



NEEDS ASSESSMENT OF RETURNEE MIGRANTS AND CONFLICT VICTIMS FOR SKILLS DEVELOPMENT

A study report submitted to

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Acronyms and Abbreviation

ANOVA	Analysis of Variance
CAIR	Consultancy for Applied and Innovative Research
CPA	Comprehensive Peace Agreement
CBS	Central Bureau of Statistics
COVID	Corona Virus Disease
CPA	Comprehensive Peace Agreement
CTEVT	Council for Technical Education and Vocational Training
EVENT	Enhanced Vocational Education and Training
FGD	Focus Group Discussion
JCB	Joseph Cyril Bamford
KII	Key Informants' Interview
MOEST	Ministry of Education, Science and Technology
MoF	Ministry of Finance
MoLESS	Ministry of Labour Employment and Social Security
NAFEA	National Foreign Employment Association
NOSS	National Occupational Skill Standard
NPC	National Planning Commission
NSCO	Nepal Standard Classification of Occupation
NYC	National Youth Council
RIP	Interim Relief Programs
RMA	Rapid Market Appraisal
SaMi	Safer Migration Project
SPSS	Statistical Programs for Social Science
Std. Dev.	Standard Deviation
TECS	Technical Education in Community School
TSLC	Technical School Leaving Certificate
TET	Technical Education and Training
TVET	Technical and Vocational Education and Training

Executive Summary

Background

Council for Technical Education and Vocational Training (CTEVT) is an apex organization of the Technical and Vocational Education and Training (TVET) sector in Nepal. It was established in 2045 BS under Council for Technical Education and Vocational Training Act, 2045. Its primary objectives are (1) to produce lower to higher level technical human resources as per the demand of the labour market (2) to coordinate with and among various TVET providing agencies in the country and (3) to certify and recognize the skills learned non-formally and informally. CTEVT has been managing technical schools, polytechnics and training centers to conduct various types of TVET programs since the date of its establishment.

Objectives and Methodology

The purpose of this research is to identify the skills need of returnee migrant youth and conflict affected communities for their upskilling, resettlement in appropriate occupations and providing them additional income generating opportunities. The specific objectives of the study are to (a) conduct primary survey for assessing the training needs of conflict affected communities and returnee migrants groups; (b) explore major skills potentialities of target youths which can be upskilled (c) identify the resources and employment potentiality of local community in the location of the survey; and (4) suggest appropriate measures to design and develop market responsive TVET curricula addressing the needs of target population.

The study has used both qualitative and quantitative approach for data collection. Under the qualitative approach, review of relevant and related literatures were carried out on both of these areas. Similarly, focus group discussions (FGDs) and key informants' interviews (KIIs) were also carried out with the individuals and representatives of various offices, organizations and associations related to the study. Unlike the qualitative approach, the study also relied on the primary data collected from individuals and households under the quantitative approach. Data were collected by means of personal interviews using semi-structured questionnaire from the purposively selected 100 returnee migrants and 100 households affected by the conflict of CPN, Maoist's insurgency.

Findings for Returnee Migrants

Among the 100 returnee migrants who were interviewed using semi-structured questionnaire, 85% were male and 15% were female. These respondents were from 25 districts and six out of seven provinces of the country except Sudurpaschim Province. While analyzing respondents' ethnicity, dominancy is found from Hills Brahmin/Chhetri and Janajati groups. Large proportion of respondents were from secondary education background. While analyzing the accessibility of skills training among returnee migrants, almost one third of them are found imparted with skills training. Some of them have got skills training before joining foreign employment and some take the training after returned home. For the majority cases, the training they got are found applicable in their professional career since the trained individuals are found engaged in economic activities in higher proportion than those who are not trained. There appears significant mismatch not only between occupation in foreign employment and their current occupation but also between the training programs they got and the profession they adopt. Moreover, lack of follow up activities in post training stage is also found adversely affecting the effectiveness of the training programs. Analysis explores many evidences that vocational training could be instrumental for making people employment. Moreover, vocational training with regular follow up and post- training supports including financial arrangement, business counseling, market linkage and simplification of administrative procedure to establish and run business have additional advantage to them. The analysis gathers sufficient evidences that long-term TVET programs are not the priority of returnee migrants because most of them are solo breadwinner of their family and cannot remain long period without employment.

Most of the occupations suggested by the returnee migrants as a demanded occupations falls under agriculture sector, which includes vegetable farming, goat farming, fruit farming etc. Similarly, plumbing, electrician, JCB operators and scaffolder are some demanded occupations related to construction sector and chef/waiter/waitress, housekeeping, motorcycle service mechanics are the service sector related vocational training occupations suggested as demanded and feasible occupations. It is interesting to mention that long-term training - diploma and pre-diploma programs are not conceived appropriate for returnee migrants.

Findings of Conflict Victims

Interviews were carried out with the representatives of 100 conflict victim households, which were selected purposively from the four districts of Nepal–Rolpa, Dang, Mahottari and Sindhuli. Out of them two districts are from western part of Nepal and two are from eastern part. Majority of conflict victims are from Martial and Disappeared family and victims of forced donations, these categories jointly covers 86% in the sample households.

Almost 56% households has reported that they received some types of financial, logistic and technical assistance from government. The accessibility of TVET programs is also found limited at the locality where survey was conducted. Almost 43% of households are accessed to some types of TVET programs. Moreover, the beneficiary-households of TVET programs is found further lower. Only 37.7% households were reported to be benefited by some types of TVET programs. Generally, the people in the survey locality are not found encouraged towards skills training. While analyzing the discouraging factors, lack of employment opportunities, lack of capital for investment, lower employability of training programs, lack of market coordination and financial assistance and lack of entrepreneurship and soft skills are explored as the major factors.

Mason, tailoring, vegetable farming, goat farming etc. are the major feasible training occupations for the conflict-victims' community of the country in general and the conflict-victims of survey locality and its periphery in particular. Of the available training programs, majority were of basic or level one training. Unlike the short-term training programs, some long-term training programs including both pre-diploma and diploma programs also seems feasible for the conflict victims. These programs includes Pre-diploma in Agriculture (Animal Health), Pre-diploma in Agriculture (Plant Science), Pre-diploma in Mechanical Engineering, Pre-diploma in Auto-mechanical Engineering, Diploma in Civil Engineering, Diploma in Pharmacy, Diploma in Health Assistant (Ayurveda), Diploma in Pharmacy etc.

Conclusion and Recommendation

Existence of significant mismatch is justified between the skills and experience acquired by returnee migrants during the abroad job and skills demanded in the domestic market. Such types of mismatch exists in different types and in different stages e.g. tools and technology used in same occupation; work place environment; and required soft skills in particular occupations.

Although, skill testing opportunity is considered instrumental to encourage and facilitate returnee migrants toward self-employment, large number of returnees are not even found aware about it. Moreover, who are aware about the activities of NSTB and benefit of skills certificate, are not benefited much because of lack of NOSS in related occupations. Mainly, returnees were found engaged in specific occupations during their abroad jobs rather than general types of occupations. Unlike in domestic labour market, a carpenter in abroad labour market does not perform all skills of carpentry e.g. joint cutting, surface smoothing, finishing or painting but usually performs any one of these skills. NSTB should therefore developed NOSS not only for general occupations but also for specific occupations based on the needs of market. While developing NOSS for particular occupations, participation of returnee migrants working in specific occupation is must. Returnee Migrants Association (RMA) could facilitates in this process.

Merely technical knowledge and skills is not sufficient to create employment opportunities for those who are involved in agriculture sector and want to shift towards none-agriculture sector. Training programs should incorporate the package of other knowledge and skills, beside core technical skills. The package should include soft skills, entrepreneurship skills, and support services including business counseling, market linkage and networking and financial linkage. CTEVT should therefore develop comprehensive training package by itself or coordinate with other agencies like Industrial Enterprises Development Institute, National Youth Councils, Banking Institutes etc..

Similarly, basic training in non-traditional occupations does not seems beneficial to victims' family so they should be linked with either their traditional occupations or traditional skills. To conduct training in none-traditional occupation, modular training package of at least 6 months duration should be developed and catered to those victims' families who do not have even a basic level training.

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Part One

Introduction

1.1 Background

Council for Technical Education and Vocational Training (CTEVT) is an apex organization working for the development of Technical Education and Vocational Training (TVET) sector in Nepal. CTEVT was established in 2045 BS under Council for Technical Education and Vocational Training Act, 2045. The major objectives of CTEVT are to (1) produce lower to higher level technical human resources as per the demand of the labour market (2) coordinate with and among various TVET providing agencies in the country and (3) recognize and certify the skills learned non-formally and informally.

CTEVT has been conducting three types of courses since very beginning. These courses includes (a) short-term vocational training programs duration ranges from 140 hours to 1696 hours (including 24 months' apprenticeship programs (b) pre-diploma level programs of 18 months' duration and (3) diploma level programs of 3 years' duration. Presently CTEVT has 61 constituent schools, 429 affiliated institutes, 572 community schools running TECS programs and 38 partnership institutes. Till now, CTEVT has developed 48 diploma level curricula, 31 pre-diploma level curricula (including apprenticeship course 5), and 243 short term training curricula including 9 curricula for professional courses, 2 for skill development training for existing workers, 6 for industry based training (CTEVT, 2077).

1.2 Rational of the Study

As one of the major objectives of CTEVT is to carry out various skill development activities to response the skills needs of the labour market, identification and analysis of labour market needs is the crucial activity of CTEVT to make its training programs responsive to labour market. Moreover, the training needs assessment is the primary source of information to design, develop and revise TVET curricula as well as to expand the training institutes throughout the country. The different groups and societies have different skills needs as per their socio-economic characteristics and nature of the local labour market.

The Maoist armed conflict which was started in February 1996 has displaced large numbers of families from their own villages and communities. Although, more than two decades has been passed from the agreement held between government and the revolutionary party, the proper settlement of those displaced people is still to complete. Impartation of vocational training can be one major strategy to provide employment opportunities of those conflict affected people and help them start productive and respectable life.

Likewise, the labour migration is another socio-economic issue of Nepal. It is a fact that more than 500,000 youths have been entering annually into the job market and more than two third of them had migrated abroad in seek of better employment opportunities (MoF, 2077). In present years, the trend of labour migration is been declining almost by 15% annually during last five years (MoLE, 2077). This trend further suggest that numbers of returnees are greater than the numbers of new migrants. As a result, large numbers of youths are accumulated in the country who had some sorts of experience of foreign employment once in their life. Moreover, these returnee migrants prefer employment in domestic market instead of returning to foreign employment. The policies of government is also encouraging returnee migrants to use their skills and experiences by providing technical and transversal skills as well as promoting entrepreneurial ability (MoLE, 2071). Catering market oriented short-term vocational training is instrumental to engaged both returnee migrants and conflict victims in gainful employment within their locality and country. This study has identified the skills needs of returnee migrants and helps to conduct labour market responsive training program.

1.3 Objectives of the Study

The broader objective of this study is to identify the skills need of returnee migrants and the members of conflict affected communities for skilling, reskilling and upskilling, which is supposed to be instrumental for their resettlement in appropriate occupations or providing them additional income generating opportunities. The specific objectives of this study are to;

- conduct primary survey for assessing the training needs of conflict affected communities and returnee migrants groups;

- explore the major skills potentialities of targeted youths which can be upskilled and made applicable for self/employment;
- identify the resources and employment potentiality of local community in the location of the survey; and
- suggest appropriate measures to design and developed market responsive TVET curricula addressing the needs of target population.

1.4 Methodology

The study has used both qualitative and quantitative approach of data collection and analysis. Under the qualitative approach, review of relevant and related literatures was carried out separately for both of these studies. Similarly, focus group discussions (FGDs) and key informants' interviews (KIIs) were carried out with the individuals and representatives of various offices, organizations and associations related to the study. For the quantitative approach, primary data were collected from the purposively selected individuals and households of the target groups. Detail research design for both of these studies are mentioned hereunder separately.

1.4.1 Survey of Returnee Migrants

This part of the study covers the issue of skills requirements of returnee migrants to engage them in domestic economic activities as self-employed or wage employed. The selection of returnee migrants was made purposively as per the list provided by the Returnee Migrants Association (RMA) of Nepal. As it was already targeted, all together 100 returnee migrants were purposively selected for the primary survey who were returned from foreign employment and were either employed or available for employment in domestic job market. The detail information on socio-economic profile of these returnees is presented in part II under the interviewee profile.

For collecting qualitative information from returnee migrant youths, FGDs and KIIs were conducted with and among the members of Returnee Migrants Association and other key persons related to the area of the study. Beside these FGDs and KIIs, reports of relevant studies regarding foreign employment and use of remittance were reviewed. While selecting and reviewing the literatures, preference was given to the issues of skills and employment, socio-economic characteristics of returnee migrants, available training opportunities provided to returnee migrants.

1.4.2 Survey of Conflict Affected Households

For the analysis of skills requirements of members of conflict-affected families, the quantitative information were collected from the primary survey of conflict affected households in selected four district of Nepal. These four districts are Rolpa, Dang, Sindhuli and Mahottari which are counted in among the highly affected districts by the aforesaid conflict of current time. These districts are selected so that the collected data can capture various intensities of conflict and geo-political environment. For this to achieve, two districts (Sindhuli and Mahottari) were selected from eastern part of Nepal and rest two districts (Rolpa and Dang) were selected from western part of Nepal. Out of these four districts, two districts (Rolpa and Sindhuli) were selected from hilly region and another two (Dang and Mahottari) were from tarai region.

Likewise, FGDs and KII were also carried out with and among social activists, officials of governmental and non-governmental organizations working for the peace and rehabilitation of conflict affected communities and TVET experts working in the local and federal level. These activities were focused to collect the information related to the skills needs of conflict-affected people and other support service needed to them in post training stages. In addition to these FGDs and KII activities, literatures were also collected and reviewed related to skill needs of Nepalese Labour market in general and skills needs of conflict-affected groups in particular.

1.4.3 Tools for Data Collection

One semi-structured interview questionnaire was developed to glean required information from primary survey separately for each of these two studies. Similarly, a common and compatible interview checklist was also developed to conduct KII and FGDs with various target stakeholders related to the objectives of the study.

1.5 Data Analysis and Report Preparation

The analysis of primary data had been carried out with the help of statistical program named SPSS. At first, two different data entry formats were developed in SPSS based on the questionnaire. All the collected data of 100 returnee migrants and 100 conflict affected households were entered in to the developed format. The same statistical programs was also used to analyze the data using various descriptive and inferential statistical procedure. Frequency distribution, percentage, cross-tabulation, mean comparison, analysis of variances (ANOVA), students' 't' test and correlation

were the major statistical tools which are used to analyze the primary data. Beside analysis of these primary data, the collected secondary data was analyzed manually and incorporated in the report to substantiate and triangulate the findings from the primary survey.

1.6 Structure of the Report.

This report consists of five parts; first part is the basic introduction of the study, which has covered background, objectives and the methodologies used. This part of the report also delineates the rational and limitations of the study.

Part two to part four is all about the findings and analysis. Analysis and findings of the primary data regarding skills requirement of returnee migrants is depicted in part two. Likewise, third part includes similar analysis and findings of the data regarding skills requirement of conflict victims. Both parts of the report further explain general information and training profile of respondents, their training and skills requirements, other supporting features and environment required for quality training delivery. Unlike these two parts, part four of the report is about the analysis of qualitative information and data from FGDs, KIIs and literature review regarding both areas of the study. The analysis and findings of the data is presented in tables, charts, graphs and other descriptive and inferential statistics.

Finally, the conclusion and recommendations are presented in part five, which is further divided under two topics - summary and conclusion and recommendations. The later topic is further divided into two sub-topics- conclusion and recommendation for returnee migrants; and conclusion and recommendation for conflict-victim.

1.7 Limitations

Usually, the research or studies related to social science are not free from limitations. Some limitations are also associated this study, which are mentioned as hereunder.

- The limited availability of data and information regarding the population of returnee migrants and conflict victims was the major limitation of the study. Moreover, due to unavailability of disaggregated statistics and contact address of both returnee migrants and conflict victims, sample size could not be drawn based on representative sampling methodology.

- The study had to be conducted in the time where the country was suffering from the crisis of COVID-19 pandemic. As a result, data collection work could not be carried out in free and comfortable situation. The research team had to made hard effort to fulfill the targeted number (100) of data in both cases.
- Although, the study had aimed to make proportionate representation of conflict victim from all of the selected districts, which could not achieve due to unavailability of actual data on the conflict victims.
- Resource constraint is also one limitation, which limits the scope of the research.
- Lack of publicly available researches and studies regarding the skills requirement of both of these groups is another limitation of the study. Such types of research could be instrumental to triangulate the findings of those types of research especially based on small sample size.

Despite the aforementioned limitations, studies has successfully collected the data and information and prepared report in acceptable standard.

Part TWO

Analysis on Skills Requirements of Returnee Migrants

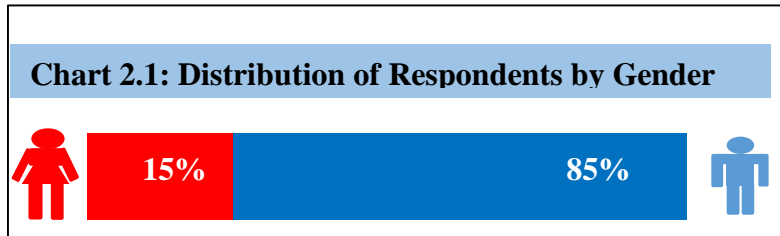
This part of the report presents the analysis of both primary and secondary data and information collected in the area of skills requirements of returnee migrants. It includes personal information of respondents, their work, skills and training related experience during and after foreign employment. Similarly, it also presents respondents' perceptions and suggestions regarding skills and training required for returnee migrants.

2.1 Profile of Respondents

This topic includes some personal information of the respondents including their address, gender, educational qualification, age etc. Analysis is presented by means of frequency distribution, cross tabulation, mean comparison and other descriptive and analytical statistics.

2.1.1 Respondents by Gender and Address

Altogether 100 returnee migrants were interviewed using semi-structured interview format. Out of them 15% were female and 85% were male. Although reliable data of the returnee migrants is hardly available, as per the source of returnee migrant association, more than 5 million returnee migrants are in the country, out of them 10% can be estimated to be female (Source: FGD with RMA). If we compare the gender proportion in actual distribution of migrant workers, sample of the research includes larger proportion of female than their actual



population. Out of the total 236,208 migrant workers migrated from Nepal in 2018/19, 91.3% (2,15,630) were male and rest 8.7% (20,578) were female (MoLESS, 2076).

While comparing province wise distribution of the respondents, majority of them (41%) are found from Lumbini Province followed by Bagmati Province (21%), Gandaki Province (14%) and Province No. 2 (13%). In the contrary, representation from Province No. 1 and Karnali Province are very negligible which are 5% and 6% respectively. However, there is not any representation

from Sudurpaschim Province. If we compare the province wise distribution of migrant workers, the proportion of Sudurpaschim Province is also found negligible (2.6%). Anecdotes also shows that people from Sudurpaschim Province prefers seasonal migration to India rather than documented migration to third countries. Similarly, representation of female respondents is not found in Province No. 2, Gandaki Province and Karnali Province.

Table 2.1: Distribution of Respondents by Province and Gender

SN	Province	Gender of the respondents		Total
		Female	Male	
1	Province No. One	2(33.3%)	4(66.7%)	6(100%)
2	Province No. Two	-	13(100%)	13(100%)
3	Bagmati Province	10(47.6%)	11(52.4%)	21(100%)
4	Gandaki Province	-	14(100%)	14(100%)
5	Lumbini Province	3(7.3%)	38(92.7)	41(100)
6	Karnali Province	-	5(100%)	5(100%)
	Nepal	15(15%)	85(85%)	100(100%)

In the sample size, representation is found from 25 districts of these six provinces. Larger share of interviewed migrant workers (18%) are found from Kathmandu District followed by Nawalpur District (14%), Dang District (13%) and Rupandehi District (10%). Similarly, Mahottari District (9%) and Banke District (5%) are other districts with significant number of returnee's population in the sample. The table 2.2 shows the detail statistics on returnee's number.

Table 2.2: Distribution of Respondents' By District

SN	District	Number of Respondents	Percent
1.	Province No. 1	6	6
1	Morang	3	3
2	Jhapa	2	2
3	Sunsari	1	1
2.	Province No. 2	13	13
1	Mahottari	9	9

SN	District	Number of Respondents	Percent
2	Dhanusa	2	2
3	Sarlahi	1	1
4	Bara	1	1
3. Bagmati Province		21	21
1	Kathmandu	18	18
2	Kavrapalanchowk	1	1
3	Ramechhap	1	1
4	Dhading	1	1
5	Bhaktapur	1	1
4. Gandaki Province		14	14
1	Nawalpur	14	14
5. Lumbini Province		41	5
1	Dang	13	13
2	Rupandahi	10	10
3	Bake	5	5
4	Argaikhachi	4	4
5	Pyuthan	2	2
6	NawalParasi (West)	2	2
7	Rolpa	1	1
8	Palpa	1	1
9	Gulmi	1	1
10	Bardiya	1	1
6. Karnali Province		5	5
1	Dailakh	3	3
2	Surkhet	2	2
Nepal		100	100

2.1.2 Respondents' by Educational Qualification

Among the interviewed respondents, largest share (34%) have completed secondary education-class twelve; followed by secondary education-class ten (26%), bachelor degree (15%) and basic education (15%). It is interesting to mention that none of the respondent is found illiterate. Similarly, 7% respondents are found just literate and 3% are from master's degree and above

qualification. The table 2.3 gives detail information regarding the educational qualification of the respondents.

Although majority of respondents are found from secondary educational background, this situation may not prevail in actual case of returnee migrants' distribution. Because of purposive selection of sample, returnees with higher educational background and having dynamic personality might had been in contact with our field team.

Table 2.3: Distribution of Respondents' By Educational Qualification

SN	Qualification leve	Number	Percent
1	Literate	7	7.0
2	Basic education (Class eight)	15	15.0
3	Secondary education (Class ten)	26	26.0
4	Secondary education (Class twelve)	34	34.0
5	Bachelor degree	15	15.0
6	Masters' degree and above	3	3.0
7	Total	100	100.0

2.1.3 Distribution of Respondents by Age

The minimum age of the returnee migrants who were interviewed is 20 and maximum age is 53. The average age of the returnee migrants obtained from the analysis is 39.21 and the value of standard deviation is 7.3 (see table 2.4). These statistics further suggests that large majority of respondents are between 32 years to 46 years. The histogram depicted in chart 2.2 further tells that age of the sample population is normally distributed.

Chart 2.2: Histogram of Age Distributions

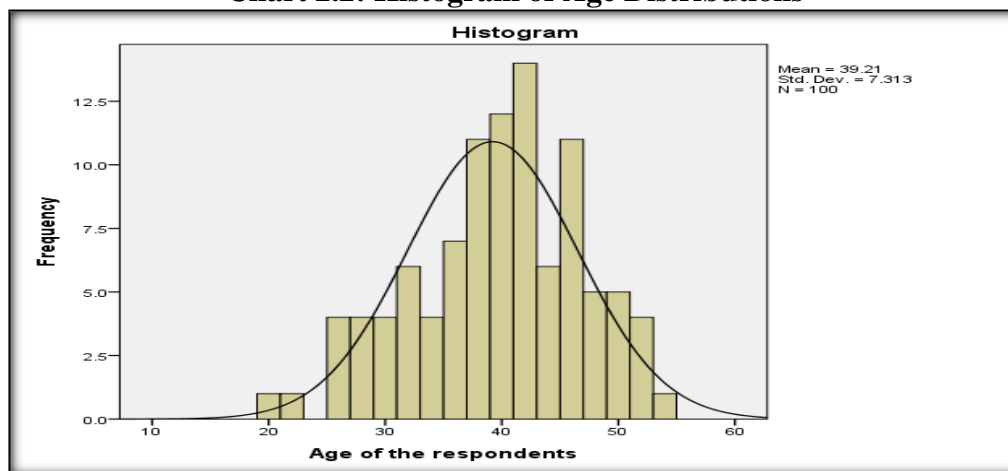


Table 2.4: Distribution of Respondents by Age Group

	N	Minimum	Maximum	Mean	Std. Deviation
Age of the respondents	100	20	53	39.21	7.313
Valid N (listwise)	100				

2.1.4 Marital Status of Respondents

Among the respondents, large proportion (90%) were found married whereas very least proportion (10%) were found unmarried (See table 2.5 for detail information). The marital status of respondents shows that returnees have the responsibility of their family and children. Therefore, it can be argued that the returnee migrants are not in comfortable positive to continue their education or join long-term TVET programs.

Table 2.5: Marital Status of Respondents

SN	Marital Status	Number	Percent
1	Married	90	90.0
2	Unmarried	10	10.0
		100	100.0

2.1.5 Ethnicity of Respondents

If we compare respondents by their ethnicity. Large proportion (58%) are found from Brahmin and Chhetri followed by Hill Janajati (20%) and Tarai Janajati (16%). Similarly, Hill Dalit (5%), Madhesi Brahmin, and Chhetri (1%) are other ethnic groups which are found in least proportion in the sample list. The reason behind the larger proportion of Hill Brahmin and Chhetri in the sample may be the result of purposive selection approach. Since the list provided by RMA is the major source of information for respondent selection and Hill Brahmin and Chhetri are relatively considered educated and dynamic social groups. Because of their dynamic characteristics and personalities, our field team might have reached to them in larger proportion. The detail figure of distribution is presented in table 2.6.

Table 2.6: Respondents by Ethnicity

SN	Ethnicity of respondents	Number	Percent
1	Hill brahmin and chhetri	58	58.0
2	Tarai janajati	20	20.0
3	Hill janajati	16	16.0
4	Hill dalit	5	5.0
5	Madhesi brahmin and chhetri	1	1.0
	Total	100	100.0

2.1.6 Family Occupation of the Respondents

Respondents were further analyzed as per their occupation/family occupation. While analyzing the respondents by family occupation, largest share (42%) are found from Business and Industry followed by Subsistence agriculture (29%), Market Agriculture (11%) and Wage/salaried employment in private firm/enterprises (10%). Unlike these occupations, negligible proportions are also from Government employment (5%) and Non-governmental employment (3%) respectively. Since majority of respondents are married and have nuclear family, their own occupation is considered as the family occupation. This is one of the reasons that business/industry has the largest share in the occupation wise distribution. (see table 2.7)

Table 2.7: Family Occupation of Respondents

SN	Occupation	Number	Percent
1	Business/Industry (self-employed)	42	42.0
2	Subsistence agriculture	29	29.0
3	Market agriculture	11	11.0
4	Wage/salaried employed in private firm	10	9.0
5	Government employment	5	5.0
6	Non-government employment	3	3.0
	Total	100	100.0

2.2 Foreign Employment Related Information

Under this topic, various aspects of returnees' profession in abroad is analyzed which includes destination countries, number of visits, type, sector and level of their occupation or skills and so on.

2.2.1 Returnees by Destination Countries

Respondents were asked about their destination countries when they were in foreign employment. Although large proportion (89%) of respondents are found worked in single country, it is interesting to mention that some (11%) respondents have also experience of working in multiple countries. Out of the 11% of respondents who worked in multiple countries, 5 percentage point are found worked in two abroad countries and another 5 percentage point are found worked in three abroad countries. It is further interesting to mentioned the fact that one respondent is found

worked in four different abroad countries during his foreign employment career. (See table 2.8 for detail figure).

Table 2.8: Destination Countries of Returnees

SN	Number of destination countries	Number	Percent
1	Single country	89	89.0
2	Two countries	5	5.0
3	Three countries	5	5.0
4	Four countries	1	1.0
Total		100	100.0

Analyzing the destination country of the 100 respondents included in the sample, they are found worked in 17 foreign abroad countries as their employment destination. Out of these 17 destination countries, large proportion of respondents (34%) are found worked in United Arab Emirates followed by Malaysia 23%, Qatar 20%, Saudi Arabia 11% and South Korea 8%.

Table 2.9: Destination Countries by Returnee

SN	Countries	Number	Percent
1	United Arab Emirates	34.0	28.8
2	Malaysia	23.0	19.5
3	Qatar	20.0	16.9
4	Saudi Arabiya	11.0	9.3
5	South Korea	8.0	6.8
6	Oman	3.0	2.5
7	Kuwait	3.0	2.5
8	Israel	3.0	2.5
9	Bahrain	3.0	2.5
10	Afghanistan	3.0	2.5
11	Cyprus	1.0	0.8
12	South Africa	1.0	0.8
13	Portugal	1.0	0.8
14	Macao	1.0	0.8
15	Kenya	1.0	0.8
16	Hong Kong	1.0	0.8
17	Finland	1.0	0.8
Total		118.0	100.0

The share of respondents who have worked in each of these five countries: Oman, Kuwait, Israel, Bahrain, and Afghanistan is 3 percent. Similarly, the share of respondents who have worked in the following seven countries: Cyprus, South Africa, Portugal, Macao, Kenya, Hong Kong and Finland is obtained merely 1% for each country. The detail picture is reflected in table 2.9. The total figure 118 depicted in the table is larger than the actual number of respondents 100. This happens because single respondent might have worked in multiple countries which multiples the total figure.

2.2.2 Major Professions

Respondents are asked about their profession as per the ten major Groups of Nepal Standard Classification of Occupation (NSCO). While asking respondents about their occupational types in abroad job, large proportion (34%) of them mentioned that, their occupational category falls under Clerical Support Workers as per the NSCO classification. This is followed by Machine Operator (18%), Service Related Workers (16%), Unlike these groups, Technician and Associate Professional (9%), Academician/ Professional (8%), Manager (6%), Skilled Agriculture, Forestry and Fisheries Worker (3%), Craft and Related Trade Worker (1%). None of the respondents are found from the Major Group (0), named armed forces (see table 2.10)

Table 2.10: Major Professions in abroad job) while Working in Foreign Employment

SN	Major Profession	Group Code	Number	Percent
1	Manager	1	6	6.0
2	Academician/professional	2	8	8.0
3	Technician/associate professional	3	9	9.0
4	Clerical support worker	4	34	34.0
5	Service related worker	5	16	16.0
6	Skilled agriculture, forestry and fisheries worker	6	3	3.0
7	Craft and related trade worker	7	1	1.0
8	Machin operator	8	18	18.0
9	Elementary occupation	9	5	5.0
10	Armed forces	0	0	-
	Total		100	100.0

2.2.3 Service Duration in Abroad Job

Respondents were asked about the duration of their foreign employment. While analyzing their response, larger proportion (43%) of respondents are found worked up to five years in foreign employment. Similarly, the corresponding share of respondents who remained in abroad job between five to ten years and ten to fifteen years are 31% and 15% respectively. It is interesting to note that almost 11% of respondents are found engaged in foreign employment between fifteen to twenty years, which is considered as long duration. (see chart 2.3). While analyzing the descriptive statistics in table 2.10, respondents had stayed in foreign employment for 1 years to 20 years. Similarly, the mean value of foreign work experiences of the respondents is obtained 7.6 years and the value of standard deviation is 5.09. The higher value of standard deviation further tells that there is large variation of the foreign work experience of respondents.

The contract period of foreign employment is generally of 2 years and large number of returnees are found repeatedly migrating to abroad jobs. Only a small proportions are found returned home not completing even the first tenure of contract. The table 2.11 gives detail information on the duration of abroad job of respondents. However, it does not mean that respondents stayed in a single country within the mentioned period.

Chart 2.3: Duration of Foreign Employment

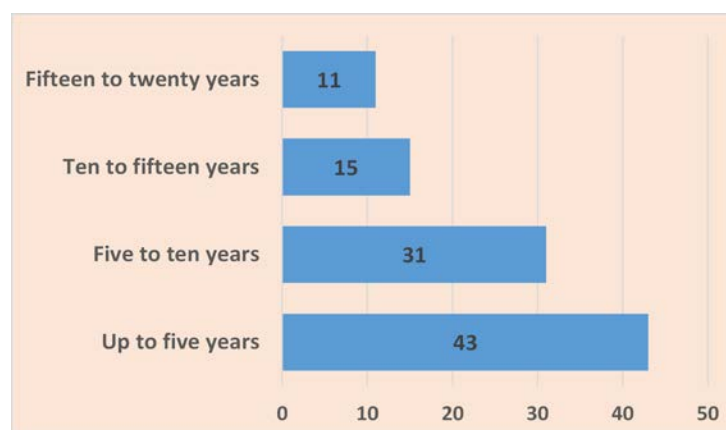


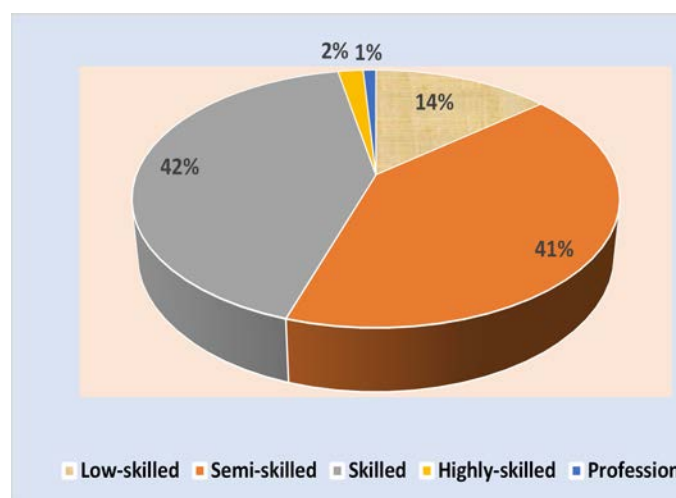
Table 2.11: Duration of Foreign employment

	N	Minimum	Maximum	Mean	Std. Deviation
Total duration of foreign employment	100	1.00	20.00	7.6308	5.09532
Valid N (listwise)	100				

2.2.4 Level of Skill

Respondents were asked about the level of skills of their occupation and the analysis is based on the opinion of the respondents. Their skill level is classified in to five categories, these categories are (a) low-skilled (b) Semi-skilled (c) Skilled (d) Highly-skilled and (e) Professional (See Annex 5 for definition). Larger proportion of respondents (42%) reported that their occupation falls under skilled category whereas almost similar proportion of respondents (41%) reported that they were under semi-skilled category. It is interesting to note that despite the larger share of low skilled workforce among the migrant workers, the share of this category is only 14% in our sample¹. Unlike these three categories, the share of highly skilled and professional categories of respondents are found almost negligible which are 2% and 1% respectively. (see chart 2.4)

Chart 2.4: Distribution of respondents by Level of skills



2.3 Status of Engagement in Economic Activity

Respondents were further asked whether they were engaged in some professional or business activity in home country after returned from foreign employment. Large majority (72%) are found engaged in some economic activity after they returned from the foreign employment. However, significant share of respondents (28%) were not found engaged in any economic activity until the time of interview. (see table 2.12)

Table 2.12: Status of Engagement in Professional Activity

SN	Status of engagement	Number	Percent
1	Engaged	72	72.0
2	Not engaged	28	28.0
	Total	100	100.0

¹ As per the National Labour Migration Report 2020, the share of low skilled workforce among the migrant workers is 62%.

Attempt is made to analyze the factors that influences returnees to engage in foreign employment. While comparing the engagement status of returnees with their educational qualification and age, interesting facts comes on the surface. The engagement status is found almost directly proportional to the educational qualification of the respondents. The proportion of respondents engaged in economic activities seems slightly higher for those whose educational qualification is comparatively higher. All (100%) the returnees with educational qualification of master degree are found engaged in some economic activities whereas the corresponding proportion for the respondents whose educational qualification is bachelor degree is only 80% and the engagement proportion of secondary education (class twelve) completed groups of respondents is 73.5%. However, the engagement proportions of respondents with lower educational qualification in comparison with the aforementioned three top categories is found significantly lower. This proportion for literate is 71.4%, basic education (class eight) is 60% and secondary education (class ten) completed is 69.2%. (See table 2.13 for detail comparison)

If we compare the engagement status by duration, they return form foreign employment. Analysis shows that longer the duration they returned from foreign employment higher the probability of engagement in any business activity. All the respondents who have returned just before 6 months are not found engaged in any activity however the corresponding proportion is 54.5% for those who returned 1 years to two years earlier and 82.5% for those whose had returned more than 2 years earlier. (see Annex I, table 1)

Table 2.13: Engagement Status by Educational Qualification

SN	Educational status	Engagement status		Total
		Engaged	Not-engaged	
1	Literate	5 (71.4%)	2 (28.6%)	7 (100%)
2	Basic education (Class eight)	9 (60%)	6 (40%)	15(100)
3	Secondary education (Class ten)	18 (69.2%)	8(30.8%)	26 (100%)
4	Secondary education (Class twelve)	25 (73.5%)	9 (26.5%)	34 (100%)
5	Bachelor degree	12 (80.0%)	3 (20%)	15 (100%)
6	Masters' degree and above	3(100%)	0	3(100%)
	Total	72 (72.0%)	28 (28.0%)	100(100%)

Table 2.14: Independent Sample t-test between Age and Engagement Status

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Age of the responden ts	Equal variances assumed	6.960	.010	3.074	98	.003	4.806	1.563	1.703	7.908
	Equal variances not assumed			2.621	37.446	.013	4.806	1.833	1.093	8.518
Group Statistics										
Engagement Status		N	Mean	Std. Deviation	Std. Error Mean					
Age of the respondents	Engaged	72	40.56	6.150	.725					
	Not Engaged	28	35.75	8.910	1.684					

Likewise, the average age of the respondents who are engaged in some economic activities is significantly greater than the average age of those who are not engaged in any economic activity. This fact further suggest that the probability of engagement in any economic activity is higher for the older people than with younger one. The t-value obtained from the independent sample t-test leads us toward the same conclusion. (see table 2.14 for detail statistics)

2.4 Types of Engagement and Matching² of Occupation

Those 72 respondents who were reported to be engaged in some economic activity were further asked whether their current occupations matches with their occupations in abroad job. While making the comparison, 22% of respondents' current occupation found matches with the occupation of abroad job whereas the current occupation of large proportion (78%) of respondents does not match with the occupation while they were in abroad occupation. If we compare such proportion of engagement between wage and self-employed, the matching proportion is found slightly higher in wage-employment than in self-employment. Among the self-employed respondents, 20% respondents reported that their occupation matches with their previous occupation whereas the corresponding proportion of wage-employed graduates is only 25%. (See table 2.15 for detail information).

² Here the term matching is used in the context if more than 75% of activities are common between their occupations (Present occupations and occupations in abroad jobs)

Table 2.15 : Types of Engagement by Types of Profession

SN	Employment Type	Matching Occupation		None matching Occupation		Total	
		Number	Percent	Number	Percent	Number	Percent
1	Wage Employment	7	25	21	75	28	100
2	Self-Employment	9	20	35	80	44	100
	Total	16	22	56	78	72	100

Note: Percentage is calculated by row

2.5 Status of Unemployed

It is mentioned earlier that 28% of respondents are still found unemployed after they returned from foreign employment. They were further asked about their present status. In response, majority (35.7%) of them reported that they are planning to start their business. But it is pity to mention that significant proportion (28.6%) of respondents would like to go back in foreign employment and 25% of them were found discouraged due to unemployment of longer period. Similarly, another 10.7% of respondents are searching appropriate employment opportunity in the market. Altogether out of the 100 interviewed respondents, almost 82%³ respondents have either started their business or in the preparation phase to start their business. (see table 2.16)

Table 2.16: Status of Unemployment Returnees

SN	Present status	Number	Percent
1	Searching appropriate employment	3	10.7
2	Discouraged due to unemployment	7	25.0
3	Preparing for foreign employment (again)	8	28.6
4	Planning to start own business (in the country)	10	35.7
5	Total	28	100.0

2.5.1 Returnees and Training⁴ Programs

It is undeniable fact that market relevant technical and vocational training (TVT) programs makes individual skilled, employable and productive. Majority (55%) of respondents have acquired some types of training programs either before joining foreign employment or after returned from the employment. Among these 55%, 14 percentage points have acquired training programs both before joining foreign employment and after returned home. Similarly, 16 percentage points of them have

³ Among the total respondents, 72% have already started their business and 10% are planning to start their own business

⁴ While analyzing the response, the financial literacy and entrepreneurship training delivered by various institutions focusing returning migrants are also counted as training programs.

acquired training programs before joining foreign employment and another 25% acquired training program after returned home. Altogether, 55% of returnees have acquired at least one training programs either before or after foreign employment. However, significant proportion of returnees (45%) have acquired training programs neither before foreign employment nor after foreign employment. (see table 2.17 for detail picture)

Table 2.17: Status on Acquiring Training Programs

SN	Acquiring status of training programs	Number	Percent
1	Both before and after abroad job	14	14.0
2	Only before abroad job	16	16.0
3	Only after abroad job	25	25.0
4	Neither before nor after abroad job	45	45.0
	Total	100	100.0

2.6 Knowledge and Benefit of Skills Test

National Skill Testing Board (NSTB) had started skill testing system in Nepal since long ago. Presently, NSTB has developed 299 National Occupational Skills Standard (NOSS) in various occupations. Till end of the fiscal year 2076/77, NSTB has tested the skills of more than 514,316 individuals and gives certificate to 387,695 individuals who passed the skill test (CTEVT, 2077). However, significant proportion of returnees are still found unknown about the skill testing system of Nepal. Of the total, 35% of respondents reported that they did not have any knowledge and information about the NSTB and skill test. Another 16% had reported that they had some idea about the skill test but had not made any initiation towards skill testing. Similarly, 43% respondents had planned to participate in it. Unlike, very least proportion (5%) of respondents were found having skill-certificate. Out of them, 2-percentage point have skill certificate authorized by foreign board and 3-percentage point have the skill certificate provided by NSTB. Moreover, a respondent also reported that no NOSS has been developed yet relevant to his occupation (see table 2.18)

Table 2.18: Present Status Regarding TVET and Foreign Employment

SN	Status related to skill test	Number	Percent
1	Skills certificate holder (NSTB)	3	3.0
2	Skills certificate holder (Foreign board)	2	2.0
3	Planning to apply for skill-test	43	43.0
4	Don't think to apply for skill-test	16	16.0
5	Don't have even idea of skill-test	35	35.0
6	No NOSS in my occupation	1	1.0
	Total	100	100.0

2.7 Applicability of Skills Certificate and Skills Training

The respondents who have the skills certificate were further asked about the applicability of that certificate in their professional career. Respondents were further asked to choose one options among the three options given in rating scale (Fully applicable, applicable, less applicable). Some 20% of respondents have realized that the skill certificate became fully applicable in their professional career. Unlike this upper extreme case, another 20% respondents felt that the skill certificate is beneficial to them but less than the expected level (less applicable). Unlike these two extreme cases, majority (60%) of respondents reported that they had felt the applicability of skill-certificate as per their expectation. The detail picture is presented in table 2.19.

Table 2.19: Applicability of Skills Certificate

SN	Degree of applicability	Number	Percent
1	Fully applicable (Above expectation)	1	20.0
2	Applicable (As per expectation)	3	60.0
3	Less applicable (Less than expectation)	1	20.0
4	Total	5	100.0

As it is already mentioned that 55 respondents have got training programs⁵ either before or after joining foreign employment. Those respondents were further asked about the applicability of their training program in their professional career. Although majority of respondents (54.3%) have found their skills training applicable in their occupational career as per the expectation, significant proportion of respondents (37%) had found training programs fully applicable or applicable more than expectation in their professional career. Although the proportion is very low, some

⁵ In this question, training programs also includes short-term (generally one week) financial literacy classes widely organized by various institutes targeting to returnee migrants.

respondents (8.7%) also reported that the TVET programs they have acquired became least applicable and beneficial in their career. The table 2.20 gives detail picture on it.

While analyzing the applicability of training program, cross tabulation is made between the statuses of training programs by status of current employment. The figure explores that all (100%) respondents who have got training both before joining foreign employment and after returned home are found engaged in some economic activity. The corresponding figure is (68.8%) for those who got the training only before joining foreign employment and (88%) for those who got training only after returned home. The proportion is lowest (55.7%) for those respondents who have neither got training programs before joining foreign employment nor after returned home. (see Annex one, table 3)

Table 2.20: Applicability of Skills Training

SN	Applicability of training	Number	Valid Percent
1	Fully applicable (More than expectation)	16	29.1
2	Applicable (As per expectation)	34	61.8
3	Less applicable (Less than expectation)	5	9.1
Total		55	100.0

2.8 Enhancing Effectiveness of Skills Training or TVET

Those respondents, who have acquired some types of TVET programs, were further asked to provide suggestions for enhancing the effectiveness of the skills training or TVET programs. For this question, TVET programs refers to those programs which are either managed by CTEVT or NSTB has the skill testing provision for it. Altogether 26 out of 55 respondents responded this questions who have acquired some types of training programs (excluding financial literacy). While asking this question, majority of respondents (65.9%) suggested establishing special training/TVET institutes focusing on returnee migrants' needs. Similarly, another significant proportion (30.8%) of respondents suggested for the special training package incorporating hard skills, soft skills and business counseling. Single respondent also pointed out the need of specific curricula that could address the skills requirements of returnee migrants (see table 2.21). Returnees have experience of performing specific tasks and duties in an occupation rather than having

experience of conducting several task and duties in the same occupation (This issue further explained in part four).

Table 2.21: Suggestion to Make Skills Training More Applicable

SN	Suggestions	Number	Percent
2	Special training center	17	65.4
3	Integrated training package	8	30.8
1	Specific curriculum	1	3.8
4	Total	26	100.0

2.9 Mismatch of Work and Skills

As it is widely believed that there is significant mismatch about the requirement of skills between international and domestic labour market. This survey also verifies this belief. Respondents were asked about the mismatch of skills between the abroad and domestic job market. Since, this is a general type of question and all the respondents were asked to answer. In response, 99% respondents agreed on prevalence of such mismatches and only 1% had denied it.

Respondents who were of the opinion that there exist significant mismatch between the skilled required in domestic and international job market, were further asked about the nature of mismatch. Majority of them (54.5%) pointed out the mismatch in skills and technology used in the occupation. Similarly, another significant proportion (24.2%) have pointed out the mismatch in required soft skills to effectively perform the job and another 9.1% have reported that there is mismatch between tools, equipment and other precautionary measures. Moreover, 6.1% of respondents mentioned that there is mismatch in workplace environment and another 6.1% pointed out the mismatch between the titles of the occupation or difference in core task and duties between the occupations. (see table 2.22 for detail information).

Table 2.22: Mismatch on Foreign and Domestic Labour Market

SN	Status of Mismatch	Number	Percent
1	Presence of mismatch	99	99.0
2	Absence of mismatch	1	1.0
	Total	100	100.0

Nature of Mismatch		Number	Percent
1	Skills and technology used in occupation	54	54.5
2	Soft skills used in occupation	24	24.2
3	Tools and precautionary measures	9	9.1
4	Workplace environment	6	6.1
5	Tasks and duties of the occupation	6	6.1
6	Total	99	100.0

2.10 Suggestion for Enhancing Employability

Respondents were further asked to suggest some measures for enhancing the employability of returnees and utilizing the acquired skills and experiences of abroad jobs. Respondents suggested some measures mainly applicable for returnee migrants for engaging them in some economic activities. In response, larger proportion of respondents (34%) suggested for financial assistance and linkage, followed by entrepreneurial skills (25%). Similarly, 22% of respondents suggested for incorporation of extra technical skills in training curricula and rest 19% of respondents see benefits of professional counseling and orientation for enhancing employability of graduates. The table 2.23 shows the detail description on the provided suggestions.

Although respondents considered technical skills as the necessary component for enhancing employability of returnees, other non-technical components like financial linkage, entrepreneurship skills, and professional counseling and orientation equally underscored suggested as necessary components for employability of training. These suggestions are not only applicable towards the case of returnee migrants, but also applicable to general case of TVET.

Table 2.23: Suggestions for Enhancing Employability

SN	Suggestions	Number	Percent
1	Financial assistance and linkage	34	34.0
2	Entrepreneurial skills	25	25.0
3	Additional technical skills	22	22.0
4	Professional counseling and orientation	19	19.0
	Total	100	100.0

2.11 Preferred Sector for Employment

Respondents, who are searching employment opportunity within the country, were further asked about their preferred sector. Altogether 22 respondents responded to the question who are either completely unemployed or want to change the current occupation. While asking respondents about their preferred sector for employment, majority (50%) of them pointed out that construction is their preferred sector. Similarly, 27.3% respondents mention service sector, 18.2% mentioned agriculture sector and 4.5% respondents mentioned the name of manufacturing sector. The detail description is given in the table 2.24.

Table 2.24: Preferred Sector for Employment

SN	Sectors	Number	Valid Percent
1	Construction sector	11	50.0
2	Service sector	6	27.3
3	Agriculture sector	4	18.2
4	Manufacturing sector	1	4.5
	Total	22	100.0

2.12 Enthusiasm to Engage in Own Business

Respondents were asked how much the returnees are enthusiastic to start their own business or engage in any economic activities in the country. This question was asked not only to know the status of particular respondents but also their observation regarding the mentality of their friends' circle. While analyzing their response, almost 25% returnees are found extremely enthusiastic to start their own business whereas almost 35% of respondents reported that their friends have slight encouragement towards establishing own business. In an aggregate, almost 60% of returnees are found having some sorts of enthusiasm to start their own business. Among the rest 40% respondents, 26% of respondents did not find any notable encouragement among the migrant workers to start their business in their own locality or within country. It is pity to mention that 14% of respondents have the observation that their friends-circle have not any plan to start their own business rather they want to return to foreign employment. The table 2.25 gives detail information about the encouragement status of respondents towards opening their own business.

Table 2.25 : Encouragement Status Among Returnees

SN	Encouragement Status	Number	Percent
1	Extremely encouraged	25	25
2	Simply encouraged	35	35
3	Encouraged but not in notable level	26	26
4	Returned to foreign employment	14	14
	Total	100	100.0

Respondents were further asked about the reasons why their friend are not encouraged in expected level to start their own business within the country. Seven probable reasons were mentioned in the questionnaire and respondents were asked to check on one or more than one reasons (*multiple response*) if they conceive appropriate. While analyzing their responses, majority 90.9% of respondents (19.7% responses) have agreed that lack of capital for investment is the primary factor to sabotage their encouragement. Similarly, lack of employment opportunity in available training occupations is another major reason pointed out by 88.6% of respondents (19.2% responses); followed by lack of employment opportunity in the market which was pointed by 79.5% respondents. Lack of demand based vocational training and lack of market coordination and financial support are other reasons marked by 52.3% and 22.7% respondents.

Table 2.26: Reason for not Encouragement

SN	Probable Reasons	Responses		Percent of Cases
		N	Percent	
1	Lack of capital for investment	40	19.7%	90.9%
2	Lack of employability of available training	39	19.2%	88.6%
3	Lack of employment opportunities in market	35	17.2%	79.5%
4	Lack of market coordination and financial support	31	15.3%	70.5%
5	Lack of investment environment	25	12.3%	56.8%
6	Lack of demand based vocational training	23	11.3%	52.3%
7	Lack of soft skills and business approach	10	4.9%	22.7%
		203	100.0%	461.4%

Respondents' suggestions are found more concerned on the post-training stage rather than during and pre-training stages. Majority of respondents saw the problems not only in selection of training programs and its delivery mechanism but also in available post training support service and mechanism. The detail data is presented in table 2.26.

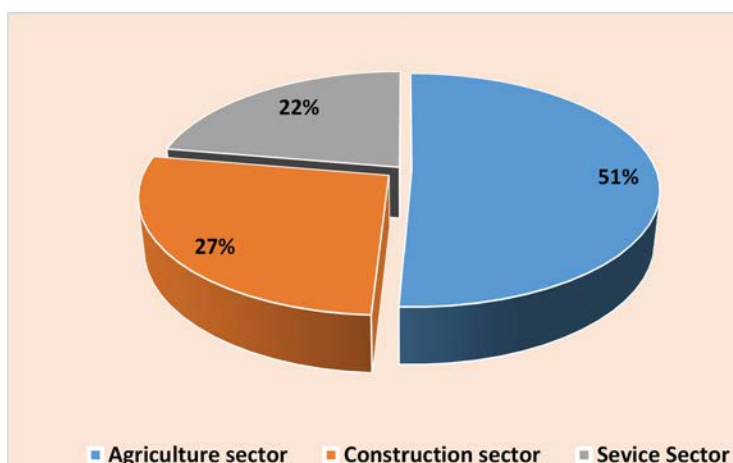
Respondents who had pointed out those problems were further asked to suggest some measures. Similar to the aforementioned question regarding problem identification, solutions were also made pointing out the issues of post training support services. Respondents were of the opinion that effectiveness of training programs or labour market outcome of training is more dependent on post training support service. While analyzing the response, large proportion of respondents (87.8%) has suggested that financing without collateral is one of the prominent measures to enhance the effectiveness of the training programs. Similarly, equally large proportion of respondents (79.6%) has pointed out entrepreneurship enhancement training as other prominent measure; followed by skills-testing (77.6%), market linkage and financial literacy (76.5%) and so on. The detail description is shown in the table 2.27.

Table 2.27: Suggestion for Policy Support

SN	Suggestions	Responses		Percent of Cases
		N	Percent	
1	Financing/loan without collateral	86	17.7%	87.8%
2	Entrepreneurship enhancement training	78	16.0%	79.6%
3	Market linkage and financial literacy	75	15.4%	76.5%
4	Testing of the skill learned during foreign employment	76	15.6%	77.6%
5	Market relevant vocational training	74	15.2%	75.5%
6	Soft skill and professional counseling	71	14.6%	72.4%
7	Procedural simplification for business establishment	27	5.5%	27.6%
	Total	487	100.0%	496.9%

2.13 Suggested Training Programs

Chart 2.5: Suggested Training by Sectors



Respondents were further asked to suggest potential training occupations to promote employability of returnee migrants especially for self-employment. In response, more than one training programs is found suggested by individual respondents. Altogether, 46 training occupations were suggested including agriculture,

construction and service/ (other) sectors. If we count the suggested training occupations, majority (22 training occupations) are found related to service sector followed by construction sector (14) and Agriculture sector (10). If the sectors of the suggested training occupations are analyzed by the proportion of respondents who suggested it. Large proportion (51%) of respondents suggested agriculture related training occupations followed by construction related occupations (27%) and service and others sector related occupations (22%) (See chart 2.5). Among the training occupations suggested in agriculture sector, 29.55% respondents suggested occupations

Table 2.28: Suggested trainings in Agriculture Sectors

SN	Name of Training	Frequency	Percent
1	Vegetable Farming	39	29.55
2	Goat Farming	23	17.42
3	Fruits Farming	17	12.88
4	Cow/Buffalo Farming	11	8.33
5	Dargan Fruits Farming	11	8.33
6	Pig Farming	11	8.33
7	Poultry Farming	9	6.82
8	Kalij/Turkey Farming	4	3.03
9	Mushroom Farming	4	3.03
10	Milk Product	3	2.27
	Agriculture Sector	132	100.00

entitled 'vegetable farming'. Similarly, goat farming is suggested by 17.42% respondents and fruit farming by 12.88%. (see table 2.28 for detail picture). Likewise, among the suggested training occupations in construction sector, 34.29% of respondents suggested plumbing, 32.89% respondents suggested electrician and 5.71% suggested carpentry and so on. (See table 2.29 for detail picture). Similarly in service sector, 20.69% respondents suggested for waiter/chef, 10.34% suggested mobile phone repairer, 9.90% suggested bakery and so on. (see table 2.30 for detail information)

Table 2.29: Suggested Training Programs in Construction Sectors

SN	Training Programs	No	%	SN	Training Programs	No.	%
1	Plumber	24	34.29	8	JCB Operator Training	2	2.86
2	Electrician	23	32.86	9	Road Construction	2	2.86
3	Carpentry	4	5.71	10	Block/Brick Making	1	1.43
4	Scaffolding	4	5.71	11	Gypsum fitting	1	1.43
5	Mason	3	4.29	12	Marble/Fall ceiling Training	1	1.43
6	Building Construction	2	2.86	13	Safety and security Management	1	1.43
7	Designing Training	2	2.86	14	Total	70	100

Table 2.30: Suggested Training Programs in Service Sector

SN	Training Programs	No	%	SN	Training Programs	N	%
1	Chef/waiter	12	20.69	12	Nature guide	2	3.45
2	Mobile repairer	6	10.34	13	Electronics	2	3.45
3	Bakery	4	6.90	14	AC/Washing Machine repairer	1	1.72
4	Hospitality	4	6.90	15	Care taker	1	1.72
5	House keeping/ Clearing	4	6.90	16	Driving	1	1.72
6	Scaffolding	4	6.90	17	Home decorating	1	1.72
7	Tailoring (dress making)	3	5.17	18	Interior designing	1	1.72
8	Beautician	2	3.45	19	Barber	1	1.72
9	Guest psychology	2	3.45	20	Tyre resolution	1	1.72
10	House wiring	2	3.45	21	Vacuum/dry cleaning machine repairing	1	1.72
11	Marketing	2	3.45	22	Water proofing Training	1	1.72
		Total				58	100

2.14 Special Suggestions to CTEVT

In the final question, respondents were requested to provide suggestions for CTEVT voluntarily regarding betterment of the programs conducted by it. Multiple response was allowed for this question giving four hints to choose from. They were requested to provide suggestions not only applicable to returnee migrants but also to the potential migrant workers interested to join foreign employment.

While providing the suggestion, larger share of the respondents (43.9%) suggested providing free quota for all TVET programs (short term, pre-diploma and diploma programs). Similarly, 28.6% respondents suggested providing subsidized loan to acquire TVET programs and another 26.5% of respondents suggested developing returnee migrant focused short-term training courses.

The detail information is depicted in table 2.31.

Table 2.31: Suggestion to CTEVT

SN	Suggestions	Responses		Percent of Cases
		N	Percent	
1	Provide Free Quota for TVET	43	43.9%	45.3%
2	Facilitate for Subsidized loan for what	28	28.6%	29.5%
3	Conduct Foreign Employment Focused Training	26	26.5%	27.4%
4	Link Employment after Training	1	1.0%	1.1%
Total		98	100.0%	103.2%

a. Dichotomy group tabulated at value 1.

Part III

Analysis on Skills Requirement of Conflict Victims

3.1 Profile of Respondents

The target population of this study were the conflict affected households victimized in one or other way during the period of Maoist insurgency. In total, 100 conflict-victim households of the purposively selected districts were interviewed and the data is analyzed accordingly. In majority cases, our respondents were the household heads but information was also obtained by interviewing other members of households incase household head was absent during the period of field visit. This part includes the analysis of households by their address, respondents' age and educational qualification, gender and family occupation. Similarly, individuals' perceptions, status of the family and their suggestions regarding the skills development are also analyzed and presented.

3.1.1 Respondents' by Household Address

As it has already been mentioned in the methodology section that four districts were purposively selected for this study, which are Dang, Rolpa, Sindhuli and Mahottari. Out of them Dang and Rolpa Districts lie in Lumbini Province, Mahottari District lies in Province No. 2 and Sindhuli District lies in Bagmati Province. As per the classification of respondents by province, large number of respondents (76%) are from Lumbini Province followed by 18% from Province No. 2 and nominal proportion (6%) are from Bagmati Province. The table 3.1 presents the detail distribution.

Table 3.1: Respondents' Household by Province

SN	Provinces	Districts	Number	Percent
1	Province Two		18	18.0
		1.Mahottari	18	18.0
2	Bagmati Province		6	6.0
		1. Sindhuli	6	6.0
3	Lumbini Province		76	76
		1. Dang	56	56
		2. Rolpa	20	20
Grand Total			100	100.0

If we analyze the address of respondents' household, they were found located in five Rural Municipalities/Municipalities. They are Ghorahi Sub-metropolitan City and Tulasipur Sub-metropolitan City of Dang District, Runtigadi Rural Municipality of Rolpa District, Bangaha Municipality of Mahottari District and Dudhauli Municipality of Sindhuli District. Comparatively larger proportion (31%) of respondents are from Ghorahi Sub-metropolitan city, followed by Tulasipur Sub-metropolitan City (25%). The corresponding number of interviewed respondents from the rest of three municipalities and rural municipalities are 20%, 18% and 6% respectively. The detail figure is presented in Table 3.2.

Table 3.2: Respondents Household by Municipalities

SN	Local Levels	Number	Percent
1	Ghorahi Sub-metropolitan City	31	31.0
2	Tulasipur Sub-metropolitan City	25	25.0
3	Runtigadi Rural Municipality	20	20.0
4	Bhanga Municipality	18	18.0
5	Dudhauli Municipality	6	6.0
	Total	100	100.0

3.1.2 Respondent's by Educational Status

While analyzing the respondents by their educational qualification, larger proportion (31%) of them are found from secondary education (Class ten) background followed by basic education (Class eight) (25%), bachelor level (17%) and secondary level (Class twelve) 14%. Likewise, 7% of respondents have achieved masers' degree and above qualification, 4% respondents are literate and rest 2% are illiterate. The detail description is given in the table 3.3.

Table 3.3: Educational Qualification of Household Head

SN	Educational Qualification	Number	Percent
1	Illiterate	2	2.0
2	Literate	4	4.0
3	Basic education (Class eight)	25	25.0
4	Secondary education (Class ten)	31	31.0
5	Secondary education (Class twelve)	14	14.0
6	Bachelor level	17	17.0
7	Masters' degree and above	7	7.0
	Total	100	100.00

3.1.3 Educational Qualification of Family Members

Among the 100 households, 368 family members are found from 15 years and above age group. Out of these 368 members, largest proportion (33.2%) of them are of secondary level (class ten) completed followed by secondary level (class twelve) 17.9% and literate (18.5%). Similarly, illiterate occupies 10.1% share in the total pie and the corresponding share of bachelor and masters' level are 5.7% and 3.0% respectively. The detail information of educational qualification of family members is given in table 3.4.

Table 3.4: Educational Qualification of Family Members

SN	Educational Qualification	Number	Percent
1	Illiterate	37	10.1
2	Literate	65	17.7
3	Basic education (Class eight)	46	12.5
4	Secondary level (Class ten)	122	33.2
5	Secondary level (Class twelve)	66	17.9
6	Bachelor level	21	5.7
7	Master level	11	3.0
8	Total	368	100

3.1.4 Respondents' by Family Occupation

Of the total 100 households, family occupation of 53% households is subsistence agriculture and another 14% households is market agriculture. Similarly, another 12% and 11% household's family occupations are business/industry and wage/salaried employment in private sector respectively. Among the rest, 7% of households largely depends upon government service and 3% adopts service at non-governmental organizations for their livelihood. (See table 3.5)

Table 3.5: Family Occupation of the Respondents

SN	Family Occupation	Number	Percent
1	Subsistence agriculture	53	53.0
2	Market agriculture	14	14.0
3	Wage/salaried employment (In private sector)	12	12.0
4	Business/Industry	11	11.0
5	Government Employee	7	7.0
6	Non-government Employee	3	3.0
	Total	100	100.0

3.1.5 Types of Conflict Victim

Respondents were asked what types of victims their families are. While responding our question, majority (44%) of respondents reported that, they were from Martial/Disappeared family. Similarly, another large proportion (42%) of respondents were reported to be victimized by forced donation in the insurgency period. Some members of 5% households were jailed as they were accused of involved in rebellion activities. Similarly, members of (4%) households were found injured due their involvement in insurgent movement and families of another 3% of the householders were displaced due to situation of conflict. The detail breakdown is presented in table 3.6.

Table 3.6: Households by Victims' Type

SN	Types of victim	Number	Percent
1	Martial and disappeared family	44	44.0
2	Victim of forced donation	42	42.0
3	Jailed due to opposing government	5	5.0
4	Injured during conflict	4	4.0
5	Displaced due to conflicting situation	3	3.0
6	Involved in rebellion army	2	2.0
	Total	100	100.0

3.2 Support Received From Government

Respondents were asked what types of support they received from government in the name of conflict victim. Large proportion (56%) of them are found benefited by some types of government support, however rest (44%) of them reported that they did not receive any support from government till then. Among the households who got some types of support/assistance from government, large proportion (52%) of households reported that they received financial support from government. Similarly, negligible proportion (2%) of respondents reported that they got some logistic assistance from the government. It is pity to mention that very negligible proportion (3%) of respondents reported obtaining free of cost training and education from government in the name of conflict victim. Among this 3%, 2% percentage points of respondents' households reported free of cost training or scholarship and another 1% respondent reported to have free of cost education or scholarship. The detail of the breakdown is presented in table 3.7.

Table 3.7: Types of Support Received from Government

SN	Types of support	Number	Percent
1	Financial assistance/support	52	52.0
2	Logistic assistance/support	2	2.0
3	Free of cost training or scholarship	1	1.0
4	Free of cost education or scholarship	1	1.0
5	Not received any support	44	44.0
	Total	100	100

3.3 Availability and Status of Training

This topic includes the information of training received by the respondent households which includes training occupation, duration of training; level of training, post training status of graduates and availability of training in their locality. The coming sub topics presents the detail information on each of this status.

3.3.1 Training Status of Household Members

Respondents were further asked whether some members of their families received any technical education and vocational training (TVET) programs. In response, 36% of respondents have reported that they got some types of TVET programs whereas large proportion (64%) of them reported that they did not get any TVET programs until then. While responding on previous question about the support from government, very least (3%) proportion of respondents mentioned that they received free of cost training and education or got additional scholarship for this. However, the proportion is found greater while responding this question whether their family members got TVET programs or not. There are various reasons behind this. The TVET programs counted here were acquired either in their own effort or by the support of non-governmental agencies/projects but they were not in the name of conflict victim.

Further asking households about the type and duration of program, sixteen different TVET programs are found which the families of respondent households received. The major programs received by these household members are mason, tailoring, plumbing, vegetable farming etc. The detail picture is presented in table 3.8.

Table 3.8: Training (TVET) status

SN	Training (TVET) Status	Number	Percent
1	Training recipient households	36	36.0
2	Training none-recipient households	64	64.0
3	Total	100	100.0

Table: Name of Training (TVET) Programs

1	Mason	7	19.4
2	Tailoring	6	16.7
3	Plumbing	4	11.1
4	Vegetable farming	4	11.1
5	Pig Farming	4	11.1
6	Sweater/Shawl making	2	5.6
7	Driving	1	2.8
8	Pre-diploma in animals health	1	2.8
9	Security guard	1	2.8
10	Doll Making	1	2.8
11	Computer training	1	2.8
12	Mushroom farming	1	2.8
13	Diploma in forestry	1	2.8
14	Mobile phone repairer	1	2.8
15	Journalism training	1	2.8
	Total	36	100.0

3.3.2 Duration of Training (TVET)

Respondents were also asked about the duration of the program. The average duration of program obtained from analysis is 3.7 months where minimum and maximum duration are 10 days and 36 months. The obtained value of standard deviation from analysis is 6.8 months. The higher value of standard deviation suggest that there is larger variation in the duration of these available programs. The descriptive statistics of training duration is presented in table 3.9.

Table 3.9: Descriptive Statistics of Training Duration

	N	Minimum	Maximum	Mean	Std. Deviation
Duration of training (In months)	36	.30	36.00	3.7722	6.88438
Valid N (listwise)	36				

3.3.3 Levels and Types of Training

Respondents were also asked about the level and types of the training they received, Of the 36 TVET program recipient households, large proportion (91.7%) have got short term vocational training and mainly of level one followed by level two 2.8%. Similarly, another each 2.8% respondents reported to have pre-diploma and diploma program. The table 3.10 gives detail description about the levels and types of TVET programs received by respondents' households.

Table 3.10: Level of Training

SN	Level of Training	Number	Percent
1	Level one	33	91.7
2	Level two	1	2.8
3	Pre-diploma	1	2.8
4	Diploma	1	2.8
	Total	36	100.0

3.3.4 Post Training Status

Households were also asked about the post training status of their members who had got above-mentioned TVET programs. In response, 66% of these members are found employed whereas 33% of them are not found employed. While disaggregating the status of employed graduates, 41% are found engaged in training/program related self-employment followed by 13.9% are in training/program related wage employment. Unlike, significant proportion (11.1%) of training recipients are also found employed but in the sectors unrelated to training/program. The table 3.11 gives detail information about the post training status of the graduates.

Table 3.11: Post Training Status

SN	Post training status	Number	Percent
1	Self-employment in related sector	15	41.7
2	Wage-employment in related sector	5	13.9
3	Employment in unrelated sector	4	11.1
4	Unemployment	12	33.3
	Total	36	100.0

3.3.5 Availability of Training Programs

Respondents were further asked about the availability of vocational training programs by other governmental and non-governmental agencies in their locality. In response, majority of respondents (57%) reported that training was not available in their locality by other governmental and non-governmental agencies whereas 43% reported that some types of training programs had conducted by agencies other than CTEVT (see table 3.12 for detail picture).

Table 3.12: Training Available by other Agencies

SN	Status of training	Number	Percent
1	Availability of training	43	43.0
2	Unavailability of training	57	57.0
	Total	100	100

3.3.6 Beneficiaries of Training Programs

Respondents were further asked whether such vocational training programs organized by these governmental and non-governmental agencies benefited their family members. While responding, 37.7% respondents reported that some of their family members received training programs organized by these agencies but rest 62.3% households reported that none of their family members received training programs provided by these agencies. (see table 3.13)

Table 3.13: Recipient of Training

SN	Recipient of Training	Number	Percent
1	Recipient households	19	37.7
2	None-recipient households	24	62.3
	Total	43	100.0

3.3.7 Enthusiasm towards Receiving Vocational Training

Respondents were further asked how the people in their locality were enthusiastic to participate in the training programs organized by such governmental/non-governmental organizations. It is pity to mention that majority (48%) of respondents reported that people in their locality are not enthusiastic to participate in such types of vocational training programs. But still significant proportion (42%) of respondents also reported that peoples are found enthusiastic to participate in those training programs (See table 3.14 for detail figure)

Table 3.14: Encouragement to Training Programs

SN	Encouragement status	Number	Percent
1	Encouraged	42	42.0
2	Not encouraged	58	58.0
	Total	100	100.0

The respondents who reported that people in their locality are not enthusiastic to participate in vocational training programs were further asked to mention the reasons. Seven probable reasons were mentioned in the questionnaire and respondents were asked to check one or more than one reason if they think appropriate (*Multiple response*). In an average, each respondent mentioned three to four reasons.

Table 3.15: Reason of Not-encouragement

SN	Reasons	Responses		Percent of Cases
		N	Percent	
1	Lack of employment opportunity in the market	47	23.2%	81.0%
2	Lack of capital for investment	38	18.7%	65.5%
3	Low employability of available training	32	15.8%	55.2%
4	Lack of investment environment	28	13.8%	48.3%
5	Lack of market coordination and financial assistance	28	13.8%	48.3%
6	Lack of demand based vocational training	26	12.8%	44.8%
7	Lack of entrepreneurship and soft skills	4	2.0%	6.9%
	Total	203	100.0%	350.0%

Large majority (81%) of respondents agreed that lack of employment opportunity in the market is one of the major reasons, which adversely affects the encouragement of people. Similarly, 65.5% respondents agreed on lack of capital for investment as a major reason, 55.2% agreed on low employability of available training programs. Likewise, 48.3% respondents pointed out lack of market coordination and financial assistance and lack of investment environment for business and 44.8% mentioned the lack of demand based vocational training as a major reason. Finally, 6.8% respondents also agreed that lack of business approach and soft skills is a major factor that adversely affects on the encouragement of people towards vocational training programs. (see table 3.15)

3.3.8 Suggested Policy Measures

Those respondents who have pointed out the reasons of discouragement towards vocational training (as in sub-topic 3.3.7), were further asked about the measures to solve the aforementioned associated problems. Majority of respondents (86%) suggested for loan without collateral followed by entrepreneurship training (80.6%), market coordination and financial assistance (77.4%), soft skill and business counseling (59.1%) and market relevant TVET programs (50.5%). The detail information is depicted in table 3.16.

Table 3.16: Suggested policy Measures for Encouragement

SN	Suggested provisions for policy	Responses		Percent of Cases
		N	Percent	
1	Facilitation on loan without collateral	80	24.3%	86.0%
2	Entrepreneurship training	75	22.8%	80.6%
3	Market coordination and financial assistant	72	21.9%	77.4%
4	Soft skills and business counseling	55	16.7%	59.1%
5	Market relevant vocational training	47	14.3%	50.5%
Total		329	100.0%	353.8%

3.4 Potential Sector and Suggested TVET Program

Respondents were further asked to suggest potential sectors and occupations to conduct TVET programs that would be appropriate for the conflict affected communities in the survey locality. Some respondents could not suggest particular sector/ occupation because of lack of sufficient knowledge in this regard. However, some respondents suggested more than one sector and occupations. To identify the potential sector for providing TVET program, analysis is made by adding the frequencies of each training programs (as given in table 3.16) of related sectors which is named here as weightage. By this process of analysis, 65.54% (frequency=116) weightage is received by agriculture sector followed by 15.82% weightage received by construction sector, 10.73% weightage received by service sector and 5.65% of weightage received by manufacturing sector. Similarly, other sector also received 2.26% weightage based on this analysis. (see table 3.17)

Table 3.17: Potential Employment Sector

SN	Potential sector	Acquired weightage	Percent
1	Agriculture	116	65.54
2	Construction	28	15.82
3	Service	19	10.73
4	Manufacturing	10	5.65
5	Others	4	2.26
	Total	177	100.0

Table 3.18: Suggested Training Occupations

SN	Suggested occupations	Related sector	Frequency	Percent
1	Vegetables producer/farming	Agriculture	41	23.2
2	Goat farming	Agriculture	18	10.2
3	Cow/buffalo farming	Agriculture	12	6.8
4	Mason	Construction	12	6.8
5	Dairy product	Agriculture	11	6.2
6	Plumbing	Construction	9	5.1
7	Tailoring	Service	8	4.5
8	Fisheries	Agriculture	7	4.0
9	Fruit farming	Agriculture	6	3.4
10	Mushroom grower	Agriculture	5	2.8
11	Sugarcane Farming	Agriculture	5	2.8
12	Driving	Service	4	2.3
13	Pig Farming	Agriculture	4	2.3
14	Accounting	Others	4	2.3
15	Jam/jelly production	Manufacturing	4	2.3
16	Tapari making (Sal ko Pat)	Manufacturing	3	1.7
17	Chips/dalmot production	Manufacturing	3	1.7
18	Boutique training	Service	3	1.7
19	Bee keeping	Agriculture	3	1.7
20	Poultry	Agriculture	3	1.7
21	Carpentry	Construction	3	1.7

SN	Suggested occupations	Related sector	Frequency	Percent
22	JCB operator	Construction	2	1.1
23	Mobile repairer	Service	2	1.1
24	Electrician	Construction	2	1.1
25	Fashion designing	Service	1	0.6
26	Dargan fruits farming	Agriculture	1	0.6
27	Aaran sudhar	Service	1	0.6
	Total		177	100.0

Analyzing the suggested training programs, larger proportion of respondents (23.2%) suggested vegetable production/farming, followed by goat keeping/farming (10.2%), cow/buffalo farming (6.8%) and so on. Similarly, mason (6.8%) and plumbing (5.1%) are the highest recommended training programs under the construction sector. Tailoring (4.5%) and driving (2.3%) are the recommended training programs under service sector and so on (see table 3.18 for detail information)

3.5 Requirement of Training to Respondents' Family

Beside the general demand of training in survey locality, respondents were further asked about the types of training requires to the family members of sample households. Of the total 368 members (15 years and above) of the respondents' family, it is reported that some types of TVET programs is required to 247 (67.1%) family members and rest 32.9% were reported not requires training programs. The detail information is given in table 3.19. Although, sufficient number of training institutes has established to provide long term TVET programs and several projects are providing short term vocational training programs, the members of conflict affected households in the survey locality have witnessed limited access to TVET programs.

Table 3.19: Training Requirement Status of Family Member

SN	Status of training requirement	Number	Percent
1	Training required	247	67.1
2	Training not required	121	32.9
	Total	368	100.0

Additional question is asked to the respondents about the types and sector of training programs for 247 family members of sample households. In response, agriculture, forestry and fisheries related

trainings is reported to be required to large majority (51.1%) of the family members. Similarly, construction related training is required to 20.7% respondents and service sector related training is required to 16.6% family members. Likewise, manufacturing related training is reported to require to 10.0% of family members and another 1.6% family members demanded training programs other than these four sectors. See table 3.20 for detail figure.

Table 3.20: Sector of Training Requirements

SN	Required Sector	Number	Percent
1	Agriculture, forestry and fisheries	126	51.1
2	Construction	51	20.7
3	Service	41	16.6
4	Manufacturing	25	10.0
5	Others	4	1.6
	Total	247	100

3.6 Level and Types of TVET Programs

Respondents were further asked about the level and types of TVET programs required to their family members. In response, large proportion (86.2%) of family members are reported requiring short-term vocational training programs. Similarly, significant proportion (10.2%) of respondents' family members are reported requiring pre-diploma level program and almost negligible proportion (3.2%) are reported to require diploma level programs (see table 3.21). Respondents could not specify the title of the required training occupations or academic programs because all the family members were not present at the time of survey and the respondent could not say anything about the required training occupation/programs on behalf of their family members. The analysis of specific information regarding the training/academic programs is therefore solely depends upon FGD and KII, which is explained in chapter four.

Table 3.21: Level of TVET Programs

SN	Level of training	Number	Percent
1	Short term training	213	86.2
2	Pre-diploma	25	10.2
3	Diploma	8	3.2
4	Higher level	1	0.4
	Total	247	100.0

3.7 Traditional Skills

The role of traditional skills is justified instrumental for income generation in the rural communities where people can use free time and local resources to produce good and commodities for self-consumption and income generation. Different ethnic groups have their specific traditional skills, which have been transforming from generation to generation. It is widely agreed that modernizing and promoting their own traditional skills and occupations is far better than imparting those new skills. Respondents also asked some questions related to traditional skills and measures for its promotion, which is explained in detail in coming sub topics.

3.7.1 Family Status on Having Traditional Skills

Of the households surveyed for this study, only 23 or 23% of households are reported to have traditional skills in their family members but large majority (77%) of households were reported not having any types of traditional skills in their family members (See Table 3.22 for detail information).

Table 3.22: Existence of Traditional Skills in Family

SN	Status of Traditional Skills	Number	Percent
1	Household with traditional skills in family members	23	23.0
2	Household without traditional skills in family members	77	77.0
	Total	100	100.0

3.7.2 Types of Traditional Skills

The households reported having traditional skills with its family members, were further asked about the types of traditional skills they have. In total, six different traditional skills were identified. Majority (52.2%) of households were reported having Dhakiya and Bina weaving skills. Similarly, tailoring and building traditional houses are found in 13% of households, Tapari Making skills (by Sal ko Paat) is found in 8.7% of households. Processing Allow fiber and making clothes from it and Tailoring are other identified traditional skills but found in very negligible number of households. The table 3.23 gives detail information on it.

Table 3.23: Types of Traditional Skills

SN	Types of traditional skills	Products with these skills	Involved houses	Percent
1	Dhakiya/Bina weaving	Dhakiya/Bina	12	52.2
2	Tapari making (using leaf of saal)	Tapari, Duna	2	8.7
3	Tailoring	Clothes /dress	3	13.0
4	Building traditional houses	Traditional house	3	13.0
5	Processing allow and making clothes	Allow fiber/ clothes	1	4.3
6	Iron materials production	Traditional equipment	1	4.3
7	Carpentry	Furniture	1	4.3
	Total		23	100.0

3.7.3 Use of Traditional Products

The respondents were further asked about the purpose for using those products made by the use of traditional skills. Large majority of households (87%) reported that they used those products for self-consumption and only a small proportion (13%) reported that they also sells those products for income generation. (see table 3.24 for detail statistics)

Table 3.24: Uses of Traditional Products

SN	Uses of products	Number	Percent
1	Self-consumption	20	87.0
2	Selling and income generation	3	13.0
3	Total	23	100.0

3.7.4 Source of Raw Materials

Respondents were further asked how they obtain the raw materials to use in those traditional skills. In response, large majority (64.6%) reported that they acquire the raw materials from local forest. Similarly, significant proportion (18.2%) manage the raw materials in their own home or grow in their field. Moreover, rest of the respondents (N=5, 23%) reported that they have to buy raw materials from local market or from other major cities. The raw materials available in the local forest are allo plants and other resources to process it, fiber grass and other plants used in Dakiya and Bina (Tharu handicrafts), Leaf of Sal to make Tapari etc. Presently, such types of resources

are found sufficiently available in the survey locality. But, farming seems to be required in their own field in case of commercial production in future (see table 3.25)

Table 3.25: Source of Raw Materials

SN	Source of Raw Material	Frequency	Percent
1	Household production	4	17.4
2	Acquired from local forest	14	60.86
3	Purchased from local market	4	17.4
4	Purchased from major cities	1	4.34
	Total	23	100.0

3.7.5 Possibility of Using Modern Technology

While analyzing the possibility of using modern technology, large number of respondents (57%) reported that modern technology could not be used in such skills. Those respondents who were involved in making Dhakiya and Bina (as product of tharu handicraft) and Tapari from leaf of sal, responded like this. In the contrary, significant proportion (43%) of respondents also reported that use of modern technology is highly possible. Respondents who are involved in the occupations like carpentry, traditional house making, and cloth making from Allo fiber expressed such type of opinion (see table 3.26)

Table 3.26: Possibility of Using Modern Technology

SN	Possibility of using modern technology	Number	Percent
1	Use of modern technology is possible	10	43
2	Use of modern technology is not possible	13	57
	Total	23	5.5

PART FOUR

Analysis of Qualitative Data

4.1 Analysis of Returnee Migrants

This topic includes the analysis of secondary information and other qualitative data gathered by means of literature review, FGDs and KII. Literatures of national plans policies, research reports and other statistical reports are reviewed and presented in this part of the report. Similarly, two major focus group discussions and more than five key informants were interviewed to gather qualitative information from secondary sources. The findings of the analysis is presented in the coming sub topics separately.

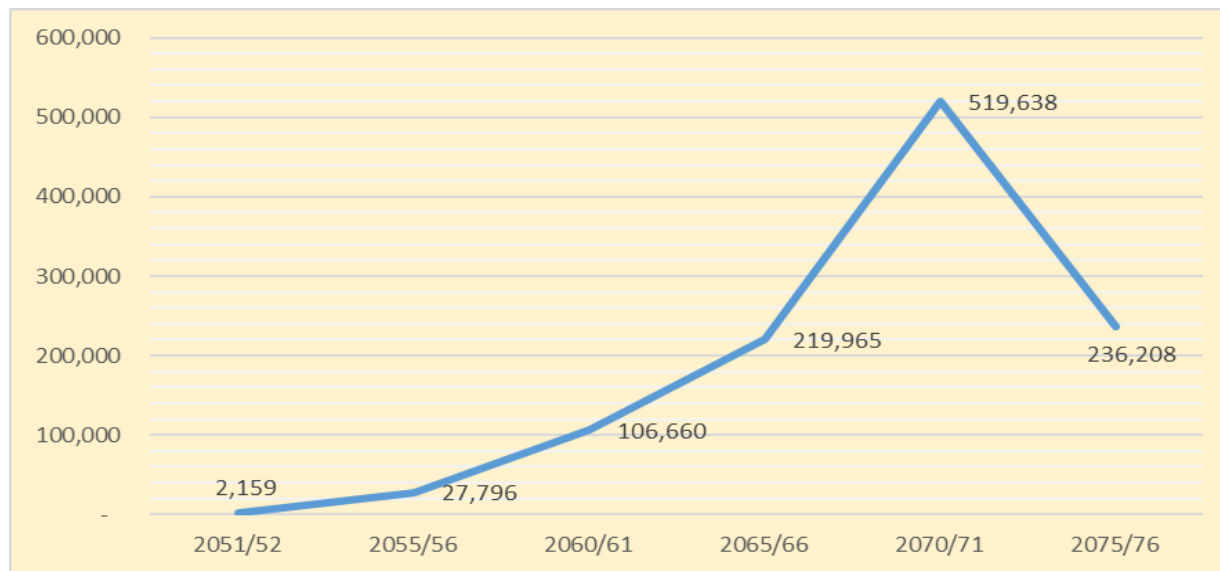
4.1.1 Trends of Migration in Nepal

Labour Migration from Nepal has been officially started since 2045 BS after the economic liberalization policy of the Government and the trend had significantly increased after establishment of democracy in 2046 BS (CTEVT, 2016). While analyzing the data of labour migration, the number was almost negligible (2,159) until the end of fiscal year 2051/52. Gradually, the trend of labour migration has been increased and crossed 100 thousands in the fiscal year 2060/61. The increasing trend seems continue until 2070/71 and reach the number at all-time high which was recorded as 519,638. Since than the trend is witnessing gradual decline. Till the fiscal year 2075/76, the number has reached at less than half (236,208) of the figure of 2070/71 (MoLE, 2077). The decreasing trend of Labour Migration from Nepal in later period depicts that large number of returnees from abroad jobs are in domestic labour market (See table 4.1).

According to National Households and population Census 2068, there were 1.9 million absent population in the country (CBS, 2068) which were largely considered as labour migrants. At that same time the cumulative figure of migrant population was 2.07 million. The same cumulative figure of migrant population is calculated 5.3 million at the end of fiscal year 2075/76 (MoLESS, 2077). This comparison provides some ground to calculate the absent population of the country. By the same line of reasoning, the number of absent population could be around 5 million at the end of fiscal year 2076/77. This calculation matches with the claim made by the representative of returnee migrants' official institutions. In the query of research team, Mr. Uttam Adhikari, the president of Returnee Migrants Association claimed that there was more than 5 million migrants population in the country and half of them have already returned to the country. If we includes the

figure of returnees from India, the figure reaches around 5 million. He further added that more than 2.5 million returnees are present in the country who have experiences of abroad jobs other than India mainly from Gulf Countries, Malaysia, South Korea, Japan etc.

Chart 4.1: Trends of Labour Migration from Nepal



Source: (MoLESS, 2076) Nepal Labour Migration Report 2076

4.1.2 Status of Returnee Migrants

Significant decline in the trends of labour migration is being observed since last seven years. This declining trend of abroad migration increases the number of returnees in the home country. Alongside the increasing number of returnee migrants at home country, government of Nepal has launched several programs and activities to promoting the engagement of returnee migrants in the domestic economic activities. In this regard, the constitution of Nepal has mentioned the following provisions in the article 51, point 6 of clause 'i' entitled "Policies regarding labor and employment":

"Encouraging the use of the capital, skill, technology and the experience gained in foreign employment in the productivity sector of the country." (CA, 2015)

Similarly, the fifteen plan 2076/77-80/81 has envisioned the working policy for testing and certifying the knowledge, skills, and experience gained from foreign employment and using in entrepreneurship development (NPC, 2076). Likewise, several training institutions, banking institutions, non-governmental organizations etc. are also focusing their programs and activities

towards the settlement of returnee migrants within the domestic economy. Moreover, the returnee migrants themselves started to be proactive to mobilize the whole population of returnee migrants towards engaging in productive employments in national economy.

Presently, returnee migrants are organized under national level association named “Returnee Migrants Association of Nepal (RMA)”. Uttam Adhikari, Chairperson of Returnee Migrants Association informed that they have extended the network of this association up to province and district level. He further reported that the associations has been established provincial committees in all provinces as well as district committees in 38 districts of Nepal till the end of the year 2077 BS. He further reported that large numbers of returnees have formed a group and started various business activities. The association is regularly involved to aware, encourage and support those business groups to establish and promote their business activities.

Presently, various institutions and organizations are found supporting returnee migrant groups from skills development to financial support. Among them Council for Technical Education and Vocational Training Safer Migration Project (SaMi), National Youth Council (NYC), Enhanced Vocational Education and Training (EVENT) Project and Various Commercial banks are the few example of it. Despite the involvement and support from various organizations, returnee migrants still suffering various problems including recognition of skills and experience, upgrading their skills, establishing business firms, obtaining loan from financial institutes.

4.1.3 Business Involvement of Returnee Migrants

Despite various huddles, large numbers of returnee migrants have established various enterprises and run their business successfully. Most of these business activities are in agriculture fields. Some of them have also involved in hotels, restaurant and other small manufacturing business. Returnee Agriculture and Livestock Private Limited is one exemplary initiation made by a group of 200 returnee migrants in Nawalpur (Nawalparasi Susta East) District of Gandaki Province. They are constructing and managing a cold store of 3,000 metric ton capacity at Kawaswoti by investing NRs 200 million rupees (Source: KII & Field Visit). Large number of returnee migrants are found involved in market agricultures such as fruit farming, cow farming, off seasonal vegetable production etc. throughout the country. Some of them are also found engaged in service related occupations like tailoring, small hotel and lodge management, home stay management etc. A

female returnee migrant originally from Kavrepalanchowk District started a boutique shop in Chabahil, Kathmandu. She also conducts training programs in dress making tailoring (Source: KII and Field observation). She reported a problem of not having skill certificate from NSTB to be recognized as trainer however she has successfully trained number trainees in dress making/tailoring occupation. Similarly, some returnee migrants are also found involved in small manufacturing establishments and trading business such as grocery, sanitary pad production, garment industry and so on (Source: FGD with Returnee Migrants' Association).

4.1.4 Appropriate Types of Training and Implementation Modalities

While suggesting the name, sector and types of feasible training programs for returnee migrants, almost all participants of FGDs and KII agreed that the training programs focusing on the requirement of domestic labour market may not be appropriate for skills development of returnee migrants. They further argued that returnee migrants have some skills base because of years of experience in abroad job.

FGD participants appreciated the initiation of GoN/CTEVT towards testing and certifying the skills of returnee migrants. However, they also expressed their dissatisfaction towards very strict provisions of NSTB regarding the documents to be submitted as an evidence to justify their skills and experience. They further revealed that most of the returnees faces difficulties to provide skills and experience related documents as per the need of NSTB. They do not have such documents because either they had worked in informal and unorganized sectors or they were not aware about the importance of such document while working in abroad. They therefore suggested adopting some flexibilities on such provisions towards making the application process easier based on other supplementary evidences like types of visa, duration of abroad job, and personal witness.

They have another reservation regarding the present provisions of skill testing. The previously developed National Occupational Skill Standard (NOSS) are mainly applicable for general occupations rather than specific skills. Such NOSS does not address the needs of returnees. Most of the returnees have specific skills rather than all round skills required in one occupation. For example, a returnee migrant from carpentry occupation might has only skills and knowledge to make certain type of furniture but might not have the total skills to perform in carpentry occupation. In such case, the existing NOSS of Carpenter could not be appropriate to him. In

addition, respondents further suggest modular training programs to supplement their skills to make a perfect carpenter instead of basic training of carpentry.

The skills development related issues highlighted by the participants of FGD is the mismatch of skills and knowledge in abroad jobs and required in domestic market. Most of the training curricula and skill standards are developed based on the domestic needs so this standard cannot address the needs of returnees. They further suggested that some curricula and skills standard should be develop based on the requirement of returnees. Respondents further highlighted the importance of training curricula and NOSS of emerging occupations like Smart meter fitter, Cyber security expert, Forklift operator etc. based on the future demand of domestic market and skills of returnee migrants.

Majority of participants of FGD and KII highlighted the needs of supplementary training programs. Returnee migrants are neither perfectly skilled nor they lacks the basic skills to perform in any occupations. Participants therefore demands modular training package around 3 weeks duration rather than the 390 hours basic trainings.

The contents of available training curricula do not perfectly address the skills requirement of migrant workers nor the skills standards is appropriate to test the skills of returnees. These documents (curricula & NOSSs) should be revised with the sufficient involvement of returnee migrants to make appropriate for them.

Some of the respondents who have participated in the training programs offered under CTEVT curricula are of the opinion that curricula is perfectly developed and sufficient contents required for a particular occupations. He mainly blamed on the implementation mechanism and weak monitoring system. They further reported that curricula is not strictly followed while conducting training programs. So, they further suggested for effective technical monitoring to ensure strictly following the curricula, availability of sufficient infrastructures in the workshops and laboratory and involvement of qualified and experience instructors while conducting training programs.

Besides these skills related problem, participants also pinpointed other administrative and financial problems for the returnee migrants to encourage them for employment and self-employment.

These issues are presented hereunder;

- Some of the returnee migrants (majority cases of returnees from Japan and Korea) have sufficient investment capital but they require additional skills and knowledge to start the business but some returnee migrants have skill and knowledge about business (majority cases of Gulf countries and Malaysia) but don't have capital to invest. Those individuals should be financially supported to start business. Collateral free loan could be one workable strategy to encourage them to engage in some types of employment and self-employment. Similarly, linking them with financial institute with simplified administrative procedures is another strategy suggested by returnees.
- Participants also highlighted the need of simplification of administrative hurdles, which can facilitate returnee migrants to establish micro-enterprises. Procedural simplification is also needed to import technology and expert/technicians.

4.1.5 Feasible and Demanded Training Programs/Occupation

None of the participants of focus group discussion and key informants' interview is of the opinion that returnee migrants could be interested to join in long term TVET programs (diploma and pre-diploma). However, imparting returnees with market relevant short-term training is suggested as major strategies to enhance their employability as well as engaging them in domestic economic activities. They further argued that large number of returnee migrants are having 7-10 years' work experiences in abroad and the returnees are generally crossed 30 years when drops the idea to continue foreign employment. Most of them also have the responsibility of their family. In this situation, they could not spend much time in training and education. Based on this argument, respondents suggested that long term TVET programs could hardly be appropriate for them. They prefer vocational training even the duration less than one month.

Vocational training Programs:

Agriculture	Construction	Service and others
1. Off seasonal vegetable production	1.Tile/marble fixture	1.Chinese cuisine cook
2. Goat farming	2.Junior plumber	2. Wool processor
3. Floriculture/Nursery management	3.Brick/Stone layer mason	3.Industrial machine operator
4. Trout farming	4.General carpentry	4.Sanitary pad production
6. Tea/coffee farming/procession	5.Gypsum board fitting	5.Mobile repairer
7 Milk processing/dairy products	6.Welder /Fabricator (Grill profession)	6.Small hotel and lodge management
8 Battain/Kalij/Turkey Farming	7.Heavy equipment operator (Grader, Loader, Roller, excavator, backhoe, etc.)	7.Tailoring/garment industry
9 Fruit farming (Dragan, Strawberry, Avocado /Kiwi)	8.Scaffolding	8.Beautician/beauty parlor management
10 Herbal/medicinal plant farming	9.Lab technician/QA technician	9.Motorcycle service mechanics

Source: FGD, KII & <https://www.youtube.com/watch?v=2anAHchKW3g>

4.2 Analysis of Qualitative Data Regarding Conflict Victims

Under this topic, analysis and findings of the data collected from FGDs and KIIs and review of various relevant literatures are made and presented. Two focus group discussions and three key informants' interview were conducted to identify the training needs of the families of conflict victims (list is attached in the annex). Of these two FGDs, one was carried out in Dang District and another was in Mahottari District. The participants of both of these FGDs almost reported the similarly situation

In the beginning, participants/respondents were asked about the types of sufferings they had to face during the period of conflict. In response, the following harms/sufferings were reported by the respondents.

- Killing of family members
- Difficulty in educating children
- Difficulty in providing food, shelter and clothing to rebellion
- Financial problems
- Mental stress and rape to female
- Destruction of home/ displaced from home
- Physical torture by security forces
- Difficulty in raising children

4.2.1 Conflict Victim and Their Status

The Communist Party of Nepal (Maoists) started 'People's War' in Nepal in 1996 with its two major objectives which are (a) abolishing monarchy and (b) establishing a communist republic. The conflict period in Nepal lasted for a decade long (1996 to 2006). During this period, the nation suffered bleeding and heavy loss in almost all important sectors of the national economy. As many as 17,828 people were killed by the rebel Maoists and the security forces. Besides, 5,800 people were disabled, 25,000 children orphaned, 9,000 women widowed and 14,852 people disappeared. (Jha. 2068)

The conflict lasted with signing of the Comprehensive Peace Agreement (CPA) in November 2006. In 2008, the government of Nepal started to provide assistance to victims of these internal armed conflict as an Interim Relief Programs (IRP). Since then, thousands of conflict affected people had reported to receive benefits in the form of cash payments, scholarships, reimbursement of medical costs, and compensation for loss of or damage of property including other vocational training activities.

The ultimate needs of the conflict-affected people was reintegration of them in to the society for their respectful life. For this to achieve, gainful employment opportunities should be managed where market responsive TVET programs are supposed to be instrumental. Government of Nepal

including other non-governmental organizations have catered several TVET programs targeting those conflict affected people of the society.

4.2.2 Status of TVET Programs among Conflict Victims

Participants of FGDs and key informants agreed that TVET programs could be instrumental to create employment and income generating opportunities to uplift the living standard and reintegrate conflict victims' communities in the society and local economy. However, TVET only works under the fulfillment of certain pre-conditions. A research conducted on the reintegration challenges of Maoist army combatants finds that the vocational training received by combatants in the cantonments was found useless as being of poor quality (Bhandari & Robins, 2016). This research further finds that (40%) of combatants are earning their livelihood by conducting small business. 20% are working on either their own or rented land, while 14% were doing daily labour to earn their living.

Participants further reported that the persons who were directly involved or affected by the conflict are now too adult to impart vocational training. However, the children of that family who cannot get proper education in childhood should be the target population for imparting TVET programs. Mr. Narayan Poudel, president of Martial Memorial Institute, Ghorahi, feels the need of extra counseling and orientation for those conflict affected children groups. He further reported that because of lack of fund to invest on own business, children from this groups needs employment oriented TVET programs rather than self-employment. He further added, if training programs is provided in an integrated package with pre-counseling and post-training support, it could works for them.

Participants further reported that almost 40% conflict affected households in Mahottari Districts are already benefited by the training programs catered either by government agencies or other non-governmental agencies. Because of lack of market relevant TVET programs and absence of follow-up activities and support service in post training stage, those training programs could not bring desired impact to the victims' family.

Similar opinion univocally expressed by the FGD participants of Dang District. They further reported that people in their society are not much encouraged toward such TVET programs since

most of the previously carried out programs did not bring any significant impact in their socio-economic condition. Most of the training programs delivered in their community are of traditional types such as tailoring, plumbing, carpentry, tharu handicraft, vegetable farming etc. Participants further suggested conducting training programs in different modality with regular follow up and post training support.

Representatives of FGDs and KIIs of Rolpa and Dang Districts also explore that these districts are rich in natural resources of various herbal plants, fiber plants and other minerals. Local people use those fiber plants like: Stinging nettle (Allo), thakal and jute to make clothes and other home appliances. Similarly, they collect herbal plants like wormwood (tite pati), shop nut (rittha), winged prickly ash (timur), ginger (aduwa), chebulic myrobalan (harro), long pepper (pipla) etc. from community forest and sells to make money. They also suggest linking these activities to the training programs and support to establish micro-enterprises.

4.2.3 Major Suggestions Regarding Training Modality

Participants of FGDs and KIIs provides the following suggestions regarding the training modality and delivery of TVET programs.

- ⇒ Launching training in the name of training will not be beneficial in desired level so necessary preparation is must on managing quality instructors and other tools and equipment before launching training programs. Moreover, a rapid market assessment (occupational demand assessment) is most before finalizing what short of training to be deliver.
- ⇒ While conducting basic level training among villagers, they should be aware on the benefit of the training. Selection of participants must be conducted appropriately because some programs becomes more appropriate to certain groups of people than others are.
- ⇒ Post training support for linking trainees to employment or self-employment opportunities is as important as imparting technical skill. Conducting vocational training without proper assessment of employment potentialities and sufficient follow up activities leads to wastage of resources.
- ⇒ Basic level of vocational training (390 hours or less) may not be sufficient to shift participants from agriculture to other non-agricultural occupations. If the participants are

to be shift from agriculture to non-agricultural occupation, a complete package of training programs seems to be required incorporating the components of career counseling, soft skills, financial support and market linkage.

4.2.4 Feasible and Demanded Training Programs/Occupation

The FGD participants of both groups mentioned that conflict victims have not any specific choice of training programs different from other general people. The training programs with higher employability and market demand is appropriate for the case of conflict victims. However, they pointed out one additional difference between their choices. Wage-employment friendly occupations is more appropriate for conflict victims than the occupations, which are more appropriate for self-employment. Unlike the returnee migrants, conflict-victims' community also prefers long term TVET programs including both diploma and pre-diploma.

The suggested vocational training programs during the FGDs and KII and the review of previous reports of market demand assessment are mentioned hereunder separately for short-term vocational training, pre-diploma and diploma programs. .

Vocational training Programs:

Agriculture	Construction	Service and others
1. Off seasonal vegetable production	1. Heavy equipment operator (Grader, Loader, Roller, excavator etc.)	1. Chinese cuisine cook
2. Goat farming	2. Junior Plumber	2. Woolen procession
3. Floriculture/Nursery management	3. Brick/Stone Layer Mason	3. Waiter/waitress
4. Allo-processing	4. Furniture Maker	4. Sanitary pad production
5. Agriculture farm worker	5. House wiring	5. Mobile repairer technician
6. Milk processing/dairy products	6. Welder/Fabricator (Grill profession)	6. Small hotel and lodge management
7. Fruit and vegetable processor	7. Scaffolding	7. Tailoring/garment industry
8. Species processor	8. Industrial machine operator	8. Beautician/beauty parlor management
9. Herbal/medicinal plant farming	9. Aluminum fabricator	9. Motorcycle service mechanics

Source: KII, FGD & Reports of Skills Mapping Taskforce, 2077, CTEVT

Suggested long term TVET Programs:

Pre-diploma	Diploma
1. Agriculture (Animal science)	1. Diploma in civil engineering
2. Agriculture (Plant science)	2. Diploma in pharmacy
3. Pre-diploma in forestry	3. Health assistant (Ayurveda)
4. Mechanical engineering	4. Diploma in pharmacy (Ayurveda)
5. Auto-mechanical engineering	5. Civil engineering (Bridge)
6. Civil engineering	6. I. Sc. Ag (Animal science)

Source: KII, FGD & Report of Skills Mapping Taskforce, 2077 CTEVT

Part FIVE

Summary, Conclusion and Recommendations

5.1 Summary

This part of report is about the summary of the analysis and finding presented in part two, three and four. In addition, it includes the conclusion drawn based on analysis made in those parts and recommendation based on the conclusion. As the objective of this study was to assess the training needs of two different groups-returnee migrants and conflict victims, they are presented in the report accordingly. Some of the findings are common for both groups however, there are also some specific findings for each of these groups.

Findings regarding skills needs analysis of returnee migrants is presented in chapter two, which was based on quantitative information collected for this purpose. While analyzing the accessibility of skills training among returnee migrants, almost one third of them are found imparted with skills training. Some of them had skills training before migrating foreign employment and some had it after returned from abroad. In majority cases, the training they got are found applicable in their professional career, however some mismatch also observed not only between occupation in foreign employment and their current occupation but also between the training programs they got and the occupation they adopts. Moreover, lack of follow up activities in post training stage also found adversely affecting the effectiveness of the training programs. Analysis shows that TVET program is justified instrumental to engage returnee migrants in some economic activities however, analysis also explores various facts to justify the role of regular follow up and post training support together with core technical knowledge and skills. These post training supports including financial arrangement, business counseling, market linkage and simplification of administrative procedure to establish and run business have crucial value on the employability of graduates.

Similarly, if we analyze the access of training programs to conflict victim, comparatively low proportion of victims' families seems benefited by the skills training. Research explores that the proportion of target people who got skills training is less than 40%. Moreover, almost similar proportion of victims' families have found benefited by the financial as well as other logistic assistance provided by government and other donor supported programs.

Market agriculture is pointed out as priority sector for training to both returnee migrants and conflict victims. The occupations like vegetable farming, goat and cow farming, fisheries, milk processing and dairy products etc. appears as needy and feasible occupations for both of these groups. Alongside, construction and service sectors are also analyzed as feasible sector mainly for returnee migrants. Plumbing, carpentry, masonry etc. are highlighted as demanded occupations in this sector. Cooking, waiter/waitress, small hotel, restaurant and lodge management, mobile phone repairer are identified as feasible occupations in service sector.

Similarly, the analysis of qualitative data regarding conflict victims further suggests that short term vocational training program should be linked with their traditional skills and occupation. Most of the key informants suggested that transformation of occupation from agriculture to non-agriculture sector seems difficult by means of basic training. In such cases advanced training and regular follow up and supports in the post training stage also seems essential.

5.2 Conclusion and Recommendations

This topic presents conclusion drawn from analysis and recommendation made based on the conclusion. The conclusions and recommendations are presented in to two different sub-topics separately for returnee migrants and conflict victims.

5.2.1 Conclusion and Recommendations Applicable to Returnee Migrants

1. Conclusion: Returnees with higher level of educational qualification are found employed in higher proportion than those having lower level of education. This fact further justifies the influential role of education in employment.

Recommendation: Encouragement and support to enroll in long term TVET programs (diploma or pre-diploma level) should be provided to those returnee migrants who have completed at least secondary education (class ten) and returned home before 30 years of age. For this, awareness campaign should be carried out and scholarship or free-ship quota should be managed.

2. Conclusion: Significant proportion of returnee migrants are found having some types of training programs either before joining foreign employment or after returned home. Such

training programs plays instrumental role to make them engaged in their own business or link them with other employment opportunities.

Recommendation: Returnee migrants should be kept in priority while implementing or launching vocational training related programs/projects. The usual types of 390 hours vocational training may not be appropriate to the returnee migrants so, modular training course up to one month duration seems better for returnee migrants.

3. Conclusion: Relatively adult returnees are found involved in self-employment and mainly in agriculture related enterprises. This fact suggest that individuals' interest towards occupations also depends on the age factor. Moreover, agriculture is justified as a relatively favorable occupational sector for adult returnees than younger ones.

Recommendation: Age factor of the respondents should also be considered while selecting the participants of training programs. Generally, youth of new generation should be trained in non-traditional occupations in service and manufacturing sectors. Unlike, adults can be linked with the occupations related to market agriculture.

4. Conclusion: In an average, returnees are found having 7.6 years of experiences in abroad job. This justifies that basic package of vocational training (Level 1) would not be appropriate to majority of returnee migrants, since they already had basic knowledge and skills on related occupations.

Recommendation: A modular course of less than one-month duration should be designed focusing on the returnee migrants so that trainee can be eligible to appear in the skill test of level 2 and could use the skills certificate for their career progression.

Recommendation: TITI should conduct ToT course to develop trainers to train returnee migrants. The returnees who have skills certificate of required level and more than 5 years experiences in abroad job in related occupations should be made qualified to be a trainer for returnee migrants groups. Assessors who are not from foreign employment background should get additional orientation to conduct skills test of returnee migrants.

5. Conclusion: Large number of returnees are not even aware about the activities of NSTB, skill test and skill certificate. Those who are aware about these activities are not benefited much because of lack of NOSS in their particular occupation.

Recommendation: NSTB should developed NOSS for specific occupations based on the needs of returnee migrants. While developing NOSS, participation of returnee migrants working in particular occupation is must which can be made possible by the help of Returnee Migrants Association (RMA).

6. Conclusion: Significant mismatch is justified between the skills and experience acquired by returnee migrants during the abroad job and skills demanded in the domestic job market. Such types of mismatch exists in various level. In some case, abroad occupations is not found in practice in domestic market. If it is in practice, significant differences can be observed between their task and duties. Moreover, there is notable differences in technical skills and knowledge, soft skills, knowledge and practice of safety precaution together with the workplace environment between abroad and domestic job market.

Recommendations:

Obviously, the technology and skills used by migrant workers in abroad job market is sophisticated and modern. Some of these equipment are also practice in domestic market. Efforts should be made to replace traditional machines and equipment from the laboratory and workshops of institutes with the latest technology used in the market. Moreover, the curricula and minimum infrastructure guidelines should be revised to minimize these mismatches.

7. Conclusion: The effectiveness of available training programs is not in desired level to impart employable skills in returnee migrants and link them with employment opportunities.

Recommendation:

Merely technical knowledge is not sufficient to create employment opportunities or impart employable skills among the trainees. An integrated training package including soft skills, entrepreneurship skills, business counseling, knowledge about market and networking, financial linkage and support is essential together with core technical skills. So CTEVT should develop comprehensive training package and cater it in coordination with other agencies such as Industrial Enterprises Development Institute, National Youth Councils, Nepal Rastra Bank and other banking and financial institutes etc.

8. Conclusion: Lack of personal capital for financing on business seems still lacking among majority of returnees. Some returnees who are returned from Korea, Japan and other European Countries have little issue of financing capital but large number of returnees from Gulf countries and Malaysia lacks sufficient seed money to invest in business.

Recommendation:

CTEVT should coordinate with commercial banks or other financial institutes and make MoU so that the returnees who meets the skills criteria can easily got collateral free loan from these financial institute to start their own business.

5.2.2 Recommended Training for Returnees

Ten major training occupations recommended for returnee migrants are mentioned in the table 5.1. In addition to the recommended list, the essential post training supports needed to enhance the effectiveness of training programs is mentioned in the columns given in the right side of the corresponding tables.

Table 5.1: Suggested vocational training programs for returnee migrants

SN	Demanded Training	Required post training support			
		Counseling	Business Orientation	Financial Linkage	Market Linkage
1	Plumbing	√			√
2	Vegetable farming	√	√	√	√
3	Electrician	√			√
4	Goat farming	√	√	√	√
5	Fruit-farming (Dragan/kiwi/avocado fruit)	√	√	√	√
6	Chef/waiter/waitress	√			
7	Cow/Buffalo farming	√	√	√	√
8	AC/Washing Machine Repairing	√			√
9	Pig farming	√	√	√	√
10	Mobile phone repairer	√	√	√	√

5.2.3 Conclusion and Recommendations Applicable to Conflict Victims

The following conclusions are drawn based on the analysis presented in part three and four. Further recommendations are also made based on these conclusions.

1. **Conclusion:** Large number of conflict victims are not found satisfied by the financial and technical assistance provided by governments or other donor agencies. The training programs which was launched targeting to victims' community does not benefit them in desired level.

Recommendation: While launching the program/project of vocational training, at least 20% quota should be reserved for conflict-victims' family. Unlike the support provided to ordinary participants, the participants from conflict victims are required special post-training support package.

2. **Conclusion:** Merely technical skills is not sufficient to create employment opportunities or impart employable skills among the trainees. A package of skills including soft skills, entrepreneurship skills, business counseling, knowledge about market and networking, financial linkage and support are also essential together with core technical skills.

Recommendation: CTEVT should develop comprehensive training package by itself or coordinate with other agencies like Industrial Enterprises Development Institute, Youth Councils, Banking Institutes etc. while conducting training programs.

3. **Conclusion:** Large proportion of victims' families are reported to have training needs but only small proportion of them received free of cost education and training or received scholarship to learn technical and vocational education and training. This fact further explores that access to TVET programmes for conflict victims is still limited.

Recommendation: CTEVT should launch special TVET package (for long-term programs) for victim's family in voucher basis. This package is implemented via TVET institutions selected based on the quality training delivery and provide the support under various installment as per the output/outcome based payment system. The final installment of support (at least 30%) should only be provided after linking with them employment.

4. **Conclusion:** Most of the members of the surveyed households have got training programs of standard duration since the average training duration obtained from the analysis is 3.7 months. However, significant number of training graduates received training programs of less than one

month. Significant number of training graduates are found either unemployed or employed in unrelated sectors.

Recommendations:

- Presently available training programs of three months duration seems insufficient for the victims' family to create employment opportunity in non-traditional occupations. So modular training package of at least 6 months duration or the professional training of one-year duration seems further fruitful instead of basic level of training.
- Instead of conducting continuous training package, training should be conducted under the segment basis stretching over a complete cycle of production. To make it more clear, a training in off-seasonal vegetable production should be conducted in farmers' field covering a complete cycle starting from the time of nursery management until harvesting and marketing. This modality not only teaches the technical skills but also provides business exposure to the trainees.

5. **Conclusion:** Large proportion of conflict victims were from weak socio-economic background. The financial status of their home is too weak to invest in micro-enterprises or managing collateral to get loan from banking institutes.

Recommendations

- Wage-employment friendly occupations are more appropriate for conflict victims than the occupations, which are more appropriate for self-employment. This recommendation is applicable to both long-term TET programs (Pre-diploma & diploma) and short-term vocational training.
- In case, self-employment friendly training programs to be selected, agriculture related programs seems more appropriate to conflict victims since it requires comparatively lower level of investment than in occupations of other sectors'

6. **Conclusion:** The Districts where the survey was conducted mainly Rolpa and Dang are found rich in natural resources: Those districts are rich in both fiber plants like: Stinging nettle (Allo), thakal, jute, and herbal plants like wormwood (tite pati), shop nut (rittha), winged prickly ash (timur), ginger (aduwa), chebulic myrobalan (harro), long pepper (pipla) etc.

- **Recommendation:** Natural fiber processing and herbal plantation and processing are some potential training area for the conflict victims communities of both of these districts. Because of these training occupations are associated with their traditional skills, conflict affected peoples can easily learns the additional skills and use modern technology for its promotion.

5.2.4 Recommendation on Demanded Training Occupations:

The following are some of the major recommended trainings for the conflict victims. The detail list of recommended training programs is also given in part three and four.

Recommended vocational training programs:

Table 5.2: Suggested Training for Conflict Victims

SN	Types of Training	Types of training	Required post training support			
			Counseling	Business Skills	Financial linkage	Market Linkage
1	Vegetables farming	Basic	√			√
2	Goat/Cow/Pig farming	Advance	√	√	√	√
3	Mushroom farming	Basic	√		√	√
5	Fruit Farming	Basic	√	√	√	√
6	Tapari Making (Sal lo pat)	Basic	√			√
7	Dairy Product	Advance	√	√	√	√
8	Fish Farming	Advance	√	√	√	√
9	Poultry Farming	Advance				
10	Tailoring/Dress making	Advance	√	√	√	√

Recommended Long term Programs:

Here are some long terms programs, which are recommended to the members of conflict-victims' family.

Pre-diploma	Diploma
1. Agriculture (Animal science)	1. Diploma in civil engineering
2. Agriculture (Plant science)	2. I. Sc. Ag (Animal science)
3. Pre-diploma in forestry	3. Health assistant (Ayurveda)
4. Mechanical engineering	4. Diploma in pharmacy (Ayurveda)
5. Auto-mechanical engineering	5. Civil engineering (Bridge)
6. Civil engineering	6. Diploma in pharmacy

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Annex One: Additional Analytical Tables

Table 1: Status of Engagement by Returning Time to Home Country

		Indicators of Data	Status of Engagement in Business Activity		Total
			Engaged	Not Engaged	
			Duration returned from foreign employment	Less than 6 month	
Row percentage	0.0%	100.0%			100.0%
6 months to one year	Frequency	0		4	4
	Row percentage	0.0%		100.0%	100.0%
1-2 years	Frequency	6		5	11
	Row percentage	54.5%		45.5%	100.0%
More than two years	Frequency	66		14	80
	Row percentage	82.5%		17.5%	100.0%
Total	Frequency	72		28	100
	Row percentage	72.0%		28.0%	100.0%

Table 2: Abroad Experience by Status of TVET

SN	Migration to TVET	Mean	N	Std. Deviation
1	Migrated With TVET	8.8111	30	5.58657
2	Migrated Without TVET	7.1250	70	4.82368
	Total	7.6308	100	5.09532

Table 3: Engagement Status by Impartation of TVET Programs

			Engagement Status		Total
			Engaged	Not Engaged	
			Training status refined	TVET Before & After	
Row Percent	100.0%	0.0%			100.0%
Only Before	Number	11		5	16
	Row Percent	68.8%		31.2%	100.0%
Only After	Number	22		3	25
	Row Percent	88.0%		12.0%	100.0%
Neither Before nor After	Number	25		20	45
	Row Percent	55.6%		44.4%	100.0%
Total	Number	72		28	100
	Row Percent	72.0%		28.0%	100.0%

Table 4: Nature of Engagement Status by Types of occupation and Level of Skills

		Types of Employment				Total	
		Wage-employment		Self-employment			
		Related Sector	Unrelated Sector	Related Sector	Unrelated Sector		
Level of skills	Low skilled	Number	0	3	2	2	7
		Row Percent	0.0%	42.9%	28.6%	28.6%	100.0%
		Column Percent	0.0%	14.3%	22.2%	5.7%	9.7%
	Semi-skilled	Number	3	9	5	15	32
		Row Percent	9.4%	28.1%	15.6%	46.9%	100.0%
		Column Percent	42.9%	42.9%	55.6%	42.9%	44.4%
	Skilled	Number	3	8	2	18	31
		Row Percent	9.7%	25.8%	6.5%	58.1%	100.0%
		Column Percent	42.9%	38.1%	22.2%	51.4%	43.1%
	Highly skilled	Number	0	1	0	0	1
		Row Percent	0.0%	100.0%	0.0%	0.0%	100.0%
		Column Percent	0.0%	4.8%	0.0%	0.0%	1.4%
	Professional	Number	1	0	0	0	1
		Row Percent	100.0%	0.0%	0.0%	0.0%	100.0%
		Column Percent	14.3%	0.0%	0.0%	0.0%	1.4%
Total	Number	7	21	9	35	72	
	Row Percent	9.7%	29.2%	12.5%	48.6%	100.0%	
	Column Percent	100.0%	100.0%	100.0%	100.0%	100.0%	

Annexure Two: Questionnaire for Returnee Migrants

प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद्
सूचना तथा अनुसन्धान महाशाखा
सानोठिमी, भक्तपुर

सीप विकास तालिमको आवश्यकता पहिचान अध्ययन
बैदेशिक रोजगारबाट स्वदेश फर्केका युवाहरूलागि प्रश्नावली
(Questionnaires for Returnee Migrants)

आदरणीय उत्तरदाताज्यूहरू

प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषदले लामो समय देखि युवाहरूका लागि श्रमबजारको माग सान्दर्भिक प्राविधिक तथा व्यावसायिक शिक्षा एवम् तालिम कार्यक्रम सञ्चालन तथा समन्वय गर्दै आइरहेको छ। हाल ठूलो संख्यामा बैदेशिक रोजगारीबाट स्वदेश फर्केका दक्ष युवा जनशक्तिहरू स्व-व्यवसाय सञ्चालनमा आकर्षित भएको पाइएको र उनीहरूले बैदेशिक रोजगारीबाट हाँसिल गरेको सिप ज्ञान र अनुभव थप परिष्कृत हुनेगरी व्यवसायिक तालिम कार्यक्रम सञ्चालन गर्ने परिषदको कार्यक्रम रहेको छ। उल्लिखित उद्देश्य बमोजिम तालिम कार्यक्रम सञ्चालनका लागि तालिमको पहिचान तथा सञ्चालन प्रारूपको निर्धारण तथा निर्माणका लागि यो अध्ययन गर्न लागिएको हो। यस सन्दर्भमा तयार पारिएको निम्नानुसारको प्रश्नावली अनुसार आवश्यक सुझाव उपलब्ध गराइ सहयोग गरिदिनुहुन हार्दिक अनुरोध गर्दछौं। यस प्रश्नावलीमा यहाँहरूले व्यक्त गर्नुभएको व्यक्तिगत विचार तथा विवरण सर्वथा गोप्य राखिने र विशुद्ध अध्ययन पयोजनका लागि मात्र पयोग गरिने विषयमा पतिवद्धता व्यक्त गर्दछौं।

(क) उत्तरदाताको व्यक्तिगत विवरण (प्रश्न नं. १ र ५ स्वच्छिक हुन)

१. उत्तरदाताको नाम:-

२. ठेगाना (हाल बसोवास गर्ने):- प्रदेश; जिल्ला; गा.पा./न.पा.

३. शैक्षिक योग्यता:-

(क)निरक्षर (ख)साक्षर मात्र (ख) आधारभूत तह(आठ कक्षा) (ग)माध्यामिक तह (दश कक्षा)

(घ) माध्यामिक तह (बाह्र कक्षा) (ङ) स्नातक तह (च) स्नातकोत्तर वा सो भन्दा

४. उमेर: लिङ्ग: महिला/ पुरुष/ अन्य

५. बैवाहिक स्थिति: विवाहित/अविवाहित

६. जाती:

पहाडी बाहण/ क्षेत्री	१	मधेसी बाहण/ क्षेत्री	२	पहाडी जनजाती	३
मधेसी जनजाती	४	पहाडी दलीत	५	मधेसी दलीत	६
अन्य मधेसी समुह	७	मुस्लिम	८	लोपोन्मुख जनजाती	९
अन्य.....			१०		

७. पारिवारिक पेशा:

(क) निर्वाहमुखी कृषि	(ख) व्यवसायिक कृषि	(ग) उद्योग/व्यापार
(घ) ज्यालादारी/ मजदुरी	(ङ) सरकारी नोकरी	(च) गैर सरकारी नोकरी
(छ) सेना/प्रहरी	(ज) निजी कम्पनीमा नोकरी	(झ) वा अन्य

(ख) बैदेशिक रोजगारी सम्बन्धी विवरण

८. यहाँ कहिले देखि बैदेशिक रोजगारीमा संलग्न हुनु भएको थियो ?

..... साल महिना

९. सबै मिलाएर बैदेशिक रोजगारीमा कति वर्ष बस्नु भयो ?

..... वर्ष महिना

१०. हाल सम्म तपाइ बैदेशिक रोजगारीको सिलसिलामा कुन कुन देशमा कार्यरत रहनु भएको छ?

१. मलेसिया	२. ओमान	३. लेबनान
४. साउदी अरेबिया	५. दक्षिण कोरिया	६. लिविया
७. यू. ए. ई.	८. बहराइन	९. पोर्चुगल
१०. कतार	११. इज्रायल	१२.

११. बैदेशिक रोजगारीको समयमा यहाँको पेशा, कार्य क्षेत्र र सिपको तह तपसिल अनुसार उल्लेख गरिदिनु होला ।

- (ग) बैदेशिक रोजगारी भन्दा भिन्न तलवी वा ज्यालादारी रोजगारी ।
(घ) बैदेशिक रोजगारी भन्दा भिन्न व्यवसाय सञ्चालन वा अन्य स्वरोजगारी ।

यदि तपाइ हाल कुनै रोजगारीमा आवद्ध हुनुहुन्न भने हाल के गर्दै हुनुहुन्छ ?

- (क) उपयुक्त रोजगारीको खोजीमा रहेको (ख) रोजगारीको अवसर विना निरास भएको
(ग) पुन वैदेशिक रोजगारीमा जाने तयारीमा रहेको (घ) स्वदेशमै व्यवसाय गर्ने तयारी गरेको ।
(ङ) वा अन्य

१४. यहाँले बैदेशिक रोजगारीमा संलग्न हुनु अगावै कुनै प्राविधिक शिक्षा तथा व्यवसायिक तालिम प्राप्त गर्नु भएको थियो ?

- (क) प्राप्त गरेको थिएँ (ख) प्राप्त गरेको थिइन ।

१५. बैदेशिक रोजगारीबाट फर्के पछि त्यस प्रकारको कुनै तालिम लिनुभएको छ ?

- (क) लिएको छु । (ख) लिएको छैन ।

१६. यहाँले बैदेशिक रोजगारीमा संलग्न हुनु अगावै लिएको तालिम सँग सम्बन्धित वा बैदेशिक रोजगारीको अनुभवका आधारमा सिकेको सिपको सीप परीक्षण गराउनु भएको छ ? यस सम्बन्धमा यहाँको अवस्था कुन हो ?

- (क) NSTB अन्तरगत सिप परीक्षण गराइ सिप प्रमाण पत्र समेत प्राप्त गरेको ।
(ख) NSTB अन्तरगत सिप परीक्षण गराएको तर नतिजा तथा प्रमाण पत्र प्राप्त गर्न बाँकि ।
(ग) सिप परीक्षणमा समावेश भएको तर असफल भएको ।
(घ) विदेश मै सिप परीक्षण गराएको र बैदेशिक बोर्डको प्रमाण पत्र हाँसिल गरेको ।
(ङ) हाल सम्म कुनै प्रकारको सिप प्रमाण पत्र प्राप्त नगरेको तर प्राप्त गर्ने सोचमा रहेको ।
(च) सिप प्रमाण पत्र प्राप्त गर्ने तर्फ हाल सम्म कुनै सोच नराखेको ।
(छ) सिप प्रमाण पत्र सम्बन्धी जानकारी समेत नभएको ।

१७. यदि NSTB अन्तरगत वा बैदेशिक बोर्ड अन्तरगत कुनै सिप प्रमाण पत्र प्राप्त गर्नु भएको भए उक्त प्रमाण पत्र यहाँको पेशागत विकासका कत्तिको सहयोगी भएको ठान्नु हुन्छ ?

- (क) ज्यादै सहयोगी (ख) सामान्य रूपमा सहयोगी (ग) न्यून सहयोगी

१८. यदि विदेश जानु अगावै वा विदेशबाट फर्के पछि कुनै प्रकारको व्यवसायिक तालिम प्राप्त गर्नुभएको भए उक्त व्यवसायिक तालिम आफ्नो पेशागत विकासका लागि कतिको सहयोगी भएको ठान्नु हुन्छ?

(क) ज्यादै फलदायी (ख) सामान्य रूपमा फलदायी (ग) न्यून फलदायी

यदि अपेक्षित रूपमा फलदायी नभएको भए यसलाई फलदायी बनाउन कस्तो सुझाव दिन चाहानुहुन्छ?

(क) विशेष प्रकारको पाठ्यक्रमको निर्माण (ख) वर्तमान पाठ्यक्रममा व्यापक परिमार्जन

(ग) विशेष प्रकृतिको तालिम केन्द्रको निर्माण

(घ) व्यवहार कुशल सीप, व्यवसायिक सिप र अन्य आवश्यक सहायता सहितको प्याकेज

(ङ) वा अन्य कुनै

१९. यहाँले वैदेशिक रोजगारीको सिलसिलामा हाँसिल गर्नु भएको अनुभव र नेपालमा रोजगारीका लागि आवश्यक सिप तथा अनुभवका बीच केही भिन्नता महशुस गर्नुभएकोछ ?

(क) गरेको छु। (ख). गरेको छैन।

यदि भिन्नता महशुस गर्नुभएको छ भने कस्तो भिन्नता महशुस गर्नुभएको छ ?

(क) प्रचलित पेशामा नै भिन्नता ।

(ख) पेशामा प्रयोगहुने सिप तथा प्रविधिमा भिन्नता ।

(ग) पेशाकालागि आवश्यक व्यवहार कुशल सीपमा भिन्नता ।

(घ) कार्यक्षेत्रको वातावरणमा भिन्नता ।

(ङ) सुरक्षा उपकरण र कार्यक्षेत्रमा अपनाउनु पर्ने अन्य प्रावधानहरूमा भिन्नता ।

(च) वा अन्य

२०. कुनै व्यवसायमा संलग्न हुन वा स्व-व्यवसाय सञ्चालन गर्न वा हाल सञ्चालित व्यवसायलाई

थप प्रभावकारी एवम् सहजताका साथ सञ्चालन गर्न कस्तो प्रकारको सहयोगको अपेक्षा गर्नुहुन्छ ?

(क) थप/व्यावसायिक तालिम

(ख) उद्यमशीलता सम्वन्धी तालिम

(ग) व्यवसायिक परामर्श तथा अभिमुखीकरण

(घ) वित्तिय सहायता तथा समन्वय

(ङ) वा अन्य

२१. यदि यहाँले नेपालमै कुनै रोजगारीका अवसर खोजिरहनु भएको भए कुन क्षेत्रमा रोजगारीको अवसर खोज्नु भएको छ ?

(क) कृषि क्षेत्र

(ख) निर्माण क्षेत्र

(ग) प्रशोधन उद्योगको क्षेत्र

(घ) सेवा क्षेत्र

(ङ) वा अन्य

२२. बैदेशिक रोजगारीमा समावेश हुनु अघि र बैदेशिक रोजगारीको क्रममा यहाँले आर्जन गर्नुभएको सिप र अनुभवका आधारमा व्यवसाय सञ्चालन गर्न कस्तो सहयोगको अपेक्षा गर्नुहुन्छ ?

(क) थप व्यवसायिक तालिम

(ख) उद्यमशीलता सम्बन्धी तालिम

(ग) व्यवसायिक परामर्श तथा वित्तिय साक्षरता

(घ) वित्तिय सहायता तथा बजार समन्वय

(ङ) वा अन्य

२३. यहाँ सँगै बैदेशिक रोजगारीबाट फिर्ता आएका साथीहरु स्वदेशमै व्यवसाय गर्ने सन्दर्भमा कत्तिको उत्साहित भएको पाउनुहुन्छ ?

(क) ज्यादै उत्साहित भएको पाएको छु ।

(ख) सामान्य रूपमा उत्साहित नै देखिएको पाएको छु ।

(ग) खासै उत्साहित छैनन् ।

(घ) पुन बैदेशिक रोजगारीमा नै फर्कने विचारमा देखिन्छन ।

(ङ) वा अन्य

२४. यदि उनीहरु उत्साहित भएको पाउनुहुन्न भने उत्साहित नहुनुका पछाडी कारण के होला ?

(बहुउत्तर दिन मिल्ने)

(क) माग सान्दर्भिक व्यवसायिक तालिमको अवसरमा कमी

(ख) हाल सञ्चालित व्यवसायिक तालिमहरुबाट रोजगारी उपलब्ध हुनेमा आशावादी नहुनु

(ग) रोजगारीका अवसरहरुमा कमी

(घ) व्यवसायका लागि लगानी गर्ने वातावरणको अभाव

(ङ) बजार समन्वय तथा वित्तिय सहायता प्राप्त नहुनु

(च) लगानीका लागि पुँजीको अभाव

(छ) व्यवहार कुशल सिप तथा व्यवसायिक अवधारणामा कमी

(ज) वा अन्य

२५. उनीहरूलाई स्वव्यवसायमा उत्साहित बनाउन के कस्तो निती तथा कार्यक्रमको आवश्यकता छ ?

(बहुउत्तर दिन मिल्ने)

(झ) माग सान्दर्भिक व्यवसायिक तालिम ।

(ञ) उद्यमशीलता अभिवृद्धि तालिम ।

(ट) बजार समन्वय तथा वित्तिय सहायता ।

(ठ) व्यवहार कुशल सिप तथा व्यवसायिक परामर्श ।

(ड) बैदेशिक रोजगारीको अनुभवका आधारमा सीप परीक्षण ।

(ढ) विना धितो ऋण प्राप्तिमा सहजता ।

(ण) व्यवसाय सञ्चालनका लागि प्रशासनिक सहजता ।

(त) वा अन्य केही भए खुलाउने

२६. यहाँको विचारमा वैदेशिक रोजगारीबाट फर्केका युवाहरूको हकमा सान्दर्भिक व्यावसायिक तालिमका क्षेत्र तथा पेशाहरू के के हुन सक्लान ?

कृषि क्षेत्र	१. २. ३.
निर्माण क्षेत्र	४. ५. ६.
सेवा क्षेत्र	७. ८. ९.

प्रशोधन	तथा	१०.
उद्योग क्षेत्र		११.
		१२.

२७. बैदेशिक रोजगारीमा संलग्न रहेका एवम् संलग्न हुन चाहाने युवाहरूलाई स्वदेशमै उत्पादनशील रोजगारीको क्षेत्रमा समावेश गराउने सन्दर्भमा हाल सञ्चालित व्यवसायिक तालिमको प्रारूपमा कस्तो परिवर्तनको सुझाव दिनुहुन्छ ?

१. बैदेशिक रोजगारीबाट फिर्ता आएका युवा लक्षित व्यवसायिक तालिम
२. उनीहरूका लागि निशुल्क कोटामा प्राविधिक शिक्षा तथा तालिम ।
३. सुविधाजनक स्थानमा शिक्षालय स्थापना ।
४. अध्ययन पश्चात रोजगारीको अवसर ।
५. अध्ययनका लागि निर्व्याजी वा सहूलियत व्याजमा ऋण सुविधा ।
६. छात्रावासको व्यवस्था ।
७. अन्य

२८. हाल प्राविधिक शिक्षा तथा व्यवसायिक तालिम परिषदबाट सञ्चालित व्यवसायिक तालिमको प्रारूप तथा पाठ्यक्रमको प्रभावकारीताका थप केही सुझाव दिनु चाहानु हुन्छ कि ? (स्वच्छिक मात्र)

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यहाँको समय, जानकारी तथा सुझावका लागि हार्दिक आभार प्रकट गर्दछौ ।

Annexure Three: Questionnaire for Conflict Victims

प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद्
सूचना तथा अनुसन्धान महाशाखा
सानोठिमी, भक्तपुर

सीप विकास तालिमको आवश्यकता पहिचान अध्ययन
द्वन्द्व पिडित परिवारका लागि प्रश्नावली
(Questionnaires for Conflict Victims)

आदा रणीय द्वन्द्व पिडित समुदायका प्रतिनिधिज्यूहरु

प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषदले लामो समय देखि युवाहरुका लागि श्रमबजारको माग सान्दर्भिक प्राविधिक तथा व्यावसायिक शिक्षा एवम् तालिम कार्यक्रम सञ्चालन तथा समन्वय गर्दै आइरहेकोमा व्यावसायिक तालिमका माध्यमबाट द्वन्द्व पिडित समुदायमा आय आर्जन तथा रोजगारीका अवसरमा वृद्धि ल्याउने उद्देश्यका साथ परिषदले विभिन्न कार्यक्रम सञ्चालन गर्ने लक्ष्य लिएको छ। द्वन्द्व पिडित समुदाय लक्षित व्यावसायिक तालिम सञ्चालन गर्ने सन्दर्भमा आवश्यकता पहिचानका लागि तयार पारिएको यो प्रश्नावली अनुसार यहाँहरुको ज्ञान, सिप र प्रविधिको आवश्यकता सम्बन्धी विवरण तथा तालिम कार्यक्रम सञ्चालनका सन्दर्भमा आवश्यक सुझाव उपलब्ध गराइ सहयोग गरिदिनुहुन हार्दिक अनुरोध गर्दछौं। साथै यस प्रश्नावलीमा व्यक्त गर्नुभएको यहाँहरुको विचार तथा विवरण सधैंका लागि गोप्य राखिने र विशुद्ध अध्ययन प्रयोजनका सामुहिक विश्लेषणमा मात्र प्रयोग गरिने विषयमा प्रतिवद्धता समेत व्यक्त गर्दछौं।

- परिषद कार्यालय

(ख) उत्तरदाताको व्यक्तिगत विवरण (प्रश्न नं. १, २ र ६ स्वच्छिक हुन)

१. घरमुलीको नाम:

२. उत्तरदाताको नाम:

३. ठेगाना (हाल बसोवास गर्ने): प्रदेश; जिल्ला; गा.पा./न.पा.

४. शैक्षिक योग्यता:

(क) निरक्षर (ख) साक्षर मात्र (ख) आधारभूत तह (आठ कक्षा) (ग) माध्यामिक तह (दश कक्षा)

(घ) माध्यामिक तह (बाह्र कक्षा) (ङ) स्नातक तह (च) स्नातकोत्तर वा सो भन्दा

५. उमेर: लिङ्ग: महिला/ पुरुष/ अन्य

६. बैवाहिक स्थिति: विवाहित/अविवाहित

७. जाती:

पहाडी बाहण/ क्षेत्री	१	मधेसी बाहण/ क्षेत्री	२	पहाडी जनजाती	३
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मधेसी जनजाती	४	पहाडी दलीत	५	मधेसी दलीत	६
अन्य मधेसी समुह	७	मुस्लिम	८	लोपोन्मुख जनजाती	९
अन्य.....			१०		

८. परिवार संख्या

.....

९. पारिवारिक पेशा

- | | | |
|------------------------|-------------------------|----------------------|
| (क) निर्वाहमुखी कृषि | (ख) व्यवसायिक कृषि | (ग) उद्योग/व्यापार |
| (घ) ज्यालादारी/ मजदुरी | (ङ) सरकारी नोकरी | (च) गैर सरकारी नोकरी |
| (छ) सेना/प्रहरी | (ज) निजी कम्पनीमा नोकरी | (झ) वा अन्य |

(ख) पारिवारिक तथा तालिम सम्बन्धी जानकारी

१०. यहाँहरूको विचारमा आफुलाइ कस्तो प्रकारको द्वन्द पिडित परिवार ठान्नुहुन्छ ?

- | | |
|----------------------------|--|
| (क) द्वन्दबाट वस्तापित | (ख) चन्दा पिडित तथा आर्थिक चपेटामा परेको |
| (ग) शहिद तथा वेपत्ता | (घ) राज्य विद्रोहको आरोपमा थुनामा परेको |
| (ङ) विद्रोही सेनामा संलग्न | (च) घाइते परिवार |
| (छ) वा अन्य | |

११. यहाँहरूले हाल सम्म राज्यबाट द्वन्द पिडितका नाममा कस्तो प्रकारको राहत वा आर्थिक सहायता प्राप्त गर्नु भएको छ ?

- | | |
|-----------------------------------|------------------------------------|
| (क) नगद सहायता | (ख) जिन्सी सहायता |
| (ग) निशुल्क तालिम तथा छात्रवृत्ति | (घ) निशुल्क शिक्षा तथा छात्रवृत्ति |
| (ङ) रोजगारीको अवसर | (च) वा अन्य केही भए |

१२. हाल सम्म यहाँका परिवारका कुनै सदस्यहरूले प्राविधिक शिक्षा तथा व्यवसायिक तालिम लिनु भएको छ ?

- | | |
|----------------|-------------------|
| (क) लिएका छन । | (ख) लिएका छैनन् । |
|----------------|-------------------|

यदि लिएको भए तालिम सम्बन्धी विवरण दिनु होला ?

तालीम कार्यक्रमको नाम :

तालिम अवधि: बर्ष..... महिना

तालिमको तह: सीप तह १/२/३/४/प्रि-डिप्लोमा (प्राविधिक एसएलसी)/ डिप्लोमा वा अन्य

उहाँको तालिम पश्चात रोजगारीको अवस्था के हो ?

(क) सम्बन्धित क्षेत्रमा रोजगारी

(ख) सम्बन्धित क्षेत्रमा स्वरोजगारी

(ग) असम्बन्धित क्षेत्रमा रोजगारी

(घ) पूर्ण बरोजगारी

१३. कृपया यहाँहरूका पन्ध्र वर्ष भन्दा माथिका परिवार सदस्यको नामावली तथा उनीहरूको सन्दर्भमा तालिका बमोजिमको विवरण दिनुहोला ?

क्र. स.	परिवार सदस्यको नाम	शैक्षिक योग्यता #	तालिमको आवश्यकता	आवश्यकता भएको		
				क्षेत्र *	पेशा	तह§
१			भएको/ नभएको			
२			भएको/ नभएको			
३			भएको/ नभएको			
४			भएको/ नभएको			
५			भएको/ नभएको			
६			भएको/ नभएको			

१. निरक्षर २. साक्षर मात्र ३. प्राथमिक तह ४. माध्यमिक तह (दश कक्षा) ५. माध्यमिक तह ६. बाह्य कक्षा ७. स्नातक तह ८. स्नातकोत्तर तह

* १. कृषि बन तथा मत्स्यपालन २. निर्माण ३. सेवा ४. प्रशोधन उद्योग ५. अन्य भए खुलाउने

§ १. छोटो अवधिका व्यवसायिक तालिम २. प्रि डिप्लोमा ३. डिप्लोमा ४. स्नातक वा सो भन्दा माथि

१४. हाल सम्म यस क्षेत्रमा कुनै सरकारी वा गैर सरकारी संस्थाहरूबाट व्यावसायिक तालिम कार्यक्रमहरू सञ्चालन भएका छन ।

(क) छन ।

(ख) छैनन् ।

यदि भएको भए, उक्त तालिम कार्यक्रमबाट यहाँको परिवारका कुनै सदस्य लाभान्वित हुनु भएको छ ?

(क) छ ।

(ख) छैन ।

यदि लाभान्वित हुनु भएको भए तपसिलको विवरण दिनुहोला ?

तालिमको नाम :

तालिम अवधि : बर्ष..... महिना

तालिमको प्रकार: सीप तह १/२/३/४/

१५. सरकारी वा गैर सरकारी संस्थाबाट सञ्चालित तालिम कार्यक्रम पश्चात तालिम प्राप्त गरेकाहरू रोजगारी वा स्वरोजगारीका लागि कतिको उत्साहित भएको पाउनु भएको छ ?

(क) उत्साहित भएको पाएका छौं ।

(ख) उत्साहित भएको पाएका छैनौं ।

यदि उनीहरू उत्साहित भएको पाउनुहुन्न भने उत्साहित नहुनुका पछाडी कारण के होला ?
(बहुउत्तर दिन मिल्ने)

(क) माग सान्दर्भिक व्यवसायिक तालिमको अवसरमा कमी ।

(ख) हाल सञ्चालित व्यवसायिक तालिमहरूबाट रोजगारी उपलब्ध हुनेमा आशावादी नहुनु ।

(ग) रोजगारीका अवसरहरूमा कमी ।

(घ) व्यवसायका लागि लगानी गर्ने वातावरणको अभाव ।

(ङ) बजार समन्वय तथा वित्तिय सहायता प्राप्त नहुनु ।

(च) लगानीका लागि पुँजीको अभाव ।

(छ) व्यवहार कुशल सीप तथा व्यवसायिक अवधारणामा कमी ।

(ज) वा अन्य

१६. उनीहरूलाई रोजगार वा स्वव्यवसाय सञ्चालनमा उत्साहित बनाउन के कस्तो निती तथा कार्यक्रमको आवश्यकता छ ? (बहुउत्तर दिन मिल्ने)

१. माग सान्दर्भिक व्यवसायिक तालिम ।
२. उद्यमशीलता अभिवृद्धि तालिम ।
३. बजार समन्वय तथा वित्तीय सहायता ।
४. व्यवहार कुशल सीप तथा व्यवसायिक परामर्श ।
५. विना धितो ऋण प्राप्तिमा सहजता ।
६. वा अन्य केही भए खुलाउने

१७. यहाँको विचारमा यस क्षेत्रका द्वन्द पिडित युवाहरुका हकमा सान्दर्भिक हुने व्यावसायिक तालिमका क्षेत्र तथा पेशाहरु के के हुन सक्लान ?

कृषि क्षेत्र	१३.
	१४.
निर्माण क्षेत्र	१५.
	१६.
सेवा क्षेत्र	१७.
	१८.
प्रशोधन तथा उद्योग क्षेत्र	१९.
	२०.
अन्य	२१.

१८. यहाँको परिवारका कुनै सदस्यहरुले अनौपचारिक वा परम्परागत रुपबाट कुनै सीप हाँसिल गर्नुभएको छ ?

(क) छ । ख छैन ।

यदि छ भने तपसिलको विवरण दिनुहोला ।

सीपको नाम:

सीपबाट उत्पादनहुने बस्तु तथा सेवा :.....

वस्तु तथा सेवाको उपभोग : (क) स्व-उपभोग (ख) विक्रि वितरण

कच्चा पदार्थ उपलब्ध हुने स्थान:

(क) घरेलु उत्पादन (ख) स्थानीय वन पैदावार (ग) स्थानीय बजारबाट खरिद

(घ) मुख्य शहर वा राजधानीबाट खरिद (ङ) विदेशबाट आयात गर्नुपर्ने ।

आधुनिक प्रविधि प्रयोगको सम्भावना: (क) उच्च (ख) मध्यम (ग) निम्न

१९. द्वन्द पिडित समुदाय तथा युवाहरुलाई उत्पादनशील रोजगारीको क्षेत्रमा समावेश गराउदै उनीहरुलाई आय आर्जनका अवसर प्रदान गर्न हाल सञ्चालित व्यवसायिक तालिमको प्रारूपमा कस्तो परिवर्तनको सुझाव दिनुहुन्छ ? (बहुउत्तर दिन सकिने)

- (क) हाल उपलब्ध निशुल्क कोटामा बृद्धि ।
- (ख) निशुल्क तालिमका अलावा निर्वाहभत्ताको उपलब्धता ।
- (ग) सुविधाजनक स्थानमा शिक्षालय स्थापना ।
- (घ) अध्ययन पश्चात रोजगारीको अवसर ।
- (ङ) अध्ययनका लागि निर्व्याजी वा सहूलियत ऋण सुविधा ।
- (च) छात्रावासको व्यवस्था ।
- (छ) अन्य

२०. हाल प्राविधिक शिक्षा तथा व्यवसायिक तालिम परिषदबाट सञ्चालित व्यवसायिक तालिमको प्रारूप तथा पाठ्यक्रमको प्रभावकारीताका लागि थप केही सुझाव दिनु चाहानु हुन्छ कि ? (स्वच्छिक मात्र)

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यहाँको समय, जानकारी तथा सुझावका लागि हार्दिक आभार प्रकट गर्दछौ ।

Annexure Four: List of Participants of FGD and KII

SN	Name	Address	Phone
Returnee Migrants			
1	Bhagawati Khatiwada	Gopikrishna Tol	9851151388
2	Maya Shrestha	Chabahil	9841535104
3	Anuradha Pathak	Baneshowr	9857087766
4	Laxmi Rawat	Chabahil	01-4468784
5	Samundra Tamang	Sankhu	9860475394
6	Uttam Adhikari	Chabahil	9851241622
7	Netra Narayan Thanet	Nawalpur	9864452062
8	Damodar Nepal	Gausala, Kathmandu	9801180692
9	Laxmi Giri	Thapagaun	9808633335
10	Sapana Thapa	Israel	9840553252
11	Gyan Moktan	Bauddha	9843019548
12	Janak Markash Magar	Kawasoti, Nawalpur	
13	Khim Bahadur Ale	Kawasoti, Nawalpur	
14	Deependra Raj Thanet	Kawasoti, Nawalpur	
15	Dhruba Khanal	Kawasoti, Nawalpur	
Conflict Victim			
1	Dallu Chaudhary	Ghorahi, Dang	
2	Ashmani Chaudhary	Ghorahi, Dang	
3	Bhim Bahadur Chaudhary	Ghorahi, Dang	
4	Arjun BK	Ghorahi, Dang	
5	Ranjit Budha Magar	Bhangaha, Mahottari	
6	Tara Kumari Bhandari	Bhangaha, Mahottari	
7	Jamuna Devi Raya	Bhangaha, Mahottari	

Annex Five: Definitions of Terminologies

(While classifying the level of skills of respective returnees the following conceptual definition was adopted)

Low-skilled jobs: Those natures of jobs that can be performed without having prior experience or knowledge about the jobs and the offered remuneration is also relatively lower.

Semi-Skilled jobs: Those types of jobs that require some level of prior experience or knowledge but individuals are not capable enough to perform without the supervision or guidance of seniors. Moreover, the offered remuneration for such jobs is relatively higher than average unskilled job holders.

Skilled Jobs: Those types of Jobs that need sufficient level of prior experience or knowledge and individuals are capable enough to independently perform without the guidance of seniors. Moreover, the offered remuneration is also relatively higher than the average semi-skilled job holders.

Highly Skilled Jobs: Those categories of skilled-based jobs which require higher level of competency of skills and sufficient knowledge to perform.

Professional Jobs: Those categories of knowledge-based jobs which require higher level of academic degree and prior knowledge to perform and the offered remuneration is also lucrative.

Annexure Six: Photographs of Field Activities



Interaction with Returnee Migrants: Kawaswoti, Nawalpur



Boutique Shop of Female Returnee Migrant: Chabahil



Returnee Migrants' Company: Kawaswoti, Nawalpur



Interaction with Returnee Migrants: Chabahil, Kathmandu



Members of Conflict Victims Family: Dang



FGD with Conflict Victim: Dang



Study Team among the Returnee Migrants: Nawalpur



FGD with Returnee Migrant: Dang