



2024 - 2034

STRATEGIC PLAN SDN-CNF





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1. Background

Nepal faces a number of complex factors that contribute to its poor economy, high poverty and high emigration rates. In this context, the country faces urgent challenges in providing stable employment and improving the quality of life. To address these issues, Social Development Nepal (SDN) and the Changunarayan Foundation (CNF) aim to offer vocational training programs that equip people with the skills needed for economic independence.

1.1. Economic challenges

Nepal's economy suffers from political instability, frequent natural disasters such as earthquakes, and structural problems such as poor infrastructure, the complex geography and energy supplies. Although the economy shows a recovery in 2024 with 3.3% growth, structural problems remain. The country relies heavily on agriculture and tourism, sectors that are sensitive to climate change and geopolitical fluctuations (World Bank, 2024).

Most migrants send money back to their families, accounting for nearly 30% of Nepal's GDP. This helps reduce poverty, but also brings challenges such as the loss of young, productive workers, separated families, human trafficking and the "brain drain" (World Bank, 2024, Nepal Desk, 2023).

Youth unemployment remains a particularly serious challenge, with a rate of about 20.55% among young people between the ages of 15 and 24. This high youth unemployment rate contributes to socio economic problems such as poverty and high emigration, with many educated youth leaving the country in search of better opportunities abroad (World Bank, 2024).

1.2. Poverty

Despite some progress, poverty remains a major problem. According to the Fourth Nepal Living Standards Survey (2024), 20.27% of the population lives below the poverty line. This percentage is lower than in 2011, but still higher than expected (NiPoRe, 2024, Praisain, 2024). Poverty is especially high in rural areas and certain provinces such as Sudurpaschim, where the rate is 34.16% (Praisain, 2024). The poverty line was recently adjusted to Rs 72,908 per person per year, indicating that higher cost of living also contributes to the high poverty rate (Praisain, 2024).

Gender inequality in the labor market, reinforced by traditional roles and limited economic opportunities, hinders women's independence in Nepal. Targeted interventions are needed to strengthen women's economic empowerment, including access to education, credit facilities and policies that promote gender equality (Human Rights Watch, 2024, BTI 2024, UNDP, 2022).



1.3. Emigration

Emigration is an important phenomenon in Nepal, driven by the search for better economic opportunities. In 2023, the net emigration rate was 5.070 per 1,000 population, up 16.47% from the previous year (Nepal Desk, 2023). Estimates suggest that between 3 and 3.5 million Nepalese are working abroad, mainly in countries such as India, the Gulf States and Malaysia

Profile of emigrants:

Gender and age: Most migrants are male (95%) and under 35 years of age (66%).

Education level: 85% of migrants have completed less than secondary education. These are not only highly educated professionals, but mostly lower skilled workers who leave for better paying jobs abroad (Nepal Desk, 2023).

Reasons for emigration:

Economic drivers: In many cases, wages in destination countries are significantly higher than in Nepal. For example, a cleaner in Qatar can earn double the new minimum wage in Nepal. A cleaner in Qatar also earns more than the average salary of many professionals working in Nepal, such as teachers or civil engineers. However, people often do not realize that living costs are high locally. For example, in the Gulf states.

Lack of local opportunities: The domestic labor market often does not offer enough well-paying jobs, leading to an outflow of talent to countries with better economic opportunities. For young people willing to migrate, there is little incentive to continue their studies in Nepal, as unskilled work abroad pays better, and schooling in Nepal is very expensive.

Impact on Nepal:

Economic Impact: While remittances (money sent home by migrants) are an important source of income for many Nepali families and contribute to the national economy, the loss of skilled and still unskilled labor comes at the expense of local development (Khanal, 2024)

Shortage of skilled workers: Sectors such as healthcare, engineering and education are experiencing a shortage of skilled workers, hindering development and growth in these sectors. (Ministry of Education, Science and Technology, 2022)

Measures to limit emigration:

Improving local working conditions: Creating more and better-paying jobs in Nepal can help reduce the departure of skilled workers.

Investment in education and training: By investing in Technical and Vocational Education and Training (TVET), Nepal can develop a more skilled and competent labor force, increasing domestic employment opportunities.

Emigration remains a challenging problem for Nepal, but with targeted policies and investments in the local economy and education system, the country can attempt to reverse this trend and achieve more sustainable economic growth. There is a clear trend that a lot of attention is also being paid from the government side to highlighting and scaling up TVET programs.



1.4. Summary and opportunities

Nepal faces significant economic development and poverty reduction challenges. Nepalese reliance on transfers from abroad and high emigration rates illustrate the need for improved domestic economic opportunities and structural reforms. Policymakers should focus on sustainable economic growth, improving infrastructure and addressing social inequalities to improve living conditions and reduce poverty. There are also many opportunities such as a "remote" economy, hydropower industry and outsourcing to Nepal. For further details and figures, World Bank reports and other sources can be consulted (World Bank 2024, NiPoRe, 2024, Nepal Desk, 2023).

Tineke Knol, the founder and secretary of SDN, was deeply concerned about poverty in Nepal, and in 2021, decided to set up a foundation to give Nepalis a chance to build a better future through education. Together with Ram Budhathoki, a Nepali living in the Netherlands for more than 25 years and very keen to give something back to his country, they started the Social Development Nepal (SDN) foundation in 2022. Anno 2024, the foundation, together with the Nepalese foundation CNF, is ready to start the first pilot with Technical and Vocational Education and Training (TVET program) for 18+ ers including job guarantee.

TVET programmes teach people practical skills that they can really use in Nepal. It especially helps MOTIVATED & DEDICATED individuals to be self-sufficient. It also creates new ideas and (small) businesses, making the economy stronger and more diverse. Thus, it helps people come out of poverty and improve their living conditions. The following chapters elaborate on this.

Together, they started the KUSHAL (**Knowledge, Upraising, Skills, and Holistic Advancement for Livelihood**) project. KUSHAL is a long term visionary project designed to establish a presence in all seven provinces. The foundation aims to collaborate with government authorities, training service providers (TSPs), private organizations, companies, industries, corporate sector, international and national non-government organizations, community based organizations, and financial institutions. It also seeks potential partnerships, cooperation, and support from the federal and provincial governments, as well as bilateral organizations working in Nepal.



1. SDN and CNF

1.1 About SDN

Social Development Nepal (SDN) is a foundation, established in 2022 in the Netherlands, that focuses on improving the quality of life of children and adults in Nepal. The goal is to sustainably fight poverty and promote economic independence through short TVET programmes. SDN thereby supports the self-determination of families, so that they do not have to do unskilled work far from home and intellectual capital does not go unused. The board consists of Rameshwar (Ram) Budhathoki (Chairman), Casper Kolkman (Treasurer) Tineke Knol (Secretary) and Liesbeth Platvoet (Board member). More information can be found on their [website](#).

1.2 About CNF

Changunarayan Foundation (CNF) is a Nepalese foundation aimed at improving the living conditions and future prospects of socially backward groups in Nepal. They focus on Technical and Vocational Education and Training (TVET) and livelihood improvement training. The board of CNF consists of five members, and is led by Mani Raj Khatri (Founder President). The other stakeholders are described in Appendix 2.

SDN's goals align closely with CNF, which represents their interests. SDN and CNF work together to promote social and economic progress in Nepal by sharing resources and expertise. SDN, registered in the Netherlands, provides financial and strategic support, while CNF, registered in Nepal, implements the programmes and projects on the ground, and engages in collaborations and multi stakeholder partnerships. More information on both foundations can be found in Appendix 1.

1.3 Mission and vision

Mission

Providing TVET programs to increase the economic independence of socially backward groups in Nepal. The focus is on strengthening skills of MOTIVATED & DEDICATED individuals in Nepal. This enables them to achieve a stable source of income and a better quality of life through training that connects to the job market.

Vision

CNF and SDN want to contribute to sustainable economic growth and a better quality of life in Nepal. To stimulate the economic self-sufficiency needed for this, their dream is for 1% of Nepal's population to participate in market-based TVET programs.



1.4 Objectives

Short-term (0-2 years)

Outcome: Improved access to and quality of education and technical training for target groups in Nepal (end 2026).

- By the end of 2024, the pilot will start with 300 candidates.
- By the end of 2025, 70% of the pilot group will have completed his/her training and be working at the relevant employer or have their own business in the professional field in which the trainee has been trained.
- Increased enrollment in TVET training courses by 20% within three years.
- Established a network of at least 2 employers in a relevant industry by the end of 2025.
- Connect representatives in all provinces/districts/municipalities to get young people excited about training.
- MoU (Memorandum of Understanding) contracts have been signed with General-, provincial- and local-government agencies for mid-2026.
- A defined and repeatable three-monthly process of screening 450 potential candidates (together with screening bureaus).
- Keeping record of daily attendance list during training which will enable us to improve and prevent fraud.
- At least 2 donors will participate in the program. Mainly because SDN guarantees that 100% of 3rd party funding is spent directly in Nepal.

Medium-term (3-5 years)

Result: Increased economic opportunities and reduced unemployment through successful integration of graduates into the labor market.

- At least 70% of graduates have jobs within their respective fields within six months of completing their degree.
- By 2027, SDN/CNF operates in all provinces including small local offices with a number of staff and its own trainees flow.
- In 2027, the strategic point of view will be reviewed, adjusted and decisions taken for the next seven years.
- In the medium term, SDN/CNF has more (quantify?) donors as stakeholders as part of its mission and vision.
- From 2027, CNF is a professional organization inclusive and organizationally has the full capacity (or everything resources?) to achieve the goals for 2034.
- In the medium term, SDN/CNF has concretely mapped out which industries are the focus and training is offered for the relevant industry in the relevant provinces.

Long-term (6-10 years)

Outcome: Sustainable improvement in the quality of life and economic independence of individuals and communities, contributing to a just and prosperous society in Nepal.

- Poverty among the graduates was reduced by 100% after completing the training within ten years.



- Family reunification of the solitary graduates and graduates who were engaged in foreign employment increased by 80%.
- Eighty percent graduates secure employment or establish their own business in the professional field for which they received training upon completion of their training.
- By 2034, 1% of the present population of Nepal will have completed TVET or multiple training courses and thus found sustainable employment or become self-employed.
- After ten years, together with Nepal Government, an exit plan is realized for SDN / CNF, so that Nepal Government has full control over the project

1.5 What will the foundation do?

- SDN/CNF aims to close the gap between demand (employers looking for skilled professionals) and supply (unemployed or disadvantaged young adults).
- SDN/CNF aims to provide professional short term TVET programmes that offer job opportunities and economic independence.
- SDN/CNF wants to start with a pilot with 300 MOTIVATED & DEDICATED individuals, screened for behavior, personality, perseverance, ability and competence, with the aim to develop them as an ambassador.



2. Why the choice of TVET program?

TVET programs are essential to advancing Nepal's economic and social development by promoting entrepreneurship and creating local jobs. It equips people with practical skills that lead to better jobs and encourages entrepreneurship, improving income levels and reducing poverty. This improves household income and reduces poverty. Education also reduces social inequalities, reunites families, strengthens communities and promotes sustainable development. The following paragraphs explain the specific issues where education can help:

2.1 Economic growth and development

Increasing labor productivity: Education creates a better educated workforce, leading to higher productivity and innovation. This helps develop new industries and improve existing ones such as agriculture and tourism (World Bank, 2024).

Entrepreneurship and innovation: Good education promotes entrepreneurship by giving people the skills and knowledge needed to start and run new businesses. This leads to job creation and economic diversification (NiPoTe, 2024).

2.2 Reduction of poverty

Better Employment: People with education are more likely to have better-paying jobs, which reduces poverty by increasing household income and living standards (Prasain, 2024).

Shortage of skilled workers: Nepal has a shortage of skilled workers in blue collar jobs such as plumbers, auto mechanics and electricians. This shortage is often filled by foreign workers, mainly from India.

Empowering MOTIVATED & DEDICATED individuals: Education equips individuals with the skills and knowledge necessary to meet job market demands. As a result, MOTIVATED & DEDICATED individuals can gain increased access to employment opportunities and high-earning potential. This results in poverty alleviation. The multiplier effect of education on local economies is significant. As educated individuals find employment, they can invest in their families' health and education, creating a cycle of positive economic impact within their communities.

3.3 Family Reunification

Local employment opportunities: Education provides access to better jobs at home, which reduces the need for family members to migrate abroad and counters the "brain drain" (Nepal Desk, 2023). These programs create significant employment opportunities, enabling participants, especially those returning from foreign employment, to secure stable livelihoods locally. As individuals find local employment, they are less likely to return abroad for work, allowing family reunification.



Community strengthening: Education builds strong communities by giving people the skills to solve local problems, leading to improved social cohesion and reduced desire to emigrate (World Bank, 2024, Nepal Desk, 2023).

Examples

Educational programs: Initiatives such as the School Sector Development Plan (SSDP) improve access to quality education and increase learning outcomes. These programs focus on infrastructure improvement, teacher training and higher enrollment rates, especially in rural areas (World Bank, 2024).

Technical and vocational education: TVET programs provide practical skills that are directly applicable in the labor market, help young people find jobs quickly and reduce unemployment (NiPoRe, 2024).



3. Stakeholders

3.1 Local Communities

Role: Recipients and parents of recipients of educational and technical training.

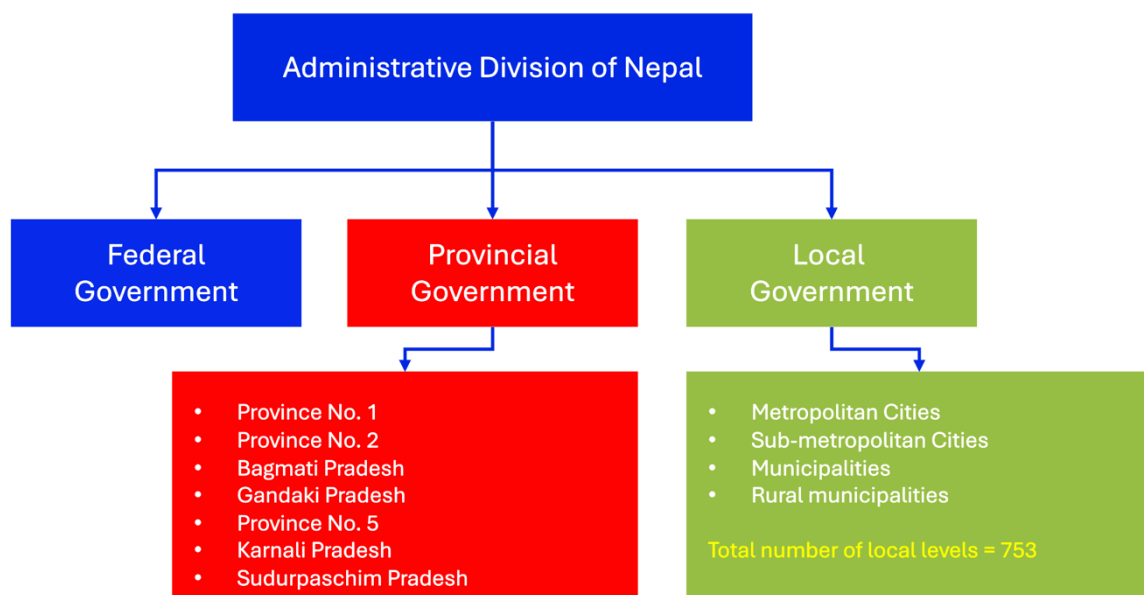
Collaboration: Provide input for needs analysis, help implement programs and spread awareness about the program.

3.2 Government

Role: Policy and regulation, providing support and approval.

Collaboration: Coordinate with SDN and CNF for integrating TVET into local development plans.

Nepal is constitutionally divided into 7 provinces, which in turn are divided into 77 districts. At the lowest administrative level, there are 3915 village commissions and 58 cities, including 4 sub-metropolitan and 1 metropolitan city. Since the 2015 constitution, Nepal has had a federal system with three levels of government: the federal, provincial and local levels. An explanation of the various governments follows below the image.



Federal Government:

Role: The federal government manages national affairs such as foreign policy, defence and monetary policy. They look after and are responsible for national security, foreign relations and economic stability. The Ministry of Education, Science and Technology (MoEST) coordinates



national policy development and ensures the implementation of the strategic plan related to TVET programs.

Collaboration: MoEST works with other federal ministries to develop integrated policy frameworks and national curricula. They also coordinate funding and technical support for TVET programs.

Provincial Governments:

Role: Provincial governments adapt national policy guidelines based on regional needs and ensure implementation of TVET programs within their respective provinces.

Collaboration: They work closely with MoEST and local governments to coordinate regional implementation and to ensure that the programs match the specific economic and labor market needs of their region.

Local Governments:

Role: Local governments are responsible for implementing and monitoring TVET programs at the municipal level.

Collaboration: They work with provincial governments and TVET institutions to ensure that programs are implemented effectively and meet local needs.

Nepal's federal system offers opportunities to achieve the purpose of SDN/CNF, but successful implementation depends on clear distribution of power and cooperation between different levels of government. The challenges lie in effectively managing regional inequalities and political tensions to ensure a stable and inclusive future (<https://www.linkedin.com/pulse/federalism-opportunities-challenges-context-nepal-its-tejaswi-sharma/>).

3.3 Training Service Providers (TSP)

Role: Screening and selection of trainees, information dissemination through orientation, conducting training, soft skills classes, career counseling before, during and after training, liaising with employers for on-the-job training and job placement.

Collaboration: Collaborate with CNF and SDN to provide quality training and guidance to participants.

3.4 Employers

Role: Provide On the Job Training (OJT), internship and employment opportunities.

Collaboration: Provide feedback on training needs and participation in hands-on experience programs.



3.5 NGOs

Role: Networking and collaboration

Collaboration: Introducing SDN/CNF in different parts of the country for possible collaboration and to reach out to potential trainees. Various NGO networks of relevant sectors will be approached for this purpose. CNF is a local NGO for Nepal that collaborates, develops mutual relationships, facilitates, coordinates partnerships and conducts training in partnership models. Partnerships can be of various kinds such as knowledge about finances, numbers and idea sharing.

3.6 International Organizations

Role: Financial support and expertise.

Collaboration: International organizations collaborate with SDN and CNF to share resources and knowledge for the KUSHAL project. The International Organization will collaborate with SDN to share the knowledge, expertise, resources, marketing and financial support. The international organizations working in Nepal in the TVET sector cooperate with CNF to share expertise and knowledge.

3.7 Business associations

Role: Represent business interests and help align TVET programs with labor market needs.

Collaboration: They provide input into curriculum and standards development, and support OJT/internships and work-based learning programs. They collaborate with TVET institutions to ensure that graduates have appropriate skills.

3.8 Industrial associations

Role: Represent specific industry sectors and help identify the skills and competencies needed in their sector.

Collaboration: They participate in advisory groups and collaborate with government and TVET institutions to develop relevant and practical training. They also facilitate the placement of trainees in work-study programs

SDN collaborates with the CNF and other stakeholders to share resources and expertise to collectively achieve sustainable growth and positive change.



4. Strategy

The strategy is the route to systematically and sustainably achieve the goals. All actions and initiatives contribute to the mission and vision and the achievement of the goals. Thus, strategy is about the long term. The 'Golden Circle' (Simon Sinek) is a concept by which a strategy can be represented in a clear way. You start by filling in the "why" (the purpose / mission), then the "how" (the processes and approach) and ending with the "what" (the specific products or services, or evidence). This can be used to guide the strategy. Specifically for SDN/CNF:

4.1 Why

To encourage economic self-reliance in Nepal.

4.2 How

By bridging the gap between demand (employers looking for skilled professionals) and supply (unemployed or disadvantaged young adults). How will SDN/CNF achieve goals with the KUSHAL project?

- By facilitating short term TVET programmes and linking to a potential employer in the relevant field of work.
- By reducing the gap between demand (employers looking for skilled professionals) and supply (unemployed or disadvantaged young adults).
- By strengthening and/or offering the various resources at CNF, among others.
- By ensuring quality short term TVET programmes and employers.
- By offering a diverse curriculum that matches current market demand.
- By making communities aware of the importance of TVET training.
- By increasing the willingness among potential trainees to pursue TVET training.
- By establishing partnerships and collaborations with the stakeholders identified.
- By creating a highly professional, experienced executive committee by hiring people who have a lot of experience in the relevant field.
- By professionalizing the board, management and other internal stakeholders.
- Through capacity building and empowerment of individuals and communities.

4.3 What

In cooperation with various stakeholders, the foundation aims to facilitate the training of professionals by offering a wide range of short term TVET programmes and linkage with the employers.



- Recruiting youth from 18 years of age and above in all 7 provinces in Nepal
- Providing short term TVET training ranging from 1 month to 1 year. OJT/internships and practical work experience.
- Providing career guidance and counseling to help graduates find employment or start their own businesses.
- Building a network of employers willing to offer OJT/internships and jobs
- Creating start-up packages for graduates who opt to start their own enterprises. These packages include a roadmap, pre-requisites, budgeting guidelines, model planning, preliminary research and the startup process.
- Conducting intensive screening as part of the procedure for the right match
- Organize local events and information sessions to engage and inform communities.
- Achieve awareness of blueprints by communities and trainees.
- Intensive monitoring of candidates to make effective adjustments
- Conducting PR, communications and marketing activities to increase CNF's visibility.
- Conducting consultation meetings with the concerned stakeholders to update the curriculum as per market demand.

This strategy is the basis for successful execution and implementation. In the next chapter, the focus is on the approach and implementation: how do we turn this strategy into concrete steps and actions? How is it ensured that the goals are achieved and the mission becomes a reality?



5. Approach and implementation

The KUSHAL project is not confined to a single training model; it will implement various training approaches, modalities, and curricula. Awareness campaigns [(**Community Help Desk (CHD)**)] in the community will be organized, in rural regions where the access to information is limited. The aim of conducting CHD is to raise awareness in the rural region regarding the impact of vocational skill training in an individual's livelihood. Rigorous screening will be a critical tool for ensuring the success of the training and, ultimately, the project. Career counseling and guidance will be implemented in pre, during and post training phases.

The project will adopt the following implementation approaches:

1. **Continuous Assessment:** Assessment will be a primary approach throughout various phases of the project cycle. Unlike other projects, KUSHAL will not rely on a single need assessment report as a guideline for all the stakeholders. Instead, implementing partners will be selected individually based on their current annual plan; past experience in the TVET sector; availability of the technical expertise, advanced tools, machineries and equipment; dedication to job placement; and connections with industries and job providers. The CNF team will conduct these assessments individually, including a Rapid Market Assessment (RMA) to identify market demands and skill gaps. Consultants will be hired as per need.
2. **Collaboration and Cooperation:** Collaboration will be done with government authorities, training service providers (TSPs), private organizations, companies, industries, corporate sector, international and national non-government organizations, community based organizations, and financial institutions. It also seeks potential partnerships, cooperation, and support from the federal and provincial governments, as well as bilateral organizations working in Nepal. The collaboration between the local government, the CNF, and corporate/TSP will be the innovative model in the TVET sector of Nepal.
3. **Career Counseling and Guidance Support:** The success of the TVET project is directly linked to the sustainable employment of training graduates. While quality training is fundamental, it alone does not guarantee employment opportunities. Many participants are unaware of the job opportunities, challenges, working environments, and income potential associated with specific occupations. By providing thorough counseling and guidance, participants will be better prepared to join the training. As a result, dropout rates are reduced and sustainable job placement is ensured.
4. **Flexibility:** KUSHAL project is open to adapt and apply various project partnerships, training model, training nature and training duration as outlined below.
 - 4.1 Project partnership
 - Partnership with local government
 - Tripartite among local government, CNF, and corporate/TSP
 - Partnership with associations
 - Partnership with corporate/TSP



4.2 Training model

- Apprenticeship
- Semi-apprenticeship
- Field based
- Workplace based
- OJT based
- Informal skill sharpening of participants after training (no OJT opportunity available due to the absence of industries)

4.3 Training nature

- Residential
- Mobile training
- Mixed training

4.4 Training duration

- 1 - 3 month
- 4 - 6 months
- 6 - 12 months

Note 1: For the upraising training, the training duration might be less than a month on a need basis.

Note 2: KUSHAL project will seek financial contribution from all the involved parties.

5.1 Roadmap

Segments	Activities	Key performance Indicator(KPI)	Deliverables
S1: Preparation	Assessment	<ul style="list-style-type: none"> • Stakeholders and implementing partners (IPs) are inspected before collaboration. 	<ul style="list-style-type: none"> • Essential information obtained. • Identification and prioritization of the potential partners/stakeholders.
	Coordination meetings	<ul style="list-style-type: none"> • Perspective information shared. • Identification of opportunities and 	<ul style="list-style-type: none"> • Awareness of gaps between policy and practice. • Insights into opportunities and challenges.



		challenges of the sector.	
	Labor Market/Rapid Market Assessment(LMA/RMA)	<ul style="list-style-type: none"> • Identification of skill gaps in the projected areas before training. 	<ul style="list-style-type: none"> • Market dynamics, demands, and opportunities for vocational training understood.
S2: Collaboration and advocacy	Collaboration with the implementing partners	<ul style="list-style-type: none"> • MOUs and other documents signed after detection of the stakeholders. 	<ul style="list-style-type: none"> • Smooth project implementation according to the plan.
	Advocacy to the stakeholders	<ul style="list-style-type: none"> • Information on TVET obtained from federal and provincial level governments. • Government authorities and other stakeholders foster TVET activities. 	<ul style="list-style-type: none"> • Policy and focus of federal and provincial governments are known for further planning process. • Local governments promote budgets for TVET. • Awareness of TVET's significance was raised.
	Social Mobilization/Establishment of Community Help Desk (CHD)	<ul style="list-style-type: none"> • Information on TVET training opportunities disseminated widely. 	<ul style="list-style-type: none"> • Notable number of training applications received. • Awareness of people on TVET's significance.



S3: Training curriculum development and finalization of training modality	Meetings/workshops with industries, TSPs, employers, and stakeholders	•Clear, measurable curriculum developed before training.	• Market-driven curriculum applied in all training programs.
	Deployment of curriculum expert/organization on the need basis.	•Training modality finalized before MOU agreement.	• Context-appropriate training modality developed.
S4: Screening, career counseling and guidance	Selection of training participants and career counseling	•Selection of MOTIVATED & DEDICATED participants, and provision of career options.	<ul style="list-style-type: none"> • Recognition of participant's own personality. • Participants are aware of trade options and future scope. • Clear career plans established.
S5: Impart short term TVET related vocational skill training to participants	Offer short-term TVET vocational skills training	•Vocational skills imparted to MOTIVATED & DEDICATED participants.	• Participants equipped with hands-on skills and ready to enter the market or start enterprises.
		•Participants attend soft skills training.	• Participants develop skills in personality development, public speaking, job applications, and time management.
		•Interested participants attend business skills training	• Participants gain skills in entrepreneurship, financial literacy, and business planning.



			<ul style="list-style-type: none"> Few participants receive support from Financial Institutions
S6: Certification	Coordination with the concerned stakeholders.	•Graduates are successful in the examination.	Graduates obtain certificates and use it during the employment process.
S7: Accreditation	Coordination with the authorized government body.	•Graduates are successful in the skill test.	Government accreditation is obtained by the graduates.
S8: Job Placement Support	Organize meetings with employers/employers' meet and skill fairs	•Majority of graduates are placed in jobs after training.	<ul style="list-style-type: none"> Graduates utilize their skills and start to sustain themselves.
S9: Follow-up and Employment Verification	Conduct follow-up and employment verification	•Employment verification forms developed and data collected.	<ul style="list-style-type: none"> Utilization of learned skills tracked, workplace issues documented, and managed in Database Management System.
S10: Monitoring and Evaluation	Verification of all the projected activities.	•Monitoring tools and guidelines applied; evaluations conducted by SWC and third-party consultants.	<ul style="list-style-type: none"> Monitoring findings of every phase addressed in the next phase. Comprehensive reports on project status and outcomes.



5.2 Pilot

A pilot will be conducted in 2024 with 300 DEDICATED & MOTIVATED candidates.

An operational action plan will be created by CNF that will include all the details of the pilot. To select 300 DEDICATED & MOTIVATED candidates, a thorough screening will be conducted. A professional organization will use an effective selection tool to assess behavior, personality, perseverance and professional competencies. An effort will also be made to recruit candidates from different districts. The goal is to learn how everything works and determine what can be improved for scalability and sustainability. The goal is for 90 percent of the pilot group to succeed. This means: finishing the vocational training and having a job linked to the vocational training they just finished. Growth and success will be evaluated by collecting data about their knowledge and learned skills.

Two independent screening organizations are collaborating for reliable results. A small financial contribution is requested from the candidate to cover the cost of training, travel and lodging. This financial contribution fosters a sense of ownership. Indeed, there is a perception in Nepal that free services have less value. In terms of training locations, existing training institutes in both the Kathmandu Valley and rural areas will be used. The main requirement is that these training facilities meet high quality standards. Candidates are asked if they would like to act as ambassadors during and after the training. This means that, with their approval, they will be followed, interviewed, photographed and filmed. This material will be used for promotional purposes.

5.3 Collaboration and multi stakeholder partnerships

Intensive collaboration with stakeholders identified in H4 to support implementation of the plan. For example:

1. Consultative Workshops and Meetings:

- Regular meetings with stakeholders to gather input, identify challenges and develop strategies for implementation of TVET programs.
- Joint Development of Curricula:
- Business and industry associations are working with CTEVT and MoEST to develop curricula that match current and future labor market demands.

2. Work-Based Learning Programs:

- Implementation of dual-VET apprenticeships where trainees receive both theoretical education and practical experience in companies.

3. Monitoring and Evaluation:

- Joint efforts to monitor and evaluate the progress of TVET programs, with feedback from all stakeholders involved to ensure continuous improvement.



6. Financial

As mentioned earlier, the dream of SDN and CNF is to support and implement the program to ensure that 1% of Nepal's working population is educated. At the moment (Q3, 2024) it is not possible to predict fully what the financial picture will look like. However, SDN and CNF are committed to the pilot with financial guarantees.

It is important to create ownership among the people working on the program and among the parties benefiting from the results. In addition, at least two entities are needed to make the project a success. These two are government agencies and market participants. Therefore, some financial outlines and pillars are established to ensure our effectiveness, mentioned below:

Effective use of designated Government bodies/subsidiaries

Because education is primarily a government responsibility, budgets for our projects must come at least in part from a government party. A government party with "skin in the game" is necessary. Government parties are politically responsible for the state of education and reap the political benefits from our efforts. A government party as a partner in the program should also be a help in bureaucratic procedures. CNF strives to receive money from government subsidies as well.

Market parties

Once our participants complete their training, they are prepared to enter their work fields. Skilled workers are in demand in the Nepali market. To help our graduates in taking first career steps, collaboration with industry partners is needed. This will provide necessary OJT/internships and job security for our graduates.

To ensure the ownership of government and market, SDN/CNF seeks financial contribution from all the concerned stakeholders. SDN/CNF aims to achieve 33% financial contributions from all parties. However, it can be deviated as per the government's plan and allocation of budget in TVET and availability of corporates in the projected areas.

6.1 Origin of Funds

SDN is a public benefit corporation and depends entirely (or largely) on donations from third parties. All activities of SDN members are unpaid; they do so on a voluntary basis. Funding for the short-term goals is guaranteed. Medium- and long-term goals require funding. Thus, a more professional fundraising process needs to be implemented to fund our long-term goals. With the addition of Liesbeth Platvoet to the SDN team in the Netherlands, a lot of knowledge and implementation power has been added to raise funds. By 2025, SDN requires that at least two other organizations invest in our goal.



7. Monitoring and Evaluation

SDN/CNF will adopt a comprehensive strategy on Monitoring and Evaluation. Key Performance Indicators (KPI) are formulated for every step of the project phase and are measured accordingly to investigate whether set targets are achieved in the stipulated time. KPIs are critical performance indicators (metrics) that must be formulated and monitored. This allows interim measurement and conclusion as to whether objectives will be achieved. There will be a timely adjustment regarding the results achieved in each phase.

A logframe (appendix 3) has been developed, with overall and specific objectives, as well as indicators per objective, and clearly defined targets. This logframe helps us monitor and evaluate the performance of the project. The logframe is the primary document to monitor and evaluate the overall performance of the project. Moreover, various documents, defined as road map, timeline, guidelines and strategies are developed and utilized.

As an overall objective, we evaluate the economic growth and development of the participants involved, between 2025 to 2034 A.D., by measuring the percentage increase in the living standard of the graduates.

For specific objectives, we evaluate the alleviation of poverty among the graduates, the enhancement of labor productivity and the reunification of families. Each objective has its own indicator. More information can be found in the logframe in the appendix.

To evaluate the economic growth and development of the graduates, we assess their preliminary economic status and the same, six months after the job placement. This will include individual profiles throughout the training, employment status reports and Database Management System (DBMS). These reports will provide the information about economic progress and participation of the graduates in the labor market, which helps evaluate whether the objectives have been achieved.

Maintaining the records of the graduates' demographics assures the measurement of our growth. Conducting tests will enable us to understand the learning curve of the graduates. Similarly, using questionnaires, surveys and interviews, we analyze their perspective. With aforementioned tools, we will be able to grow, adapt and learn from feedback.

Apart from the DBMS, Microsoft Excel will be used to store and record the data, illustrating our statistics and growth. Regular monitoring will help the project to adapt as required, ensuring it remains on track to achieve its goals. The frequency of the monitoring and the team responsible will be included in the internal monitoring guidelines. Whereas, the external monitoring and evaluation will be done by deploying a third party consultant/organization. Similarly, the final evaluation will be conducted by the Social Welfare Council.



8. Risk management

SDN and CNF have identified the following risks and considered what measures are appropriate to mitigate the risks:

Lack of local support

- **Risk:** Insufficient involvement of local communities can delay project implementation.
- **Measure:** Active involvement of communities through regular meetings and communication campaigns to highlight the importance of the projects.

Limited resources and funding

- **Risk:** Insufficient funding may limit the progress and scope of programs.
- **Measure:** Diversify funding sources through collaborations with international organizations and private sector partners. Strict budgeting and financial monitoring to use resources efficiently.

Operational challenges

- **Risk:** Logistical and operational problems may hinder the execution of training sessions.
- **Measure:** Extensive planning and coordination with local partners and government agencies. Use of existing infrastructure and training centers to increase operational efficiency.

Lack of quality of training

- **Risk:** Lower quality training could undermine the effectiveness of programs.
- **Measure:** Cooperation with recognized training institutions and regular evaluations to ensure the quality of training. Training of trainers and use of a structured curriculum. The qualification of the trainer and well facilitated laboratories, hall and auditorium must be guaranteed.

Unemployment after training

- **Risk:** Participants may not find employment after completing training.
- **Measure:** Active collaboration with employers to ensure OJT/internship and job opportunities. Career counseling and guidance, linkage with the employers and job search support to increase graduate employability.



9. Marketing & communications

9.1 Objectives

- Increase the visibility of SDN and CNF.
- Involve local communities and stakeholders.
- Attract funding and partnerships.
- Promote participation in training programs.
- Develop printed materials in local languages (when/where necessary) to increase engagement of people living in rural areas.
- Conduct Community Help Desk (CHD).

9.2 Strategies

Branding and Positioning

- **Goal:** Create a recognizable and reliable brand.
- **Actions:**
 - Develop a consistent visual brand identity (logo, colors, styles).
 - Create clear and inspiring mission and vision statements.

Digital Marketing

- **Goal:** Increase reach and promote interaction through online platforms.
- **Actions:**
 - Optimizing the website for usability and SEO (Search Engine Optimization).
 - Active use of social media (Facebook, Instagram, LinkedIn) to share updates, success stories and events.
 - Launch a monthly newsletter to keep donors and partners informed.

Community Engagement

- **Goal:** Engage and inform local communities.
- **Actions:**
 - Organize local events and information meetings.
 - Create ambassador programs where successful graduates share their experiences.
 - Distribute information leaflets and brochures in local languages.

Media and Public Relations

- **Goal:** Generate publicity and enhance reputation.
- **Actions:**
 - Send press releases to local and international media about important milestones and successes.
 - Organize press conferences and media briefings.
 - Collaborate with journalists for in-depth stories and interviews.



Fundraising campaigns

- **Purpose:** To obtain funding for projects and programs.
- **Actions:**
 - Organizing crowdfunding campaigns through platforms such as GoFundMe.
 - Offer donation opportunities through the website.
 - Organize benefit events and collaborate with companies for sponsorships.

Partnerships and collaborations

- **Goal:** Build strong relationships with other organizations.
- **Actions:**
 - Active networking at conferences and seminars.
 - Sign Memorandums of Understanding (MoUs) with strategic partners.
 - Develop joint projects and initiatives with NGOs and government agencies.

Implementation and Monitoring

- **Project Team:** Appoint a dedicated marketing and communications team.
- **Planning:** Creating a detailed marketing calendar with deadlines and responsibilities.
- **Evaluation:** Regular evaluations and adjustments of strategies based on feedback and results.



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11. Attachments

11.1 About the Foundations

Social Development Nepal

Structure (organizational chart) with photos and bios

SDN's main duties and responsibilities are:

- **Financial Support and Vision:** SDN will provide financial resources to support the mission and vision for the next ten years. CNF will lead the programs in Nepal.
- **Backstopping support:** SDN provides backstopping support to the project team, ensuring a smooth implementation.
- **Coordination with government agencies:** SDN works with government line agencies to facilitate processes as needed.
- **Monitoring and feedback:** Regular monitoring provides timely feedback for effective project management.
- **Resource management:** SDN helps with resource management according to the needs of the project.

Changunarayan Foundation

Structure (organizational chart) with photos and bio'

CNF's main duties and responsibilities are:

- **Effective execution:** CNF ensures that projects are executed efficiently, transparently and effectively.
- **Achieving goals:** CNF is committed to achieving stated project goals.
- **Partnership models:** CNF is developing several partnership models to implement the project, focusing on involvement, investment and ownership.
- **Collaboration and coordination:** CNF collaborates and coordinates with government agencies and implementing partners in various project phases.
- **Legal Agreements:** Before entering a cooperation program in Nepal, CNF establishes clear and decent legal agreements with government agencies, NGOs, private companies, training centers and individuals, in accordance with its mission and vision.
- **Building relationships:** CNF fosters positive relationships with implementing partner organizations in Nepal.
- **Selection of participants:** CNF selects genuine, highly committed, self-motivated trainees to participate in TVET, thus creating a sense of ownership.
- **Integration of feedback:** CNF actively seeks feedback and recommendations and incorporates them into project improvements.
- **Optimization of resources:** CNF maximizes the use of available resources.



- **Monitoring and evaluation:** Regular monitoring and evaluation of beneficiaries and partner organizations are an integral part of CNF's approach.

11.2 CNF organizational structure

Name	Participants	Role	Responsibilities	Benefits
Board of Directors	Mani Raj Khatri (Founder President), Rosemary Karki Dipesh Budhathoki, Umesh Budhathoki, Saroj Lamichhane	The governing body responsible for the overall direction and policy-setting of the organization.	Strategic planning, Financial oversight, Hiring and evaluating the Managing Director/MD, Ensuring the organization's mission and goals are being met, Fundraising and resource development, Composition: Typically composed of individuals with diverse skills and backgrounds relevant to the organization's mission.	Recognition, significant influence on the direction of the organization.
Managing Director(MD)	Saroj Neupane	The top executive responsible for managing the day-to-day operations of the organization.	Implementing board policies and strategies, Overseeing staff and programs, Managing finances and budget, Representing the organization publicly, Reporting to the Board of Directors.	Top-level executive responsibilities, significant influence on day-to-day operations.
Advisory Board	7 members, one representing each province.	A group of experts or influential individuals who provide non-binding strategic advice and support to the Board and Executive Director.	Offering expertise, enhancing the organization's credibility, and assisting with networking and fundraising.	Recognition, credibility, networking opportunities.
Staff	Program Staff (Program officer)	Individuals or teams who handle specific operational aspects of the organization, such as program delivery, administration,	Directly involved in delivering the organization's services or programs and reports to.	Opportunity to impact the organization's mission directly.



		fundraising, marketing, and communications.		
	Administrative Staff	Handle operations such as HR, IT, and facilities management.		
	Account staff	Handle the complete finance of the organization including the reporting to the director and president of the organization.		
	Marketing/Communications officer	Manage public relations, social media, and outreach efforts.		
Volunteers	Ms. Rosary Karki	Support various functions of the organization, often in program delivery, events, or administrative tasks.		
Committees	Liesbeth Platvoet, Raymond Timmer Arends, Tineke Knol	Sub-groups of the Board or staff focused on specific areas such as governance, fundraising, or programs.	Standing Committees: Permanent committees with ongoing responsibilities. Ad Hoc Committees: Temporary committees formed to address specific issues or projects.	Focused and specialized attention on specific areas, effective governance.
Committees	Ad Hoc Committees	Standing Committees: Permanent committees with ongoing responsibilities.		
Members	Various	Individuals who join the CNF to support its mission and participate in its activities.	Paying membership dues, attending meetings, participating in events, and voting in elections if applicable.	Access to resources, newsletters, events, and voting rights.



Stakeholders	Federal, provincial, and local governments, NGOs/INGOs, Industry associations and corporations, Training service providers(TSP), Financial institutions, Civil society organizations	Individuals or groups with an interest in the organization's work, including beneficiaries, donors, partners, and the community.	Engagement: Stakeholders are often engaged through surveys, feedback sessions, and collaborative initiatives to ensure the organization remains aligned with their needs and expectations.	Alignment with the organization's mission, involvement in feedback and initiatives.
Founding Members	Ram Budhathoki, Ashik Thapa, Kabita Chhetri	Individuals who establish the CNF and are usually involved in its initial formation and registration.	Setting up the organizational structure, defining the mission and vision, and often serving on the initial Board of Directors.	Recognition as founders, significant influence on the organization's direction.
Regular Members	Various	Individuals who join the CNF to support its mission and participate in its activities.	Paying membership dues, attending meetings, participating in events, and voting in elections if applicable.	Access to resources, newsletters, events, and voting rights.
Honorary Members	Henk Jan Knol, Topicus, Ram Budhathoki	Individuals who are given membership as an honor for their contributions or support to the CNF, often without the requirement to pay dues.	Serving as ambassadors for the CNF, providing advice, and leveraging their influence to support the CNF.	Recognition, involvement in special events, no dues or regular participation obligations.
Life Members	Jantina De Vries, Henk Jan Knol, Casper Matthijs Kolkman, Sanu Maya Budhathoki, Mani Raj Khatri, Ram Budhathoki	Individuals who make a significant, often one-time, financial contribution to the CNF, securing membership for life.	Similar to regular members, but with a lifelong commitment.	Lifetime access to resources and events, special recognition.



Corporate Members	Topicus, Ficos CV Family Foundation	Companies or organizations that support the NGO through financial contributions, partnerships, or other resources.	Providing financial or in-kind support, participating in CNF activities, and possibly serving on advisory boards.	Networking opportunities, CSR benefits, recognition in publications and events.
Student Members	Various	Students who join the CNF, often at a reduced membership fee, to support its mission and gain experience.	Participating in activities, volunteering, and possibly contributing to youth-focused initiatives.	Access to educational resources, internship opportunities, engagement in advocacy efforts.
Volunteer Members	Various	Individuals who primarily engage with the CNF through volunteering rather than through financial contributions.	Donating time and skills to support the CNF's programs and initiatives.	Personal fulfillment, recognition for contributions.
Beneficiary Members	Various	Individuals who are direct recipients of the CNF's services and support.	Participating in feedback mechanisms and occasionally contributing to the CNF's initiatives.	Access to services, programs, and resources provided by the CNF.
Supporting Members	Various	Individuals or organizations that provide financial support without active involvement in the CNF's activities.	Financial contributions, often through regular donations or membership fees.	Recognition, satisfaction from supporting the cause, member benefits like newsletters or event invitations.



11.3 Logical Framework

OVERALL OBJECTIVE (IMPACT)	OBJECTIVELY VERIFIABLE INDICATORS	INDICATOR VALUE	MEANS/SOURCE OF VERIFICATION	RISK/ASSUMPTION
To foster the economic growth and development of the participants involved between 2025-2034 A.D.	- % increase in the living standard of graduates.	- 10% increase in access to insurance, health and education.	- Database Management System (DBMS) - Evaluation report and progress report	- DBMS is developed and optimally utilized. - Accurate information is received from the graduates. - There is no political instability and calamities. - There is strong cooperation from government, non-government organizations and stakeholders. - Availability of resources
Specific Objectives (Outcome)	Verifiable Indicator	Indicator Value	Means/Source of Verification	Risk/Assumption
To alleviate poverty among the graduates.	- % of newcomers start earning after completion of training.	- 80%	- DBMS, - Employment verification, tracer study, - Evaluation report	- Well-functioning DBMS, - Availability of job in the local market, - Soft loan policy and practice. - Provision of elementary needs in the projected areas.
	- % of graduates whose income increased.	- 50%		
	- % of children attending school.	- 60%		
To enhance labor productivity.	- % increase in wages of the graduates.	-7% (inflation rate)	-Monitoring and evaluation report	-Available technology and experts. - Stable mindset.
	- % of upscaled graduates.	-20%		
Reunification of family.	- % of graduates start to live with their families.	- 80% of the solitary graduates start to live with their families. - 80% of graduates who were engaged in foreign	- Evidence received from the local government. - Documents related to foreign employment. - Evaluation report (SWC and Independent third party)	- Local government has record details. - Right information is received and utilized. - Utilization of learned skills and knowledge in local areas. - Political stability.



RESULT (OUTPUT)	VERIFIABLE INDICATOR	INDICATOR VALUE	MEANS/SOURCE OF VERIFICATION	RISK/ASSUMPTION
		employment start to live with their families.		
Systematic Screening of applicants.	<ul style="list-style-type: none"> - Number of screened applicants - % of enrolled trainees graduated 	<ul style="list-style-type: none"> - 45000 applicants (?) - 90 % (of enrolled trainees.) 	<ul style="list-style-type: none"> - Screening tools, guideline and procedure documents, attendance sheet, photographs, audio and visual. - Attendance sheet of the trainees. 	<ul style="list-style-type: none"> - People have access to information about the training opportunities. - Graduates manage their responsibility besides the training. - Screening tools are properly developed and practiced.
Creation of employment opportunities.	<ul style="list-style-type: none"> - No. of graduates work as wage/job employees for minimum 6 months after graduation. - No. of graduates start their own enterprises - Foster job access organizing various events - % of graduates retain after 6 months 	<ul style="list-style-type: none"> - 102600 involved in wage/jobs - 5400 enterprises are established. - 1120 meetings with employer/e employers meet - 7 skill exhibition - 60% of graduates retained in jobs 	<ul style="list-style-type: none"> - Employment verification reports, Salary sheet - Business registration certificate - Meeting minutes, Event reports, photographs, attendance sheet - Retention plan of employers 	<ul style="list-style-type: none"> - Sufficient demand for skilled labor in relevant industries. - Access to funding (soft loans) to start business, favorable business environment, stable market. - Stable mindset of graduates. - Business startup plan - Strong cooperation from the concerned stakeholders. - Satisfaction of employers, there is no significant change in the employers business. -
- Certification	<ul style="list-style-type: none"> - % of successful graduates 	<ul style="list-style-type: none"> - 70 % 	<ul style="list-style-type: none"> - Authorized certificate from government authority and concerned stakeholders 	<ul style="list-style-type: none"> - Graduates are successful in the examination



Accreditation	- % of graduates pass the skill test.	- 70 %	- Skill test certificate	- Government authority regularly conducts the skill test. - Provision of curriculum.
ACTIVITIES	PRECONDITION			
R1.A1 - Actively participate in policy dialogue meetings organized.	Acceptance of intervention from government and non-government stakeholders. Government focused areas are aligned with the CNF strategic plan.			
R1. A2- Assessment of potential stakeholders.	Stipulated time and desired location, Capacity building, Leadership and governance, Resource available, soft skills, business skills, acceptance of ideology and philosophical view, data and evidence, stakeholder engagement, clear goal and objective, policy and regulatory framework, ethical consideration, flexibility and adaptability.			
R1.A3 - Formation of project steering committee.	Experts are reachable in the projected government authorities. Roles and responsibilities are defined			
R1.A4 - MoU with different government authorities and stakeholders.	Communication strategy Mission and vision are aligned with the project.			
R1.A5 - Advocacy.	Mindset of the stakeholders, Use of technology, Stipulated timeline Stable political and administrative structure			
R1 A6 - Development of screening tool	Defined selection criteria Availability of technical expert/organization in screening			
R1. A7 - Screening of applicants.	Sufficient outreach Availability of adequate applicants Fulfillment of the minimum requirement (to go through the process)			
R2. A1 - Training Need assessment and Rapid Market Assessment (RMA)	Experts and assessment tools are reachable.			
R2.A2 - Customization of existing training curriculum.	Technological advancement, need and preferences.			
R2.A3- Commencement of market driven vocational and livelihood training.	Market demands are prioritized. Well-equipped infrastructures and experts are available.			
R2. A4- Formative Assessment of the trainees	Tools are developed. Timely conducted.			
R2. A5- Interaction with employers/	Availability of relevant employers and financial institutions.			



employers meet,
financial institutions
R2. A6- Placement
of graduates
R2. A7 - Follow-up
and Verification
R3.A1- Practical test
R4.A1-Accrediation
test

	Readiness of job providers, commitment of trainees/graduates. Fulfillment of ensure criteria.
	Availability of experts, DMS and reporting Regulation of effective monitoring policy, properly functioning of screening tools.
	Coordination with the concerned stakeholder. Trainees fulfill the test criteria
	Coordination with the authorized government body. Trainees fulfill the test criteria.