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Spanish Impact Evaluation Fund

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Evaluating Impact: Turning Promises into Evidence

Enhanced Vocational Education and Training (EVENT) Project

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1. Background

Technical and vocational education landscape in Nepal

Skills/TVET
-limited
training
opportunities

Workforce
-high LFPR
-limited
edu/training
>300000
entrants/yr

Jobs
-Nepal
-Abroad
(> 2 mil)

2. Description of Intervention

- ☐ Project development objective:
 - □ Expand supply of skilled and employable labor by increasing access to quality training programs, and strengthening the technical and vocational education and training system in Nepal
- ☐Key project data:
 - Project Implementation Period: 2011-2015
 - Project coverage: National
 - Implementing Agency: MoE, GoN
 - Target beneficiaries: 16-35 year old youth
 - Special focus on: lagging regions, disadvantaged
 - population groups



Project Components

C1. Strengthening TEVT regulatory framework and capacity building

C2. Strengthening technical education (TSLC/Diploma)

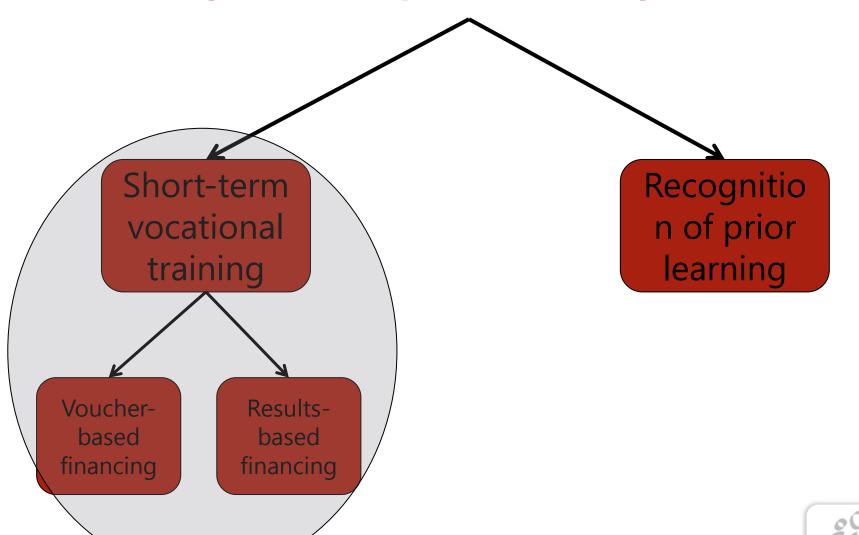
C4. Proj. management and M & E

C3. Supporting short-term training

5



C3: Supporting short-term training and recognition of prior learning



Short-term vocational training

- o Focus: short-term training in specific trades
- Scale: ≈45,000 beneficiaries trained
- Beneficiaries: the poor, and youth from lagging regions and disadvantaged socio-economic groups
- Training providers: private (primarily) and public institutions
- Employment focused: payments to providers linked to job placement of trainees



3. Results Chain

INPUTS

ACTIVITIES

OUTPUTS

0

OUTCOMES

LONGER-TERM **OUTCOMES** HIGHER ORDER GOALS

- **Financial** 0 resources
- Human resource (e.g., Project Secretariat)

0

- Organization al capacity
- Training management information system (TMIS)
- Existing training curriculum
- **Training** 0 infrastructure

Identification of training areas Curriculum design, development and dissemination Identification of selection criteria for training institutions and trainees Dissemination of information to training providers and potential trainees Selection of training providers (public and private) Selection of potential trainees

- **Training** Monitoring 0
 - Skills testing, and certification of trainees and prior learners
- Facilitating job placement

- Training areas identified
- Curricula developed /revised in specific traits
- Information disseminated through various media (e.g. Radio/TV announcements, brochures)
- Institutions selected 0
- Candidates selected 0
- Trainees information 0 registered in TMIS
- Beneficiaries trained/ 0 training completed
- soft-skills training 0 completed for selected courses
- Beneficiaries tested and 0 certified
- Beneficiaries paced in iobs
- Reports

- Increased employment
- Increased income
- **Enhancement** of noncognitive skills
- **Enhanced** access to training for lagging regions and marginalized population groups including women

- **Enhanced** quality of life
- **Enhanced** recognition of skills test certificates (NSTB)
- Peace and stability
- Reduced deviant behavior among youth
- Increased economic growth

4. Primary Research Questions

- ☐ What is the impact of short term training on the employability, income and skill levels of trainees, especially for lagging regions, women and marginalized groups?
- What is the impact of soft-skills training on employability?
- ☐ What is the impact of certification of prior learning on employment?
- ☐ What is the impact of information campaign on access to and uptake of training programs?
- □What is the impact of the voucher program on effectiveness and efficiency of training providers and on the satisfaction of trainees?

5. Outcome Indicators

☐ What is the impact of short term training on employability, income and skill levels of trainees? □ % of trainees employed within 3 to 6 months of completion of training ☐ %of employed trainees who continue to be employed after 9 months ☐ Average monthly earnings of trainees after 3 to 6 months of completing training ☐ % of trained beneficiaries who are considered well trained by employers ☐ What is the impact of soft-skills training sub-component on **Employability?** ☐ % of trained beneficiaries who perform adequately in soft-skills test conducted by evaluators ☐ % of trained beneficiaries who employers consider adequate in terms of soft-skills

5. Outcome Indicators

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☐ % of trained beneficiaries who employers consider adequate in terms of soft-skill	S
 ■ What is the impact of certification of prior learning on employment and income? ■ % of certified workers employed within 3 to 6 months of completion certification ■ Average monthly earnings of certified workers after 3 to 6 months of completing training 	?
 □ What is the impact of information campaign on access to training programs? □% of training applicants from lagging regions and marginalized groups □% of trainees from lagging regions and marginalized groups 	



□ Key interests:
 □ Impact of training as a whole
 □ Impact of including soft skills in training curriculum
 □ Implications for design: two levels of assignment
 □ Assignment of potential trainees
 □ Assignment of soft skills curriculum

	No training	Training
No soft skills	Grp I	Grp II
Soft skills added		Grp III



□ Assignment of trainees : Random assignment (option 1)
Eligibility criteria used to screen applicants
For each training event, training provider ensures there
are at least 50% more eligible applicants than places
Lottery system used to select beneficiaries
Randomized experimental design
□Assignment of trainees : Scoring system(option 2)
Eligibility criteria used to screen applicants
For each training event, training provider ensures there
are at least 50% more eligible applicants than places
☐Selection criteria used to compute applicant score
☐Training provider uses a cutoff score to assign applicant
to training program(treatment) or reject applicant (control)
□RD design

□ Assignment of soft skills curriculum: random
□ Focus on some specific trades where soft skills might be most relevant
□ Within these trades
□ Curriculum of some training **events** include soft skills
□ Other training **events** do not
□ Beneficiaries not aware which training events include soft skills and which do not



- □Analysis:
 - □ Impact of training: outcome of Grp (II+III)-Grp I
 - □Impact of soft skills: outcome of Grp III-Grp II
 - □Impact of training w/o soft skills: Grp II Grp I
 - □Impact of training w/ soft skills: Grp III Grp I

	No training	Training
No soft skills	Grp I	Grp II
Soft skills added		Grp III



7. Sample and Data

☐ Two dimensions (beneficiaries and training events) ☐ Sampling of individual beneficiaries ☐ If RD design used, from each training event, take XX% of applicants from each side of the cutoff score ☐ If randomized experimental design used, take random sample from each group □ Sampling of institutions/training events for soft skills ☐ Power computations will be made later to determine required sample size of training events ☐ Random assignment of soft skills to these events □group II—training+ no soft skills; □group III—training+soft skills ☐ Baseline and endline data collected on individuals as well as training events

8. Time Frame / Work Plan

↑ First round analysis—starting December 2012 ☐ Follow-up survey of trainees –October 2012 □Collection of worker data from training providers after job placement ☐ Job placement of trainees (by July 2012) ☐ Baseline survey of next round of training—Feb2012 ☐ Training—November 2012-January 2012 ☐ Baseline survey of eligible trainees –November 2012 ☐ Preparation of list of eligible trainees – November 2012 □Applications collected from potential trainees –Nov 2012 □Completion of survey instruments for baseline-Sept 2012 □Random assignment of institutions/trades for soft skills training—Sept 2012 ☐ Selection of training institutions—Aug 2012

9. Sources of Financing

- ☐ Some funds from project?
- ☐ Trust Funds
 - □ Spanish Impact Evaluation Fund?
 - **□**???

