

Private Sector Investment in TVET Sector Report

Submitted to
Dakchyata Project
Thapathali, Kathmandu

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The *Dakchyata – TVET Practical Partnership* project is part of a five-year programme (2017-2021) funded by the European Union and managed by the British Council, under the leadership of Nepal's Ministry of Education, Science and Technology, and delivered in coordination with the Council for Technical Education and Vocational Training.

Disclaimer: This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the independent consultant and do not necessarily reflect the views of the European Union.

Executive Summary

Introduction

Although government is the largest investor in Nepal's TVET system, there are also important players outside government who have been investing in TVET over many decades. Among them, privately funded training providers (also referred to as private institutes/ investors) have a major role. By 2018/19, of a total of 877 institutes which offer Diploma level and Technical School Leaving Certificate (TSLC) courses in Nepal, nearly 50% (429) are private institutes. Of a total of 1510 private providers, about 72% were engaged in offering short term training, demonstrating a significant private sector contribution at the delivery level in Nepal.

The Draft National TVET Strategy Document shows that Private Sector Training Schools and Colleges affiliated with CTEVT, deliver over 70% of TVET Diploma and Certificate programs (TSLC) and do not receive public funding. The report further explains that private funding, largely derived from private investment, tuition fees and ancillary fees, is the major source of funding for certified TVET Diploma and TSLC Programs. Basically, two options exist for the operations of these institutes– offering fee-based training or managing donor funded projects. However as yet, estimates of the extent of this private funding for TVET are not available (Bonokoski and Pradhan 2018).

Objective and scope

The overall objective of the assignment was to assess the private sector investment in TVET developments over the last five years. The study focused on three main areas: i) capital investments (assessed based on respondents' estimated market value of land and buildings); ii) investments in long term training facilities such as machine and equipment; and iii) annual operational expenditure.

Methodology

In terms of methodology, the study used a sample survey employing mainly on quantitative methods, but also covering some qualitative aspects of investment. A sample size of 274 was determined for the study. Of those, 31% were engaged in offering diploma level programmes, 21% in TSLC level programmes and the remainder in short-term training. Specific respondents were identified using computer generated random numbers.

The major area of assessment was firstly to document investments in long term capital infrastructure (land and building) and secondly, long-term training infrastructure (machine and equipment). Operational expenditure including remuneration, interest in loans, deposits and rental formed the third area of assessment. The study also covered expenditure made on deposits and various taxes. All the operational costs that did not fall under a specified heading was requested to put under 'Other costs'. Therefore, questions were designed accordingly covering the period from 2008-09 to 2018-19. However, caution is required as not all the questions were applied to all respondents.

Analyses was made to identify mean of the specific year and used to project the investments for 274 sample institutes. In order to get an idea of total investment by the private sector, the mean value was used to estimate the approximate total investment over the years.

Major Findings

Desk review findings - the share of TVET budget allocation was lower for the period covering 2010-2015 compared to the overall education sector. This demonstrates why private sector investment in TVET is important.

Survey findings on enrolment – As presented in Chapter 4, with private institutes delivering 72.02% of total enrolment in long-term programmes in 2017/18, the level of private sector contribution to training in terms of places offered is high. This variable forms the basis for further analyses in the rest of this chapter.

Survey findings on investments - As per the findings, private sector generally incurred two types of costs: long term investment which includes investments in land and buildings, and expenditure on long term training infrastructure such as machine and equipment. Investment in land and construction of buildings are titled as ‘capital investment’, whilst expenditure on purchasing of durable assets such as furniture, machines and equipment are categorized as ‘other long-term investment’. Private sector is also required to make deposits at CTEVT for administrative purposes which is neither fully considered as investment nor expenditure. This is because generally the ‘deposits’ are refunded after the institute is closed. So only the interest amount estimated as per the market rate against the deposits are considered as investment and calculated accordingly. This amount is also considered under the long-term investment.

Unlike these capital and long-term investments, institutions annually made recurrent expenditures like remuneration to their staffs, rent of machine and buildings they used and consumable teaching materials. The recurrent annual expenditure also includes operation expenses including rental, renewal and various kinds of government tax. All of these expenditures are clustered as ‘operational costs’.

Table 1 below depicts the sum of the annual mean expenditure made by an institute during the period covered by this study (2008/09 to 2018/19) under the three headings explained in the Study Objective Chapter.

Table 1: Distribution of average investment by Duration of Programmes (short and long term) (Amount in millions)

SN	Investment Variables	Short term Vocational Training	Long term Academic Programmes	Institutes running both types	All institutes
1	Capital Investment	245.67	397.70	2,259.54	645.22
2	Other Long-term Investment	18.25	65.11	51.36	42.39
3	Operational Costs	91.22	106.98	127.63	102.13
	Grand total	355.14	569.79	2,438.53	789.74

As presented in Table 2, the 274 sample institutes report investments of an estimated NRs. 176.7 billion over the study period as ‘capital investment’, and NRs. 11.6 billion under ‘other long-term investment’. Accordingly, the investment made by 1510 institutes is estimated as NRs. 566.4 billion in the TVET through-out the study period, of this amount, 535.2 billion on capital expenditure and 31.2 billion in other long-term expenditure.

Table 2: Average and Sum of Investment (2008-09 to 2018-19) (Amount in NRs billion)

Statistics	Total capital Investment	Total Other long-term Investment	Grand Total
Mean (274) (Amount in NRs million)	645.22	42.39	-
Sum (274) (Amount in NRs billion)	176.79	11.61	188.40
Sum (1510) (Amount in NRs billion)	535.20	31.29	566.49

Data further suggests that the aggregate value of investment made by all the 1510 private sector institutes in 2017/18 based on current years' market price was estimated as NRs. 113,959,425,000. Of this, the share of capital investment of land and building would be NRs. 108,049,561,000 and other long-term investment to develop other educational infrastructure including furniture, vehicles, equipment, books would be NRs. 5,909,863,000. Similarly, the operational cost of the existing TVET institutes in fiscal year was estimated to be NRs. 14,527,691,000. Hence, private sector altogether appears to have invested NRs. 128.4 billion in the year. A report presented by Federation of Private Technical School (FPTS) estimates NRs. 6.6 billion as investment made during the same year by 205 private institutes offering TSLC level health programmes alone (Jha 2018).

Estimation of Investments by 274 Sample Institutes (2008-09 to 2018-19). Data in Table 3 brought from Chapter 4 shows total investments reported by the 274 sample institutes during the period covered by the study – measured in terms of capital investment (cost of land and building estimated by respondents), long term investment in infrastructure (for instance in machinery and equipment), deposits, and various taxes. It is worthwhile to take note here that the investments in land and buildings were estimated against market value by the investors; all other figures requested were reported against the institutes' records. Therefore, deposits and taxes for instance are considered actual figures taken from institutes' official records.

The grand total in Table 3 amounting to NRs. 189.7 billion invested by sample institutes under these major headings, suggest that the sample private investors have invested a huge amount of financial resources over the period covered by the study. Disaggregated data further highlights that a significant amount has been maintained as deposit and paid as various taxes.

Table 3: Overall Summary of estimated Investment (2008-09 to 2018-19)

Headings	Total Amount (For 274 institutes)
Capital (From Table 4.2) (Amount in NRs billion)	188.40
Deposits (calculated based on Table 4.3) (Amount in NRs million)	287.28
Income Tax (Part of Table 4.6) (Amount in NRs million)	774.21
Other Taxes (Part of Table 4.6) (Amount in NRs million)	310.32
Grand Total (Amount in NRs billion)	189.78

Extrapolated Investments by 1510 Institutes (2008-09 to 2018-19) - The mean figures calculated in Chapter 4 were used to estimate the probable amount invested in managing 1510 institutes by private sector over the period covered by the study. Accordingly, the variables presented in Table 3 above have been used to estimate investments made for all 1510 institutes and presented in Table 5. These aggregate extrapolated figures suggest that in total NRs. 570.0 billion is estimated to have been

invested by the private investors in TVET institutes over the period covered by the study which otherwise might have been invested by government. More importantly, these figures appear sufficiently large to draw government attention and deserve government recognition. These estimates also suggest the government should further its productive partnership with the private sector investors.

Table 5: Overall Summary of estimated Investment (2008-09 to 2018-19)

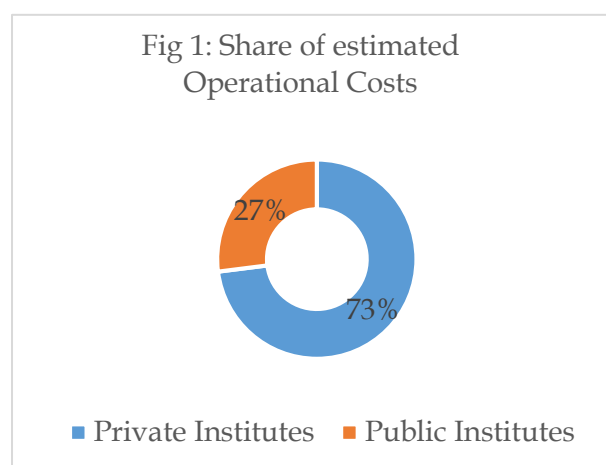
Headings	Total Amount (For 1510 institutes)
Capital (From Table 4.2) (Amount in NRs billion)	566.50
Deposits (calculated based on Table 4.3) (Amount in NRs million)	640.08
Income Tax (Part of Table 4.6) (Amount in NRs billion)	2.17
Other Taxes (Part of Table 4.6) (Amount in NRs billion)	0.746
Grand Total(Amount in NRs billion)	570.05

Comparison per programme of Operational Cost of Public and Private Institutes

Due to the additional social responsibility public institutes under CTEVT assume, general economic theory does not allow to compare its cost to that of private institutes only based on the market price. However, in order have some idea about financial efficiency, attempts were made to compare the operational cost of private sector institutes with that of public institutes. As per the study findings, the annual average of the per programme cost of private institutes for 2018/19 was estimated as NRs. 6,396,631 and that of CTEVT technical schools' budget as NRs. 7,933,320 which higher by 24.02% than that of private.

Further, as the CTEVT annual budget normally does not include capital and long-term investment, all the expenditures are considered operational and includes expenses such remuneration, training costs and overheads. In summary, the private sector appears to be financially far more efficient than public.

Private Sector share of Operational Cost in 2017/18 – An attempt was also made to compare the share of operational costs by public and private institutes in 2017/18 as an example. While operational costs of private surveyed institutes were collected during the field survey, that of public was collected from CTEVT. CTEVT spent NRs. 5,483,297,000 in the development of TVET during the fiscal year 2017/18 whereas the study estimates the total operational cost of private sector was NRs. 14,527,691,963 (including cost of vocational training NRs. 8,859,580,245 and long-term cost NRs. 5,668,111,717) which makes total volume of expenditure of NRs. 20,010,988,963 including both public and private sector. Hence, large share (73%) of the total operational cost of TVET sector is covered by private sector leaving just over one-fourth (27%) to the public sector (Fig 1).



Other Qualitative Findings - While some stakeholders reported great satisfaction in working as private operators, others complained about too low a rate of return of investment and unclear policies pursued by CTEVT, from which they need to obtain their affiliation/license to operate. The interviewees highlighted the importance of enhancing the quality of training, with more than 90% pointed to a need to invest further in capacity development of trainers/instructors, while almost 80% stated there is a need to enhance investment in equipping laboratories and workshops. Even considering the many complaints and grievances mentioned, it would appear that profits for private TVET institutions have in fact been increasing over time, and more than half of the interviewees could report that they were satisfied with the level of taxation of their profits which they were presently facing. Even so, nearly one-third (31%) mentioned they expect government support to ensure free On-the-Job Training (OJT) and in facilitating venues for workplace-based training, since most of the institutions lack infrastructure for this purpose.

The study also shows that enrolment figures are rising in private TVET institutions (standing at 217,533 students in 2017/18 total of academic and vocational including short term ranging between few days to a week). Regarding the estimated employment status of students, respondents reported that around 75% of their graduates were employed in the occupation that they completed. Although some of these providers had administrative data on employment, not all had documented these data based on systematically conducted tracer studies. Finally, 73% of the respondents reported having some kind of collaboration with industry in the course of training, particularly in relation to OJT which they expect in the future as well.

Conclusions and recommendations – The surveyed data and the estimations clearly indicate that private sector covers a large share of enrolment in long term TVET programmes and consequently, invests significantly in TVET institutes. Clearly, this will have supported the government by shouldering some of the responsibility it would otherwise need to have taken. It is evident from the study that taking loans for managing these resources is common for investors. This obviously mean big risks for them. Making deposits and annual renewal fees are the other sources where they have to make investment which might have opportunity cost. For these reasons, private sector investors feel government is not adequately consulting with them in areas of policy making which have implications on their business. The private training providers have on the whole been investing more heavily in land and buildings and far less in ensuring capacity development of their staff, for which reason quality of the training has been raised as issue. Further, properly structured and updated student graduation and employment data were absent in many cases. Finally, the relationship with business and industry is more often than not based on *ad hoc* relationships, rather than through systematic mechanism.

Based on above conclusions, the study makes one major recommendation for more effective development and delivery of vocational education and training services in Nepal: that government needs to recognize the private sector contribution. Beyond this, encouragement in the form of support for financing training through mechanisms such as vouchers and scholarships should be considered. It would then be quite natural for the Government to consult the private sector while developing relevant plans, and policies and strategies.

Acronym

ADB	Asian Development Bank
CTEVT	Council for Technical Education and Vocational Training
DFID	Department for International Development
FGD	Focus group discussion
GoN	Government of Nepal
I/NGOs	International/ National Non-governmental organisations
ILO	International Labor Organization
M&E	Monitoring and evaluation
MIS	Management Information System
MOE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
OJT	On the Job Training
PPP	Public Private Partnership
SPSS	Statistical Package for the Social Sciences
TSLC	Technical School Leaving Certificate
TVET	Technical and vocational education and training
UCEP	Underprivileged Children's Education Program
UNDP	United Nations Development Program
WB	World Bank

EXECUTIVE SUMMARY

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1. Introduction

1.1 Background and Context

Although government is the largest investor in Nepal's TVET system, there are also important players outside government who have been investing in TVET over many decades. Non-governmental investment dates back as far as the 1960s, when the Mechanical Training Center (MTC), now called Balaju School of Engineering and Technology (BSET), was established with Swiss funding. Karnali Technical School (KTS) that started operation in the early 80s is another example. The sector has benefitted from contributions from the European Union, Asian Development Bank (ADB), United Nations Development Program (UNDP), World Bank (WB), and International Labor Organization (ILO) at various points over the last four decades. While ADB, WB and EU have systems for working directly with government, others work through INGOs who, in turn, collaborate with local NGOs for implementation. Aside from these international partners, private sector is another important player in TVET and despite being engaged in TVET provision since long has thus far received comparatively less recognition for its role.

Despite caveats in partnership, private sector in Nepal is noted to have collaborated with government at three levels – regulatory (macro), system development (meso) and delivery (micro) levels. Participation at the first two levels – for instance, policy and curriculum development - are limited to consultation. Currently, even if private sector representation is provisioned at the meso level, it appears to be merely ceremonial. However, particularly at the delivery level, private sector participation is impressive in Nepal. By 2018/19, a total of 1510 institutes are now operating across Nepal contributing to the development of TVET.

The draft National TVET Strategy Document shows that Private Sector Training Schools and Colleges affiliated with CTEVT deliver over 70% of TVET Diploma and Certificate programmes (TSLC), but do not receive public funding (Bonokoski and Pradhan 2018¹). The report further explains that private funding, largely derived from private investment, tuition fees and ancillary fees, is the major source of funding for certified TVET Diploma and TSLC Programmes. Yet, estimates of the extent of this private funding for TVET are not available. Each year, applications are made to CTEVT for new private sector TVET colleges and schools. Increasing application for new programmes implies growing interest in CTEVT programmes which in turn, suggest individuals' interest in securing training without government subsidy. This information shows the private sector contribution in Nepal TVET.

1.2 Study Rationale

Although the education sector enjoys a significant share of the national budget in Nepal as per the data in Table 1.1, the share apportioned to TVET between 2010/11 and 2014/15 ranged between only 2.36% and 3.78%.

Table 1.1: Budget Allocations in various Educational sub/sectors and TVET (2010-2011 to 2014-2015) (Amount in NRs billion)

Year	National Education Budget NR	Primary Education	Secondary Education	Higher Education Budget	TVET Budget
2010/11	57.83	39.60	9.88	4.66	1.36 (2.36%)
2011/12	63.92	44.01	10.67	5.32	2.32 (3.62%)
2012/13	63.43	42.98	11.57	5.91	1.31 (2.06%)
2013/14	80.96	55.51	14.73		2.40 (2.91%)
2014/15	86.03	56.42	17.78	6.41	3.25 (3.78%)

(Source: Bonokoski and Pradhan 2018).

¹ Bonokoski, R. and Pradhan, H. 2018. Draft National TVET Strategy Document. GoN/ADB. Kathmandu.

These figures clearly indicate two critical messages: i) TVET receives the lowest budget share compared to other educational sectors and ii) such a deficit can be complemented by recognising and encouraging the contributions from non-government stakeholders, particularly the private sector. However, data on the latter has not been available to date, and thus, in order to assess and at least estimate the private sector investment in TVET programmes, this study with objectives mentioned in Chapter 1.3 was initiated under the Dakchyata TVET Practical Partnership programme, funded by the European Union and managed by the British Council.

1.3 Objectives

The overall objective of the assignment was to conduct a study on the investment of private sector in TVET institutes over the last 10 years.

1.4 Scope of the Study

The scope of the study, as mentioned below, was broadly categorised under six areas:

- a. review relevant documents (Annex 1) to become familiar with the private sector investment in Nepal or elsewhere;
- b. work with Dakchyata project team to develop survey methodology and tools including sample survey questionnaire and qualitative survey tools such as Focus Group Discussion (FGD);
- c. train associate experts and enumerators and provide them with orientation and training on the pilot testing and refinement of the survey questionnaires and other survey tools;
- d. test the validity and reliability of the questionnaire.
- e. conduct interviews using the survey questionnaires with a finalised and statistically valid sample, taking into account possibilities for disaggregation (province and sector, occupation/ trades);
- f. check a 10% random sample of completed questionnaires at the field level so that corrections can be made to ensure the integrity of the data collected;
- g. prepare and enter data into the database using Statistical Package for the Social Sciences (SPSS) or other relevant software, and generate output tables based on the analysis plan;
- h. present study findings; and
- i. prepare final report taking into consideration stakeholders' comments and suggestions.

2. Study Methodology

The study primarily utilised a quantitative approach but as described below, also included some qualitative approaches for data and information collection. The study methodology is explained through Survey Design and Sampling Design section.

The study was completed in seven stages: i) desk review, preparation of Inception Report and its sharing with the Dakchyata project team; ii) field test of tools in Kathmandu; iii) Finalising the Inception Report based on available inputs and field testing of the proposed tools, as appropriate; iv) field work; v) data management and analysis of data and information; vi) drafting report and its sharing; and vii) its finalisation using inputs.

2.1 Survey design

As specified in Chapter 1.4, TVET institutes engaged in long and short term TVET programmes were identified as the main respondents. As depicted in Table 1.2, the number of institutes engaged in delivering long term courses currently stands at 429, whilst the total number of short-term providers is 1081.

Table 1.2: Respondents' Population

SN	Stakeholders	Population
1	Major donors	EU, ADB, WB, UNDP, Swiss, DFID, USAID
2	INGOs	Helvetas, Swisscontact, Save the Children, GIZ
3	NGOs	UCEP, Manmohan Polytechnic
4	Private sector	
4.1	TVET Schools – long term	429 ²
4.2	TVET providers – short term	1081
5	Large industry ³	Not known
	Total	1510

After initial fieldwork had taken place in Kathmandu and Pokhara, the study team realised that it was almost impossible to get data from hotels and industries in the structure presented in the inception report. This important finding was shared with the Dakchyata project team and through a face-to-face meeting with the Joint Secretary MoEST, a decision was taken to focus solely on the long- and short-term private sector TVET investors.

2.2 Sample Design

2.2.1 Sample Design on Private Sector

As depicted in Table 1.2, since large numbers of private sector providers are engaged in long- and short-term training, a statistical method was used to identify the sample size. After finalisation of the total private sector TVET institutes/ initiatives, in each of the above strata as a population, sample size was calculated based on a 95% confidence interval and 5% margin of error. The sample size is calculated based on the following formula⁴.

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

Where,

n - is the required sample

P - probability to select (0.5)

Q - probability not to select (1-P) 0.5

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

't' – is margin of error (7-8% was proposed)

'N' - is total population

Following the above formula, the sample size was identified separately from both long-term and short-term training providers' strata. The margin of error was considered differently for both of the strata (Table 1.3).

Table 1.3: Respondents' Population and Sample Size

SN	Stakeholders	Population	Margin of error	Sample
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² CTEVT Annual Report 2017/2018. CTEVT. Sanothimi.

³ As there is no data as how many corporate houses are engaged in formal skills training, only first 25 will be considered as samples.

⁴ sociology.soc.uoc.gr/socmedia/papageo/metaptyxiakoi/sample_size/samplesize1.pdf (20 April 2019)

1	TVET Schools – long term	429 ⁵	7.78	116
2	TVET providers – short term	1081	7.21	158
	Total	1510	NA	274

Note: Thirty-two institutes were found running both long-term and short-term training courses, out of them 12 were selected in the sample from the strata of long-term training institutions or 20 are selected from the strata of short-term training institutions however, the data of both long term and short-term courses were collected during the survey. Computer based random numbers were used to identify these specific samples.

2.3 The Study Process

2.3.1 Inception Phase – the following activities were accomplished during the inception phase:

- Conducted relevant desk review with regards to private sector engagement in TVET Development
- Calculated sample size and identified respondents
- Planned field work and orientated enumerators
- Identified indicative areas for investigation – investments (capital and variable costs)
- Drafted, shared and got approval of the inception report.

2.3.2 Preparation Phase

- Disaggregated samples for the provincial level
- Concretised the research questions and variables
- After approval of the Inception Report:
 - Prepared data collection tools including questionnaire
 - Prepared and finalised forms and formats for collecting, compiling, tabulating and analysing the data
 - Prepared Focus Group Discussions (FGD)
 - Prepared field guidelines
- Together with the research team, identified the samples to be interviewed.
- Prepared Comprehensive Work Plan of the overall assignment, showing the plans for inputs from the team and got approval from the Dakchyata Team Leader/Deputy Team Leader.
- Reviewed and finalised the work plan of Associate Expert and the other team members and clarified their roles in the assignment.
- Trained the study team for field work.

2.3.3 Pre-test phase

- Tested the field tools with 10 identified samples in Kathmandu to ensure that the tools serve the purpose
- Modified the tools as appropriate and got it approved by the Project.

2.3.4 Field work phase

- Conducted regular meetings with Associate Expert for planning, reviewing and finalising the work schedules and other related activities
- Piloted questionnaire in Kathmandu together with the Associate Expert and accordingly, modified questions several times also considering the suggestions of the respondents.
- Provided field backup to all the enumerators in all provinces
- Facilitated and supervised:
 - data collection
 - data management in computer software
 - data cleaning and in collaboration with statistician prepared the dummy tables.
 - Collaborated with statistician for data analyses

⁵ CTEVT Annual Report 2017/2018. CTEVT. Sanathimi.

- Conducted consultative meetings with MoEST and private technical training providers to collect the qualitative data for the assignment

2.3.5 Data uploading

In order to expedite the process, in parallel to the survey work, both the quantitative and qualitative data were uploaded into the computer software.

2.3.6 Data Analysis

Both quantitative and qualitative information were collected as mentioned in the ToR. Where applicable, quantitative data was analysed using SPSS computer software. Efforts were made to enhance reliability of the conclusions drawn by making use of various statistical and econometric tools to analyse the quantitative data. Efforts were made to apply major inferential statistical tests to find out the association between several determinants of training enrolment and graduation. Taking the sample results as basis, where possible the research team made efforts to project the investment made by the whole private sector. Aggregate estimation was made on the major indicators of investment, income, and numbers of staff, enrolment, and graduates.

2.4 Sources and Tools

Private sector training providers were the source of information for the study. In order to gather data and information from these sources, two major tools were devised and are presented in Annex 2.

2.4.1 Semi-structured interview questionnaire

Semi-structured interview questionnaires were used to collect the primary data which included the following variables:

- Institute information
- Years of operation
- Investments
- Source of finance
- Repayment status
- Training enrolment
- Graduate numbers

2.4.2 Focus Group Discussions (FGD)

Various open-ended questionnaire was prepared to facilitate the FGDs and were designed to facilitate deeper discussion among the participants to find out qualitative aspects of the investment.

2.5 Study Limitations

This is a major study, perhaps the first of its kind, with the aim of providing valuable information for researchers, policy-makers and planners. However, it should be noted that this research has had limitations including:

- The research was performed against a limited timeframe, considering the scale of data collection required from across the country.
- It was difficult to find systematically documented data and information. This required a lot of additional effort from the researchers' part. As such, collating all data in the correct form was a gigantic task. It was not possible to verify each and every digit though it was extremely important. On the other hand, the individuals providing data were very busy. Due to all these reasons, researchers had to rely on the data provided. Hence, all these limitations made the data collection work extremely challenging.

- Some respondents were not willing to share data. However, following standard sampling procedures, the study team made replacement in many cases where it was not possible.
- Extrapolation of the investment was the biggest effort made under this study. However, the method followed was based on simple method: i) calculation of mean values of major investment relevant variables from the 274 samples interviewed; ii) use this mean value and multiply with the total institutes of respective fiscal years (1510 is the figure of 2018/19) to get the annual aggregate figures; iii) summed the individual years' value to get the total picture. Therefore, the findings presented in Chapter 4 is basically estimation following this method.

3. Findings and Analyses

3.1 Profile of the Surveyed Institutions

In line with the objectives of this study, the major focus of the survey was on analyses of the private sector investment in TVET. As such, this chapter starts with sample institutes' general profile and covers their distribution by province, programme type and operational modality etc. Some parts of this chapter also gather respondents' opinion on issues around private sector engagement in TVET.

3.1.1 Institutes by Provinces

This study reached out to 274 private TVET institutes affiliated to CTEVT including all diploma level programmes, TSLC level programmes and short-term vocational training distributed in 58 local levels. State No. 3 occupied the largest share (35% i.e. 96) of total samples followed by State No 2 with 13.5% share covering from 10 local levels and State No 5 (12.4% institutes covering from 10 levels%). Further details of the distribution samples by provinces and local levels are presented in Table 3.1.

Tables 3.1: Distribution of sample institutes by state

SN	State	Number of Institute	Proportion of Institutes	Number of Local Bodies Covered
1	State No. 1	24	8.8	8
2	State No. 2	37	13.5	10
3	State No. 3	96	35.0	12
4	Gandaki State	27	9.9	8
5	State No. 5	34	12.4	10
6	Karnali State	29	10.6	5
7	Sudurpaschim State	27	9.9	5
	Nepal	274	100.0	58

3.1.2 Programme Distribution by Provinces

TVET programmes under reference are divided into two broad categories – long-term (Diploma and TSLC) and short-term vocational training (Table 3.2). The data shows that the number of programmes offered varies by institute, and many of these offer more than one programme. Of the 274 sampled institutes, 31% of institutes offer diploma level programmes, followed by 21% in TSLC level programmes. Short-term trainings are offered by a majority (62%) of the total institutes.

Tables 3.2: Distribution of sample institutes by type and province/state

SN	State	Programme Types			Total	
		Diploma Programme	TSLC Programme	Short-Term	Institutes	Percentage
1	State No. 1	3 (12.5)	12(50.0)	10(41.7)	24(100)	8.8
2	State No. 2	3(8.1)	13(35.1)	21(56.8)	37(100)	13.5
3	State No. 3	30(31.3)	10(10.4)	73(76.0)	96(100)	35.0
4	Gandaki State	9(33.3)	6(22.2)	16(59.3)	27(100)	9.9
5	State No. 5	7(20.6)	13(38.2)	18(52.9)	34(100)	12.4
6	Karnali State	17(58.6)	1(3.4)	18(62.1)	29(100)	10.6
7	Sudurpaschim State	15(55.6)	3(11.1)	14(51.9)	27(100)	9.9
	Nepal	84 (31%)	58 (21%)	170 (62%)	274(100)	100

Figures in parentheses indicate row proportion.

Note: Due to overlap on the types of programmes institutes deliver, the cumulative figure of types of institutes is greater (312) than the total sample figure (274).

By provinces, more than one third (35%) were in Province 3 followed by 2 and 5. Long-term programmes were drawn mostly from Province 3 followed by Karnali and Sudurpaschim provinces. The corresponding figures of institutes of State No. 1 were 3, 12 and 10 and State No. 2 were 30, 10 and 73. The Table 3.2 further details information on the types of institutes and their distribution by state.

3.1.3 Operational Modality of Institutes

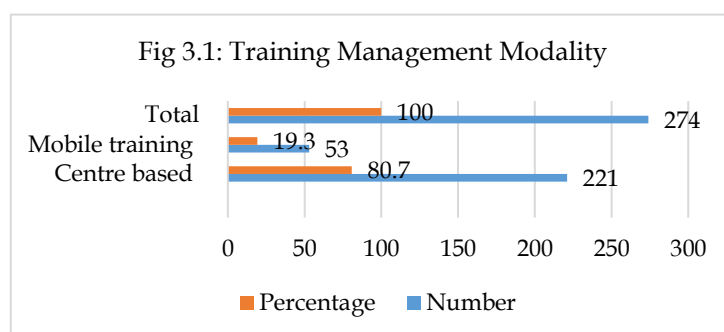
Training institutes were found to be managed either by a single proprietor or multiple partners on a share basis (Table 3.3). Of the 274 sampled institutes, more than a half (57.7%) were found to be managed by a single proprietor. Analyses by types of programmes – vocational, academic and both – shows interesting findings. Among vocational training providers, a strong majority (67%) were in the first category which was not the case under academic type where less than half (47%) fall under this category. Only 5% of the vocational training providers had more than 5 partners.

Table 3.3: Partnership by Institutes Types

SN	Proprietor Type	Type of Institute						Total	%
		Vocational		Academic		Both Types			
		Number	%	Number	%	Number	%		
1	Single Proprietorship	93	67	49	47	16	50	158	57.7
2	Two Partners	17	12	15	14	6	19	38	13.9
3	3 to 5 Partners	21	15	21	20	3	9	45	16.4
4	More than 5 partners	7	5	19	18	7	22	33	12.0
	Total	138	100	104	100	32	100	274	100

3.1.4 Institutes by training type

Questions were asked about the training modality – limiting on the centre-based only or whether they had also mobile training practices. As per the data (Fig 3.1) a strong majority (80.7%) were purely centre-based. However, the proportion is less than one-fifth (19.3%), some institutes were also found conducting mobile-based training on top of the centre-based programmes. As per the respondents, mobile training mainly comprised short-term vocational courses. FGD participants informed that the mobile trainings were useful for availing TVET services in rural and remote locations. As per the CTEVT rules, the longer-term programmes - diploma and TSLC level - are more often than not operated under a centre-based modality. Short term training programmes are more likely to be conducted on a mobile basis with temporary structures to meet at least the minimum requirements.



3.1.5 Responsibility of Interviewee

As far as possible, the study intended to emphasize on precision on data. Therefore, respondents' responsibility was assessed before the interview. As per the findings (Table 3.4), more than one-

fourth (29.2%) of them were Managing Directors, followed by Principal/Vice-principals (18.6%), Administrative Officers (16.4%), and Chairpersons/Members of the Management board (12.4%). Further details are presented in Table 3.4. Hence, with a large proportion of respondents coming from decision-making or senior roles, responses received were considered authentic and reflective of the institutes' true situation.

Table 3.4: Distribution of respondents by their responsibility

SN	Responsibility	Frequency	Percent
1	Managing Director	80	29.2
3	Principal/vice principal	51	18.6
4	Administrative Officer	45	16.4
5	Chairperson/ Member	34	12.4
2	Director	31	11.3
8	Proprietor	21	7.70
7	Programme-coordinator	11	4.00
6	Instructor	1	0.40
	Total	274	100.0

3.2 Investments for operating TVET institutes

This chapter incorporates information and opinions regarding the capital investments made by the surveyed institutes. It also reports the amount of investment in various types of infrastructures and their satisfaction status in order of priority. Efforts are made to assess annual average and total amounts invested by the surveyed institutes as well as total private sector institutes till date.

3.2.1 Investment in land

Large amounts of investment appears to have devoted by the private sector investors to purchasing land. It was evident that - on average - almost 89.88 Aana⁶ land was found occupied by an institute premises whose total average market value was equivalent to NRs. 21.8 million (Fig 3.2) and sum of market price⁷ of the land of all the sample institutes stood at NRs. 3.9 billion over the study period (Fig 3.3). The details of the land area and market price are presented in Table 3.1 (A) Annex 3.

Similarly, as per the data presented in Table 3.1 (A) Annex 3, the total investment made by a sample institute in building construction over the study period was equivalent to

Fig 3.2: Average Value of Market Price

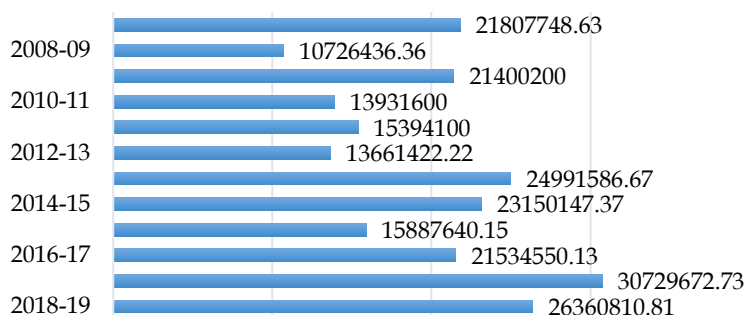
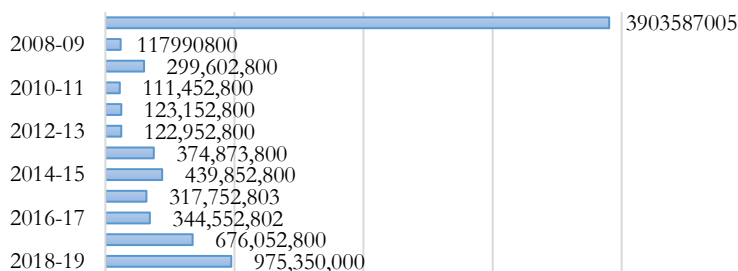


Fig 3.3: Sum of Market Price of Land (NRs.)



⁶ 1 Aana is equivalent to 342.25 ft².

⁷ Market price indicates the current financial value of the land estimated by respondent.

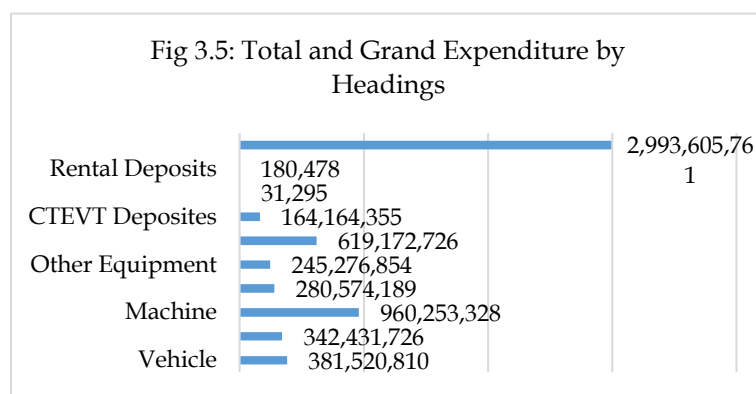
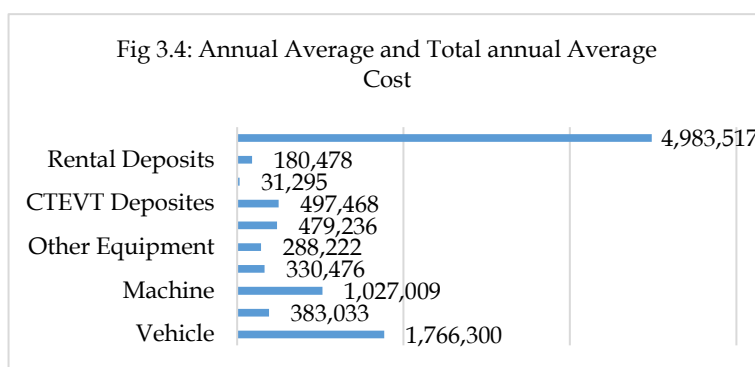
NRS. 6.8 billion and investors have also made first time investment in training infrastructure development which in total stands at NRs. 1.4 billion. The data in the table indicates that the private sector has invested the equivalent of NRs. 12 billion in land and buildings. It also includes the resources required for first-time construction work. Further details of investment in land and building construction are presented in Table 3.1 (A) Annex 3. Calculated in terms of current market prices, this data suggests that private sector investment in land is very high.

3.2.2 Other Investments

The other headings where the institutes make investments include:

- a. Vehicle
- b. Furniture
- c. Machine
- d. Tools & equipment
- e. Other equipment
- f. Rental cost
- g. CTEVT deposits
- h. Renewal fee
- i. Rental deposits

While CTEVT deposits are long-term one-off investments and do not have any returns, spending in headings such as CTEVT renewal fee and rental costs are annual. Spending on other headings however, depend on institutes' necessity. As per the findings in Fig 3.4, the sample respondents invested NRs. 4.98 million annually across these headings. The highest amount spent was on vehicle purchase which amounted to NRs. 1.76 million, followed by NRs. 1.0 million in machines necessary for training workshops. Regular payments to CTEVT in the form of renewal fees amounted to NRs. 31,295 annually.



Further analysis showing the total sums invested by the sampled institutes are presented in Fig 3.5. As per the findings, in total, NRs. 2.99 billion was invested by the sample institutes over the study period. Heading-wise breakdown shows that investments made in machine, rental, vehicle, furniture, tools and equipment amounted to NRs. 0.96 billion; 0.61 billion, 0.38 billion, 0.34 billion and 0.28 billion,

respectively. This data implies a huge amount in addition to the capital investment made by the private sector in TVET development.

3.2.3 Summary of Capital Investment

3.2.3.1 Long-term Capital Investment

The private sector has made huge capital investment in TVET which includes market price of land and building and other long-term capital investment such as machine and equipment critically necessary to the TVET operations in a training institute. As shown by data in Table 3.5, the total

market value of land and buildings as estimated by respondents was NRs. 645.2 million. The annual average shows that it was only NRs. 29.7 million in 2008-09 which tripled by 2017-18 and reached NRs. 92.1 million. The other long-term infrastructure also increased but at slower pace than that in land and building.

Table 3.5: Average Annual Capital Investment in Institutes (Amount in millions)

Year	Capital Investment	Investment in long-term Infrastructure	Total Long-term Capital Investment
2017-18	92.11	4.98	97.10
2016-17	90.26	3.40	93.66
2015-16	81.94	3.32	85.26
2014-15	91.22	3.46	94.69
2013-14	38.14	2.24	40.37
2012-13	32.35	2.23	34.58
2011-12	54.36	2.69	57.05
2010-11	34.65	1.65	36.30
2009-10	50.88	8.89	59.78
2008-09	29.74	3.40	33.14
Total	645.22	41.37	686.59

3.2.3.2 Other Capital (long term infrastructure) Investments

Private institutes have to also make deposits to get approval from CTEVT to deliver long- and short-term TVET programmes. As per the data in Table 3.6, while it was NRs. 2.0 million in 2008-09 (average per institute within this particular year), which decreased significantly in all subsequent the following years. During these 11 years, these institutes collectively have paid NRs. 6.9 million as deposits. The renewal cost has also similar variation as in deposits. These changes appear in the total investment in deposits and renewal costs. It is necessary to note here that both the deposits and the renewal fees have opportunity costs and the depositors get nothing against these investments except the approval to start up and deliver the applied programmes, which has to be re-approved annually.

Table 3.6: Investment in Deposits and Renewal Fees (Amount In thousands)

Year	Deposits	Renewal Cost	Total
2008-09	2,065.05	47,082	2,112.13
2009-10	574.00	37,420	611.42
2010-11	521.50	36,235	557.74
2011-12	308.93	35,621	344.56
2012-13	427.20	31,897	459.10
2013-14	690.23	34,589	724.82
2014-15	683.72	33,077	716.79
2015-16	440.80	32,711	473.51
2016-17	527.90	29,592	557.50
2017-18	385.03	27,832	412.87
2018-19	365.42	26,138	391.55

Total	6,989.78	372,193	7,361.97
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3.2.4 Investment Share as per various headings

Respondents were also asked to prioritise among the five given sectors: land purchase, building construction, educational infrastructure management, administrative costs and building rental.

While analysing the results (Table 3.7), weighted frequencies were also calculated based on the frequency and the given weight for the respective priority. The highest weight '5' was given to the headings selected as first priority, with 4, 3, 2 and 1 given to the second, third, fourth, and fifth priorities, respectively. The calculations show that the highest percentage (29.45%) of weighted frequency was obtained for educational infrastructure followed by administrative expenses (21.06%), the purchasing of land (18.18%), and building construction (17.87%). The least proportion (13.44%) rated investment in renting house/building for operating the training provision. The detail of the distribution of weighted frequency are given in Table 3.7. This finding indicates that private investors largest share of investment goes to establishing educational infrastructure and then to administrative expenses.

Table 3.7: Share of Investment in various headings

SN	Invest headings	Volume of Investment					Weighted Frequency	Percent
		First	Second	Third	Forth	Fifth		
1	Purchasing of land	82	30	28	30	20	694	18.18
2	Building construction	30	98	30	20	10	682	17.87
3	Educational infrastructure	135	44	86	7	1	1124	29.45
4	Administrative expenses	17	87	47	110	10	804	21.06
5	Rent of the house	10	15	78	24	121	513	13.44
	Nepal	274	274	269	191	162	3817	100.00

3.2.5 Perception on Quality of Training

Respondents were further asked about the sectors to invest in for enhancement of training quality. In response, the vast majority of respondents (90.5%) suggested that investment in capacity development of trainers/instructors is required, followed by those emphasizing investment in equipping laboratories and workshops (78.8%) (Table 3.8). A large majority of respondents (71.9%) pointed to the importance of construction of laboratories and workshops. A significant proportion (55.5%) also underlined the value of repair and maintenance of laboratory and workshops to ensure smooth training operations.

Table 3.8: Perception on Quality Improvement (*Multiple Response*)

SN	Sectors for Investment	Responses		Percent of Cases
		N	Percent	
1	Investment on Capacity Development of Trainers	248	30.5	90.5
2	Construction of laboratory and workshops	197	24.2	71.9
3	Repair and Maintenance of laboratory and workshops	152	18.7	55.5
4	Equipping laboratory and workshops with sufficient tools and equipment	216	26.6	78.8
	Total	813	100.0	296.7

3.2.6 Perception on Security of the Investment

Respondents were also asked for their opinions regarding the security of their investment in the TVET institutes. More than two-fifths (42%) were felt unable to respond to the question as they were not in position to determine whether it was secured or not (Table 3.9). However, more than one-third (34.3%) stated that they were confident about the security of their investment. Satisfactory returns from investments made was the reason most often furnished for this opinion. Nearly one-fourth (23.7%), on the other hand, felt risks with the investment. During the FGDs,

they opined that frequent changes in government policies, shortage of students in some programmes, and inability to collect fees on time and full amount were reasons shared by this category of respondents.

Table 3.9: Respondents' Opinion on Security of Investment

SN	Opinion on Security	Number	Percent
1	Status of confusion	115	42.0
2	Feel secured	94	34.3
3	Feel unsecured	65	23.7
	Total	274	100

3.3 Investments in TVET

3.3.1 Sources of Investment

Various sources for financing the TVET investments appeared in response to the question on sources where investors manage resources. As per the data presented in Table 3.10, a majority of the respondents (56.8%) mentioned their own regular income as the major source, followed by cumulative savings (43.2%), contributions from shareholders (41%) and loans from financial institutions (40.2%). Similarly, personal loans (27.8%) and mobilisation of inherited property 23.3% are the other major sources of investment.

Table 3.10: Source of Investment (Multiple Response)

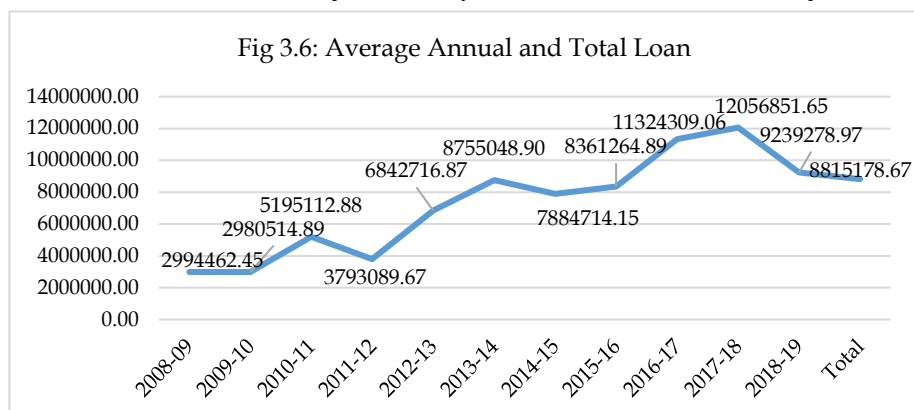
SN	Source of Investment	Responses		Percent of Cases ⁸
		N	Percent	
1	Regular income	151	24.4	56.8
3	Cumulative savings	115	18.6	43.2
2	Contribution by shareholders	109	17.6	41.0
4	Loan from financial institutions	107	17.3	40.2
5	Personal loan	74	12.0	27.8
6	Mobilisation of inherited property	62	10.0	23.3
	Total	618	100.0	232.3

This data conveys very important findings, as it demonstrates that a significant proportion of investors rely on loans from financial institutions and individuals. This means they have taken financial risk for engaging in this business. Others have mobilised their own financial and physical resources which too is risky as it may not always be possible to get the necessary returns from these investments.

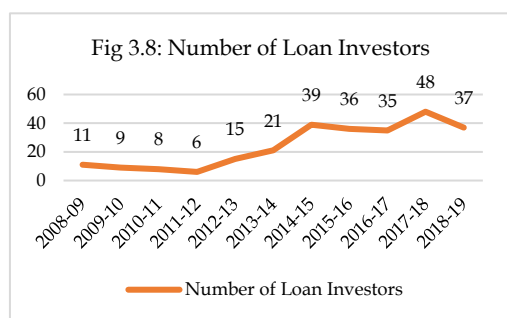
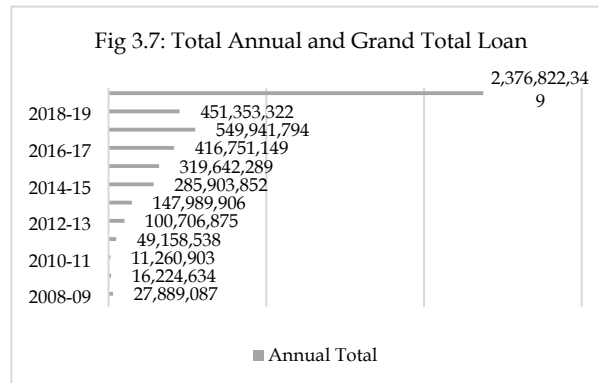
⁸ The term percentage cases depict the percentage share of total sample respondents (274) who responded in the survey. However, due to the multiple response provision, the total responses obtained is higher than sample.

3.3.2 Detail of the loan of the institutes

On average NRs. 8.81 million in loans was drawn by the sample institutes in the last 11 years in order to invest in the TVET institutes (Annex 3, Table 3.2). In 2008/09, the amount of loans taken out by 11 of these institutes was NRs. 2.9 million which increased more than threefold over the 10 year period, reaching NRs. 9.2 million in 2018/19 (Fig 3.6). This shows that the training providers have had the practice of investing financing from loans since 2008-09. Furthermore, the data in the figure shows an increasing tendency among investors to take out loans.



The total annual (of specific study year) and grand total (total of all years) of sample institutes' loan amounts are presented in Fig 3.7. The total loans stood at NRs. 27.8 million in the first year of research and by increasing multifold, it reached to NRs. 451 million in 2018-19. The total loan amount of surveyed institutes amounted NRs. 2.3 billion during the study period.

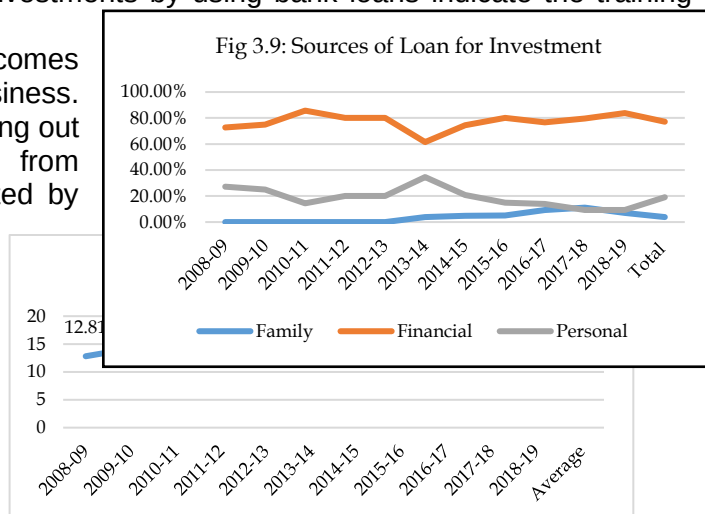


The number of

institutes taking out loans varies by year, which is natural as loans are repaid once they have resources for repayment (Fig 3.8). The data in the figure indicates an increasing number (4% in 2008-09 and 13.5% in the last year) of loan investors over the years. Making investments by using bank loans indicate the training

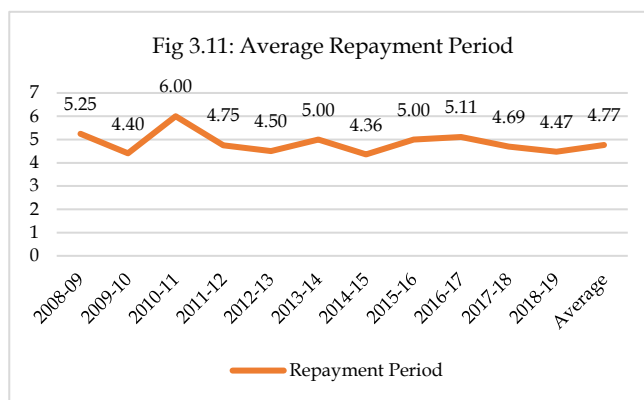
businesses are profitable and hence it becomes financial incentive for engaging in that business. For many there was no other way than taking out loans for managing required resources from financial institutions. Therefore, as depicted by the data in Fig 3.9, this source was the dominant (77.21%) source of loan throughout the study period, followed by personal loans (19.06%).

Interest rates the investors have to pay appears to be relatively reasonable as it is on average 14.51% (Fig 3.10). It varied by

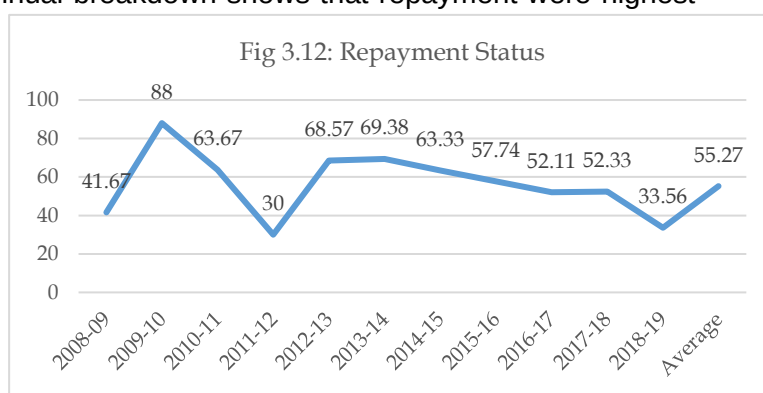


years with the highest in 17.36% in 2012-13 and the lowest in 2008-09.

In order to maintain trust of the lenders, they had to keep on repaying the loans with these interest rates against the agreed schedule. On average, these borrowers took out loans for 4.77 years, varying between 4 to 6 years (Fig 3.11). However, as reported by many respondents, once they have resources they tend to pay back. Frequency of payments become high when the loans are taken in terms of over-draft which is paid off within the same year. Unless borrowers repay loans against the agreed schedule, they risk losing the collateral against which they were entitled to the loans. This finding further suggests the risk investors have had to shoulder for managing resources.



Data in Fig 3.12 suggests that on average, borrowers have already paid back over half (55.27%) of the loans. This data on the other hand also indicates a significant amount still remains due. An annual breakdown shows that repayment were highest during 2009-2010, which reduced over the years reaching 33.56% in 2018-19 which indicates their weakening capacity for repayments. Although other factors may also have been at play, this situation indicates training providers' weak business performance. Further details on loans are available in Annex 3 Table 3.2.



3.3.3 Repayment Plan

Respondents were also asked about their planning for loan repayment. According to the statistics detailed the duration of planned repayment periods ranged between 1 and 15 years, with an average of 5.03 years of repayment (Table 3.11).

Table 3.11: Descriptive Statistics of Repayment Plan (in Years)

Particular	N	Min	Max	Mean	Std. Deviation
Plan for the repayment of loan	93	1	15	5.03	3.370

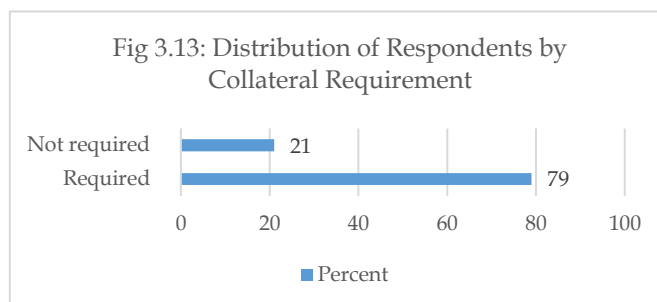
If the data is analysed by dividing in various categories, a majority (54.9%) planned between one and five years, following by more than one-fourth (29%) who indicated more than 5 years to repay the loan. Only a small proportion (16.1%) had planned to repay loan within one year (Table 3.12).

Table 3.12: Repayment Planning

SN	Repayment planning period (in Year)	Number	Percentage
1	1	15	16.1
2	Between 1 and 5	51	54.9
3	>5	27	29.0
	Total	93	100.0

3.3.4 Details of the Collateral

Respondents were asked whether they had to surrender collateral to get the loan approval. In response, large majority of them (79.0%) reported it had been necessary, with just over one-fifth (21%) reporting otherwise (Fig 3.13).



Those respondents who mentioned that they required collateral to get the loan were asked about the type of collateral they surrendered. The majority (87.5%) reported land as collateral, followed by 54.5% who used buildings (Table 3.13). Educational infrastructure (25%) and vehicles (9.8%) were the other types of collateral used for this purpose. This finding shows that land and buildings are the most important sources of collateral for securing loans.

Table 3.13: Type of collateral (Multiple Responses)

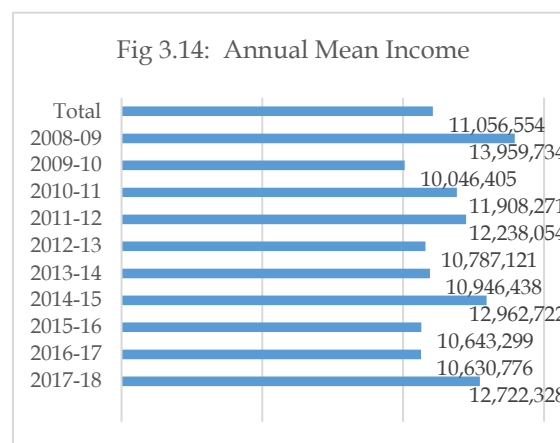
SN	Types of collateral	Responses		Percent of Cases
		N	Percent	
1	Land	98	49.5	87.5
2	Building	61	30.8	54.5
3	Educational Infrastructure	28	14.1	25.0
4	Collateral of Vehicle	11	5.6	9.8
	Total	198	100.0	

Note: Percent of cases denotes proportion of respondents who responded any particular variable.

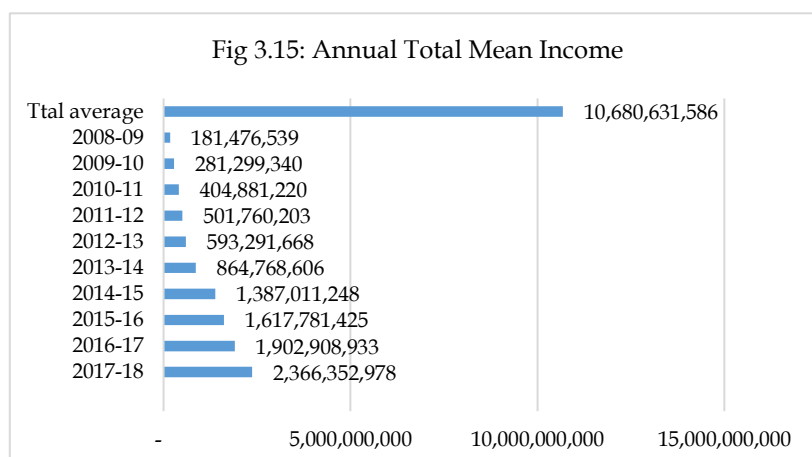
3.4 Income and Expenditure

3.4.1 Annual Average and Total Income

Institutions were requested to share information about their institutes' income and its other dimensions under various headings for the study period. The total annual income of 137 institutes which agreed to provide their income related information was calculated (Fig 3.14).



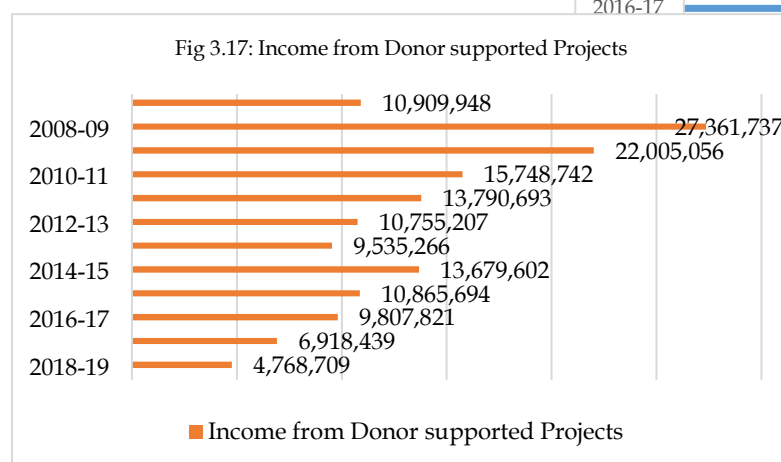
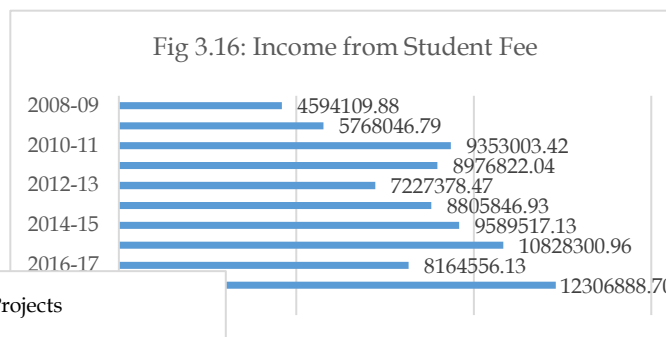
As indicated by data, the total average annual income of these institutions was NRs. 11.05 million, with the highest in 2008-09 which reached NRs. 13.9 million. Although the data shows an increasing tendency in income, it varied between fiscal years. As student fees and project-based training fees make up the major source of income, it is natural to observe variations in income between fiscal years.



Analyses also included the total annual mean income (Fig 3.15). The respondent private sector institutes had a total income of NRs. 10.6 billion over the study period (2008-09 to 2017-2018). The figures also show that at the start of the study period total income was only NRs 0.18 billion per annum (in 2008-09), increasing to NRs 2.3 billion per annum in 2017-18. Analogous to the annual income, these figures clearly demonstrate the trend of increasing total annual incomes.

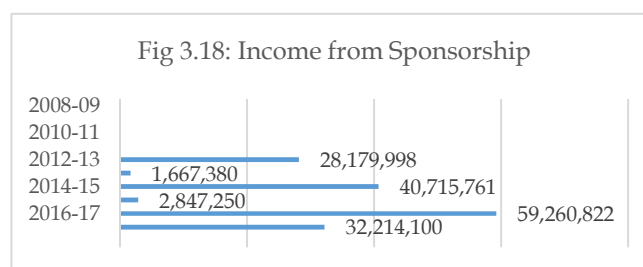
3.4.2 Annual Average Income by Sources

As presented in Figures in 3.16 to 3.19, sources of income are divided into four categories: student fees, donor projects, sponsorships (companies sponsoring their own staff) and other sources.



As shown by Fig 3.16, income from student fees reached NRs. 12.3 million in 2017-18, from a starting point of merely NRs. 4.5 million in 2008-09. An important indication from these figures is that income from this particular source has grown significantly. Fig 3.17 shows income from donor supported projects, which indicates a general trend of

reduction in income from this source, although there were fluctuations during various years. While the total figure stood at NRs. 27 million in 2008-09, it has reduced significantly, reaching only NRs. 6.9 million per annum in 2017-18. Data in Fig 3.18 shows the existence of sponsorship as a source of income but they are not consistent and do not exhibit any reliable trend. However, these figures still appear in significant amounts.



Further to this, all other sources of income that did not fit under these first three main headings were captured under the category 'other sources' and the findings are presented in Annex 3 Table 3.3. As the data in the figure

implies, despite variation by years, its share remains high with the highest amount per annum reaching NRs. 5.3 million in 2013-14, from only NRs. 35,000 in 2008-09. The other details of sources of income and relevant data are presented in Annex 3 Table 3.3.

3.4.3 Training Fees

3.4.3.1 Fee determination process

Institutions were asked about the fee determination process in their institutes applicable separately for fee-paying and sponsorship programmes. In the fee-paying programmes, 31.3% of respondents mentioned that fee is determined by the institutes' own decisions (Table 3.14). Most

of the respondents who fall into this category are short-term training providers, as tuition fees for long-term programmes are decided by CTEVT which, as per this study, was applicable to nearly half (46.5%) of the respondents. This study also indicates existence of some (21.7%) respondents who have collective fee deciding practices.

Table 3.14: Fee Determination Mechanism of Fee-Paying Programmes

SN	Decision Process	Number	Percentage
1	Self-decision of institution	72	31.3
2	Collective decision of institutions	50	21.7
3	Decision of CTEVT Board	107	46.5

Donor funded projects were also a major source of income for some institutes. As shown by Table 3.15, a majority (60.6%) of the respondents managed donor funded projects. These training programmes were offered to the trainees free of cost but the training costs were decided by the donor project themselves. The remaining respondents (27.9%) implemented trainings funded by government, for instance, through the EVENT project under MoEST and SDP project under CTEVT. Training costs/fees in these projects were decided by relevant government implementing agencies. There were some providers (11.5%) who implemented training offered by government and the relevant fee decisions were made by relevant Government ministries.

Table 3.15: Training Cost/ Fee of Short-Term Courses

SN	Decision Process	Number	Percentage
1	Decision of donors/ free of cost	63	60.6
2	Decision of CTEVT board	29	27.9
3	Decision of Government of Nepal	12	11.5

Further details including comparison between the types of institutes are presented in Annex 3 Table 3.4.

3.4.3.2 Respondents' Satisfaction on Fee Rates

Responses on satisfaction about the fee rates are presented in Table 3.16. As per the data, nearly a half (44.9%) of them mentioned they were satisfied by the determined rates. There were a significant proportion who either remained undecided (26.6%) or dissatisfied (22.3%). However, during FGDs, many respondents stated that whilst they are satisfied with the fee decided by themselves, with donor funded projects they shared they had to accept those fee rates even if they were unsatisfied. They appeared to indicate that the donor-decided training fees they receive against training delivered hardly covers the necessary costs, leaving them very little incentive.

Table 3.16: Satisfaction on Fee Rate

SN	Level of satisfaction	Number	Percentage
1	Extremely Satisfied	8	2.9
2	Satisfied	123	44.9
3	Neutral	73	26.6
4	Dissatisfied	61	22.3
5	Extremely Dissatisfied	9	3.3
	Total	274	100.0

Respondents' reasons for satisfaction are presented in Table 3.17, which shows a good rate of return as the main reason for over two-fifths (40.8%) of those who answered the question. Over one-third (33.6%) felt they were contributing to employment promotion and that way making contribution to the development of the country. Other reasons given, such as contribution to

country's economic development, poverty reduction and social development are also more or less similar to the second reason mentioned above.

Table 3.17: Reason for Satisfaction

SN	Reason	Number	Percentage
1	Good rate of return	51	40.8
2	Contribute on employment promotion	42	33.6
3	Contribute on economic development of the country	10	8.0
4	Increasing flow of students	10	8.0
5	Proud of conducting social service	9	7.2
6	Contribution on poverty alleviation	3	2.4
	Total	125	100.0

There were also 20% (55 of the 274) of respondents who declared they were not satisfied (Table 3.18). A significant proportion (41.8%) of them thought CTEVT decisions are not predictable. During FGDs some explained that they are not consulted while deciding about fee rates. Most of these decisions are unilateral and they have to accept all decisions or leave their training business. Return on investment is insufficient for nearly one-fourth (23.6%), which makes them unsatisfied with the fee rates applied. High competition, insecurity of investment and lack of required human resources for training were the other important reasons contributing to the feeling of dissatisfaction.

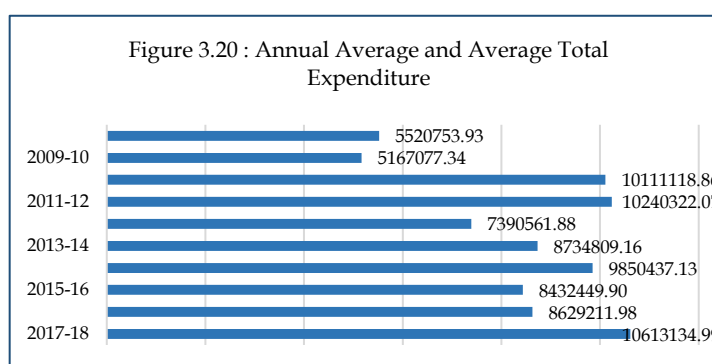
Table 3.18: Reason for Dissatisfaction

SN	Reason	Number	Percentage
1	Unpredictable decision by CTEVT	23	41.8
8	Low return	13	23.6
7	High competition	6	10.9
5	Insecure Investment	5	9.1
6	Lack of human resource	3	5.5
2	Low demand of trainees	2	3.6
3	Low flow of trainees	2	3.6
4	Unnecessary political pressure	1	1.8
	Total	55	100.0

3.4.4 Annual Average and Total Expenditure

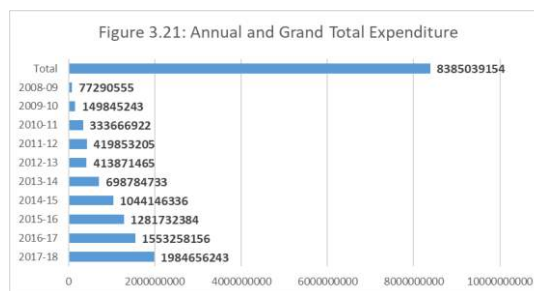
3.4.4.1 Average Annual expenditure (per provider)

The average annual expenditure of the responding institutions was requested with disaggregation against various expenditure headings. As per Fig 3.20, this figure varied greatly between 2008-09 (NRs. 5.52 million) and 2017-18 (NRs. 10.61 million) with the lowest reported rates of expenditure in 2009-10 (NRs. 5.1 million). Since then, despite some variation in a small number of years, it has consistently increased.



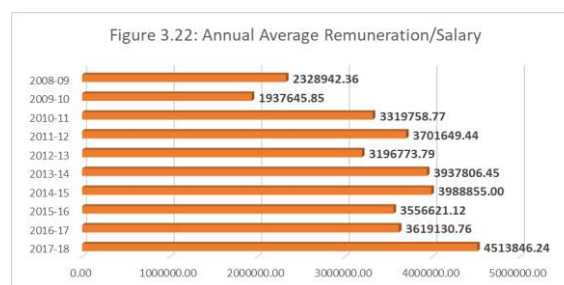
3.4.4.2 Total Annual Expenditure

Data in Fig 3.21 presents respondents' total annual expenditure collectively, and grand total over the study period. Accordingly, NRs. 8.3 billion was spent during the reporting period by the private sector. Disaggregation by individual fiscal years shows that NRs. 1.9 billion was spent in 2017-18 as annual expenditure compared to NRs. 0.07 billion in 2008-09 which has consistently increased and more steeply towards current years. Further details of expenditure are presented in Annex 3 Table 3.5.

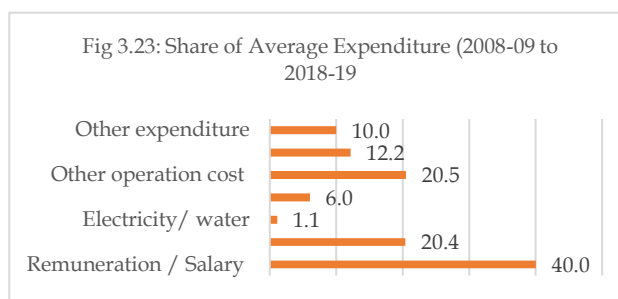


3.4.4.3 Expenditure by Different Headings

Using the average total expenditure over the study period, analyses was furthered by calculating share of expenditure under different headings. As per data in Fig 3.22 shows annual average remuneration disbursement which ranged between NRs. 2.3 million in 2008-09 to 4.5 million in 2017-18 indicating consistent increase in annual average remuneration provided by private institutes.



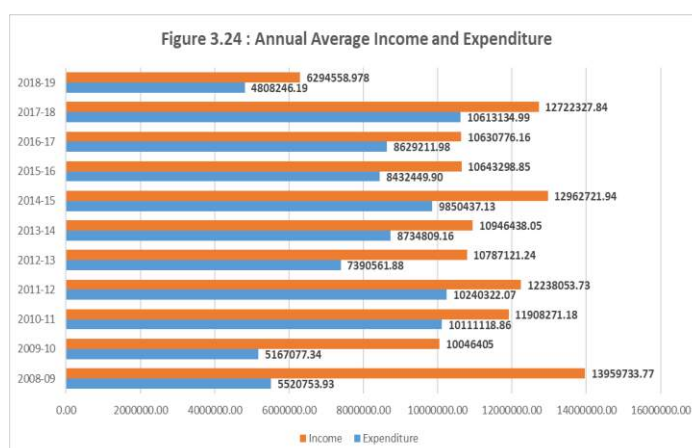
As presented in Fig 3.23 the other expenditure headings included). workshop/ laboratory training materials, electricity/ water and transportation / travel were other headings with expenditure. All the other expenditure not falling under one of these headings was captured under 'Other operational costs'.



As per the data, two-fifths (40%) of the total expenditure went towards remuneration/salary, followed by other operational costs (20.5%) and spending on training materials (20.4%). Spending on workshop/laboratory was also significant.

3.4.5 Average Annual Income and Expenditure

Comparison of respondents' average annual income and expenditure is presented in Fig 3.24. Two clear trends are evident from the figure: i) that the income figures are always higher than the expenditure; and ii) both the income and expenditure figures demonstrate a tendency to increase. These figures indicate that (in the case that all other factors remain unchanged), this tendency for both income and expenditure to increase with some profit may prevail in future as well. A comparison of the income and expenditure gap over the years also shows that the gap between these two figures varies year on year, and was significantly higher during the early years of study.



3.4.6 Challenges for Financial Management

Respondents were asked whether they faced any challenges regarding their own institutes' financial management (Table 3.19). While responding to this question, a strong majority (78.8%) stated that they had faced challenges in financial management which had to be addressed in order to remain in business. As per the data, over one-fifth (21.2%) did not encounter any challenges.

Table 3.19: Challenges for Financial Management

SN	Details	Number	Percentage
1	Challenges faced	216	78.8
2	Challenges not-faced	58	21.2
	Total	274	100.0

3.4.7 Measures to address these Challenges

Respondents were also asked about the possible solutions to address these challenges, giving multiple options from which they could choose (Table 3.21). Of the options presented, a large majority (72.9%) of respondents selected 'sustainability of the private sector'. During the FGDs many respondents informed that their investment, which as presented above represents a significant share of the overall TVET investment, is always vulnerable. During many FGDs, respondents mentioned that government keeps on changing policies. As mentioned earlier, the recent policy debate on suspending TSLC programmes appeared repeatedly as an example of this during the survey. Large majority sought for recognition of private sector investment (69.5%) and its fair evaluation (68.0%).

Table 3.21: Possible solutions (Multiple Response)

SN	Possible solutions	Responses		Percent of Cases
		N	Percent	
1	Sustainability of private sector investment	194	14.9	72.9
2	Recognition of private sectors' investment	185	14.2	69.5
3	Fair evaluation of investment of private sector	181	13.9	68.0
4	Putting private sector friendly policies in place	164	12.6	61.7
5	Enhanced coordination with private sector	161	12.3	60.5
6	Putting clear vision and policy in place	144	11.0	54.1

7	Compulsion of annual renewal fee	156	12.0	58.6
8	Facilitating fair competition among the professionals	119	9.1	44.7
	Total	1304	100.0	

A majority (61.7%) pointed need for private sector friendly policies. 54.1% noted for a clear vision and TVET policy, whilst enhanced coordination with private sector was suggested by 60.5%. This was another agenda reappearing as they felt space for private sector remains very limited across the whole TVET sphere. They considered that proper consultation is not done with private sector and other relevant stakeholders before introduction of new policies. Likewise, compulsion for annual renewal fee is mentioned as a challenge by 58.6% respondents. One of the respondents in Kathmandu stated that performance evaluation of CTEVT is very limited in practice, with little attempt to measure achievement of outcomes of the policies it has introduced. Strengthening this would have implications on the private sector institutes performance as well.

3.5 Information on Financial Support

Respondents were further asked whether they had received any sort of financial assistance from donor agencies or donor-funded projects: very few (12.4%) of them responded in the affirmative (Table 3.22). This finding suggests that private sector providers do not often receive direct financial support from donors.

Table 3.22: Receiving Financial Assistance

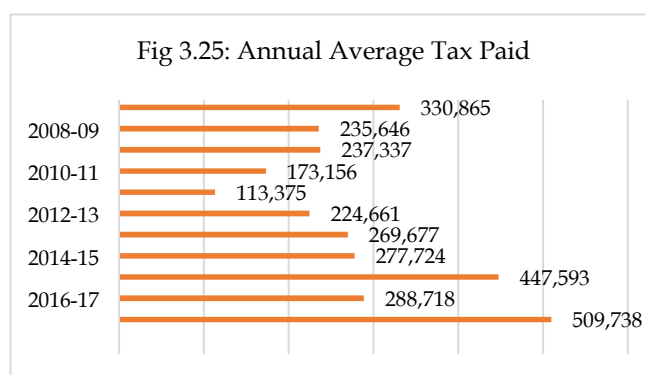
SN	Problem	Number	Percentage
1	Institutes receiving financial subsidies	34	12.4
2	Institutes not receiving financial institutes	240	87.6
	Total	274	100

3.6 Details of Tax Information

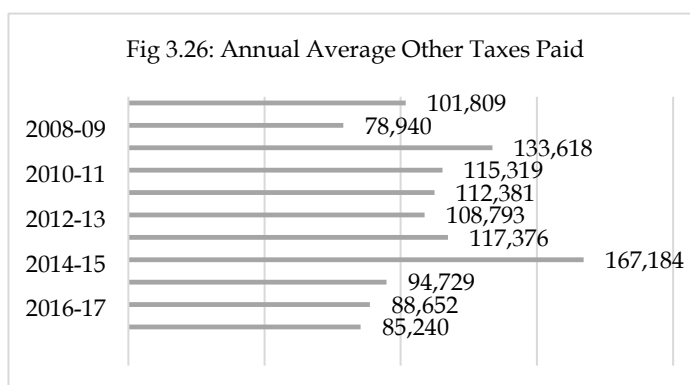
3.6.1 Total Transactions, Income and other Taxes

Private sector contributions were also assessed in terms of the amount of tax paid during these years. Respondents were requested to provide this information based on data from annual tax clearance certificates, alongside other taxes paid to the government. The results are shown in Fig 3.25.

Although annual taxes totalled NRs. 0.3 million on average, the amounts varied year to year, with the lowest amount (NRs. 0.1 million) found in 2011-12 and highest (NRs. 0.5 billion) in 2017-18. Despite these fluctuations, there is more or less an increasing tendency in the tax paid, which is generally consistent with the income generated by institutes.



These providers had to also pay other taxes during the years of this study. As per the findings presented in Fig 3.26, on average an additional NRs. 0.1 million was paid annually by these providers. The figures, however, have large fluctuations. Although taxpayers do not have no flexibility in paying income tax as explained above, despite compulsion, the 'other taxes' are not necessarily systematically paid regularly or within the stipulated timeframe. This is contrary to the case of income tax, as each individual / firm has to pay either advance or final instalment of income tax within the timeframe stipulated by the government.



A summary of transactions which attract tax implications and corresponding tax paid over the study period by the sampled institutes is presented in Table 3.23.

Table 3.23: Average and Total Tax paid (2008-09 to 2017-18) (Amount in Million)

Statistics Types	Amount of the transaction	Amount of income tax paid	Amount of 'other taxes' paid
Annual Mean of Single Institute	24.4	0.33 (1.35)	.0001 (0.42)
Estimated sum (1510 institutes)	156,255.6	2,172.2 (1.39)	746.3 (0.47)

(Figures in parentheses indicate proportion of total mean and grand transaction)

On average, private sector TVET providers had average business transactions of NRs. 24 million. Based on the data, the estimated sum of transactions of 1510 institutes over the study period amounts to just over NRs. 156 billion. However, the income tax paid to government in the review period by these institutes amounted to NRs. 2.1 billion which is 1.39% of the total transaction. Additionally, the private sector paid NRs. 0.74 billion as other taxes which was 0.47% of its total transaction.

In summary, the private sector has not only been providing training services, they are also making significant financial transactions resulting in payment of corresponding income taxes and other applicable taxes. Further details of the tax figures are presented in Annex 3 Table 3.6.

3.6.2 Satisfaction on Tax Rates

Respondents were also asked about their satisfaction on the tax they have to pay annually. As per the data in Table 3.24, just over half (53.6%) of the respondents expressed their satisfaction on the tax rates and the amount they have paid. However, the data also show existence of nearly a half (46.4%) who appeared to be unsatisfied. The possible reasons for this are explored further in the next paragraph.

Table 3.24: Satisfaction Status on Tax Paid

SN	Problem	Frequency	Percentage
1	Satisfied	147	53.6
2	Dissatisfied	127	46.4
	Total	274	100.0

3.6.3 Reasons for Dissatisfaction

Those who expressed their dissatisfaction were asked additional questions to ascertain the reasons for this response, and were requested to judge the degree of seriousness of each against a scale of: Negligible, Slight, Considerable, Sizable and Extreme. These five levels are given further weighting according to the average frequency of the response (Table 3.25). As per the aggregated frequency, more than one-third (36.7%) noted high tax rates as the most serious issue, whereas duplication or even multiple tax provisions was highlighted by another third (32.53%). The remaining 30.74% expressed that they consider the current tax system to be unscientific.

Table 3.25: Reasons for Dissatisfaction

Table 3.26: Reasons for Dissatisfaction													
SN	Type of challenge	Level of Challenges										Aggregated Frequency	
		Negligible		Slight		Considerable		Sizable		Extreme			
		N	%	N	%	N	%	N	%	N	%	N	%
1	High tax rate	5	5.2	6	6.2	17	17.5	44	45.4	25	25.8	369	36.7
2	Unscientific tax rate	5	6.2	5	6.2	14	17.3	33	40.7	24	29.6	309	30.7
3	Duplication of tax systems	5	6	2	2.4	13	15.7	36	43.4	27	32.5	327	32.5

3.6.4 Expectations towards government

Respondents were further asked whether they have any expectations towards the government on taxes and other support. Respondents expressed their main concerns in relation to government expectations as exemptions in tax and customs, and facilitation for workplace-based training and On-the-job-training (OJT). The weighted aggregated average frequency was calculated, similar to the aforementioned procedures (Table 3.26).

Table 3.26: Expectation from government

SN	Type of challenge	Level of Expectation										Weighted Aggregated	
		Negligible		Slight		Modest		High		Very High			
		N	%	N	%	N	%	N	%	N	%	N	%
1	Free OJT Provision	21	9.5	8	13.1	46	33.8	72	32.4	75	33.8	838	31.3
2	Venue for work place practice	12	6.1	4	2	44	22.2	69	34.8	69	34.8	773	28.9
3	Exemption on tax	7	4.4	17	10.6	65	40.6	39	24.4	32	20	552	20.6
4	Exemption on custom duty	8	5.5	17	11.6	41	28.1	48	32.9	32	21.9	517	19.3

The weighted aggregated frequency (31.3%) shows that free OJT provision stands out as the top priority area for which government support is sought. The second highest priority area was on facilitation for venues for workplace-based training, as this requires coordinated support from business and industry. These two expectations stem from the daily challenges faced in availing practical training to trainees. Interestingly, those who expected exemptions on tax and customs duties remained low in the weighted aggregated proportion (20.6% and 19.3%, respectively).

3.7 Staff Employment

This chapter explains employment opportunities created by the investments made in the TVET sector by private sector. The analyses include types of staff and required qualifications, and the nature of their engagement. The staff type included technical staff (in essence, teaching/training employees) and administrative staff (those engaged in activities other than teaching/training). Where appropriate, these staff were also categorised as either support or managerial staff.

3.7.1 Regular Employment

In total, 5561 individuals were employed by the 274 providers at the time of survey, with an average of 15.79 technical staff, and 5.39 administrative staff per institute during the survey period. Within this, the average number of support staff was 2.92, and managerial staff 2.69. As such, technical staff represented 75% of the total institute workforce.

Table 3.27: Distribution of Employees

SN	Types of Staff	No. of institutes responding	Sum (total individuals employed)	Mean
1	Technical Staff	263	4154 (75.0)	15.79
2	Administrative Staff	261	1407 (25.0)	5.39
	Total		5561	
3	Support staff	146	427 (7.0)	2.92
4	Managerial Staff	188	505 (9.0)	2.69

(Figures in parentheses indicate column proportion).

3.7.2 Total Employment by Employment Type

In addition to the full-time posts covered above, private sector training providers also offer a range of part-time employment opportunities, as presented in Table 3.28. Data in the Table shows that a total 23,997 staff were employed in surveyed institutes during the survey period, which includes the 5561 full-time positions mentioned above in Table 3.27. As per the data, 18,202 trainers were engaged in the sample institutes of which 57.94% (10,548 out of 18,202) were engaged in vocational training. Of the total number of trainers (both full and part-time), 74.72% (13,602) had training opportunities, including training of trainers. Of the total administrative staff, 11.30% were part-time. Details of the total employment opportunities available in these institutes are presented in Annex 3, Table 3.8.

Table 3.28: Distribution of Employees

Institute Type	Full time trainers		Part time Trainers		Total Trainers	Administrative Staff		Total Admin Staff	All Total
	Trained	Untrained	Trained	Untrained		Full time	Part time		
Vocational	3122	2432	4618	376	10548	2274	467	2741	13289
Academic	2680	604	1432	587	5303	2068	104	2172	7475
Offering Both Types	1116	540	634	61	2351	798	84	882	3233
Total	6918	3576	6684	1024	18,202	5140	655	5795	23,997

3.7.3 Staff Capacity Building

Training provided to staff is considered as an investment in human capital development. Respondents were asked about the status of capacity development activities carried out in their respective institutes. Specific questions included how they manage upskilling and refresher training for staff. As per the findings in Table 3.29, a majority of respondents (67.8%) reported that such types of training were availed through the Training Institute for Technical Instruction (TITI), and another 63.7% claimed such training was availed by the training institutes themselves. During FGDs they clarified that they have to train new staff in any case, as new trainers (unless they are already experienced) need to be provided with a rigorous training until they are capable of handling training by themselves. There was also a practice of managing training with support from other training providers. This category of respondents was found to be nearly one-third (30.8%).

Table 3.29: Management of Staffs Training (*Multiple Response*)

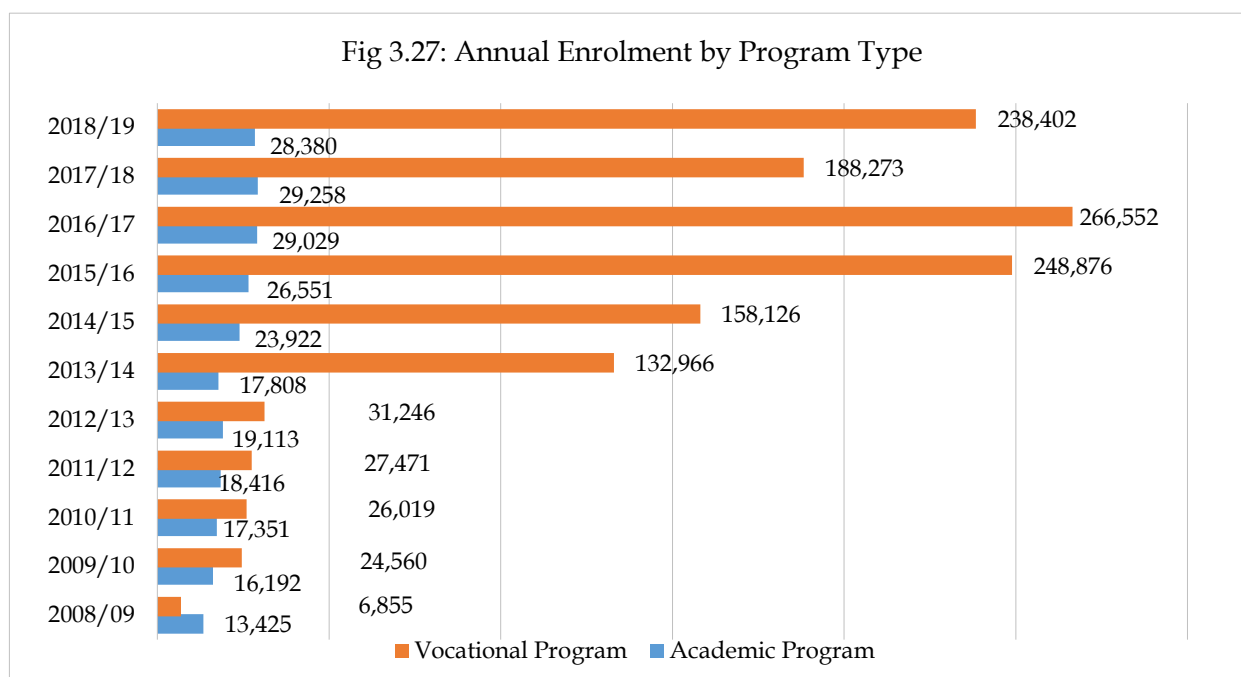
SN	Upskilling Programs	Responses		Percent of Cases
		N	Percent	
1	Training by TITI	185	35.5	67.8%
2	Training by self in own institute	174	33.4	63.7%
3	Training by the support of private TTPs	84	16.1	30.8%
4	Through various projects	61	11.7	22.3%
5	Training from abroad	17	3.3	6.2%
	Total	521	100.0	190.8%

3.8 Enrolment, Graduation and Employment

Information regarding the numbers of admitted students, students who dropped-out, students who passed and students who went on to gain employment was also collected during the survey.

3.8.1 Enrolment Status

As per the findings, 1,588,789 students were enrolled in the sample institutes between 2008/09 and 2018/19. The figure also shows an increasing tendency in student/trainee enrolment.

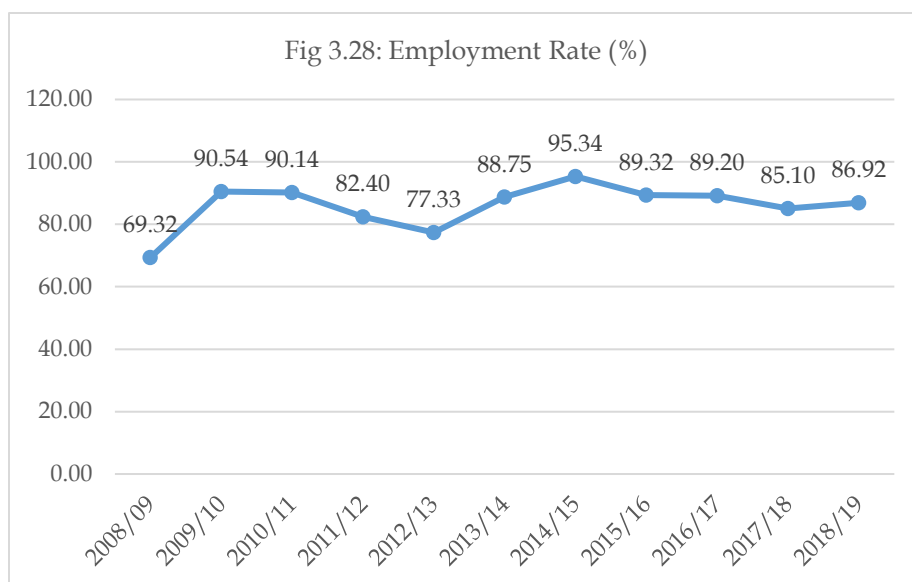


Further disaggregation shows that the enrolment in academic programmes during this period was 239,443, and vocational programmes was 1,349,345. With academic programmes, the numbers enrolling in 2008/09 was merely 13,425, which increased over the ten-year period by more than two- fold to reach 29,258 in 2017/18, representation s 72.02% share of total enrolment (40,626) under the CTEVT system (Fig 3.27).

‘Drop-out’ rates were also requested, with a total of 7,202 (3.31%) reported in 2017-18 (Table 3.10 Annex 3). Of the total enrolled in this same year, 79.6% (228,806) graduated their courses. Annual disaggregated data presented in Fig 3.27 shows a multi-fold increase in training graduates which corresponds the annual enrolment. This finding also proves private sector contribution in training and graduation of trainees.

3.8.2 Estimated Employment Rate

Respondents were requested to report employment status by occupation, although absence of properly documented employment data meant that verification of the reported figures was difficult. As per the findings, on average, a strong majority of the graduates (75.42%) were thought to have gained employment in the occupation in which training had been completed (Annex 3 Table 3.11). As per Fig 3.28, employment rates varied by fiscal year, but it is estimated to have remained always above 69%. During FGDs, respondents claimed the highest employment rates in occupations such as diplomas in pharmacy in long-term courses, and brick layer mason, junior optical dispenser, junior auto mechanics etc. in the short courses. On the contrary, their estimations show that employment rates of draft and design workers, construction carpenters, and computer sub-overseers were limited to approximately 30%.



3.8.3 Status on Tracer Study

Respondents were asked whether they conduct tracer studies. In response, a strong majority of respondents (80.2%) mentioned that they usually only conduct tracer studies at their own initiation. Conversely, 19.8% respondents mentioned that they had never conducted any type of tracer study (Table 3.30).

Table 3.30: Status of Tracer Studies

SN	Training Management	Frequency	Percentage
1	Institutes conducting tracer studies	199	80.2
2	Institutes not conducting tracer studies	49	19.8
	Total	248	100

Upon further investigation, those who reported having conducted tracer studies were found to have only done so on an ad hoc basis. Information on the general whereabouts of their graduates and employment status is collected. These studies tended to be unstructured, sample based, and not carried out on a systematic or regular basis. Even the data collected through such practices were not properly documented.

3.9 Concentration of Institutes in Urban areas

Usually, private technical schools irrespective of their programme type (short term or long term) are found concentrated within the major cities or urban locations. In connection with this, respondents were asked what factors they considered in selecting locations for their institutes.

3.9.1 Factors Responsible for Concentration of Institutes in Urban areas

In response, a strong majority (86.1%) of respondents stated that good instructors for quality training are more readily available in urban areas compared to remote and rural locations. Similarly, 78.3% of respondents cited the availability of OJT opportunities for their trainees. Another frequent response (76.8%) was that getting required number of trainees is easier in urban areas. During the FGDs, respondents stressed the difficulties in ensuring even the minimum number of trainees for managing training sessions efficiently. Interestingly, very few (19.1%) cited profitability as a key reason for such urban concentration (Table 3.31).

Table 3.31: Factors for centralization of training (*Multiple Response*)

SN	Reason	Responses		Percent of Cases
		N	Percent	
1	Access of Instructor	230	21.7	86.1
2	Easier to manage OJT	209	19.7	78.3
3	Access of trainees	205	19.3	76.8
4	Potentiality of employment	185	17.4	69.3
5	Easier to develop infrastructure	171	16.1	64.0
6	Expected Profit	51	4.8	19.1
7	Exemption of tax and custom duty	11	1.0	4.1
	Total		100.0	

3.9.2 Expected Government Support for Decentralisation of Institutes

Respondents were also asked how they can be supported to de-concentrate TVET institutes from urban areas and establish more in rural areas. In response, 87.3% of respondents mentioned the provision of government financial incentives (Table 3.32). This is largely due to the aforementioned difficulty in attracting even minimum threshold numbers of students. Government sharing or partially mitigating this potential loss could encourage more private sector institutes to pursue this option. Another significant proportion (71.3%) explained CTEVT affiliation policy should have clear provisions in this regard.

Table 3.32: Expected support for de-concentration of training provisions (*Multiple Response*)

SN	Expected Support	Responses		Percent of Cases
		N	Percent	
1	Provision of government financial incentive	234	28.0	87.3
2	Flexibility in affiliation process	191	22.8	71.3
3	Accessibility of scholarship	155	18.5	57.8
4	Exemption on the rate of deposit and renewal	143	17.1	53.4
5	Exemption on tax and custom duty	114	13.6	42.5
	Total	837	100.0	312.3

3.10 Corporate Social Responsibility (CSR)

3.10.1 Level of contribution in CSR

Respondents were asked whether they operate any corporate social responsibility (CSR) practices. In response, a small majority (53.6%) of the respondents stated they had significant level of CSR engagement, whilst nearly one-third (31.4%) stated they had negligible engagement (Table 3.33).

Table 3.33: Degree of CSR Activities

SN	Degree of CSR activities	Frequency	Percentage
1	Significant	147	53.6
2	Adequate	41	15.0
3	Negligible	86	31.4
	Total	274	100.0

The detail disaggregated figure is also depicted in Annex 3, Table 3.12

3.10.2 Contributions Under CSR

Respondents were further asked about the kind of support provided under CSR. In response, 68.7% of the respondents mentioned that they provided free-of-cost training under CSR, and 29.7% said they provided support in kind (Table 3.34). During FGDs, respondents informed that providing free training to some students is often a common practice. Sometimes, they were forced to do so due to unjustified influences from different quarters of society. In some cases, cash incentives were provided by some respondents (19.9%). In addition, some respondents (10.3%) reported practices of providing free hostel to trainees/ students who have to travel from distant locations to attend.

Table 3.34: Contribution Under CSR (*Multiple Response*)

SN	Types of Support	Responses		Percent of Cases
		Frequency	Percent	
1	Support with free training	268	53.5	68.7
2	Support in kind	116	23.2	29.7
3	Cash and incentive	77	15.4	19.7
4	Support with free hostel facilities	40	8.0	10.3
	Total	501	100.0	128.5

3.10.3 Number of Beneficiaries Under CSR

As per the provision of CTEVT, long-term training institutes must provide scholarships to at least 10% of the total enrolment population. Therefore, respondents were asked whether they provided additional scholarship other than the mandatory CTEVT provisions. It was reported that one-third (33.8%) had this practice (Table 3.35). On the contrary, a strong majority (66.2%) responded that they did not have such practice.

Table 3.35: Status on Additional Scholarship (other than CTEVT provision)

SN	Status of Additional Scholarship	Frequency	Percentage
1	Provided	46	33.8
2	Not-provided	90	66.2
	Total	136	100.0

3.11 Collaboration with industry

Respondents were further asked whether they had collaborated with business and industry in the course of training.

3.11.1 Status of Industry Collaboration

As per the findings, a large majority (73%) of respondents reported of having some sort of collaboration with industry (Table 3.36). Analysis of these findings can be found in Annex 3, Table 3.16, which shows that at 73.2%, industry collaborations are more prevalent in the case of short-

term training providers compared to long-term providers (70.2%). A large proportion (81.2%) of institutes offering both programmes were also found collaborating with industries.

Table 3.36: Collaboration with business and industry

SN	Collaboration with Industries	Frequency	Percentage
1	Having collaboration	200	73.0
2	Not-having collaboration	74	27.0
	Total	274	100.0

3.11.2 Type of Existing Collaboration

Those who reported having such collaborations were asked to describe in more detail. 89% cited industry collaborations for on the-job-training (OJT) (Table 3.37). Another very significant proportion (77.5%) collaborated for direct employment, followed by the provision of employment information (66.5%) and practical training (63.0%). This information shows that although collaborations do not always take place in a structured form, there tends to be fairly significant levels of engagement overall. Details of the findings are presented in Table 3.37.

Table 3.37: Collaboration with Industries (*Multiple Response*)

SN	Collaboration Areas	Responses		Percent of Cases
		Frequency	Percent	
1	On the job training	179	30.2	89.5
2	Direct employment	155	26.1	77.5
3	Employment information	133	22.4	66.5
4	Practical training	126	21.2	63.0
	Total	593	100.0	296.0

3.11.3 Interest for Future Collaboration

All respondents were asked whether they were interested in collaborating with industry in the future. In response to this question, 91.6% of the respondents were positive towards future partnerships (Table 3.38). However, although small in number, some 8.4% did not envisage any such partnerships for their institutes.

Table 3.38: Interest for future collaboration with industry

SN	Expectation with Industry	Frequency	Percent
1	Interested	251	91.6
2	Not interested	23	8.4
	Total	274	100.0

3.11.4 Type of interest

Further to this, respondents were asked to highlight key priority areas for future collaboration. A strong majority (88.8%) mentioned OJT as a priority collaboration area, followed by direct employment (88.4%) (Table 3.39). Similarly, employment information was cited by a significant majority (72.5%), and finally 64.9% highlighted practical training.

Table 3.39: Potential areas for industrial collaboration (*Multiple Response*)

SN	Expected Support Area	Responses		Percent of Cases
		N	Percent	
1	On-the-job-training	223	28.2	88.8
2	Provision of direct employment	222	28.1	88.4
3	Availability of employment information	182	23.0	72.5

4	Practical working areas/venues	163	20.6	64.9
	Total	790	100.0	

3.12 Motivation for Investment in TVET Sub-sector

Many of the findings presented above indicate that private sector training institutes invest heavily (either directly or indirectly) in TVET development in Nepal. These findings led the research team to further assess the motivating factors behind such investment initiatives.

Respondents were asked to explain what specific motivational factors had informed decision taken on investment in TVET institutions. Multiple possible answers were presented to choose from, and altogether 661 responses were obtained from 274 respondent institutions (Table 3.40). Of the total respondents, 87.5% (231) thought that investment in TVET can contribute to employment enhancement, followed by 72.7% who consider it as an honourable profession. Similarly, 47.7% wanted to contribute to foreign employment promotion by investing in TVET institutions.

Table 3.40: Motivation for Investment in TVET institution (*Multiple Responses*)

SN	Motivation factor	Responses		Percent of Cases
		Frequency	Percent	
1	Employment promotion	231	34.9	87.5
2	Honourable profession	192	29.0	72.7
3	Foreign Employment promotion	126	19.1	47.7
4	Social service	87	13.2	33.0
5	Easy way for ensuring profit	25	3.8	9.5
	Total	661	100.0	

3.13 Satisfaction from TVET Investment

A majority of respondents reported being 'satisfied' (54.4%) or 'extremely satisfied' (8.4%) by their investment in TVET institutes. One-fourth (23.7%) remained neutral. Those who reported being either 'dissatisfied' or 'extremely dissatisfied' totalled 13.5%. In comparing satisfaction levels by type of institute, owners of the short- term training providers were more likely to be satisfied by their investment, than those with investment in long-term programmes (Annex 3, Table 3.13) which may be attributable to the higher investments required in the case of the latter.

Table: 3.41 Level of Satisfaction by investments made in TVET

SN	Satisfaction Level	Number	Percentage
1	Extremely satisfied	23	8.4
2	Satisfied	149	54.4
3	Neutral	65	23.7
4	Dissatisfied	32	11.7
5	Extremely dissatisfied	5	1.8
	Total	274	100

Of the respondents who were satisfied by such investments, 94 (more than one third of total the total 274) went on to give further details. Accordingly, one-third (33.0%) saw increased attraction of students in TVET programmes (Table 3.42) as a key reason for satisfaction, demand of skilled workforce mentioned by 9.6%, demand of technical education (10.6%), higher returns (9.6%) and easier job placement for the students following training was mentioned by 6.4%. The detailed distribution is mentioned in Table 2.10.

Table 3.42: Reasons for Satisfaction

SN	Reason for Satisfaction	Frequency	Percent
1	Increasing attraction of TVET among students	31	33.0
2	Respectable profession	11	11.7
3	Demands of technical education in our country	10	10.6
4	Demand of skilled workforce	9	9.6
5	Higher return	9	9.6
6	Easier to get job	6	6.4
7	Increasing employment opportunity	5	5.3
8	Satisfactory income	4	4.3
	Total	94	100.0

Equally as important, the reasons behind dissatisfaction were also explored (Table 3.43). Among the reasons given, the highest proportion (27.7%) mentioned lack of policy clarity in CTEVT, followed by more than one-fourth (26.2%) who felt negatively towards the temporary nature of CTEVT affiliation, and some (20.0%) who reported low returns on investment. For these reasons it would seem prudent for CTEVT and the government to enter into policy dialogue with these investors when developing policies with implications on private sector investment.

Table 3.43: Reasons for Dissatisfaction

SN	Reasons for Dissatisfaction	Frequency	Percent
1	Lack of policy clarity in policy of CTEVT	18	27.7
2	Temporary affiliation system	17	26.2
3	Low return	13	20.0
4	Less priority from government sector	1	1.5
5	Uncertainty about future	5	7.7
6	Unhealthy competition	5	7.7
7	Uncertainty about TSLC Programs	3	4.6
8	Lack of job market	3	4.6
	Total	65	100.0

3.14 Interest in Future Investments

Respondents were asked to indicate whether they were interested in investing further in TVET in the future. A vast majority (85%) responded positively (Table 3.44). On the contrary, 10.2% stated they had no interest in any further investments in TVET.

Table 3.44: Interest in further investment in future

SN	Interest in investment	Frequency	Percentage
1	Interested to invest	233	85.0
2	Not interested to invest	28	10.2
3	Can't say anything	13	4.7
	Total	274	100

Respondents were also asked to indicate the motivational factors behind their intention to continue to invest. Only 132 responded to this question (Table 3.45). A majority (56.8%) were motivated by the thought that through investment in TVET, they would be contributing to the socio-economic development of the country. Implementing additional programmes and expanding the training scope were closely related, and together these two categories totalled 28%: a significant proportion of the total respondents.

Table 3.45: Reason for interest in future investment

SN	Reason	Frequency	Percentage
1	Contribute socio-economic development	75	56.8
2	Add additional programmes	19	14.4
3	Expand the scope	18	13.6
4	High return	11	8.3
5	Improve the quality	9	6.8
	Total	132	100.0

Of the 28 respondents who stated they were not interested in investing in future, 14 gave further responses on the motivations behind this (Table 3.46). Half (50.0%) felt the unpredictability of government rules and regulations remains a constant threat. Some FGD participants shared that they never know when government/CTEVT might introduce new rules that may adversely affect their business. Some of these respondents think that the current return is incentive for them to continue in future. Discussion to stop TSLC programme was one example repeated by respondents during FGDs.

Table 3.46: Reason for Lack of interest in future investment

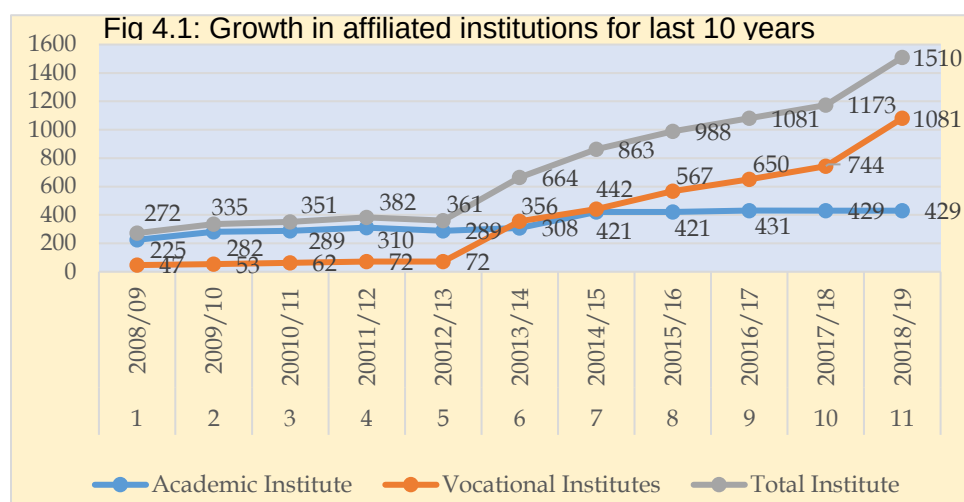
SN	Reason	Number	Percentage
1	Unpredictable government rules and regulation	7	50.0
2	Low profit and low attraction	5	35.7
3	Political instability	1	7.1
4	Personal reason	1	7.1
	Total	14	100.0

4. Extrapolation of Private Sector Investment

Chapter 3 presents the findings based on sampled respondents. However, as this study intends to estimate investments made by private sector providers overall, this chapter utilises the sample findings to extrapolate the estimated investments made by the total population of private sector training providers. The methodology used takes the mean figures of specific variables of individual years, and multiplies it by the number of institutes applicable for that particular variable in that particular year to produce an estimated overall figure. However, exact figures are also presented where available, for example in Figure 4.1 and Figure 4.5. Relevant data is detailed at Annex 4.

4.1 Growth of Private Sector Training Providers

As detailed in Chapter 2, this study was conducted based on 274 sample institutes. However, based on information from the CTEVT database, there are currently 1,510 CTEVT affiliated private sector training providers operating in Nepal, of which by 2018/19 72% (1,081) are short-term training providers (Fig 4.1⁹). The data also shows that the total number of providers has consistently increased. Comparison of the data shows that until 2012/13 there were lower numbers of vocational training providers compared to academic programme providers, but vocational numbers started to steeply grow since then. The number of institutes offering long-term programmes were much higher (225 vs 47) in 2008-09 which saw only limited growth until 2013-14, but then hiked significantly in 2014-15 and has remained almost same until 2018-19. The growth in institute numbers also means there has been an overall increase in investment and increase in revenue for the government.



4.2 Summary of Training Enrolment, Graduation and Employment

Table 4.1 presents the total estimated training (for both long and short-term) enrolment, graduation and employment figures over the entire 10 year period (2008-09 to 2018/19) by private providers in Nepal. According to the sample institute responses, 520.87 thousand

⁹ Source:

- CTEVT *Ek Jhalak* (a glance) 2067; 2068; 2069; 2070, 2073
- CTEVT Annual Report 2071/72; 72/73; 73/74; 2074/75
- TVET Factsheet 2076.

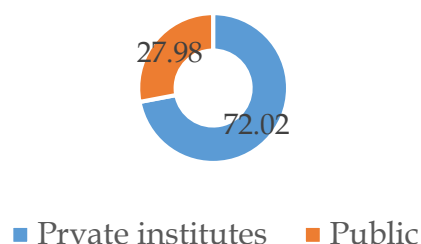
students/trainees enrolled for training and education in their institutes over the study period, of which a majority (89% i.e. 464,156) went on to successfully graduate. Of those, 87.4% (405,794) were subsequently able to find employment, according to the institutes themselves. Using the methodology explained above, the extrapolated data suggests a total enrolment during this period across all private providers in Nepal of 1.59 million, of which 88% (1.4 million) is estimated to have successfully graduated. Of the total graduates, it can be estimated that 86.9% i.e. 1.22 million, will have subsequently secured employment. The details of these estimates are presented in Annex 4, Table 4.1a and b.

Table 4.1: Summary of Estimated Training Enrolment, Graduation & Employment

Statistics	Enrolment	Graduation	Employment
Average of 274 sample institute	2,192	1,694	1481
Sum of 274 sample institutes	520,874	464,156	405,794
Total 1510 institutes	1,588,789	1,398,286	1,215,837

Analysis of enrolment in academic programmes shows that private sector enrolment was merely 13,425 in 2008/09 which increased more than two-fold to 29,258 in 2017/18, out of a total enrolment in 2017/18 of 40,626¹⁰. Accordingly, a 72.02% share of the total enrolment under CTEVT system in 2017/18 was covered by private institutes in this year.

Fig 4.2: Share of Long term Enrolment in 2017/18



4.3 Summary of Estimated Capital Investment by Private Providers (2008-09 to 2018-19)

The wide variety of areas of TVET in which private sector has made investments are explained above in Chapter 3. They are also summarised in Table 4.2 below, and further detailed in Annex 4 Table 4.2. The estimated investment figures presented in this chapter include capital investments in land and buildings, and other long-term educational infrastructure such as machinery and equipment.

The data in Table 4.2 first shows the average and total investment made by sample institutes over the study period, followed by the extrapolated estimates of total investment made by all the private sector institutes.

Table 4.2: Summary of Sample and Estimated Capital Investment (2008-09 and 2018-19) (Amount in NRs. billion)

Statistics	Capital expenditure	Other long-term Investment	Grand total
Average of 274 sample institute	0.64521	0.04239	0.687.60
Sum of 274 sample institutes	176.79	11.61	188.40
Total 1510 institutes	535.20	31.29	566.49

¹⁰ CTEVT enrolment capacity is considered as enrolment.

The figures show that in terms of capital expenditure the 274 sample institutes invested an estimated NRs. 176.7 billion during the study period. Building on this, the grand total invested by all institutes in Nepal (1,510) during this period is estimated to be approximately NRs. 535.2 billion. Similarly, the total investment by all sample institutes under 'other long-term investment' was NRs. 11.6 billion during the study period. As such, the total amount invested under this category for all institutes is estimated as NRs. 31.29 billion over the study period.

In summing these estimated figures, the sample institutes invested NRs. 188.4 billion during the study period and using the same methodology of extrapolation, we can estimate a total investment of the 1,510 institutes to be as high as NRs. 566.4 billion over the period.

Aside from long-term capital investments, institutes are also required to maintain deposits in CTEVT in order to obtain approvals for new programmes. In addition, they are also required to renew the programmes annually from CTEVT for which they have to pay a fee. As presented in Table 4.3, NRs. 101.98 million in renewal fees has been collectively reported by all 274 institutes, which works out as an average of NRs. 372.2 thousand per sample institute over the study period. Similarly, when this estimation is applied for 1,510 institutes, the total investment under this heading may reach as high as NRs. 251.1 million. On the other hand, the corresponding figures for total deposits was 6.98 million, 1.9 billion and 4.2 billion, respectively. While renewal fee is non-refundable, the deposit remains with CTEVT until the programme is closed which means an investment made for an indefinite period.

Table 4.3: Summary of Deposits and Renewal Fee by Sample and All Institutes

Statistics	Renewal Fee Amount (Thousand)	Total Deposits (million)
Average of 274 sample institute	372.19	6.98
Sum of 274 sample institutes	101,980.99	1,915.20
Total 1510 institutes	251,117.15	4,267.21

4.4 Summary of Estimated Borrowing (2008-09 and 20018-19) by Private Providers

As TVET is an expensive venture, investors do not always have the required resources to establish and grow their businesses. Private sector is therefore required to take loans from various sources as explained in Chapter 3. A summary of total loan figures is presented in Table 4.4 and detailed in Annex 4 Table 4.3. The later table shows that both the numbers of private sector institutes borrowing, and the annual borrowed amount has had a tendency to increase over the years.

Table 4.4: Summary of Estimated Loan (2008-09 and 2018-19) by Private Providers (Amount in NRs billion)

Statistics	Total Loan
Average of 274 sample institute	0.08453
Sum of 274 sample institutes	23.16
Total 1510 institutes	69.52

The data in Table 4.3 shows that the average total loans of an individual institute during the study period stood at NRs. 84 million, or NRs. 23 billion for all sample institutes. When this figure is used to calculate the total estimated loans that all 1,510 institutes might have taken out, the figure reaches NRs. 69.5 billion which represents a significant financial risk to the private sector. If the annual and total interest incurred due to such loan is added this burden further increases.

4.5 Summary of Estimated Income and Expenditure (2008-09 and 2018-19) of Private Providers

The annual and total income earned by the sample private institutes over the years is presented above in Chapter 3. Based on these figures, the total income of all private providers in Nepal has been estimated in this chapter. A summary of these income figures is presented in Table 4.5 and detailed further in Annex Table 4.4a and b.

According to the data in the latter table, the average total income per institute was NRs. 123 million, with corresponding expenses of NRs. 89.4 million. Similarly, the aggregate total income of all institutes was estimated to be NRs. 84.8 billion, with corresponding expenditure of NRs. 65 billion. These figures show that the private sector has consistently contributed to TVET development while also making returns on their investments.

Table 4.5: Estimated Income and Expenditure (2008-09 and 2018-19) of Private Providers (Amount in billion)

Statistics	Total Income	Total Expenses
Average of 274 sample institute	0.12314	0.08950
Sum of 274 sample institutes	33.47	24.52
Total 1510 institutes	84.80	65.03

4.6 Summary of Estimated Tax paid (2008-09 and 2018-19) by Private Providers

The annual and total expenditure incurred by sample private institutes over the years are explained in Chapter 3. Based on these figures, expenditure of all private providers over the same period has been estimated in this chapter. A summary of business transactions is presented in Table 4.6 and they detailed further in Annex Table 4.5. Tax figures were taken from annual tax clearance certificates issued by the internal revenue department (IRD).

Table 4.6: Estimated and Tax paid (2008-09 and 20018-19) by Private Providers

Statistics	Total Tax	Total Other Taxes
Average of 274 sample institute (Amount in NRs million)	2.82	1.12
Sum of 274 sample institutes (Amount in NRs million)	774.20	310.32
Total 1510 institutes (Amount in NRs million)	2172.2	746.4

The data in Table 4.6 shows that the average annual tax paid to the Internal Revenue Department was NRs. 2,825,574. The average 'other taxes' incurred by the sample institutions was NRs. 1.12 million. Correspondingly, the estimated total tax and 'other taxes' by all 1510 institutes during this period were NRs. 2.2 billion and NRs. 0.75 billion respectively.

4.7 Summary of Estimated Investments

4.7.1 Average Contribution of Individual Institute by Type

The sum of annual mean investments made during the period from 2008-09 to 2018-19 per institute is presented in Table 4.7. Of the 274 providers sampled through the survey, 138 respondents were short-term vocational training providers, 104 long-term academic institutes, and the remainder (32) offered both programmes. The data shows that the sum total mean of 11 years' capital investment of vocational training providers was NRs. 245 million, and NRs. 18.25 as other long-term investments. The operational expenditure over this period amounted to NRs.

91.2 million. The corresponding capital investment for long-term programmes was NRs. 397.6 million and was higher by 61% when compared with short-term programmes. Similarly, other long-term investment of providers offering long-term academic programmes was more than three times that of short-term providers. However, the operational cost has higher by 17%. Further details of the analyses are presented in Table 4.6.

Table 4.7: Contribution (Sum of Annual mean 2008-09 to 2018-19) of Individual Institute by Type (Amount in NRs million)

Type of Institutes	Total Capital Investment	Other long-term investments	Actual Operational Cost
Vocational Training providers (138)	245.67	18.25	91.22
Long term academic training providers (104)	397.70	65.11	106.98
Institutes offering both Types of training (32)	2,259.54	51.36	127.63

4.7.2 Estimation of Investments by 274 Sample Institutes (2008-09 to 2018-19)

Data in Table 4.8 shows contributions made by the total 274 sample institutes. These figures the sum of the figures reported by the respondents and therefore, represent the investments made by these institutes over the study period. The grand total amount of NRs. 189.7 billion of investments made by the sample institutes under the three major headings (capital – land and building, other long-term infrastructure, and deposits and taxes) suggest that the sample private investors have invested large amounts of financial resources over the study period. Attempts to estimate levels of investment within specific sectors have also been made previously, for example a report presented by Federation of Private Technical Schools (FPTS) estimates NRs. 6.6 billion in investments made in TSLC level Auxiliary Nurse Midwife (ANM), Community Medical Assistant (CMA), Lab Assistant (LA) and Ayurveda Assistant Health Worker (AAHW) study only during the same year by 205 private institutes (Jha 2018¹¹).

Table 4.8: Overall Summary of estimated Investment (2008-09 to 2018-19)

Headings	Total Amount (For 274 institutes)
Capital (From Table 4.2) (Amount in NRs billion)	188.40
Interest on Deposits ¹² (Amount in NRs million)	287.28
Income Tax (Part of Table 4.6) (Amount in NRs million)	774.20
Other Taxes (Part of Table 4.6) (Amount in NRs million)	310.32
Grand Total (Amount in NRs billion)	189.78

4.7.3 Extrapolated Investments by 1,510 Institutes (2008-09 to 2018-19)

The findings presented in the above tables (Tables 4.2, 4.3, 4.6) have been summarized in Table 4.9 below. These aggregated extrapolated figures suggest that in total NRs. 570 billion is estimated to have been invested by the private providers in TVET institutes which otherwise would have been invested by government in order to obtain the current levels of delivery across the country. More importantly, they also appear significantly large to warrant government recognition in furthering productive partnerships.

Table 4.9: Overall Summary of estimated Investment (2008-09 to 2018-19)

¹¹ Jha, B. 2018. Basic TVET: Report on Role of Private Schools. Federation of Private Technical Schools. Kathmandu.

¹² Note: The average interest rate of 15% (14.51%) paid by the respondent to take loan for their investment purpose is used to estimate the interest (For details, refer Annex 3, Table 3.2).

Headings	Total Amount (For 1,510 institutes)
Capital (From Table 4.2) (Amount in NRs billion)	566.50
Interest on Deposits (Amount in NRs million)	0.64
Income Tax (Part of Table 4.6) (Amount in NRs billion)	2.17
Other Taxes (Part of Table 4.6) (Amount in NRs million)	0.75
Grand Total (Amount in NRs billion)	570.052

4.8 Comparison of Average Operational Costs of Public and Private Institutes

Attempts were also made to compare the average operational costs of private sector institutes with that of publicly funded institutes. Due to the additional social responsibilities public institutes under CTEVT assume, general economic theory does not allow for a direct comparison of costs based on market price alone. Ideally, shadow prices should be calculated applying a far more comprehensive exercise than undertaken within the remit of this study. However, in order to get a general idea about the differences in costing, an attempt is made to draw comparisons between two differently financed institutes. Additionally, because public institutes mainly offer long-term courses, comparison will be made against these programmes only, and not the short-term vocational training.

As per the findings from this study, the average operational costs of delivering a long-term programme managed by a private sector provider was NRs. 12,244,980 for the year 2018/19 (2075/76), which can be estimated to be increased as per the price level in the year 2019/20 (2076/77). According to CTEVT data, 429 private institutes offer 878 programmes, representing an average of 2.04 programmes per institute. Correspondingly, the per programme cost of private institutes can be estimated to be NRs. 6,396,631.

The proposed budget of CTEVT constituent schools for fiscal year 2019/20 (2076/77) is given in Table 4.10. As per the figures, the average budget for one public institute is NRs. 132,466,000. In contrast to private providers which run relatively few programmes per institute (2.04), the 45 CTEVT affiliated constituent schools run 140 programmes, or 3.11 programmes on average per institution. Accordingly, the per programme cost of public institutes in the year is estimated as NRs. 42,593,569¹³. As per the study findings, the annual average of the per programme cost of private institutes for 2018/19 was estimated as NRs. 6,396,631 and that of CTEVT technical schools' budget as NRs. 7,933,320 which was higher by 24.02% than that of private. In summary, the private sector appears to be financially efficient.

Table 4.10: Budget of Constituent Schools by Province (2018/19)

State	Allocated Budget (In 0.1 m)	Number of Institutes	Number of Programme Run	Per Institute Cost (In '000)	Per Programme Cost (In '000)
State No 1	1439.50	4.00	9.00	35,98,75	15,99,44
State No 2	1897.78	6.00	20.00	31,62,97	94,889
State No 3	4643.21	12.00	36.00	38,69,34	128,978
Gandaki S	3707.59	9.00	16.00	41,19,54	231,724
State No 5	3802.29	8.00	36.00	47,52,86	10,56,19
Karnali	1475.81	3.00	10.00	49,19,37	14,75,81
Sudurpaschim	1578.99	4.00	13.00	39,47,48	12,14,61
Nepal Average	18545.17	46.00	140.00	40,31,56	13,24,66

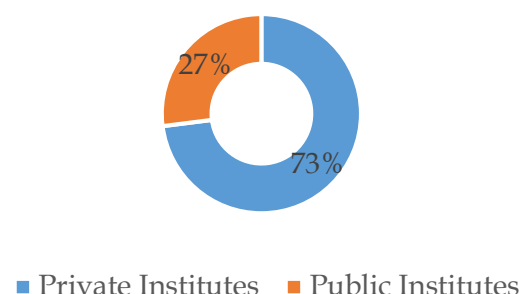
¹³ Source: CTEVT Annual Report 2017/18. Sanothimi.

4.9 Private Sector share of Operational Costs in 2017/18

An attempt was also made to compare the share of operational costs by public and private institutes. While operational costs of private institutes was collected through the survey, that of public institutes was collected from CTEVT¹⁴. Also, as CTEVT annual budgets normally do not include capital and long-term investments, all expenditure can be considered operational and includes expenses such as remuneration, training costs and overheads.

CTEVT spent NRs. 5,483,297,000 in the development of TVET during the fiscal year 2017/18¹⁵. Likewise, as per the findings of the study, total operational costs of the private sector amounted to NRs. 14,527,691,963 (including costs of vocational training at NRs 8,859,580,245, and long-term training at NRs 5,668,111,717) which amounts to a total overall expenditure of NRs. 20,010,988,963 including both public and private sector. Hence, a significant share (73%) of the total operational costs of TVET was met by private sector, leaving just little over one-fourth (27%) to the public sector (Fig 4.3).

Fig 4.3: Share of estimated Operational Costs



¹⁴ CTEVT 2018. CTEVT Annual Audit Report 2017/18. Sanothimi.

¹⁵ Source: CTEVT 2018. CTEVT Annual Audit Report 2017/18. Sanothimi.

5. Conclusions and Recommendations

As mentioned previously, figures presented in Chapter 3 were based on findings from a total sample of 274 private providers. The actual sample size however, varied with different variables of analyses. Chapter 4 applied variables such as average investment, income and expenditure amounts from Chapter 3 to extrapolate the sum total of estimated investments over the study period. The purpose of this analysis was to estimate the figures for all private providers in Nepal, assuming that available trends had prevailed during the period between 2008/09 and 2018/19. The samples which formed the basis for estimation of these averages and the actual number of institutes – long-term and short-term – which were used to extrapolate the figures have been presented in relevant Annex 4 tables. Despite this limitation, which has been clearly highlighted in various chapters of this report, this study provides interesting and important findings in relation to the estimated scale of investment of private sector providers during the study period.

The findings and analyses derived following this method and presented in Chapters 3 and 4 have been used as the basis for drawing the following conclusions and policy recommendations for stakeholders: both government and private sector investors.

Government's Rationale Decision facilitating Opportunity for Private Sector – With open market policy, government during the 90s through CTEVT started to affiliate private training programmes. Although some respondents indicated they were aware of negative messages about the existing affiliation process, in general the data presented in Chapters 3 and 4 suggest great contribution made by these private providers. Today, these institutes are spread across all provinces which should be considered as private sector service to the country. Government should consider the introduction private sector supportive policies to sustain and even extend these achievements.

Growing Investment – The figures in chapter 3, alongside the estimations calculated in Chapter 4 show the large amount of the financial resources that are likely to have been invested by the private sector. Significant investments have been made in land, building and other capital expenditure areas. Had this not been the case, government perhaps would have had to have made these investments in order to sustain and grow the availability of training provision in Nepal - a massive challenge given the constraints on resources faced in the country. Therefore, a general recommendation in this regard is that the Government should consider encouraging further private sector achievements through further enhancing partnership with private sector and continuing to put relevant financing policies in place.

Private Sector as Risk Taker – Investments in land, buildings, machinery and equipment are long-term in nature. Although the data trends show that there are increments in enrolment, particularly in long-term academic training, there is a significant amount of uncertainty tied up with such a huge amount of investment. In many cases, the investors have taken loans from financial institutions which means an unavoidable commitment for interests accrued against the borrowings. Such borrowings represent a real risk for private sector. Therefore, investors' expectations on the levels of government consultation while making policy decisions is understandable. However, as emphasized by many respondents, this appears to be not the case. Perhaps, government therefore, should consider increasing the levels of meaningful consultation with these important stakeholders during TVET policy making processes.

Government Encouragement - There is enough evidence in Chapter 3 and 4 that private sector has not only invested huge amounts in financial and human resources, they also perform a vital role in providing training opportunities in different parts of the country that otherwise would not

exist, limiting the accessibility of training provision nationally. More-over, through fee-based training, they have been mobilizing private resources. For instance, as presented in Chapter 4, of the combined operational costs of CTEVT and private sector, 73% appears to have been covered by private sector institutes in 2017/18. In the absence of this situation, again government might have to commit its own resources to manage this service. Private sector has also taken significant risks in this regard as there is no guarantee of return on investment, and they are burdened with loans and interest repayments. In addition, the employment opportunity they have created needs a recognition. Therefore, considering these important contributions, government should consider furthering collaboration with private investors through tax and/or customs duty exemption policies against the services delivered. Through such incentives, government could also encourage providers to enhance the quality of training through ensuring training outcomes.

Private Sector Efficiency – Operational costs borne by public and private institutes is compared in Chapter 4. Analyses of relevant figures indicate private sector is much more financially efficient than the public sector. This fact also calls for government to encourage private sector for overall national financial efficiency.

Policy influence – Researchers noted lot of private sector reservations against government's various decisions. This was reflected during the data collection process, through which many conveyed their dissatisfaction. Consequently, the researchers of this study had to make a large number of additional requests to some of the providers, expending extra time and energy in convincing them to engage. Whilst many difficulties have been reported by the private providers, it is evident that raising complaints alone is not enough to yield results. Therefore, private sector on its part too needs to be proactive in establishing meaningful dialogue with government on policy matters, particularly on issues that have an adverse impact on their investments and operations.

Quality Improvement – There is little doubt that the private sector has made important contributions in TVET development over the study period, but there is still room for investing for quality improvement. The majority of costs expended appear to have gone towards land and buildings. Although important, staff training remains far from being a priority. Significant numbers of instructors were found to be untrained and found engaged as part time employees due to financial limitations at the institutional level. Only one-third of the institutes were linked with TITI for their staff training. The rest of them reported training by themselves and raised concerns that this may be insufficient to meet the instructors' needs to ensure quality through programme delivery. Therefore, private sector needs to invest resources on this important aspect of TVET, and CTEVT, considering the contribution by private sector to the sector overall, should seriously consider expanding training provision for private sector instructors and staff.

Absence of proper documentation – While some good practices of keeping records were evident in a number of institutes, in general, they were not systematic. For instance, properly structured and updated student graduation and employment data was absent in many cases. This situation forced respondents to follow recall methods in answering questions, and in some cases having to resort to approximate estimations. As data plays a key role in evidence-based decision making, it is important to be able to convey to decision makers the investments made for which it is critically necessary to maintain appropriate data in proper databases.

Tracer studies – Tracer study practices were found to rarely exist in any systematic way, even though all training provider respondents claimed to be practicing this regularly. However, in reality, it was found that what they considered as 'tracer studies' were in fact merely (not always entirely accurate) intelligence on graduates' post training employment situations. Therefore, in order to

successfully defend their claims in terms of training outcomes, the training providers are recommended to put in place tracer study systems. However, considering the gaps in the private sector institutes' understanding in tracer studies, a second related recommendation would be for CTEVT to become more proactive in providing tracer study training to relevant private sector staff, given the benefits this would bring to the sector as a whole.

Employment and Income Outcomes – Although this study was not attempting to evaluate the performance of private sector training outcomes, it was relevant to take note of training focus. Respondents' consistently demonstrated a stronger focus on enrolment and completion of training courses, compared with the facilitation of training led employment and subsequently, changes in income. In other words, trainings were mostly output focused. In order to sustain in the market, private training providers should focus on ensuring employment and income outcomes for trainees. Correspondingly, the government, for its part, should make employment and income focused outcomes mandatory when awarding contracts to the private sector. Perhaps this could be one of the provisions in the national TVET policies and strategies. This could be further strengthened by putting an employment and income verification system in place.

Partnership with Business and Industry – Respondents reported on their past practices of collaboration with Business and Industry Associations (BIAs) and its members, which showed that this exists largely on an ad hoc and non-formalised basis. For sustained quality and outcome-oriented training, which is associated with returns on investment, proper partnership mechanisms need to be put in place. This can be either through 'as and when required' contract agreements with BIAs or through establishing partnership committees by engaging BIAs following international practices.

Future Research – This study is considered as the first of its kind in attempting to quantify and estimate the scale of investment made by private sector providers in TVET. The findings of this study could be useful for policymakers, planners, researchers and academicians. one of the limitations of this study was the necessity to focus exclusively on investments made by private sector providers registered under CTEVT, even though there are many other providers operating outside of CTEVT both in the public and private sectors. Therefore, a comprehensive study such as a TVET Census covering all of these TVET actors to clearly map out the TVET landscape in Nepal, allowing the overall investment and contribution to be more accurately estimated. Finally, it should be noted that this study has documented extensive data on this subject which could be used for further academic and professional research.

Annexes

1. Terms of References
2. Field Study Tools
3. Analytical Tables
4. Tables with Extrapolated Data

Annex 1: Terms of Reference

Dakchyata: TVET Practical Partnership

Consultancy title	<i>Technical Expert (Lead- TL) - Investment of Private Sector in TVET sector of Nepal</i>	
Activity area	<i>Dakchyata Result Area 3.2: Engagement of Private Sector in TVET sector for last 10 years (2008 – 2018)</i>	
Report to	<i>Team Leader and Dep. Team Leader (TL/DTL) of Dakchyata</i>	
Location	<i>Kathmandu, with associated project travel outside of Kathmandu</i>	
Inputs	<i>Max. No. of days: National Technical Expert</i>	<i>50 days</i>
Dates	<i>Dec 2018 – February 2019</i>	

1. Background to project

The Dakchyata project is part of the TVET Practical Partnership programme, the flagship skills development programme of the European Union in Nepal. Dakchyata is being implemented by the British Council under the leadership of Ministry of Education, Science and Technology, Government of Nepal and technical support of the Council for Technical Education and Vocational Training (CTEVT). The programme started in 2017, with an implementation period of 48 months.

The specific objective of the programme is to strengthen and implement more effective policy in the Technical and Vocational Education and Training (TVET) sector, responsive to labour market needs. The programme is piloting an integrated Public Private Partnership approach in three key economic sectors i) agriculture ii) construction, and iii) tourism. The Dakchyata project delivers two components of the overarching TVET PP programme:

- Component 2: an innovative grant fund mechanism has been designed to pilot Public Private Partnership projects in the construction, tourism and agriculture sectors. The aim is to generate learning on enhancing the relevance, quality and sustainability of TVET provision in Nepal
- Component 3: technical assistance to the Government of Nepal and national TVET authority to strengthen governance, coordination and reform of the national TVET system, and raise the profile of TVET in Nepal

(Component 1 is being addressed as part of the inter-linked 'Sakchyamta' programme, delivered by the Council for Technical Education and Vocational Training (CTEVT) in Nepal).

Under Component 3 of the Project falls Activity Area 3.2, which deals with the technical support to MoEST/CTEVT for engagement of private sector in TVET. Engagement of private sector is essential for all TVET programs to be successful. TVET and the private sector are so interrelated that the development of both has to go hand-in-hand together. TVET without the meaningful engagement of the private sector cannot be developed and cannot achieve its result of employment. This is possible when TVET program are designed and implemented engaging the private sector and as per the requirement of the private sector.

Over the last number of years, the Government of Nepal has given priority on the skills development within the private sector. Many efforts and initiatives have been practiced and are

still going on to achieve the target. At present many associations, employers, industries, trading houses and private training providers are investing huge amounts of money in TVET development in Nepal, but there is no authentic and accurate data and information in this regard. In order to establish the actual facts and figures of the investment of private sector in TVET development in Nepal, a study to this effect needs to be carried out. This will assist in establishing a clear picture of the capabilities of the private sector to invest in TVET in the future.

2. Description of assignment

The British Council is looking to appoint a TVET national Technical Expert aiming for providing support and technical advice in conducting study on investment by private sector in TVET development for last 10 years (2008 to 2018) so that Dakchyata can assist its stakeholders in a state-of-the art of forecasting the expected total investment of private sector per year in TVET development for last 10 years in light of the recent past.

The assignment is expected to have the following flow: After having done desk study of the existing private TVET providers and provided clear instructions to the two Associate Experts on their roles and responsibilities in the assignment, the consultancy needs to engage with key stakeholders in collecting the data and information on the investment of private sector in TVET development for last 10 years and report accordingly.

The TVET national Technical Expert will be supported in his/her work by two Associate Experts, who will each be allocated 30 work days to this assignment. While the whole assignment is delivered over a period of 60 work days, the *Lead Expert will work throughout a 50-day long period*, while the *associate Experts will work in particular during the data collections and analysis part for 30 work days each*. The lead expert will assume overall responsibility for the successful undertaking of the report writing and will instruct and guide the associate experts in fulfilling their assignments and integrate their findings in all reporting as appropriate.

2.1 Objectives

The overall objective of the assignment is to conduct a comprehensive study on the investment of private sector in TVET developments over last 10 years.

2.2 Required services/activities

The required services are as follows:

- Prepare Comprehensive Work Plan of the overall assignment, showing the plans for inputs from the two Associate Experts and get approval from Team Leader/Deputy Team Leader
- Review and finalize the work plan of two Associate Experts and clarify their role in the assignment.
- Prepare data collection tools (questionnaires, interview guides, focus group discussion guidelines, etc) with the help of associate experts
- Prepare and finalize forms and formats for collecting data, compiling data, tabulating data and analysing the data
- Review and analyse collected data from different sources on private sector engagement in TVET sector of the country
- Conduct consultative meeting with MoEST, Ministry of Labour, Ministry of Industry, development partners, NGOs, CTEVT. employer associations (national/sectoral) and private technical training providers to collect the qualitative data for the assignment

- Lead the data collection team (associate experts) and conduct interviews with stakeholders as and when necessary
- Conduct regular meetings with Associate Experts for planning, reviewing and finalizing the work schedules and other related activities
- Supervise two associate experts for quality information collection and guide them as and when necessary
- Take overall charge of all data collection and instruct Associate Experts in their roles in data collection and analysis, i.e. instruct Associate Experts in how/where/when to collect data on the investment of private sector and number trained for the last 10 years, especially from hotels, big corporate business houses, trading houses, associations and private technical training providers etc.
- Review and analyse collected data on the investment of employers in-house training of their employees, training conducted by corporate houses, confederation, federation and employer associations
- Facilitate validation workshop(s) with multiple TVET stakeholders (public and private) to validate the findings of the survey
- Integrate as appropriately the work and findings of the Associate Experts in all reporting.
- Assume overall responsibility in preparing and delivering comprehensive report on the investment of private sector in TVET for last 10 years (2008 to 2018), describing its nature and the amounts invested per year and in total.
- Present the draft report to the Dakchyata Coordination Committee, Programme Manager of EU Delegate and team of Dakchyata and collect inputs
- Submit final report including all the findings and recommendations

2.3 Required outputs

- Work plan for the Technical Expert as well as for the two Associate Experts, mapping out and clarifying roles and responsibilities for all three Experts in the assignment
- Field testing instruments (questionnaires, workshop outline, data collection sheets etc.)
- Plan and undertake validation workshops with multiple TVET stakeholders and report on findings
- Submit all the relevant documents, data and other related documents used during the period of assignment
- Comprehensive report on Investment of private sector in TVET for last 10 years with findings and recommendations

3. Location and duration

Kathmandu, with possible field visits outside of Kathmandu

3.1 Input period

The input period for this assignment will be from December 2018 to February 2019.

3.2 Location(s) of assignment

The consultant will work in the project office in Kathmandu and outsides of project office with associated country travel as per assignment requirements. (It is expected that in particular the associate experts will undertake tasks that will require field visits, to collect information and data from the field as necessary and agreed).

4. Administrative information

4.1 Equipment

The consultant will be required to work from office space of Dakchyata while in Kathmandu. Frequent field visits will be required to support the development and implementation of the assignment. The consultant will be expected to provide their own office equipment i.e. laptops, mobile phone etc.

4.2 Invoicing

Payment will be made in arrears on acceptance of deliverables and receipt of corresponding invoice and timesheets. An indicative payment schedule for the Technical Expert will be agreed and form part of his/her contract.

4.3 Fee rate and expenses

The daily fee rate for the Lead Technical Expert will be considered an all-inclusive fee, including all applicable Government taxes such as VAT, and cover all preparation, report writing and all other work required for completion of the services.

4.4 Working days

For the purposes of this assignment “Working Hours” and “Working Days” shall mean an 8 hour day, 9 a.m. to 5 p.m. local time Monday to Friday. Work on weekend days may be required from time to time, and must be agreed in advance.

5. Qualifications and experience required

Qualification and skills (incl. language)

National Technical Expert (Lead):

- Fluency in written and spoken English and Nepali
- Solid knowledge of the TVET sector of Nepal - experience of at least 10 years in TVET-related programmes
- Academic qualifications of Masters and above in sector-related discipline
- Knowledge and experience of conducting research on education and training sectors, particularly in the area of TVET.
- Experience in taking the lead in assignments of this nature will be considered a distinct advantage.
- Experience from Nepal in engaging with Government, private sector employers, donors, NGOs and other stakeholders.

Consultant specification

Mandatory criteria	Weighting
Academic qualification of Master	Y/N
10 years experiences in TVET related programmes	30
Experiences in taking the lead in assignments of TVET related projects	10
Experiences in conducting research on education and training sector particularly in the areas of TVET	30
Experiences in Nepal engaging with govt. private sector employers, donors, NGOs, and other stakeholders	20
Fluency in written and spoken English and Nepali	10

Annex 2: Field Study Tools

A STUDY ON PRIVATE SECTOR INVESTMENT IN TECHNICAL EDUCATION AND VOCATIONAL TRAINING IN NEPAL Questionnaire for operators of Private TVET Institutions

Section 1: Introductory Details

1.1: Institutional Details

Name of Institution:

Number of partners (if applicable): Sole Ownership:

Address: Province:, District:

Municipality/Rural Municipality:

Name of districts covered:

Total districts covered:

Years of Establishment: Total Years of Operation:

1.2 Personal Information

Name of the Respondent:

Responsibility in the institution associated with:

Please mention the location of study, if graduated from outside Nepal:

No. of years in the organization associated with:

Total years of other relevant experience:

1.3 Training Conducted by the Institution (please add rows if needed)

Long Term Programs	Short-term Programs
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Type of Training:

Centre Based ☐

Mobile ☐

Section 2: Investment and Financial Management

2.1 Among the following areas, which one needs more investment for operating Private Technical Institute/Training Centre? (Please mention priority order by numbering them 1,2,3..... in the box aside)

1. Land 2. Building 3. Academic Infrastructure 4. Rent
5. Administrative and other miscellaneous expenses

2.2 You are requested to kindly provide the details as requested below on the investments your institution is making on academic infrastructures, house and land.

S. N.	Fiscal Year	The land under use by the organization			Buildings			Vehicle purchase price	Furniture purchase price	Machine and Equipment purchase price	Tools purchase price	Other materials purchase price	Annual rent (if on rent)	Fees paid to CTEVT		Deposit for rented house
		Area	Market Price	GoN Evaluation	Area (including the land on rent)	Market Price	Investment during first construction							Program affiliation deposit	Renewal Charge	
1.	2018/19															
2.	2017/18															
3.	2016/17															
4.	2015/16															
5.	2014/15															
6.	2013/14															
7.	2012/13															
8.	2011/12															
9.	2010/2011															
10.	2009/10															
11.	2008/09															

If you had made investments prior to these years, please mention them in the table above.

2. 3 How safe do you feel these types of investments made by private sector to operate technical institutes/training centers. Please mention with reasons.

1.	Safe		Reason:
2.	Unsafe		
3.	We are in confusion, cant's say		

2.4 What is the source of funds you have invested in your technical institute/training center?
(multiple answers possible)

S.No.	Source details	Please Tick
1.	Self-earning	
2.	Savings	
3.	Loan form Bank and Financial Institutions	
4.	Loan from friends and relatives	
5.	Sale of family property	
6.	Investment by shareholders	
7.	Others (specify)	

Only for those who have invested through loan

2.5 Please provide details on your investments through loans as per the format below:

S.N o.	Fiscal Year	Total Loan	Purpose of loan	Source of loan or borrowing			Loan term	percentage paid back	Average interest rate
				Family members	Bank and financial institutions	Personal			
1.	2018/ 19								
2.	2017/ 18								
3.	2016/ 17								
4.	2015/ 16								
5.	2014/ 15								
6.	2013/ 14								
7.	2012/ 13								
8.	2011/ 12								
9.	2010/ 2011								
10.	2009/ 10								
11.	2008/ 09								
12									
13									

If the loan does not fall under the above-mentioned years, please add details along with the year in the additional year.

Purpose of Loan- possible answer to the fourth column above (multiple answers possible)

1. Administrative cost during establishment 2. Infrastructure construction cost 3. Machine and Tools 4. Vehicle Purchase
5. Purchase of building 6. Purchase of land 7. Others.....

2.6 Did you need to keep collateral?

1. Yes ☐
2. No ☐

2.7 when collateral was needed, what did you keep as a collateral? (multiple answers possible)

S.No.	Type of Collateral	Please Mention
1.	House	
2.	Land	
3.	Under construction academic infrastructure	
4.	Vehicle	
5.	Others (specify).....	

2.8 If you have unpaid loans, In how many years are you planning to clear?
.....years

2.9 What are the factors that inspired you to invest in technical education? (multiple answers possible)

S.No	Inspirational Factor	Please put a tick mark	S.No.	Inspiration Factor	Please put a tick mark
1	Sector with easy profit		4	Decent profession	
2	In-country employment promotion along side profit		5	Social Service	
3	Foreign skilled employment promotion alongside profit		6	Others (specify).....	

2.10 How satisfied are you from the outcome of the investments made in the field of Technical and Vocational Education and Training?

S.No	Satisfaction Level	Please put a tick mark	S.No.	Inspiration Factor	Please put a tick mark
1	Highly satisfied		2	Satisfied	
3	I want to remain neutral		4	Unsatisfied	
5	Highly unsatisfied				

Please mention the reasons for being satisfied or unsatisfied.....

.....

2.11 Do you want to invest more on this business in the future?

1. Yes ☐ 2. No ☐

Yes, Because

No, Because

Section 3: Information on Income and Expenditure

3.1 Please list the income details of your institute for the last decade in the following table.

S.No.	Fiscal Year	Gross Annual Income	Break up of Total Annual Income			
			Trainee Fees	Support from Donor agencies/projects (only if first party)	Sponsored source	Other sources
1.	2018/19					
2.	2017/18					
3.	2016/17					
4.	2015/16					
5.	2014/15					
6.	2013/14					
7.	2012/13					
8.	2011/12					
9.	2010/2011					
10.	2009/10					
11.	2008/09					

3.2 How are the training fees for the trainee set in the programs run by your institute?

Q2. How are the training fees for the trainees set in the programs run by your institute?			
S.No.	Decision making process		Mention here
	For paid programs		
1	Sole decision of the institute		
2	Group decision of institutes		
3	CTEVT board decision		
	For project-based programs		
1	CTEVT Board decision		
2	Government of Nepal decision		
3	Donor funded/Free of cost		
4	Other		

3.3 Are you satisfied or unsatisfied from the set fees?

1	Highly satisfied		2	Satisfied	
2	I want to stay neutral		4	Unsatisfied	
5	Highly unsatisfied				

Please mention the reasons for being satisfied or unsatisfied.....

3.4 Please list the current expenditure details of your institute for the last decade in the following table.

S. No.	Fiscal Year	Annual Budget	Total Expenditure	Heading wise expenditure						
				Salary	Training Materials	Electricity and water	Transportation and visits	Other operational expenses	Practical Exercise charges	Other expense
1.	2018/19									
2.	2017/18									
3.	2016/17									
4.	2015/16									
5.	2014/15									
6.	2013/14									
7.	2012/13									
8.	2011/12									
9.	2010/2011									
10.	2009/10									
11.	2008/09									

3.5 Are you facing any challenges from the perspective of financial management while running this business?

1. Yes ☐ 2. No ☐

If Yes, what are the challenges you have been facing?

S.No.	Types of Challenge	Level of Agreement				
		1 - Very Low	2 - Low	3 - Average	4 - High	5 - Very High
1	High Interest Rate					
2	Difficult to receive loans					
3	Unclear policy					
4	Administrative Hassle					

5	Delayed payments					
6	Low per trainee training fees					
7	Low outcome					
8	Others					

3.7 Please mention the policy related and other problems you have been facing while running this business. (multiple answers possible)

S.No.	Types of problem		Please put a tick mark
1	Lack of private sector friendly policy and regulations		
2	Lack of clarity in policies and regulations		
3	Lack of coordination with private sector		
4	No considerations towards enabling the private sector institutes for a long-term existence		
5	Lack of appropriate evaluation of private sector investment		
6	No recognition of private sector's contribution		
7	Compulsions for yearly renewal		
8	Unhealthy competition		
9	Others (specify)		

Please elaborate on unhealthy competition

.....
.....
.....

3.8 what sort of policies do you expect from the government to face such challenges? (multiple answers possible)

S.No.	Expected policy	Please put a tick mark
1	Coordination between Federal, Provincial and Local governments	
2	Single Registration System (with either of the three levels of government)	
3	One Door system	
4	Administrative simplification	
5	Giving stability to institutes run by private sectors	
6	Others (specify....	

3.9 Have you received any kind of support or financial assistance from any authority, organization or individuals?

1. Yes ☐ 2. No ☐

3.10 If you have been receiving any kind of financial or materialistic support from any organization or authority, please mention.

Name of authority or organization:

Type of Support: 1. Monetary 2. Materials

.....

Amount/Quantity of support:

3.11 Please mention the tax details of your organization for the last 10 years.

S.No.	Fiscal Year	Annual Transaction amount	Annual tax details	Other taxes
1.	2017/18			
2.	2016/17			
3.	2015/16			
4.	2014/15			
5.	2013/14			
6.	2012/13			
7.	2011/12			
8.	2010/2011			
9.	2009/10			
10.	2008/09			

3.12 Are you satisfied on the rate and amount of tax you pay to the government?

1. Yes ☐ 2. No ☐

3.13 If you are not satisfied, what are the reasons you think? (multiple answers possible)

S.No.	Types of Challenge	Level of Agreement				
		1 - Very Low	2 - Low	3 - Average	4 - High	5 - Very High
1	High Rate					
2	Unscientific Tax system					
3	Double Tax					
4	Others(specify).....					

3.14 What kinds of concessions do you expect from the government?

S.No.	Expected Concession	Level of Agreement				
		1 - Very Low	2 - Low	3 - Average	4 - High	5 - Very High
1	Tax concession					
2	Concession in custom duty					
3	Provisions for Practical Training exercises					
4	Provision for free On the Job Training (OJT)					

5.	Others (specify).....					
----	--------------------------	--	--	--	--	--

3.15 In your opinion, what are the sectors private technical institutes/training centers need to invest more for enhancing the training quality?

S.No.	Area for further Investment	Please put a tick mark	
1	Qualified and Trained Instructor		
2	Construction of Laboratory and Workshop		
3	Maintenance and management of laboratory and workshop		
4	Training materials required for laboratory and workshop		
5	Others (specify).....		

Section 4: Staff and Trainees

4.1 Please mention the details of your employed staff.

Administrative Staff: Technical Staff:

Management Staff..... Support Staff:

4.2 what is the average qualification of your administrative staff in your organization?

Qualification of Administrative Employees	Proficiency Certificate Level	Bachelor's degree	Master's Degree	Total
No. of employees				

4.3 what is the average qualification of technical staff in your organization?

Qualification of Technical Employees	NSTB Levels (certificates)	TSLC	Proficiency Certificate Level	Bachelor's Degree	Master's Degree	Total
No. of Instructors						

4.4 Please mention the staff and instructor details as per the following table:

S.N o.	Fiscal Year	Instructors				Administrative Employee s		No. of total employee s		Inclusive		Grand Tot al
		Full Time		Part Time								
		Train ed	Untrai ned	Train ed	Untrai ned	Full Tim e	Part Tim e	Ma le	Fem ale	Eth nic peo ple	Da lit	
1.	2017/18											
2.	2016/17											
3.	2015/16											
4.	2014/15											
5.	2013/14											
6.	2012/13											
7.	2011/12											
8.	2010/2011											
9.	2009/10											
10.												

4.5 How do you arrange trainings for instructors or employees? (multiple answers possible)

S.No.	Arrangement of training for employees		Please put a tick mark
1	With support from TITI (Training Institute for Technical Instruction)		
2	With support from private training providers		
3	Training from abroad		
4	Training by the organization itself		
5	Projects being available from TITI		
6.	Others (specify		

4.6 Does your organization trace the employment status of the training graduates?1. Yes ☐ 2. No ☐**4.7 Please list the details on the trainees and graduates for the past few years in the table below:**

S.No	Fiscal Year	Admitted	Drop Outs	Graduates	Employed (as per the organization record)
1.	2017/18				
2.	2016/17				
3.	2015/16				
4.	2014/15				
5.	2013/14				
6.	2012/13				
7.	2011/12				
8.	2010/2011				
9.	2009/10				
10.	2008/09				

4.8 What are the average employment rate and average monthly income rate you have found among your graduates in the last years?

S.No.	Name of Training	Employment Rate	Average Monthly Income Rate
1.		%	
2.		%	
3.		%	
4.		%	
5.		%	

4.9 In your opinion, what are the main reasons for the privately-owned institutes (under the fee-paying modality) to be concentrated currently in accessible and urban areas only? (multiple answers possible)

S.No.	Cause	Please put a tick mark	S.No.	Cause	Please put a tick mark
1	Expected profit		5	Easy availability of trainees	
2	Availability of Instructors		6	Convenience in construction of infrastructure	
3	Tax and Custom Duty concession		7	Convenience in OJT	
4	Employment possibilities ☐		8	Others (specify).....	

4.10 what kinds of policy initiatives from the government are necessary to expand the private investment in remote and distant areas?

S.No.	Policy Initiatives	Please put a tick mark	
1	Simplifying the accreditation process		
2	Deposit and Renewal fee rebate		
3	Tax and custom duty rebate		
4	Availability of scholarship		
5	Financial incentives from the government		
6	Others		

4.11 why is the private sector not excited to construct training infrastructures so that training centers with industries could be run? What should be done to motivate them for making such investments?

S.No	Reasons barring excitement	Please put a tick mark
1	Lack of private sector friendly Monetary policy	
2	Lack of inter-agency/inter-authority coordination	
3	Lack of Public Private Partnership concept	
4	Lack of financial grants and support	
5	Other	

4.12 To what extent do you think the Corporate Social Responsibility (CSR) has been undertaken by the private investors?

1. Enough	
2.Average	
3.Negligible	

4.13 How are you contributing under CSR? (multiple answers possible)

S.No.	Fiscal Year	Types of Contribution					Equivalent Amount	No. of Beneficiaries		Inclusive	
		cash support	Subsistence allowance	Material support	Free of cost Training	Free of cost Hostel		Female	Male	Dalit	Ethnic Community
1.	2017/18										
2.	2016/17										
3.	2015/16										
4.	2014/15										
5.	2013/14										

**4.14 Has the no. of scholarship provided your institute exceeded the no. set by CTEVT?
(not applicable for Short-Term Trainings)**

1. Yes ☐ 2. No ☐

If Yes, please elaborate

4.15 Do you have any partnerships with industries?

1. Yes ☐ 2. No ☐

4.16 If yes, what type cooperation you are having with them?

S.No.	Expected Support	Please put a tick mark
1	Facilities for practical training	
2	OJT facilities	
3	Employment related information	
4	Availability of employment	
5	Other	

4.17 Do you expect any support or concession from industrial sector?

1. Yes ☐ 2. No ☐

4.18 If Yes, what are your expectations? (multiple answers possible)

S.No.	Expected Support	Please put a tick mark
1	Facilities for practical training	
2	OJT facilities	
3	Employment related information	
4	Availability of employment	
5	Other	

If you do not expect, please elaborate the reasons.....

If you have further technical and administrative suggestions, please elaborate.

Administrative Problems/Challenges and Suggestions.....

Technical Problems/Challenges and Suggestions.....

Thank you so much for your time, information and opinion.

Annex 3

Table 3.1 (A) : Statistics Related to Financial Information of the Institutes

Fiscal year for the investment		Total land (In Aana)	Cost of the land in market price	Cost of land in official price	Building Covered Land (In Aana)	Market price of the building	First Time Investment
2018-19	N	42.00	37.00	24.00	57.00	30.00	11.00
	Mean	56.12	26,360,810.81	6,387,917.21	28.93	23,197,626.67	30,022,114.82
	Sum	2,357.18	975,350,000.00	153,310,013.00	1,648.80	695,928,800.00	330,243,263.00
2017-18	N	33.00	22.00	11.00	39.00	23.00	10.00
	Mean	104.30	30,729,672.73	11,290,909.09	51.45	61,384,190.22	25,004,464.10
	Sum	3,441.78	676,052,800.00	124,200,000.00	2,006.62	1,411,836,375.00	250,044,641.00
2016-17	N	31.00	16.00	8.00	37.00	17.00	12.00
	Mean	85.05	21,534,550.13	11,037,500.00	47.66	68,725,669.12	16,471,474.08
	Sum	2,636.41	344,552,802.00	88,300,000.00	1,763.40	1,168,336,375.00	197,657,689.00
2015-16	N	35.00	20.00	10.00	32.00	18.00	13.00
	Mean	73.16	15,887,640.15	10,930,000.00	48.09	66,055,187.50	12,605,769.23
	Sum	2,560.64	317,752,803.00	109,300,000.00	1,538.89	1,188,993,375.00	163,875,000.00
2014-15	N	39.00	19.00	9.00	40.00	16.00	25.00
	Mean	85.26	23,150,147.37	10,011,111.11	104.57	68,074,398.44	5,692,193.44
	Sum	3,325.26	439,852,800.00	90,100,000.00	4,182.89	1,089,190,375.00	142,304,836.00
2013-14	N	23.00	15.00	5.00	21.00	15.00	11.00
	Mean	82.44	24,991,586.67	7,040,000.00	37.53	13,143,829.53	5,394,362.18
	Sum	1,896.13	374,873,800.00	35,200,000.00	788.17	197,157,443.00	59,337,984.00
2012-13	N	18.00	9.00	4.00	16.00	8.00	7.00
	Mean	91.62	13,661,422.22	1,800,000.00	39.89	18,689,024.25	3,522,652.86

	Sum	1,649.22	122,952,800.00	7,200,000.00	638.17	149,512,194.00	24,658,570.00
2011-12	N	14.00	8.00	4.00	14.00	8.00	9.00
	Mean	81.31	15,394,100.00	2,300,000.00	54.23	38,964,024.25	3,191,451.44
	Sum	1,138.37	123,152,800.00	9,200,000.00	759.17	311,712,194.00	28,723,063.00
2010-11	N	14.00	8.00	3.00	13.00	6.00	8.00
	Mean	66.58	13,931,600.00	433,333.33	45.55	20,717,920.50	1,762,500.00
	Sum	932.13	111,452,800.00	1,300,000.00	592.17	124,307,523.00	14,100,000.00
2009-10	N	19.00	14.00	8.00	15.00	11.00	7.00
	Mean	73.90	21,400,200.00	12,750,000.00	51.14	29,487,710.55	19,642,857.14
	Sum	1,404.13	299,602,800.00	102,000,000.00	767.17	324,364,816.00	137,500,000.00
2008-09	N	17.00	11.00	5.00	19.00	11.00	6.00
	Mean	251.46	10,726,436.36	6,203,632.80	190.70	19,010,846.73	16,016,666.67
	Sum	4,274.83	117,990,800.00	31,018,164.00	3,623.27	209,119,314.00	96,100,000.00
Total	N	285.00	179.00	91.00	303.00	163.00	119.00
	Mean	89.88	21,807,748.63	8,254,155.79	60.42	42,150,053.89	12,139,034.00
	Sum	25,616.08	3,903,587,005.00	751,128,177.00	18,308.72	6,870,458,784.00	1,444,545,046.00

Table 3.1 (B) : Statistics Related to Financial Information of the Institutes

Fiscal year for the investment		Purchasing cost of vehicles	Purchasing cost of furniture	Purchasing cost of machines	Purchasing cost of tools & equipment	Purchasing cost of other equipment	Rental Cost	Conduction deposited amount	Amount of renewal cost	Amount of rental deposits
2018-19	N	33.00	126.00	137.00	121.00	120.00	179.00	24.00	183.00	16.00
	Mean	2,712,692.61	396,851.13	1,435,507.22	347,510.86	203,041.76	592,165.51	238,291.67	26,137.70	127,125.00
	Sum	89,518,856.00	50,003,243.00	196,664,490.00	42,048,815.00	24,365,011.00	105,997,626.00	5,719,000.00	4,783,200.00	2,034,000.00
2017-18	N	31.00	137.00	155.00	134.00	143.00	213.00	31.00	204.00	15.00

Fiscal year for the investment		Purchasing cost of vehicles	Purchasing cost of furniture	Purchasing cost of machines	Purchasing cost of tools & equipment	Purchasing cost of other equipment	Rental Cost	Conduction deposited amount	Amount of renewal cost	Amount of rental deposits
	Mean	2,542,234.13	524,260.09	1,287,644.83	355,727.82	272,473.24	487,768.40	187,433.87	27,831.96	197,600.00
	Sum	78,809,258.00	71,823,632.00	199,584,949.00	47,667,528.00	38,963,674.00	103,894,669.00	5,810,450.00	5,677,720.00	2,964,000.00
2016-17	N	31.00	133.00	133.00	124.00	128.00	198.00	37.00	176.00	15.00
	Mean	1,380,336.52	331,389.47	1,109,922.29	258,760.61	321,382.84	480,946.31	394,635.14	29,592.29	133,266.67
	Sum	42,790,432.00	44,074,800.00	147,619,665.00	32,086,316.00	41,137,003.00	95,227,370.00	14,601,500.00	5,208,243.00	1,999,000.00
2015-16	N	34.00	116.00	116.00	114.00	113.00	175.00	43.00	150.00	17.00
	Mean	1,448,336.15	292,596.47	990,844.27	299,969.25	292,105.99	445,081.40	272,441.86	32,710.91	168,352.94
	Sum	49,243,429.00	33,941,191.00	114,937,936.24	34,196,495.00	33,007,977.00	77,889,245.00	11,715,000.00	4,906,636.00	2,862,000.00
2014-15	N	28.00	108.00	115.00	94.00	99.00	147.00	62.00	121.00	21.00
	Mean	1,321,603.54	449,123.26	1,081,754.55	287,863.09	322,266.39	673,903.78	511,667.74	33,076.86	172,047.62
	Sum	37,004,899.00	48,505,312.00	124,401,774.00	27,059,131.00	31,904,373.00	99,063,856.00	31,723,400.00	4,002,300.00	3,613,000.00
2013-14	N	18.00	69.00	69.00	70.00	68.00	101.00	35.00	90.00	11.00
	Mean	682,123.72	301,152.09	559,075.07	295,099.40	398,730.40	380,971.76	427,142.86	34,588.56	263,090.91
	Sum	12,278,227.00	20,779,494.00	38,576,180.00	20,656,958.00	27,113,667.00	38,478,148.00	14,950,000.00	3,112,970.00	2,894,000.00
2012-13	N	12.00	43.00	47.00	43.00	43.00	66.00	16.00	63.00	5.00
	Mean	1,053,431.58	253,712.37	418,612.74	302,907.95	202,171.86	366,077.80	300,000.00	31,896.83	127,200.00
	Sum	12,641,179.00	10,909,632.00	19,674,799.00	13,025,042.00	8,693,390.00	24,161,135.00	4,800,000.00	2,009,500.00	636,000.00

Fiscal year for the investment		Purchasing cost of vehicles	Purchasing cost of furniture	Purchasing cost of machines	Purchasing cost of tools & equipment	Purchasing cost of other equipment	Rental Cost	Conduction deposited amount	Amount of renewal cost	Amount of rental deposits
2011-12	N	9.00	41.00	45.00	44.00	41.00	65.00	15.00	60.00	5.00
	Mean	1,133,634.44	324,430.98	413,952.60	504,706.55	312,402.34	353,332.54	232,333.33	35,621.25	76,600.00
	Sum	10,202,710.00	13,301,670.00	18,627,867.00	22,207,088.00	12,808,496.00	22,966,615.00	3,485,000.00	2,137,275.00	383,000.00
2010-11	N	8.00	42.00	40.00	36.00	36.00	58.00	10.00	50.00	4.00
	Mean	419,643.63	286,081.83	466,516.75	253,972.16	224,190.11	349,136.99	360,000.00	36,234.50	161,500.00
	Sum	3,357,149.00	12,015,437.00	18,660,670.00	9,142,998.00	8,070,844.00	20,249,945.00	3,600,000.00	1,811,725.00	646,000.00
2009-10	N	6.00	39.00	41.00	38.00	33.00	51.00	15.00	39.00	2.00
	Mean	7,129,650.00	461,543.38	659,111.34	439,523.03	203,044.21	344,456.81	404,000.00	37,420.26	170,000.00
	Sum	42,777,900.00	18,000,192.00	27,023,565.00	16,701,875.00	6,700,459.00	17,567,297.00	6,060,000.00	1,459,390.00	340,000.00
2008-09	N	6.00	40.00	37.00	31.00	27.00	39.00	42.00	28.00	4.00
	Mean	482,795.17	476,928.08	1,472,471.16	509,094.94	463,405.93	350,687.69	1,469,047.74	47,082.32	596,000.00
	Sum	2,896,771.00	19,077,123.00	54,481,433.00	15,781,943.00	12,511,960.00	13,676,820.00	61,700,005.00	1,318,305.00	2,384,000.00
Total	N	216.00	894.00	935.00	849.00	851.00	1,292.00	330.00	1,164.00	115.00
	Mean	1,766,300.05	383,033.25	1,027,008.91	330,476.08	288,221.92	479,235.86	497,467.74	31,294.90	180,478.26
	Sum	381,520,810.00	342,431,726.00	960,253,328.24	280,574,189.00	245,276,854.00	619,172,726.00	164,164,355.00	36,427,264.00	20,755,000.00

Table 3.2: Amount of loan its sources and other details

SN	Fiscal year	Mean (In NRs million)	N	Std. Deviation (In NRs million)	Share on Source of Loan			Interest Rate	Repayment Period	Repayment Status
					Family	Financial	Personal			
1	2018-19	9.24	37	15.51	7.00%	83.70%	9.30%	14.43	4.47	33.56
2	2017-18	12.06	48	20.68	11.10%	79.60%	9.30%	13.43	4.69	52.33
3	2016-17	11.33	35	16.80	9.30%	76.70%	14.00%	13.87	5.11	52.11
4	2015-16	8.36	36	15.62	5.00%	80.00%	15.00%	14.60	5.00	57.74
5	2014-15	7.88	39	11.32	4.70%	74.40%	20.90%	15.12	4.36	63.33
6	2013-14	8.76	21	14.68	3.80%	61.50%	34.60%	16.16	5.00	69.38
7	2012-13	6.84	15	13.04	0.00%	80.00%	20.00%	17.36	4.50	68.57
8	2011-12	3.79	6	4.81	0.00%	80.00%	20.00%	15.33	4.75	30.00
9	2010-11	5.20	8	10.14	0.00%	85.70%	14.30%	13.58	6.00	63.67
10	2009-10	2.98	9	3.24	0.00%	75.00%	25.00%	14.20	4.40	88.00
11	2008-09	2.99	11	4.90	0.00%	72.70%	27.30%	12.81	5.25	41.67
Total/Average		8.82	265	15.25	3.72%	77.21%	19.06%	14.51	4.77	55.27

Table 3.3: Details of Income and Expenditure

Fiscal year of the income		Total annual income	Income from students' fee	Assistance from donor	Other sponsors' support	Other remaining sources
2018-19	N	92.00	84.00	17.00		5.00
	Mean	6,294,558.98	4,459,389.05	4,768,708.76		815,994.00
	Sum	579,099,426.00	374,588,680.00	81,068,049.00		4,079,970.00
2017-18	N	186.00	155.00	37.00	1.00	14.00
	Mean	12,722,327.84	12,306,888.70	6,918,438.95	64,178,200.00	1,775,722.00
	Sum	2,366,352,978.00	1,907,567,748.00	255,982,241.00	64,178,200.00	24,860,108.00
2016-17	N	179.00	145.00	39.00	2.00	11.00
	Mean	10,630,776.16	8,164,556.13	9,807,820.59	59,260,821.50	2,557,198.36

	Sum	1,902,908,933.00	1,183,860,639.00	382,505,003.00	118,521,643.00	28,129,182.00
2015-16	N	152.00	117.00	33.00	2.00	9.00
	Mean	10,643,298.85	10,828,300.96	10,865,693.73	2,847,250.00	2,938,340.56
	Sum	1,617,781,425.00	1,266,911,212.00	358,567,893.00	5,694,500.00	26,445,065.00
2014-15	N	107.00	82.00	29.00	1.00	7.00
	Mean	12,962,721.94	9,589,517.13	13,679,601.90	81,318,022.00	4,705,210.00
	Sum	1,387,011,248.00	786,340,405.00	396,708,455.00	81,318,022.00	32,936,470.00
2013-14	N	79.00	59.00	24.00		6.00
	Mean	10,946,438.05	8,805,846.93	9,535,266.08		5,351,381.50
	Sum	864,768,606.00	519,544,969.00	228,846,386.00		32,108,289.00
2012-13	N	55.00	38.00	15.00	1.00	4.00
	Mean	10,787,121.24	7,227,378.47	10,755,207.33	28,179,998.00	2,483,315.00
	Sum	593,291,668.00	274,640,382.00	161,328,110.00	28,179,998.00	9,933,260.00
2011-12	N	41.00	25.00	15.00		3.00
	Mean	12,238,053.73	8,976,822.04	13,790,693.20		1,503,383.33
	Sum	501,760,203.00	224,420,551.00	206,860,398.00		4,510,150.00
2010-11	N	34.00	24.00	10.00		1.00
	Mean	11,908,271.18	9,353,003.42	15,748,741.60		68,551.00
	Sum	404,881,220.00	224,472,082.00	157,487,416.00		68,551.00
2009-10	N	28.00	19.00	7.00		1.00
	Mean	10,046,405.00	5,768,046.79	22,005,055.57		15,497.00
	Sum	281,299,340.00	109,592,889.00	154,035,389.00		15,497.00
2008-09	N	13.00	8.00	5.00		1.00
	Mean	13,959,733.77	4,594,109.88	27,361,737.20		35,000.00
	Sum	181,476,539.00	36,752,879.00	136,808,686.00		35,000.00
Total	N	966.00	756.00	231.00	7.00	62.00
	Mean	11,056,554.44	9,138,482.06	10,909,948.16	42,556,051.86	2,630,992.61

	Sum	10,680,631,586.00	6,908,692,436.00	2,520,198,026.00	297,892,363.00	163,121,542.00
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Table 3.4: Total Average Annual Income by Type of Institutes (Average investment in NRS million)

SN	Fiscal Year	Vocational TTPS		Academic TTPS		Providers to run joint Programs	
		N	Average Investment	N	Average Investment	N	Average Investment
1	2018-19	45	4.044	34	6.98	13	12.29
2	2017-18	91	11.72	73	12.39	22	17.98
3	2016-17	86	9.17	70	10.91	23	15.23
4	2015-16	73	90.96	59	10.88	20	15.59
5	2014-15	52	11.75	39	12.29	16	18.54
6	2013-14	39	9.08	28	10.75	12	17.47
7	2012-13	28	12.21	20	9.72	7	8.15
8	2011-12	20	16.97	17	8.28	4	5.38
9	2010-11	15	19.03	15	6.74	4	4.56
10	2009-10	13	16.34	11	4.86	4	3.86
11	2008-09	7	22.64	4	4.55	2	2.40
Total		469	10.67	370	10.37	127	14.50

Table 3.5: Details on Current Expenditure

Fiscal Year	Type of Statistics	Annual Expenditure							
		Total	Remuneration/ Salary	Training materials	Electricity & water	Transportation and travel	Operational cost	shop/laboratory	Miscellaneous
2018-19	N	89.00	84.00	76.00	83.00	68.00	74.00	52.00	58.00
	Mean	4,808,246.19	2,218,406.58	998,531.58	76,490.14	152,580.09	1,007,257.28	484,489.73	469,707.10
	Sum	427,933,911.00	186,346,153.00	75,888,400.00	6,348,682.00	10,375,446.00	74,537,039.00	25,193,466.00	27,243,012.00
2017-18	N	187.00	178.00	155.00	173.00	153.00	158.00	105.00	104.00
	Mean	10,613,134.99	4,513,846.24	1,898,098.08	103,567.34	452,536.01	1,695,523.67	2,115,841.53	1,071,876.32
	Sum	1,984,656,243.00	803,464,630.00	294,205,203.00	17,917,150.00	69,238,010.00	267,892,740.00	222,163,361.00	111,475,137.00

2016-17	N	180.00	173.00	143.00	167.00	151.00	150.00	99.00	107.00
	Mean	8,629,211.98	3,619,130.76	2,065,348.94	109,917.40	365,248.70	3,265,388.97	1,133,259.60	984,120.15
	Sum	1,553,258,156.00	626,109,621.00	295,344,898.00	18,356,206.00	55,152,554.00	489,808,346.00	112,192,700.00	105,300,856.00
2015-16	N	152.00	146.00	120.00	140.00	127.00	130.00	85.00	93.00
	Mean	8,432,449.90	3,556,621.12	1,763,826.39	96,038.23	324,338.11	1,726,729.11	1,249,442.76	1,657,575.85
	Sum	1,281,732,384.00	519,266,684.00	211,659,167.00	13,445,352.00	41,190,940.00	224,474,784.00	106,202,635.00	154,154,554.00
2014-15	N	106.00	101.00	92.00	101.00	92.00	92.00	63.00	73.00
	Mean	9,850,437.13	3,988,855.00	2,581,335.45	124,710.58	3,545,837.57	2,228,409.83	1,050,557.41	688,089.33
	Sum	1,044,146,336.00	402,874,355.00	237,482,861.00	12,595,769.00	326,217,056.00	205,013,704.00	66,185,117.00	50,230,521.00
2013-14	N	80.00	74.00	67.00	74.00	66.00	70.00	45.00	54.00
	Mean	8,734,809.16	3,937,806.45	1,383,303.91	104,613.54	650,056.94	1,728,062.87	1,195,591.31	980,098.30
	Sum	698,784,733.00	291,397,677.00	92,681,362.00	7,741,402.00	42,903,758.00	120,964,401.00	53,801,609.00	52,925,308.00
2012-13	N	56.00	52.00	50.00	50.00	46.00	47.00	37.00	38.00
	Mean	7,390,561.88	3,196,773.79	2,063,835.00	102,269.84	175,288.39	2,399,545.33	657,981.11	572,286.58
	Sum	413,871,465.00	166,232,237.00	103,191,750.00	5,113,492.00	8,063,266.00	112,778,630.00	24,345,301.00	21,746,890.00
2011-12	N	41.00	39.00	32.00	37.00	33.00	35.00	26.00	25.00
	Mean	10,240,322.07	3,701,649.44	3,976,629.78	114,665.54	186,009.48	1,921,068.40	875,486.00	1,294,902.84
	Sum	419,853,205.00	144,364,328.00	127,252,153.00	4,242,625.00	6,138,313.00	67,237,394.00	22,762,636.00	32,372,571.00
2010-11	N	33.00	31.00	30.00	31.00	29.00	29.00	22.00	20.00

	Mean	10,111,118.86	3,319,758.77	4,098,388.17	89,388.74	213,799.76	3,356,093.69	843,211.36	1,222,043.00
	Sum	333,666,922.00	102,912,522.00	122,951,645.00	2,771,051.00	6,200,193.00	97,326,717.00	18,550,650.00	24,440,860.00
2009-10	N	29.00	27.00	23.00	27.00	23.00	24.00	17.00	17.00
	Mean	5,167,077.34	1,937,645.85	1,850,191.74	86,526.11	202,537.57	710,219.21	419,654.76	687,949.76
	Sum	149,845,243.00	52,316,438.00	42,554,410.00	2,336,205.00	4,658,364.00	17,045,261.00	7,134,131.00	11,695,146.00
2008-09	N	14.00	14.00	13.00	14.00	12.00	13.00	9.00	8.00
	Mean	5,520,753.93	2,328,942.36	1,480,855.08	142,779.21	161,469.50	798,166.23	517,990.00	288,935.75
	Sum	77,290,555.00	32,605,193.00	19,251,116.00	1,998,909.00	1,937,634.00	10,376,161.00	4,661,910.00	2,311,486.00
Total	N	967.00	919.00	801.00	897.00	800.00	822.00	560.00	597.00
	Mean	8,671,188.37	3,621,207.66	2,025,546.77	103,530.48	715,094.42	2,052,865.18	1,184,274.14	994,801.24
	Sum	8,385,039,154.00	3,327,889,838.00	1,622,462,965.00	92,866,843.00	572,075,534.00	1,687,455,177.00	663,193,516.00	593,896,341.00

Table 3.6: Details of Tax Information

Fiscal Year	Type of Statistics	Amount of the transaction	Amount of the tax paid	Amount of other fee and charges
2018-19	Mean	3,756,509.82	47,948.40	30,332.81
	N	22.00	15.00	21.00
	Sum	82,643,216.00	719,226.00	636,989.00
2017-18	Mean	14,509,400.83	509,737.55	85,239.68
	N	246.00	231.00	134.00
	Sum	3,569,312,604.00	117,749,374.00	11,422,117.00
2016-17	Mean	11,489,568.62	288,718.15	88,652.25
	N	233.00	216.00	121.00
	Sum	2,677,069,487.00	62,363,120.00	10,726,922.00
2015-16	Mean	81,462,605.50	447,593.25	94,728.50
	N	213.00	194.00	105.00
	Sum	17,351,534,971.00	86,833,091.00	9,946,492.00
2014-15	Mean	12,475,390.53	277,724.47	167,184.29
	N	149.00	141.00	65.00
	Sum	1,858,833,189.00	39,159,150.00	10,866,979.00
2013-14	Mean	20,823,971.73	269,677.21	117,376.23
	N	113.00	108.00	53.00
	Sum	2,353,108,806.00	29,125,139.00	6,220,940.00
2012-13	Mean	10,206,787.04	224,660.76	108,792.53
	N	80.00	74.00	30.00
	Sum	816,542,963.00	16,624,896.00	3,263,776.00
2011-12	Mean	9,340,754.73	113,375.10	112,380.71
	N	66.00	62.00	24.00
	Sum	616,489,812.00	7,029,256.00	2,697,137.00

2010-11	Mean	10,954,472.29	173,156.17	115,319.37
	N	52.00	52.00	19.00
	Sum	569,632,559.00	9,004,121.00	2,191,068.00
2009-10	Mean	7,468,312.98	237,336.66	133,618.29
	N	45.00	44.00	14.00
	Sum	336,074,084.00	10,442,813.00	1,870,656.00
2008-09	Mean	9,064,014.57	235,646.23	78,939.75
	N	30.00	30.00	8.00
	Sum	271,920,437.00	7,069,387.00	631,518.00
Total	Mean	24,422,067.36	330,865.10	101,809.08
	N	1,249.00	1,167.00	594.00
	Sum	30,503,162,128.00	386,119,573.00	60,474,594.00

Table 3.7 Amount of Transaction and Tax and Fees

SN	Fiscal Year	Average Transaction						Average Tax and Fees					
		VTP		TTP		TVET Providers		VTP		TTP		TVET Providers	
		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
1	2018-19	15	2,126,577.60	5	90,807.60	1	76,143.00	14	52,436.71	5	90,807.60	1	76,143.00
2	2017-18	83	14,415,424.00	66	1,136,359.11	23	607,089.83	82	168,735.08	66	1,136,359.10	23	607,089.83
3	2016-17	83	10,216,002.64	72	308,322.66	21	448,797.81	84	231,528.70	72	308,322.66	21	448,797.81
4	2015-16	74	211,189,490.08	62	257,476.64	19	399,522.00	74	215,949.52	62	257,476.64	19	399,522.00
5	2014-15	45	12,884,642.27	38	239,389.86	13	339,441.90	47	309,059.95	38	239,389.86	13	339,441.93
6	2013-14	35	10,010,474.63	29	328,413.00	12	496,107.00	37	256,457.64	29	328,413.00	12	496,107.00
6	2012-13	25	9,631,878.88	20	222,536.30	7	93,336.71	24	183,811.04	20	222,536.30	7	93,336.71
7	2011-12	21	14,535,600.76	15	127,584.26	4	115,600.50	22	150,532.90	15	127,584.26	4	115,600.50
8	2010-11	14	21,299,338.71	15	83,001.33	3	233,835.00	16	368,788.18	15	83,001.33	3	233,835.00
9	2009-10	10	17,848,410.10	11	67,941.54	2	17,149.00	12	663,243.50	11	67,941.54	2	17,149.00
10	2008-09	7	21,830,446.29	3	83,234.00	2	22,433.00	9	700,431.55	3	83,234.00	2	22,433.00
	Total	412	48,082,615.07	336	419,178.22	107	404,834.93	421	242,043.76	336	419,178.23	107	404,834.93

Table 3.8: Detail of the number and types of staffs

Fiscal year		Instructors				Administrative Staffs		Number of Staffs				
		Full Time		Part Time				Male	Female	Janajati	Dalit	Total
		Trained	Untrained	Trained	Untrained	Full time	Part-time					
2018-19	N	121	121	121	121	121	121	121	121	121	121	121
	Mean	3.60	1.12	3.34	.38	2.61	.12	7.31	3.87	3.43	.65	3.60
	Sum	436	136	404	46	316	14	884	468	415	79	436
2017-18	N	250	249	250	251	250	248	250	250	251	251	250
	Mean	6.24	3.18	6.43	.91	4.51	.50	14.04	7.72	5.32	1.18	6.24
	Sum	1560	791	1607	229	1127	124	3509	1929	1335	296	1560
2016-17	N	222	221	222	223	222	221	223	223	223	223	222
	Mean	5.47	2.72	6.15	.66	4.09	.41	12.91	6.50	4.85	1.06	5.47
	Sum	1215	601	1366	147	908	91	2878	1450	1081	237	1215
2015-16	N	209	209	209	209	207	207	209	209	209	209	209
	Mean	5.07	1.42	4.85	.61	3.73	.43	10.61	5.45	3.49	.91	5.07
	Sum	1059	297	1013	127	773	88	2217	1140	729	191	1059
2014-15	N	157	157	157	157	155	156	157	157	157	157	157
	Mean	5.51	3.38	4.89	.72	3.83	.54	12.67	6.14	4.18	1.24	5.51
	Sum	865	530	767	113	593	85	1989	964	656	194	865
2013-14	N	118	118	118	118	118	118	118	118	118	118	118
	Mean	4.69	2.35	4.18	.85	3.75	.61	11.25	5.18	3.30	.96	4.69
	Sum	554	277	493	100	443	72	1328	611	389	113	554
2012-13	N	88	87	88	88	88	88	88	88	88	88	88
	Mean	4.92	2.62	4.20	1.08	3.94	.78	12.41	5.11	3.80	1.17	4.92
	Sum	433	228	370	95	347	69	1092	450	334	103	433
2011-12	N	72	72	72	72	72	72	72	72	72	72	72
	Mean	4.00	3.38	3.89	.85	3.50	.79	11.85	4.56	2.82	.82	4.00
	Sum	288	243	280	61	252	57	853	328	203	59	288
2010-11	N	66	66	66	66	66	66	66	66	66	66	66
	Mean	3.79	4.71	3.39	.73	2.85	.44	11.62	4.29	2.70	.74	3.79
	Sum	250	311	224	48	188	29	767	283	178	49	250
2009-10	N	58	58	58	58	58	58	58	58	58	58	58
	Mean	4.21	2.66	2.40	.79	2.81	.45	9.59	3.72	2.59	.59	4.21
	Sum	244	154	139	46	163	26	556	216	150	34	244
2008-09	N	35	35	35	35	35	35	35	35	35	35	35
	Mean	.40	.23	.60	.34	.86	0.00	1.71	.71	.31	.03	.40
	Sum	14	8	21	12	30	0	60	25	11	1	14

Fiscal year		Instructors				Administrative Staffs		Number of Staffs				
		Full Time		Part Time								
		Trained	Untrained	Trained	Untrained	Full time	Part-time	Male	Female	Janajati	Dalit	Total
Total	N	1396	1393	1396	1398	1392	1390	1397	1397	1398	1398	1396
	Mean	4.96	2.57	4.79	.73	3.69	.47	11.55	5.63	3.92	.97	4.96
	Sum	6918	3576	6684	1024	5140	655	16133	7864	5481	1356	6918

Table 3.9 : Investment by fiscal year and type of institutes

Fiscal year for the investment		Land Area	Market Price of Land	Official Price of Land	Building Covered Land	Market price of the building	Amount of first-time investment	Purchasing cost of vehicles	Purchasing cost of furniture	Purchasing cost of machines and tools	Purchasing cost of practical tools	Purchasing cost of other equipment	Deposit
2018-19	VTPs	15	17,746,429	5,555,557	18	5,832,985	2,600,000	983,171	232,102	349,296	243,171	139,485	33,375
	TTPs	86	34,447,059	7,654,545	41	30,469,231	46,071,429	5,451,667	432,128	2,980,577	252,513	216,215	855,000
	TVETPs	110	23,550,000	4,777,500	51	56,000,000	1,271,632	3,792,797	1,167,277	2,080,793	1,187,029	484,165	303,333
	Total	56	26,360,811	6,387,917	29	23,197,627	30,022,115	2,712,693	396,851	1,435,507	347,511	203,042	238,292
2017-18	VTPs	41	21,114,286	1,766,667	32	3,317,375	488,928	2,032,046	179,742	302,129	223,905	189,110	70,775
	TTPs	150	39,400,000	16,628,571	98	28,975,909	51,900,000	3,065,577	1,087,026	3,317,501	597,438	407,528	438,564
	TVETPs	98	18,484,267	2,500,000	26	266,640,594	40,000,000	2,773,212	464,530	724,082	318,161	270,340	331,250
	Total	104	30,729,673	11,290,909	51	61,384,190	25,004,464	2,542,234	524,260	1,287,645	355,728	272,473	187,434
2016-17	VTPs	49	33,966,667	8,325,000	35	3,559,889	1,885,782	480,640	194,086	519,120	198,073	190,363	32,674
	TTPs	125	13,042,857	17,333,333	103	22,789,167	47,333,333	2,367,134	446,211	2,166,420	304,280	215,097	1,270,000
	TVETPs	60	16,484,267	3,000,000	23	499,781,188	14,781,000	1,984,917	556,401	705,850	433,811	1,232,548	287,500
	Total	85	21,534,550	11,037,500	48	68,725,669	16,471,474	1,380,337	331,389	1,109,922	258,761	321,383	394,635

2015-16	VTPs	24	18,522,222	9,000,000	31	5,350,750	1,312,500	663,763	173,885	316,730	328,872	234,298	47,115
	TTPs	113	10,700,000	13,960,000	102	20,589,286	24,800,000	2,115,922	415,018	2,060,556	271,785	238,099	530,000
	TVETPs	153	21,817,600	3,500,000	26	334,020,792	16,000,000	1,963,333	472,658	584,456	261,442	724,502	900,000
	Total	73	15,887,640	10,930,000	48	66,055,188	12,605,769	1,448,336	292,596	990,844	299,969	292,106	272,442
2014-15	VTPs	24	27,550,000	18,000,000	273	3,601,200	897,767	913,414	236,673	351,182	237,745	300,937	117,286
	TTPs	107	13,571,429	6,100,000	25	7,077,750	9,202,267	2,133,869	674,573	1,947,760	282,210	253,621	665,014
	TVETPs	142	31,113,200	5,850,000	20	338,187,458	6,600,000	655,000	427,210	1,293,380	420,709	586,957	831,250
	Total	85	23,150,147	10,011,111	105	68,074,398	5,692,193	1,321,604	449,123	1,081,755	287,863	322,266	511,668
2013-14	VTPs	24	16,848,889	2,000,000	47	7,333,333	1,108,000	300,248	160,044	531,644	228,857	374,545	100,000
	TTPs	160	38,756,200	10,400,000	28	6,778,752	8,966,331	2,233,333	468,718	625,988	379,092	279,945	806,667
	TVETPs	82	29,452,800		24	98,927,429		837,500	418,743	505,524	410,218	828,443	383,333
	Total	82	24,991,587	7,040,000	38	13,143,830	5,394,362	682,124	301,152	559,075	295,099	398,730	427,143
2012-13	VTPs	28	14,500,000	2,000,000	46	5,800,000	2,271,714	153,740	155,600	359,016	268,126	195,191	120,000
	TTPs	183	3,250,000	1,200,000	22	16,000,000	6,650,000	2,000,000	475,745	490,171	363,813	196,611	710,000
	TVETPs	83	29,452,800		21	98,712,194		2,521,667	346,674	496,857	372,429	236,046	50,000
	Total	92	13,661,422	1,800,000	40	18,689,024	3,522,653	1,053,432	253,712	418,613	302,908	202,172	300,000
2011-10	VTPs	49	9,050,000	2,666,667	60	6,750,000	2,279,967	221,885	172,793	332,508	253,079	232,260	59,091
	TTPs	126	3,750,000	1,200,000	23	16,000,000	6,750,000	2,500,000	522,399	603,801	210,578	180,096	1,000,000

	TVETPs	84	39,726,400		46	89,570,731	1,543,263	2,046,643	425,529	429,764	1,711,407	875,534	417,500
	Total	81	15,394,100	2,300,000	54	38,964,024	3,191,451	1,133,634	324,431	413,953	504,707	312,402	232,333
2010-11	VTPs	34	14,600,000	150,000	62	3,000,000	1,260,000	131,192	147,119	392,847	223,449	156,561	91,667
	TTPs	118	3,000,000	1,000,000	18	10,000,000	2,600,000		561,640	573,964	192,887	210,282	500,000
	TVETPs	46	17,726,400		21	52,653,762		1,285,000	233,337	401,000	402,826	400,455	1,025,000
	Total	67	13,931,600	433,333	46	20,717,921	1,762,500	419,644	286,082	466,517	253,972	224,190	360,000
2009-10	VTPs	31	6,500,000	1,666,667	66	2,850,000	833,333	27,900	205,075	479,491	121,425	43,647	50,000
	TTPs	98	19,735,714	9,250,000	44	36,150,000	31,666,667	10,437,500	869,189	744,606	246,472	152,233	551,429
	TVETPs	73	45,150,933	60,000,000	21	96,064,816	40,000,000	1,000,000	293,159	902,953	1,598,148	579,002	410,000
	Total	74	21,400,200	12,750,000	51	29,487,711	19,642,857	7,129,650	461,543	659,111	439,523	203,044	404,000
2008-09	VTPs	32	13,200,000	6,666,667	45	4,680,000	100,000	419,200	177,195	660,738	154,023	402,904	70,455
	TTPs	528	4,046,000	500,000	611	19,166,667	26,666,667	160,000	720,676	2,565,876	360,057	217,843	2,189,131
	TVETPs	97	13,284,267	10,518,164	25	42,739,771	15,900,000	739,586	454,392	1,025,000	1,902,196	1,025,711	1,321,875
	Total	251	10,726,436	6,203,633	191	19,010,847	16,016,667	482,795	476,928	1,472,471	509,095	463,406	1,469,048

Table 3.10: Detail on the students and graduates

Fiscal year		Number of admitted students	Number of dropout students	Number of pass out students	Number of employed students
2018-19	N	3	2	33	29
	Mean	111.2	7.7	92.09	66.90
	Sum	400	22	3039	1940
2017-18	N	24	18	220	177
	Mean	267.4	11.5	221.65	212.88
	Sum	6761	211	48764	37680
2016-17	N	24	17	206	161
	Mean	245.0	9.2	189.46	180.47
	Sum	5502	160	39028	29056
2015-16	N	24	14	199	151
	Mean	218.2	9.6	192.43	175.37
	Sum	4691	142	38294	26481
2014-15	N	14	9	146	115
	Mean	229.3	8.5	186.39	169.25
	Sum	3509	81	27214	19464
2013-14	N	14	7	111	85
	Mean	231.4	12.8	190.42	194.79
	Sum	2689	91	21137	16557
2012-13	N	4	5	71	53
	Mean	219.3	9.7	190.89	203.18
	Sum	1645	49	13553	10768
2011-12	N	4	3	63	53
	Mean	264.8	8.7	237.62	247.08
	Sum	1747	33	14970	13095
2010-11	N	4	3	55	46
	Mean	234.0	8.1	216.60	217.89
	Sum	1380	26	11913	10023
2009-10	N	4	2	46	38
	Mean	152.2	7.3	138.96	131.87
	Sum	769	21	6392	5011
2008-09	N	3	2	37	31
	Mean	130.3	6.5	121.70	113.39
	Sum	508	16	4503	3515
Total	N	128	87	1187	939
	Mean	230.3	9.7	192.76	184.87
	Sum	29594	857	228806	173590

Table 3.11: Average Income and Average Employment Rate by Trade (Occupation)

Training/Occupation	Type of Statistics	Average employment rate	Average income of the students
Agriculture JTA	Mean	64	18,158
	N	19	19
	Std. Deviation	25	4,207
Aluminium Fabricator	Mean	80	22,850
	N	13	12
	Std. Deviation	20	8,520
Arc Welder	Mean	80	20,824
	N	18	17
	Std. Deviation	8	6,257
Assistant Beautician	Mean	65	15,563
	N	8	8
	Std. Deviation	23	6,355
Assistant Waiter	Mean	75	14,000
	N	1	1
	Std. Deviation	.	.
Baker	Mean	87	15,000
	N	1	1
	Std. Deviation	.	.
Bakery	Mean	82	29,214
	N	8	7
	Std. Deviation	11	16,763
Bar Bender	Mean	80	22,000
	N	2	2
	Std. Deviation	-	11,314
Bar Tender	Mean	70	17,500
	N	2	2
	Std. Deviation	14	707
Beautician	Mean	72	14,756
	N	44	43
	Std. Deviation	17	6,009
Boiler operator	Mean	100	22,750
	N	2	2
	Std. Deviation	1	7,425
Brick Layer Mason	Mean	95	30,000

	N	1	1
	Std. Deviation	.	.
Building Electrician	Mean	75	18,798
	N	44	43
	Std. Deviation	14	6,827
Building Painter	Mean	73	17,600
	N	6	5
	Std. Deviation	16	5,595
Care Giver	Mean	84	36,500
	N	3	2
	Std. Deviation	6	26,163
Chinese Cook	Mean	74	25,125
	N	4	4
	Std. Deviation	7	3,660
Coffee Maker	Mean	48	31,067
	N	3	3
	Std. Deviation	39	20,030
Colour TV Receiver Repair Technician	Mean	79	14,000
	N	2	1
	Std. Deviation	13	.
Commercial Cooking-1	Mean	73	19,625
	N	5	4
	Std. Deviation	28	12,459
Commis II	Mean	78	
	N	1	
	Std. Deviation	.	
Computer Hardware Technician	Mean	69	17,361
	N	20	18
	Std. Deviation	17	4,137
Computer Operator	Mean	50	15,538
	N	14	13
	Std. Deviation	23	4,789
Construction Carpenter	Mean	30	20,000
	N	1	1
	Std. Deviation	.	.
Construction Worker	Mean	87	20,400
	N	3	3
	Std. Deviation	11	3,985

Continental Cook	Mean	68	32,600
	N	6	5
	Std. Deviation	26	19,047
Cook	Mean	82	21,620
	N	26	25
	Std. Deviation	13	11,342
Dress Maker/Tailoring	Mean	76	16,909
	N	12	11
	Std. Deviation	19	7,358
ECD Facilitator	Mean	84	15,944
	N	12	9
	Std. Deviation	15	5,411
Electric Motor Rewinder	Mean	77	26,333
	N	6	6
	Std. Deviation	11	10,132
Furniture Maker	Mean	77	19,800
	N	26	25
	Std. Deviation	16	5,907
Garment Fabricator	Mean	75	18,000
	N	4	3
	Std. Deviation	9	6,083
Hair Cutting	Mean	83	27,333
	N	3	3
	Std. Deviation	15	12,503
Hand Embroider	Mean	76	15,818
	N	12	11
	Std. Deviation	12	4,854
Heavy Machinery Operator	Mean	88	
	N	1	
	Std. Deviation	.	
House Keeping	Mean	70	19,995
	N	11	11
	Std. Deviation	19	11,109
Indian Cook	Mean	80	19,300
	N	6	5
	Std. Deviation	6	4,738
Industrial Electrician	Mean	77	25,067
	N	15	15

	Std. Deviation	8	8,464
Junior Auto Mechanics	Mean	90	18,000
	N	1	1
	Std. Deviation	.	.
Junior Computer Hardware Technician	Mean	73	15,000
	N	3	3
	Std. Deviation	16	4,359
Junior Optical Dispenser	Mean	97	12,000
	N	1	1
	Std. Deviation	.	.
Junior Plumber	Mean	80	22,074
	N	29	27
	Std. Deviation	8	6,474
Livestock JTA Assistant	Mean	79	22,333
	N	5	3
	Std. Deviation	12	4,041
Mason	Mean	81	18,300
	N	34	31
	Std. Deviation	11	6,008
Mobile phone Repair Technician	Mean	70	18,583
	N	25	24
	Std. Deviation	21	6,896
Motor Cycle Mechanics	Mean	73	20,625
	N	9	8
	Std. Deviation	12	6,760
Off Season Vegetable Producer	Mean	79	16,109
	N	13	11
	Std. Deviation	14	5,134
Post-Harvest Technician	Mean	87	25,000
	N	2	1
	Std. Deviation	2	.
Receptionist Cum Cashier	Mean	10	25,000
	N	1	1
	Std. Deviation	.	.
Ref. and AC Mechanics	Mean	85	21,286
	N	7	7
	Std. Deviation	7	2,928
Room Attendant	Mean	66	21,000

	N	3	2
	Std. Deviation	14	1,414
Scaffolder	Mean	77	24,429
	N	8	7
	Std. Deviation	8	8,541
Security Guard	Mean	72	21,667
	N	6	6
	Std. Deviation	22	5,428
Shoe Makar	Mean	83	15,000
	N	4	3
	Std. Deviation	12	2,646
Shuttering Carpenter	Mean	79	23,000
	N	4	3
	Std. Deviation	8	5,000
Small Hotel and Lodge Assistant	Mean	90	16,000
	N	1	1
	Std. Deviation	.	.
Solor Electric Technician	Mean	85	35,000
	N	2	2
	Std. Deviation	1	-
Steel Fixture	Mean	75	14,250
	N	5	4
	Std. Deviation	6	7,136
Sweet and Snacks Maker	Mean	80	19,000
	N	5	3
	Std. Deviation	9	4,583
Tailoring	Mean	76	15,065
	N	31	31
	Std. Deviation	14	5,633
Tile Marble Fixer/ Plaster Marble Police	Mean	85	20,571
	N	9	7
	Std. Deviation	5	6,133
Veterinary Junior Technical Assistant	Mean	58	14,833
	N	3	3
	Std. Deviation	20	8,251
Waiter/Waitress	Mean	78	20,724
	N	23	21
	Std. Deviation	18	14,436

Weaving & Knitting	Mean	74	10,000
	N	2	1
	Std. Deviation	20	.
Wood Carving	Mean	84	20,000
	N	1	1
	Std. Deviation	.	.
VJTA	Mean	67	18,824
	N	18	17
	Std. Deviation	18	5,247
Enterprises Development Facilitator	Mean	69	20,250
	N	19	18
	Std. Deviation	22	3,942
Radio-TV Repair & Maintenance	Mean	76	22,750
	N	3	4
	Std. Deviation	4	6,602
Civil Sub-overseer	Mean	71	19,333
	N	27	27
	Std. Deviation	19	4,498
Electrical Sub Engineering	Mean	55	25,000
	N	1	1
	Std. Deviation	.	.
Computer Sub-overseer	Mean	35	15,000
	N	1	1
	Std. Deviation	.	.
TSLC Health Programs	Mean	75	10,000
	N	1	1
	Std. Deviation	.	.
Thanka Painter	Mean	88	22,000
	N	1	1
	Std. Deviation	.	.
Telecom Technician	Mean	89	26,125
	N	5	4
	Std. Deviation	10	8,370
Teachers' training	Mean	55	
	N	1	
	Std. Deviation	.	
Staff Nurse	Mean	83	18,703
	N	16	15

	Std. Deviation	10	3,310
Social Mobilization	Mean	20	18,000
	N	1	2
	Std. Deviation	.	9,899
General medicine	Mean	81	22,625
	N	9	8
	Std. Deviation	13	5,829
Diploma in Radiography	Mean	88	26,000
	N	2	1
	Std. Deviation	11	.
Junior Poultry Technician	Mean	81	15,000
	N	3	3
	Std. Deviation	14	3,000
Diploma in Pharmacy	Mean	92	20,071
	N	8	7
	Std. Deviation	5	5,571
Mushroom Grower	Mean	70	17,000
	N	4	1
	Std. Deviation	16	.
Diploma in Lab Technologist	Mean	84	18,556
	N	18	18
	Std. Deviation	14	5,087
Livestock Production and Animal Health	Mean	50	20,000
	N	1	1
	Std. Deviation	.	.
Local Road Surveyor	Mean	57	21,333
	N	3	3
	Std. Deviation	6	10,017
Light Vehicle Driver	Mean	80	18,500
	N	4	4
	Std. Deviation	10	7,234
TSLC in Lab Assistant	Mean	74	15,386
	N	22	22
	Std. Deviation	15	3,401
Diploma in Plant Science	Mean	90	25,000
	N	1	1
	Std. Deviation	.	.
Hotel Management	Mean	71	19,750

	N	4	4
	Std. Deviation	35	5,560
Home Appliance Repairer	Mean	70	15,000
	N	1	1
	Std. Deviation	.	.
Diploma in Health Program	Mean	95	16,000
	N	1	1
	Std. Deviation	.	.
General Health Check Up	Mean	90	30,000
	N	2	2
	Std. Deviation	15	7,071
Carpet Weaving	Mean	85	12,000
	N	2	1
	Std. Deviation	5	.
Electrician	Mean	78	16,833
	N	7	6
	Std. Deviation	11	4,309
Electrical Sub-overseer	Mean	65	18,056
	N	9	9
	Std. Deviation	22	4,157
Draft & Design	Mean	30	18,000
	N	1	1
	Std. Deviation	.	.
Diploma in Hotel Management	Mean	80	22,000
	N	1	1
	Std. Deviation	.	.
Diploma in Electronics Engineering	Mean	70	25,000
	N	1	1
	Std. Deviation	.	.
Diploma in Electrical Engineering	Mean	90	25,000
	N	1	1
	Std. Deviation	.	.
Diploma in Civil Engineering	Mean	88	22,000
	N	5	5
	Std. Deviation	13	4,472
Diploma in Computer Engineering	Mean	60	17,000
	N	3	3
	Std. Deviation	26	4,359

Dairy Technician	Mean	65	20,000
	N	1	1
	Std. Deviation	.	.
CMA	Mean	79	16,960
	N	25	25
	Std. Deviation	10	3,910
CDS	Mean	100	35,000
	N	3	3
	Std. Deviation	-	15,000
Basic Surveyor	Mean	66	17,500
	N	5	5
	Std. Deviation	17	4,301
Bamboo Product Maker	Mean	70	16,250
	N	2	2
	Std. Deviation	14	8,839
Auto-mechanics	Mean	82	26,500
	N	2	2
	Std. Deviation	6	2,121
ANM	Mean	75	16,714
	N	14	14
	Std. Deviation	19	2,494
AAHW	Mean	80	19,333
	N	3	3
	Std. Deviation	10	1,155
Total	Mean	75	19,250
	N	864	805
	Std. Deviation	17	7,533

Table 3.12: Details of beneficiaries under Corporate Social Responsibility (CSR)

Fiscal Year		Support in cash or equivalent	Benefitted female	Benefitted male	Benefitted number of Dalit	Benefitted number of Janajati
2018-19	N	21	16	6	6	6
	Mean	307,452	4	3	1	2
	Sum	6,456,500	60	16	8	9
2017-18	N	131	88	58	59	50
	Mean	223,225	17	21	22	13
	Sum	29,242,445	1,503	1,222	1,322	650

2016-17	N	86	54	44	40	35
	Mean	224,101	23	27	32	14
	Sum	19,272,690	1,244	1,176	1,289	493
2015-16	N	76	53	38	36	27
	Mean	166,822	29	34	39	22
	Sum	12,678,500	1,516	1,291	1,390	583
2014-15	N	47	36	27	27	20
	Mean	157,532	30	35	51	29
	Sum	7,404,000	1,077	952	1,370	574
2013-14	N	25	22	15	16	18
	Mean	262,540	27	29	30	19
	Sum	6,563,500	585	431	485	333
2010-11	N	1	1			
	Mean	48,000	4			
	Sum	48,000	4			
Total	N	387	270	188	184	156
	Mean	211,022	22	27	32	17
	Sum	81,665,635	5,989	5,088	5,864	2,642

Table: 3.13 Investment Security by Types of Institutes

SN	Types of Institutes	Safety of the investment			Total
		Feel secured	Feel unsecured	Status of confusion	
1	Vocational TTPS	58 (42.0)	30(21.7)	50(36.2)	138(100.0)
2	Academic TTPS	29(27.9)	28(26.9)	47(45.2)	104(100.0)
3	TTPS with both programs	7(21.9)	7(21.9)	18(56.2)	32(100.0)
Total		94(34.3)	65(23.7)	115(42.0)	274(100.0)

Table 3.14: Level of Satisfaction by Type of Institutes

SN	Satisfaction Level	Short term Institutions	Long term institution	Institutions with both programs	Total
1	Extremely satisfied	12(8.7)	9(8.7)	2(6.2)	23
2	Satisfied	78(56.5)	55(52.9)	16(50.0)	149
3	Neutral	29(21.0)	25(24)	11(34.4)	65
4	Dissatisfied	16(11.6)	13(12.5)	3(9.4)	32
5	Extremely dissatisfied	3(2.2)	2(9.4)	0	5
Total		138(100)	104(100)	32(100)	274

Table 3.15: Fee Determination Mechanism

SN	Decision Process	Long term		Short term		Both programs		Total	
		Number	%	Number	%	Number	%	Number	%
Fee Paying Program									
1	Self-decision of institution	12	12.8	55	52.9	4	12.5	71	30.8
2	Collective decision of institutions	10	10.6	33	31.7	5	15.6	48	20.8
3	Decision of CTEVT Board	72	76.6	15	14.4	20	62.5	107	46.4
Project/donor funded programs									
1	Decision of CTEVT board	12	57.1	13	19.7	4	26.7	29	28.43
2	Decision of Government of Nepal	1	4.8	10	15.2	1	6.7	12	11.76
3	Decision of donors/ free of cost	8	38.1	43	65.2	10	66.7	61	59.80

Table 3.16: Collaboration with industry by Types of Institutes

SN	Collaboration with Industries	Short term		Long term		Both programs		Total	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	Having collaboration	101	73.2	73	70.2	26	81.2	200	73.0
2	Not-having collaboration	37	26.8	31	29.8	6	18.8	74	27.0
	Total	138	100	104	38.0	32	100	274	100

Annex 4
Extrapolated/estimated Investments (2008-09 and 20018-19) by Private Providers

Table 4.1a: Estimated **Enrolment and Graduation** (2008-09 and 20018-19) in Vocational Training under Private Providers

SN	FY	Mean				Total			
		Total Institute	Enrolled	Drop out	Graduates	Enrolled	Dropout	Graduates	Employed
1	2008/09	272	59.67	2.75	51.44	13,425	619	11,573	10,881
2	2009/10	335	57.42	3.14	50.14	16,192	886	14,140	14,120
3	2010/11	351	60.04	2.88	50.63	17,351	831	14,631	13,330
4	2011/12	382	59.41	3.37	48.81	18,416	1,044	15,130	15,025
5	2012/13	361	66.13	3.10	49.21	19,113	896	14,223	16,292
6	2013/14	664	57.82	3.13	45.86	17,808	964	14,125	13,757
7	2014/15	863	56.82	2.38	44.42	23,922	1,004	18,699	13,790
8	2015/16	988	63.07	3.08	46.43	26,551	1,298	19,546	19,217
9	2016/17	1081	67.35	2.94	48.04	29,029	1,267	20,707	14,189
10	2017/18	1173	68.20	2.91	49.44	29,258	1,250	21,211	16,413
11	2018/19	1510	66.15	2.58	44.00	28,380	1,108	18,876	13,352

Table 4.1b: Estimated **Enrolment and Graduation** (2008-09 and 2018-19) in and from **Academic Programs**

SN	FY	Academic Institutes	Mean			Aggregated Figure		
			Enrolled	Drop out	Graduates	Enrolled	Dropout	Graduates
1	2008/09	225	59.67	2.75	51.44	13,425	619	11,573
2	2009/10	282	57.42	3.14	50.14	16,192	886	14,140
3	2010/11	289	60.04	2.88	50.63	17,351	831	14,631
4	2011/12	310	59.41	3.37	48.81	18,416	1,044	15,130
5	2012/13	289	66.13	3.10	49.21	19,113	896	14,223
6	2013/14	308	57.82	3.13	45.86	17,808	964	14,125
7	2014/15	421	56.82	2.38	44.42	23,922	1,004	18,699
8	2015/16	421	63.07	3.08	46.43	26,551	1,298	19,546
9	2016/17	431	67.35	2.94	48.04	29,029	1,267	20,707
10	2017/18	429	68.20	2.91	49.44	29,258	1,250	21,211
11	2018/19	429	66.15	2.58	44.00	28,380	1,108	18,876
	Total					239445	11167	182,861

Table 4.2: Estimated Investment by Private Providers (2008-09 and 2018-19)

SN	FY	Total Institute	Reference No	Mean Investment (NRs million)		Total Investment (NRs billion)	
				Capital Investment	Long Term Investment	Capital Investment	Long Term Investment
1	2008/09	272	61	29.74	3.70	8.09	1.01
2	2009/10	335	71	50.89	8.98	17.05	3.01
3	2010/11	351	81	34.65	1.73	12.16	0.61
4	2011/12	382	91	54.36	2.73	20.76	1.04
5	2012/13	361	92	32.35	2.29	11.68	0.83
6	2013/14	664	133	38.14	2.34	25.32	1.55
7	2014/15	863	181	91.22	3.56	78.73	3.07
8	2015/16	988	213	81.94	3.39	80.96	3.35
9	2016/17	1081	235	90.26	3.48	97.57	3.76
10	2017/18	1173	255	92.11	5.04	108.05	5.91
11	2018/19	1510	217	49.56	5.15	74.83	7.77
Total						535.20	31.91

Reference No. – The mean value is calculated based on this sample who responded on specific variable

Table 4.3: Estimated Loan (2008-09 and 2018-19) by Private Providers

SN	FY	Academic Institute	Vocational Institutes	Total Institute	Mean amount of Loan (NRs million)	Number of Institutes	Total Investment (NRs billion)
1	2008/09	225	47	272	3.98	61	1.08
2	2009/10	282	53	335	3.24	71	1.09
3	2010/11	289	62	351	1.88	81	0.66
4	2011/12	310	72	382	8.19	91	3.13
5	2012/13	289	72	361	9.16	92	3.31
6	2013/14	308	356	664	9.25	133	6.14
7	2014/15	421	442	863	8.41	181	7.26
8	2015/16	421	567	988	10.65	213	10.53
9	2016/17	431	650	1081	11.26	235	12.18
10	2017/18	429	744	1173	11.223	255	13.16
11	2018/19	429	1081	1510	7.28	217	10.99
	Total						69.52

Table 4.4a: Estimated Income (2008-09 and 2018-19) of Private Providers

SN	FY	Academic Institute	Vocational Institutes	Total Institute	Mean Income (NRs million)	Number of Institutes	Total Income (NRs billion)
1	2008/09	225	47	272	13.96	61	3.80
2	2009/10	282	53	335	10.045	71	3.37
3	2010/11	289	62	351	11.91	81	4.18
4	2011/12	310	72	382	12.24	91	4.67
5	2012/13	289	72	361	10.79	92	3.89
6	2013/14	308	356	664	10.95	133	7.27
7	2014/15	421	442	863	12.96	181	11.19
8	2015/16	421	567	988	10.64	213	10.56
9	2016/17	431	650	1081	10.63	235	11.49
10	2017/18	429	744	1173	12.72	255	14.92
11	2018/19	429	1081	1510	6.30	217	9.50
	Total						84.80

Table 4.4b: Estimated Expenditure (2008-09 and 2018-19) by Private Providers

SN	FY	Academic Institute	Vocational Institutes	Total Institute	Mean annual Expenditure (NRs million)	Number of Institutes	Total expenditure (NRs billion)
1	2008/09	225	47	272	5.52	61	1.50
2	2009/10	282	53	335	5.17	71	1.73
3	2010/11	289	62	351	10.11	81	3.55
4	2011/12	310	72	382	10.24	91	3.91
5	2012/13	289	72	361	7.39	92	2.67
6	2013/14	308	356	664	8.73	133	5.80
7	2014/15	421	442	863	9.85	181	8.50
8	2015/16	421	567	988	8.43	213	8.33
9	2016/17	431	650	1081	8.63	235	9.33
10	2017/18	429	744	1173	10.61	255	12.45
11	2018/19	429	1081	1510	4.81	217	7.26
	Total	429	1081	1510			65.03

Table 4.5: Average and Estimated **Tax** Paid (2008-09 and 2018-19)

FY	Total Institute	Mean Value of			Estimated Value of		
		Transaction (In NRs million)	Tax	Other Tax and fees	Transaction (In NRs billion)	Tax (In NRs million)	Tax and Fees (In NRs million)
2008/09	272	9.06	35,646	78,940	2.47	64.10	21.47
2009/10	335	7.47	237,337	133,618	2.50	79.51	44.76
2010/11	351	10.95	173,156	115,319	3.85	60.78	40.48
2011/12	382	9.34	113,375	112,381	3.57	43.31	42.92
2012/13	361	10.20	224,661	108,793	3.68	81.10	39.27
2013/14	664	20.82	269,677	117,376	13.83	179.06	77.93
2014/15	863	12.48	277,724	167,184	10.77	239.68	144.28
2015/16	988	81.46	447,593	94,729	80.49	442.22	93.59
2016/17	1081	11.49	288,718	88,652	12.42	312.10	95.83
2017/18	1173	14.51	509,738	85,240	17.02	597.92	99.98
2018/19	1510	3.76	47,948	30,333	5.67	72.40	45.80
Aggregate value in the study period					156.26	2,172.19	746.35