Monitoring the Capacity Development Activities

of Component One

for the Enhanced Accountability of EVENT

PROJECT COMPLETION REPORT

(*a CARTA project*)

By

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To

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Acronyms

AToT	Trainer's Training for Assistant Trainers
BSS	Beneficiaries' Satisfaction Survey
CARTA	Citizens Action for Results, Transparency and Accountability
CRC	Citizen's Report Card
CSO	Civil Society Organization
DLI	Disbursement Linked Indicators
EVENT	Enhanced Vocational Education and Training
FA	Financing Agreement
GDP	Gross Domestic Products
GoN	Government of Nepal
JSDF	Japanese Social Development Fund
LToT	Trainer's Training for Lead Trainers
MO	Monitoring Officer
MoE	Ministry of Education
MToT	Trainer's Training for Master Trainer
NSTB	National Skill Testing Board
PAD	Project Appraisal Document
PC	Project Coordinator
PIT	Project Implementing Team
PS	Project Secretariat
PTF	Partnership for Transparency Fund
SP	Sub Project
SPSS	Statistical Package for Social Science
STA	Skill Test Assessor
STM	Skill Test Manager
TEVT	Technical Education and Vocational Training
TITI	Technical Institution for Technical Instruction
TOR	Terms of Reference
ToT	Training of Trainers
TPM	Third Party Monitoring
TTP	Technical Training Providers
TV	Television
VDC	Village Development Committee
VDRC	Vijaya Development Resource Center

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1. Executive Summary

The World Bank-financed Enhanced Vocational Education and Training Project (EVENT) focuses on creating skilled human resources. Essentially, EVENT trains a roster of professionals (ToTs) who can then subsequently train workers or assess worker skills in key trades. The objective is to improve the skill levels of workers within Nepal and the opportunities for better paid work for migrant workers. The Ministry of Education (MOE), which is responsible for implementing EVENT, has entered into a MOU with two Nepal organizations: Training Institute for Technical Instruction (TITI) and the National Skill Testing Board (NSTB) for TOT trainings. Trainings are in five categories: TOT training for "Master trainers", "Lead trainers", and "Assistant trainers", and assessment training for "Skills test assessors" and "Skills test manager". These trainings were held throughout Nepal. Trainees were selected through an open, transparent process that was advertised locally and nationally.

The primary objective of the CARTA sub-project was to verify the accuracy of reports of outputs under component 1 of the project, which were used to trigger the disbursement of funds from the World Bank. The sub-project was also to rate the quality of the training under component 1 and assess whether trainees had received more than one training under the project. The monitoring was done with the approval and knowledge of the EVENT Project Secretariat (PS), which specified that the ToTs, skills test assessors and managers be sampled from 2012-13 and 2013-14 training sessions.

VDRC was responsible for implementing the sub-project, with technical assistance from Helvetas Nepal and the Partnership for Transparency Fund (PTF). Financing was provided by a grant to PTF from the Japanese Social Development Fund (JSDF), a trust fund managed by the World Bank.

The 18-month sub-project (February 2013-August 2014) covered on-site monitoring of ToT programs in 20 districts and Skill-test Assessors and Manager trainings in 25 districts in the Eastern, Central, Western and Mid- and Far-Western Regions, with a total budget of US $134,132. A total of 67 training events with 1,544 trainees were monitored. The sub-project monitoring activities included on-site observation of trainings, input tracking (a review of documents related to the training sessions such as attendance sheets), and a beneficiary satisfaction survey of graduates.

The disbursement-linked performance indicators were met, and NSTB and TITI were paid as planned. The numbers of youth trained exceeded the targets established under the EVENT project.

A total of 1,313 trainees from the five types of programs (32% of the total number of participants in the trainings observed) were interviewed in person or by phone. The trainees were generally satisfied with the training and the trainers' performance—86% of the respondents indicated that overall, they were "satisfied" or "very satisfied". The Skills Test Manager (STM) trainings had the least positive overall satisfaction ratings (63% "satisfied" or "very satisfied"). Respondents were also satisfied with the trainers: 92% of the respondents indicated that the trainers were "active" or "very active," and 86% reported that the training methodology was "good" or "very good." The training manual was not considered to be very challenging: 80% of the respondents across all programs considered it to be "easy" or "very easy."

There were several issues with trainee documentation and the selection processes, although these variances from standard procedure were the exception. Although the submission of complete documentation (qualification documents, experience letters from trainees' organizations) was mandatory, documents were lacking in some training programs. However, the levels of completeness did improve from 2012/13 to 2013/14. The surveys indicated that, across all five types of programs, 32% of the trainees were women, 4% were Dalit and 30% were Janajati. Although the program did not have gender or ethnic targets, these percentages were considered low. Furthermore, significant percentages of the selected trainees didn't take the required tests, and it appeared that the selection process favored applicants from local institutions.

Both participants and trainers reported that the presence of third-party monitors led to improvements in the quality of the training. In the survey, 96% of the respondents from all five programs responded positively to a question whether third-party monitoring was needed to improve the quality of training. It was opinion of students and trainers that such monitoring led to better attendance by students and trainers, and improved everyone's focus on the tasks.

The sub-project made several recommendations to further improve the efficiency of such trainings. For example, the selection of a training venue is important. Trainings held in venues (e.g. hotels or party palaces) other than technical schools, often were disturbed by concurrent events (weddings, meetings, etc.) at the same venue, which affected the delivery of sessions. Also, strategies to improve the representation of minorities in the training classes should be reviewed. It appears that local radio and newspapers are less effective in remote areas, causing fewer marginalized people to participate. One reason may be the expense of owning a radio or buying a newspaper, but the factors need more study. Most important, the capacity of the Project Implementing Team (PIT) to manage the required documents, according to the ToR, should be enhanced.

2. Background

2.1. Description of the World Bank "EVENT" project

Nepal is a developing country with a largely agrarian economy with low labor productivity levels. Many young people migrate to other countries seeking employment; in 2011/12 over 385,000 left the country to work. Their remittances amounted to one quarter of GDP, yet this number could be higher. Unfortunately, more than 75% of migrant workers from Nepal are unskilled, leading to low remittances per migrant, since the wages of a semi-skilled migrant are twice as high as those of an unskilled migrant. Enhancing the skill levels of migrant workers can be a strategy for diversifying the nation's economic base.

The small amount of skills training within Nepal is not good quality. To improve the quality of skills training, the Enhanced Vocational Education and Training Project (EVENT) launched activities to improve the system of skills training by providing workshops for training of trainers of Assistant Trainers[1], Lead

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[1] Assistant trainers possess basic level training skills, knowledge, tools and techniques for delivering quality skill training in TEVT sector. These trainings are run for 2 weeks.

Trainers2, Master Trainers3, Skill Test Assessors, and Skill Test Managers. The purpose was to establish a roster of experts for the TEVT sector and Skill Test assessors in most districts of the country, who could then lead local skills training.

2.2. CARTA objectives

EVENT entered into a MOU with the Training Institute for Technical Instruction (TITI) and National Skill Testing Board (NSTB), for TOT, Skill Test Assessors training and Skills Test Managers training. According to the sub-project's Terms of Reference, its objectives were to "monitor and verify the outputs and activities related to the various…indicators under component 1 of the project (training of trainers, master trainers, skill test assessors, and skill test managers)," which the World Bank used to trigger the disbursement of project funds to the government. The sub-project was also to rate the quality of the training under this component, and determine whether trainees had received more than one training under the project.

Specifically, the sub-project was asked to:
  * Monitor and verify the outputs and activities related to the various disbursement indicators under component 1 of the EVENT Project (training of trainers, master trainers, skill test assessors, and skills test managers), which are triggers for payment[4]. Specifically the monitoring and verification would cover five different trainings (ToT for Assistant, Lead and Master Trainer, Skill Test Assessor and Skill Test Managers). To verify the reported outputs, monitoring tools and reports would be used that were agreed by the EVENT PS.
  * Report on trainee profiles and the use of advertisements to attract candidates.
  * Assess the quality of training from the perspective of trainees.

The verification process involved authentication (input-tracking) of training schedules, trainee lists (with trainee profiles, including photographs) at the start of the training, training records, trainee certification records, and training completion reports; direct observation of the training programs; and interviews with trainees and graduates. A satisfaction survey was used to assess the quality of the trainings from the participants' perspective.

To achieve these objectives the sub-project was asked to work closely with the EVENT PS to design the monitoring plan and reporting tools.

2.3. Scope of the CARTA sub-project

The 18-month sub-project (February 2013 to August 2014) covered on-site monitoring of ToT programs in 20 districts and Skill-test Assessors and Manager trainings in 25 districts, using a total budget of US $134,131.76. The on-site monitoring of training events and survey interviews of trainee participants post

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[2] Lead trainers are potential trainer/instructor with medium level training skills, knowledge, tools and techniques for delivering quality training in TEVT sector build through 2 weeks of training on designing, conducting and evaluating training session and course.
[3] Master Trainers are trainers equipped with new ideas, insight and modern training methodologies through discovery and research mode of training over 20 days of intensive training.
[4] These performance indicators are described in the PAD, and in the Financing Agreement (FA) between the Government of Nepal and IDA.

training covered three geographical eco-zones. The satisfaction levels of trainees in the programs were measured using a survey of the trainees in 65 districts around the country.

The key activities included:
- On-site monitoring of training events using the agreed monitoring tools,
- Collection and field verification of trainee records,
- Interviews of trainees from five different training categories from all over the country (beneficiary survey) to determine satisfaction levels.
- Fortnightly broadcasts through Vijaya FM of information on the third-party monitoring program and the progress and information about the activities of EVENT project.

Three regional clusters were established to monitor activities in different regions with at least one monitoring officer and senior program assistant in each regional cluster.

TABLE 1: REGIONAL MONITORING CLUSTERS AND THEIR COVERAGE

Region	Regional cluster office	Manpower
Eastern region	Biratnagar	Monitoring officer-1, Senior program assistant-1
Central and Western region	Kathmandu Gaindakot	Team leader-1, Senior program assistant-1 Monitoring officer-1 and Office assistant
Mid and Far-Western region	Kohalpur	Monitoring officer-1, Senior program assistant-1

3. Data collection methodologies and TPM tools

The CARTA SP was a monitoring project. The primary monitoring tools used included: input-tracking of pertinent documents related to training sessions, such as training attendance and trainee application documents, and on-site observation of the training events. The monitoring extended to data collection: a beneficiary satisfaction survey of the trainees post-training was conducted.

3.1. Background data collection

Background data was collected from the information provided by EVENT PS, TITI and NSTB. The background data indicated the targets for trainees in five different training programs, the TITI for ToT events and NSTB for Skill Test Assessors and Managers. The table shows the number of training events monitored and number of trainees in those events in the year 2012/13 and 2013/14 in five different categories under DLI 1-4. This data was used to submit a verification report of the EVENT project.

TABLE 2: TRAINING EVENTS AND TRAINESS MONITORED ON-SITE BY THE VDRC MONITORING TEAM

Training name	Year 2012/13		Year 2013/14		Total	
	Training events	Trainees number	Training events	Trainees number	Training events	Trainees number
AToT	2 (7)	38 (137)	25 (25)	519 (519)	27 (32)	557 (656)
LToT	1 (9)	22 (182)	8 (8)	153 (153)	9 (17)	175 (335)
MToT	0 (2)	0 (40)	1 (1)	20 (20)	1 (3)	20 (60)
Special MToT	--	--	1 (1)	25 (25)	1 (1)	25 (25)
Skill Test	15 (56)	384 (1456)	13 (50)	357 (1324)	28 (106)	741 (2780)

Assessors						
Skill Test Managers	0 (5)	0 (131)	1 (4)	26 (105)	1 (9)	26(236)

The numbers in parentheses indicate the numbers of training events conducted or the numbers of trainees who participated in the training events

The framework for verification of DLI achievements (DLI 1-4) was agreed between EVENT PS and VDRC, including the check list. Members from Project Implementation Team (PIT) of VDRC-Nepal monitored 13 different events of Skill Test Assessor Trainings, selected randomly, representing three eco-belts and Kathmandu valley, and one Skill Test Manager's Training organized by NSTB. The PIT monitored all the training events of DLI 1-2, 25 training of trainer (ToT) events for Assistant Trainers (AToT), 8 events of ToT for Lead Trainers (LToT), one event of ToT for Master Trainers (MToT) and one event for Special Training for Master Trainers (Special MToT). The PIT members with the help of enumerators collected feedback from training beneficiaries' using a structured questionnaire. A random sample was completed consisting of 167 trainees from AToT (32.2 percent of the total trained during the period), 58 trainees from LToT (37.9 percent), 10 trainees from MToT (50 percent), 416 trainees from Skill Test Assessors (31.4 percent), and 33 trainees from Skill Test Managers (31.4 percent). Trainees from events in very remote areas like Dolpa and Mugu were interviewed by phone call using randomly selected trainees. Ten trainees from the 51 Skill Test Assessors trainings from Dolpa and Mugu were selected for a phone survey. The sampled trainees were contacted by phone and were asked short and simple questions related to their training so as to verify whether or not they received the training, duration of the trainings, and if they received a certificate.

3.2. Satisfaction survey

A post-training beneficiary satisfaction survey was conducted using a structured questionnaire. A stratified random sampling technique was followed to gather proportionate samples across the training categories. In order to gather a statistically significant number across these categories and to draw meaningful inferences from the analysis, the survey sampled 33% of the ToT trainees for Lead and Assistant Trainers, 50% of Master Trainers, 25 % of Skill Test Assessors, and 33% of Skill Test Managers from the total trainees during the period from 2012/13 to 2013/14. A total of nine enumerators were employed who attended training on survey techniques, data handling and data analysis before conducting the surveys.

TABLE 3: NUMBER OF TRAINEES INTERVIEWED BY TRAINING FOR SATISFACTION SURVEY

Training name	Year 2012/13		Year 2013/14		Total	
	Total No. of trainees	No. of trainees interviewed	Total No. of trainees	No. of trainees interviewed	Total No. of trainees	No. of trainees interviewed
AToT	137	41	519	167	656	208
LToT	182	55	153	58	335	113
MToT	40	20	20	10	60	30
STA	1456	308	1324	416	2780	724
STM	131	46	105	33	236	79

A trainee database has been developed that includes a set of demographic, academic and professional information. Data was analyzed using SPSS™. A phone interview was also conducted for trainees who could not be interviewed in person:

Training name	Year 2012/13		Year 2013/14		Total	
	No. of events covered	No. of trainees interviewed	No. of events covered	No. of trainees interviewed	No. of events covered	No. of trainees interviewed
AToT	3	14	-	-	3	14
LToT	2	15	-	-	2	15
MToT	1	8	-	-	1	8
STA	21	111	2	11	23	122

3.3. Media

Vijaya FM (101.6 MHz) was the project's media partner. From May 2013 until August 2014, this partner broadcast a total of 32 episodes, on a fortnightly basis, using interviews with the stakeholders to convey information about the training sessions. To make the radio interviews more useful, Vijaya also uploaded its broadcast for on-line listening in case listeners missed the biweekly show. These broadcasts also included features about the use of TPM—observations about on-the-spot monitoring, with expert views on the benefits of TPM. Vijaya FM covers 21 districts of the central and western development regions through its station and the entire country through its partner FM network.

4. Outcomes and Results:

The EVENT sub-project was primarily a monitoring effort that produced several outputs: monitored trainings, two indicator verification reports, a documentation completeness report, and a beneficiary survey.

4.1. OUTPUT 1: On-Site monitoring of trainings using agreed monitoring tool and reported as per dli1-4 of the event project

Result: The trainings conducted by TITI and NSTB were monitored, verified and reported

A checklist with verifiable indicators was used to monitor the progress, content and conduct of the training events. Examples of the indicators included: the punctuality of the resource person, the use of tools during the session, the quality of food, the language used by the resource persons, whether the training was conducted according to the training manual, the sequence of the sessions as per published schedule, training methodology used by the trainers, timing of each session, the number of trainees in the beginning and at the end, whether the trainees received certificates, the number of trainers involved in the training, and trainees' attendance. Based on the results of these indicators, the PIT

observed that the trainings conducted by TITI and NSTB[5] were completed in accordance with the manual distributed to the trainees. Some 67 training events out of a total of 168 (40%) were observed directly.

Only a few minor problems were noted: in some instances, the organizers had difficulty in maintaining their time schedule due to pressures caused by running more than one training in one venue. In one case of AToT, some trainees with good practical skills but low schooling levels had difficulties in understanding the material, and in writing. One VDRC monitor who understood the local language helped the trainees keep up with the daily training activities.

4.2. OUTPUT 2: Verification of the outputs reported through on-site monitoring, Phone call survey and Beneficiaries satisfaction survey on disbursement-linked indicators

Result: The verification report from the sub-project for 2012/13 and 2013/14 enabled the disbursement of funds for the EVENT Project.

The EVENT reports were studied and the data verified using different methods, including on-site monitoring, phone calls, and a post-training beneficiary-satisfaction survey of sample trainees. The beneficiary study covered 1,155 trainees out of a total of 4,070 trainees (28%), ranging from a quarter to half of the trainees monitored in each training category. Of the 1,155 interviewed during fiscal year 2013/14, 122 were contacted by telephone and the rest in-person. Best efforts were made to meet beneficiaries in person to verify the reports submitted by EVENT. However, for those who could not be met in person, a phone survey was used. A total of 10 beneficiaries from Dolpa and Mugu were contacted via phone, while the rest were met in person. If the trainee was not able to be contacted, attendance was verified by contacting other trainees who knew this person. The reports presented by EVENT PS in some instances could not be verified through supporting field documents; however telephone surveys confirmed the missing information[6].

The sub-project verified the data submitted by EVENT, and the verification report was submitted to CARTA and the World Bank through Helvetas-Nepal. Both verification reports were almost in line with those submitted by EVENT. Some minor inconsistencies were highlighted in the reports for further improvement in implementation of the training program. The following table summarizes the verification results for all groups.

TABLE 5: COMBINED DOCUMENT VERIFICATION RESULTS FOR ALL TRAINEES (DLI 1-4; 2012/13 AND 13/14)

Heading			Reported	Verified	Source of verification	Remarks
Advertisement						
	1	Newspaper (Kantipur daily)	y	T*	Scanned copy	In case where directly selected trainees, (SMToT and Skill test managers), no public announcement
	2	Television	N	T		
A. Trainee selection						

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[5] There were no significant differences between the two service providers.
[6] The TPM report endorsed the EVENT PS as they were verified using a telephone survey.

	1	Formation of selection committee	Y	T	
	2	Screening application	Y	T	
	3	Written test	Y	P	Applicable in case of more applicants
	4	Interview	y	P	Applicable in case of more applicants
B. Trainer selection					
	1	Process followed			Well-defined procedures not always strictly followed (e.g., Trainers from TITI and NSTB). Also, In SMToT, Trainers from university academics
	2	No. of trainers as required	2-5	T	
C. Designing Training Curriculum and Materials					
	1	Involvement of Subject Matter Specialists	Y	T	
	2	Curriculum and training material prepared/ available	Y	T	
	3	Training materials	y	T	
	5	Following time as planned	y	T	
	6	Use of right Resource person	Y	T	
	7	Punctuality	Y	T	
D. Conduction of Training Events					
	1.	Lecture method	Y	T	
	2	Group exercise	Y	T	
	3	Use of audio-visuals	Y	T	
	4	Demonstration	y	T	
	5	Simulation exercise	y	T	In STA training
E. Monitoring by EVENT PS					
	1	No. of times PS staff visited during the training event	occasionally	T	
F. Achievement in Figures					
	1	No. of Trainees enrolled in the training	3789	4093*	
	2	No. of Trainees who took the final test graduated from the training	3788	4092*	*Special MToT organized for TITI, CTEVT and EVENT Trainers
	3	No. of Trainees receiving the certificate of graduation	3788	4092*	*Special MToT for 25 trainees

Y=yes, T=true, N=no, P= partly

In conclusion, the achievements were consistent with what was reported by the EVENT PS.

The target numbers of trainees and achievements for F.Y. 2012/13 and 2012/2014 are presented in the two tables below.

TABLE 6: ACHIEVEMENTS OF TARGETS FOR DLI 1-4 IN F.Y. 2012/13

DLI Description	F.Y.2012/13 Target	F.Y.2012/13 Achievement	% of target achieved	Verification report consistent with report?
DLI-1: No. of Lead and Assistant Trainers trained	300	182 + 137	106.3	Yes
DLI-2: No. of Master Trainers trained	40	40	100	Yes
DLI-3: No. of Skill Test Assessors trained	1450	1456	100.4	Yes
DLI-4: No. of Skill Test Mangers trained	128	131	102.3	Yes

TABLE 7: ACHIEVEMENTS OF TARGETS FOR DLI 1-4 IN F.Y. 2013/14

DLI Description	2013/14 Target	2013/14 Achievement	% of target achieved	Verification report consistent with report?
DLI-1: No. of Lead and Assistant Trainers trained	500	672	134.4%	Yes
DLI-2: No. of Master Trainers trained	45	45	100%	Yes
DLI-3: No. of Skill Test Assessors trained	1250	1324	105.9%	Yes
DLI-4: No. of Skill Test Mangers trained	75	105	140%	Yes

In both years, the totals trained exceeded targets.

4.3. OUTPUT 3: Quality of the (DLI- 1-4) training events will be assessed through a Beneficiaries Satisfaction Survey post traininG

Result: A beneficiary satisfaction survey was completed and the findings reported.

The CARTA sub-project developed a questionnaire (Annex 8.3) for beneficiaries to express their level of satisfaction in judging the quality of the trainings they received. Two sets of questionnaires were used: one for ToTs and another for the skill test managers/assessors. The quality indicators included the physical facilities for the training, training methodology and trainer's behavior. The questionnaire also gathered information about the use of the training in their current job. The level of satisfaction was recorded as "Very Poor" to "Very Good" on a 5-point scale. The survey sampled 33% of the ToT trainees for Lead and Assistant Trainers, 50% of Master Trainers, 25 % of Skill Test Assessors, and 33% of Skill Test Managers from the total trainees trained during the period from 2012/13 to 2013/14 (for a total of 1,155 of 4,070, or 28 % of total, see 5.1, above). The following sections summarize the findings:

a) **Distribution of trainees among the trades**

The trainee profile in the survey sample is noted in the following table. Not surprisingly, in an agrarian country more agriculturists were part of the sample. The exception is in the ATOT and LTOT training sessions, where health sector trainees were a larger proportion of the sample (36%).

TABLE 8: DISTRIBUTION OF TRAINEES BY TRADE IN THE SURVEY SAMPLE[*]

Technical Sectors	STA trainees	A/LToT[7] trainees	MToT trainees	EVENT Component 1
1. Agriculture	23	17	37	21
2. Construction	19	8	7	15
3. Electrical	11	7	-	10
4. Health	8	36	13	18
5. Tailoring	10	8	-	9
6. Computer	5	6	3	5
7. Electronics	5	6	-	5
8. Mechanical	4	2	-	3
9. Hospitality	3	4	3	3
10. Automobile	1	-	-	0
11. Forestry	1	-	-	-
12. Renewable energy	1	-	-	1
13. Textile	1	-	-	-
14. Others	6	6	37	8

Results of STM were not presented as they primarily were non-technical persons and could not be grouped into these categories mentioned in the table.

b) Gender and ethnic distribution

Based on the sample, nearly three times as many men attended the STA sessions as women, and for STM, almost twice as many men as women. In contrast, the proportion of women attending ToTs was little above 40%.

TABLE 9: GENDER DISTRIBUTION OF TRAINEES (PERCENTAGE) IN THE SURVEY

Gender	STA trainees	STM trainees	A/LToT trainees	MToT trainees	EVENT Component 1
Male	74	62	58	57	68
Female	26	38	42	43	32

In STA, just over one-third of the participants came from minority communities (5% Dalit, 30% Janajati), compared to one fifth in STM. Similar patterns were observed in ToTs, highlighting the need to improve the inclusion of minorities in training events. The table below presents the sampled ethnic distribution of trainees in these events.

TABLE 10: ETHNIC DISTRIBUTION OF TRAINEES (PERCENTAGE) IN THE SURVEY SAMPLE

Ethnicity	STA trainees	STM trainees	A/LToT trainees	MToT trainees	EVENT Component 1
Dalit	5	0	4	3	4
Janajati	30	20	31	33	30
Others	65	80	65	64	66

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[7] Assistant and Lead ToT were grouped together because of their grouping in the targets of EVENT Project as DLI-1.

There was no fixed target for the inclusion of different ethnic groups in the trainings but inclusiveness was one of the targeted objectives of the EVENT project. If the low proportion of dalits in the sample is representative of the total population of trainees, then one of the reasons may be the methods used to communicate information about the training sessions.

c) **How trainees received information about training sessions**

This chart shows that various forms of communication are needed to reach potential trainees.

TABLE 11 : HOW TRAINEES RECEIVED INFORMATION ABOUT TRAININGS

Source of information	STA trainees	STM trainees	A/LToT trainees	MToT trainees	EVENT Component 1
1. Newspaper	15	5	32	57	20
2. Working Organization	27	41	36	17	30
3. Friends	38	35	12	17	30
4. Local Office	15	11	4	3	11
5. Internet	3	3	14	6	6
6. FM	-	1	-	-	-
7. Others	2	4	2	-	2

For example, only 5% of Skill Test Managers received information from newspapers, but newspapers were the main source of information about training events in MToT (57% trainees got the information from newspaper). Also, it may depend on the trainees existing relationships. In the cases of AToT and LToT, trainees received information from working organization (36%), followed by newspaper (32%), internet (14%), and friends (12%)). This may be due to the fact that trainees of more than 50% of the AToT training events were directly selected by the EVENT PS through local, technical-training providers (TTPs). The training events organized for ToT programs for the trainees directly selected by EVENT PS through Technical Training Providers (TTPs) in different districts were not advertised in the public media. This may have deprived potential trainees in the area, who were not within the reach of the TTPs.

Finally, although Vijaya radio broadcasted about the events only one trainee in the sample heard about the training through FM. There is widespread belief that the use of radio is effective at reaching people, especially in rural areas. It is not clear why the number was so low. It may be that the other sources of information were given more priority by the trainees; therefore they did not think to mention the FM broadcasts[8].

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[8] One general, but unverified, explanation why representation of minorities in the trainings may be low is that the cost of a radio may be too high for most members in this group—it is still considered a luxury item according to Helvetas and VDC staff. Still this does not explain why so few trainees reported receiving information via FM, since the trainees are not all poor. There is insufficient data to determine a cause for the low reliance on radio for information about the trainings.

d) Overall satisfaction

After the events the trainees were asked how satisfied they were in the overall delivery of the training and other related facilities that were provided during the training. The trainees in all the trainings were largely satisfied, with a significant percentage rating the trainings "very satisfactory."

TABLE 12: OVERALL SATISFACTION LEVEL OF TRAINEES SAMPLED BY TRAINING SESSION TYPE

Overall satisfaction level	STA	STM	A/LToT	MToT	EVENT Component 1
Very unsatisfied	1	1	2	0	1
Unsatisfied	1	4	-	3	1
Normal	14	32	3	3	12
Satisfied	62	57	65	67	63
Very satisfied	22	6	30	27	23

A more detailed analysis of these results would need more study.

e) Trainer's performance

Similarly, trainees were satisfied with the training methods. These ratings reflect the general satisfaction levels in the previous table.

TABLE 13: TRAINING METHODOLOGY EVALUATED BY THE TRAINEES

Training methodology	STA	STM	A/LTOT	MTOT	EVENT Component 1
Very poor	0	0	1	0	0
Poor	0	1	0	0	0
Normal	15	27	6	17	13
Good	63	68	58	50	61
Very good	22	4	35	33	25

f) Trainer's activeness

The trainers' performance ratings reflect their activity levels during the training; the more active the trainer, the better the performance rating. Overall, trainers were actively working during the training session and encouraged some trainees who were not actively participating or lagging behind.

TABLE 14: EVALUATION OF TRAINER'S ACTIVENESS IN THE TRAINING EVENTS

Trainer's activeness	STA	STM	A/LTOT	MTOT	EVENT Component 1
Very inactive	0	0	0	0	0
Inactive	0	0	0	0	0
Normal	9	13	4	17	7
Active	60	76	54	40	56
Very active	31	11	42	43	36

g) Training manual

The training manual prepared by the training implementers was found to be "easy" or "very easy" by most trainees. Note that these levels also correspond to the general satisfaction levels.

TABLE 15: EVALUATION OF TRAINING MANUAL BY TRAINEES

Language in Manual	STA	STM	A/LTOT	MTOT	EVENT Component 1
Very difficult	0	0	0	0	0
Difficult	0	0	2	0	1
Normal	17	18	25	13	19
Easy	68	75	61	60	66
Very easy	15	7	12	27	14

h) Training environment

Most respondents rated the training hall facility as either "good" to "very good."

TABLE 16: EVALUATION OF TRAINING HALL BY TRAINEES

Training facility	STA	STM	A/LTOT	MTOT	EVENT Component 1
Very poor	0	0	0	0	0
Poor	2	1	4	0	2
Normal	22	15	23	13	22
Good	59	70	61	47	60
Very good	17	14	12	40	16

Similarly, the trainees were satisfied with the meals.

TABLE 17: EVALUATION OF FOOD QUALITY SERVED IN THE TRAINING

Food quality	STA	STM	A/LTOT	MTOT	EVENT Component 1
Very poor	0	0	0	0	0
Poor	1	1	1	0	1
Normal	20	24	27	30	22
Good	57	65	54	50	57
Very good	22	10	18	20	20

i) Impact of training

It is too early to determine the impact of the trainings. Instead, the sub-project looked at the ability of trainees to use the skills they received. At the time of the survey, 20% of trainees had an opportunity to be a Skill Test Assessor for 1-2 tests, (7% assessed 3-5 tests, 4% for 6-8 tests, and 2% for more than 8 tests), while 80% did not have an opportunity. Similarly for STM, 90 % never had an opportunity to be a Skill Test Manager[9]. There are no targets to use these trainees. The training graduates were in the roster list of the NSTB to use them as Skill Test Assessor and Managers. Several trainees complained that the respective institutions did not give them opportunities to use their newly acquired skills from the Skill Test Assessor, or Manager trainings. More study is needed to determine why only small numbers of skill-assessor trainees had chances to apply their skills. Unfortunately the data for the trainees from the MToT and AToT were not available to make a similar analysis.

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[9] Some trainees who had the call for their service were unable to join due their personal reasons but such trainees were very limited.

j) Selection procedure for acceptance to the TOT training sessions

Every trainee had to take a selection test to enter the MToT session. In the case of Assistant and Lead ToT applicants, 48% respondents took a written test, 18% an oral test, and 3% both written and oral tests. Over 31% of the trainees did not take any test, which may indicate that the selection process and screening technique are not followed uniformly across all training events. The selection process was frustrated in some cases because of the difficulty in collecting information from applicants.

k) Need for TPM

The survey also queried the trainees about the need for monitoring. Across STA and STM, more than 90% of the trainees surveyed responded that the presence of third-party monitoring improved the training experience. The trainees felt that TPM played an important role by scrutinizing the punctuality and training quality of the training facilitators, and in improving the logistics management during the trainings.

The trainees commented, during informal interactions, that there were significant differences between monitored and unmonitored trainings. They noted that trainers in unmonitored trainings would compromise the number of training days, and not follow the series of lessons in the handbook. According to Miss Pabitra Pokhrel, one of the trainees who attended the LToT training in Biratnagar, "*The presence of a monitor has made us more serious in our learning process, and we remain cautious during the classroom since we have the feeling that there is someone who is inspecting our performance.*" She added that the monitoring practice completely stopped side-talk among the participants and kept the instructors and trainees strictly focused on the lessons. She further said, "*The training environment of present LToT is completely different from the previous TITI training that I attended.*"

TABLE 18: PERCENTAGE OF TRAINEES WHO EXPRESSED THE NEED FOR TPM TO IMPROVE TRAINING

Need for TPM	STA trainees	STM trainees	A/LToT trainees	MToT trainees	EVENT Component 1
Yes	95	99	98	87	96
No	5	1	2	13	4

The training instructors in the monitored sessions opinioned that third-party monitoring is a cross-verification process to enhance the quality of the delivery, which they considered to be a good practice that needs to be continued. According to one instructor, "*If someone is watching us, we would be more conscious of our teaching methods and content.*" Another senior instructor said, "*the silent monitoring does not disturb them [the instructors]; it has rather increased alertness among the instructors.*"

4.4. OUTPUT 4: Improvement in the completeness of document submission to the training organizations

Result: Better documentation of the trainees.
The submission of complete applicant documentation is mandatory, since the selection of trainee participants is based on this information. Overall, the application documentation was more complete in 2013/14 than in the previous year.

- For A/LToT trainees, 88% submitted their qualification documents, compared to 79% the year before.
- For MToT, 100% completed the documentation in 2013/14, compared to 96% in the previous year.
- For STA training, 92% submitted qualification documents in 2013/14, compared to 74% of the trainees in 2012/13.

5. PROJECT MANAGEMENT

The sub-project was funded by a grant from the Japanese Social Development Fund (which is administered by the World Bank) to the Partnership for Transparency Fund (PTF). The sub-project is one of 12 projects in the PTF CARTA program. PTF partnered with Helvetas Nepal to manage CARTA's implementation in Nepal. PTF and Helvetas Nepal selected Vijaya Development Resource Center (VDRC-Nepal) to implement the sub-project through a competitive process. VDRC-Nepal was solely responsible for overall delivery and smooth running of the sub-project.

The sub-project hired one team leader, three monitoring officers, three senior program assistants, and one office assistant. Three regional clusters were established, each with one monitoring officer and a senior program assistant. The regional offices were established in Kohalpur, Kathmandu and Biratnagar. VDRC-Nepal also formed an internal project monitoring team consisting of two members from the executive committee of VDRC-Nepal, one from CTEVT and one from independent post-trainee from the EVENT training program. This monitoring team reviewed the project activities, giving suggestions.

Helvetas Nepal provided technical support, including facilitation with the stakeholders, particularly during sharing meetings with EVENT PS and the World Bank. A PTF Technical Adviser to the sub-project provided valuable feedback and suggestions.

5.1. Problems and challenges encountered and the ways they were addressed

The sub-project faced problems at the start and during the implementation. The problems faced in implementing the project were:
- The initiation of the sub-project did not leave much time for building rapport with the major stakeholders, including EVENT PS. As a result, EVENT PS had an ambiguous relationship with VDRC-Nepal as a third-party monitoring agency. Although gaps in understanding of the TOR, and the roles to be played by each stakeholder, were addressed during many rounds of interactions, the overall working calendar of the sub-project was considerably affected. In addition, to cater to the issues raised by EVENT PS, the project team adopted some changes in the project objectives, without changing the basics of third-party monitoring of the project. Some of the changes included the role to be played by the third-party monitor; particularly, the use of a beneficiary satisfaction survey rather than deploying training experts to rate the quality of the trainings. In this approach the trainees' opinions were gathered rather than an external expert.
- Since multi-stakeholder orientation meetings could not be arranged at the beginning of the sub-project, the implementing institutions, NSTB and TITI, were not cooperative at first. Later, they cooperated reasonably well with the sub-project team. The problem was addressed to a

greater extent during the inception workshop and also through the stakeholder's workshop,[10] with their active participation.

♦ In the first year, the sub-project team could not collect the profiles of all the trainees for the Skill Test Assessors and Managers; this was improved after the first stakeholders meeting. This was because the managers of TITI and NSTB were not well informed by the focal persons identified for the EVENT-sponsored training programs about third-party monitoring (although they participated in the inception workshop and subsequent stakeholders meeting). The focal person in NSTB was transferred to another section of the CTEVT, and no official focal person was nominated in his place. This required the sub-project team to spend substantial time building rapport with the new personnel assigned to collect the needed documents by the sub-project. An orientation within the organization and a smooth handover of the roles and responsibilities with the new focal person would have avoided such difficulty in implementing the sub-project.

♦ The sub-project was only initiated just before the commencement of an EVENT training. This caused a strain in program planning for the on-site monitoring of the events. Stakeholders, TITI and NSTB, could not provide the annual plan for training events for AToT, LToT, MToT, Skill Test Assessors and Managers training. This meant that substantial changes and compromises had to be made by the sub-project management team to avoid conflicts and achieve the results at any cost.

5.2. TPM sustainability

VDRC-Nepal in partnership with Helvetas Nepal and PTF has highlighted the importance and significance of having third-party monitoring in a large public sector investment such as EVENT. The changes brought about by having an independent monitoring agency have been widely appreciated, but the question is will they continue. It would appear that there is a positive cost-benefit relationship to providing independent monitoring, but these calculations still need to be made.

As a result of the sub-project, a network of CSOs with knowledge of TPM exists. These CSO partners were successfully included in several capacity-building activities of TPM in Gaindakot, where they learned to assess the quality of services, especially training events, using different social accountability tools. Such a consortium can help build the capacity at national level and further develop a roster of professionals who can practice TPM in future projects.

5.3. Dissemination of results and outcomes

The outputs were shared with concerned stakeholders to continue monitoring work beyond the sub-project period. The disseminations methods used were:

♦ Good practices and results of third-party monitoring were shared with the stakeholders, CARTA partner organizations during the sharing meetings and workshops.

♦ Working with the media was fundamental in disseminating the sub-project's success stories including the public opinions and perceptions. Vijaya FM played a major role in disseminating the sub-project's success stories and need for the third party monitoring in other projects. Still,

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[10] First stakeholder workshop on 29th Aug 2013

it is not clear that the message was received. While the number of people who cited the radio as the way they received information to apply to the program was low, there may have been more listeners who had no intention of applying, but were affected by the stories and the interviews. We do not have sufficient data to know the full effect of the use of radio broadcasts.

- Lessons learned, issues and recommendations from the monitoring of different trainings organized by EVENT PS and implemented by TITI and NSTB were also shared with stakeholders, mainly HELVETAS, PTF, World Bank and CARTA partner organizations in Nepal by participating and presenting in the regular sharing meetings.
- A dissemination workshop was held to share the success stories, lessons learned and compile the good practices accomplished during VDRC-Nepal's project management.

6. Lessons learned and recommendations

6.1. Lessons learned from implementingimplementing TPM

VDRC-Nepal has had a long history involvement in project monitoring and evaluation; however, TPM was a new concept for the Project Implementing Team (PIT)—as well as the EVENT PS. There was an initial period of testing different ideas and methods. As a result, many approaches planned at the sub-project inception were revised with the consent of the WB and Helvetas-CARTA. For example, assessment of the quality of the trainings conducted by TITI and NSTB through the deployment of the training experts was discussed and finally discarded. The discussion team believed that such involvement of experts would discourage the constructive engagement of the third-party monitor while at the same time add significant cost to the sub-project. Likewise, inclusion of a representative to further monitor the engagement of the third-party was another issue. The team, during discussions, concluded that representatives from EVENT and TITI/NSTB would negatively impact the independence of the monitoring team rather than support it.

Some of the lessons learned relate to internal management of the CARTA program in the area of TPM; however, the same lessons derive from the VRDC/PIT experience as a local CSO responsible for TPM. This is especially so when working in locations that lack experience with TPM, as was the case with the EVENT PS as well as the major training institutions, TITI and the NSTB. Among major lessons learned were:

- **Grouping of trainees with similar skill levels can enhance the productivity of the classes.** For example, some trainees with a low-level of schooling, but with a high level of trade skills had difficulty with the language used in the training; consequently, they lagged behind, causing the class to slow. The VDC staff observed that grouping trainees with extreme differences in language and trade skill levels in a single, uniform-content training presents difficulties for a trainer. There is also the problem of having too many trainees from one sector in a particular training class. For example, a considerable proportion of trainees in ToTs were from one sector (health), which led to poor participation by other sector trainees, according to observations.
- **The role of the monitor at training events was more involved than originally expected.** Initially, EVENT PS, Helvetas Nepal and VDRC-Nepal all agreed that the monitor would be a silent observer, during the inception phase of the sub-project. However, during the course of initial

monitoring of the training events, a degree of involvement by the monitor was deemed essential by the rest of the parties. Since the concept and involvement of a third-party is new, the need for more active involvement by the monitor was discussed during the stakeholders' sharing meeting, and a protocol for the involvement of the monitor was revised, with some defined roles of the monitor, during the course of on-the-spot monitoring. The degree of the monitor's involvement was further asked to be revised as even more involvement was requested by the trainees and trainers during the training. It was felt that routine interactions among the stakeholders, including a third-party monitor, would allow for immediate improvement in the approach and methods of the training being delivered. This request was discussed with EVENT-PS, which agreed that a higher degree of involvement would be appropriate if there is a similar program in the future. Examples of some additional roles proposed included the inclusion of feedback sessions during the training programs and structured interactions with trainees and trainers separately and jointly.

- **The protocols for operating a TPM project cannot be assumed to be understood by all the stakeholders.** There was not a common understanding of TPM at the beginning of the sub-project. A period to build rapport among the partners was therefore necessary, with some routine sharing meetings among them. The meetings should have been focused in sharing the approaches, developing common understanding, agreeing on monitoring tools to be used during the TPM. For example, in several cases, the sub-project team was not informed of the selection of candidates, which led to delayed input-tracking of trainee profiles. A number of efforts were made by the project team to acquire the required information after the start of the sub-project; however, significant time, energy and money were wasted in chasing down this information.

6.2. Recommendations

Based on the data, the TPM of the EVENT project proved successful overall. The PS and major stakeholders benefited from independent monitoring in terms of training quantity and quality (e.g., adherence to content and schedules by trainers, greater engagement reported by trainees than in other training programs). In part owing to the lack of experience with TPM and in part owing to other causal factors, some critical inputs were not provided in timely fashion (e.g., training schedules), and some important criteria were not fully applied (e.g., for selection of trainees). The following recommendations stem from the lessons presented above and other results of this TPM sub-project of a large-scale training program. They are presented in two parts: recommendations for EVENT-like training programs, and for introducing TPM more broadly.

For the EVENT-like program:
Recommendations related to training programs
- **Scheduling**: In order to provide effective on-site TPM of training programs, training schedules and targeted numbers need to be provided by the PS to the monitoring group well in advance[11] of the training.

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[11] The project team should alert the monitoring agency as soon as the training schedule is fixed.

- **Selection Criteria**: In line with training objectives, such as those for technical trainers under EVENT, it is critical that trainees meet selection criteria for qualifying (experience and/or prior training) and that the selection process apply the agreed criteria uniformly and transparently. For training of technical trainers, specifically, skill levels, education, and languages spoken need to be matched to training offered. In addition, where greater numbers of minorities, lower-income candidates, or particular specialties are desired for training programs, selection criteria needs to be adapted accordingly.
- **Advertising Training**: In order to attract a diverse set of trainee applicants, information should be channeled through national mass media, newspapers, local radio, or TV networks. The training events for the trainees directly selected by EVENT PS through Technical Training Providers (TTPs) in different districts were not advertised in the public media. Making training providers responsible for advertising limited the pool of candidates largely to graduates of their institutions. This has been important as such provision has deprived potential trainees in the area but were not within the reach of the TTPs[12]. This process created substantial difficulties in verifying the qualification documents.
- **Trainee Documentation**: In order to improve records and facilitate TPM complete documentation needs to be required on each trainee selected. A system to store training-related information (hard and electronic copies) needs to be in place.
- **Training venue:** Trainings held in venues (e.g. hotels or party palaces) other than technical schools, often were disturbed by concurrent events (weddings, meetings, etc.) at the same venue, which affected the delivery of sessions. Where there was more than one training event organized in a single venue, there were delays in the training because the lunch and tea breaks were extended.

For future project design:

Recommendations related to using TPM
- **Need for Flexibility.** Introducing a new TPM program is likely to experience resistance, (as initially encountered among EVENT stakeholders). In order to move forward, frequent interchange among stakeholders are recommended, and also a willingness by the monitoring group to adapt plans while maintaining the basic TPM objectives.
- **Clarification of Roles and Responsibilities**. As rapport builds among stakeholders in a TPM exercise, it is important to clarify responsibilities of each party to facilitate the monitoring. In particular, information requirements (e.g., on trainees, training schedules, etc.) need to be met in a complete and timely fashion.

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[12] Several trainings organized by NSTB are an example.

7. Annexes

7.1. Logical framework

	Intervention logic	Objectively verifiable indicators (OVI)	Means of verifications (MoV)	Assumptions
Overall objectives (Goal)	Efficiency of training provided under EVENT assessed and reported.	The performance of the trainers enhanced with their replicability in their use	• Records of trainees maintained by the trainers	
Specific objectives (Purpose)	• Use monitoring tool in agreement with the EVENT PS to assess the outputs of the capacity building component. • Verify whether the outputs achieved by the component are in line with the disbursement linked indicators described in EVENT project appraisal document. • Assess the gaps (qualitative and quantitative) between standards and delivery of the training services	The degree of resemblance on indicators (Duration/Content etc. during training At least 90% of the project beneficiaries will find the sought information timely.	• Periodic reports • VDRC-Nepal, CARTA and EVENT publications • Dissemination workshop report/presentation	• Collaborative harmony between EVENT-CARTA and VDRC-Nepal
Expected results (Outputs)	• Results and lessons learned during the monitoring and verification intervention reported • Assessment of the problems and dissemination of findings conducted • Issues highlighted by target beneficiaries discussed in mass media and solved. • Provision of routine third-party monitoring of the public sector services established and practiced	• Inception, intermediate and final report with monitoring manual will be developed. • The gaps in quantity and quality in the capacity building (component 1 sub component 1-4) of EVENT will be identified. • Vijaya FM will broadcast issue based program every week. • At least a mechanism to follow up the same in EVENT established	Sub-project reports Sub-project records Workshop proceedings Training manual Radio programs Monitoring Committee at each level of capacity building (Master, Lead trainer and skill test assessors.	• Continued support from the EVENT secretariat. Scheduled accomplishment of the stipulated trainings by EVENT partner (e.g. CTEVT/TITI)
Activities	• Inception workshop • FGD with various stakeholder groups • On-site visit to the training venues	**Means:** *Human resource :* • Project coordinator • Monitoring officers • Monitoring assistant	• Workshop report • Progress reports • Survey questionnaire	• An agreement for sub-project implementation among CARTA-EVENT and

	• Monitoring of the training events • Verification of training records • Conduct CRC survey • Data analysis (quantitative and qualitative) • Dissemination workshop • Recommendation of reformatory activities	• Data entry operator • Admin/Finance manager		VDRC is necessary at the start. • Advocacy can only be effective if MoE takes the ownership of the results after the dissemination workshop.

7.2. Sub-project ToR with implementing agency

1. Governance gap in the project's implementation arrangement to be addressed by the sub-project	Governance issues • Possible inconsistency between reported outputs and reality in the training of master trainers, trainers, skill test assessors, and skill test managers (component1) Governance gaps • Verification and monitoring of the outputs and activities of training of trainers, master trainers, skill test assessors, and skill test managers (component1)
2. Locations to be included in the sub-project	The training of master trainers, trainers, skill test assessors, and skill test managers will take place in 50 locations across the country (in around 34 districts) almost continuously. Complete records of all training events in all locations will need to be reviewed and site observation of what it takes place will also be necessary. However, field verification will be done on random sample basis only. Each year the sample will include 100% of the training events in the case of training of trainers and master trainers: and 25% of the total number of training events in the case of training of skills test assessor and skills test managers.
3. CSO activities intended to address identified gaps	A CSO will be engaged to • Monitor and verify the outputs and activities related to the various disbursement linked indicators under component 1 of the project (training of trainers, master trainers, skill test assessors, and skill test managers) which are triggers for payment as described in the PAD and agreed in the Financing Agreement (FA) between the Government of Nepal and IDA. The assessment will include a rating of the quality of training under these component and also indicate whether participating beneficiaries have received more than one training under the project.
4. Information and analyses to demonstrate and measure impacts of the sub-project on the project	Information required: • Training schedules and trainees lists(with trainee profiles, including photographs) at start of the training, training records, trainee certification records, training completion reports • Information collected through direct observation of training programs, interviews with trainees and graduates Analyses: • Quantitative analyses of records and comparison with information gathered from observations and interviews • Qualitative observations based on field observations • Evidence based evaluation report on the extent to which reported outputs and activities are consistent with what is happening in the field Monitoring and reporting formats: • The CSO will develop monitoring and reporting tools in consultation with the EVENT PS to ensure that they are consistent with the agreed upon activities. • The CSO will prepare a monitoring plan which it will share with the EVENT PS and follow closely

7.3. Questionnaire

Agreed questionnaire for beneficiaries satisfaction survey post training
VIjaya Development Resource Center
Gaindakot- 8 Nawalparasi
Beneficiary Satisfaction Survey Questionnaire

Surveyor's name: **Date surveyed:**

This survey questionnaire is prepared for **Monitoring for Enhanced Accountability Program** implemented by **Vijaya Development Resource Center** (VDRC-Nepal) for the collection of data to measure the satisfaction level of Trainees participated in the training programs sponsored by (Enhanced Vocational Education and Training) EVENT Project post training. This information will be used only for monitoring purpose. The sharing of experiences and opinions will not be used in other areas without permission of the interviewee. VDRC-Nepal humbly requests to answer honestly, without hesitation and any biasness of the questions asked.

1. Personal Information of beneficiaries

Name:			Registration No:	
Address	Permanent: District:	VDC/Municipality:		Ward No:
	Temporary: District:	VDC/Municipality:		Ward No:
Sector/Occupation:-		Organization:-		
Designation:-		Qualification/Level:-		
Do you have working experience in related sector? ☐ Yes ☐ No				
If yes, how many years do you have experience? ☐ Year ☐ Months				
Age:- ☐	Gender:- ☐ Male ☐ Female ☐ Others			
Marital Status:- ☐ Married ☐ Unmarried ☐ Single				
Caste/ethnicity:- ☐ Dalit ☐ Janjati ☐ Others				
Special Status:- ☐ Differently able ☐ Single Woman ☐ Kamlari ☐ Kamaiya ☐ Haliya ☐ Madhesi				

2. Information of training providing institution

Name of Training:-	☐ Master Trainer TOT ☐ Lead Trainer TOT ☐ Assistant Trainer TOT ☐ Skill Test Assessor ☐ Skill Test Manager
Training organized by	☐ Training Institute for Technical Instruction (TITI) ☐ National Skill Testing Board (NSTB)
Local Contact Partner	
Training Venue/ date	/
Duration of training: ☐ 2 days ☐ 3 days ☐ 2Weeks ☐ 4 weeks	
Number of days involved in training:- days ☐ Number of Trainers involved: ☐	
How did you learn of the training?	☐ Newspaper ☐ F.M./Radio ☐ Friends ☐ Internet ☐ Working Organization ☐ Local Contact Partner ☐ Poster/Pamphlet ☐ Others
What kinds of Test did you face in the selection process? ☐ Written Test ☐ Oral ☐ Both ☐ None of them	
How many days/months before did you know about your selection for the Training? ☐	
Did you pay any type of fee to participate in the Training? ☐ Yes ☐ No If yes, how much did you pay? ☐	
Did you get training allowance ? ☐ Yes ☐ No If yes, how much per day? ……………………………	
Did you get the certificate after the training? ☐ Yes ☐ No	
Did you receive any certificate for the training? ☐ Yes ☐ No	

3. Satisfaction level of trainees with different parts of the training.

Descriptions	Answer				
Please, rate the accessibility of training venue.	Very Accessible	Accessible	Normal	Difficult	Very Difficult
Did you get the Training Manual?	Yes No ☐ ☐				
Please rate the understandability of language used in Manual.	Very simple	Simple	Normal	Difficult to understand	Very difficult
What about the facilities of training hall?	Very good	Good	Normal	poor	Very poor
How do you feel the environment (light, sound, sanitation etc.) of training hall?	Very good	Good	Normal	poor	Very poor
How effective were the training techniques related to subject matter used by the trainer?					
Did the trainer facilitate all subject matters mentioned in the manual ?	☐ Yes ☐ No				
Did the trainer applied participatory method?	☐ Yes ☐ No				
Did the trainers repeat important topics of content?	☐ Yes ☐ No				
Was the training material managed by the training organization for the training useful?	Most useful	useful	Normal	Less useful	Least useful
Did you feel the refreshing training materials (flip chart, news print, and other references) contextualized ?	Most related	related	normal	Less related	Non related

Did the trainer involved in the training as per the lesson plan?	Yes ☐		☐		
How did you feel the behavior of facilitator?	Very Good	Good	Normal	Poor	Very poor
How proactive you feel the trainers in delivering their skill ?	Very active	Active	Normal	Less active	Inactive
How was the trainer's behavior towards the trainees?	Very good	good	fair	poor	Very poor
How did you feel the language delivery of the facilitator?	Very Good	Good	Normal	Poor	Very poor
Was the language used by the trainer gender friendly ?	Very friendly	friendly	fair	Poor	Very poor
Did you attend the pre-test and post test during the training?	☐ Yes		☐ No		
If yes, how did you feel the standard of questions of these tests?	Very easy	Easy	Normal	Difficult	Very difficult
What did you experience the sufficiency of materials for practical classes?	Very sufficient	Sufficient	Normal	Insufficient	Nothing
Did you feel the training period sufficient for delivering the content of the training?	☐ Sufficient		☐ Not sufficient		
How did you feel about the food/snacks/tea provided by organizer?	Excellent	Very Good	Good	Poor	Very poor

4. **Satisfaction level post Training.**

Description					
For ToT trainee How much you experienced the remarkable improvement in your job after training?	Very improved	improved	normal	Less improved	Not improved
For Skill Test Assessors or Managers Trainee How many times were you involved as Skill Test Assessor or Manager after the training?	>8	6-8	3-5	1-2	Not at all
Did you get financial benefit after participating in the training?	☐ Yes ☐ No				
What is the response received from your colleagues after receiving training?	Very good	Good	Normal	Poor	Worse
Do you need refresher Training?	☐ Yes ☐ No If yes, suggest the gap with first training? ☐				
What is your overall satisfaction level with the Training?	Very satisfactory	Satisfactory	Normal	Less satisfactory	Unsatisfactory

5. **About Third party monitoring**

Do you feel importance of Third party Monitoring to enhance accountability?	☐ Yes ☐ No
If yes, in which part it will improve the training? Trainees selection process ☐ Presentation time by facilitators ☐ Training hall management ☐ Refreshment and food ☐ Subject matter presentation ☐ All of above ☐	
If any others………..	

6. Likes and dislikes parts of the Training

Like parts of Training	Dislike parts of Training

7. Please give your suggestions for improving training in future?

Signature of Interviewer   Signature of Respondent

7.4. Agreed questionnaire for phone call survey for Skill Test Assessor trainees

Questions to ask	Trainee 1	2	3	4	5
Participant's name					
Training center name					
Highest general qualification					
Training duration					
Total no. of class days in the training					
Whether trainee was issued certificate					

7.5. Checklist for Monitoring of the training events

Event details   *Verifier*

Event Name: Name:

Venue: Organization

Event start date: End date:

Heading			Reported	Verified	Source of verification	Remarks
A. Advertisement						
	1	Newspaper National Local				
	2	Television				
	3	FM radio				
	4	Poster, Pamphlet etc.				
B. Trainee selection						
	1	Formation of selection committee				
	2	Screening application				
	3	Written test				
	4	Interview				
C. Trainer selection						
	1	Process followed				
	2	No. of trainers as required				
D. Designing Training Curriculum and Materials						
	1	Involvement of Subject Matter Specialists				
	2	Curriculum and training material prepared/ available				
	3	Training materials				
E. Conduction of Training Events						
	1.	Lecture method				
	2	Group exercise				
	3	Use of audio-visuals				
	4	Demonstration				
	5	Others ………………				
F. Achievement in Figures						
	1	No. of Trainees enrolled in the training				
	2	No. of Trainees who took the final test graduated from the training				
	3	No. of Trainees receiving the certificate of graduation				

t-true, f-false, y-yes, n-no, P-partially fulfilled, NA-not applicable

7.6. Case Studies

Mira Turns to Self Employee

"Why should I go to foreign land if I can earn decent amount of money in the home land"; Said Mira Gurung', 22, Manahari, Makawanpur. She works in Creative Sells and Services Pvt. as a trainer in Garment Fabricator and Bamboo Product Making sector in Makawanpur district.

Born in 1989, she graduated from high school in *Thori VDC* of Parsadistrict. After her marriage, she started to live *Manahari-2, Jyamire*, Makawanpur. After some time, her husband left for gulf country for employment. Then she made an innovative idea for job creation in home land. She got training of Bamboo Craft. After got the training, she made different kind of Bamboo product at her home and sold

it Manahari and *Hetauda Bazaar*. Her products sold not only in Nepal but also in foreign country. She was also trained in garment fabricator sector and she conducted training also garment fabricator sector. She made *Muda, Photo Frame, Chura Stand, Tea mat, Dining Muda, Tool and Mandir etc.* from Bamboo and *Trouser, School bag, T-Shirt, Shirt, pant, half –pant, coat* etc. from garment.

In May2014, VDRC-Nepal, EVENT sub project Implementation team met her at *Ramantar,* she was busy in garment fabricator doing a three-month training. She got TOT for Assistant Trainer from TITI in August 2013. After this training, she was working as a trainer with increased the confidence level. Before the training, she had not followed any rules like planning, using lesson plans, etc. VDRC project team met her for Beneficiaries (trainees) Satisfaction Survey at Makawanpur. She appreciates the third party monitoring by VDRC team because most of the trainees were not using their skill learned from TOT and they only took this training for allowance, so EVENT sub project should regularly monitor the program of trainees. She said this kind of follow up survey and third party monitoring should be continued; this third party monitoring program not only fulfilled the objectives of EVENT subproject but

also supports to find out situation of trainees, progress of trainees, right uses of ToT and also helps the positive appreciation of TOT training of EVENT Project.

Now she supplies bamboo crafts round the year. She is preparing all kinds of bamboo products with trendy and innovative design; there is huge demand and in fact difficult to match supply with the

demand. Her aim is also to be good trainer and support to the nation to produce skilled technician. She managed herself financially for her 6 year old son to admit him in boarding school. According to her rough calculation, monthly income stands Above Rs. 15,000 per month.

At a time, when country is witnessing mass exodus of youth for foreign employment, successful entrepreneurs like her, have shown and give courage to their contemporaries to start something within the country. Some of her trainees have started their own enterprises seeing her success, said Mira. Now she is also calling back her husband from gulf country to support in her enterprises.

Prakash Babu's Success Story

"Honesty and hard labor makes people successful in a short period ". This statement is reality for 32 years old Prakash Babu Shrestha from Khairahani-4, Parsa, Chitwan. After completing I.Com from Tribhuwan University, he tried to find suitable job in Nepal. Tired of finding suitable job within the country, he left for Saudi Arabia to earn his livelihood. After two long hard years in Saudi Arabia, he returned back to his own country with bitter and dialectic working experience. He did not want again to go Saudi Arabia because of many threats and his own family disintegration problem. With little bit savings from Saudi Arabia, he made plan to live in his own country and establish a new business in Nepal. Mean a while, one of his friends informed him about mobile repairing training and he easily accepted to take part in the training at Creatives Sales and Services Pvt.Ltd.

After completing the 3 months training, he applied for skill test exam of level 1 and then he also started mobile repair shop in his own house. He joined for the advanced training in mobile repairing after successfully completing the test for Skill Level-1 in Mobile repairing. After the advanced level training he again upgraded his skill to Level-2. After completing the skill level-2, he worked as Assistant trainer in the same Training Institute where he learned the skill.

He started his business as mobile repair and sales center and gave up the idea of going to other country for job. In the year 2011/12, he was selected for Skill Test Assessor training conducted by TITI. He developed his professionalism in mobile repairing through different trainings and also worked as Skill Test Assessor.

Prakash is the efficient trainer of Chitwan and its periphery area. During the course of conducting the Beneficiaries Satisfaction Survey PIT of VDRC-Nepal, he gave the whole credit to Mobile Repair Training for his busy life. After taking the Skill Test Assessors' Training, he helped NSTB as a Skill Test Assessor in Parsa and Chitwan District in eight different test events. Now a days, in the morning and evening, he is busy in his own shop New Shuvalaxmi Electronics and during the day time he is busy in Creative Sales and Service

as a trainer. When he read the advertisement of ToT for Assistant Trainers to be conducted in School of Health Science, Bharatpur and organized by EVENT project, in Kantipur Daily News of 2070/06/06, he felt himself very lucky to join in that training.

Among 150 applicants, TITI selected only 20 applicants according to merit based selection test. He got 3rd position in that test and participated in the training. After two weeks training, he found the training very beneficial for him. He gave credit to the third party monitoring done by VDRC-Nepal for fair selection of the participants. Strict maintenance of time schedule, equal and respected behavior of the trainers are some of the changes he found in that training, he credited those changes to on-site monitoring by VDRC-Nepal as the third party. He had heard that many other training was ended before the scheduled time but this training was very standard. It was started and ended on time; trainers had followed the schedule of the training. Equal and respected behavior towards participants, use of participatory methods, use of multimedia, and pre-test and post-test evaluation were the strong aspect of training. The training was conducted for 10 working days and paid allowance of 10 days with certificate of participation. He said that all these things happened because VDRC Nepal was monitoring the training onsite as third party.

To crack in a nutshell, Mr. Shrestha is not only a skilled technician but also he is a social leader in his society. His family claimed, after their economic progress their social status was elevated. Mr. Shrestha claimed that with his continuous hard labor he drastically changed his economic level within last three to four years. Now, he had an account in Himalayan Bank and Narayani Bikas Bank and is also saving Rs. 500.00 daily on 3 different cooperatives each. Outside this he bought new motorbike recently and his son admitted in popular boarding school and planned to construct a new house. His wife told us, how their family is very happy with strong economic status. He realized that one day he or she will get the fruit of success if one follows the honesty and continuous dedication to his or her work. He is a good example of successful entrepreneur through his skill to improve his livelihood staying in own country rather than opting for foreign employment.