quality and proper networking:

This year, NVQS expanded to three new provinces namely Madesh, Gandaki and Lumbini. The Ministry of Social Development or education-related ministries (MoSD/Es) in those provinces established a Project Implementation and Coordination Committee (PICC) chaired by the Secretary, MoSD/E, and Province Project Coordination Unit (PPCU) headed by the divisional head of education planning and supervision of MoSD/E. Four provinces endorsed the NVQS implementation procedure which is a key step in the institutionalization of NVQS initiatives. All five provinces have allocated co-funding budget for NVQS

implementation at the provinces. Likewise, dialogues and coordination with the concerned authorities of the remaining two provinces — Karnali and Sudurpaschim have been initiated. NVQS initiatives will reach all seven provinces by the first half of the next FY. The province ministries are taking lead in coordination with local governments, capacity building of accredited skills assessment centres, coordination with the private sector, and promotion of the Recognition of Prior Learning (RPL) approach of skill assessment. This has enhanced the province governments' role in the TVET function.

The project, however, continues facing challenges in absence of the Federal TVET Act that would clarify the TVET mandate to the relevant actors at the federal, province, and local levels. The absence of the Act has affected the full-fledged implementation of NVQF. Likewise, the fund release process took more than 10 months in the last two consecutive years. This long and uncertain process has been a key issue in the timely availability and utilization of the project funds. Due to this, the fund utilization has not been as expected. NVQS-P has utilized a total of CHF 1,065,389 (54%) against the yearly budget of CHF 1,958,404 in this reporting period. NSTB utilized 24% (CHF 129,521 out of CHF 536,960), PSU utilized 89% (CHF 786,382 out of CHF 881,121) and Province Ministries utilized 28% (CHF 149,486 out of CHF 540,323) of their respective budgets. Regarding this, to avoid such delay in the upcoming years, the project had productive discussions with CTEVT leadership, MoEST, and Financial Comptroller General Office to expedite this process for the upcoming year.

NVQS-P prioritizes the following activities in the upcoming Yearly Plan of Operation (YPO) 2022-23,

1. Endorsing NVQF detailing document by the relevant authority and using it as a common communication tool,
2. Communication and outreach expansion about NVQS, NVQF, and RPL,
3. Facilitating to approve the National Vocational Qualification Board (NVQB) rules that will allow to implement NVQF up to NVQ Level 5,
4. Establishing additional three sector skills committees making a total of eight SSCs,
5. Upscaling RPL in all provinces,
6. Developing additional 30 National Competency Standards (NCS),
7. Strengthening Accredited Skills Assessment Centres (ASCs),
8. Expanding NVQS in two additional provinces,
9. Facilitating collaboration among the federal, provincial, and local governments in NVQS implementation, and
10. Engaging employers in key processes.

Chapter 2: Outcome Monitoring Summary

Phase Target (2020 to 2024)	YPO Target (2021-2022)	YPO Achievement (2021-2022)	YPO Target (2022-2023)	Achievement and constraints	Steering Decisions
Outcome 1: Certified Nepali youth, through National Vocational Qualifications System, gain employment in domestic and international markets					
280,000 (70% of 400,000) certified youths (140,000 socially discriminated; 46,200 women) are gainfully employed.	60% of 14,881 are gainfully employed earning minimum NPR 13,500/m as per the tracer study of the project. Additional, 45,000 youth ² certified by NSTB.	<ul style="list-style-type: none"> Achieved. 43,364 youth (82% discriminated out of which 58% are women) certified by NSTB in L1, L2 and L3. Out of this, 4,852 (55% discriminated, 11% women) people were certified with the updated NOSS in line with NVQF. - 	<ul style="list-style-type: none"> 60% of 43,364³ are gainfully employed earning minimum NPR 13,500/m as per the tracer study of the project. Additional 45,000 youth⁴ certified by NSTB. 	<p>The assessments were carried out based on the existing skill test levels, which are yet to be aligned with the approved NVQF. Although 11% (4,852 youth) of total youth are certified with upgraded NOSS in line with the NVQF, the challenges persist mainly due to the absence of the TVET Act.</p> <p>The NSTB staff members procrastinate the development/update of standards in line with NVQF due to a lack of clarity in their roles.</p>	<ul style="list-style-type: none"> Lobbying with high-level political authorities through the support of SDC whenever possible. Organize several meetings with Project Advisory Committee and obtain their support to lobby for the approval of the TVET Act. Increase the number of revised NOSS or NCS in additional sectors/occupations with the formation of new Sector Skills Committees (SSCs) to increase the total number of skill test applicants.
1,000 Nepali businesses and industries employ 20,000 youth certified at NVQF in relevant job. Updated roster of at least 5000 industries of different sizes who are in demand of human resources in different occupation is available.	The online roster of 1000 industries maintained and additional 1000 potential employer's information updated in the database system.	<ul style="list-style-type: none"> Partially achieved. The roster of 1000 industries is maintained physically. The developed online platform is yet to be launched. 	<ul style="list-style-type: none"> 2000 additional industries are rostered in the employer's information online-database system. 	<p>The online software is prepared by the end of this Fiscal Year (FY) 2078/79. The offline list of 1000 businesses and industries will be transferred to the software. With orientations and engagement of the private sector in all provinces, they are gradually being convinced of their roles in the NVQS. The development of the online system was time-consuming. It has been challenging to get the private sector buy-in for the system and also the lack of technical capacity of employers to work online has been challenging. As Sector Skills Committees are formal entities and representatives of private sectors, mobilizing them for bringing more employers into the database would be helpful.</p>	<ul style="list-style-type: none"> Utilize the SSCs to encourage industries to access and use the database. Orient and build the capacity of potential employers/industries to use the database system in the coming FY.

² Regular skill test of short-term trainees 10,000 and short-term trainees from sponsorship 35,000. The carry-over target of last year is not included in this figure.

³ The figure is the number of certified youths of last FY 2021-2022

⁴ Regular skill test of short-term trainees 10,000 and short-term trainees from sponsorship 35,000. The carry over target of last year is not included in this figure.

Phase Target (2020 to 2024)	YPO Target (2021-2022)	YPO Achievement (2021-2022)	YPO Target (2022-2023)	Achievement and constraints	Steering Decisions
NVQF in 5 highly demanded occupations in the destination countries (GCC countries, Malaysia etc.) are officially recognized (through MoU/bilateral agreement between Nepal and destination countries).	<ul style="list-style-type: none"> NCS developed for 10 occupations and NCS piloted for 6 occupations. For official recognition of occupations, interaction with 5 overseas employers of destination countries in Nepal organised. 	<ul style="list-style-type: none"> Partially achieved. NCS for 9 occupations⁵ is developed as per the recommendation of SSCs (piloting is yet to be done). Not achieved. Dialogue/discussion with GCC countries and Malaysia is yet to be initiated. 	<ul style="list-style-type: none"> NCS developed for 10 occupations and NCS piloted for 6 occupations through RPL. For official recognition of occupations, two events of interaction with the employers of destination countries organised. 	<p>The target could not be met due to the effects of the COVID-19 pandemic during the first half of the year. In the second half of the year, an additional 15 new NCSs have been drafted by the participants of the NCS facilitator training. Those 17 NCS development facilitators and 17 Master facilitators trained during the year will be further mobilized.</p> <p>In absence of the TVET Act, NVQF could not be implemented therefore the project is yet to initiate dialogue with employers of the destination countries and their agencies in Nepal. Nevertheless, the six occupations selected for RPL fall under the 12 occupations recommended by SaMi project.</p>	<ul style="list-style-type: none"> Collaborate with the SaMi project to reach the employers of the destination countries and understand their requirements. Mobilize 17 master facilitators and organize facilitators' training in various new sectors to expedite NCS development. At least two events of interaction with overseas employers would be organized in coordination with other stakeholders (like SaMi).
<p>Analysis of outcome 1: Due to the absence of a legal base, there is still an unclarity in conducting the skill assessments as per the approved NVQF. However, the project focused on building the necessary blocks of NVQF/S (such as NCS, SSCs, ASCs, process guides, etc.). In this context, with the support of SDC and Project Advisory Committee (PAC), the higher-level political authorities will get update about the project and key issues where their support is required. This may also contribute to the promulgation of the federal TVET Act, which will enable the full-fledged implementation of the NVQ System. The number of new NCSs and conversion of existing NOSSs to NCSs will be further intensified with the support of new NCS development facilitators to achieve the expected target. Additional number of NCSs in new sectors will leverage the opportunities to implement assessments based on the unit test of existing workers and adaptation of the new structure by the assessors. Additionally, this will familiarize all the stakeholders with the assessment process based on NVQS. Though the achievements so far are less than the project's initial target, it is anticipated that the phase target can be met considering the preparatory work being done by the project.</p>					
<p>Outcome 2: The CTEVT/NSTB on behalf of the Ministry of Education, Science and Technology (MoEST) implements the national vocational qualification system in partnership with the private sector.</p>					
25 core staff (at least 5 women) are allocated at CTEVT/NSTB for NVQF implementation.	<ul style="list-style-type: none"> Additional team member as decided by the CTEVT/NSTB management with clear TOR and assigned to work for NVQS. 	<ul style="list-style-type: none"> Partially achieved. 15 (4 women) NSTB staff members are partly engaged in work for NVQS/F. However, to ensure the required number of additional staff, dialogues are ongoing with the CTEVT management. 	<ul style="list-style-type: none"> Additional team members as decided by the CTEVT/NSTB management with clear ToR are assigned to work for NVQS. 	15 NSTB staff members (director, deputy director, unit heads including other officers and assistants at federal and one focal person each in all seven provinces) are engaged partly for NVQS/F implementation. The achievement both in terms of the number as well as engagement is less than the target. It is mainly due to their large volume of regular existing work and shortage of staff in NSTB.	<ul style="list-style-type: none"> Lobbying with high-level authorities (also with support from SDC) is required to secure the required number of additional staff members in CTEVT/NSTB for NVQS/F implementation.
1 legal instrument (act/policy/strategic plan) to implement NVQF nationwide has been endorsed. At least five process guides for NVQF implementation developed. 2 procedures (for RPL and credit transfer system) are developed and	<ul style="list-style-type: none"> Process guide for qualification assessment finalized and used. Two process guides via. Accreditation and Licensing of Assessors) and credit transfer system proceeded for further 	<ul style="list-style-type: none"> Partially achieved. 4 process guides that were drafted last year have been endorsed by NSTB this year. Partially achieved. 2 process guides (Accreditation and Licensing of Assessors, and Credit Transfer 	<ul style="list-style-type: none"> 4 process guides for Qualification Assessment, Accreditation and Licensing of Assessors, and Credit Transfer System finalized and endorsed. Five additional process guides for the implementation of the 	The final edition and endorsement became possible by engaging concerned government authorities by the project. The development of new guidelines ensuring engagement and consent of the stakeholders is key for timely endorsement.	<ul style="list-style-type: none"> Form and mobilize a joint task team comprising of the officials from CTEVT and PSU to take over the editing, finalizing, and endorsement of the rest of the guidelines.

⁵ As of now, Cookery (L1 to L5), Mason (L1&L2), Housekeeping (L2), Food and beverage (L2), Plumbing (L1&L2), and Furniture Maker (L1 to L5) have been developed.

Phase Target (2020 to 2024)	YPO Target (2021-2022)	YPO Achievement (2021-2022)	YPO Target (2022-2023)	Achievement and constraints	Steering Decisions
implemented.	endorsement from the authority.	System) drafted, but yet to be finalized and endorsed.	QA system developed and endorsed.		
Total of CHF 13.06 million allocated to the federal budget for NVQF implementation.	– Total of CHF 2.79 million ⁶ allocated to the federal budget for NVQS implementation.	– Partially achieved. Total of CHF 0.89 million is allocated to the federal budget.	– Total of CHF 1 million allocated to the federal budget for NVQS/F implementation.	As estimated in the project’s phase document, the government contribution in terms of capital including land and building is not allocated as of now. With the CTEVT restructuring, current CTEVT buildings are more likely to be used for NSTB/NVQA in the future. The proportionate cost of government officials being engaged in NVQS is calculated and presented.	– Engage high-level authorities to facilitate the formation of NVQ authority and corresponding institutions and infrastructures.
10 sector skill committees (SSC) are fully functional with 20 female members actively involved in the development of NVQS.	– Five SSCs are fully operational and involved in the development of VQFs. – Two new SSCs established with at least 2 women members in each SSC.	– Partially achieved. The members of SSCs are involved in the development of NCS and/or NOSS in three sectors (Construction, Hospitality, and Automobile). – Achieved. Two new SSCs in two sectors viz. IT and Agriculture have been formed.	– 7 SSCs are fully operational and involved in the development of VQFs. – 2 new SSCs established with at least 2 women members in each SSC.	The provision of SSC is already endorsed by the NSTB board. Although associations are requested to nominate women representatives in SSCs as per the ToR, there is a tendency of nominating more men representatives citing that very few women are active in the associations.	– Revision of SSCs’ ToR with the mandatory provision of women in SSC. – Lobby and engage with associations to ensure more women participation before forming the SSCs.
<p>Analysis of outcome 2: Private sector’s engagement through Sector Skill Committees (SSCs) has been exemplary. They have been active in the process of NCS/NOSS development. However, lobbying and engagement with the associations to ensure the increased participation of women in SSCs is a key priority. It is also crucial to increase the number of SSCs covering more sectors and to stimulate the cross-learning among SSCs so that the best practices are adopted in all SSCs. Likewise, the inclusion of more participants who are practitioners and people working in the private sector will be promoted in capacity-building events. This will help to overcome the challenge of the shortage and retention of capacitated human resources from the Government in certain thematic areas. The engagement of high-level authorities will be facilitated to form the NVQ authority and to allocate the budget for the implementation of NVQF. Despite all the challenges and limitations, this achievement status is close to the set targets.</p>					
<p>Outcome 3: Provincial governments implement the vocational qualification system</p>					
NVQF implementation units in all seven provinces are established under MoSD with allocation of adequate human resources,	– NVQF implementation units with minimal 2 staff established and functional in Provinces 1, 2, Bagmati, Gandaki and Lumbini. – The support units in all 5 provinces established with 3 staff each.	– Achieved. NVQF implementation units are established and are functional in five provinces viz. Province 1, Madesh, Bagmati, Gandaki, and Lumbini Provinces. – Achieved. The support units in all 5 provinces are established with 3 staff each.	– NVQF implementation units with at least 2 staff are established and are functional in Karnali and Sudurpaschim provinces. – The support units in all 7 provinces established with 2.5 staff each.	Provincial Units are established in Province 1, Bagmati, Gandaki, Lumbini, and Madesh Provinces. In Karnali and Sudurpaschim Provinces, the process has been initiated. Generally, provinces are welcoming towards NVQS and positive about their roles in NVQS implementation. In some provinces, however, the project had to pursue to get office spaces within the Ministry premises. By the end of this year, PSUs in three provinces is operating from	

⁶ Out of CHF 2.79 million, CHF 1.96 million will be contributed by SDC & CHF 0.83 million will be contributed by the federal government.

Phase Target (2020 to 2024)	YPO Target (2021-2022)	YPO Achievement (2021-2022)	YPO Target (2022-2023)	Achievement and constraints	Steering Decisions
				MOSD/E's. In addition, five provinces allocated funds for NVQS-related initiatives.	
Amount of budget allocated at the province for the implementation of the VQ system.	– The budget allocation in all the provinces (including additional two) started from next FY.	– Achieved. 5 provinces have allocated CHF 60,000 as co-funding.	– All seven provinces will allocate CHF 80,000 as co-funding from province governments for NVQS implementation.	Though the target was not set at the beginning, the MoSDs in four provinces have allocated the budget for NVQS implementation.	– Lobby with MoSD/Es to continue the allocation of funds for NVQS implementation and track the expenditure status. Facilitate to develop the strategies to make best utilization of allocated funds.
20 assessment centres accredited in provinces.	– 14 ASC identified in last FY accredited by the NSTB board ⁷ .	– Achieved. 14 new assessment centres are accredited (as of now, 61 ASCs are functional).	– No additional target. Nevertheless, monitoring and renewal/withdrawal of the ASCs required.	Strengthening supports to the privately owned accredited skill assessment centres (ASCs) has become a constant issue for MoSD/Es because of the absence of a clear procedure.	– Workout a procedural document that provides a base to support the privately owned ASCs in consultation with authorities as outlined in YPO. Lobby with the government through a pool of ASCs to materialize the support.
100,000 youths (50,000 from socially discriminated groups, out of which 16,500 are women) obtain certification from 75 accredited assessment centres.	– 15,750 (35% of 45,000 planned this FY) obtain certification from the ASCs.	– Partially achieved. 13,876 (32% out of total certified 43,364) were obtained certification from accredited assessment centres.	– 18,000 (40% of 45,000 planned this FY) obtain certification from the accredited assessment centres.	NSTB started publishing the list of ASCs as skill test centres while publishing notices for skill tests and also made ASCs as mandatory centres for L2 and above skill tests. NSTB is also gradually moving towards conducting the assessments only via ASCs.	– Support NSTB to monitor and review the accredited centres to ensure the quality against the set indicators of assessment and renewal of accredited certificates given to the ASCs.
<p>Analysis of outcome 3: The establishment of NVQS units together with project support units in five provinces under the MoSD/Es can be taken as a remarkable achievement. It is also noteworthy that the ministries are extremely positive about the implementation of NVQS at the provinces. However, strengthening the capacity within the MoSD/Es in all provinces is a necessity. Though MoSDs initiated the allocation of funds for NVQS, it is crucial that the project provides technical assistance to MoSD/Es to implement the YPO and helps in analyzing progress and expenditure in the respective provinces. Additionally, the capacity strengthening of ASCs, particularly the privately owned, remains a challenge because of the unavailability of a clear procedure as of now. The project will sort out this issue in consultation with procurement specialists and existing practices in the government system, especially in the Agriculture sector where government allocates funds for private enterprises. Similarly, it is important to review the performance of the ASCs and have a regular renewal process to ensure the quality indicators to be met by all the ASCs. Almost all the set targets under this outcome have been successfully achieved.</p>					

⁷ In total there will be 60 accredited centres by the next FY that includes 38 from phase I, 8 from last FY and 14 from this FY 2021-2022.

Chapter 3: Basic Project Information

Nepal Vocational Qualifications System Project (NVQS-P) is a bilateral project between the Government of Nepal (GoN) and the Government of Switzerland, which supports the Ministry of Education, Science and Technology (MoEST) to implement an approved National Vocational Qualifications Framework (NVQF) in Nepal. NVQF is a major tool of National Vocational Qualifications System (NVQS), which is a national system of technical and vocational qualifications that validates and certifies the skills and competencies (knowledge, skills and attitudes) of all people, gained either through training or through experiences. This will allow people to enter institutions for higher-level skills or enter the national and international labour market for better-earning opportunities. It is anticipated that this will consequently lead to a reduction in poverty and the promotion of inclusive growth resulting in the overall economic growth of the country.

The Council for Technical Education and Vocational Training (CTEVT)/National Skill Testing Board (NSTB) on behalf of MoEST implements the project at the federal level. The Ministry of Social Development/Education (MoSD/E) implements NVQS in the provinces. Swisscontact, Swiss Foundation for Technical Cooperation provides Technical Assistance to the project on behalf of the Swiss Agency for Development and Cooperation (SDC).

The NVQS project is a long-term project (planned in three phases) to bring about systemic changes in the TVET system of Nepal. The project is in its second phase (2020 – 2024) aiming to achieve the planned outcomes, which are set in the context of the federalization of the TVET sector. National Vocational Qualifications System (NVQS) is a federal mandate as per the constitution of Nepal. The major tasks such as the preparation and approval of frameworks, competency standards, guidelines, etc. fall under federal responsibilities. Whereas the provincial governments have the role to implement NVQF by assuring the programs offered in their province are aligned with the NVQ framework and assuring the quality of skill assessment conducted in their province. Similarly, the role of local governments is to improve the access of needy people for the skill assessment in coordination with province government.

In line with this, as the foundational work, with the support of the project, CTEVT has prepared the road map for further implementation of the NVQF along with the NVQS implementation Guideline which consists of quality monitoring tools and checklists.

Chapter 4: Outcomes Achieved

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

4.1. Description of Outcomes Achieved

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

In absence of the federal Act for TVET, full-fledged implementation of NVQF has been affected. Nonetheless, there are some noteworthy progresses that has laid the foundation for the implementation of NVQF.

It is worth mentioning, that NVQS-P has been supporting National Skill Testing Board (NSTB) to strengthen and improve its current services, which will be foundational for NVQS implementation in the future. This year, 4,852 (55% discriminated and 11% women) out of 43,364 youths (82% discriminated, 58% women) are certified by NSTB through revised/upgraded National Occupational Skills Standards (NOSS) supported by NVQS-P. Likewise, 32% of 43,364 candidates got their skills assessment at Accredited Skills Assessment Centres initiated with support of the project. The project is also supporting to train skill assessment managers and assessors so as to mobilize them for the skills test. These are the building blocks to improve the quality of assessment and system development.



Figure 1 People filling RPL form in Province 1

Furthermore, the Recognition of Prior Learning (RPL), a cornerstone for the implementation of NVQF in Nepal, has been initiated this year from Province 1 and Bagmati Provinces. A total of 1010 candidates (20.99% women) applied for RPL and 602 (26.24% women) appeared in counselling sessions. The skills assessment will take place in next fiscal year. The applicants are highly motivated to get certified on the unit-based assessment as this gives recognition of their competencies and also makes them eligible to bid for the government contracts related to their occupations. The

implementation of RPL assessments at the provinces was done with joint collaboration between CTNET and MoSD/Es, which is a positive step forward from the TVET federalization perspective. Preparation has been made in Gandaki, Lumbini, and Madhesh provinces to take up this initiative in the upcoming fiscal year. It is also noteworthy that NSTB has institutionalized RPL as a part of the assessments and introduced an NSTB skill test calendar with set dates for regular and RPL skill assessments.

Likewise, NSTB with the support of the project has developed a new database system with a roster of employers from all over the country. This database is a platform of mutual benefit for the certified skill test graduates and private sector employers, where the employers will have access to the list of locally available certified skilled people, and the graduates will have access to relevant employment and earning opportunities. The database system is in the final stage at the end of this fiscal year with a draft list of 1000 employers already collected. The focus of the next year will be to add more employers to the roster and to orient employers as well as skill test graduates to use the database for maximum mutual benefit.

Despite these achievements, the delay in the approval of long-awaited TVET Act which could provide clarity and a legal base for the implementation of the framework has hindered the achievements of the stipulated targets under Outcome 1. The project needs support from CTEVT, SDC, Project Advisory Committee, Sector Skills Committees, and other relevant stakeholders to facilitate for the approval of the Act. Furthermore, the project is working closely with the CTEVT leadership to find a transitional arrangement until the Act is in place and necessary regulations and procedures are formulated even after the approval of the TVET Act.

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

The main focus of this outcome is the implementation of the approved NVQF. Important groundwork has been completed this year which aided in detailing the NVQF and developing associated elements such as National Competency Standards (NCSs), Vocational Qualification Packages, Assessment Packages, etc.

NSTB, with support from NVQS-P, has been developing and endorsing various process guides needed for NVQF implementation. This year four process guides (National Skill Test Centre Accreditation Guide, Assessment Package Development Process Guide, RPL Assessment Process Guide, and RPL Counselling Process Guide) have been finalized and endorsed by the NSTB board. Similarly, nine new NCSs, and eight new National Occupational Skills Standards (NOSS) were developed, and four NOSSs were revised along with 315 corresponding test items through Sector Skill Committees (SSCs) have been completed this year. It is also worth mentioning that the training of 17 NCS (11.76% women) development facilitators and 17 (23.52% women) master facilitators resulted in the drafting of an additional 15 new NCSs and in the capacity enhancement of the trained facilitators who can be further mobilized in the future.



Figure 2 Participants at NCS Development Facilitators Training

Moreover, considering the urgency, and also delayed approval of TVET Act, it is important to take a transitional arrangement to speed up the NVQF implementation. Therefore, for the NVQF implementation up to Level 5, NSTB has revised its current “rules” (Niyemabali) to upgrade and transform the mandate of NSTB into the mandate of National Vocational Qualification Board (NVQB) rules under the existing CTEVT Act. This will allow the implementation of

NVQ level one to level five even in the

absence of the federal TVET Act.

It has to be highlighted that the engagement of the private sector has been exemplary through the Sector Skill Committees (SSCs). Three SSCs (Construction, Hospitality, and Automobile) were deeply engaged in the sector mapping in terms of occupations within the sector, functional analysis of the occupations within the sector, and then the development of the NCSs and corresponding test items. In addition, two new SSCs were formed in Information Technology (IT) and Agriculture sectors this year. The project has gathered early signals that the private sector role has been expanded and SSCs are contributing to bring the demand and supply related information to the TVET authorities.

It is important that the SSCs also have cross-learning opportunities among themselves. NVQS-P will organize some interactions among SSCs to exchange the best practices, learning, and capacity building. It is also important that SSCs are active and take a driver’s seat along with better gender representation

in the next FY. Likewise, the inclusion of more participants who are practitioners and people working in the private sector will be promoted in capacity-building events.

For the effective implementation of NVQF, the Human Resource Development (HRD) plan developed in the first phase of the project is being referred to. It must be mentioned that a total of 44 (31.81% women) staff members participated in various kinds of capacity-building initiatives and enhanced their capacity in different topics related to national vocational qualification system implementation. Though it has been challenging to involve the targeted number of staff from NSTB in NVQS work, the ongoing dialogue with CTEVT provides an encouraging sign. Thus, it is expected to have the targeted number of NSTB personnel onboard for NVQS in the next fiscal year.

It should be noted that Nepal is ahead in the development of NVQF among the South Asian Association for Regional Cooperation (SAARC) member states. The director of the NSTB/CTEVT is a working member of the ILO-led team working towards the development and implementation of a SAARC Regional Qualification Framework (SRQF).

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

MoSD/Es have taken leadership in all the activities at the province level in coordination with the Project Support Units (PSUs) and CTEVT/NSTB at both federal and provinces. The interactive workshops and/or orientation about NVQS implementation with key stakeholders like employers, worker's associations, municipalities, returnee migrants, and existing workers took place with the leadership of MoSD/Es where representatives from the federal institution (the Director of NSTB and CTEVT officials) participated. These communication and outreach events helped to enhance the understanding and importance of NVQS among the stakeholders and showcases the collaboration among the federal, province, and local governments in TVET-related functions. In the long run, these initiatives contribute to increased ownership of the provincial governments and sustainability of the initiatives. In addition, the ownership towards NVQS is gradually increasing in provinces, which is reflected in the co-funding budget from all five provinces in NVQS-related initiatives.

MoSD/Es are also proactive in forming necessary structures as envisioned by NVQS-P. The Ministries in Province 1, Bagmati, Gandaki, Lumbini, and Madesh Provinces have established Project Implementation Coordination Committees (PICC), chaired by the Secretary, and Province Project Coordination Units (PPCU), headed by the division head of education planning and supervision division of MoSD/E. These are instrumental to the delivery of TVET mandates by province governments in general and NVQS implementation in particular.



Figure 3 Glimpse of PICC meeting in Lumbini Province

NVQS-P has been supporting and facilitating to institutionalize NVQS implementation. For example, five provinces have developed NVQS Implementation Procedure (Karyabidhi), and four of them have endorsed it through the minister-level decision.

MoSD/Es have taken lead in the project-related activities such as information dissemination about RPL, orientation to key stakeholders, joint monitoring of the ASCs, etc. Starting from this FY, all the provinces have developed and endorsed their own YPOs and implemented the activities as per the respective YPOs. The provinces have also developed the Project Implementation Manual and have drafted a monitoring and supervision guide for MoSD/Es for better coordination among stakeholders and smooth implementation of the project. Thus, it can be reflected that the province ministries are actively engaged in NVQS implementation.

Fourteen new assessment centres have been accredited in the provinces and are being closely monitored by the province offices and province ministries. Four provinces have already developed the profiles of ASCs in their area. However, strengthening the accredited assessment centres which are owned privately has been a common and continued challenge for all provinces due to the absence of clear procedures to extend support from the government to private institutions. To resolve this bottleneck, a procedural document will be drafted in consultation with the concerned authorities which will open ways for the planned support. Bagmati province has already started this process and other provinces can take that as an example and follow the same procedures.

It also must be highlighted that the province ministries supported the initiation of RPL skill assessments from this reporting period. RPL has been rolled out in Province 1 and Bagmati Province. After massive communication campaigns and promotion of RPL through mass media mediums like radio and newspapers, and local channels such as pamphlets, flex prints, and community miking, etc., there was a remarkable interest in people for RPL. A total of 602 candidates took part in RPL counselling together in Province 1 and Bagmati Province. The skill test for the successful candidates from counselling process will take place in the next fiscal year. Apart from the regular activity, MoSD in the Bagmati Province has proactively set up an RPL corner with visual displays of various information related to RPL and NVQS inside their premises, where all visitors of MoSD have access.



Figure 4 Participants of RPL counselling in Province 1

Looking at the overall picture of this outcome, the progress so far seems extremely encouraging given the unstable political context. All the established five province offices have set a strong footing and carried out activities reasonably well as per the endorsed provincial YPOs. Moreover, meetings and preparatory works to establish new provincial units in the remaining two provinces Karnali and Sudurpaschim has been initiated. Within the first half of the next FY, NVQS provincial units will be established and properly functioning in all seven provinces of Nepal.

Supplementary Analysis of Outcome Achievement

Analysing the progress under all three outcomes, the results are optimistic during this reporting period. Though the effects of the Covid-19 pandemic lingered during the first few months of the year and spiked in some months, the situation was relatively easier, which made a lot of impact on project implementation. Apart from the targets which are directly related to the full-fledged implementation of NVQF meaning the approval of the TVET Act, most targets are on track. The revision of NSTB's current "rules" (Niyemabali) into National Vocational Qualification Board (NVQB) rules under the existing CTEVT Act can be regarded as a steppingstone that can open pathways to implement NVQF up to Level 5. Likewise, having all the preparatory works in updated form like development and endorsement of NCSs, Vocational Qualification Packages, Assessment Packages, rolling out of RPL, etc. lay a foundation so that when the legal mandate becomes clear, the project can move ahead promptly and effectively.

Nonetheless, continuous lobbying and advocacy for the approval and functioning of the required legal base is a dire necessity, without which the project cannot fully achieve its overall goal.

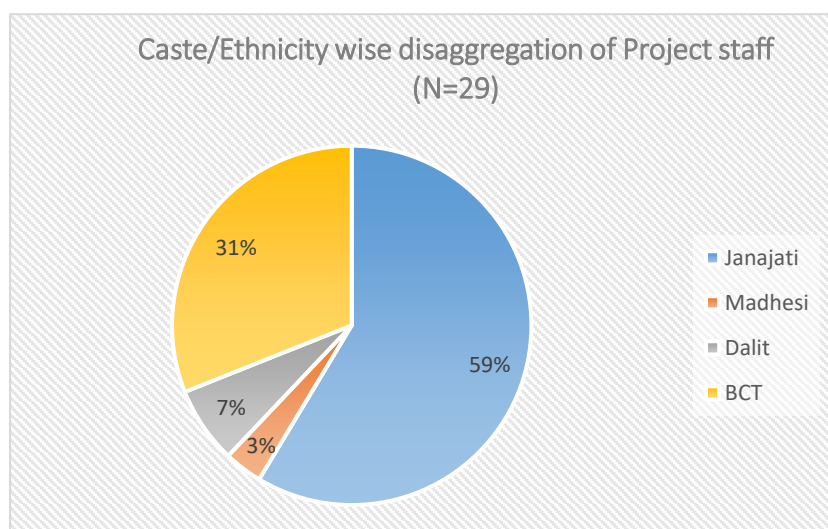
4.2. Implementation of Transversal Themes

Gender Equality and Social Inclusion (GESI):

NVQS-P continues to prioritize Gender Equality and Social Inclusion (GESI) elements across all of its activities and interventions. GESI across the project intervention is considered in two major ways i.e. (i)

to assure the participation of the targeted beneficiaries and (ii) to maintain the workforce diversity in the project team. To assure, better targeting of the youth from the discriminated groups, the project has focused on two types of targeting approaches — one is the targeting of individuals like learners, job seekers, and workers (including returnee migrants), and the other is system-level targeting such as Sector Skill Committee members; assessors, counsellors, and skills test managers. It is expected that this approach will ultimately aid to address the issue of inequitable access to skill assessment, certification, and lack of recognition of inherited competencies of socially discriminated groups.

With a conscious effort for inclusion, there have been some positive indications in terms of GESI — out of the 43,364 youth who were certified in skill tests by NSTB, 82% were from the discriminated groups out of which 58% are women. Likewise, among the 4,852 assessed as per the revised NOSS, 55% were from discriminated groups but only 11% were women. It should also be mentioned that out of the total 6,574 rostered assessors, 27% are women. To better review the outlook and strategize the intervention further, NSTB has improvised its database system where disaggregated data categorized according to gender, and different ethnic groups including Dalit and minority groups can be maintained.



At the same time, NVQS-P PSU has been putting optimum effort to promote GESI through several means. One of the key measures was to maintain Work Force Diversity (WFD) among the project staff. NVQS-P has the strength of 29 (34.48% women) national staff responsible for the project and knowledge management, administration, and implementation of project activities. The project team is well represented with

adequate diversity among team members (i.e., 1 from Madhesi, 2 from Dalits, 17 from Janajati, and 9 from Brahmin/Chhetri/Thakuri).

Governance:

The project operates in line with the mandates of the federal, provincial, and local level governments. The structures in the project are collaborating to implement NVQS in collective and coordinated manner. The government at the federal and provincial level are informed, engaged, and consulted as per the need while implementing activities and programs related to NVQS. In all activities where possible, the government is encouraged to take the lead with only backstopping from the project.

In addition to this, the Project Steering Committee (PSC), the governing body of the project, approves the Yearly Plan of Operation (YPO), overlooks the progress, and provides strategic guidelines.

Development and endorsement of the YPO in the federal as well as in the provinces have happened with the leadership of the government counterparts. The joint reviews of the YPO to discuss the progress and planning for target achievement is a standard practice of the project. Similarly, the project has adopted a joint (i.e., PSU and NSTB management) fortnightly management meeting to review the progress and to discuss as well as find solutions to the key issues of project implementation.

Likewise, financial audits are taking place as per the set standards. The project complies with the standard practices and Finance and Operation guidelines of Swisscontact which is in line with SDC and the Government of Nepal.

Chapter 5: Outputs Achieved and Performances

5.1. Summary of Outputs Achieved

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

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

Outreach to people through various means of communication was notable during this reporting period. Different kinds of physical events and local as well as national level media were used to reach a diverse group of people. Various Information Education Communication (IEC) materials such as brochures, posters, leaflets, and flex prints were developed and disseminated throughout the country. NVQS and NSTB brochures (in Nepali and English), RPL brochures, RPL posters, RPL leaflets, NVQS bulletin, and NVQS fact sheets were distributed in the five provinces. In total 39,931 print materials were disseminated during this reporting period through the distribution channel of NSTB and the provincial offices of NVQS-P.



Figure 5 Stall at Bagmati Province to disseminate information about RPL

Radio Public Service Announcements (PSAs) with information about NVQS especially focused on RPL were broadcasted through 59 different local radio stations of the five provinces (Provinces 1-20, 1 Madhesh Province-1, Bagmati Province-19, Gandaki Province-12, Lumbini Province-7 stations). The PSAs were aired in five different languages according to the population of the geographical area. The five different languages were Tharu, Bhojपुरi, Maithali, Tamang, and Nepali. Apart from this, various local mediums were also used to disseminate information

regarding RPL in Province 1 and Bagmati Province such as mic-ing in communities, flex prints and hoarding boards in strategic locations, information through RPL desks, stalls, and orientations at job/career fairs, etc. As per the listenership reports provided by the radio stations, in total, more than 44,00,000 people (as per the data provided by radio stations) were reached through the PSAs.

Table: Reach through various communication channels

Type of Communication Material	No. of people reached
Print Materials	39,931
Social Media	143,687
Job/Career fairs	9,250
Webinars	450
Radio PSAs	44,00,000 (approx.) (However, double counting by the different radio stations is possible, which reduces the number claimed by them.)

The official Facebook pages of NSTB, Swisscontact, and CTEVT were used for the dissemination of information and sharing about the project's activities. A total of 143,687 people were reached whereas 15,368 were engaged (likes, shares, comments) through NSTB's Facebook page. Additionally, four events of the webinar were organized during this reporting period, one of which was for the public and the rest were for the stakeholders. The total number of participants in the webinars was 450 people. In addition to this, 9,250 people visited the stalls with NVQS and RPL information in Bagmati Province and

Province 1. The application for RPL skill assessment of more than 1000 people in Province 1 and Bagmati Province show that youths know about the application process and benefits of skill testing and VQF system and are interested to take part in skill testing.



Figure 6 RPL Voucher distribution at Gandaki Province

An exciting achievement under this output in this reporting period is the development and rolling out of a voucher scheme for RPL skill assessment. The Voucher was developed and printed, and 800 vouchers were distributed so far. It is expected that the voucher scheme will benefit the people who are interested in skill testing through the RPL approach and will also help to establish RPL among the public.

The reach to the people through various communication channels seems encouraging in number, in the next FY, the project will also work on evaluating the effectiveness of the reach and find ways to analyze how much people have understood the messages from these communications. The project will also explore and initiate additional approaches and strategies to reach the wider population throughout the country.

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

NVQS-P has been engaging private sector employers to highlight the need and importance of NVQS for their businesses. The SSCs, sectoral associations, and professional associations of the related occupations are the key entry points to promote NVQS with the private sector. The result of one-to-one meetings, orientations, discussions, and interactions have contributed to transforming the perspective and narrative of the private sector that certifying existing employees is a risk for their businesses. Now, they are realizing that qualified and certified people will rather be their assets. While enquiring with the candidates of skill tests, it was found that most of them have been informed and encouraged by their employers to come for it. However, continuous engagement and evidence-based discussions are required to scale this changing perception.

In the leadership of MoSD/Es, various events of orientation were completed in all five provinces. A total of 317 private sector representatives and business owners were oriented on NVQS and the benefits of RPL through these orientations. Likewise, information was shared with other employers through the three functional Sector Skill Committee (SSC) members. Additionally, the members of two newly formed SSCs have been oriented about the details of NVQS, NVQF, and how the whole system works, including their role in it.

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

Skilled and capacitated human resources are the strength pillars that are required for the systemic change process such as the implementation of the NVQF. NVQS-P has identified the need and organized several events of training to enhance the capacity of human resources associated with it. A total of 126 (30.95% women) people participated/attended training in various areas related to NVQF implementation this year.

Apart from this, as NSTB/CTEVT would require more qualified experts to develop NCS in line with the approved NVQF, NVQS-P organized an NCS Development Master Facilitators' Training for 17 professionals and NCS Development Facilitators for 17 professionals through international expert from Colombo Plan Staff College (CPSC), Manila. These human resources are now locally available and NSTB can mobilize the master facilitators to train more facilitators in the future in cost-effective and efficient manner.



Figure 7 Participants of Assessment Package Development Training

Additionally, 17 (35.29% women) people from the Federation of Nepalese Chamber of Commerce and Industries (FNCCI), Technical Schools, and the Private Sector attended five days “Assessment package development facilitators’ training”. These people will contribute to develop assessment packages and test items as per the NCS and NOSS prepared by NSTB.

In addition, NVQS-P, in leadership of NSTB and MoSD/Es organised various orientation events and webinars to capacitate the private sector and other stakeholders in NVQS related matters. Likewise, project supported three officials from MoSD/Es and PSU to participate in a five-day long training entitled “VET between Poverty Alleviation and Economic Development” organized by NADAL, ETH Zurich. Likewise, a Counsellors’ refresher training was organised with a total of 46 (41.30% women) participants in Province 1 and Bagmati Province.

Output 2.2: New NVQS standards are drafted or current NSTB standard are upgraded and adapted to align with the Vocational Qualification System (VQS)⁸ and private sector needs.

The new NCS and NOSS development and revision are fully based on the sectoral mapping by SSCs. NVQS-P has been reaching out proactively to the private sector to get relevant information about the employers’ needs and gaps in occupations. A total of 12 National Occupation Skill Standards (NOSS) were upgraded/developed based on the unit-wise assessment format foreseen by the NVQS system. Similarly, nine different National Competency Standards (NCSs) have been developed in Cookery (L1 to L5) and Furniture Maker (L1 to L4). With these standards being developed, skill tests can be taken forward in line with the new NVQ standards. In addition to this, 315 (105 new and 210 revised) test items were developed and/or revised by the Test Item Development Unit (TID) for the continuation of NSTB’s ongoing skill assessments.

It is a significant achievement in this reporting period that RPL has been rolled out in two provinces: Province 1 and Bagmati Province. Also worth mentioning is that the voucher scheme for skill tests was also introduced paralleling alongside the promotion and rolling out of RPL activities. This became possible after the completion of major preliminary tasks for the implementation of RPL such as the development of process guides, establishment of the RPL desk at NSTB, wider dissemination of information on RPL targeting the applicants, and capacity building of counsellors and assessors. Similarly, 12 separate test items are also prepared for RPL assessment.

Output 3.1: Accredited assessment centres offer quality assessment services.

⁸ Vocational Qualification Framework, processes, authority, certification, quality assurance etc.

Accredited Skill Assessment (ASCs) centres play a vital role in conducting quality skill tests. As of now, 61 accredited Skill Assessment Centres are in operation among which 14 were accredited during this reporting period. NSTB has prioritized conducting their regular skill tests from these centres. As a quantitative achievement, 43,364 youths (82% discriminated out of which 58% were women) were certified by NSTB through skill tests in level 1, 2, and 3. Out of the total, around 32% of assessments

were conducted in accredited assessment centres.



Figure 8 Joint Monitoring visit of ASCs in Madhesh Province

With this, the target for accreditation of the skill assessment centre has been met and there is no plan to add more to this number. Nonetheless, continuous monitoring and strengthening of the existing centres is a priority for next year. The list of total accredited centres is presented in Annex 3.

The assurance of quality of skill testing is the core mandate of the MoSD/Es and ASCs are key instrument to the quality assurance of skills test. This year, NSTB

and MoSD/Es collaboratively monitored and also supported to strengthen the capacity of ASCs. This is a good result even in the absence of the TVET Act that defines the mandate clearly. This success was possible because of frequent interactions and discussions with federal and provincial level actors. There were 32 events of the joint monitoring visits and on-site interactions with ASCs which were undertaken with the leadership of MoSD/Es and in collaboration with CTEVT province offices. This is a promising initiation that demonstrates the engagement of provincial governments in NVQS implementation, which, in the long run, will contribute to scaling up and sustaining the initiatives.

As a part of improving the practices and quality of all the skill tests and making the skill testing process more accessible, NSTB has introduced many new initiatives this year. People can fill up the Online Application Form for skill testing which is on NSTB's website ([Online Application Form](#)).

Additionally, for better management and efficient handling of skill tests, NSTB with support from the project has developed a "Skill Test Calendar" which mentions the predefined dates and detailed process of various types of skill tests. NSTB has already made a public announcement of skill test dates according to this calendar, which will be available to the public in the coming months.

Another remarkable advancement under this output is the development of online skill assessment software with the help of an external expert. With the rolling out of this software, the theoretical elements of the skill test will be automated with fairness and quality assured. The software is in the ready stage for piloting at the end of this FY and will be applicable for at least two occupations of the regular skill assessment.

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

The capacities of respective MoSD/Es and the private sector actors have been enhanced through various events and training programs. A total of 21 officials from seven provinces received a 3-day long basic TVET orientation program at Dhulikhel, Kavre with the involvement of the CTEVT/NSTB director and senior management as well as the Under Secretary from the MoEST. This orientation was instrumental to lay the foundation for advancing NVQS-related activities with the leadership of the MoSD/Es in all seven provinces. NVQS-P experienced much easier cooperation after the orientation at Dhulikhel in after the buy-in from provinces, establishing effective collaboration between federal and province governments, expediting implementation, and securing co-funding from the province governments.

As the officials are transferred and new people have joined MoSD/Es, there is an increasing demand/request from MoSD/Es for more training/orientation/exposure opportunities to enable them

to implement their NVQS related mandates. Furthermore, each provincial PSU team has been extending close technical support to the counterpart PCU team at MoSD/Es which is highly appreciated by the respective secretaries.

All five MoSD/Es are facilitated to develop a program and budget for this FY, and the budget acquisition by all the provinces from the federal for next FY is also at the final stage. MoSD/Es in the provinces have taken remarkable ownership in the implementation of NVQS. They have taken lead in all the province-level activities with support from the project. For the effective implementation of NVQS in the provinces, the related ministries have developed and endorsed NVQS Implementation Guideline (Karyabidhi) in four provinces and is ready to be endorsed in Province 1. Additionally, monitoring and evaluation guideline and profile of ASCs is being developed in all the provinces. These documents will be endorsed by the first half of the next FY.

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

The province offices have initiated coordination with the local governments and stakeholders. Orientation and introductory presentations about NVQS have taken place in Province 1, Madesh, Lumbini and Bagmati provinces with the participation of local governments including the employment coordinators under the Prime Minister's employment program in Bagmati province. Similarly, introductory workshops among the PICC, PPCU members and other key stakeholders have been organised in Biratnagar and Hetauda with the engagement of PSU and NSTB management.

NVQS-P is conceptualizing and consulting with SDC, CTEVT and MoSD/Es to develop an effective mechanism to strengthen collaboration among local government, provinces and the federal government. This will be materialized in next fiscal year.



Figure 9 Orientation to Municipalities about NVQS at Province 1

The remaining Gandaki province has completed the mapping of the local governments for orientation and engagement and has developed a concept note to take this activity further. With the dialogues and preparatory works already initiated to establish the two new support units at Sudurpaschim and Karnali provinces, the coordination with the local governments in these provinces will also take place in the

coming FY. It also must be mentioned, the local level information sharing and collaboration were initiated with the other SDC funded projects like Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) and Safer Migration Project (SaMi) for the synergetic interventions and results.

5.2. Implementation Constraints and Ways to Overcome Them

Delay in disbursement of project funds from federal authorities: There was a significant delay in disbursing the fund from MoEST, MoF, FCGO, and the District Treasury Controller Office to the MoSD/Es of the provinces. The complication with some technicalities while entering the budgets in Line Ministry Budget Information System (LMBIS) at the federal and province level and the delay in processing the files from one agency to another was the major cause resulting in the delayed disbursements. This was one of the main reasons that the provinces could not take ahead the activities as planned and could not spend the budget as expected.

The project along with the CTEVT management as well as SDC has rigorously followed up the process with the respective authorities. Multiple bilateral and multilateral meetings were conducted to clarify about the program and budget details including the project structure and agreed fund flow

mechanisms. As a result, by the beginning of the second half of the next fiscal year, the budget for all five provinces including the budget for the CTEVT/NSTB will be disbursed which will help in the smooth implementation of the project activities.

Strengthening support to the Accredited Skill Assessment Centres (especially privately led centres):

Accrediting and strengthening the skill assessment centres for enhancing the quality of assessments and increasing their credibility is one of the key milestones for the whole NVQ system.

But it is challenging to sort out and select deserving skill test centres out of hundreds of centres affiliated with CTEVT and operational in Nepal for a long time. Even more challenging is to find the centres interested in quality improvement followed by a rigorous accreditation process done by the NSTB/NVQS. Thus, cautious assessment and need-based support to all the 60 accredited centres is a key priority. Strengthening the accredited assessment centres which are owned privately has been a common and continued challenge for all provinces due to the absence of clear procedures which allows for extending support from the government to private institutions. To resolve this issue, a procedural document is being drafted in consultation with the concerned authorities which will clear pathways for the planned support. Bagmati province has already started this process and other provinces can take that as an example and follow the same procedures.

Absence of Federal TVET Act and thereby establishment of NVQ Authority: The absence of long waited federal TVET Act is the biggest challenge for the implementation of the NVQS. It has posed a further challenge as the project started intervening at the province level. It uncovers the fact that some of the provinces like Bagmati and Gandaki have already formulated their provincial Act that provides a base for the TVET function of province government, but provincial Acts cannot be functional until the federal Act is in place. The absence of the Act also creates confusion about the existence, engagement, and role of CTEVT province offices and the line ministry (i.e., MoSD/Es) in implementing NVQS at the province level. After a rigorous discussion with CTEVT/NSTB, as a contingency approach, the project has worked out an alternative approach and supported the National Skills Testing Board (NSTB) to revise its current “rules” (Niyemabali) and upgrade it into National Vocational Qualification Board (NVQB) rules under the existing CTEVT Act. This transitional arrangement allows the implementation of the framework up to Level 5 even in the absence of the federal TVET Act. While this is just a transitional arrangement, it is a significant development as this shows a positive indication that the government system is ready and acceptive of the change.

Chapter 6: Project Management and Financial Resources

6.1. Summary of Budget and Expenditure

The significant delay in the disbursement of funds to CTEVT and provinces from the MoEST caused a significant hindrance in fund utilization. NVQS-P has utilized a total of CHF 5,389 (54%) against the yearly budget of CHF 1,958,404 in this reporting period. NSTB utilized 24% (CHF 129,521 out of CHF 536,960), Federal PSU utilized 89% (CHF 786,382 out of CHF 881,121) and Province PSUs utilized 28% (CHF 149,486 out of CHF 540,323) of their respective budgets. To avoid this issue of delay in fund disbursement and its consequences in the coming fiscal year, the annual program and budget was prepared timely and forwarded to the Ministry of Finance (MoF) for entry into LMBIS.

Table: Budget and Expenditure from 01 Shrawan to 31 Ashadh 2079 (16 July 2021 to 15 July 2022)

Particulars	PSU			NSTB			Province			Total		
	Budget	Expenses	% Of bur n rate	Budget	Expenses	% Of bur n rate	Budget	Expenses	% Of bur n rate	Budget	Expenses	% Of bur n rate
Outcome 1	6,868,000	4,445,596	65%	5,059,000	574,367	11%	3,146,000	1,688,074	54%	15,073,000	6,708,037	45%
Outcome 2	30,641,000	24,975,065	82%	41,164,000	9,099,594	22%	6,500,000	915,284	14%	78,305,000	34,989,943	45%
Outcome 3	23,087,000	19,845,044	86%	12,885,000	4,460,350	35%	57,354,000	15,932,877	28%	93,326,000	40,238,271	43%
Project Mgmt	48,663,000	48,245,689	99%	7,475,000	1,926,290	26%				56,138,000	50,171,979	89%
TOTAL NPR	109,259,000	97,511,395	89%	66,583,000	16,060,601	24%	67,000,000	18,536,235	28%	242,842,000	132,108,231	54%
TOTAL CHF	881,121	786,382	89%	536,960	129,521	24%	540,323	149,486	28%	1,958,404	1,065,389	54%
											CHF1=124	

The spending of this reporting period is less than expected. It is due to the following reasons:

- As a majority of the activities under all three outcomes are directly related to the implementation of the NVQS, the budget could not be spent as planned. The project has intensified the efforts in preparation of the implementation of the approved framework. However, actual implementation (i.e., assessment as per the NVQ system) is yet to happen and that is the main reason behind the low expenditure.
- Low expenditure by the government side is due to the delay in the disbursement of budget from the MoEST to CTEVT/NSTB despite continuous and regular follow-up and coordination from NSTB, NVQS-P as well as the SDC.
- The effect of COVID-19 was still remaining during the first half of the reporting period with the emergence of a new variant which hindered the implementation of the planned field-level activities such as workshops, training, orientations, etc. It has directly impacted negatively on the expenditure of budget in various headings.

Despite these challenges, the activities of the project took a rapid pace in the second half of the year which is attributed to the expenditure of the budget. Though the overall expenditure percentage is still not as expected, it is an improvement from the previous years. As the fund disbursements is being planned to happen timely in the next FY, it is expected that the activities will take place smoothly resulting in the expected level of expenditure. Nonetheless, the challenge due to the lack of the TVET Act still remains pertinent.

6.2. Human Resource Including Workforce Diversity Management

Swisscontact has been consciously putting effort to maintain a good workforce diversity in its human resources including in the NVQS project. By the end of this reporting period, the project has a total of 29 (34.48% women) national staff responsible for the project and its knowledge management, administration, and implementation of project activities. The project team is well represented with diverse team members from various communities and ethnic groups (1 from Madhesi, 2 from Dalits, 17 from Janajati, and 9 from Brahmin/Chhetri/Thakuri). To continue and better this representation, the

project is equally committed to maintaining its Work Force Diversity (WFD) through new recruitments with special consideration for those communities who are under-represented.



Figure 10 NVQS Project Support Team

A new Team Leader was recruited for NVQS-P this year who has brought forward new leadership and motivation to the team. Likewise, the recruitment process of project staff for three provinces (i.e., Madhesh, Gandaki, and Lumbini Province) was also

completed this year. Apart from the national staff, the project used three national and one international expert consultant as per the requirement.

In addition to this, three students from the Masters in Technical and Vocational Training and Education (M-TVET) program of Kathmandu University, School of Education completed their three months long On-the-Job Training at NSTB/NVQS-P as per their curricular requirements. Similarly, one intern (female) from civil engineering background is being mobilized by the project and is engaged in the construction-related standard development process.

During the reporting period, the administration and finance team participated in different thematic training such as Social Security Fund (SSF) and its tax implications since the project staff joined the SSF scheme as advised by Social Welfare Council (SWC). The rest of the PSU staff members also participated in eight different types of short capacity-building courses that were free of cost. Apart from that, all staff members including those from the provinces participated in four different types of training namely, i) Basic First Aid Training (2 Days), ii) Code of Conduct, iii) Basic Operating Guidelines, and iv) Cyber Security and One Drive Training. Additionally, one staff member participated in ILO's MOOC on RPL (7 weeks, online) training which was free of cost. Likewise, the Monitoring Officer of the Bagmati Province office participated in Monitoring and Evaluation (2 weeks, online) training which was supported financially by the project.

In addition to this, three events of interactive meetings were held with the Swisscontact regional office in presence of the Country Director, which provide guidance to the project team to resolve the bottlenecks and smoothen the operational processes. A retreat program was also organised by Swisscontact Nepal to enhance collaboration and coordination among its staff members of different projects. Moreover, one Project Steering Committee (PSC) meeting was organised to review and plan the yearly program and to provide strategic guidance on project implementation.

Chapter 7: Lessons Learnt

Despite many challenges and setbacks, the progress of the project during this reporting period provides a positive indication with exciting advancements in some areas like the RPL implementation and remarkable ownership of NVQS by the province ministries.

The challenges and limitation created by the lack of the federal TVET Act continues to pose a significant hindrance this year too. But there has been some progress with this issue, NSTB is proposing a revised NVQB rules (Niyemabali) under the existing CTEVT Act.

There were many challenges, hurdles, and issues faced by the project as well as some lessons which are as follows.

- Intensive follow-up/engagement is required for budget disbursements from the federal to the provinces, thus, maximum efforts to follow-up should be started from the beginning to avoid the delay in disbursements (i.e., MoEST -MoF – FCGO - FCGO at Provinces – MoSDs)
- As RPL is new to the stakeholders therefore continuous discussions, and dialogues with NSTB, CTEVT, and other stakeholders are required for stakeholders' buy-in.
- RPL is key to addressing social exclusion in Nepal. It must be considered as a political agenda, hence has to be discussed at the policy/political level to expand its opportunities to Nepalese youth.
- At the same time, the RPL process should be simplified and the opportunities should be expanded to a maximum number of people.
- There is a high demand for various new sectors as well as new skills in the labour market. So, those new sectors/occupations should be prioritized while forming SSCs and developing NCSs.
- Despite the province taking a lead in the implementation of NVQS is not taking speed at the provinces due to the legal ambiguity of their roles in the absence of the federal TVET Act. Coordination, follow-up, and regular meetings are required at the project level but it is equally important to onboard the high-level government and policymakers to lobby and advocate for the federal TVET Act. SDC's support from the high-level management is vital in this regard.

Chapter 8: Appendixes

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

Hierarchy of Objectives	Key Indicators	Baseline	Means of Verification
Goal	Goal Indicators		
Nepali youth increase their employability. ⁹	<ul style="list-style-type: none"> Increase in youths' Labour Force Participation Rate (LFPR)¹⁰ Increase in youths' average wage in domestic and international labour market. Increase in percentage of youths and employers' satisfaction with the benefits - increased labour productivity, work opportunities, increased standard of living—obtained as a result of NVQS. 	<ul style="list-style-type: none"> LFPR, total: 38.5%, M: 53.8%, F: 26.3% (NLFS, 2017/18) Average wage, domestic market: Skilled worker: NPR 854/day; Unskilled worker: NPR 649/day; International market: NPR, 28,000/month (2018/19) Baseline will be done in 2020/21 	<ul style="list-style-type: none"> Impact study (direct means) Nepal Labour Force Survey, Economic Survey etc. (indirect means) Beneficiary assessment implemented in 2024
Outcomes	Outcome indicators		
1. Certified Nepali youth, through National Vocational Qualifications System, gain employment in domestic and international markets. ¹¹	<ul style="list-style-type: none"> 70% of certified youth (50% from socially discriminated groups, out of which 33% are women) are gainfully employed in Nepal and overseas (disaggregated by gender and including absolute number) 1,000 Nepali businesses and industries employ certified youth in relevant job. Five NVQS certificates officially recognized in destination countries (GCC countries, Malaysia etc.) employing Nepali youths. 	<ul style="list-style-type: none"> 60% of NSTB (no NVQS at the time) certified are employed in Nepal and 0.71% are employed abroad (NVQS tracer study, 2018/19) Around 100 industries employed NSTB certified youth in phase 1. As this is a new activity with no precedent, the baseline is zero. 	<ul style="list-style-type: none"> Tracer studies NVQS/National Skill Testing Board (NSTB) Database

⁹ Employability refers to the ability to gain initial employment, maintain, employment, and obtain new employment if required.

¹⁰ The labour force participation rate is a measure of the proportion of a country's working-age population that engages actively in the labour market, either by working or by actively looking for work, relative to the country's total working-age population (ILO, 2018)

¹¹ The Government of Nepal defines youth as people aged 16-40 years of age. However, for NVQS purpose age may not be the barrier.

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

Hierarchy of Objectives	Key Indicators	Baseline	Means of Verification
Outputs	Output indicators		
2.1 Human resources in the CTEVT/NSTB and in the private sector are capacitated to implement NVQF at federal level.	<ul style="list-style-type: none"> 2,000 technical experts and managers (at least 33% women) (Assessors, National Competency Standards (NCS) Developers, Assessment package developers, Process Managers) trained. 3,000 private sector actors aware of the quality of NVQS. 	<ul style="list-style-type: none"> 875 are trained in phase 1. Private sector in three sectors (Hospitality, construction, and automobile) are aware of NVQS. 	<ul style="list-style-type: none"> Legal document MoEST annual report Rapid employers' surveys on a significant sample of employers in Nepal.
2.2 New NVQS standards are drafted or current NSTB standard are upgraded and adapted to align with the Vocational Qualification System (VQS) ¹² and private sector needs.	<ul style="list-style-type: none"> 200 national competency standards upgraded or drafted. 5 quality assurance process established (RPL, Recognition of Current Competency-RCC, National Competency Standards-NCS, Assessment package, and Assessment management) 7 new sector skills committees (at least 2 female members) established and led by private sector actors. VQFs in 2 sectors aligned with destination countries' (GCC countries, Malaysia etc.) frameworks. 	<ul style="list-style-type: none"> 47 NCS developed in phase 1. 5 quality assurance manuals were developed in phase 1. 3 sector skill committees led by private. Sector in phase 1. This is a new activity with no precedent, the baseline is therefore zero. 	<ul style="list-style-type: none"> MoEST official records Minutes of sector skills committees
Outcomes	Outcome indicators		
3. Provincial governments implement the vocational qualification system.	<ul style="list-style-type: none"> NVQF implementation unit established under Ministry of Social Development (MoSD) 	<ul style="list-style-type: none"> As this is a new activity, the baseline is zero. Same as above 	<ul style="list-style-type: none"> MoSD official record

¹² Vocational Qualification Framework, processes, authority, certification, quality assurance etc.

Hierarchy of Objectives	Key Indicators	Baseline	Means of Verification
	<ul style="list-style-type: none"> Amount in NPR allocated to the Provincial budget for the implementation of the VQ system. 20 new assessment centres accredited. 100,000 youths (50% from socially discriminated groups, out of which 33% are women) obtain certification from assessment centres. 	<ul style="list-style-type: none"> 38 assessment centres accredited in Phase 1. 63,502 obtained certifications from accredited centre in Phase 1. 	<ul style="list-style-type: none"> Review reports
Outputs	Output indicators		
3.1 Accredited assessment centres offer quality assessment services	<ul style="list-style-type: none"> 100,000 youth (1,000 are as per NVQF) (50% from socially discriminated groups, out of which 33% are women) obtain a Recognition of Current Competencies (RCC)¹³. % Of youth (50% from socially discriminated groups, out of which 33% are women) attending the assessment centre satisfied with the services received. 	<ul style="list-style-type: none"> 63,502 (none as per NVQF) obtain RCC. Baseline will be generated in 2020/21. 	<ul style="list-style-type: none"> Assessment centres logbook Assessment centres self-evaluation data
3.2 MoSD and private sector actors in the province build their capacities to implement VQ system at province level	<ul style="list-style-type: none"> 140 technical experts and process experts (at least 33% women) such as assessors, people for monitoring and database are trained at Provincial level. 200,000 users able to use the Provincial database on VQS. 	<ul style="list-style-type: none"> As this is a new activity, the baseline is zero. Same as above 	<ul style="list-style-type: none"> Records from MoSD Database records
3.3 Municipalities establish a TVET Coordination mechanism to implement the VQ system	<ul style="list-style-type: none"> 100 meetings between Municipalities where TVET is on the agenda. 20 MoU (or other type of formal coordination arrangements) between Municipalities approved. 	<ul style="list-style-type: none"> As this is a new activity, the baseline is zero. Same as above 	<ul style="list-style-type: none"> Meeting minutes

¹³ Recognition of Current Competencies (RCC) is the term used for the end of training test.

Appendix 2: Beneficiary Testimonials



“I wanted to be financially independent and earn my own living, so I participated in a six-month-long welder training four years ago. I chose this particular field because there were only a few females who opted for this profession. I felt like it would be easier to find work and earning opportunities. I secured a job at Hetauda Cement Factory after gaining the skill and have continued to work there till now. But I have been stuck in the same position and similar pay for all these years despite gaining experience. I realized this is because I do not have proper certification of my skill and experience. Therefore, I was very excited when I came to know about the RPL skill test in the welder occupation. I filled up the form from the Ministry of Social Development’s website and applied online. I think the certification will help me get a promotion and raise in pay and open the doors for other opportunities for me.” – **Goma Neupane (34), RPL Skill Test Candidate, Hetauda-9, Makwanpur, Bagmati Province**



“I went for foreign employment in Qatar 13 years ago and worked as a welder for three years. After returning to Nepal, I have continued the same occupation and have been accepting work from contractors. Over the years, I have accumulated a lot of experience and knowledge in the field but feel like I have not been able to progress that much. I have worked my whole life in other people’s businesses and my dream is to start my own enterprise. I am glad that I could participate in the RPL skill test so that I can get the skill test certificate, after which I will be able to open my own business of welding services and be able to receive government tenders and work independently.” – **Naresh Kumar Majhi, RPL Skill Test Candidate, Kathhari-1, Morang, Province 1**

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

SN.	Skill Testing Centre	District	Contact Number
Province 1			
1	Jhapa Prabidhik Shikhyalaya (JV Springdale College for Hotel Management), Birtamod	Jhapa	023-542488, 9842653095
2	Damak Technical Education Foundation Pvt. Ltd. (JV Hongkong Beauty Parlor), Damak	Jhapa	023-542488, 9852674150
3	Prime School of IT & Telecommunication (JV Birat Polytechnic Institute), Biratnagar	Morang	021-523052, 9842532918
4	Manmohan Memorial Polytechnic, Hattimuda	Morang	021-692116
5	Pathibhara Himalayan Polytechnic Institute, Itahari	Sunsari	025-581457, 9842148745
6	Premier Hotel School, Itahari	Sunsari	021-622058, 9852086598
7	Women's Rehabilitation Center (WOREC NEPAL), Rajabas	Udayapur	033-690129, 9852832504
8	Ratna Kumar Bantawa Memorial Polytechnic Institute, Sankhejun	Ilam	9852680518
9	Sumnima Polytechnic Institute, Deurali	Bhojpur	9852052256
Province 2			
10	Mega Multipurpose Training Institute, Garuda	Rautahat	055-565416, 9855040816
11	Creative Skills Pvt. Ltd, Birgunj	Parsa	051-530225, 9802930225,
12	Nirmal Lama Polytechnic Institute, Bardibas	Mahottari	9855047567
13	Lahan Technical School, Lahan	Siraha	033-560015
Bagmati Province			
14	Hamro Prashikshan Sewa Talim Kendra (JV Suryamani Prabidhik Shikshalaya), Hetauda	Makawanpur	057-524851/524852, 9855067429
15	Nepal Polytechnic Institute, Bharatpur	Chitwan	056-524161 EXT 104/105, 9855065336
16	Diwakar Smriti Prabhidhik Shikshalaya, Madi	Chitwan	9855039123
17	Jiri Technical School, Jiri	Dolakha	049-690286
18	Nepal Banepa Polytechnic Institute, Banepa	Kavre	011-660867, 664290
19	Dhading Polytechnic Institute, Gajuri	Dhading	9851175189

Gandaki Province			
20	Lamjung Skill Development Centre, Gairigaun	Lamjung	066-690467, 9846578825
21	Pokhara Prabidhik Shikhyalaya, Pokhara	Kaski	061-528040/522040 9856035528
22	Pokhara Valley Technical Training Institute, Pokhara	Kaski	061-522569,9856031569
23	Heron Technical Institute Pvt. Ltd. (JV Panchakanya Training Institute), Pokhara	Kaski	061-521814,061-539830, 9805881456
24	Genius Multi Technical Institute (JV SOS Vocational Training Centre), Pokhara	Kaski	061-532658, 9856032036
25	Kantipur Tourism & Hotel Management College, Pokhara	Kaski	061-524915, 540884, 9813765305
26	CG Polytechnic, Chaudhary Udhyog Gram, Thumsi	Nawalparasi	078-545022/23, 9806860769
27	Gandaki Training Center P. Ltd. (JV Hong Kong Beauty Institute), Gharipatan, Pokhara	Kaski	061-546752
28	Gramin Talim Kendra, Simpani Khudi	Lamjung	9856047243, 9851192781
29	Pokhara Polytechnic Institute Pvt. Ltd (JV Gurung Beauty Parlor and Academy P. Ltd.), Lamachaur, Pokhara	Kaski	061-440042, 9846034371
30	Gorkha Polytechnic Institute, Palungtar	Gorkha	9856040095
31	Tanahun Prabhidhik Shikshalaya, Bhimad	Tanahun	9856000290
Lumbini Province			
32	Western Nepal College of Engineering, Tulsipur	Dang	082-520840, 9844968375
33	Korea Nepal Institute of Technology (KNIT), Butwal	Rupandehi	071-450004, 9857033084
34	Vocational & Skill Development Training Centre (JV Fewa Technical College, Butwal	Rupandehi	071-540138, 9857075138 , 9857033699
35	Deurali Janata Prabidhik Shikhyalaya, Jitgadi, Butwal	Rupandehi	071-445377, 9857033227
36	Jayan Technical College of Technology (JV Asian School of Tourism & Hotel Management, Butwal	Rupandehi	071-545903, 071-541199, 9857030102,9857031136
37	Bheri Technical School, Nepalgunj	Banke	081-521538, 9858020838
38	Shiva Institute of Multi Technical Education (JV Mitini Nepal Pvt. Ltd.), Tansen	Palpa	075 -522540, 9857060997
39	Butwal Technical College, Golbajar	Rupandehi	071-544919, 9857026291
40	Rapti Technical School, Lalmatiya	Dang	082-413001,413002,413037,

41	Sahid Krishnasen Ichyuk Polytechnic Institute, Ghorahi	Dang	9851096136
42	Panini Polytechnic Institute, Chibek	Arghakhanchi	9857069110
Karnali Province			
43	Karnali Technical School (KTS)	Jumla	019-94870324, 9858320447
44	Bheri Rapti Pravidik Shikshyalaya (JV Surkhet New Version Academy Pvt. Ltd.), Bhairab Sthan Birendranagar	Surkhet	083-523139
Sudurpaschim Province			
45	Tikapur Polytechnic Institute, Tikapur	Kailali	091-561229, 9858320576
46	TRACE Pvt. Ltd. Dhangadi	Kailali	091-527371, 9858422903
47	Gurukul Institute of Technical Education , Mahendranagar	Kanchanpur	099- 520826
48	Seti Prabhidhik Shikshalaya, Dipayal	Doti	094-440027
49	Bhimdutta Polytechnic Institute, Patan	Baitadi	9851070443
Kathmandu Valley			
50	Peace Technical Training Centre, Balkumari	Lalitpur	01-5200843, 5203327, 9851100401
51	GATE Vocational Pvt. Ltd. (GATE College), Mandikhatar	Kathmandu	01 -4376048,4375326, 4650176
52	Indreni Polytechnic Institute, Gatthaghar	Bhaktapur	01-6630256
53	Pacific Hospitality & Culinary Academy, Maitidevi	Kathmandu	01-4432754, 4419231, 9849669791
54	Silver Mountain School of Hotel Management, Thamel	Kathmandu	01-4415038, 4429151, 9851094466
55	World Link Technical Training Institute, Gongabu	Kathmandu	01-4350838, 9843021033
56	Nikhil Multi Services Pvt. Ltd. Machhapokhari	Kathmandu	01-6221823, 4351657, 9803264557
57	Gandaki Polytechnic Institute (JV Brilliant Manpower Training Centre), Tokha	Kathmandu	01-438559
58	Susan Polytechnic Institute (JV ITECH Technical Education) , Maharajgunj	Kathmandu	01-4379117 9841577005
59	Balaju School of Engineering & Technology, Balaju	Kathmandu	01-4350214
60	Global Institute of Hotel Management and Tourism Technical Centre, Madhyapur Thim	Bhaktapur	01-4621098, 01-4620168, 9841588259
61	National Skill Testing Board (NSTB), Sanothimi	Bhaktapur	01-6638153, 6635195, 9851163964/9851127080

Appendix 4: List of abbreviations

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