



NEPAL EMPLOYMENT AND SKILL TRAINING PLAN

UPPER TRISHULI (UT-1) HYDROPOWER PROJECT (216 MW) RASUWA DISTRICT, NEPAL



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Abbreviations and Acronyms

ADB	Asian Development Bank
CBO	Community Based Organization
CDO	Chief District Officer
CTEVT	Council for Technical Education and Vocational Training
DoED	Department of Electricity Development
DoFE	Department of Foreign Employment
EIA	Environmental Impact Assessment
ESIA	Environmental and Social Impact Assessment
ESTP	Employment and Skill Training Plan
GDP	Gross Domestic Product
GoN	Government of Nepal
HH	Household
IDP	Internally Displaced People
IFC	International Finance Corporation
LALRP	Land acquisition & Livelihood Restoration plan
LBSP	Local Benefit Sharing Plan
HEP	Hydro Electric Project
MOST	Market-Oriented Skill Training
MoU	Memorandum of Understanding
NEA	Nepal Electricity Authority
NTFP	Non-Timber Forest Products
NWEDC	Nepal Water & Energy Development Company
I/NGO	International/National Non-Governmental Organization
NSTB	Nepal Skills Testing Board
NPR.	Nepali Rupees
PAF	Project Affected Family
PDA	Project Development Agreement
PPA	Power Purchase Agreement
SPS	Safeguard Policy Statement
RAP	Resettlement Action Plan
RMA	Rapid Market Appraisal
R&R	Resettlement and Rehabilitation
SDC	Swiss Agency for Development and Cooperation
TITI	Training Institute for Technical Instruction
TSP	Training Service Provider
TVET	Technical and Vocational Education and Training
UT-1	Upper Trishuli-1
VDC	Village Development Committee
WB	World Bank

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EXECUTIVE SUMMARY

The Upper Trishuli (UT-1) Hydropower Project is a 216-MW green field run-off-river hydropower facility to be located in the upper part of the Trishuli watershed in Rasuwa District of Central Nepal, 80 km north-east of Kathmandu. As part of the Project Development Agreement (PDA) signed between the Government of Nepal and Nepal Water and Energy Development Company (NWEDC), Thus, it is required to prepare the Disaster Management Plan to maximize positive impacts, manage and mitigate the negative outcomes of the project to the extent possible.

The main objective of this plan is met from the following specific objectives:

- To create opportunities for employment, training and skills enhancement in project related activities, or vocational and other trainings;
- To assess human resource requirement for the project during construction stage and potential employers of periphery districts;
- To provide both skilled and unskilled training opportunities to affected persons;
- To provide opportunities for local residents to access employment opportunities created during and after the construction of the project; and
- To comply with the Laws of Nepal, including Labour Act, 2048 BS and Labour Regulation, 2050 BS.

Upper Trishuli-1 hydropower project is proposed to be developed as a 216 MW green field run-of-the-river project located in the upper part of Trishuli watershed in Haku VDC, Rasuwa District of Central Development Region of Nepal. The project requires skilled human resources in various trades such as blacksmith, bender, blaster, carpenter, driller, driver (dumper/transit mixer), electrician (auto base), electrician, fitter, foreman, grinder, mason, mechanic, machine operator, painter, plumber, plate bender, rigger, supervisor, surveyor, technician, welder, etc. in both technical and engineering disciplines. Apart from this, there are more opportunities in agriculture, livestock, poultry farming, driving, cook, security guard, etc.

The plan preparation methodology was based on literature review, settlement survey of 369 project affected families, rapid market appraisal, field observation, informal discussion/meeting with district level government and non-government officials and Training Service Providers (TSPs). The study team adopted a participatory approach with maximum involvement of different stakeholders of the project at the local and the district levels to generate relevant information. Settlement survey was conducted to know social and household structure of the project affected households in all the project areas, namely, villages of Haku Besi, Thulo Haku, Sano Haku, Gogone, Tiru, Mailung and Battar.

Four enumerators (including one social mobiliser) were mobilized from November 7—16, 2017, in administering questionnaires in all the project villages and earthquake impacted internally displaced households who are currently residing in various temporary camps. A total of 6 Rapid Market Appraisals (RMA) were undertaken in potential adjoining urban areas such as Battar, Dhunche and Betrawati. From the interview and discussion with potential employers and employee, the plan has proposed skill training for 369 potential trainees in 14 various technical trades. The training service provider shall conduct CTEVT-endorsed Level 1 training course to be imparted for a period of 390 hours spanning for 90 days (three months) for all training course (except computer training which spans for two months) with an average 5 hour daily theoretical

and practical classes (20% theory and 80% practical course). It is expected that the training service providers will strictly follow the requirement of training, its content, delivery method, selection of training participants and recruitment of trainers as per the prescribed guideline of CTEVT.

The training service providers will deliver training in close coordination with NWEDC to ensure its quality service. After the completion of skill training, all participants will need to attend the skill tests conducted by the National Skill Testing Board (NSTB). The skill test for Level 1 trainees requires trainees to fulfill basic requirements of skill test as stated above. There is high opportunity to be employed during the construction of UT-1 HEP as well as trained human resources will have the opportunity to work in other private organizations at local and national levels.

During the survey, the project affected communities have requested different trainings. The plan has identified all potential trainees such as tailoring, beautician, heavy vehicle driving, carpentry, building electrician, mason, welding, plumbing, basic computer, cooking, light vehicle driving, gabion weaving, security guard and motor cycle repair. All the surveyed participants are within 16-50 age group bracket with 55.3 percent male and 44.7 percent interested female candidates.

The Plan proposes to conduct skill-based training to 369 PAF and members of the vulnerable households. In order to implement training, the plan suggests NWEDC to allocate a sum of NPR 18,124,455 (*One crore eighty one lakh twenty four thousand four hundred fifty five rupees only*) to implement training for 369 PAF members for 14 different technical trades for a five-year timeframe. The individual training cost is as per the CTEVT financial norms and the overall budget may slightly escalate at the time of implementation because of the variation in training cost at the time of plan implementation.

The effectiveness for trainings shall be evaluated through result-based monitoring framework for the better success of the skill training programme. Finally, it is expected that the implementation of skill enhancement training in UT-1 HEP will help in improving the socio-economic condition of the project affected families and contribute to the timely completion of the project through improved knowledge and skills.

Chapter 1: Introduction to Nepal Employment and Skill Training Plan

1.1 Background

Upper Trishuli-1 hydropower project is proposed to be developed as a 216 Mega (MW) green field run-of-the-river project located in the upper part of Trishuli watershed in Haku VDC, Rasuwa District of Central Development Region of Nepal. IFC Infra-Ventures signed a Joint Development Agreement (JDA) with Korea South-East Power Co. Ltd, Daelim Industrial Co., Ltd, Kyeryong Construction Industrial Co. Ltd. and Jade Power Private Limited in March 2012 to develop the project. The Project Development Agreement (PDA) with the Government of Nepal was signed on December 29, 2016. Once commissioned, the project will account for sizeable portion of Nepal's current installed capacity and will sell power under a long-term Power Purchase Agreement (PPA) with Nepal Electricity Authority (NEA).

Dhunche and Ramche VDCs are located at the left bank of Trishuli river while Haku VDC is situated at the right bank of the river. The intake site is located near the confluence of Bhotekoshi river at Dhunche and Haku VDC on the right bank of Trishuli River, about 70km directly north of Kathmandu. The project consists of a 77 metre-wide diversion dam in a narrow gorge located 275 metres downstream of the confluence of the Trishuli with the Bhotekosi River. The direction of the valley is mostly south-west. The dam site can be viewed on Google Earth at 28-07-36.61N and 85-17-52.42E. Apart from the dam and spillway, all structures are located underground on the right bank of the river. The Pasang-Lhamu highway passes on the left bank of the river, and is the primary access route for the development.

The Nepal Employment and Skills Training Plan is based on the objective of the Government of Nepal that hydro development shall act as a stimulus to bring long term sustainable benefits to Nepal and its people, and that one of the key benefits is improved skill development and employment of the project affected people.

The PDA forms the basis for implementation of Nepal Employment and Skill Training Plan by NWEDC, in accordance with the guidance note provided in Schedule 12 of the PDA. Accordingly, NWEDC has agreed to develop the Nepal Employment and Skill Training Plan. This Plan has been prepared for the project affected family members and internally displaced people who now primarily reside in Dhunche (post-earthquake settlements moved from Haku Besi, Thanku, Tiru, Phulbari and Gogone villages) and in Khalte, Naubise, Bogatitar and Satbise villages of Ramche VDC and Battar (post-earthquake settlements moved from Mailung).

1.2 Objectives of the Plan

The Project Development Agreement (PDA) signed between the Government of Nepal and NWEDC states that NWEDC shall give due consideration to the interests of the local people in the project area during the course of its implementation, and ensure that appropriate skill development training programmes are designed to assist eligible Nepali citizens in meeting PDA's compliance. Hence, in spirit of the PDA, the objectives of the Nepal Employment and Skill Training Plan are:

- To create opportunities for employment, training and skills enhancement in project related activities, or vocational and other trainings;

- To assess human resource requirement for the project during construction stage and potential employers of periphery districts;
- To provide both skilled and unskilled training opportunities to affected persons;
- To provide opportunities for local residents to access employment opportunities created during and after the construction of the project; and
- To comply with the Laws of Nepal, including Labour Act, 2048 BS and Labour Regulation, 2050 BS.

1.3 Rationale of the Plan

Unlike other areas, hydropower plants require high performance work processes and enhanced skills. Because skill standards reflect changing workplace realities, they are a tool that can be used to access greater opportunities. UT-1 HEP requires skilled human resources during its construction phase and, most importantly, for its operations and maintenance. Considering the importance of skill, the main objective of this plan is to provide technical skills to the project affected people to uplift their socio-economic status.

The project requires more skilled human resources in technical trades such as bender, blaster, carpenter, mason, driller, driver (dumper/transit mixer), electrician, fitter, foreman, grinder, mechanic, machine operators, painter, plumber, plate bender, rigger, supervisor, welder, etc. in both technical and engineering disciplines. Besides, with the growing number of upcoming HEPs in Trishuli river, there is a high potentiality of expansion of market in Rasuwa district along with other neighbouring urban areas of Nuwakot district. In view of this, the Nepal Employment and Skill Training Plan can significantly contribute to address the demand of skilled human resources by providing skill-based training.

Hence, skilled human resource is important for effective and timely completion of UT-1 HEP as well as socio-economic transformation of the local communities. A large number of youth in rural areas try to get skills for employment outside the agricultural sector. Local service markets (e.g., electrical, plumbing, mechanical, tailoring, electronics and for upgraded occupational skills) are gradually developing or are modernizing and offer employment or self-employment opportunities in rural and semi-urban areas. Employment of local people is directly linked with rural income which may also contribute in rural development. So, effective implementation of this plan not only develops the skill human resources but also directly and indirectly contributes in social and infrastructure development.

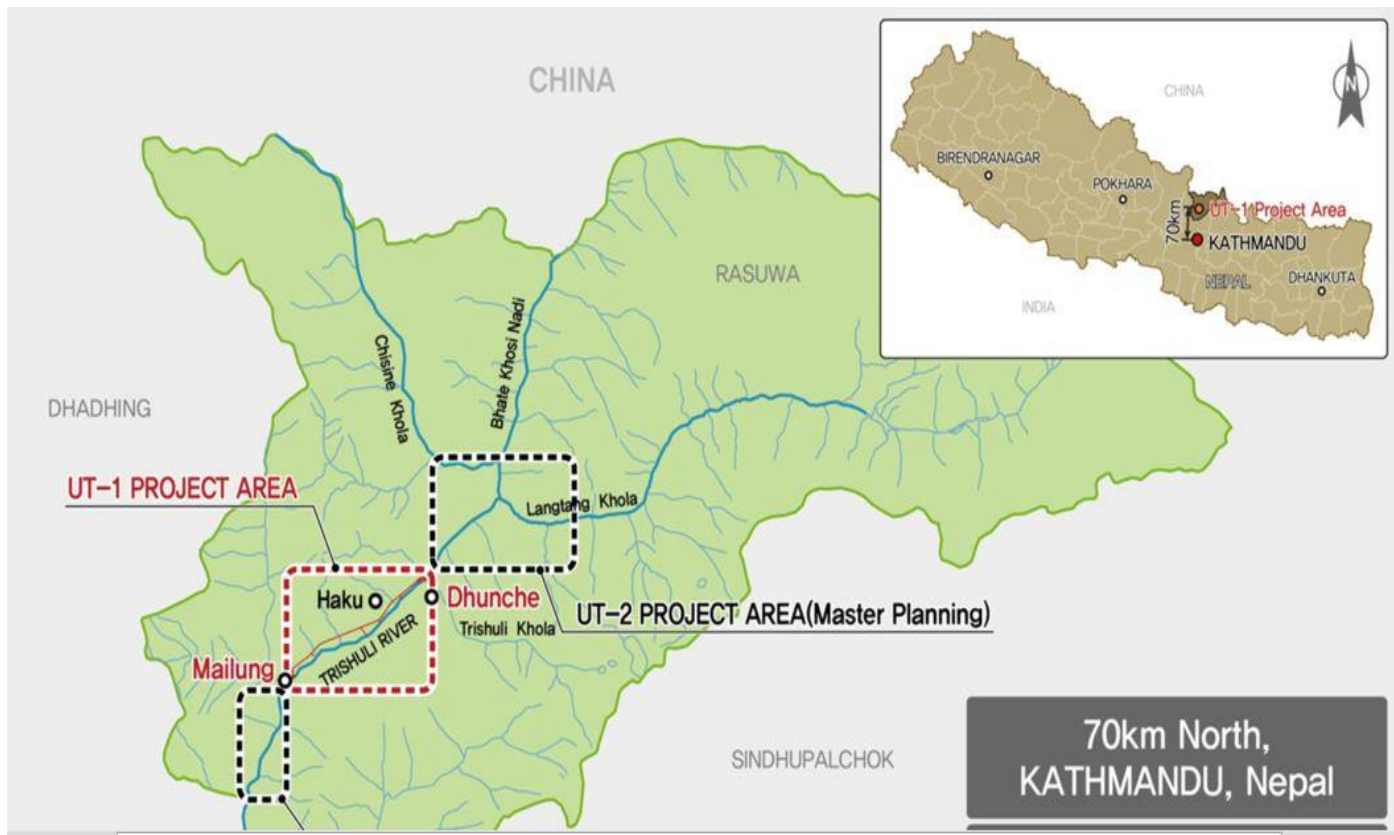
1.4 Scope of the Plan

In keeping the quality and standard of skill training at its paramount, the Nepal Employment and Skill Training Plan clearly mentions the current status of employment opportunity for skilled human resources by exploring potential areas for employment. The plan provides a framework to determine how employment can be generated through skill-based training and how training materials can be identified, developed and delivered. This plan serves as a guiding document that provides a basis to produce skilled human resources for UT-1 HEP. All trainees are required to complete 390 hours (with an exception of computer training which is targeted for two months) occupational training course with practical skills and underlying knowledge in a related occupation/ trade before appearing the skill test. The plan recommends all trainees to attend the examination process of National Skill Testing Board (NSTB) to certify their skill. NSTB, an independent body under the (Council for Technical Education and Vocational Training (CTEVT)

provides opportunity for testing and certification of skills acquired formally or informally. The participants of skill test should meet pre-requirement of skill test as described under Section 5.10 of chapter five of this plan. These certificates are valuable in so far as they provide an identity to the bearers and also facilitate their vertical as well as horizontal mobility in the TVET system. NSTB has developed national Occupational Skill Standards/Profiles in 237 occupations.

UT-1 HEP PDA's Schedule 16 Nepal Employment and Skill Training Plan Guidance Note and Rehabilitation and Resettlement Plan are the overall framework documents for the preparation of the plan. This plan has been situated in the context of the existing socio-economic condition, earthquake-induced impacts and the current livelihood practices in the project area. Moreover, there is a high scope of absorbing skilled human resources by UT-1 HEP during the construction phase of the project. The EIA report has identified that the project can generate employment to 1200 people (1100 people) during construction and (100 people) during operation phase. In addition, this plan has also identified the potential of job opportunities in adjoining Nuwakot district as well as in the national market on the basis of the market demand. Again, there is high opportunity to get employment opportunities as well in other countries for the trained human resources. It has explored the highly-demanded skill training considering its certification by CTEVT. The main scope of this plan is to improve livelihood opportunities of the project affected VDCs. While NWEDC will implement the plan, it will constantly monitor its implementation.

Map 1: Location map of Upper Trishuli-1 HEP



Chapter 2: Methodology of Nepal Employment and Skill Training Plan

2.1 Study methodology

The methodology to collect data on socio-economic and cultural aspects for the Nepal Employment and Skill Training Plan has included but not limited to literature review, settlement survey of 369 project affected and vulnerable families, rapid market appraisal, field observation, informal discussion/meeting with district level government and non-government officials and training service providers (TSPs). The study team adopted a participatory approach with maximum involvement of different stakeholders of the project at the local and the district levels to generate relevant information.

Relevant literature, including the Resettlement Action Plan (RAP) report, Environmental Impact Assessment (EIA) Report, Land Acquisition and Livelihood Restoration Plan (2017), IFC Performance Standards (2012) and ADB Safeguard Policy Statement (2009), National Population and Housing Census 2011 (Village Development Committee/Rural Municipality), District profile of Rasuwa district, collection and review of policies, acts and rules related to social impacts, status of unemployment, enterprise development and other relevant documents/reports related to the preparation of the plan was also reviewed extensively to collect required data/information for the plan before initiating the field survey. Again, this plan has been built on the information of the Livelihood Restoration Plan (LRP) prepared in 2015 and its subsequent updated version of Social Impact Management Framework (2017). As a part of the plan, a cent percent census survey of the identified PAFs with detailed stakeholder consultations (PAFs, local community, government agencies, NGOs, and training service providers, etc.) formed the core of the methodology.

2.2 Settlement survey

Settlement survey was conducted to know social and household structure of the project affected households in all the project areas, namely, villages of Haku Besi, Thulo Haku, Sano Haku, Gogone, Tiru, Mailung and Battar. Indicators such as socio-economic status, educational level, poverty level, level of public services in the project communities and social differentials within the communities, indigenous people, vulnerable and minority ethnic groups, classes, castes, religious groups, and the role of women for skillful employment were also assessed.

Questionnaire survey (Annex 5) was the major tool used in preparing the plan. Four enumerators (including one social mobiliser) were mobilized from November 7—16, 2017, in administering questionnaires in all three erstwhile VDCs. In-depth interviews and structured questionnaire surveys were executed by selecting respondents considering the sole factor of project affected households. Considerable attention was given to collect data from individuals from mix methods, *i.e.*, in a single interview two-way communication (discussion on skill and employment issues), direct question answers and exploring history of ethnicity and family whom the respondents belong were done subsequently to ensure that information provided from same person could be checked in itself.

Table 1: Change in administrative structure in project impacted villages

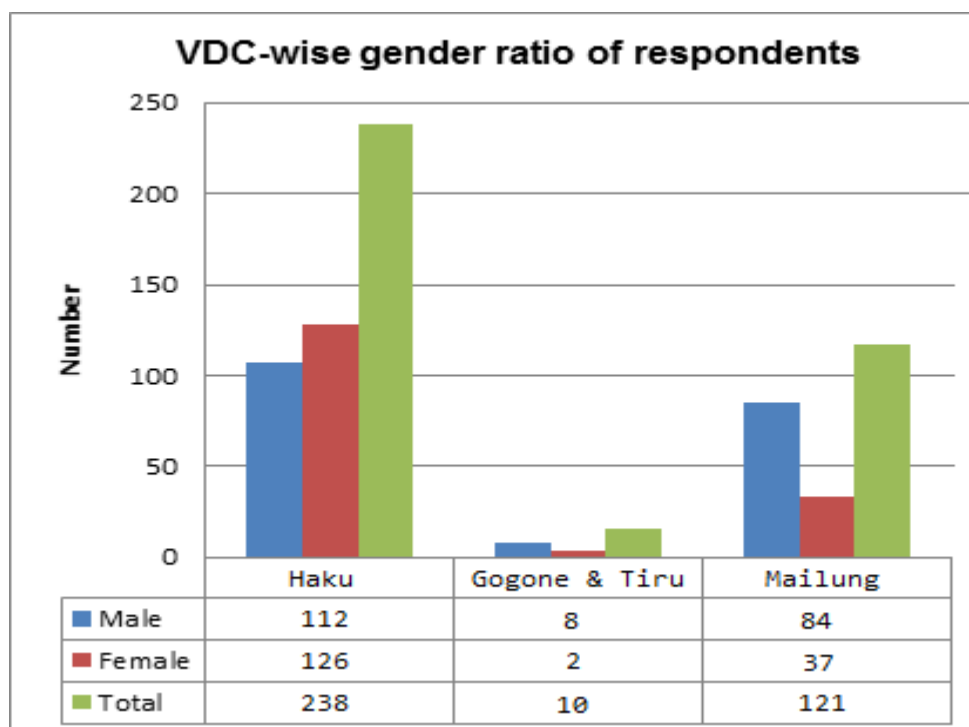
Impacted village	Old administrative structure	New administrative structure
Haku Besi	Haku—3	Parvati Kunda Gaonpalika—1 and 2
Gogone and Tiru	Haku—8 and 9	Uttargaya Gaonpalika—1

Mailung	Dandagaon—9	Uttargaya Gaonpalika—1
Thanku	Haku—5	Parbati Kunda Gaonpalika—1 and 2
Phulbari	Haku—3	Parbati Kunda Gaonpalika—1 and 2
Indirectly affected villages	Ramche	Kalika Gaonpalika—1
Indirectly affected villages	Dhunche	Gosainkunda Gaonpalika—6

Table 2: Total households by VDC and Ward Level

SN	VDC	Total HHs	HHs by ward								
			1	2	3	4	5	6	7	8	9
1	Haku	443	35	59	58	36	44	24	41	91	55
2	Dhunche	714	43	25	23	36	257	20	29	272	9
3	Ramche	489	12	44	78	71	55	49	32	82	66
Total		1646									

Source: National Population and Housing Census, 2011



The number of people who were included in survey are the only persons to be imparted skill training. During the field survey, all present PAF members were surveyed to assess their need in skill-based training. All the surveyed participants are within 16-45 age group bracket with 165 female and remaining 204 male respondents. Social/development differentials like gender, ethnicity, locality, class, etc. were also taken into consideration.

Table 3: Total number of surveyed households by VDC

SN	Name of VDCs	Total HHs	Total surveyed settlements
1.	Haku	443	238
2.	Dhunche	714	121
3.	Ramche	489	10
Total		1646	369

The selected PAF settlements have the representation ranging within 16-45 age group bracket only. Details of all surveyed PAF members can be found in Annex 8 with separate hard copy.

2.3 Rapid Market Appraisal

A total of six Rapid Market Appraisals (RMAs) were undertaken in potential adjoining urban areas such as Dhunche, Betrawati and Battar. Discussion with potential Training Service Providers (TSPs) significantly contributed in assessing the labour market and understanding the skills demanded by the market in the project area thus ensuring that the skills offered in a given training course are actually based on demand in the labour market. In fact, RMA has proved to be an evidence-based groundwork tool that can justify why a selected occupation should be chosen as a training subject, and whether there are markets for occupations that are service/product-based. The appraisal assessed the capacity and expertise of TSPs to conduct training according to demand, skills required for training and nature and targeted groups interested to be trained and linked to employment.

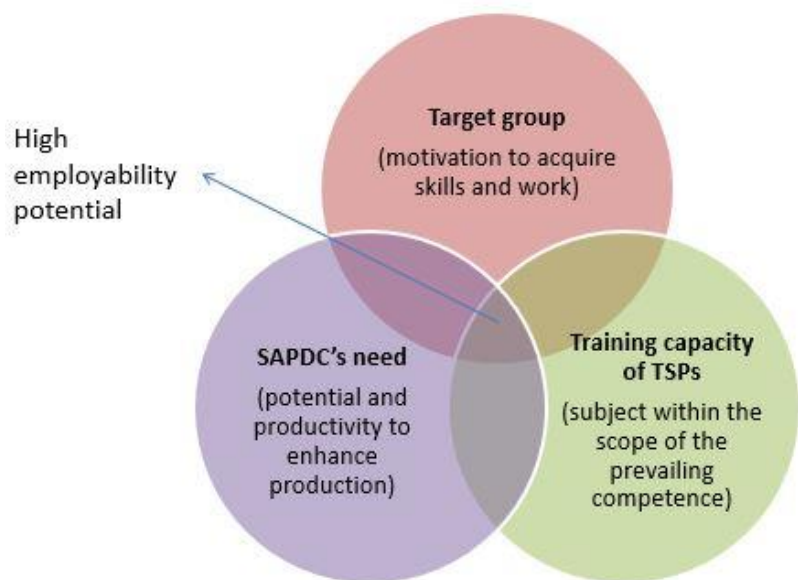


Figure 1: Enabling factors to enhance employability of graduates

RMA has considered the composition of target group that is expected to be employed after graduation. It has taken into account the trainees' age, gender as well as their ethnic traditions as cross-cutting features to determine whether a given trade is suitable for training provision or not. Table 3 below depicts the tools adopted during the plan preparation survey:

Table 4: Tools adopted during plan preparation survey

Study Scope	Outcome Indicator	Suggested areas of analysis	Methods	Tools
1. Conduct settlement level survey	369 questionnaires filled up from 3 PAF VDCs	<ul style="list-style-type: none"> - Household information - Caste, ethnicity and religion - Socio-economic status - Major occupation - Major sources of household income prior to current Job - Estimation of the demand for the skill-based Training - Estimation of the gap between demand and support - Understanding technical, vocational, current jobs, past experience, etc. 	Trained enumerators were mobilized to fill up questionnaires with sampled settlements in four VDCs	- Questionnaire
2. Rapid Market Appraisal (RMA)	6 RMAs done in Dhunche, Betrawati and Battar	<ul style="list-style-type: none"> - To assess the market trend for vocational and needs based training. 	- Market survey checklist was prepared and used to conduct the survey	Personal interview, Documentation

Chapter 3: Review of employment status and need of skilled human resources

3.1 Unemployment status in Nepal

Nepal's workforce suffers from unemployment, under-employment and unfair pay, which is to a considerable extent the result of insufficient Technical and Vocational Education and Training (TVET). Despite continuous expansion of TVET sector, majority of the population have no access to the system due to admission barriers, high opportunity costs, geographical distance and difficult learning conditions. On the other hand, an analysis of various industrial sectors has revealed that the industry struggles to equip their workers with appropriate skills and to bring their skills in line with job requirements. Most companies apply induction trainings for new workers but fail to reach the standards. Workers are not sent to further training as the TVET system has little to offer in the domain of life-long-learning. Among the industrial sectors analyzed, hospitality, construction, electrical, mechanical and automotive companies and their respective associations stressed the need for more and better on-the-job and off-the-job training.

According to the Population Monograph of Nepal, 64.1 percent of the working population in 2011 was engaged in agriculture, forestry and fishing, whereas in 1971 about 94 percent population was involved in agriculture. The dependency rate on agriculture sector is decreasing because the change in interest of youth. Youths are changing their occupation to areas like industry, commerce, construction, transport, finance and other self-employed sectors. As a result, there is an acute shortage of employment opportunities in Nepal. Industries are the main sources of employment after agriculture in developing countries like in Nepal which needs the skillful human resources for better quality and service of industries.

According to the Economic Survey (2013-14), employment growth rate is only 2.9 percent. In Nepal. Due to inadequate employment opportunities in public and private sectors, unemployed graduates are increasingly engaged in unproductive sector and are compelled to take on temporary, part-time, casual and insecure jobs with poor and hazardous working conditions. Therefore, massive youth migration is one cause of unemployment status in Nepal.

In addition, unemployment status is caused by the lack of proper skill amongst youth. There is a growing demand of skillful human resource in the Nepali market. Lack of skilled human resource has been conceived as a major responsible factor for slow process of industrialization (1.6 percent) and decreasing contribution of manufacturing sector to GDP, which has declined by 2.8 percent in the last decade (MoF, 2012). Anecdotes claim that a large number of industries in the *Terai* region have been employing Indian technicians because of the unavailability of particular type of skills in the Nepali landscape. This problem has been observed in all sectors of the economy. A study carried out by the Swiss Agency for Development and Cooperation (SDC) claims that there is an increasing need of properly trained people in sectors such as construction, tourism, mechanical, automobile, etc. (Pradhan et al., 2014). As per the Living Standard Survey 2011, 64.1 percent of the working age population is engaged in agriculture sector. Out of them, 2.8 percent are engaged in wage employment and 61.3 percent are engaged in self-employment (CBS, 2011). Those engaged in self-employment in agriculture sector are almost considered as informally employed and majority of them are unskilled workers. Growth and development of vocational education and participation of youth in vocational and technical education may contribute to the reduction of unemployment and poverty in the country.

3.2 Trend of youth migration

Migration is mainly caused by unemployment status in Nepal. There is an increasing trend of youth migration in search of job in international market because of various socio-cultural, economic, political and environmental factors. While the total number of workers going for foreign employment was only 3,605 in 1994, it reached 35,543 in 2000 (DoFE, 2014). Since 2000, the annual average growth of workers going overseas for employment was 22 percent. Primarily, the destination of Nepali migrants includes India, Saudi Arabia, Qatar and UAE, among others (World Bank, 2016a). However, data shows that Nepali migrants are working in more than 70 countries (World Bank, 2016b). The remittances to GDP ratio increased from 10.7 percent in 2001 to 13.8 percent in 2007 and further to 29.1 percent (\$6.6bn) in 2015, putting Nepal among the top five recipients in terms of size of the economy (Pant & Budha, 2016, p. 6). But there is a lack of skill amongst migrant workers. While a study based on market signaling study (KC and Pradhan 2010) also shows the 70 percent and the World Bank shows that 75 percent of such migrants are unskilled. It may directly cause in low income in international jobs.

Despite enormous inflow of remittance (29 percent of GDP in 2014), statistics have indicated a significant decline of the percentage of population below the threshold of USD 1.25/day (to 24 percent in 2012). However, a recent report by ADB¹ shows that a more realistic threshold of USD 1.51/day would bring absolute poverty again up to 40 percent of the population. The HDR 2014² also confirms that the gap has widened both between regions and between historically under-privileged ethnic communities and caste groups.

Of the 450,000 youths entering labour market each year, 80 percent have not finished high school and are unskilled. An overwhelming majority of the working youth is active in informal sector and in subsistence agriculture³. The mismatch between education, skills, employment opportunities and the work aspiration of young people leads to high labour out-migration (between 1,500 and 1,800 per day). The Government of Nepal (GoN) has recognized the importance of skills development to address unemployment and improve economic productivity.

In Nepal, the primary source of livelihood is agriculture. But production is barely sufficient to meet domestic consumption needs. Thirty-two percent of the population still live in poverty with per capita gross domestic product (GDP) at US\$ 260 (World Bank 2004). Food insecurity persists in many parts of the country; 45 of 75 districts are incapable of producing enough food to meet minimum requirements (CBS, 2003). Although agriculture is the mainstay of the rural economy, people employ different livelihood strategies in addition to agriculture to cope with the problem of food insecurity, including rearing livestock, collecting and trading of medicinal plants, occupational work, tourism, and, most importantly, labour migration.

Agricultural production in Rasuwa district is primarily subsistence, and is barely enough to meet needs for six months of the year. There is very little cultivable land, which is divided into small landholdings. Large families have led to further division of land, exerting pressure on the productive capacity. Moreover, the April 2015 earthquake caused massive losses to people's life, property, loss of livelihood, physical injuries, psychological trauma and damage to agricultural land. As a result, there is a considerable lack of farming technology and irrigation facilities. People still use traditional methods for farming, which is labour-intensive and cost-ineffective. Lack of technical know-how on farming, seeds, weather and altitude have collectively contributed to lower agricultural productivity.

¹ADB (2014). Key Indicators for Asia and the Pacific. <http://www.adb.org/publications/key-indicators-asia-and-pacific-2014>

²UNDP (2014). Nepal Human Development Report 2014. Kathmandu: May 2014

³Ministry of Finance (2013). Economic Survey of Fiscal Year 2012/2013. Kathmandu: MoF

Major concern at present is what are the skills and competencies required for youth to be more productive and how it can be managed in terms of investment. There may not be a single answer to this. Global Monitoring Report 2012 (UNESCO, 2012) highlights the importance of investment in skills development. The report further states that skills development is vital in reducing unemployment, inequality and poverty, and promoting growth. It reiterates that for every US\$1 spent on education, as much as US\$10 to US\$15 can be generated in economic growth.

With the new policy on Technical Education and Vocational Training (2012), the Ministry of Education in Nepal has realized the need for a more inclusive system of programmes and courses with greater emphasis on employability and relevance. The policy emphasizes three factors:

- increased supply (as to make the system more inclusive);
- raised quality (as to enhance employability); and
- effective use of resources (as to increase the system's sustainability).

The Council for Technical Education and Vocational Training (CTEVT), with its strategy plan (2014-2018), is responsible to put the Ministry's policy into action. It aims at a TVET system which is market oriented, relevant, equitable, efficient and of high quality.

3.3 Access of community in skill-based training

Preparation of the Nepal Employment and Skill Training Plan was situated in the context of the existing socio-economic condition, earthquake-induced impacts and the existing livelihood practices in the project area. The livelihood profile developed by NWEDC in July 2017 indicates that a significant portion of the population (41.3%) within the economically active age group in the project area still practice agriculture as the key source of livelihood. However, their dependence on agriculture has reduced after the 2015 earthquake resulting in the loss of access and damage to their farm land. It will take some time for them to build back better as they are still reluctant to go back to their villages and repair their land parcels, some of which are affected beyond any repair. Similarly, the post-earthquake has witnessed an increase in the dependence on wage labour in construction and stone quarrying sites.

Another shift in the post-earthquake scenario has been the increased burden on the younger population. This has resulted from the older generations (50 years and above) losing access to agricultural land and livestock holding and to not having any other skill training or physical fitness to undertake wage labour. While in the pre-earthquake scenario, the elderly population could sustain themselves, by sustenance agriculture or taking care of the family's livestock holding, they are now forced to depend upon the younger generation for support. There are thus situations where the elders of the family are living in a separate household, in the IDP camp or original village, but are dependent completely upon their sons for maintenance and support in terms of provisions, food and medical care.

Relevant and responsive skill development through TVET system enhances both people's capability to work, increases their income and opens up opportunities for creativity and satisfaction at work. Prosperity of the project affected community depends on the number of persons in employment and their productivity at work. Available information supports that the combination of good quality education with training relevant to the labour market (a) empowers people to develop their full potential to grab employment and social opportunities; (b) enhances productivity of both workers and enterprises leading to future innovation and development; (c)

encourages both domestic and foreign investment which contributes to the job growth thus lowering unemployment and under-employment; (d) leads to higher wages, (e) expands labour market opportunities, and (f) reduces social inequalities when education and training is made widely accessible.

Promotion of informal economic sector, creation and expansion of micro enterprises based on the available raw materials in local market and markets of the products and services relevant to the skill learned and corresponding enterprises are some of the factors to consider while connecting TVET with the local economy. Imparting skills in people through TVET can thus only operate effectively and demonstrate the intended results accelerating local and national economic growth if it is well connected with the emerging local economic activities. Existing employment situation and economic growth pattern also suggest the training curricula should include strong entrepreneurship skills component to facilitate school graduates to start small enterprises and engage in self-employment (ADB, 2011). If technical education and vocational training is properly linked with the local economy, then those who had no access to formal education could also make their living better through micro-enterprises.

Series of skill development trainings have been identified for the local community mainly aimed at improving the livelihoods of the project affected and vulnerable communities. The guiding principle in conducting skill development trainings is to enable the targeted affected people to generate additional income with nominal investment as well as by utilizing locally available resources.

Therefore, it has been realized that new measures in technical education and vocational training are required to substantially increase the number of people who acquire sound technological knowledge base that is well connected with local economy and skills that lead to individual better incomes and productivity and consequently enhance local economy. Lack of relevant skills has contributed to growing unemployment rate of the country which has further facilitated social unrest in the society. The most promising solution to this social unrest is investing effectively in skill development connected with productivity throughout the life cycle; from early childhood, through compulsory education, and throughout a working life (OECD, 2012).

The project affected VDCs suffer from high rate of unemployment and social tensions instigated by gender, ethnic and caste-related inequalities. Inadequate governance and lack of essential social services for rural communities and marginalized groups have further exacerbated the situation. Income-generating opportunities through self-employment and access to domestic and international labour markets demand a development of skill levels.

In addition, majority of the population, particularly poor, women, *Dalits* and other disadvantaged groups lack access to skills training and development. Provision of skill training is limited because access to existing training institutions is lacking and their capacity to provide short-term training of sufficient quality to meet current needs is inadequate. Broad-based and inclusive measures are needed to increase the amount, and the level and quality of skills training, which would then increase the employment rate and income level of workers, especially those belonging to the marginalized and vulnerable groups.

Available evidence indicates that an overwhelming majority of the project affected households in project VDCs are low-skilled workers. A large number of youths in rural areas try to get skills for employment outside agricultural sector. Local service markets (e.g., electrical, plumbing, mechanical, tailoring, electronics and for upgraded occupational skills) are gradually developing or are modernizing and offer employment or self-employment in rural and semi-urban areas.

Youths from poor and disadvantaged communities without good educational base can neither afford nor compete for urban-centred academic and vocational institutes. As a result, a large number of out-of-school youths in the district remain unemployed or under-employed due to lack of any specific skills.

3.4 Overview of TVET sub-sector in Nepal

The characteristics of skill development vary across all the project affected families, and are strongly influenced by existing skill levels. The consultative meetings held with various training service providers in urban centres such as Dhunche, Betrawati and Battar, combined with the survey analysis, reveal the importance of the local context when it comes to collaboration between skills development activities in firms and training institutions. However, there are some fundamental training demands related to productivity, entrepreneurship, and, increasingly, green skills, which should become foundation skills sets for all firms. In this regard, skill development training needs to be customized to meet specific PAF needs supported by a common platform of what works, what does not work, and what are best practice activities across different trades in demand.

The main drivers of skill development, particularly informal skills development, are market forces. These result from in-house demand due to new product development, production needs, as the result of financial adjustments (pressure to do more with similar resources), or from participation in external private sector activities with clients and suppliers. This does not mean regulation and public policies are not important element for training activities, it is just that, for most firms, the drivers to carry out training activities in the first place arise from their need to respond to market forces.

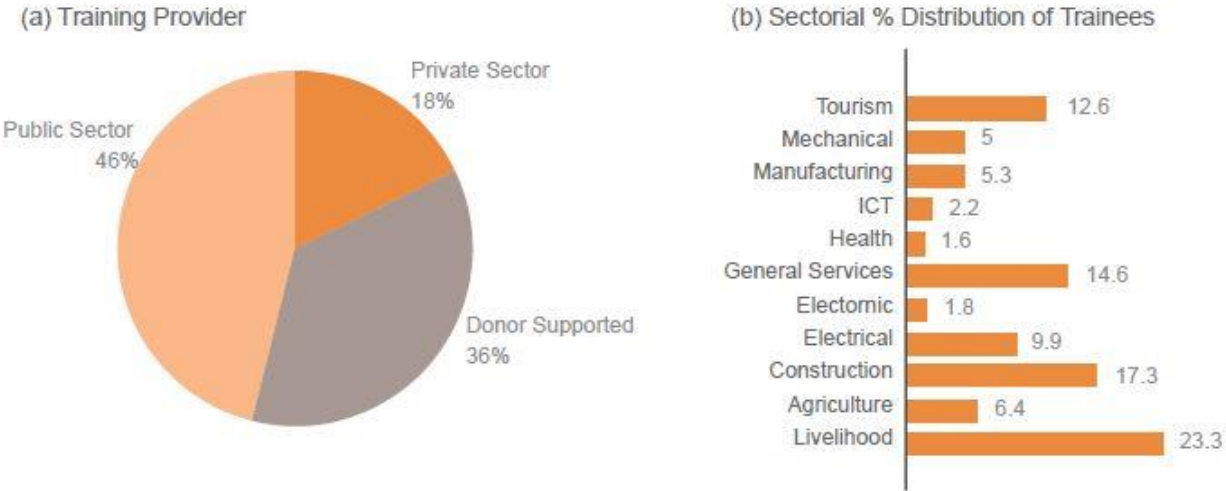
The TVET sub-sector in Nepal can be sub-divided into three broad categories: (i) public-sector agencies; (ii) private-sector agencies; and (iii) donor-supported agencies. Table 5 below presents a list of major actors/projects from each of the three categories. Please refer to *Annex 1* for details of government-accredited private sector training institutes of Nepal.

Table 5: List of existing skill training service providers

Public Sector	Private Sector	Donor-supported
Council for Technical Education and Vocational Training (CTEVT)	Federation of Nepalese Chamber of Commerce and Industry (FNCCI)	Skills Development Project (SDP), Asian Development Bank
Vocational and Skills Development Training Centre (VSDTC)	Federation of Nepal Cottage and Small Industries (FNCSI)	United Nations Interagency Rehabilitation Programme (UNIRP)
Nepal Academy of Tourism and Hotel Management (NATHM)	Independent training centres	Education for Income Generation (EIG) Program
Department of Cottage and Small Industries (DCSI)		Employment Fund
Cottage and Small Industry Development Board (CSIDB)		Inclusive Development of the Economy (INCLUDE) Programme

Foreign Employment Promotion Board (FEPB)		Enhanced Vocational Education and Training (EVENT)
		ENSUURE, SDC
		High Impact Tourism Training Programmed for Jobs and Income (HITT) Ilam Project
		Rojgari (Raising Opportunities for Jobs in Gramin Areas for Rural Income)

Figure 2: Distribution of training providers and trainees



Note: The estimates above represent total graduates between 2008 and 2012. Source: Poudyal 2013a, pp 66-67.

Lack of recognition of CTEVT certification could be explained by the fact that CTEVT is primarily focused on providing skill training targeted at the domestic market. CTEVT is primarily concerned with labour market needs of Nepal rather than that of the international market as it closely adheres to the strategic vision of the National Planning Commission (NPC) while designing its programmes. However, the general consensus at CTEVT was that it is difficult to design curricula based on the needs of destination countries as the skills set demanded would be different from one country to another but the shift in direction is also evident. However, it has initiated some courses now to cater to the international skill demand. CTEVT currently operates two specialized electrical training centres, one in Butwal and another in Banepa, with curricula specifically based on the demand requirements of labour-receiving countries.

Table 6: Existing strengths and weaknesses of TVET Sector in Nepal

Strengths	Weaknesses	Opportunities	Threats
Skilling of job-seekers, particularly youth, is a national priority.	Increasing trend of unskilled migrant workforce leaving the country	TVET Policy 2012 requires mandatory skilling of migrant workforce in the next five years	Limited government spending (<3% of education budget has been allocated to TVET sub-sector).
TVET Policy 2012 emphasizes the consolidation and coordination of inter-ministerial skilling efforts	Mismatch of skills with occupation	Number of youths migrating for employment opportunities abroad are increasing	Increasing donor dependence in the sector.
Existing institutions like CTEVT, VSDTC and other private training providers have had long experience in the TVET sector	Lack of coordination among ministries	Skilled development is a priority mentioned in Employment Policy 2012.	Skills training is supply-driven
Ministry of Education has been playing a facilitative role in promoting skill development	Absence of Labour Market Information System has let to employment plans being formulated without adequate information.	The government and major donor agencies have made improvements in quality of skills training one of their priority areas	
	Fragmented TVET sub-sector management system (under different ministries).		
	Limited monitoring of outcomes after training		

Source: Adapted from Poudyal 2013b.

3.5 Current initiatives with respect to TVET connection with local economy

As reported in the Nepal Living Standards Survey (NLSS) 2010/11, 53 percent of households in Nepal have at least one absentee living within or outside the country. And it is the absentee population currently away from the country that has been increasing significantly over the years. According to the census data, between 2001 and 2011, there was more than a two-fold increase in the number of Nepalis living away from the country. The implication of this trend is significant—the average annual growth rate of Nepal's absentee population between 2001 and 2011 was 9.2 percent, 17 percent respectively, and if this growth rate is assumed to continue until 2025, by 2020 and 2025, the absentee population of Nepal will be approximately 44 lakhs and 70 lakhs, respectively⁴.

There have been some notable initiatives in Nepal in institutionalizing TVET with connection to the local driven economy which ultimately serves the core theme of development policies for poverty reduction. In order to make TVET instrumental for poverty reduction and skill development for economic prosperity, a new TVET policy was initiated in 2007 and revised in 2012. This TVET policy is part of the reforming process where more emphasis is laid upon (a) creation of entry level skills and competencies available to all; (b) enhancement of employment potentials and earning capacities of under-privileged, disadvantaged and marginalized groups in society; (c) integration of various modes of learning pathways for the development of human resources from basic to advanced levels to meet technological and business requirements; (d) responsiveness and competitiveness of workforce in labor market; (e) strengthening lifelong learning and continuing education opportunities with more pathways to occupational careers and enhanced general education achievements; and (f) and ensuring sustainable financing to promote and maintain skill development initiatives.

Within this policy framework, the Government of Nepal has initiated several programmes and projects to facilitate employment at the local level connected with the local economy. Some of the notable skill development initiatives connected with the local economy are as follows:

Skill Development Project (SDP): The Government of Nepal with the loan assistance of Asian Development Bank (ADB) has been implementing Skills Development Project (SDP) under the Ministry of Education (MoE). Implemented by CTEVT since 2013, the project's objective is to establish a market-responsive and social and gender inclusive TVET system in Nepal. The project has been contributing to more effective management of TVET sub-sector by ensuring TVET sector roadmap and sector results framework are updated and in line with national development priorities; establishing a TVET Sector Development Unit (TSDU) within the Ministry as the lead policy coordination body; preparing institutional framework, procedures and detailed terms of reference of a TVET Fund which will set investment priorities in TVET sector and allocate TVET funds; and facilitating Council for Technical Education and Vocational Training (CTEVT) to restructure in line with emerging demands and services.

Expansion of ANNEX Programmes and Government-supported TVET Institutions: The vocationally oriented Annex Programme started in 2012 by CTEVT in collaboration with the Department of Education offering a technical education programme work bound, out-of-school and disadvantaged youths within the premises of general secondary schools sharing part of the physical facilities and human resources and the management. The Annex programme was continued under the School Sector Reform Programme (SSRP). Its operation in the schools is

⁴ The calculations were done by using the current growth rate of 9.2 per cent and using the mathematics of continuous compounding. Accordingly, the following calculations were carried out: Ratio of 2011 Absent population/ratio of 2001 Absent population=2.516. Growth rate $K=1/t*\ln(N/N_0)$; $K=0.0922$; Absent Population after t1 years = $N=N_0e^{(k*t1)}$ or Population after t years = current population * e^{*} growth rate. For more details, see Bartlett 1993.

based on local initiatives by the school and community and the cost sharing mechanism between the government and the local community. CTEVT have been successful to open such schools in more than 70 districts.

Integration of TVET Soft Skills in schools: Piloting of TVET soft skills in 100 schools has been planned to be consolidated with reviewing and developing curriculum, teacher training, class room delivery processes and competency based assessment system. As the technical education and vocational training component of SSRP aims at providing work oriented soft-skills to secondary school students, the expansion and consolidation of TVET programmes require a significant level of resource mobilization for technical capacity building; infrastructural development; and teacher preparation including equipment support. More clarity with concrete plans and adequate preparation for successful implementation of this scheme is needed.

EVENT Programme: The Ministry of Education (MoE) with the support of the World Bank has initiated Enhanced Vocational Education and Training (EVENT) Project. The project development objective is to expand the supply of skilled and employable labor by increasing access to quality training programs, and by strengthening the technical and vocational education and training system in Nepal. The project consists of the following four components: (i) strengthening TVET regulatory activities and capacity building; (ii) strengthening technical education; (iii) support for short-term training and recognition of prior learning; and (iv) project management and monitoring and evaluation. The ultimate outcome of the project is to make TVET services accessible to poor and disadvantaged youths residing Mid-Western and Far Western Development Region of Nepal.

Community Learning Centers: Community learning centers are developed to provide non-formal education (literacy and post-literacy classes supplemented with skill training supporting the participants in income generating activities. Priority is given to poor, women, *dalit* and people from the disadvantaged communities.

Poverty Alleviation Fund: Poverty Alleviation Fund (PAF) for the purpose of initiating and implementing various sectoral as well as targeted poverty reduction programs that will be implemented via a coordinated and integrated approach. PAF is an institutional initiative to create an autonomous Poverty Alleviation Fund (PAF), with substantial participation from the private sector. PAF is further expected to work closely with local communities and government, the central government, the I/NGOs and CBOs as well as the private sector. PAF has adopted a demand-led community based approach to alleviate poverty and it encourages poor communities to take initiatives to improve their livelihoods. The strategy of PAF is to work with the poorest of the poor people. However, the impacts of PAF performance on poverty alleviation have not yet been evaluated as per its objectives.

Youth Self-Employment Programme: This Fund was established in 2008/09 with the objective of conducting self-employment and vocational training programmes for unemployed youths by providing them collateral free periodic loans at concessional interest rate through banks and financial institutions for the implementation of self-employment programs and vocational training, with the optimum utilization of productive labor to bring change in the traditional production system and for speedy growth of the country. The primary objective of the youth self-employment program is to provide Rs. 200,000 per person at the maximum as collateral free loan in an easy manner so that economically deprived group, women, *Dalits*, ethnic and conflict affected people, unemployed youths and people having traditional skills will have opportunity to get engaged in agricultural, vocational and service oriented activities thereby making their lifestyle much easier through their increased income.

Micro Enterprise Development Program (MEDEP): The development of micro enterprises plays an important role in the creation of employment opportunities in rural areas, poverty alleviation and inclusive development. The main objective of MEDEP is to develop industriousness in backward and poor target groups and create meaningful self-employment. The Ministry of Industry since 1998 has been conducting this programme with the assistance of donor agencies. MEDEP has been implementing programmes such as, micro industries establishment and social mobilization of micro industrialists for creating more job opportunities by upgrading the existing micro industries, development of industriousness and technical skills, development of inter-relationships amongst micro-entrepreneurs, their micro-enterprises and micro-finance institutions, development of proper technology and access to market, support and service for upgrading micro-industries for their sustainability, capacity building of the concerned parties and consolidation of monitoring and evaluation system, etc. MEDEP has been implementing its programs mainly by targeting women, indigenous groups, *janjati*, *dalit*, *madhesi* and backward classes.

Rural Employment Promotion Programme: The comprehensive 20-year Agriculture Perspective Plan (APP), which has been under implementation since 1997, is the principal programme vehicle of this broad-based growth strategy. Programmes under the APP are expected to address the bulk of rural underemployment and unemployment by increasing cropping intensity, augmenting the area under irrigation, increasing livestock heads and their quality, crop diversification, enhanced commercialization of agricultural products and expansion of agro-based industries. The utilization of labor-intensive technologies in infrastructure projects and cottage and small-scale industries, including in the private sector is expected to expand non-agricultural employment opportunities.

Employment Fund, Nepal (DFID/SDC): Funded by DFID and SDC, Helvetas Nepal's Employment Fund provides skill training to economically poor and socially discriminated out-of-school youth. Private Service providers help identify the market potential as well as train participants. The payment to the service providers is based on the type of category trained and linked to outcomes: the service provider does not get any payment for those trainees who do not achieve employment. The main objectives of the project are to provide skill training to poor and socially discriminated out-of-school youth (18 to 35 years) and ensure their gainful employment; to promote decent work; address the employment needs of youth in order to mitigate social and political instability; address needs of conflict-affected youth, widows and the disabled, youth as beneficiaries. The project has targeted to train fourteen thousand five hundred young people (18 to 35 years), 57% female, receive vocational training and support, credit linkage and life skills.

Apart from the above programmes, CTEVT, Department of Labour, Department of Cottage and Small Industries and Cottage and Small Industry Development Board offer TVET related with local labour market. Annual outputs of these programmes were recorded about 99,000 people per year (CTEVT, 2012). Many government and non-governmental organizations also provide skill training to unemployed youths and adults targeting to the local employment.

3.6 Skill-based training facilities and institutions in Nepal

Technical and vocational education in Nepal is provided by both public and private institutions, and is regulated by CTEVT. It has been constituted as a national apex body of Nepal for Technical and Vocational Education and Training (TVET) for the production of technical and skillful human resources. Technical schools and polytechnics are offering short and long-term training programmes. Apart from this, Tribhuvan University also offers diploma level courses in technical

field and some other campuses also offer diploma programmes certified by the Council through their affiliated universities.

One of the most recognized training Institutions in Nepal is Training Institute for Technical Instruction (TITI) which traces its beginning from 'Technical Instructors Training Institute' established as a Nepali national institute in 1991, with the assistance of the Swiss Government. TITI is devoted to meeting the nationwide training needs of technical, managerial human resources and curriculum developers of TVET sector. TITI programmes and services are mandated by the CTEVT Act. It is to be noted that more than 500 vocational training institutions are registered in Eastern Development Region of Nepal, which follow standard curriculum of CTEVT for vocational training. The list of government-accredited skill-based training institutions of Nepal is given in Annex 1.

3.7 Selection criteria of training service providers

The project will select training service providers on the basis of defined selection criteria. In case of eligible public training providers, selection will be done by using direct contracting method as per the procurement guidelines or procurement plan of the project. Training cost for training service providers will be negotiated based on the actual incremental cost.

For this, the TSP needs to fulfil basic requirements to provide training. A scoring system is adopted to rank the consulting firms in order of merit based on the criteria mentioned in Annex 2. The top ranked three to six firms obtaining at least 600 and above points out of total 1000 points in the expression of interest evaluation process will be listed for the said consultancy services as qualified firms. In case of joint venture, cumulative strength of JV partners will be considered. The maximum overall score that any TSP/JV can obtain is set at 1,000 points, which are distributed as indicated in Annex 2 in training organization's evaluation criteria.

Box 1: Suggested criteria for the selection of training institutes

In selecting the training institutions, NWEDC shall focus on need based selection of training service providers/institutes, which have a good track record in market-oriented skills training and the promotion of employment. As far as possible, they should meet the following requirements:

1. Be a legal entity duly registered in Nepal;
2. Have demonstrated technical experience and sustainable results in training and employment promotion of disadvantaged groups, particularly youth, as well as demonstrated practical experience in market-oriented skills training and employment (self and wage employment), micro and small-enterprise development and/or income generating programmes;
3. Are using officially recognized certification systems;
4. Have demonstrated capacity to identify and adjust training curricula to new trades and occupations that are developing or could be developed to make graduates more competitive on the labour market;
5. Have the requisite qualified personnel/staff with the technical skills and experience, infrastructure, and administrative and logistical support for undertaking specific activities required under the project;
6. Have the capacity to reach the target group (a minimum of persons) in the specified programme area, within the required timeframe;

7. Have demonstrated active presence in the area that NWEDC has selected for training programme, good knowledge of the local socio-economic situation and activities in the area, and good rapport with local communities;
8. A good understanding of the markets for products and services that the target group/trainees are likely to produce for, possibly including markets for less traditional products and services;
9. Good linkages and relationships with government and non-government institutions focusing on vocational training and employment promotion, business development services, savings and credit facilities, market information and marketing, and psycho-social counselling, should the target groups require such services;
10. Proven competencies (human resources and skills) and experience in providing post-training support, including technical assistance and follow-up, linkages with markets, industries, credit, business counselling and technology. This can be demonstrated by the number of self-reliant persons promoted by the organization in sustainable economic activities;
11. Have previous experience in supporting economic reintegration of vulnerable groups and youth, by raising their employability through vocational training and creating income generating activities;
12. Demonstrated understanding of out-of-school youth with a willingness to be truly inclusive of all and to practice non-discrimination in selecting trainees, hiring staff and providing support to specific groups as needed
13. Have practical experience in, and the capacity to address gender issues/dimensions in training and employment;
14. Demonstrated financial reliability and accountability and with an established and effective system of accounts/audit; and
15. Willingness to comply with reporting and evaluation systems under the project.

3.7.1 Gender aspects of training

As women face additional socio-economic and cultural problems, NWEDC, therefore, desires to ensure that the specific needs of women are properly addressed throughout the training process by ensuring GESI-friendly training environment for trainees. Facilities such as clean and accessible toilets are important to ensure the participation of women. Basic childcare facilities have proved to increase the participation of mothers in training programmes. Proximity of training venue is also important with a maximum distance of 30 minutes' walk in the project areas. Wherever possible, it would be also ideal to conduct training within the women's own communities so they are able to attend to their household chores before and after the training. Having the training facilities close to home also ensures that family members know the location of the training venue, and know what goes on there. In a largely conservative society in the project area, this will be helpful in getting family support for training.

In addition, the TSP should give high preference for women trainers in matters related with flexibility in training hours, opportunity to raise issues related to women, and degree of ease in taking part in sessions. Box 2 below provides a set of general suggestions that NWEDC shall consider in ensuring gender inclusion and social inclusion before providing training to the targeted communities.

Box 2: Gender-responsive training

- Wherever possible, ensure that child care facilities are provided at or close to all training venues, if possible enabling young mothers to bring their children to the training venue. Arrange training hours to allow mothers to feed their babies;
- Agreements should be made with women trainees as to when is the most appropriate time for them to attend the training (*i.e.* mornings or afternoons) as they may need to combine household chores with training;
- Organize training at places near to where trainees live;
- Provide secure and separate sanitary facilities for women and men trainees;
- High priority should be given to management training for women;
- Take women with lower educational profiles into consideration and provide complementary non-formal basic education;
- Encourage women to look for non-traditional female skills. For example, by conducting study visits to successful local business women, particularly those who are active in sectors traditionally dominated by men, who will serve as positive role models;
- Encourage women to express themselves on training choices, training delivery modalities and training content;
- Increase the pool of women trainers; and
- Encourage public and private employers to give equal employment opportunities to women and men. Monitor the degree of participation and integration of women's institutions.

Chapter 4: Capacity and need assessment of project affected families

4.1 Stakeholder analysis and resource mapping

Stakeholders are people, groups, or institutions, which are likely to be affected by the project (either negatively or positively), or those which can affect the outcome of the project. There is a significant role of local stakeholders to implement this project. There are various governmental and non-governmental organizations providing services in different sectors. As district stakeholders may influence the project, NWEDC applies an innovative approach to ensure the sustainable and gainful employment of its primary stakeholders. Figure 3 below illustrates the interplay and modalities of these working approaches and provides guidelines on how to apply the working modalities in a few simple steps.

Generally, a distinction is made between two kinds of stakeholders - primary and secondary stakeholders. Primary stakeholders are those who are directly affected, either positively or negatively by the project. As such, the primary stakeholders of UT-1 HEP include the most affected community and intended users of service deliveries and developed socio-economic infrastructures and facilities. In other words, intended beneficiaries of the project. Secondary stakeholders include local NGOs, private sector entrepreneurs, local governments and political parties. Thus, secondary stakeholders are stakeholders, which play some intermediary role and may have an important effect on the project outcome.



Figure 3: Components of skill training plan design

Given hereunder (Table 7) is the matrix of some stakeholders who have high potentials benefitting the plan.

Table 7: Matrix of stakeholder analysis

Name of stakeholders	Address	Impact How much does the project impact them? (Low, Medium, High)	Influence How much influence do they have over project? (Low, Medium, High)	What is important to stakeholders ?	How could stakeholders contribute to the project?	Risk/ Assumption	Strategy for engaging stakeholders
Project Affected Families from respective VDCs	Haku Besi, Gogone, Tiru, Mailung, Thanku, Phulbari	High	High	Community will be benefited by skill training and employment opportunity	Community contribute in construction work by providing their labor and local resources	Community may have high expectation from Project in socio-economic change in their life	Project should organize consultation meeting with community
District Agricultural Development Office (DADO)	Dhunche	Medium	Medium	DADO will get some trained manpower in the field of off-seasonal vegetable farming by project	DADO can provide the trainers for animal related training, DADO also can provide the employment opportunity to trained manpower	There will be positive relationship between the project and DADO office	Project can invite DADO in facilitation of training
District Forest Office (DFO)	Dhunche	High	High	NWEDC complies with compensatory afforestation for the number	DFO can provide saplings and NTFP/MAP related	Issue of Environmental Safeguard can be raised	Environmental safeguard framework should be

Name of stakeholders	Address	Impact <i>How much does the project impact them? (Low, Medium, High)</i>	Influence <i>How much influence do they have over project? (Low, Medium, High)</i>	What is important to stakeholders ?	How could stakeholders contribute to the project?	Risk/ Assumption	Strategy for engaging stakeholders
				of tress cleared as per GoN norms	training through CFUGs and FECOFUN		developed to protect forest
Langtang National Park Chief Warden's Office	Dhunche	High	High	NWEDC complies with protected area regulations for species conservation as per the National Parks and Wildlife Conservation Act, 1973	Chief Warden can provide technical advice on protected area management compliance in addition to eco-tourism related training through eco clubs	Issue of environmental safeguards can be raised	Environmental safeguard framework should be developed to conserve protected area

4.2 Theory of change

NWEDC's approach comprises a strong focus on providing gainful employment opportunities to the project affected families and vulnerable communities through quality training and a flexible response to labour market opportunities by fueling an opportunity-driven short course market. In this regard, it will apply a new route to further expand the TVET system by including and improving informal learning (on-the-job) and by addressing the issue of learning through a boost of in-service short-term training courses for the employed, but PAF workforce. Informal learning, e.g. by means of traditional or apprenticeship, is specifically mentioned as an opportunity under the country's new TVET Policy, 2012.

At the impact level, skill development training will contribute to the improvement of the living standard of the members of PAF and other vulnerable communities. While PAF members will have access to better quality trainings, NWEDC will benefit from better skilled workers and pass on the gains in productivity and a safer working environment. The combination of better skilled workers and good working environment will lead to better chances of workers for uninterrupted employment and an improved standard of living. In fact, the triangular relationship between TVET, workers and NWEDC will stand strong and dynamic, which is represented below in the form of a schematic diagram (Figure 4).

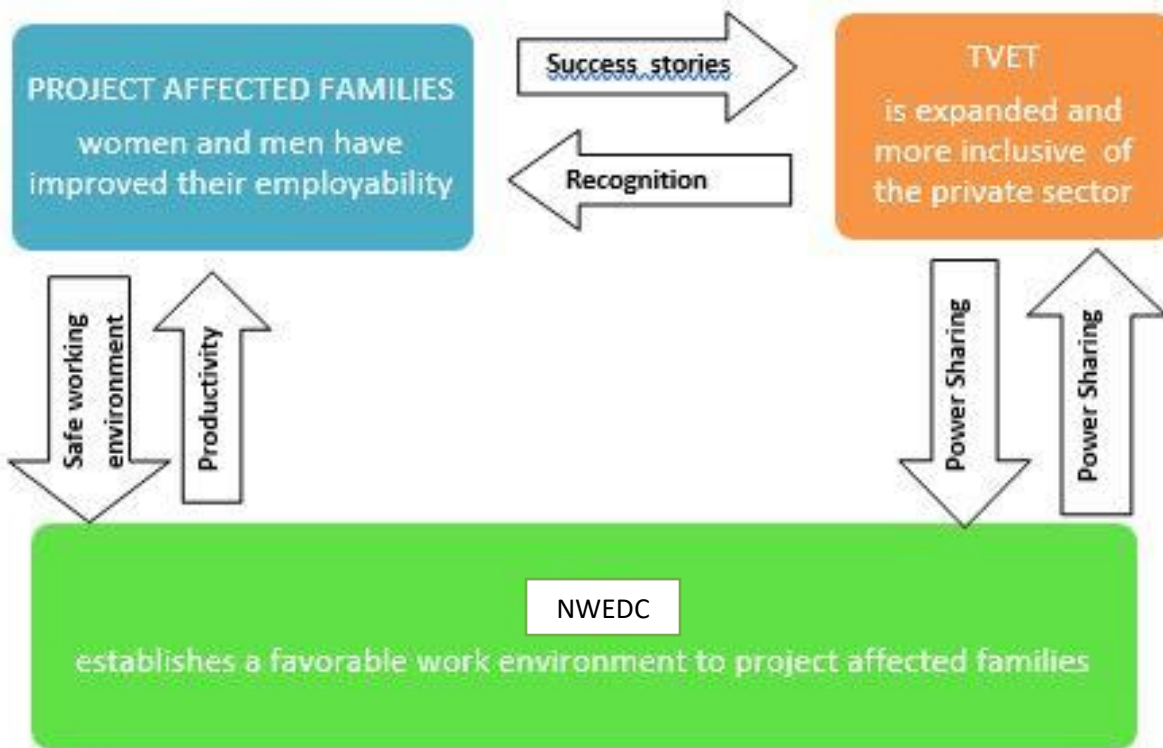


Figure 4: Linkages between NWEDC, PAF and TVET

The expected working fabric of the project is explained in the table below as a set of plausible hypotheses relating to the interactions of the main actors within the project.

Table 8: Theory of Change Model

Theory of Change Model			
Level	Workforce	NWEDC	TVET system
Impact	Starting point: UT-1 HEP proactively contributes to improve livelihood opportunities of project affected families and vulnerable communities.		
	<p>PAF members get trained. As they start earning, opportunity costs are not an obstacle.</p> <p>With the NSTB certificate, trainees will increase their value in the labor market, workers will be interested in their further training, especially when it is not just company-specific but equips them with labour-market relevant skills. Further training can lead to a ladder where workers climb the competency levels of NSTB.</p> <p>It is expected that the trained people significantly contributes during the production phase</p> <p>If NWEDC improves working conditions and pay better, workers will tend to remain and not fluctuate.</p>	<p>Qualified manpower is recruited in project.</p> <p>When NWEDC sees the economic advantage of trained labour, they will be interested in upgrading their workforce.</p> <p>When NWEDC realizes that trained workers are more productive, they can afford to offer better salaries and improve the working environment, starting with occupational health and safety.</p> <p>NWEDC may thus increase their competitiveness and realize growth as it will need more skilled workers.</p>	<p>CTEVT develops training courses. Training service providers will be technically supported to improve their management skills and to understand new implication of approaches, <i>i.e.</i> apprenticeships and further training.</p> <p>The TVET system needs to respond to the requirements of companies for further training of workers. Courses need to be responsive, affordable and lead to quick productivity gains.</p>
	<p>Skilled workers are worth more and they know it. In case of lay-offs, they have better chances in the labour market. This leads to safer employment and better pay.</p>	<p>Workers are worth more and NWEDC wants to retain them</p> <p>More productive workers can mean timely completion of construction work, so jobs become secure in the long-run.</p>	<p>TVET system will be benefitted from further training which helps in sustainability.</p>
Outcome	<p>If workers go for further training, they become less vulnerable to cyclical lay-offs. Career planning becomes a realistic possibility and steady income inclines take place. This will lead to an improved standard of living of project affected family members and vulnerable communities.</p>	<p>As NWEDC understands that human resource development is an important investment, competitiveness in the long run is needed to secure jobs and to create additional ones.</p>	<p>TVET system has been changing over from a 'low-number-high-level' system to an expanded, inclusive system with a high supply of short courses. Training courses must not remain at job-entry levels. Life-long learning has to set in and workers need</p>

			opportunities to climb the competency ladder.
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4.3 Prioritizing the need of project affected communities

The local capacity for providing skills training is very low in Rasuwa district. The existing institutions lack resources, trainers, facilities and organizational capacity to absorb hundreds or more trainees. The types of courses provided have to respond to the local market and should take into account the typicality of the local context in terms of availability of raw materials, access to markets, buying capacities of communities and appropriate technology in that specific context. Additionally, skills areas need to be appropriate to this specific PAF target group to avoid exposing them to hazardous work. As can be observed from the Livelihood Restoration and Local Benefit Sharing Plans prepared by NWEDC, social groups such as Kami, Magar and Newar have highest dependence on agriculture within the project area. From discussions with the project affected community, it is understood that post-earthquake, dependence on agriculture has reduced due to loss of access to and damage to agricultural land. However, post-earthquake, there has been an increase in the dependence upon wage labour in construction sites and stone breaking.

Because of the geographical nature of district, the cultivated land size is very small which shows very few opportunities in agricultural farming though there is a need of off-seasonal vegetable farming. The survey data shows that there is a good opportunity of poultry farming, bee-keeping and opening sweets and snacks shops along the construction site. In general, it must be stated that there is a need of various types of short-term skill-based training such as driving, hospitality, masonry, carpentry, plumbing, and electrician so that they can stay in their own district. The data shows that about 78.57% of the migrants were from the rural area, whereas only 21.43% were from urban area. This might be due to the lack of opportunities in the rural area. Among the migrated population, looking for work is the main reason for migration as has been reported by 73% of the respondents, followed by 20.33% for education/training purpose. Youth migration is a national problem. So, it can be controlled by extending the access of youth in employment through the provision of skill based training.

A general characteristic of the current situation is that training service providers have a scarcity of resources and depend largely on donor funds. The quality of training could be rapidly improved through training of trainers' courses and the supply of training materials (equipment, tools and consumables). A real opportunity exists in the very large traditional but informal system of training through apprenticeship. However, much has to be done in upgrading this sector to adequately respond to this need.

From the field settlement survey conducted in November 2017, a total of 14 types of training programmes have been identified for 369 interested individuals. Hence, in prioritizing skill-based needs of remaining PAF members, NWEDC shall revisit the missing households to benefit from the training. However, if the candidates are not available among the affected families, the training program can be extended to the nearest needy settlements and/or IDP camps. Even in some trades such as plumbing, gabion wire weaving, motor cycle repair and building electrician trainings, very few respondents have expressed their interest. It will be cost-effective if their second choice is taken during the course of training implementation.

4.4 Marketing and networking

The plan points out the need of devising marketing and networking strategies of skilled human resources. During the field observation and discussion with potential employers and employee, it was noticed that while on the one the hand, NWEDC is concerned about the quality of human resources, on the other, potential trainees have desired to be recruited in the limited local market in Rasuwa district. Hence, marketing and networking of skilled human resource is important to discourage the skill mismatch problem. Skills mismatches occur when workers have either fewer or more skills than jobs require. Some mismatch is inevitable, as the labour market involves complex decisions by employers and workers and depends on many external factors. But high and persistent skills mismatch is costly for employers, workers and society at large. So, in such a situation, training service providers should develop marketing and networking strategies identifying the skill and competency of employee and basic requirement of NWEDC. Hence, the training service provider needs to develop a realistic and implementable marketing and networking strategy to ensure the possibility of on-the-job (OJT) training and job immediate after the completion of training.

4.5 Expected results from training

The range of 14 different trade related training is expected to increase the proportion of skilled workforce in the project area—particularly women, *Dalits* and disadvantaged groups, are expected to benefit. The training is expected to increase access to and opportunities for market-oriented short-term (MOST) training and improve the capacity of the technical education and vocational training (TEVT) sector to offer targeted skills training that is more relevant to employment needs of the hydropower project.

The positive effects of training on skills may differ according to the initial level of skills in literacy. Although all interested respondents will undergo training to develop and upgrade their skills, individuals with lower skills levels in literacy might benefit the most from the training in essential skills. For UT-1 HEP, the training is expected to increase productivity; reduce employee turnover (especially unhealthy turnover); decrease need for supervision; increase ability to employ new technologies; and increase safety to decrease work-related injury/illness.

Trained workforce will be able to make better and economical use of materials and equipment. Wastage will be low. In addition, the rate of accidents and damage to machinery and equipment will be kept to the minimum by the well- trained employees. These will lead to less cost of production per unit. Again, a systematic training programme helps to reduce the learning time to reach the acceptable level of performance. The employees need not learn by trial and error or by observing others and waste time. In short, while it is expected that participants would report an improvement of their skills after training, the participants will also improve their livelihood conditions which will indirectly help reduce poverty and income inequality in the project area.

Chapter 5: Delivery of skill-based training

5.1 Types of training and its basic contents

From rapid assessment conducted in three project affected VDCs, the most demanded skill based training programmes are identified and explored with its basic content. Each training course comprises of 390 hours (except computer training) spanning up to three months as per the government norms. The basic content has been developed on the basis of standard curriculum of CTEVT as follows:

Table 9: Types of training and its basic contents

SN	Name of training	Basic contents	Duration	
			Hours	Month
1.	Tailoring	Introduction & identification of measurements, tools & equipment, safety & precautions, Installation of tailoring machine, <i>measurement, design, cutting, weaving</i> , finishing, account, management, communication, entrepreneurship development	390 hours	3 months
2.	Mason	Health & safety measures, Basic knowledge of masonry, knowledge of cement and plaster, Stone Masonry, Stone Masonry, foundation, Bamboo & Wooden Plank,	390 hours	3 months
3.	Building Electrician	Basic knowledge of electricity, health & safety, instruments, drawing, wiring, earthling, maintenance, communication, entrepreneurship	390 hours	3 months
4.	Basic computer	Introduction to Computer, Operating System CUI: DOS GUI: Windows XP, Windows 7, Windows 8, Open source, Word Processing Program, Spreadsheet Program, Presentation Program, Database Program, Photo Editor Program, Email, Internet & Webpage & Networking, Computer Security.	220 hours	2 months
5.	Carpenter	Introduction to wood work; bench work related to carpentry; perform members erection in horizontal and vertical alignment; erect formwork for different foundations; formwork erection for column, beam and slab in separately and combinable situation; apply simple mathematical techniques; occupational health and safety measures	390 hours	3 months
6.	Indian cook	Equipment, tools and security, Personal Hygiene, workspace cleanliness and food security, Pre-preparation, Continental cuisine, Indian cuisine, Chinese Cuisine, Nepali thali	390 hours	3 months

7.	Light vehicle driving	Understanding the vehicle, function of parts and its controls, Basic driving skills: road signs, signal lights, and road markings, Rules of the road: speed limits, railroad crossings, and laws on texting and cell phone use. Sharing the road with pedestrians, bicyclists, commercial vehicles, motorcyclists, and wildlife	390 hours	3 months
8.	Gabion weaver	Use of equipment and tools; safety measures; preparatory tasks for gabion weaving, Functions of "charkha" (weaving machine), Rings of gabion wires and weaving styles, weaving, finishing, storage and record keeping, practical mathematics, occupational health and safety, communication	390 hours	3 months
9.	Heavy equipment	Introduction of Excavator, safety measure, daily monitoring of machine, Start Engine and Test Machine Functions, Perform Excavator Operation, Transport, Maintenance, management, communication & managerial skill, entrepreneurship skill,	390 hours	3 months
10.	Motorcycle repair	Motorcycle service and beginner mechanic, motorcycle electrical mechanic, motorcycle engine and transmission mechanic, motorcycle driving, common module	390 hours	3 months
11.	Plumbing	Safety measure, instrument and tools, basic bench-work, fitting of polythene pipe, layout design, fixing of sanitary unit and its maintenance, cost estimation, communication, management & entrepreneurship development	390 hours	3 months
12.	Security guard	Security management, security service, security tools, electronic security tools, security provision at workplace, receiving orders, gatekeeping, safety of personnel and physical property	390 hours	3 months
13.	Welding	Perform cutting and notching; straight cutting by hand; Introduction of snips and its types; marking and layout; circle cutting by hand; cut irregular figure; seaming; bending; classification and application of welding types; groove single seam, etc.	390 hours	3 months
14.	Beauty parlour	Shampooing hair; cutting hair in simple way; performing hair blow dry/setting; setting roller; performing simple hair massage; performing simple hair put up; applying herbal hair dye; shaping eyebrow; performing face cleansing; applying simple make-up; performing manicure/pedicure; removing unwanted hair in simple method (waxing/threading, tweezers); and applying <i>Mehendi</i> art	390 hours	3 months

5.2 Target participants, size and selection criteria

The plan has proposed a total of 14 types of training for 369 participants as per the demand of PAF members of three erstwhile VDCs. The type of training identified is very much in line with the LALRP report prepared by NWEDC in September 2017. Earlier, the report had identified 142 PAF members. However, skill training survey identified 369 interested respondents primarily because either PAF members have re-separated post-earthquake to benefit from government entitlements and relief efforts, or some members of the HHs have migrated out for work and established a separate household. While the comprehensive curriculum of each technical trade is described in Annex 4, the detailed breakdown of VDC-wise list of highly demanded trainings by PAF members are as under:

Table 10: Breakdown of village/settlement-wise list of trainings demanded

SN	Interested trade	Name of villages/settlements			Total
		Haku (Haku Besi, Thulo Haju, Sano Haku)	Gogone and Tiru (Naubise Bogatetar, Kalikasthan, Battar	Mailung (Naubise, Bogatetar, Mailung)	
1.	Tailoring	88	2	28	118
2.	Mason	7	2	7	16
3.	Building Electrician	1		4	5
4.	Computer	23	1	16	40
5.	Carpenter	3	3	8	14
6.	Indian Cooking	20		2	22
7.	Light Vehicle Driving	50	2	33	85
8.	Gabion Weaving			4	4
9.	Heavy Equipment	2		14	16
10.	Motor Cycle Repair	2		3	5
11.	Plumbing	1			1
12.	Security Guard	25		2	27
13.	Welding	6			6
14.	Beauty Parlour	10			10
Total number of trainees interested in 14 trades		238	10	121	369

5.3 Eligibility criteria of trainees

In selecting the training, all surveyed participants from the project affected families will be given highest priority. However, if the candidates are not available among the affected families, skill training programme can be extended to the nearby settlements/IDP camps giving weightage in addition to 369 PAF members of Haku, Dhunche and Ramche VDCs. Hence, eligible persons

from the PAF VDCs of the project affected area having the following criteria can apply for skill based training:

- Education: basic reading, writing and numeracy skills or as entry criteria of CTEVT;
- Age: Between 16 to 45 years;
- Training participants should be the permanent residents from the project affected VDCs of Upper Trishuli-1 HEP; and
- Trainees must possess valid Nepali citizenship certificate.

5.3.1 Training materials

Training service providers should strictly follow the standards of CTEVT for each training, so the required consumable materials, tools, and equipment as prescribed by CTEVT must be arranged by the training providers. Following basic requirements should be mandatory:

1. Training room for 20-25 persons with minimum training materials (whiteboard, markers, multimedia, electricity, chair, table, chart papers, etc.) for theoretical class;
2. Printed training curriculum for each participant;
3. Real objects/ tools should be provided to all participants as per the skills;
4. Assignment sheet should be provided to all participants as per the skills; and
5. Venue for practice of particular training having with required materials as standard of CTEVT

5.4 Methods used for training delivery

Theoretical and practical methods should be used for the delivery of each training. The session will be divided as the standard scheduled of each course of CTEVT. Training providers should develop the detail training content and need to explore the training venue with adequate facility for practice. Training providers should manage the all training equipment to ensure the effectiveness of training.

5.4.1 Training duration

As per the government guideline, the total duration of all afore-mentioned short-term skill-based training course is 390 hours per each training with an exception of computer training which is tailored for 220 hours.

5.4.2 Target group

The target group for skill-based training programme will be all identified project affected family members of four project affected VDCs. In other words, only those who have been surveyed (369 people from 3 VDCs) are eligible to benefit from the training. Remaining beneficiaries will be from no-show PAFs, immediate neighborhoods and candidates from IDP camps in Inarpati near Battar.

5.4.3 Target location

The target location for the training programme shall be within the project affected area. As all the potential participants are from the project affected area, mobile training shall be conducted in two sites, one in Dhunche and the other in Uttargaya Gaonpalika/Betrawati, or at any convenient location to be finalized under the discretion of NWEDC. The plan envisions active participation of female also but as the local context of project affected areas, females are not allowed to go

outside of home for day-long program so considering the fact, there should be provision of mobile training within the project area.

5.4.4 Group size

The group size of training programme will be maximum 25 persons in each training. The variation in number should be justified on the basis of available necessary resources to practice the tasks/competencies as specified in the related curriculum.

5.5 Medium of instruction

The medium of instruction for the all training programme will primarily be in Nepali and local language with English as a secondary medium of instruction. Both languages may be used considering the level of education, interest and understanding of training participants.

5.5.1 Pattern of attendance

Each trainee must obtain at least 90% attendance during training period to get the certificate.

5.5.2 Focus of curriculum

The training service providers must strictly follow the standard curriculum of CTEVT and need to follow the theoretical and practical delivery method. A total of 20% theoretical and 80% practical session must be organized in each training. Theoretical session needs to include more discussion, question-answer, visualization, group discussion, etc. Similarly, practical session should include demonstration of specific work, practice of trainers and more self-practice by participants.

5.6 Training delivery method and quality

The following techniques should be considered during training delivery:

- Lessons plan prepared and used by instructors;
- Practical sessions conducted as per course/ curriculum;
- Performance guide used by the trainer;
- Lesson introduced as per standard;
- Demonstration of skill made with step by step explanation;
- Clear instruction to trainees before practice;
- Guided practice provided as per nature of skills;
- Observation of trainees work by instructors during practice;
- Group work given as per nature of skills;
- Independent practice provided as per nature of skills;
- Timely constructive feedback given to trainees by instructors;
- Simple language used in instruction;
- Class participation and interaction encouraged; and
- Project work/problem/assignment given to the trainees.

5.7 Evaluation and feedback collection

Training service providers need to develop the training evaluation system. Evaluation system will cover management, trainees' recruitment process, training physical facilities and environment, trainer (number/qualification/training), post-training support plans, use of training materials and training delivery methods. The overall performance of training should be evaluated on the basis

of feedback given by the participants. Pre-testing and post-testing of knowledge of particular training should be done to measure the effectiveness of training as well as feedback should be collected from each participant to improve content or method, if required. Following types of evaluation checklist will be used to evaluate the overall performance of training:

Table 11: Training evaluation checklist

SN	Major contents	Very good	Good	Satisfactory	Unsatisfactory	Remarks
1.	Management					
	Attendance record–maintained					
	Classes conducted as per time schedule					
	Training plan-prepared and displayed					
	Training schedule displayed					
	Recording, documentation and reporting system maintained					
	Team leader visited the training center and program					
	Orientation conducted for trainer					
	Appointment letter to the trainer given					
	Administrative rules and regulations-					
2.	Trainees' recruitment process					
	Advertisement/announcement of application form					
	Preparation of selection criteria					
	Networking with NGO/INGO established					
	Stipend distribution provision made clear to the trainees					
3.	Geographical coverage of affected VDCs					
	Training physical facilities and environment					
	Classroom- comfortable, spacious, furniture equipped, cross ventilated, well-lit and fan installed					
	Workshop/lab/practical yard available to meet training needs number of trainees					
4.	Functional tools/equipment available as per the subject and number of trainees					
	Health and hygiene					
	Hostel available for male, female separately					
	Canteen available (affordable rate and hygienic)					
	Safe drinking water available					
	Training area clean, orderly and hazard free					
	Recreational facilities available to trainees					
Toilet- Adequate and separate for male and female						
5.	Trainer (number/qualification/training)					
	Number- with the trainee-trainer ration of 10:1					
	Qualification- minimum TSLC in related subject					
	Experience- at least 2 years in training					

6.	Post-training support plan					
	Placement of the graduates made in the job market					
	Career counselling sessions for graduates conducted					
	Linkage to self-employed groups/associations/cooperatives and potential local/foreign employers/markets made					
	Employers' demand collected					
7.	Use of training materials					
	Pertinent materials/handouts provided as per the skills					
	Assignment sheet provided as per the skills					
	Real objects/ tools used as per the skills					
	Models used as per the skills					
	Poster/pamphlets/flip charts used					
	Project media (OHP/LCD/Video/Computer etc.) used as per					
8.	Training delivery method and quality					
	Lessons plan prepared and used by instructors					
	Practical sessions conducted as per course/ curriculum					
	Performance guide used by the trainer					
	Lesson introduced as per standard					
	Demonstration of skill made with step by step explanation					
	Clear instruction to trainees before practice					
	Guided practice provided as per nature of skills					
	Observation of trainees work by instructors during practice					
	Group work given as per nature of skills					
	Independent practice provided as per nature of skills					
	Timely constructive feedback given to trainees by instructors					
	Simple language used in instruction					
	Project work/problem/assignment given to the trainees					

5.8 Revision and improvement in training content

Revision and improvement of training content is regular process. The standard content of any skill based training should be revised with the approval of CTEVT if required. Training providers should coordinate with authority of CTEVT for development of new content for any new demanded training and revision of any existing training content.

5.9 Skill testing

In Nepal, Skill testing was initiated in the 1983 through an autonomous body called Skilled Testing Authority (STA). It introduced a system of occupational classification, development of skill standards, skill testing and certification based upon the guidelines of Asia Pacific Skill Development Project/ International Labour Organization (APSDEP/ILO). After the establishment of CTEVT in 1989, STA was renamed as the National Skill Testing Board (NSTB). The training providers should coordinate with NSTB for the testing of skill of trainees to get certification from CTEVT. The following eligibility criteria should be considered as defined by NSTB.

5.10 Basic requirements of skill test

Major requirements to participate in the skill test are as follows:

- Nepalese citizenship certificate;
- Four numbers of passport size and one auto size photos;
- Age 16 years and above; and
- Successful completion of 90% attendance in 390 hours training programme.

As NWEDC plans to provide basic skill development training to the members of the project affected families, the training service provider will conduct CTEVT-endorsed Level 1 training course only. The skill test for Level 1 trainees requires trainees to fulfil basic requirements of skill test as stated above.

5.11 Post-training support plan

Vocational and entrepreneurship training is only one component of a successful training programme. It might be of no use to train project affected people in carpentry if they don't know how to link up to workshops where they could find work, or if they cannot access credit to buy or rent the tools needed to go into self-employment. Continued support is, therefore, needed after the training has been completed. Post-training support is critical to ensure that training leads to employment. As NWEDC cannot guarantee employment after the training, it can provide preference for indirect employment through outsourcing in major contract works based on specific requirements and suitability of the candidates. On the other hand, skill training providers will guide trainees for job placement and employment opportunity after the successful completion of training.

Chapter 6: Training Plan and Implementation Schedule

6.1 Planning skill-based training

The main objective of this plan is to provide skill-based training to the project affected communities (including PAFs and vulnerable communities), which is expected to assist for the improvement of educational facilities and skill. NWEDC will assist for the improvement of education facilities and skills by ensuring that local people get the right education, skills and inspiration to enable them to get employment opportunity created from the project activities. However, NWEDC shall give preference in employment through the contracting agencies.

NWEDC has prepared the Nepal Employment and Skill Training Plan as per the PDA requirement. The primary requirement of the plan is to provide training to 369 surveyed PAF members of UT-1 HEP. These PAF members are from erstwhile Haku, Dhunche and Ramche VDCs for which training needs to be compulsorily provided. But as the permanent residents of Haku VDC have relocated to safer places after the 2015 earthquake in several IDP camps, a separate call for the expression of interest amongst the non-PAF households needs to be made before the commencement of the training. While the VDC-wise and trade-wise statistical matrix indicating PAF respondents is presented in Annex 8a, format for inviting applications from project affected area for training identification (training pamphlet) is given in Annex 9 as it forms a necessary input before initiating any training activity.

The plan sets out the type of training and employment opportunities that shall be offered during project construction period. Some planned trainings will be imparted to create self-employment opportunities. This Employment and Skill Training Plan has the following work packages:

- Maximizing employment opportunities in construction activities and developed self-employment opportunities;
- Development of a highly skilled and flexible tenant; and
- Meeting employer demand during construction phase

The plan will help to develop resident workforce skills and provide a route to employment for local people. Construction of this project will contribute towards providing training and employment opportunities for local residents. Direct and long-term involvement in the project will be a major challenge of the project. NWEDC will implement the skill development training throughout the course of the construction phase/project duration envisioned to continue until five years from the date of the endorsement of the plan from the Department of Electricity Development. A wide range of local employment and training measures can be secured through employment and skill development plan, viz., basic skill training, technical and vocational training, entrepreneurship/skill development training, and academic technical scholarship (overseer, etc.).

6.1.1 Basic skill training

NWEDC shall provide basic skill training to the surveyed members of the project affected family in affected VDCs. Training will be imparted for a period up to 90 days (three months) with an average 5 hour daily theoretical and practical classes (20% theory and 80% practical course) for trades like computer, mobile repair, mason, carpenter, building electrician, gabion wire weaving and other Level 1 trainings.

6.1.2 Technical and vocational training

NWEDC shall impart technical and vocational training for a period up to 90 days (three months) with an average 5 hour daily theoretical and practical classes (20% theory and 80% practical course) for trades like electric and motor rewinding, motor cycle repair and heavy equipment.

6.1.3 Entrepreneurship/skill development training

NWEDC shall impart entrepreneurship/skill development training for trades like light and heavy vehicle driving, mobile repair, fisheries management, sweets and snacks, cooking, off-seasonal vegetable and poultry farming.

6.14 Diploma level merit-based scholarship

NWEDC shall provide merit-based Diploma level scholarship to eligible students from project affected families. Scholarship will be strictly restricted to five years and admission will be solicited only for first three years, viz., 2 students in Year 1, one student each in Year 2 and 3 respectively. The scholarship will be provided for 3 Year course only for each candidate. However, in the absence of 2 students' intake during first year, the backlog will be taken care of during the succeeding years thus completing a total of 4 students' enrolment during five-year timeframe. The CTEVT-designed three-year semester system course is aimed at producing middle level technical workforce equipped with knowledge and skills related to the areas of civil engineering, surveying, sub-overseer, etc.

Meritorious students on each category are processed through the recommendation of the respective *Gaonpalikas*. The interested candidates should have passed SLC from any school recognized by Rasuwa District Education Office. Students should not be receiving any other scholarship from other funding sources. NWEDC shall provide scholarship to the best performing student from amongst the competitors who fill the form as full fee payers in respective school and college. While the first-year course focuses on foundational subjects, second and third years focus on basic disciplinary subjects and the application of learned skills and knowledge respectively. The minimum eligibility criteria for diploma course should have School Level Certificate (SLC) pass or equivalent or Technical SLC (TSLC) in related subject majoring in English, Science and Compulsory Mathematics.

Duly completed application form (Annex 3) should be submitted along with attested copies of marks sheets of previous annual examinations, Land Acquisition Certificate provided by the Compensation Determination Committee, certificates of educational qualification and recommendation certificate of the concerned rural municipality along with two passport size photographs attested by the principal/head of the institution. The candidate will also need to provide a declaration that she/he is not benefited by similar types of scholarship. The amount of the scholarship shall be released on a half-yearly basis. The submission of application for scholarship shall not guarantee the grant of scholarship. NWEDC management reserves the right to accept or reject any or all application without assigning any reason whatsoever. NWEDC also reserves the right to reduce/increase the number of beneficiaries or change the number of beneficiaries in different standards depending upon the availability of students.

6.2 Implementation step of the plan

NWEDC shall follow the following implementation steps of the plan:

Table 12: Implementation step of the plan

Pre-application stage	Application stage	Selection stage
NWEDC finalizes the list of training recipients and TSP through competitive bidding process.	The applicants can obtain application form at no cost from the office of NWEDC. Applicants to submit application form along with Land Acquisition Certificate provided by NWEDC; certificates of educational qualification and recommendation certificate of the concerned rural municipality (<i>Gaonpalika</i>)	Project will select trainees according to their basic qualification and norms of training institutions. During selection, merit basis will be followed in following order. <ul style="list-style-type: none"> • PAF members as ranked by the R&R Plan • Project affected nearest settlements • PAF affected VDCs • Non-PAF affected VDCs

6.3 Procedure for selection

The participants selection procedure is based on the survey. Utmost care needs to be taken to accommodate all the surveyed candidates. In case of the unavailability of the surveyed candidate during the selection period, immediate alternative family member from the same household may be provided training opportunity. However, it must be stated that if applicants are not available from amongst the project affected families, its benefits may be extended to the nearest settlements and then extended to non-PAF households of IDP camps.

Applicants can obtain application form at no cost from the office of NWEDC. Applicant will submit application form along with Land Acquisition Certificate provided by NWEDC, certificates of educational qualification and recommendation letter from the concerned rural municipality. The scheme is only a welfare measure for the project affected families and does not necessarily confer any right on the part of PAF for financial assistance. NWEDC also reserves the right to reduce/increase the number of candidates or change the number of candidates in different training programmes depending upon availability of the candidates.

6.4 Procedure for training

NWEDC will hire the services of most suitable government-accredited (like CTEVT, etc.) Firms for imparting training. Depending upon the nature of course and its availability, batch size, etc., NWEDC will schedule the training programs, accordingly. Mobile trainings shall be conducted at respective locations/sites of identified trainee or any other place as per the suitability/availability of the course/training provider, economical aspects, etc. The trainees of different places may be grouped together at one place for training, which generally may not be possible for all the courses. Since, very few respondents have opted for off-beat trainings like plumbing (1 person), gabion weaving (4 persons), motor cycle repair (5 persons) and building electrician (5 persons), such respondents may be given a chance to change their choice. If required and as per the suitability

of the course, residential training in the concerned institute can also be arranged for trainees, that too not exceeding the allocated budget. However, if the budget for the training plan exceeds the allocated budget, due to justified reasons, then the same will have to be reallocated/adjusted from the provisions of EIA/EMP after obtaining due approvals. It is categorically mentioned here that the trained candidates will not have any right or claim for employment in NWEDC. However, all efforts will be made to give due preference for employment in contractor's establishments.

6.5 Selection criteria of trainers

Training service providers will select the trainer on the basis of their relevant experiences, qualification and capability to carry out the task. Selection will be carried out through the comparison of the relevant overall capacity of at least three qualified candidates among those who have, directly or through a firm, expressed interest in the assignment or have been approached directly by the training providers. The project secretariat will also discuss with trainers (if required) and training provider will negotiate a contract with the selected trainer after reaching agreement on satisfactory terms and conditions of the contract, including reasonable fee and other expenses. The following criteria will be considered to select the trainers:

- Required degree of related field should be TSLC/Level II or as prescribed by the curriculum of CTEVT;
- Proven past experience of at least three years of training delivery; and
- Knowledge of English, Nepali and local language.

6.6 Full disclosure of the plan

In order to inform people about the training, NWEDC shall publish an advertisement in local daily newspaper and broadcast the same through Rasuwa-based local FM stations with detailed information before the commencement of the training programme. NWEDC may also collaborate with Uttargaya, Parbatikunda, Gosaikunda and Kalika rural municipalities and NGO/CBO to share information about the training.

Immediately after the final selection of the training service provider, qualified trainers will be identified as per the norms of CTEVT. Application forms (as attached in Annex 3) will be prepared and distributed to be filled in by the applicants who are interested in training. A trainee selection committee consisting of NWEDC, TSP and subject expert shall be formed for the selection of the eligible participants. All filled application forms thus collected shall be carefully sorted for interview of identified PAF member.

6.7 Financial plan

The Personnel and Administration (P&A) Department of NWEDC shall be responsible for internal monitoring of progress and utilization of released fund. All financial compliance will be strictly made that the amount released under the plan is not misused. Utilization of amount released as first installment shall be verified by the department and if the funds of the first installment are found misused or found lying unused by applicant, then the second installment shall not be released. Performance of this implementation plan will be assessed after a period of three years of its operation. However, suggestion for improvements received in the interregnum shall be taken on board and plan revised as per need which may be earlier than three-year period.

6.8 Implementation schedule

Out of the total 369 surveyed PAF members, 118 female respondents have opted for tailoring training followed by light vehicle driving training (85 male respondents) and computer training (40 persons). It is suggested that NWEDC provides training immediately after the endorsement of the plan from the Department of Electricity Development (DoED). However, with the availability of limited resources and fixed number of trainees, NWEDC shall review training intake each year in view of its relevance.

6.9 Cost estimate of the plan

The Nepal Employment and Skills Training Plan proposes to conduct skill-based training to 369 PAF members in addition to providing scholarship for Diploma education for 4 prospective candidates. In order to implement the training, the plan suggests NWEDC to allocate a sum of NPR 18,124,455 (*rupees one crore eighty-one lakh twenty four thousand four hundred and fifty five only*) to implement training for 369 PAF members for a five-year timeframe (see Table 13 below for year-wise financial implications and Table 15 for summary of trade-wise training cost of PAF/non-PAF members). This cost estimate is based on the prescriptive guideline of CTEVT. The budget for the implementation of this Plan will be utilized from the specific provisions of approved RAP for skill development trainings. Within this estimated budget, the plan has also encapsulated cost of merit-based scholarship amounting to NPR 17,89,200 for 4 prospective candidates from the project affected family in addition to allocating a contingency amount of NPR 500,000 (taken on lump-sum basis) for any out-station training that may be required during the course of implementation to train some prospective candidate/s in some trades such as plumbing, gabion weaving, motor cycle repair and building electrician.

The individual training cost is as per the CTEVT financial norms and the overall budget may slightly vary/escalate because of the market price during the time of the project implementation. In such a scenario, NWEDC is flexible to re-appropriate funds during the time of its implementation. The financial breakdown of each individual trade along with the specific resource needs is presented in Annex 8b.

Further, it is to be noted that since many skill-based projects are in operation in Rasuwa district for post-earthquake interventions, various donor-funded projects such as ENSSURE, EVENT and Skill Development Project have expressed interest in supporting identified training and may also share financial resources in organizing training in the project area.

Table 13: Five Year Implementation Schedule of Employment and Skill Training Plan

SN	Name of Trades	Yearly Plan					Total	Budget (NPR)
		Feb 2018 to Jan 2019	Feb 2019 to Jan 2020	Feb 2020 to Jan 2021	Feb 2021 to Jan 2022	Feb 2022 to Jan 2023		
1.	Beauty Parlour	10	0	0	0	0	10	593,250
2.	Building Electrician	5	0	0	0	0	5	454,825
3.	Carpentry	0	14	0	0	0	14	778,796
4.	Basic Computer	20	20	0	0	0	40	1,831,730
5.	Cooking	0	22	0	0	0	22	1,281,420
6.	Light Vehicle Driving	22	21	21	21	0	85	2,618,775
7.	Gabion Weaving	0	4	0	0	0	4	163,850
8.	Heavy equipment operator (JCB)	16	0	0	0	0	16	640,258
9.	Masonry	0	16	0	0	0	16	968,636
10.	Motorcycle repair	0	0	5	0	0	5	230,520
11.	Plumbing	0	0	0	1	0	1	55,370
12.	Security guard	0	0	0	20	7	27	898,915
13.	Tailoring	25	25	24	24	20	118	4,778,770
14.	Welding	0	6	0	0	0	6	540,140
Sub-Total (A)		33	74	71	18	15	369	15,835,255
Sub-Total (B) Cost for merit-based Diploma scholarship for 4 candidates (see table below for details)								17,89,200
Sub-Total (C) Contingency cost for out-station training to cover transportation and accommodation of candidates								500,000

Grand Total (A+B+C) One crore eighty one lakh twenty four thousand four hundred fifty five only	18,124,455
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Table 14: Cost for merit-based Diploma scholarship

Semester	Admission fee	Monthly fee	Total	1 st Year (2 nos.)	2 nd Year (1 no.)	3 rd Year (1 no.)
1 st	50,000	3,000 x 6 months	68,000	68,000	74,800	74,800
2 nd	50,000	3,000 x 6 months	68,000	68,000	74,800	74,800
3 rd	50,000	3,000 x 6 months	68,000	68,000	74,800	74,800
4 th	50,000	4,000 x 6 months	74,000	74,000	81,400	81,400
5 th	50,000	4,000 x 6 months	74,000	74,000	81,400	81,400
6 th	50,000	4,000 x 6 months	74,000	74,000	81,400	81,400
Estimated cost for Diploma course			426,000	426,000 x 2	468,600 x 1	468,600 x 1
Year-wise cost				852,000	468,600	468,600
Total cost for three-year Diploma course						17,89,200

Table 15: Summary of trade-wise training cost of 369 PAF and non-PAF members

SN	Trades interested in by PAF members	Number of trainees	Total training cost (NPR)
1.	Beauty parlour	10	593,250
2.	Building electrician	5	454,825
3.	Carpentry	14	778,796
4.	Basic computer	40	1,831,730
5.	Cooking	22	1,281,420
6.	Light vehicle driving	85	2,618,775
7.	Gabion Weaving	4	163,850
8.	Heavy equipment operator (JCB)	16	640,258
9.	Masonry	16	968,636
10.	Motorcycle repair	5	230,520
11.	Plumbing	1	55,370

12.	Security guard	27	898,915
13.	Tailoring	118	4,778,770
14.	Welding	6	540,140
Total: One crore fifty eight lakh thirty five thousand two hundred fifty five rupees only		369	15,835,255

Chapter 7: Monitoring, evaluation and skill testing

7.1 Grievance Redressal Mechanism (GRM)

A Grievance Redressal Mechanism (GRM) will be developed for the overall project to address grievance of project affected community regarding training and employment opportunity provided by UT-1 HEP. A GRM Committee will be formed before the implementation of the project and will be responsible to record and resolve grievance/s submitted by the project affected communities.

NWEDC shall provide technical and human resource support in contributing to redressing grievance and communication needs specific to the project. The institutional structure and the roles and responsibilities as related to grievance recording, redress, communication and resolution will be as follows:

Rural Municipality/Gaonpalika Grievance Management Committee (RMGMC)

At the *Gaonpalika* level, the GRM committee will be formed in the leadership of the chairman of respective municipality. The meetings where training related grievances are discussed may also include following members:

1. Chairman of Rural Municipality/Municipality—Coordinator
2. Chairman of ward—Member
3. NWEDC representative—Member
4. Local NGO/CBOs representative—Member
5. Local community/political leader—Member
6. Respective secretary or executive officer—Member Secretary

The assigned staff/member secretary at the *Gaonpalika* office will serve as the primary contact person for grievance reporting, documentation and forwarding of unresolved grievances to higher level committee or responsible parties. The member secretary may forward the grievance to responsible party at the *Gaonpalika* level and require response to the grievance. The contact person will also be responsible to facilitate downward flow of information on grievance redressal and resolution to the grievance filer.

The primary role of the committee will be to support and facilitate the functioning of the RMGMC and respond to unresolved grievances and recommend appropriate action to resolve the grievance. The committee is also responsible to monitor and review the progress of grievance and provide recommendations as required.

7.2 Evaluation of employment and skill training plan

One of the major objectives of the project is to improve the living standard of the affected persons/households or at least restore their livelihood to pre-project level by implementing appropriate mitigation measures. NWEDC will provide periodic reports annually to DoED about the status of the training. Monitoring will be conducted to: (a) record and assess project inputs and the number of persons/households affected and compensated and (b) confirm that the living standard of the affected persons/households improved or at least restored to pre-project level. Monitoring of training activities, especially the skill and its employability within the project and other social parameters arising during the project implementation will be conducted. NWEDC will be responsible for monitoring of skill training. The M&E department will conduct monitoring work

as per schedule for different parameters. The department will maintain a record of all transactions in its database followed by entitlement records duly signed by the beneficiaries.

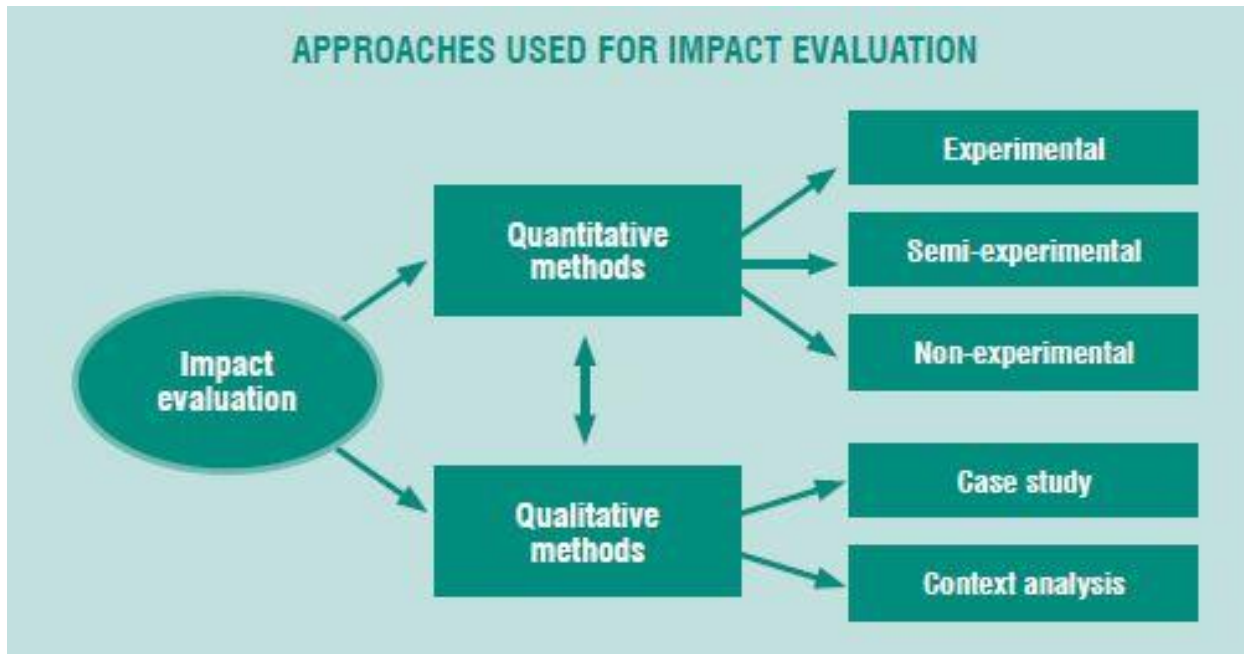
The purpose of monitoring and evaluation is to collect quantitative and qualitative information to assess whether the development objectives of the project are being achieved or not, gap identification, and providing the evidence for taking remedial actions. The M&E system will allow for ongoing learning and feedback throughout the design, planning and implementation stages of all the training components. It is suggested to employ both quantitative and qualitative methods for assessing the impact. Such methods are not exclusive and are often combined, depending on the characteristics of the programme to be evaluated, the type of participants and the evaluation approach adopted (*see Figure 5 below*). Quantitative method seeks to verify the cause-effect relation between training and its impact. To that end, it uses information contained in the goals of the programme, and on the basis of the information gathered, establishes the degree of attainment of such goals by means of an indicator.

Monitoring and evaluation arrangements of the skill training project will be conducted at the following three levels:

- *Project implementation*: to ensure that all procedures and guidelines related to the project are followed and timelines met, and the allocation and use of resources are as per project agreements;
- *Project outputs*: to expedite measures on how the trainees could be preferred for employment in the project construction phase; and
- *Project impact*: including key performance indicators for the project that will measure success of the project.

Monitoring needs to be carried out at different levels and by both NWEDC and TSP. At the activity level, both parties will monitor compliance with quality standards. At the output and outcome level, training service providers themselves monitor the progress and achievement of results, and feed their information into the database system. NWEDC verifies these claims on a sample basis. If required, the impact of the project can be measured by impact evaluation conducted by independent organizations.

Figure 5: Approaches to be used for impact evaluation



7.3 Impact monitoring

NWEDC will take utmost care in ensuring time-bound training as per the implementation schedule in uplifting the living standard of the project affected people through preference in employment during the course of the construction phase. As this is a demand-driven initiative, one of the major pre-requisites is NWEDC preference to employ as many trained persons as possible through contracting agencies, subject to its requirement and suitability. At this stage, the number of persons found suitable for employment through contracting agencies could not be assessed because of the diverse nature of training and the level of technical competence on the part of the trainees. This requires systematic monitoring to measure results through the preparation of monitoring guidelines, structured forms and formats, dedicated team, different tiers of monitoring and regular orientations for training service providers on monitoring system that will contribute to its efficiency and applicability.

Internal and external monitoring will be conducted: (a) to keep record the number of PAFs due to the implementation of the project and impacted assets, b) confirm that the living standard of the affected persons/households improved or at least restored to pre-project level, and (c) to ensure restoration of impacted public assets. In full spirit of the PDA (Section 11.9), NWEDC shall submit bi-annual report to NWEDC for the first three years of the construction period and annual report thereafter, describing in detail (a) its employee training programmes; (b) implementation status of such training programmes; and (c) progress made towards meeting the objectives set forth in Section 11 .9 of PDA. In addition, NWEDC will conduct annual review and monitor skill training activities by December 2018.

The project will conduct internal monitoring of all the trainings and scholarships provided under this plan. The P&A department will produce annual training performance report of each calendar year based on the plan's outputs. A final training completion and monitoring report will be prepared after the completion of the construction work. Monitoring unit will prepare this report for project.

The report will describe status of implemented trainings, number of self-employed people indicating the number of PAF members increasing their livelihood status through the training with corrective measures, problems and recommended solution. The report shall clearly identify where training measures are not being met or where mitigation efforts are inadequate to protect social impacts. Measures to solve problem will be proposed and supported by NWEDC. In addition, a performance data sheet will be developed to monitor training activities at the field level. Field level monitoring will be carried out through:

- Review of training quality information for project affected persons
- Consultation and informal interview with project affected persons/ households
- Random sample survey of project affected persons
- Key Informant Interview (KII)
- Focused Group Discussion (FGD)
- Public consultation

7.4 Monitoring and reporting

NWEDC will form a monitoring and reporting team to closely monitor performance of trainees and trainers. The monitoring team consists of a monitoring officer and a training coordinator of specific skills. The monitoring team will submit monitoring report to the project director twice a month with specific recommendations and feedbacks. Based on this, the monitoring team shall make further plan to improve the quality of training program through standard monitoring check list and regular site visits. Trainees will have the opportunity to demonstrate their skills every two weeks in the presence of training coordinator. Based on the test and supervision result, the training coordinator will provide feedback to trainers and trainees so that they can improve skills. With respect to the performance of trainees, trainers shall update further session plans. Each demonstration will be evaluated with set indicators. As the performance level of the trainees increases, the standard level of indicators shall also be modified according to the learning progress of the trainees. CTEVT curriculum will be used to ensure the quality of training.

Training coordinator shall prepare pre-training, during training and post-training check lists along with event-wise training details and report to the monitoring officer for effective monitoring from grassroots level. Training coordinator working at the field shall coordinate with all project-based rural municipality (*Gaonpalika*) representatives to ensure better harmonization with project affected people. Similarly, training coordinator shall coordinate with relevant NWEDC staff to visit training sites for effective monitoring from local government bodies.

7.5 Skill testing

NWEDC shall support training graduates to sit for the national skills test to receive a formal recognition of acquired skills. Skill test is considered as one of the core instruments to stimulate training providers to maintain training quality and therewith enhancing the chances for the graduates to be employed. NWEDC will make it mandatory to collaborating TSP to send all graduates for the National Skills Testing Board (NSTB) skill test.

Once the graduate submits the duly filled application form (Annex 3), the responsibility of carrying out skill test (see Annex 6 for skill test form) rests with NSTB. The technical parameters applied in the test are all based on the standards of NSTB (Figure 6). Prior to the testing date, the TSP informs NWEDC about the date and location of the test for the field staff to be able to plan their

monitoring visit. This arrangement will enable NWEDC monitor 80 percent of all skills tests. During the test, NWEDC staff will be present as an observer and shares its feedback with NSTB after the completion of the test. NSTB is often responsive to such suggestions, which adds value to the quality of skills.

Figure 6: Stages of skill certification process

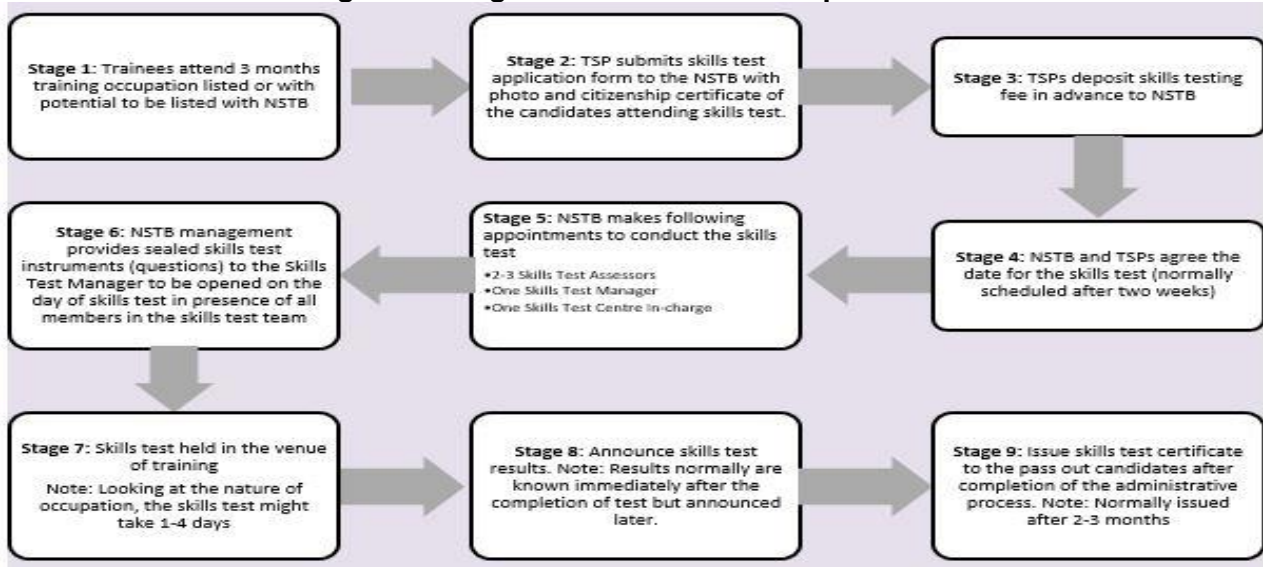


Table 16: Schematic matrix of monitoring and evaluation

SN	Activity	Indicators	Responsibility	Frequency (yearly)	Data collection instruments/ monitoring process
1.	Skill training	<ul style="list-style-type: none"> No. of trainees No. of participants in training No. of trainees participated in skill testing 	TSP/CTEVT/ NWEDC	1	Records, field visit
2.	Skill testing	<ul style="list-style-type: none"> No. of selected candidates No. of trainees taking skill tests 	TSP/NSTB/ CTEVT	1	Records, field visit
3.	Employment of graduates	<ul style="list-style-type: none"> No. of graduates employed after 3 and 6 months of training Average earning of graduates after 3 and 6 months of training 	NWEDC	2	Records, Field visit
4.	Employer survey	<ul style="list-style-type: none"> Hiring of consultant Conducting survey 	NWEDC	1	Record, Field visit

Annex 1: Name of TSPs affiliated to CTEVT with their thematic expertise

SN	Name of training institutes	Contact Address	Trade specialization
1.	Action for Development	Chhauni Road, Sitapaila, Ward:13 Kathmandu, Nepal Tel: 4673100 Email: a4development@gmail.com	Mason, welding, carpenter, building electrician, fabricator, driving, off-seasonal farming
2.	Alliance for Social Mobilization	Nakkhu-4, Lalitpur, Nepal Tel: 977 1 5553529, 5545890 Fax: 977 1 5552380 Email: alliance@alliance.com.np www.alliance.com.np	Building electrician, carpenter, mason, off-seasonal and poultry farming, tailoring
3.	Trade Link Technical Training Institute	Chakrapath, Maharajgunj, Kathmandu, Nepal Tel: +977- 1-4370121, 4376218 9851042472 / 9801042471 Email: info@tradelinknepal.com.np www.tradelinknepal.com.np	Building electrician, mason, carpenter, tailoring, cooking, welding, structural fabricator, driving, computer, gabion weaving, mobile repair, off-seasonal and poultry farming, security guard, fisheries
4.	Training Centre Nepal	Sitapaila, Kathmandu, Nepal Tel: 4302107, 4284743 Fax: 4671593 mail: trainingnp@mail.com.np	Mason, plumbing, cooking, motor cycle repair, building electrician, welder, structural fabricator, carpentry, welder
5.	Don Bosco Institute of Skill Development	Golfutar, Budhanilkantha -10, Kathmandu, Nepal Tel.: 01 4370972 Email: donboscott@gmail.com	Off-seasonal farming, poultry farming, welder, sweets and snacks, mason, building electrician, mobile repair, cook
6.	F-SKILL Pvt. Ltd.	Ekantakuna, Kumaripati, Lalitpur Tel: 5548621, 5555301 www.fskill.org.np	Mason, mobile repair, carpenter, tailoring
7.	Global Institute of Hotel Management Tourism Technical Center	Tinkune, Shantinagar Gate, Kathmandu Tel.: 01-4621098, 9841588259	Hotel management (Indian and Chinese cook, waiter)
8.	Nuwakot Prabidhik Tatha Byawasayik Training Center	Battar, Nuwakot	Light vehicle driving, cooking, tailoring, welding, poultry farming, fisheries, mason, carpenter

9.	Rural Self Development Center(RSDC)	PO Box 9266; Kathmandu Tel:014438956 Email:centre@rsdc.org.np	Poultry farming, beauty parlour, tailoring, electrician, motor cycle repair, mason, carpenter
10.	SKILL Nepal Pvt. Ltd.	Manbawan, Lalitpur Tel: 5527077, 5549326	Driving, beauty parlour, tailoring, off-seasonal farming, poultry farming, fisheries, mason, carpenter
11.	World Link Technical Training Institute Pvt. Ltd.,	Gongabu, Kathmandu, Nepal Tel.: 014350838 E-mail: worldlink_tti@yahoo.com	Beautician, building electrician, mason, carpenter
12.	World Wide Training Institute Pvt. Ltd.	Dhumbarahi, Kathmandu, Nepal Cell: 9841277244/ 9801027724	Cooking, tailoring, beauty parlour, mobile repair, carpenter, driving, gabion wire weaving, computer, building electrician, welder, off-seasonal farming, poultry, motor cycle repair, sweets and snacks, security guard
13.	Brilliant Manpower Training Center	Gongabu-29, Kathmandu 01-4365921 / 9851072725	Cooking, beauty parlour, tailoring
14.	Balaju School of Engineering and Technology	Balaju Industrial Estate, Kathmandu, Nepal Tel.: 014350213	Driving, heavy equipment, building electrician, welding, plumbing, motor cycle repair, rigger, etc.
15.	Rural Infrastructure and Management Consultant (RIMC) Pvt. Ltd.	Lokanthali, Bhaktapur, Nepal Tel: 01-6632688 Cell: 9851077782	Cooking, tailoring, beauty parlour, motor cycle repair, carpenter, driving, gabion weaving, computer, building electrician, welder, masonry, welding, plumbing, security guard, etc.
16.	National Employment Training Center [NETC]	Chuchchepati, Chabahil, Kathmandu; Tel: 01-4490016 Email:nemployment@yahoo.com	Building electrician, tailoring, poultry farming, construction carpenter, mason, plumber, basic computer, cook, light vehicle driving,
17.	Peace Technical Training Center	Balkumari, Lalitpur Phone: 01-5200843 / 9851010856, Fax: 01-5200843; Email: peace.technical@gmail.com	Tailoring, construction carpenter, mason, plumber, basic computer, cook, light vehicle driving, motorcycle repair, security guard, mobile repair, JCB driving
18.	CEMECA Human Resource Academy	Anamnagar, Kathmandu Phone: 4228024 Email: cemecahra@mos.com.np	Indian cook, tailoring, beautician, carpenter, mason, plumber, basic computer, security guard, mobile repair, heavy equipment
19.	ICA Training Center Pvt. Ltd.	Koteshwar, Kathmandu, Nepal Tel: 015147123	Cooking, building electrician, carpentry, plumbing
20.	Gandaki Polytechnic Institute	Milan Tole, Tokha Municipality-9, Kathmandu Tel: 014385559 / 9851099831	Mason, carpenter, building electrician, carpenter, tailoring, off-seasonal and computer, mobile repair

ANNEX 2: Training Organization's Evaluation Criteria

SN	Description	Marking	Weightage
A	Capacity of Firm/Organizational Strength		200 points
I	Average annual turnover in best three years of last five fiscal years (from fiscal years 2067/068 to 2071/072)		50 points
(i)	>30 lakhs	100%	
(ii)	>2 to 3 lakhs	75%	
(iii)	1 to 2 lakhs	50%	
II	Years of experience of firm (from the date of legally registered to the last date of submission of expression of interest)		50 points
(i)	>7 years	100%	
(ii)	>5-7 years	75%	
(iii)	5 years	50%	
III	Physical Resources		100 points
a.	Training Venues: Number of classrooms (size 200 sqft. Or more and training hall (400 sqft or more)		50 points
(i)	At least 4 classrooms and 4 training halls of above mentioned size	100%	
(ii)	At least 3 classrooms and 3 training halls of above mentioned size	75%	
(iii)	At least 2 classrooms and 2 training halls of above mentioned size	50%	
b.	Hostel for participants (rent/own): having toilet facilities		50 points
(i)	>50 bed capacity	100%	
(ii)	>30-50 bed capacity	75%	
(iii)	20-30 bed capacity	50%	
B	Professional Staff (Full time staff will get 100% point and part-time staff will get 75% point)		200 points
1	Manager/Coordinator and Monitors		100 points
(i)	At least three training managers/coordinator and 3 monitoring and evaluation expert having Bachelor's Degree and above qualification with at least 3 years of experience	100%	
(ii)	At least two training managers/coordinator and 2 monitoring and evaluation expert having Bachelor's Degree and above qualification with at least 3 years of experience	75%	
(iii)	One training manager/coordinator and 1 monitoring and evaluation expert having Bachelor's Degree and above qualification with at least 3 years of experience	50%	

2	TSLC/NSTB level 2 or higher level with more than 3 years' experience (Trainers need to be separate for each training)		100 points
(i)	Trainers covering all training (3) subjects as in this assignment	100%	
(ii)	Trainers covering 2 training subjects as in this assignment	75%	
(iii)	Trainers covering one training subject as in this assignment	50%	
C	Relevant work experience of the firms		600 points
I	Average output of trainers per year in last five years in the NSTB level 1 skill testing model (covering all training subjects as in this assignment-100%, 2 training subjects as in this assignment-90%, 1 training subject as in this assignment- 80%)		500 points
(i)	>150 trainees	100%	
(ii)	>100-150	75%	
(iii)	50 t100	50%	
II	Work experience in project area		100 points
(i)	Worked in Rasuwa	50%	
(ii)	Worked in Nuwakot	25%	
(iii)	Worked in both Rasuwa and Nuwakot	25%	

Annex 3 (a): Application Form (in English)

Registration #: _____

Stamp of the Training
Institution

Personal Details

Name and Surname: _____

Sex: Female Male Other

Marital Status: Single Married

Date of Birth (Day/Month/Year): _____/_____/_____ Age: _____

Caste/Ethnicity: Dalit Janajati Others (please specify) _____

Special circumstances: HIV-infected Disabled Widow

Internally Displaced People Others

Permanent Address	
District:	
Municipality/ VDC:	
Tole:	Ward No:
Phone Number (Land line):	
Phone Number (Mobile):	
Father's Name:	
Mother's Name:	
Citizenship No.:	
Issued District:	

Current Address	
District:	
Municipality/ VDC:	
Tole:	Ward No:
Phone Number (Land line):	
Phone Number (Mobile):	

In case of getting information of you:

Reference person:
Mobile Number:

Education Details

Highest completed level of education:

Illiterate Below class 5 Class 5-8 Class 9-10 SLC Pass

+2

Bachelor's degree and above

If you have an academic certificate, please attach a copy.

Employment and Income Information

What is your employment status and monthly earnings (own earnings only):

Self-employed Monthly
earnings: _____

Wage earner Monthly
earnings: _____

Agriculture Monthly
earnings: _____

Unemployed Monthly
earnings: _____

Other _____ Monthly
earnings: _____

Estimated total monthly income Rs. _____

What is your family's average annual earnings in the following areas (excluding your own)?

Labour Wages _____

Salary _____

Business

Animal Husbandry _____

Remittance _____

Others

Number of family members _____

Estimated total monthly income per member Rs. _____

(Please divide the sum of total annual income by total no of family members and 12 months)

How many months can you feed your family through agricultural income from your own land?

Less than 3 months Less than 6 months More than 6 months Do not
have land

Training Information

Name of
training: _____

District: _____ V.D.C: _____ Ward No.: _____ Start
date: _____

Reason for interest in training:

- To start own work To work for wages
 To upgrade skills To go for foreign employment

How did you come to know about this training?

- Newspaper Relatives/Friends Society
 Poster Training Centre Pamphlets
 Local Development Agencies FM radio Other

Have you had any previous training? Yes No

If yes, please provide the following information:

Name of Training: _____

Hours of Training: _____

Date completed: _____

I state that the above-mentioned details are true.

Signature of Applicant

Date (Day/Month/Year)

Note: (a) If any trainee remains absent for more than 15 days and fails to provide convincing documented reasons for the same, NWEDC reserves the right to terminate training for the candidate.
(b) NWEDC will not be liable to bear the NSTB certification cost after the first failed attempt of skill test conducted by NSTB.

ANNEX 3 (b): TRAINEES' APPLICATION FORM (IN NEPALI)

**;Lk lasf; sfo{qmd
k | lzlfyyL{ cfj]bg kmf/d**

cfj]bssf] kmf]6f]

btff{ g+= M =====

s[kof tn lbOPsf] aS;df cfk"mnfO{ 7Ls nfu]sf] pQ/df √lrGx nufpg'xf];\.

1. JolQmut Ijj/Of

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 y/M =====

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 cGo-s[kof pNn]v
 ug{'xf];_=====

ljz]ifcj:yf M ljwjf÷Psn dlxfn ckfª\utf ePsf]
 cfGtl/s ?kn] lj:yflkt PrcfO{eL÷P8\; ;ª\qmltd

2. 7]ufgfljj/Of

:yfoL 7]ufgf M
lhNnf M
gu/kflnsf÷uflj; M
6f]n Mj8f g+=
kmf]g g+= -df]afOn_ M

xfnsf] 7]ufgf M
lhNnf M
gu/kflnsf÷uflj; M
6f]n Mj8f g+=M
kmf]g g+= -df]afOn_ M

a'jfsf] gfdM
cfdfs] gfd M
gful/stfk dfOfkq g+= M
gful/stfhf/L ug]{ lhNnf M

tkfO{nfO{ glhsaf6lrGg] JolQm M
JolQmsf] gfd M
;Dks{ g+= M

3. **z}lfs ljj/Of**

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4. **Jofj;flos ;Lk**

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\$=# olb tkfOn] tflnd dfk{mt s'g} Jofj;flos ;Lk lng'ePsf] 5 eg], s[kof ltgnfO{
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ug{'ePsf] xf] eg] tnsf] tflnsfdf pNn]v ug{'xf]nf -h:t} M sfd ub}{ l;Sb}, cfk}mn}
l;s]sf], kfl/jfl/s k]zf ePsf] sf/Ofn] l;s]sf] cflb_

qm=;+=	tkfO{+;Fu ePsf] Jofj;flos ;Lk	Tof] ;Lk s;/L l;Sg'eof] <
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5. **cfotyf /f]huf/Lsf] cj:yf**

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%=# olb xfn -uPsf] ^ dlxgfd_f_a]/f]huf/ x'g'x'G5/ clxn] tkfO{+n] sfd kfpg'eof]
eg] tkfO{+sf] dfl;s cfo slt hltx'GYof] xf]nf<
dfl;s cfo ?= =====

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6. **kl/jf/n] ug]{ lgOf{odf tkfO{sf] s:tf] e"ldsf /xG5<**

- dk"Of{ ¿kdf ;+nUg 5' ;a} d'Vo lgOf{ox¿df d]/f]
;Nnfx lnOG5
- s]Xl d'Vo lgOf{ox¿df d]/f] ;Nnfx lnOG5 s]jn d ;Fu ;DalGwt ljifodf dfq d]/f]
;Nnfx lnG5
- d k"Of{ ¿kdf c;+nUg 5'

7. **cf^g] hUuf hldgaf6 tkfO{+sf] kl/jf/nfO{ slt dlxgf vfg k'U5<**

- # dlxgfeGbf sd ^ dlxgfeGbf sd ^ dlxgfeGbf a9L cf^gf] hUuf hldg
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8. **tkfO{+n] of] tflndaf/] s;/L yxf kfpg' eof] <**

- Pkm=Pd= /]l8of] 3/b}nf] cleofgaf6 tflndaf/]
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gu/kflnsf÷ufpkflnsf sfof{no kf]i6/ kDkmn]6
;fyLefO tyf gft]bf/xç af6 tflnd s]Gb|af6 ;fd'bflos ;d"xxçaf6
cGo-s[kof pNn]v ug{'xf];_

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9. tkfO{ of] tflnd ;lsPkI5 /f]huf/L kfOG5 eGg]df slQsf] ljZj:t x'g'x'G5<

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d]n] pknAw u/fPsf dflysf s'/f ;fFr] xf] egL 3]if0ff ub{5'.

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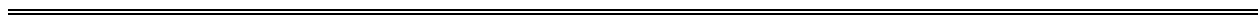
ldlt -lbg÷dlxgf÷;fn_

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Annex 4: Training Curriculum

1. Computer Operator

SN	Modules	Class hours		
		T	P	Total Hours
1.	Introduction to Computer	2	5	7
2.	Operating System CUI: DOS GUI: Windows XP, Windows 7, Windows 8, Open source	6	21	27
3.	Word Processing Program	4	22	26
4.	Spreadsheet Program	4	22	26
5.	Presentation Program	2	10	12
6.	Database Program	4	18	22
7.	Photo Editor Program	2	14	16
8.	Email, Internet & Webpage	5	17	22
9.	Computer Hardware & Networking	5	13	18
10.	Computer Security	2	2	4
11.	Entrepreneurship Development	18	22	40
	Total number of hours	54	166	220

2. Building Electrician

SN	Module	Nature	Time		Hours
			Theor y	Practical	
1	Basic electricity	Th + Pr	81	35	116
a	Introduction of electricity	Th	30	0	30
b	Occupational Health and safety	Th + Pr	20	2	22
c	Electrical tools and equipment	Th + Pr	14	16	30
d	General electrical design (drawing)	Th + Pr	9	17	26
e	Principal of electricity	Th	8	0	8
2	Installation of electricity	Th + Pr	29	86	114
a	Surface concealed wiring	Th + Pr	21	72	92
b	Safety equipment	Th + Pr	4	6	10
c	Earthing	Th + Pr	4	8	12
3	Repair and maintenance of electrical system	Th + Pr	6	6	12
4	Practical mathematics	Th + Pr	12	0	12
5	Communication and networking skill	Th + Pr	2	10	12
6	Skill and Entrepreneurship Development	Th + Pr	18	22	40
	Total		306	0	306
7	Project work (2 weeks)	Pr	84	0	84
	Grand Total	Th + Pr	390		390

NOTE:

Th = Theory

Pr = Practical

3. Construction Mason

SN	Module/Sub-Module	Nature	Th.	Pr.	Total
	Job: Brick Layer Mason				
1	Safety of equipment, tools and materials	Th + Pr	2	10	12
	1 Safety	Th + Pr	1	5	6
	2. Equipment, tools and materials	Th + Pr	1	15	16
2	Basic measurement of masonry	Th + Pr	2	15	17
3	Preparation of mixtures and concrete	Th + Pr	2	15	17
4	Stone masonry	Th + Pr	16	74	90
5	Brick masonry	Th + Pr	16	74	90
6	Foundation	Th + Pr	16	20	36
7	Lintel	Th + Pr	4	16	20
8	Masonry up to lintel	Th + Pr	14	72	86
	Total		74	316	390

4. Gabion wire weaving

S.N.	Module/Sub-Module	Nature	Th.	Pr.	Total
1	Use of equipment and tools	Th + Pr	2	8	10
2	Safety measures	Th + Pr	2	7	9
3	Preparatory tasks for gabion weaving	Th + Pr	6	66	72
4	Functions of "Charkha" (weaving machine)	Th + Pr	6	66	72
5	Rings of gabion wires and weaving styles	Th + Pr	8	80	88
6	Weaving	Th + Pr	5	75	80
7	Finishing, Storage and Record keeping	Th + Pr	3	27	30
8	Practical mathematics	Th + Pr	2	8	10
9	Occupational health and safety	Th + Pr	2	8	10
10	Communication	Th + Pr	2	7	9
	Total		38	352	390

NOTE:

Th = Theory

Pr = Practical

5. Welding

S N	Module/Sub-Module	Nature	Time (Hours)		
			Theory	Practical	Total
1.	Tools and equipment and safety	Th + Pr	2	8	10
2.	Basic Electrical and electronics	Th + Pr	5	20	25
3.	Calculate and estimate welding product.	Th + Pr	6	25	31
4.	Apply occupational safety rule.	Th + Pr	5	20	25
5.	Select and Use of the tools and equipment	Th + Pr	4	15	19
6.	Select appropriate electrodes for the welding according to the working materials and the thickness.	Th + Pr	7	30	37
7.	Perform in different welding position	Th + Pr	5	30	35
8.	Weld on different materials in different joints	Th + Pr	5	30	35
9.	Perform pipe welding	Th + Pr	14	50	64
10.	Control welding defects	Th + Pr	7	10	17
11.	Handle and care gas welding tools and equipment	Th + Pr	2	14	16
12.	Perform gas welding in all position in different materials	Th + Pr	9	30	39
13.	Perform hard soldering (Brazing) on different ferrous and nonferrous metals	Th + Pr	7	30	37
Total			78	312	390

Th= Theory

Pr=Practical

6. Motorcycle Repairing Training

Course structure

Job: Motorcycle Mechanic(MM)		Time (hrs.)		
Modules/sub modules	Nature	Th.	Pr.	Tot.
1. Motorcycle service and beginner mechanic	T + P	20	80	100
1. Servicing	T + P	8	32	40
2. Chassis	T + P	4	16	20
3. Suspension system	T + P	2	8	10
4. Brake and control	T + P	2	8	10
5. Fuel supply system	T + P	4	16	20
2. Motorcycle Electrical Mechanic	T + P	18	72	90
1. General wiring	T + P	3	12	15
2. Motorbike lighting and signaling system	T + P	5	20	25
3. Charging and starting system	T + P	6	24	30
4. Ignition system	T + P	4	16	20
3. Motorcycle Engine and Transmission Mechanic	T + P	20	80	100
1. Engine	T + P	13	52	65
2. Clutch and gear system	T + P	5	20	25
3. Lubrication system	T + P	2	8	10
4. Motorcycle Driving	T + P	6	24	30
Sub-total:		64	256	320
5. Common module	T + P	14	56	70
1. Applied math	T + P	4	16	20
2. Occupational health and safety	T + P	2	8	10
3. First aid	T + P	1	4	5
4. HIV/AIDS	T + P	1	4	5
5. Communication	T + P	2	8	10
6. Small enterprise development	T + P	4	16	20
Grand total:		78	312	390

7. Plumbing

SN	Module/Sub-Module	Nature	Time (Hours)		
			Theory	Practical	Total
1.	Tools and equipment and safety	Th + Pr	2	8	10
2.	Basic benchmark of plumbing	Th + Pr	5	20	25
3.	Polythene pipe fittings	Th + Pr	6	25	31
4.	Apply occupational safety rule	Th + Pr	5	20	25
5.	Select and Use of the tools and equipment	Th + Pr	4	15	19
6.	Layout plan	Th + Pr	7	30	37
7.	Perform pipe and valve fittings	Th + Pr	11	50	35
8.	Perform sanitary parts and fixtures fitting	Th + Pr	10	40	35
9.	Perform sanitary system repair and maintenance	Th + Pr	14	40	64
10.	Perform general repairs of plumbing tools and instruments	Th + Pr	12	50	17
11.	Perform plumbing work estimates	Th + Pr	2	14	16
Total			78	312	390

Th= Theory

Pr=Practical

8. Beauty Parlour

SN	Module/Sub-Module	Nature	Time (Hours)		
			Theory	Practical	Total
1.	Tools and equipment and safety	Th + Pr	2	8	10
2.	Basic benchmark of beauty parlour	Th + Pr	5	20	25
3.	Identify/enumerate/handle tools, equipment and materials	Th + Pr	2	8	10
4.	Parlor Management & sanitization	Th + Pr	6	20	26
5.	Apply occupational safety rule	Th + Pr	5	20	25
6.	Concept of hair dressing/beauty culture/beauty therapy/cosmetology	Th + Pr	6	20	26
7.	Hair Dressing	Th + Pr	4	15	19
8.	Beauty Culture and Therapy	Th + Pr	7	20	27
9.	Perform hair dye	Th + Pr	4	15	19
10.	Apply <i>Heena</i> in hair	Th + Pr	4	15	19
11.	Perform hair shampoo	Th + Pr	5	25	30
12.	Perform straight, step, bob, boys', feather, reverse, slice, <i>schaggi</i> and U-shaped hair cut	Th + Pr	8	25	33
13.	Perform step (45 degree) hair cut	Th + Pr	4	25	29
14.	Apply Roller Set; Chopstick/Fish Bun/Japanese Rollers	Th + Pr	5	25	30
15.	Perform hair pomp, French knot, hair plaiting and twisting	Th + Pr	5	25	30
16.	Perform simple, fancy, bridal and Japanese bun	Th + Pr	3	13	16
17.	Perform Simple hair Put-up (<i>juro</i>)	Th + Pr	3	13	16
Total			78	312	390

9. Carpentry

SN	Module/Sub-Module	Nature	Time (Hours)		
			Theory	Practical	Total
1.	Tools, equipment and safety	Th + Pr	2	8	10
2.	Basic benchmark of carpentry works	Th + Pr	5	20	25
3.	Identify/enumerate/handle tools, equipment and materials	Th + Pr	3	9	12
4.	Wood cutting and grading	Th + Pr	4	20	24
5.	Apply occupational safety rule	Th + Pr	5	20	25
6.	Perform measurement and calculation; calculate board foot of lumber	Th + Pr	5	20	25
7.	Shoving, drilling and boring of wood works	Th + Pr	6	20	26
8.	Interpret specification & drawing	Th + Pr	4	20	24
9.	Measure dimension of different objects; measure rectangular, circular and angular wood-based formwork;	Th + Pr	7	20	27
10.	Prepare Layout for wood materials work	Th + Pr	4	15	19
11.	Perform sawing using hand saw	Th + Pr	6	15	21
12.	Extend wooden member using butt joint	Th + Pr	5	25	30
13.	Perform lubrication of tools and equipment	Th + Pr	8	25	33
14.	Perform drawing signs and symbols	Th + Pr	4	25	29
15.	Learn steps in sketching an isometric box	Th + Pr	5	25	30
16.	Practice occupational health and safety procedures	Th + Pr	5	25	30
Total			78	312	390

10. Light vehicle driving

SN	Module/Sub-Module	Nature	Th.	Pr.	Total
1.	Introduction to light vehicle driving	Th	6	-	6
2.	Safety Measures	Th + Pr	2	10	16
3.	Basic knowledge of a light vehicle; Start off, acceleration and smooth stop without stalling the engine; combined clutch/ accelerator and clutch/brake operation; gears change while driving operations like steering and attention to what is happening around; forward driving and turning; gentle steering wheel and maintaining a fairly correct course; manoeuvring; kerb parking; U-turn and forward and reverse turns (3-point turns); direction change; different kinds of parking	Th + Pr	6	48	54
4.	Vehicle construction and controls	Th + Pr	2	40	42
5.	Basic vehicle control maneuver yard	Th + Pr	14	50	64
6.	Driving on the road (practical)	Th + Pr	1	150	151
7.	Examination for light vehicle driving	Th + Pr	2	10	12
8.	Regulations governing operation of PLV	Th	5		5
9.	Space and speed management	Th	3	5	8
10.	Emergency maneuvers and procedures	Th	3	5	8
11.	Basic mechanical engineering knowledge	Th + Pr	18	10	28
Total			62	328	390

11. Heavy Equipment Operator (JCB)

S.N.	Module/Sub-Module	Nature	Th.	Pr.	Total
1	Introduction to Excavator	Th	6	-	6
2	Safety Measures	Th + Pr	2	14	16
3	Daily Inspection of the Excavator	Th + Pr	6	22	28
4	Start Engine and Test Machine Functions	Th + Pr	2	50	52
5	Perform Excavator Operation	Th + Pr	14	150	164
6	Transportation of the machine	Th + Pr	1	15	16
7	Maintenance	Th + Pr	2	40	42
8	Management				0
	1. Communication	Th	3	-	3
	2. Institutionalizing	Th	3	-	3
9	Entrepreneurship Development	Th + Pr	18	42	60
	Total		57	333	390

12. Indian Cook

S.N.	Module/Sub-Module	Nature	Th.	Pr.	Total
1	Equipment, tools and security	Th + Pr	2	8	10
2	Personal Hygiene, workspace cleanliness and food security	Th + Pr	3	12	15
3	Pre-preparation	Th + Pr	6	22	28
4	Continental cuisine	Th + Pr	24	96	120
	4.1 Continental dessert	Th + Pr	1	4	5
	4.2 Continental pasta/rice	Th + Pr	3	12	15
	4.3 Continental vegetable foods	Th + Pr	2	8	10
	4.4 Continental/chicken/meat/fish	Th + Pr	3	12	15
	4.5 Continental breads	Th + Pr	2	8	10
	4.6 Continental snacks	Th + Pr	2	8	10
	4.7 Continental sauce	Th + Pr	2	8	10
	4.8 Vegetable cutting	Th + Pr	2	8	10
	4.9 Continental salad/dressings	Th + Pr	1	4	5
	4.10 Continental (English) breakfast	Th + Pr	2	8	10
	4.11 Continental soup	Th + Pr	2	8	10
	4.12 Light food		2	8	10
5	Indian cuisine	Th + Pr	19	76	95
	5.1 Indian breakfast	Th + Pr	2	8	10
	5.2 Indian snacks	Th + Pr	2	8	10
	5.3 Indian salad/dressing	Th + Pr	2	8	10
	5.4 Indian soup	Th + Pr	1	4	5
	5.5 Indian sauce	Th + Pr	1	4	5
	5.6 Indian vegetable/foods	Th + Pr	3	12	15
	5.7 Indian chicken/meat/fish	Th + Pr	3	12	15
	5.8 Indian rice	Th + Pr	3	12	15
	5.9 Indian breads	Th + Pr	2	8	10
6	Chinese Cuisine	Th + Pr	15	77	92
	6.1 Chinese salad/dressings	Th + Pr	2	8	10
	6.2 Chinese and Thai soup	Th + Pr	2	12	14
	6.3 Chinese sauce	Th + Pr	3	13	16
	6.4 Chinese snacks	Th + Pr	2	12	14
	6.5 Chinese vegetables	Th + Pr	2	12	14
	6.6 Chinese chicken/meat/fish	Th + Pr	2	10	12
	6.7 Chinese rice/noodles	Th + Pr	2	10	12
7	Nepali thali	Th + Pr	6	24	30
	Total		75	315	390

NOTE:

Th = Theory

Pr = Practical

13. Security Guard

S.N.	Module/Sub-Module	Nature	Th.	Pr.	Total
1	Security Management	Th + Pr	9	36	45
	1. Security plan	Th + Pr	2	8	10
	2. Personal management	Th + Pr	5	30	35
	3. Basic security skills	Th + Pr	2	28	30
2	Security Service	Th + Pr	41	144	185
	1. Security tools	Th + Pr	5	0	5
	2. Electronic security tools	Th + Pr	6	24	30
	3. Security provision at workplace	Th + Pr	8	42	50
	4. Receiving orders	Th + Pr	6	24	30
	5. Gatekeeping	Th + Pr	8	42	50
	6. Safety of personnel and physical property	Th + Pr	8	32	40
	Total	Th + Pr	50	180	230
	Basic Modules	Th + Pr	14	56	70
	Mathematics (Practical)	Th + Pr	4	16	20
	Occupational Health and Security	Th + Pr	2	8	10
	First Aid	Th + Pr	1	4	5
	HIV and AIDS		1	4	5
	Communication	Th + Pr	2	8	10
	Micro-enterprise Development	Th + Pr	4	16	20
	Total		64	326	390

NOTE:

Th = Theory

Pr = Practical

14. Tailoring

S.N.	Module/Sub-Module	Nature	Th.	Pr.	Total
Day 1		Th + Pr	0	0	0
Day 2	Introduction & identification of measurements, tools & equipment, safety & precautions	Th + Pr	2	7	9
Day 3	Installation of tailoring machine	Th + Pr	2	5	7
Day 4	<i>Pete Bhoto</i> design	Th + Pr	2	6	8
Day 5	<i>Kane Topi</i> design	Th + Pr	1	6	7
Day 6	<i>Baba Surwal</i> design	Th + Pr	1	6	7
Day 7	<i>Bahule Bhoto</i> design	Th + Pr	1	6	7
Day 8	Petticoat design	Th + Pr	1	5	6
Day 9- 10	Skirt (<i>Frock</i>) design	Th + Pr	3	12	15
Day 11-13	<i>Paijama</i> design	Th + Pr	2	14	16
Day 14 - 15	<i>Sameej</i> design	Th + Pr	2	10	12
Day 16- 18	<i>Maxi</i> design	Th + Pr	3	18	21
Day 19- 21	One-piece <i>Maxi</i> design	Th + Pr	2	16	18
Day 22-24	Umbrella Skirt design	Th + Pr	3	15	18
Day 25- 27	Tunic design	Th + Pr	2	16	18
Day 28- 29	Blouse design	Th + Pr	3	12	15
Day 30-34	School shirt & Jeans shirt design	Th + Pr	5	25	30
Day 35	Mid training evaluation of participants	Th + Pr	4	5	9
Day 36-39	<i>Chaubandi Cholo</i>	Th + Pr	6	24	30
Day 40-43	Punjabi <i>Kurta Shalwar</i>	Th + Pr	6	18	24
Day 44- 46	<i>Churidar Shalwar</i>	Th + Pr	3	15	18
Day 47-48	<i>Patiyala Shalwar</i>	Th + Pr	4	13	17
Day 49-51	Tops	Th + Pr	6	16	22
Day 52-54	Neck design, Design of <i>Pants</i>	Th + Pr	2	16	18
Day 55-57	Repair & maintenance of tailoring sewing & interlock machine	Th + Pr	3	17	20
Day 58-59	Revision of subjects and training	Th + Pr	3	9	12
Day 60	Final evaluation of participants	Th + Pr	6	0	6
	Total		78	312	390

NOTE:

Th = Theory

Pr = Practical

ANNEX 5: QUESTIONNAIRE SURVEY

;Defljt /f]huf/bftfx?;Fusf] cGtjf{tf{

;Dks{ ul/Psf] ;+:yf÷sDkgLM
=====

7]ufgfM
=====

;+Dks{ JolQmsf] gfdM
=====kmf]g
g+M =====

;+:yfsf] :yfkfM =====jif{ =====dlxgf

ljifout hfgsf/L

!= ;+:yfsf d"Vo sfdx? M
=====

@= ;+:yfn] sfd ug]{ lf]qM -:yfgLo, /fli6«o=====

#= ;+:yfn] k|of]u ug[] sRrf kbfy{ / o;sf] ;|f]t -sxF af6 k|fKt x'G5_
=====

=====

=====

\$= ;+:yfsf] pTkfbg vkt x'g] ahf/M

=====

=====

=

=====

=====

=

%= ;+:yfdf sfo{/t sd{rf/L÷sfdbf/ ljj/Of

xfn sfo{/t hDdf ;+VofM =====blf
 ;+VofM===== cbIf ;+VofM =====

tflnd lnPsf] ;+VofM===== tflnd glnPsf]
 ;+VofM=====

s_ tflnd lnPsf eP s:tf] lsl;dsf] tflnd lnPsf / sxfF af6 <

=====

=====

xfn sfo{/t ;+VofM dlxfn ===== k"?if =====

ljj/Of	@)&)÷@)&!				@)&!÷@)&@				@)&@÷@)&#			
	dlxfn	k'?if	tflnd lnPsf	tflnd glnPsf	dlxfn	k'?if	tflnd lnPsf	tflnd glnPsf	dlxfn	k'?if	tflnd lnPsf	tflnd glnPsf
sfo{/t sd{rf/L ;+Vof												
cfjZos sd{rf/L ;+Vof												

sd{rf/Lsf] cfk'tL{												
s}lkmot												

xfn sfdbf/x?sf] pd]/ ;d"x M s_ !* jif{ d"lg -===== _ v_ !* b]lv \$) jif{ -
===== _

u_ \$) jif{eGbf dfly -===== _

^= sfo{/t hgzlQmsf] ;Lkaf6 ;Gt'i6 x'g'x'G5 < 5}g eg] lsg <

=====
=====
=

&= xfn sfo{/t sfdbf/x?nfO{ slt ;Dd kf/L>lds lbg' ePsf] 5 <

tflnd k|fKt sfdbf/M

=====

b]lv===== ;Dd

tflnd glnPsf sfdbf/M

=====

b]lv===== ;Dd

(= xfn sfo{/t sfdbf/x?sf] nfuL pgLx?sf] sfd;Fu ;DjIGwt yk s:tf] tflndsf] cfjZostf 5 <
5 eg] s:tf] k|sf/sf] tflnd <

=====
=====
=

=====
=====
===

!)= tkfOFsf] ;+:yfdf tflnd k|fKt hgzlQm slt vkt ug{ ;Sg'x'G5 <

=====
=====
=
!!= o; lf]qdf =====of] Joj;fo_ ;~rfng ug{] Joj;foLsf] ;+Vof slt 5 <
=====
!@= o; lhNnfd f xfn o; ljifo;Fu ;DalGwt tflnd k|fKt blf sfdbf/x?sf] ;+Vof slt 5 <
=====
=====
===
!#= o; lhNnfd f o; ljifo;Fu ;DalGwt slt tflnd k|fKt blf sfdbf/x? vkt x'g ;S5g\ <
=====
=====
==
!\$= o; lf]qdf o; ljifo;Fu ;DalGwt tflnd lbg] ;+:yfsf] ;+Vof slt 5 <
=====
!%= tkfOFsf] Joj;fonfO{ lbuf] agfpgsf nflu cj;/ tyf r'gf}tL s] s] 5g\ <
=====
=====
=====
=====
=====
!^= ahf/df s'g} gofF Joj;flos tflnd -xfn ahf/df ;+rflnt tflnd eGbf km/s jf gofF_ sf]
cfjZostf /x]sf] dxz'; ug'{ x'G5 <
=====
=====
=====
=====
=====
!&= cGTodf s]xL ;/ ;Nnfx jf lh1f;f eP eGg' xf]nf .

=====
=====
=====
=====
tYofs+ ;+snssf] x:tflf/M ===== IdltM
=====

;Defljt k | lziffyL{x?sf nflu kmf/d

;xeflusf] gfdM

lnĚ M s_ dlxnf v_ k'?if u_ t];|f] lnĚL

hftM -s_ afx'g -v_ lf]qL -u_ hghftL -3_ blnt a_
cGo=====

hGd **ldltM** =====;fn =====dlxgf
=====ut]

lziffM=====

:yfoL **7]ufgfM** lhNnf ===== ufpkflnsf=÷gu/kflnsf
=====j8f g+
=====ufpF===== kmf]g g+M
=====

o; cufI8 s'g} ;Lkd''ns tflnddf ;xefuL ePsf] eP ;f] sf] Ijj/OfM

qm=;=	Tfflndsf] gfd	Tfflnd lbg] ;+:yf	cjwL

Ijifout hgsf/L]

!= tkfO{ xfn s] k]zf ub}{ x'g'x'G5 <

s_ Hflu/ v_ :j/f]huf/ u_ cWoog 3_ a]/f]huf/

@= obL hflu/ jf Joj;fo ub}{ x'g'x'G5 eg], sxfF ug'{ x'G5 <

s_ ck\mg} b]zdf v_ ljb]zdf

#= dfl;s sdfO{ slt 5 <

s_ ===== b]lv ===== ;Dd

\$= tkfO{n] l;kd"ns tflnd lng] cj;/ kfp'g' eof] eg], tkfO{ s'g tflnd lng rfxfg' x'G5 < k|yfldstfsf] cfwf/df klxnf] cfjZos tflndnfO{ klxn] n]Vg'xf]; .

s_ =====v_
=====

u_ =====

%= tkfO{nfO{ s'g ;dodf tflnd lng pko"Qm x'G5 <

s_ lxfgsf] ;do v_ lbpF;f] u_ ;fFem

^= tflnd s'g 7fpFdf ;+rfng eP /fd|f] x'GYof] h:tf] nfU5 <

s_ cfk\mg} ufpFdf v_ lhNnf ;b/d'sfddf u_ hxfF eP kl'g x'G5

&= of] lf]qdf l;kd"ns tflnd lbg] s'g} ;+:yfsf] af/]df tkfOnfO{ yxfx 5 < obL 5 eg] ;f] ;+:yfsf] gfd n]Vg'xf]; / obL 5}g eg] yxfx 5}g egL n]Vg'xf]; .

s_
=====

v_
=====

*= obL tkfOn] ;Lk d"ns s'g} tflnd lng' eof] eg] eljiodf s] ug]{ of]hgf 5 <

s_ cfk\mg} Joj;fo ug]{ v_ s/f/ -7]Ssf_ df sfd lnP/ ug){

u_ :jb]zd} /f]huf/ ug){ 3_ a}b]lzs /f]huf/ ug){

(= of] tflnd kZrft tkfO{nfO{ cfk\mg} lhNnf leqdf s;n] jf s'g ;+:yfn] hflu/ lbg ;S5 h:tf] nfU5 < -;+efljt ;+:yf÷sfof{no÷Joj;fo sf] gfd n]Vg'xf];_

s_
=====

v_ =====

tYofí ;+snsf] x:tfif/M ===== IdltM
=====

;Deflijt sfdbf/x?;Fusf] cGtjf{tf{

pQ/bftfsf] gfdM ===== 7]ufgfM
=====

pd]/ ===== |zlff=====

;Dks{ g+M =====sfo{/t ;+:yfsf]
gfd =====

;+:yfdf cg'ej=====

ljifout hfgsf/L

!= s'g} tflnd lng'ePsf] 5 < 5 eg] s:tf] / slt dlxgfsf] <

=====

=====

@= tflnd kfPkI5sf] km/s s] cg'ej ug{'ePsf] 5 <

=====

=====

=====

=====

#= tkOFn] slt kfl/>lds kfO{/xg'ePsf] 5 <

===== b]lv ===== ;Dd

\$= tkOFnfO{ s'g} lsl;dsf] tflndsf] cfjZostf dxz'; ug{'ePsf] 5 < xfn ul//x]sf] sfd;Fu
;DaGwLt jf c? s'g} < c? eP s'g ljifo;Fu ;DalGwt <

=====

=====

=====
=

%= ;+:yfdf sfo{/t sd{rf/L÷sfdbf/ ljj/Of

xfn sfo{/t hDdf ;+VofM =====blf

;+VofM===== cbIf ;+VofM =====

tflnd lnPsfsf] ;+VofM===== tflnd glnPsfsf]

;+VofM=====

sfo{/t dlxfn ;+VofM ===== k"?if

;+Vof=====

sfdbf/x?sf] pd]/ ;d"x M s_ !* jif{ d"lg -===== _ v_ !* b]lv \$) jif{ -
===== _

u_ \$) jif{eGbf dfly -===== _

^= xfn sfo{/t sfdbf/x?sf] nfuL pgLx?sf] sfd;Fu ;DjlGwt yk s:tf] tflnds] cfjZotf dxz';
ug'{ x'G5 < 5 eg] s:tf] k|sf/sf] tflnd <

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=====

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=====

=

&= ahf/df s'g} gofF Joj;flos tflnd -xfn ahf/df ;+rflnt tflnd eGbf km/s jf gofF_ sf]
cfjZostf /x]sf] dxz'; ug'{ x'G5 <

=====
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=====
=====

=====
=====


*= cGTodf s]xL ;/ ;Nnfx jf lh1f;f eP eGg' xf]nf .

=====
=====

=====
=====

tYofs+ ;+snssf] x:tfIf/M ===== IdItM
=====

ANNEX 6: SKILL TEST FORM




सि.नं.

प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद्

राष्ट्रिय सीप परीक्षण समिति

सीप परीक्षणको लागि दरखास्त फारम



२०५५

राष्ट्रिय सीप परीक्षण समितिले भनें

पंजीकरण संख्या / (Reg.No) पंजीकरण मिति / (Reg.Date)

सीप क्रमाङ्क / (Skill Symbol No) परीक्षण किसिम नि प्रा.

फोटो

श्रीमान् सदस्य सचिवस्य, त्यस समितिबाट मिति.....मा लिइने सीप परीक्षणमा सम्मिलित हुन मेरो नागरिकता, परीक्षण दिने व्यवसाय सम्बन्धी तालीम /अनुभवको प्रमाणित प्रतिलिपिपत्र र चार प्रति फाटो संलग्न गरी परीक्षण दस्तुर बुझाई निम्न विवरण सहित निवेदन पेश गरेको छु । नियमानुसार परीक्षणमा सम्मिलित हुन पाउं ।

व्यवसाय तह: परिक्षण केन्द्र:.....

१. निवेदकको पूरा नाम थर :

२. अंग्रेजी ठूलो अक्षरमा नाम थर :

जन्म मिति: (विक्रम सम्बतमा) २०..... साल महिला गते (इस्वी सन्मा) २०.....साल महिलागते

लिंग: पुरुष/महिला जातिगत समूह: दलित जनजाती अन्य नागरिकता प्रमाणपत्र नं.

३. बाबुको पूरा नाम, थर: देवनागरीमा

बाबुको पूरा नाम, थर: अंग्रेजी ठूलो अक्षरमा

४. निवेदकको स्थायी ठेगाना:
 नेपालीमा: गा.वि.स/त.पा./महा.त.पा..... वडा..... ब्लक नं..... जिल्ला..... अंचल.....
 अंग्रेजीमा: VDC/N/M..... Ward No..... Block No..... District..... Zone.....

५. पत्राचार गर्ने ठेगाना: गा.वि.स/त.पा./महा.त.पा..... वडा..... ब्लक नं..... जिल्ला..... अंचल..... फोन.....

६. सम्बन्धित व्यवसायमा तालिम लिएको अवधि वर्ष महिना (..... घण्टा)

७. सम्बन्धित व्यवसायमा काम गरेको अवधि वर्ष महिना

८. पहिला सीप परीक्षण दिएको छ (), छैन (), दिएको भए व्यवसाय..... तह.....
 परीक्षण मिति..... केन्द्र..... उतिर्ण भएको भए : सैदान्तिक (),
 पंजीकरण संख्या..... सीप क्रमाङ्क..... प्रयोगात्मक ()

९. उल्लेखित सबै विवरण ठीक साँचो हो, भुटा भएमा नियम बमोजिम सहुँला बुझाउँला ।
 मिति..... निवेदक.....

१०. सीप परीक्षण दस्तुर रु. मिति..... मा रसिद नं..... बाट प्राप्त भयो ।
 लेखा शाखा.....

११. उल्लेखित लेखिएको विवरण रजु गरी हेर्दा निवेदक परीक्षण दिन योग्य/अयोग्य देखिएकोले निजको दरखास्त फारम स्वीकृत/अस्वीकृत हुनका लागि सिफारिश गर्दछु ।

१२. सीप परीक्षणमा सामेल हुनुको उद्देश्य: क) स्वरोजगार ख) स्वदेशी रोजगार ग) वैदेशिक रोजगार घ) अन्य सीप परीक्षण अधिकृत

१३. यदि वैदेशिक रोजगारीमा जाने इच्छा भएमा जाने मालुकाको नाम :.....

१४. सम्पर्क फोन नम्बर: ०१६६३८१५३, ०१६६३८३५१ र ९८५११२७०८०
 सदस्य सचिव.....

१५. फारम अस्वीकृत भए कारण:.....
 राष्ट्रिय सीप परीक्षण समिति

ANNEX 7: PRELIMINARY TRAINING EVENT SCHEDULE

Name of Training Service Provider	
Address of Training Service Provider	
Name of Contact Person (person in charge of impact evaluation)	
Contact Person's Telephone	
In Jan-March, how many training events do you plan to implement?	

Training No.	Event	Trade Name	District	Rural Municipality (Gaonpalika)	Length of Training (Hours)	Approved Number of Participants	Will this training begin in Jan? (Y/N)	If Yes, scheduled date of course announcement (e.g., Jan 1)	If No, approximate week of course announcement (e.g., Feb 15-20)

Please submit this form to NWEDC with cost proposal.

ANNEX 8 (a): VDC AND TRADE-WISE TRAINING MATRIX OF RESPONDENTS

(Please refer to the attached Excel file for details of VDC and trade-wise training matrix of PAF respondents)

ANNEX 8 (b): FINANCIAL BREAKDOWN OF INDIVIDUAL TRADE ALONG WITH RESOURCE REQUIREMENTS FOR PAF MEMBERS

(Please refer to the attached Excel file for details of trade-wise financial implications for PAF respondents)

**ANNEX 9: FORMAT FOR INVITING APPLICATIONS (TRAINING PARCHA) FROM
PROJECT AFFECTED AREA FOR TRAINING**

ck/ lqz'ln ! kl/of]hgf **l;k tflndsf] cj;/**

ck/ lqz'ln ! kl/of]hgf] o; e]usf dflg;x?nfO{ nllft ul/ lgMz'Ns ?kdf tflnd k| bfg ul/b}5 .
sfo{qmd sfof{Gjogsf nflu ck/ ! kl/of]hgfsf] ;xof]u k| fKt ePcg'zff/ o; cj;/ af6 nfe]Gjt
x'gsf nflu tflnddf ;xeflu x'g'xf];\ .

pd]/M\$% jif{ ;Ddsf dlxf tyf k"?if o'jfx?

Go"gtd\ of]UotfM

- ;fwf/Of n]vk9 ug{ hfGg]
- g]kfnL gful/s x'g' kg]{
- o; kl/of]hgf af6 k| efljt Aoltxm?

z}lifs of]UotfM z}lifs of]Uotf cfjZos gkg]{

5gf}6 k|s[ofsf] k| fyldstf qmdM dlxf 3/d"nL, ;fdlhs tyf cfly{s ?kdf lje]bdf k/]sf o'jfx?
!= cfof]hgf lgdf{Ofsf] qmddf hUuf, 3/ cyjf b'j} hfg] kl/jf/sf ;b:ox?
@= cfof]hgf lf]qaf6 glhs kg]{ al:tsf afl;Gbx?
#= cfof]hgf lf]q eGbf s]xL k/sf al:tx?
\$= cfof]hgf k| efljt uflj;x?
gf]6M olb Ps} ;d'x cGtu{tsf AolQmx?aLr k| ItZkwf{ ePdf cGo klfx?sf] d"Nov'gsgf cfwf/df
5gf}6 ul/g]5

tflnd ljj/Of

k]zf	Tx	cfjZos ;xeflu ;+Vof	Tfflnd ;~rfng x'g] :yfg -ufpkflnsf / j8f g+=_
8sdL{	!	!)	
8sdL{	!	!)	
8sdL{	!	!)	
8sdL{	!	!)	

l;sdL{	!	!)	
l;sdL{	!	!)	

tflnd cjlwM () lbg, tflnd z'? x'g] ldlit =====tflnd ;dfkg x'g] ldlit =====
cfj]bg kfOg] :yfgM = =====
tflnd tyf /f]huf/ ;]jfk| bfos ;+:yfM =====
cfj]bg k]; ug[{kg}{ clGtd ldlitM =====;Dks{ JolQmx?== =====df]jfOn g+=

ANNEX 10: SCHEDULE 16

NEPAL EMPLOYMENT AND SKILLS TRAINING PLAN GUIDANCE NOTE

The requirements set out in this Schedule are based on the principles of good corporate citizenship, as well as the objective of creating opportunities for employment, training and skills enhancement in project related activities or vocational trainings and other trainings, details of which are set out in this Plan. In addition, this Plan shall encourage training and employment of local people in Project related activities, which employment shall be commensurate with educational qualifications, relevant skills and experience.

The Nepal Employment and Skills Training Plan is based on the objective of the Government of Nepal that hydro development shall act as a stimulus to bring long term sustainable benefits to Nepal and its people, and that one of the key benefits is improved skill development and employment of the Company affected people.

It is expected that the majority of job requirements can be met by Nepalese, and that the project cycle for hydro projects shall enable training to be proceeded sufficiently in advance to enhance employment opportunities for the locals.

The GoN and the Company in accordance with Section 11.10 (*Use of Nepali resources; training and development*) shall jointly develop a Nepal Employment and Skills Training Plan within twelve (12) months from the date of this Agreement that shall:

- identify expected labour force (Nepali and Non-Nepali) requirements over the Project life cycle by Year and by skill, both directly by the Company and by each of its expected major Contractors set out the Company's and the major Contractors' planned measures to recruit and train workers over time;
- identify the expected results for employment and skill development at local levels;
- contribute to the development of employable skills and human resources

This schedule outlines the principal requirements for the Nepal Employment and Skills Training Plan. The employment and skills training plan shall not restrict itself only to the hydro power related training, but shall also comprehensively look into vocational training area, e.g. the area-specific farm (agriculture, animal husbandry; small orchards and other farm based allied activities) and non-farm linked training; productivity improvement (knowledge transfer) and self-employment program to provide impetus to the improvement of living standards of locals.

The Company shall submit yearly progress reports to the GoN on the implementation of this Plan.