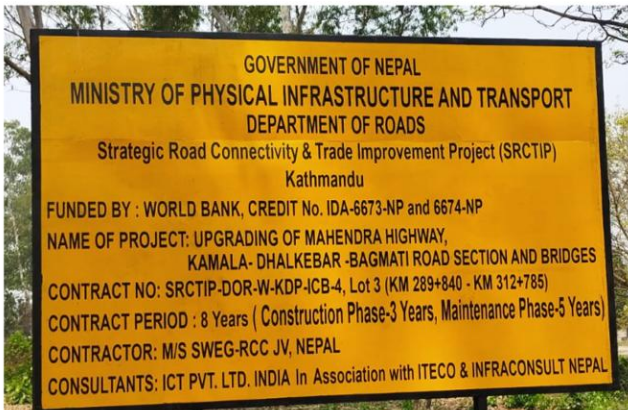




Government of Nepal
Ministry of Physical Infrastructure and Transport
Department of Roads
Development Cooperation Implementation Division
Strategic Road Connectivity Improvement Project (SRCTIP)
Kamala-Dhalkebar-Pathlaiya Road (KDP) Project
Chakupat, Lalitpur

Inception Report



Training and Employment Services Provider (TESP) under SRCTIP
Contract Identification Number: SRCTIP-DOR-TESP-CS-QCBS-37

Submitted by:

Joint Venture of

Inclusive Consultants Pvt. Ltd. (INCLUSIVE)

Cemeca Human Resources Academy Pvt. Ltd. (CEMECA)

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ABBREVIATIONS

CBS	Central Bureau of Statistics
CPF:	Country Partnership Framework
CTEVT	Council for Technical Education and Vocational Training
DCID:	Development Cooperation Implementation Division
DoR:	Department of Roads
ESF:	Environment and Social Framework
GBV:	Gender Based Violence
GESI:	Gender Equality and Social Inclusion
GoN:	Government of Nepal
HHs:	Households
IP	Indigenous People
KDP	Kamala-Dhalkebar-Pathlaiya
MoPIT:	Ministry of Physical Infrastructure and Transport
NNM:	Nagdhunga-Naubise-Mugling
NSTB:	National Skills Testing Board
OP:	Occupational Profiles
OSS:	Occupational Skill Standard
PAF:	Project Affected Families
PCU:	Project Coordination Unit
RM	Rural Municipality
SCDP	Safe Corridor Demonstration Program
SPAF:	Severely Project Affected Families
SRCTIP:	Strategic Road Connectivity & Trade Improvement Project
TESP:	Training and Employment Service Provider
TNA:	Training Needs Assessment
WB:	World Bank
INCLUSIVE:	Inclusive Consultants Pvt. Ltd
CEMECA:	Cemeca Human Resources Academy Pvt. Ltd.
JV:	Joint Venture
TVET	Technical and Vocational Education and Training

Chapter I: Project Background

1. INTRODUCTION

The **Strategic Road Connectivity and Trade Improvement Project**, supported by the World Bank, is implementing to enhance the efficiency and safety of transport infrastructure, strengthen cross-border trade, and improve institutional capacity for managing the strategic road network. The Project is executed through the Project Coordination Unit (PCU) under the Development Cooperation Implementation Division (DCID) of the Department of Roads (DoR), Ministry of Physical Infrastructure and Transport (MoPIT). Its interventions target critical transport corridors and aim to ensure sustainable, safe, and inclusive road infrastructure development.

The Project is organized into four components. Trade Facilitation focuses on upgrading border infrastructure, enhancing sanitary and phyto-sanitary management, and building institutional capacity for efficient trade. Regional Road Connectivity includes upgrading the Kamala–Dhalkebar–Pathlaiya (KDP) Road from two lanes to four lanes, improving the Nagdhunga–Naubise–Mugling (NNM) Road, and implementing the Safe Corridor Demonstration Program to strengthen road safety, enforcement, and post-crash response along approximately 250 km of road. Institutional Strengthening supports capacity-building for road management, maintenance, and skill development, including livelihood and employment opportunities for women. Contingency Emergency Response provides mechanisms for rapid fund reallocation following major natural disasters.

The project promotes women’s economic empowerment. Skill-based training programs and employment support are being provided for local women along the KDP and NNM corridors, targeting approximately 500 participants with the objective of securing employment for at least 50 women. This Terms of Reference (ToR) focuses specifically on delivering transport, construction, and other TNA-identified training and employment services for the KDP road section, ensuring that women acquire practical skills and opportunities to contribute to local economic development and inclusive growth.

Under the project “Kamala–Dhalkebar–Pathlaiya (KDP)” Road are being upgraded from two lanes to four. In line with the World Bank’s Gender Strategy (2016–2023), the Country Partnership Framework and the Environmental and Social Framework, the project seeks to promote GESI and women’s economic empowerment through employable skill-based training and job placement support for women in the KDP area.

Kamala–Dhalkebar–Pathlaiya (KDP)

The Kamala–Dhalkebar–Pathlaiya (KDP) Road Project forms a vital section of Nepal’s East–West transport corridor, connecting Kamala Bridge, passing through Dhanusha District, and terminating at Pathlaiya (Birgunj) in Bara District. This corridor serves as a strategic route for both domestic and cross-border transportation, enabling the efficient movement of goods, services, and passengers between the Terai region, mid-hill districts, and the Indian border. By linking major commercial centers, industrial hubs, and border entry points, the KDP corridor plays a significant role in facilitating trade, supporting economic growth, and improving regional connectivity.

The project corridor is divided into two main sections: The East Section, extending approximately 77 km and the West Section, covering about 53 km. The route passes

through diverse topography and settlements, providing access to key urban and rural communities. Its strategic location enhances the integration of local and national markets and strengthens cross-border trade and logistics. The KDP Road is thus a critical infrastructure project that not only improves transportation efficiency and road safety but also contributes to socio-economic development and regional connectivity along one of Nepal's most important transport corridors.

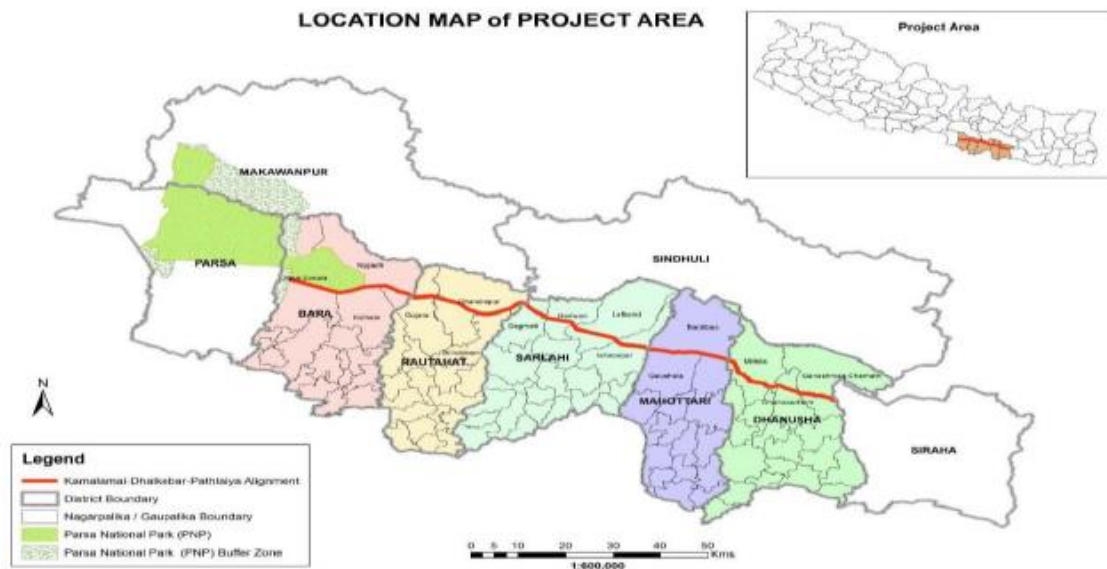


Figure 1-1: Location Map of Project Area

(Source: Inception Report of KDP, 2022)

(Source: Detail Design of Upgradation of Kamala- Dhalkebar- Pathlaiya section Mahendra Highway& associated bridges)

The area is characterized by mixed settlements, roadside market centers, agriculture-based communities, and emerging urban clusters. Ongoing road upgrading works have increased local economic activity and demand for semi-skilled labor, particularly in construction and transportation-related occupations. The population along the corridor includes diverse ethnic groups, with significant numbers of women engaged in informal labor and household-based livelihoods, highlighting the need for skills development and employment support. Accessibility to training centers, availability of basic services, and proximity to construction sites make the project area suitable for delivering targeted Technical and Vocational Education and Training (TEVT) training programs. The socio-economic context and labor market conditions strongly support the relevance and impact of skill development interventions proposed under the TESP assignment.

2.INCLUSIVE-CEMECA JV

Inclusive Consultant Pvt. Ltd. is a professional consulting firm dedicated to promoting equitable, sustainable, and community-centered development across Nepal. The company specializes in providing high-quality services in areas such as capacity building, training and employment facilitation, gender and social inclusion (GESI), feasibility studies, and infrastructure-related consulting. With a strong commitment to inclusivity, the firm integrates GESI-responsive, resilient, and participatory approaches into every assignment, ensuring that development initiatives benefit marginalized groups and contribute to long-term socio-economic transformation. Through its multidisciplinary expertise and evidence-based methodologies, Inclusive Consultant Pvt. Ltd. supports government agencies,

development partners, and private-sector clients in achieving impactful and inclusive outcomes.

Cemeca Human Resources Academy Pvt. Ltd. (CEMECA) is a long-established vocational training institute in Nepal with over 21 years of experience in delivering high-quality skills training. Registered on 2062/01/09 and headquartered in Tokha, Kathmandu, with a major branch in Gaur, Rautahat, CEMECA has earned a strong reputation for providing practical, market-oriented education. As an accredited institute affiliated with the Council for Technical Education and Vocational Training (CTEVT), it is authorized to conduct 390-hour vocational courses across 34 occupations, along with additional center-based and mobile training programs ranging from 7 days to 12 months. Its training covers key sectors such as hospitality, engineering, health and beauty, information technology, construction, electrical and electronics, garment, agriculture, mechanical and automobile.

The **Joint Venture** of Inclusive Consultants Pvt. Ltd (INCLUSIVE) and Cemeca Human Resources Academy Pvt. Ltd (CEMECA); **INCLUSIVE-CEMECA JV** was selected to provide high-quality training and employment support services to 250 local women. This JV will deliver market-relevant skill training in construction and transportation trades, supported by employment linkages, in alignment with the TEVT Policy (2012) to ensure quality, accessibility, and equal opportunity.

1.1 Objectives

The assignment aims to establish and maintain strong, cooperative relationships and ensure the implementation of a smooth training program. The main objective of the Training and Employment Service Provider (TESP) is to deliver and manage high-quality transport, construction, and livelihood-related training programs for 250 women residing in the Kamala–Dhalkebar–Pathlaiya (KDP) road section of the East-West highway, ensuring tangible economic empowerment and long-term financial resilience. Beyond meeting initial training outputs, the project explicitly targets sustainable, measurable economic outcomes. Specifically, the assignment ensures that at least 10% of the total trainees (25 participants) will secure dignified employment or self-employment within six months of training completion, with a strategic focus on job retention, workplace safety, and steady income growth. The training and employment targets are summarized in Table 1 below

Table 1: Target Numbers

SN	Training and Employment Activities	Total Target Number
1	Transport, construction, road, and livelihood-related trainings identified through Training Needs Assessment (TNA)	250
2	Job placements	25

To achieve meaningful gender parity and financial autonomy, this initiative is designed to drive three core economic empowerment outcomes:

- i. **Increased Access to Decent Jobs:** The project will expand employment opportunities for women by equipping 250 women with CTEVT-certified technical and livelihood skills identified through the Training Needs Assessment (TNA). In accordance with the ToR, the project will facilitate employment for at least 25 trained women, while also establishing linkages with contractors, construction companies, transport service providers, and local enterprises to maximize placement opportunities beyond the contractual target. Special emphasis will be placed on facilitating women's entry into

- transport, road construction, and other technical occupations,
- ii. Improved Income Levels and Economic Independence: Women completing the training will possess nationally recognized competencies that enhance employability and provide greater opportunities for sustained income generation.
 - iii. Through competency-based CTEVT training, skill certification, and structured employment support, women will gain access to occupations that offer greater productivity, higher wages, and improved career prospects compared to traditional informal labor.
 - iv. Enhanced Employability and Industry Readiness: An addition to CTEVT-certified technical training, participants will receive career counselling, workplace orientation, communication skills, and job-readiness support to improve their competitiveness in the labor market.
 - v. Strengthened Linkages with Employers and Sustainable Livelihood Opportunities: employer mapping, placement counselling, and follow-up support will enhance labor market linkages, while encouraging employers to recruit women in skilled occupations traditionally dominated by men.
 - vi. Increased Social Inclusion and Women's Participation in the Local Economy: By providing equitable access to quality vocational training and employment opportunities, the project will reduce social and economic exclusion while enabling disadvantaged women to participate more actively in local economic development.
 - vii. Contribution to Gender Equality in the Infrastructure Sector: Successful female graduates will serve as role models for other women and girls, encouraging broader acceptance of women in technical professions.

1.2 Scope of Works

The scope of this program is determined by the project-affected people residing in the project area along the Kamala-Dhalkebar-Pathlaiya (KDP) road section (130 km) of the East-West Highway. The TESP will carry out a comprehensive Training Needs Assessment (TNA) in the project area and select potential trainees from project-affected people based on developed, objective selection criteria.

To bridge the gap between community capabilities and industry requirements, the program will adopt a market-driven approach. Training occupations will be identified through a comprehensive Training Needs Assessment (TNA), labor market analysis, and consultations with employers, contractors, and local stakeholders. In addition to surveying community interests, the TESP will conduct active consultations with project contractors, local employers, and business associations to identify immediate skill needs, labor market demands, and potential employment opportunities. This dual-layered assessment will guide the selection of potential trainees and determine the most appropriate market related training trades. These will include, but not limited to, construction-related trades such as stone/brick masonry, plumbing/plastering, house wiring/electrician, carpentry/welding, including market demand driven trades i.e. digital literacy, tailoring, beautician, poultry farming, and off-seasonal vegetable cultivation and mobile repairing. The primary scope includes the strategic selection of 250 local women trainees and the active facilitation of job placements for at least 25 participants after training completion to minimize skills mismatch and secure sustainable livelihoods.

Training facilities including classrooms, practical labs, furniture, tools, equipment, consumables, and teaching aids will be prepared to fully meet the minimum Council for Technical Education and Vocational Training (CTEVT) curriculum standards. Provisions for food, drinking water, and necessary gender-friendly amenities will be arranged near the

training venue. High-quality, demand-aligned skill training will be imparted over 78 workdays (390 hours) to the selected 250 women, strictly following CTEVT curricula. Level 1 skill testing from the National Skill Testing Board (NSTB) will be conducted, with a target pass rate of at least 80%. Furthermore, the assignment will ensure the proper implementation of the Gender Equality and Social Inclusion (GESI) action plan throughout the project, strictly adhering to the project's Sexual Exploitation and Abuse / Sexual Harassment (SEA/SH) risk prevention mitigation plan and Code of Conduct (CoC).

Chapter II: Methodology

2. General Approach

TESP will implement a results-oriented, integrated, and qualitative approach to this assignment. Our approach builds on extensive experience in coordinating team members, creating the ideal combination of skills, knowledge, and attitudes necessary for the successful delivery of skill training and associated project activities. We take pride in having accumulated valuable experience from similar assignments over the years, which has allowed us to reach a high level of expertise. Our methods will incorporate lessons learned from both past and ongoing projects, ensuring that our services are efficient, reliable, and of high quality as required by the Terms of Reference. During implementation, we will cultivate strong relationships with all stakeholders—including experts, clients, and beneficiaries to ensure effective achievement of the project’s objectives. TESP is committed to delivering on our promises and ensuring that the proposed outcomes are fully realized.

2.1 Understanding of the Assignment

The assignment “Consulting Service for Training and Employment Service Provider (TESP) [SRCTIP-DOR-TESP-CS-QCBS-37]” was designed to contribute to the economic empowerment of women residing in the Kamala–Dhalkebar–Pathlaiya (KDP) Road Project area. It supports the project’s broader objective by positioning construction, transport related and market driven trainings to promote women as active economic agents contributing directly to local labor markets and infrastructure value chains, enhancing women’s competitiveness into higher income activities. The training design will be guided by a Training Needs Assessment (TNA), labor market analysis, and consultations with contractors, transport operators, and local employers to identify occupations with strong employment potential. Competency-based, CTEVT-certified training will equip women with practical skills required in road construction, transport, infrastructure maintenance, and related sectors. Employer engagement, workplace exposure, and job placement support will facilitate workforce integration, address local skill shortages, strengthen infrastructure delivery, and create sustainable employment and income opportunities for women.

Under this assignment, the TESP is responsible for identifying the most market-relevant occupations within the construction and transportation sectors and delivering CTEVT-standard 78-day (390 hours) skill training to 250 women from the project area. The training and subsequent employment support will be designed to enhance women’s competitiveness, support their entry into higher-income activities, and intentionally address systemic barriers such as occupational segregation and restrictive social norms. The training will be conducted on a non-residential basis, complemented by the provision of quality food, and necessary support services, including daily travel and compensation allowances as provisioned in the contract. The scope of work also includes conducting a dual-layered Training Needs Assessment (TNA) to determine training subjects that balance community capability with actual industry demand.

Following completion of the training, participants will undergo National Skill Testing Board (NSTB) skill testing to validate their competencies. The TESP is required to secure formal employment for a minimum of 25 graduates, with efforts directed towards maximizing overall job placement outcomes and establishing long-term apprenticeship linkages. The Terms of Reference place a strong emphasis on ensuring the quality, effectiveness, and market-relevance of all training and employment support services delivered under this assignment to guarantee a sustainable economic impact.

2.2 Desk Study

The desk study for the Kamala–Dhalkebar–Pathlaiya Road Project involves a comprehensive review and analysis of all available secondary information to understand the project context, existing conditions, constraints, and opportunities prior to field investigations. This includes examining topographic maps, satellite imagery, previous project reports, DPRs, IEE/EIA documents, traffic studies, socio-economic profiles, hydrological data, geological assessments, and climate-related risk information. Relevant national policies, road design standards, technical guidelines, and procurement documents are also reviewed to ensure compliance with government and donor requirements. Based on this systematic review, key knowledge gaps are identified to guide targeted field surveys, stakeholder consultations, and technical assessments. Overall, the desk study forms the foundation for informed decision-making and supports the preparation of accurate, context-appropriate planning and design solutions for the Kamala–Dhalkebar–Pathlaiya Road Project. The Documents like Resettlement Policy Framework of Kamala–Dhalkebar–Pathalaiya Road_DoR_ SRCTIP available in DoR’s websites were also studied.

Similarly, TNA Reports, Selection Criteria’s, Notice, Radio-Jingle, Various Types of Log Books, were also Studied from other similar projects. Sample of Such Documents such as Selection Criteria, Notices etc required for implementation in this project are also attached in Annex 5.

2.3 Site Visit (Kamala–Dhalkebar–Pathlaiya (KDP) Road Project

A site visit was conducted to the Kamala–Dhalkebar–Pathlaiya (KDP) Road Project area to assess the local context for implementing the Training and Employment Service Provider (TESP) assignment under SRCTIP. The visit aimed to understand community conditions, verify potential training locations, and interact with local stakeholders to identify opportunities and challenges related to women’s participation in skill-based training programs. During the field observation, the team noted ongoing road upgrading activities, increased movement of construction personnel, and active engagement of local communities. Discussions were held with client’s representative at Field Office (PIU). However, issues such as mobility limitations, household responsibilities, and safety concerns were also identified and will need to be addressed through appropriate support measures. The site conditions confirm the relevance of market-oriented training interventions to enhance women’s economic opportunities in the project corridor. The visit provided valuable insights for designing effective training packages, ensuring accessibility, and planning employment linkage activities in alignment with project objectives.

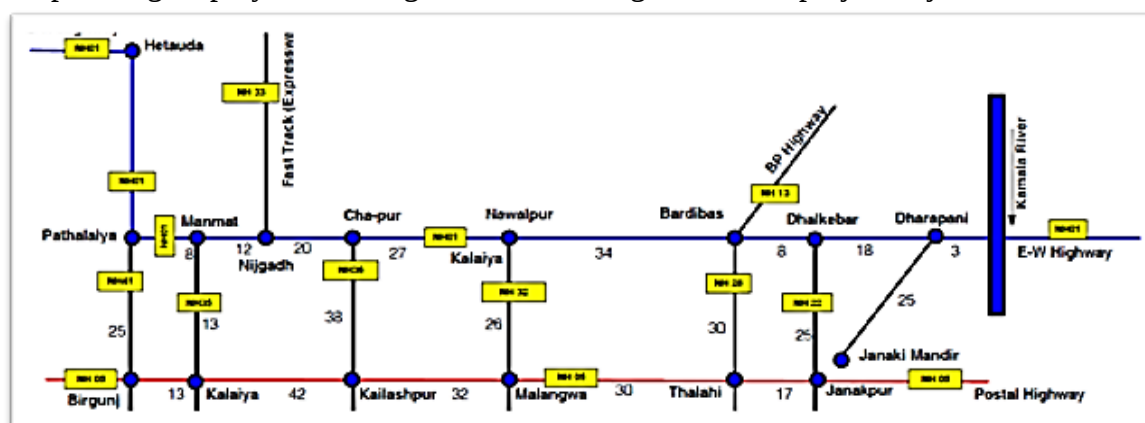


Fig: Road Network Diagram

(Source: Detail Design of Upgradation of Kamala- Dhalkebar- Pathlaiya section Mahendra Highway& associated bridges)

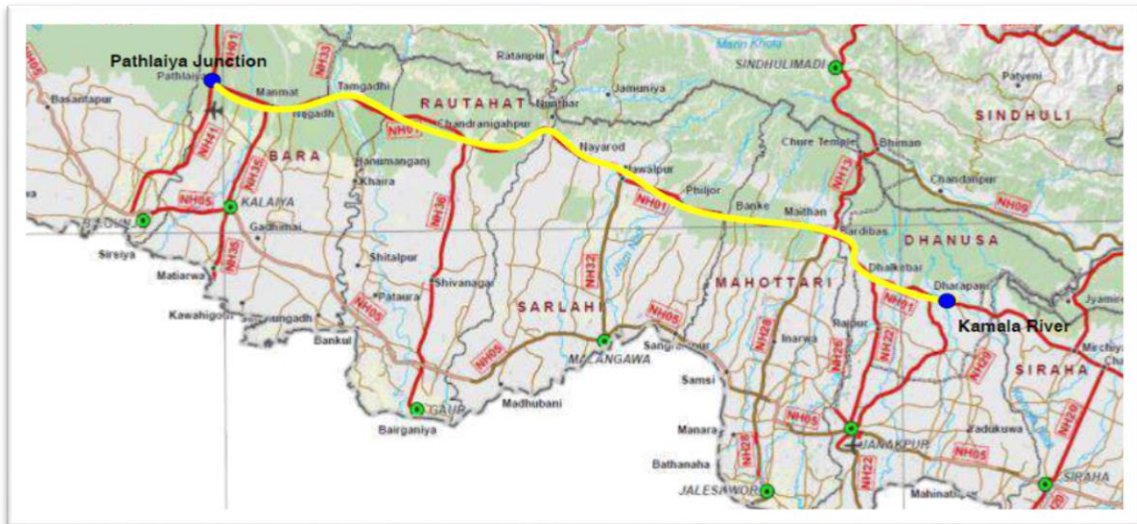


Fig: Kamala- -Dhalkebar- Pathlaiya Road Project

(Source: Detail Design of Upgradation of Kamala- Dhalkebar- Pathlaiya section Mahendra Highway& associated bridges)

2.4 Meeting with Project Implementation Office

A coordination meeting was held with the Project Implementation Office for the Kamala–Dhalkebar–Pathlaiya Road Project to discuss the preparatory activities related to the Training and Employment Service Provider (TESP) assignment. The primary objective of the meeting was to align the training intervention with ongoing project implementation activities and ensure smooth coordination among all stakeholders. The Meeting was conducted in PCU, Pulchowk, Lalitpur and in PIC Office Rautahat (East Section) on 05/12/2025.



The TESP team shared the proposed approach for Training Needs Assessment (TNA), trainee selection criteria, and planned training logistics. Project Office provided valuable insights regarding local socioeconomic conditions, potential barriers to women's participation, and the need for strong communication with municipal authorities and

community groups. Both teams agreed to establish a systematic information-sharing mechanism to ensure effective coordination throughout the training and placement process. The meeting concluded with a shared commitment to support women's economic empowerment by aligning training supply with actual industry demand and facilitating meaningful employment outcomes within the project area.

2.5 Induction (inception) meeting

An induction (inception) meeting will be conducted on third week of January to formally initiate implementation and ensure a common understanding among all key stakeholders and approval of Inception Report submitted. The meeting will present the scope, objectives, methodology, and work plan as per the approved Terms of Reference, while clearly defining roles, responsibilities, coordination, and reporting arrangements. Key requirements related to the project implementation and stakeholder engagement will be discussed. The meeting will further identify potential implementation risks and mitigation measures, confirm timelines and deliverables, and establish decision-making and communication protocols to support smooth and effective execution of the assignment.

2.6 Implementation of Assignment

The training program for the SRCTIP project will be implemented in four distinct phases: **Training Need Assessment Pre-Training, Training, and Post-Training**. This phased approach ensures structured delivery, effective skill acquisition, and measurable outcomes for the beneficiaries.

Phasing of the assignment

➤ Training Needs Assessment (TNA)

The TNA will reduce the mismatch between training supply and labor market demand while enhancing employability, productivity, and income-generating opportunities. It supports informed decision-making in the design of TVET and capacity development programs, particularly in development and infrastructure-related projects. TNA involves data collection through surveys, focus group discussions, key informant interviews, and labor market analysis, followed by systematic analysis and prioritization of training needs. Gender and social inclusion are integral to the process, ensuring equitable access for women, youth, and marginalized groups. Overall, TNA provides a strong foundation for designing effective, inclusive, and market-oriented training programs that contribute to sustainable socioeconomic development. Following steps will be considered while conducting TNA.

3. **Define Objectives and Scope** – Clarify purpose, target groups, sectors, and geographical coverage
4. **Identify Stakeholders** – Employers, workers, training providers, local authorities, and communities
5. **Data Collection** – Use quantitative and qualitative tools
6. **Data Analysis** – Identify gaps, priorities, and feasible training options
7. **Prioritization of Training Needs** – Based on demand, impact, inclusiveness, and resources
8. **Reporting and Validation** – Share findings with stakeholders for validation and finalization
9. **Need Assessment Survey Tools Structured Questionnaires/Surveys**
 - Collect quantitative data on education, skills, employment, and training interests

10. Focus Group Discussions (FGDs)

- Provide qualitative insights on community needs and constraints

11. Key Informant Interviews (KIIs)

- Gather expert opinions from employers, officials, and trainers

- **Pre-Training Phase:** This phase focuses on the identification, mobilization, and orientation of potential trainees. INCLUSIVE CEMECA JV will implement the trainee selection process in alignment with the project's objectives and the Terms of Reference (ToR). Priority will be given to women from marginalized and disadvantaged groups, including Dalits, Janajatis, Project Affected Families (PAFs). Orientation sessions will be organized in the project areas to introduce trainees to the scope, benefits, and requirements of the training program, thereby fostering awareness, motivation, and informed participation. Also, the required training subjects will be collected from TNA
- **Training Phase:** The main training phase will consist of **78 workdays (390 hours)**, delivered on a non-residential basis. Training will cover both **technical skills** relevant to market demand and **Specific Occupational Training modules**, including life skills, GESI, entrepreneurship, family health, HIV/AIDS awareness, anti-human trafficking, communication, and basic mathematics. Practical sessions, demonstrations, and hands-on exercises will dominate the training to ensure competency development aligned with CTEVT standards. Continuous monitoring and evaluation will be conducted to maintain quality and track trainee progress.
- **Post-Training Phase:** This phase emphasizes assessment, certification, and employment facilitation. Level 1 NSTB skill testing will be conducted for all trainees, aiming for a minimum **80% pass rate**. Graduates will be linked with employers, credit facilities, and other resources to support employment or entrepreneurship opportunities. Career counselling and follow-up mechanisms will be established to track the progress of graduates and ensure successful placement. This phased approach ensures continuity, high-quality training, and sustainable outcomes.

Chapter III: Training Need Assessment

3.1 Training Needs Assessment (TNA)

INCLUSIVE CEMECA JV will carry out a comprehensive TNA to identify the most appropriate trades for the target women. The Training Needs Assessment (TNA) will adopt a gender-responsive and safety-informed approach by using women-friendly consultation methods, including separate focus group discussions, household interviews, and individual consultations by female enumerators to encourage openness. The assessment will identify structural barriers affecting women's participation, such as mobility constraints, unpaid care responsibilities (time poverty), safety and security concerns during travel and work, limited family support, and restrictive social norms. It will also assess the availability of safe transportation, childcare needs, appropriate training schedules, and gender-responsive¹ training facilities. In addition, the TNA will evaluate women's interests, existing skills, career aspirations, and local labor market opportunities to ensure that training programs, support services, and employment pathways are tailored to their needs while promoting safe, inclusive, and sustainable employment. Furthermore, the assessment will explicitly analyze women's interest in entering non-traditional trades to expand their participation in higher-value sectors and infrastructure value chains. These holistic findings will directly inform the training design, optimal location selection in coordination with trainees, and the deployment of necessary support services to ensure women's sustained engagement throughout the program.

The TNA will be conducted by the TNA expert of our team using standardized, objective procedures and in close coordination with the client's counterpart staff, Project Gender Specialist, and other relevant stakeholders. All potential women in the target group will be included in the assessment. The TNA methodology will involve a data-driven combination of questionnaire surveys, focus group discussions (FGDs), and secondary data analysis.

As envisaged in the ToR, the TNA will recommend programs related to transport, construction, and other sectors identified through the assessment. Proposed trades include, but are not limited to, stone/brick masonry, plumbing/plastering and pointing, house wiring/electrician, carpentry/welding, as well as alternative livelihoods such as tailoring, beauty services, poultry farming, and off-season vegetable production.

The Training and Employment Service Provider (TESP) will deliver these skill-based trainings to 250 women in the KDP road project area, ensuring that the final selection of trades that will bridge the gap between community-side socio-economic constraints and actual labor market demand. The targeted training areas include:

- **Stone/Brick Masonry** – practical construction skills for building and repair work.
- **Plumbing, Plastering, and Pointing** – installation, maintenance, and finishing skills for water supply and building surfaces.
- **House Wiring/Electrician** – electrical installation, repair, and maintenance skills.
- **Carpentry/Welding** – woodwork and metalwork skills for construction and repair purposes.
- **Other Livelihood Skills** – as identified through TNA, including tailoring, beauty services (beautician), poultry farming, off-season vegetable cultivation, and other income-generating activities.

¹ Child care facilities and sanitation facilities

The following flow chart illustrates the TNA process for identifying appropriate training subjects and recommending the suggested number of trainees for each trade.

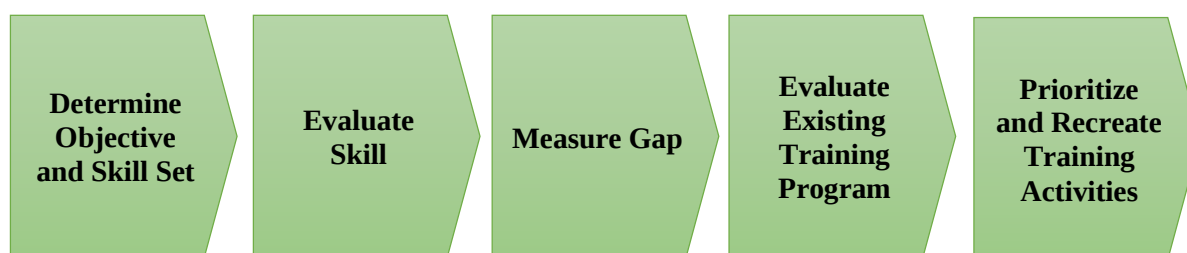


Fig: TNA Steps

The **Training Needs Assessment (TNA)** is a cornerstone of the pre-training phase, serving as the primary tool to identify gaps between the existing skills of the target women and the demands of the labour market. TNA ensures that the training programs are not only relevant but also practical, market-driven, and aligned with the socio-economic conditions of the project area. For the SRCTIP project, while four indicative trades have been initially identified, the TNA will explore additional opportunities to ensure comprehensive coverage of high-demand occupations. This process is critical in maximizing employability and economic empowerment of the beneficiaries.

The TNA also ensures that training decisions are informed by evidence rather than assumptions, identifying both the technical skills needed and the potential barriers that women might face in accessing and benefiting from training. The assessment considers not only Labor market demand but also the readiness and aspirations of women, local cultural and social factors, and existing skill levels. A well-conducted TNA allows the project to prioritize resources efficiently, avoid mismatch between training and employment opportunities, and ensure that women acquire tangible skills that lead to sustainable livelihoods.

3.2 Steps Involved in Training Needs Assessment (TNA)

The TNA process will follow a systematic, stepwise approach to ensure accuracy, inclusivity, and market relevance. The process will begin with mapping eligible participants, including women from Project Affected Families (PAFs), SPAFs, Dalits, Janajatis, and other disadvantaged groups, in close coordination with the PIC Offices, local governments, and other stakeholders along the KDP corridor. Household surveys, structured questionnaires, focus group discussions (FGDs), and key informant interviews will be used to identify eligible women, assess their interests, existing skills, livelihood aspirations, and barriers such as mobility constraints, unpaid care responsibilities, safety concerns, and restrictive social norms.

Employer engagement will be an integral component of the Training Needs Assessment (TNA) and training design process. The TESP will conduct structured consultations with contractors, construction firms, transport operators, business associations, and other market actors along the KDP corridor to identify current and emerging skill demands, competency requirements, recruitment practices, and employment opportunities. Findings from these consultations will directly inform the selection of training occupations, curriculum emphasis, practical training components, and workplace readiness modules. Where feasible, the TESP will establish preliminary partnerships with employers to facilitate workplace exposure, and direct job placement for successful graduates. Continuous

engagement with employers throughout project implementation will ensure that training remains responsive to labor market needs and supports sustainable employment outcomes for women.

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These insights will direct the operational framework of the program by:

- **Informing Training Design:** Feedback from active employers will be used to adapt the CTEVT curriculum to local field realities, prioritizing practical training hours to reflect high-demand specialized skills.
- **Mitigating Skills Mismatch:** By consulting directly with industry professionals, the consultant will identify exact technical competency gaps, ensuring graduates are instantly competitive.

Phasing of Training Implementation

Phase 1: – East Section: The training program for the West Section of the Kamala–Dhalkebar (77 km) corridor will be implemented in two main phases to ensure systematic skill development, hands-on learning, and effective employment linkage for women participants. Considering the Road Length, 60 % of Training events will be planned on Phase 1 i.e. 150 Trainees in First Phase in Kamala-Dhalkebar Bagmati Section.

Phase II: –West Section: The training program for the West Section of the Dhalkebar-Pathlaiya (53 km) corridor will be implemented in two main phases to ensure systematic skill development, hands-on learning, and effective employment linkage for women participants. Considering the Road Length, 40 % of Training events will be planned on Phase 2 i.e. 100 Trainees in First Phase in Bagmati-Pathlaiya Section.

Linkages for Placements

The TESP will leverage these employer interactions to create structured institutional agreements, for job placements This direct network guarantees that certified women transition smoothly into stable, higher-income positions for at least 6 months, meeting the project's target of securing jobs for at least 25 participants through self- employment or wage employment.

The third step, stakeholder consultations, involves discussions with community-based organizations (CBOs), local authorities, employers, and project staff to capture qualitative insights into skill gaps, market needs, and potential challenges for women in accessing the labor market. Following this, the TNA tools are designed, including questionnaires, focus group discussion guides, and templates for secondary data review. Some Sample Questionnaires has been attached in Annex.

The final steps involve data collection, analysis, and reporting. Data will be rigorously analyzed to identify trends, training gaps, and priority trades. Recommendations on appropriate training subjects and the number of trainees per trade will be made, along with considerations for GESI, ensuring that all marginalized groups are adequately represented. This stepwise process guarantees a structured and transparent approach to defining the training agenda.

Major TNA Indicators

The indicators are categorized into three main levels: individual, Group, and skills. While selecting indicators, market gap, social need, demography, employment opportunities, skill & competency, training needs, social inclusion and vulnerability will be considered. The detailed factors affecting TNA indicators are as follows:

Market Gap:

- Unavailability of required workforce at local market
- Incompetency of the existing workers
- High turnover of the workers
- Trouble in business expansion because of skill gap
- Upcoming new market opportunities

Social Need:

- Interest to attend training
- Availability of women to attend training
- Other social barriers to pursue specific skills

Demography:

- Age distribution of potential trainees (youth, adults, elderly)
- Gender composition (male, female, other)
- Education level (illiterate, primary, secondary, higher secondary, bachelor+)
- Location/ward/municipality (urban, rural, project-affected areas)

Employment and Opportunities:

- Current employment status (unemployed, self-employed, wage labor, seasonal work)
- Type of employment (daily wage, formal, informal, seasonal, contract)
- Previous work experience in relevant sectors (construction, road maintenance, mechanical, electrical)
- Years of experience in construction or related fields
- Job roles performed previously (masonry, carpentry, plumbing, electrical work, driving, welding, road safety)

Skills & Competency:

- Existing skills and technical competencies
- Skills gaps relative to market demand
- Skills trainee wants to acquire (interest and career alignment)
- Reason for skill acquisition (employment, self-employment, certification, income increase)
- Training readiness (availability, willingness for full-time/part-time training)

Training Need & Preference:

- Preferred training duration (short-term, medium-term, long-term)
- Preferred timing of training (morning, daytime, evening, flexible)
- Training constraints (financial, household responsibilities, distance, childcare, seasonal work)
- Special support required (travel allowance, accommodation, childcare support)
- Willingness to attend training and complete certification

Social Inclusion & Vulnerability Indicators:

- Participation of marginalized groups (women, Dalits, Janajati, persons with disability)
- Access barriers for vulnerable populations
- Level of support needed to overcome social or economic barriers

These factors provide a comprehensive framework to identify individual, group and skills indicators. These indicators ensure that training programs are designed inclusively and effectively to enhance employability, income generation, and sustainable livelihoods for women and indigenous populations in the KDP project area.

3.3 Identify Training Needs

This stage involves a gap analysis that highlights which trades are most relevant and which skills need development. For the SRCTIP project, this includes construction trades such as stone/brick masonry, plumbing, plastering, house wiring/electrician, carpentry/welding, and other income-generating activities like tailoring, beautician services, poultry farming, and off-seasonal vegetable production. Additional trades based on market trends and local demand, ensuring that training programs remain dynamic and responsive to evolving employment opportunities. Each potential training subject will be evaluated in terms of employability, career growth, and alignment with women's socio-economic conditions. Trainees' interests, prior experience, and willingness to learn are also considered, ensuring that selected trades match both the market demand and the aspirations of beneficiaries.

This identification process will be conducted by community consultations, FGDs, and rapid assessments of local market opportunities. Recommendations from this stage will directly influence the design of the training program, including the curriculum, duration, and resource allocation, ensuring that women acquire marketable skills with a high probability of employment upon completion.

3.4 Analyze the Training Needs

Once data is collected, a rigorous analysis will be conducted to determine the most suitable trades and skill sets for the target women. The analysis evaluates the demand-supply gap for specific occupations, the feasibility of training programs in the local context, and potential employment opportunities post-training. It also considers the existing skill levels of women, barriers they might face in participating in training, and specific interventions required to overcome these barriers.

The analysis includes quantitative assessment of potential employment opportunities and qualitative insights gathered from stakeholders and beneficiaries. For instance, while a particular trade may be technically feasible, the analysis will examine whether women can physically access training centers, whether employers are willing to hire women, and whether additional support services (e.g., childcare, transportation) are needed.

Additionally, a Rapid Market Appraisal (RMA) will be conducted for identified trades to ensure that the training matches real-time market demands. This process allows the project to prioritize trades that guarantee employment and income generation, reducing the risk of mismatch between training output and Labor market absorption. The analysis ultimately informs decisions on training subjects, class size, curriculum design, and resource allocation, ensuring that the training is both impactful and sustainable.

3.5 Data Collection

Data collection for the TNA will adopt a triangulated approach to ensure comprehensiveness, accuracy, and inclusivity. It will include:

- **Questionnaire Surveys:** Structured surveys will collect quantitative and qualitative data from potential trainees regarding skills, interests, previous experience, and training expectations.
- **Focus Group Discussions (FGDs):** Participatory discussions will be conducted with women, local leaders, employers, and community organizations to gain deeper insights into local market needs, barriers, and employment trends.
- **Secondary Data Review:** Existing data, reports, and project documentation will be analyzed to complement primary data, verify trends, and fill information gaps.

This multi-pronged approach ensures that the assessment captures a complete picture of the skills gap and training requirements while addressing local market conditions.

3.6 GESI Consideration in Data Collection

Female enumerators will conduct interviews where possible, and all interactions will occur in safe, culturally appropriate spaces. The assessment will capture barriers to women's participation, including mobility restrictions, household responsibilities, social norms, and physical constraints. These insights will inform program design to ensure equitable participation and targeted support for women, particularly from disadvantaged groups. Female facilitators and trusted community members will engage women directly to encourage participation.

3.7 Plan to Include Various Communities

The TNA will proactively ensure inclusion of all marginalized groups:

- Project Affected Families (PAFs)
- Dalits, Janajatis, Indigenous Peoples, and other disadvantaged communities
- Women headed households

3.8 GESI in Pre-Training

During the implementation of this assignment, TESP will ensure the full and proper application of the Gender Equality and Social Inclusion (GESI) action plan. In the process of identifying potential trainees, special attention will be given to encouraging Dalits, Janajatis, and other disadvantaged groups to apply for the training. Selection of trainees will be carried out in a manner that guarantees equitable participation of these groups, in line with the project's GESI action plan and prescribed guidelines.

Chapter III: Pre-Training Phase

12. Pre-Training Phase

3.1 Selection of Trainees

The selection of suitable trainees will be carried out in strict accordance with the requirements of the Terms of Reference (ToR) for this assignment. As specified, the Training and Employment Service Provider (TESP) will conduct the trainee selection process among the target group of women in the project area.

In implementing the trainee selection activities, INCLUSIVE CEMECA JV will uphold the principles highlighted in the TVET Policy 2012, particularly **Inclusion** and **Access**, which are also key focus areas of the project. Here, **Access** refers to providing timely opportunities for all eligible women to participate in relevant training programs, while **Inclusion** ensures representation of women from all castes, communities, and socioeconomic backgrounds, including those facing physical or social challenges.

A set of trainee selection criteria will be developed and submitted for client approval. The criteria will primarily assess the social and economic status of candidates, career potential, and behavioral suitability for the training. Following the preparation of the initial selection list, the relevance of the training for each candidate will be verified before finalizing the list. Replacement of trainees, if necessary, will follow the same approved selection procedure. Throughout the selection process, information about the training programs will be disseminated through Local Level and PIC Offices.

Trainees Selection Criteria

The selection of trainees will be guided by clear, transparent, and objective criteria to ensure fairness, inclusivity, and alignment with the project objectives. Eligible candidates must be women aged 16–45 years residing within the KDP project area, with basic reading, writing, and numeracy skills required for effective participation. In accordance with the ToR, first priority will be given to women from Project Affected Families (PAFs) and families residing along the road corridor, followed by women from indirectly affected communities, including Indigenous Peoples (IPs)/Janajatis, Dalits, and other vulnerable and disadvantaged groups. The selection process will be undertaken in close coordination with the PIC Offices, local governments, and community representatives, using publicly disclosed eligibility criteria, documented assessment procedures, and a transparent grievance redress mechanism to ensure fairness, accountability, and provide applicants with an opportunity to raise concerns or appeal selection decisions.

Applicants will be assessed based on their interests, aptitude, motivation, commitment to complete the training, and ability to maintain the minimum 90% attendance required by the CTEVT curriculum. The selection process will also incorporate a "do-no-harm" approach, ensuring that participation does not expose women to additional risks. Selection will explicitly consider safety, mobility, unpaid care responsibilities, pregnancy, disability, and other social constraints identified during the Training Needs Assessment (TNA).

Reasonable accommodation measures, including accessible training venues, flexible schedules where feasible, childcare support, and disability-friendly facilities, will be provided to enable equitable participation of vulnerable women.

To maximize employment outcomes, trainee profiles, interests, and competencies will be

matched with employer-informed, demand-driven training trades identified through labour market assessments and consultations with contractors, employers, and other market actors.

This will ensure that selected trainees receive training aligned with realistic employment opportunities, apprenticeships, and potential job placements. Overall, these measures will ensure that the selected trainees are motivated, capable, and appropriately supported to successfully complete the training and transition into sustainable employment or self-employment while contributing to an inclusive, skilled, and gender-responsive workforce

A. Trainee Selection Criteria (Individual Form)

S.N.	Name	Address	Entry Requirement (Y/N)			Selection Criteria (Individual Scores)						Marks
			Age 18-45	Candidate from project targeted municipalities	Education	34 Project Affected Families (10)	Family Economic / Income Status (10)	Trainee disadvantage and marginalize (10)	Impact zones (10)	Prior participation in similar short-		Total marks (50)
1												
2												

Marking Criteria:**Family Economic/Income Status:**

Income Category	Annual Per Capita Income (NPR)	Score (10)	Description / Notes
Ultra-poor	Below 50,000	10	Extremely low-income households; highest vulnerability; may need full support for training participation.
Poor	50,001 – 72,908	7	Low-income households near or below national per capita; eligible for partial support, subsidies, or incentives.
Average / Middle-income	72,909 – 100,000	4	Households around or slightly above per capita income; moderate economic capacity; may afford minimal contribution.
Better-off / Above Average	Above 100,000	1	Higher-income households; less financial constraint; able to self-finance training participation.

Source: Adapted from National Statistics Office (2024). Nepal Living Standards Survey IV (2022/23). National Statistics Office, Government of Nepal.

Note: Income categories and scoring system adapted for vulnerability assessment.

Trainee Category: Marginalized Group/Excluded Group = 10; Others = 5

S. NO	Marginalized / Excluded Group	Description / Notes
1	Women	All women, including female-headed households; includes transgender and third gender as well
2	Dalit	Historically oppressed castes such as Kami, Damai, Sarki, Badi, Gaine, etc.
3	Indigenous Nationalities (Janajati)	Groups recognized as indigenous ethnic communities (Magar, Tamang, Gurung, Tharu, Rai, Limbu, Chepang etc)
4	Madhesi Communities	Ethnic and social groups from the Terai region (Yadav, Koiri, Musahar, Dhanuk, Tharu – Terai subgroup)
5	Muslim Communities	Minority Muslim populations marginalized socio-economically
6	Persons with Disabilities (PWD)	Individuals with physical, sensory, intellectual, or mental disabilities
7	Elderly / Senior Citizens	Older people without adequate support or socially excluded

²² As required by the specific CTEVT occupational curriculum (Literate/साधारण लेखपढ गर्न सक्ने)

³ 3 Proof document/identity is a must

8	Remote / Geographically Isolated	Residents of hard-to-reach or marginalized regions
9	Economically Disadvantaged / Ultra-Poor	Households officially classified as poor or ultra-poor in government records
10	Other Vulnerable / Specially Marginalized	Single women, widows, ex-combatants, socially excluded minorities

Impact Zone:

S. NO	Impact Zone	Marks	Description / Notes
1	DIA	10	Direct Impact Area (Within Right of Way)
2	IIA	7	Indirect Impact Area
	ZOI	4	Zone of Impact Area (Same Municipality)

Prior participation in similar short-term programs (Less than 390 Hours):

S. NO	Impact Zone	Marks	Description / Notes
1	Not Participated in Any Training Program Previously	10	Direct Impact Area (Within Right of Way)
2	Participated in Training Programs less than 390	7	Indirect Impact Area
	Participated in Training Programs 390 hours or more	4	Zone of Impact Area (Same Municipality)

B. Trainee Selection (Interview)

S.N.	Name	Address	Obtained Interview Score					Remarks
			1. Commitment to Complete Training (10)	2. Attitude Towards Training (10)	3. Family Background and Relevance to Training Subject (10)	4. Basic Skills in Training (10)	5. Post-training Employment plan clarity (10)	
1								
2								

Interview Checklist: 1) Commitment -Commitment towards training, -Commitment towards continuation of the profession in future or, 2) Attitude towards training 3) Family Background and Relevance to Training Subject 4) Basic Skills 5) Motivation

C. Evaluation of Interview Scores**D. Trainee total evaluation scores**

S.N.	Name	Address	Score		Final Score	Rank
			As per Trainee's Application (Annex 3)	Interview Score (Annex 3-A.1)		

3.2 Trainee Selection Committee

The Trainee Selection Committee will be established to ensure a fair, transparent, and systematic selection of trainees in line with project objectives and training requirements.

The committee typically comprises **representatives** (Team Leader/TNA Expert/Placement and Counseling Expert/Social Mobilizer from **TESP, Representative from SRCTIP and or Representative from World bank**). Its key responsibilities include developing and approving clear trainee selection criteria, reviewing and verifying applications, conducting interviews or screenings when necessary, and approving the final list of selected trainees. The committee ensures that priority is given to motivated candidates, local residents, and individuals from women, disadvantaged or vulnerable groups, while also considering educational background and employment potential. Throughout the process, the committee upholds principles of transparency, accountability, equal opportunity, and non-discrimination, and it addresses any grievances related to trainee selection.

3.3 Finalization of Training Plan and Schedule

The detailed training plan is prepared based on the Training Needs Assessment, including training objectives, duration, daily schedule, and venue to ensure smooth implementation. Attached in Annex.

3.4 Confirmation of Curriculum and Training Methodology

Training curriculum, learning outcomes, and teaching methods are finalized in line with national standards and project requirements.

3.5 Orientation and Awareness Sessions

Orientation programs are conducted to inform trainees about training objectives, course content, duration, rules, attendance requirements, and expected outcomes.

3.6 Verification of Trainee Eligibility and Enrolment

Selected trainees' documents and eligibility criteria are verified, and final enrollment is completed with approval from the Trainee Selection Committee.

3.7 Coordination with Trainee Selection Committee

Continuous coordination is maintained to address selection issues, replacements, or grievances before training begins.

3.8 Mobilization and Notification of Trainees

Trainees are formally informed about training start dates, venue, required materials, and logistics to ensure timely participation.

3.9 Selection and Briefing of Trainers

Qualified trainers are selected and briefed on training objectives, curriculum, assessment methods, and inclusion requirements.

3.10 Preparation of Training Materials

Training manuals, handouts, tools, and learning aids are prepared and made available prior to training.

3.11 Procurement of Tools and Equipment

Required tools, equipment, and consumables are procured and arranged to support effective practical sessions.

3.12 Preparation of Training Facilities

Training halls, workshops, and safety arrangements are prepared to ensure a safe and conducive

learning environment.

3.13 Baseline Assessment or Pre-Test

Pre-training assessments are conducted to evaluate trainees' existing knowledge and skill levels.

3.14 Gender and Social Inclusion Arrangements

Measures such as appropriate timing, safe venues, accessibility, and supportive facilities are ensured to promote inclusive participation.

3.15 Finalization of Trainers

The JV will manage the training implementation in compliance with CTEVT curricula, ensuring a trainer–trainee ratio of 1:10 throughout the training period. The JV will be responsible for deploying qualified trainers, scheduling sessions, monitoring class sizes, and ensuring adequate supervision during both theoretical and practical components to maintain training quality, safety, and effective skill transfer.

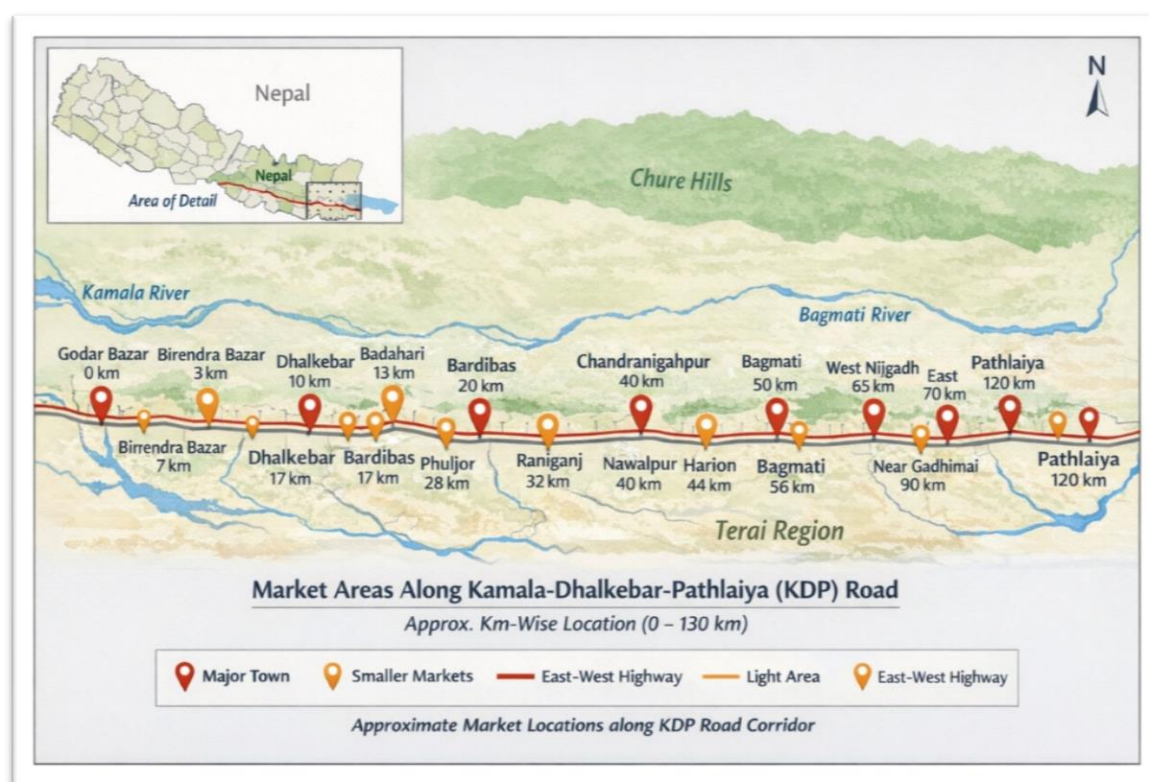
3.16 Finalization of Training Venue

The training venue will be finalized after assessing multiple potential locations to ensure suitability for the planned activities. Key considerations will include capacity, accessibility, safety, facilities, availability of electricity and internet, and compliance with health and safety standards. The venue should be convenient for participants, especially women and vulnerable groups, and support interactive, skill-based training sessions. Once identified, the venue will be formally booked and prepared with the necessary training equipment, seating arrangements, and learning materials, ensuring a conducive environment for effective learning and engagement.

The tentative venues are as tabulated below

Chainage (km)	Market / Settlement Area	Notes / Significance
0 – 10	Godar Bazar / Birendra Bazar / Dharapani	Western start near Kamala River; local trade hubs; accessible for nearby villages.
10 – 20	Dhalkebar / Badahari / Laalgadh	Major town and transport hub; agricultural trade and local businesses; good for skill training programs.
20 – 30	Bardibas (western & central)	Large market town; administrative and service center; high economic activity.
30 – 40	Phuljor / Raniganj / Lalbandi	Small to medium markets; roadside trade; community-level outreach possible.
40 – 50	Nawalpur / Harion / Chandranigahpur	Moderate market clusters; accessible settlements; suitable for training and skill development.
50 – 60	Bagmati / Barauli / Western Nijgadh	Small-medium markets; trading and transport nodes; potential for outreach.
60 – 70	Central / Eastern Nijgadh	Larger markets and economic hubs; high visibility; ideal for women's skill programs.
70 – 80	Pathlaiya (western outskirts / central town)	Major market, transport hub; accessible to surrounding villages.
80 – 90	Pathlaiya (eastern sections / nearby settlements)	Roadside trade clusters; small-medium markets for outreach activities.
90 – 100	Peripheral Pathlaiya / connecting villages	Local trade points; accessible for skill training programs.
100 – 110	Outer Pathlaiya / highway approach	Secondary markets; small business hubs.
110 – 120	Eastern Pathlaiya corridor	Market nodes along connecting roads; suitable for community-level programs.
120 – 130	Pathlaiya main town / highway	Eastern terminus; major commercial and

Chainage (km)	Market / Settlement Area	Notes / Significance
	junction	transport hub; high potential for economic empowerment activities.



Picture: Tentative Market location for Training Venue along the corridor

Chapter IV: Training Phase

4.0 Training Implementation Phase

We believe that good preparation leads to half complexity resolved and in light of this saying the INCLUSIVE-CEMECA JV proposes its approach putting focus on well-prepared training implementing phase. Achieving of best result from training phase of the assignment largely depends on the six major aspects namely Teaching Methodology, Curricula, Infrastructure, Tools and Equipment, Teaching Materials and Human Resources adopted and used during implementation.

4.1 Teaching Methodology:

TESPS will focus on the learner-based teaching approach. Latest teaching methodology recommended by CTEVT will be adopted that comprises five major components. Our approaches to achieve best result out of all those components have been described below.

Teaching Component	Frequency	Approach to be Adopted
Preparedness	Before starting Training Event	Trainers will be oriented on course objectives, curriculum, training methods, assessment techniques, and inclusive teaching practices. Training materials, manuals, and learning aids will be prepared and made available in advance. Required tools, equipment, and consumables for practical sessions will be arranged and checked for functionality. The training venue will be organized to ensure a safe, accessible, and conducive learning environment.
Lecture Classes	In all of the training, 20% of classes are theoretical classes	Lecture Classes will be taken by senior trainers, who are graduates in relevant subjects. The TESPS will conduct lecture classes within its training premises and is required to deliver in the area of: • Life Skill Training Module (Life Skill Training Module should cover life skills, family health and HIV Aids, entrepreneurship skills, basic mathematics) • Specific Occupational Training Modules (knowledge part of the subject)
Demonstration	Demonstration classes is required equal to the number of tasks to be performed	After completing of theoretical classes, trainer present one demonstration practice to all trainees. Demonstration is done to make all trainees acquainted with the procedures of appropriate steps for practical course. Demonstration is required for Specific Occupational Training only
Practical Classes	In most of training almost 80% of classes are practical	Practical classes are conducted on the basis of individual practice by each trainee. Qualified and experienced trainers conduct practical classes. Trainers closely monitor and guide the practical course for full duration of class. Practical classes is delivered only for the Specific Occupational Training portion

Teaching Component	Frequency	Approach to be Adopted
Field/ Industrial Visit	Depends on the type of training and availability of relevant field in the vicinity	The TESPS takes all of its participants to field visit to make them confident of the skill acquired during theoretical and practical classes.
On the Job Training	OJT will be implemented if required. 2 to 3 months OJT will be arranged.	The TESPS will sign MOU with employer organization in order to put our trainees for on-the-job training. Trainer from the TESPS will be present during OJT. Most of the trainees get job on the same place after successful completion of on-the-job training.

4.2 Special Need People in Training:

Adhering to the INCLUSION component of the TEVT policy, the project intends to ensure the successful completion of the training by the special need people enrolled. The TESPS will execute following actions related to teaching methodology to cater the special need people's requirements.

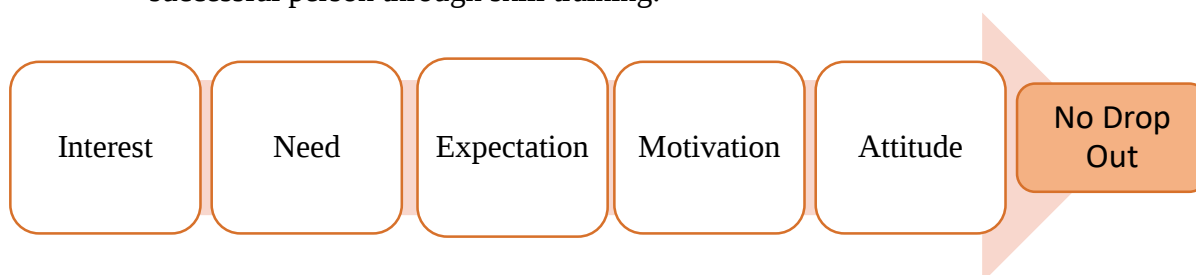
- Identify the prerequisite of the special need people and conduct some prerequisite sessions eg. literacy, communication skills etc.
- Conduct motivational sessions regularly
- Organize separate counseling session (including psycho social counseling) if required
- Deliver training to suit the shift, location and hours as needed by the special need group
- Provide extra-curricular activities frequently
- Use training language convenient to them and trainer may take help of language mediator
- Use special teaching method if required by them
- Provide technical backstopping to the needy ones.

4.3 Strategy to Reduce Drop Out:

The INCLUSIVE-CEMECA JV believes in the principle that making presentation interesting will also minimize the drop out from training. In many cases, leaving the training is by the participant is due to conventionally imposed classes. It discourages them to remain in the classroom. The expert team of the TESPS will adopt following methods to achieve the continuity of maximum participants till skill testing take place.

- Organize motivational sessions regularly
- Encourage each individual to participate in the training equally actively
- Provide targeted workplace readiness and counseling to resolve professional adaptation and job retention challenges.
- Facilitate to develop pleasant environment among the participants and also among the trainees and trainers.
- Recreational game, energizer activities, mediation will be provided
- Provide extra-curricular activities frequently

- Conduct classes in learner-based approach
- Provide technical backstopping to the needy ones to enhance their capacity to acquire skills.
- Take them to field visits and professional exposure visits.
- Orient them about future opportunities of skillful people, make them interact with successful person through skill training.



4.4 Curricula

TESPS will follow the 390 hours' curricula for level-1 training that has been prepared by the curricula division of CTEVT. For those subjects whose curricula have not been prepared, CTEVT will be requested to work on this in cooperation with the client. Certain modification on the curricula will be done by the INCLUSIVE-CEMECA JV's expert team in order to cater the current market scenario. The curricula contain two separate modules namely special and common.

Contents of curricula, as prepared by CTEVT, in two modules are presented in the table below.

Module	Content	Hours Specified
Specific Occupational Training	Theoretical and practical lessons of skill training parts in the specified training subjects	As Per 390 hours CTEVT Curriculum
Life Skill Training Module	family health and HIV Aids, occupational safety, communication skills, mathematical literacy and entrepreneurship skills	As Per 390 hours CTEVT Curriculum

Sample List of contents of CTEVT 390 hours' curricula of some subjects for references has been presented here in the table below.

Training Subject	List of Contents (tasks list) in Curricula: Specific Occupational Training only
Brick Layer Mason	- Understand concept of mason occupation, identify tools equipment and materials, know measurement techniques and measures and record, prepare cement mortar and concrete, Basic concepts in stone masonry wall, prepare stone masonry wall, basic concept of brick masonry wall, prepare brick masonry wall prepare scaffolding of bamboo and timber, Construct earthquake resistant building model, prepare stitches and bands, prepare damp proof course (DPC), Construct foundation, construct superstructure. Fix door and windows.
Plumber	- Understand concept of plumbing and pipe fitting, Enumerate/identify plumbing materials/ fittings/valves/fixtures, Enumerate/identify/handle basic tools and equipment, Enumerate/identify plumbing symbols, Orient with safety rules, Interpret working drawing/blueprint/catalog, Assure/mark/file/saw

Training Subject	List of Contents (tasks list) in Curricula: Specific Occupational Training only
	work piece, Measure the dimension using Vernier caliper, Cut GI pipe, Thread GI pipe, Perform bending, Drill a hole, Join elbow/Tee/union/cross/plug with pipe, Join valves (sluice valve/gate valve/air valve/pressure relief valve/check valve/glove valve), with pipe, Cut Pe pipe, Make butt joint of Pe pipe, Make 90/45/bend/elbow of Pe pipe, Make Y/Tee Pe branch, Make Reducer socket/vent cowl of Pe pipe, Install sanitary fittings (bent/Tee/Y/socket) with pipe, Join PVC fittings with pipe, Cut CI pipe, Join CI fittings with pipe, Install multilayer composite tube, Install tap (bib cock/CP tap/fixture), Install shower, Install fixtures (washbasin/bath tub/ bottle trap/sink), Install fixtures (commode/ cistern/ pan), Install electrical geyser, Install water pump, Install roof tank, Connect ferrule and service pipeline, Repair tap/fixture/angle valve, Repair gate valve, Repair conceal valve, Repair floating valve, Repair water pump, Repair water closet (commode and pan), Repair/wash basin/urinal/sink, Repair cistern, Repair shower, Repair water pipe line, Repair waste water pipelines, Repair solar water heater, Repair/maintain minor masonry and plastering works, Prepare quantity estimate/costing

4.5 Infrastructures and Training Facilities

TESPS will make arrangement of appropriate infrastructures and facilities in order to deliver the quality training cycles under the outlined assignment. TESPS will conduct the training in the appropriate location identified during TNA. Project based venues will be set up in the required **location nearby to the selected trainees** to ensure participation of all needy women who cannot go far from their hometown.

INCLUSIVE-CEMECA JV believes that adequate infrastructures and facilities need to be provided to the trainees for achieving better results. Health and hygiene aspects are also critically important. In terms of infrastructures and facilities, INCLUSIVE-CEMECA JV shall adopt following principles:

- Adequate classroom space with at least 15 Sq. feet per student, having enough ventilation and light.
- Adequate space for practical sessions with at least 30 Sq. feet per student of covered area.
- Provision of adequate furniture, tools/equipment, consumables, safety provision, drinking water, first aid box etc. in all training venue.
- Separate space for storage of equipment/tools and space for storage of training consumables
- Separate toilets for male and female trainees and Changing room for male and female trainees
- Provision of safe drinking water for the trainees and trainers
- Provision of special facility for pregnant women, lactating mothers and differently abled people.
- Adequate supply of training materials, equipment and accessories (also refer section 5.5)
- Provision of decent hostel very near to the venue for all trainees, separate for male and females.

4.6 Training Tools, Equipment and Consumables:

TESPS will provide adequate quantity of training tools equipment and consumable materials while implementing this assignment. Arrangement of tools and equipment is made in one-to-one ratio so as all the trainees can participate in the stand-alone practice. All tools and equipment to be used in training will be of high quality newly purchased and latest in model. TESPS has already purchased most of the training logistics required to implement this project. Consumable training materials will be purchased as on when required basis. Use of local resources at training will be encouraged wherever is found appropriate. Tools and equipment as required by curricula have been arranged for all trades listed in the TOR. At least following sets of tools equipment are currently available at TESPS that can be immediately utilized while implementing this assignment.

4.7 Instructional Materials:

Use of appropriate instructional materials largely has an effect on the quality of delivery and output of the training activities. TESPS takes care of following instructional items for effective teaching and training.

- Training Manuals, Handouts and Books, Training Plan (daily, weekly and three months)
- Performance Guide with check list, Trainer's logbook, visitors' logbook
- Trainees' and Trainers' attendances
- Instructional media and materials

INCLUSIVE-CEMECA JV's approach for arrangement of the above teaching learning materials is described below.

- **Trainee/Trainers Ratio:** 1:10 trainee-to-trainer ratio will be maintained to ensure effective learning, individual attention, and quality skill transfer. This ratio is suitable for hands-on training in areas such as tailoring, handicrafts, small enterprises, agriculture, and technical skills. Each batch of 10 trainees will have one dedicated trainer, allowing personalized guidance, close supervision, and better monitoring of progress. Maintaining this ratio along all training hubs on the 0–130 km KDP Road corridor will support participation of women and vulnerable groups and ensure consistent and effective skill development outcomes.
- **Training Manuals:** Based on the curriculum provided, training manuals for **trainer** for theoretical and practical training has been prepared. Sufficient copies of manuals have been printed in Book form. Similarly, trainees' guide books also have been printed and will be distributed to all trainees.
- **Training Plan:** Trainers prepare training plan for the whole training duration and follow the same. Besides that, every day, trainer goes to the classroom along with daily schedule.
- **Performance Guide with Check List:** INCLUSIVE-CEMECA JV uses standard format for called performance guide (PG) to measure task wise performance level of all trainees. PG has been printed in book form and all trainees will be provided with the PG forms so that their task wise performance can be evaluated.
- **Exercise/Work Book/Sheet for Practical:** Exercise books will be provided to all the trainees. Daily work book and practical sheets are also ready with the center and trainers distribute it to trainees during the class. Models relevant to the training

program will be prepared inside the practical workshop in all training venues. The model helps the participants to make more familiar with the job what they are doing or going to do in real life.

➤ **Instructional media**

- Multimedia projector
- Visuals or movies
- LCD television
- Computers etc.
-

➤ **Instructional materials**

- Handouts prepared by our experts
- Poster/Pamphlets/Model etc.
- Flip Charts, Meta Cards
- Relevant Models,
- Drawings and diagrams
- Banners and flexes
- Safety information display

4.8 Training Cycles (Training Wise):

Phasing of training cycles have been designed viewing on optimization of resources, suitability of season and balanced distribution of trainees. We have planned to implement the training in three cycles for all subjects of training. Number of events and training subjects in each cycles will be finalized during TNA and finalization of trainees' list. Trainees' comfort will be looked while preparing training plan by event.

4.9 Approaches to Manage Food:

Food: Quality of food is one of major factor that affects regularity of trainees in class. TESPS will arrange good quality hygienic food for all trainees and quality will be continuously monitored. Required improvement in quality will be addressed immediately on receiving grievances from participants. Balance of nutrition will be put in key consideration while choosing menu. Preparation of menu will be done in consultation with client. One-time Lunch and One Time Tea will be provided during lunch break and tea break.

4.10 Organizing of Skill Testing:

TESPS will facilitate to organize skill testing through NSTB for successful graduates both in category "A" training. Our effort will lead to more than 90% success in the skill testing. Timely registration skill testing, arranging of necessary test materials and providing of test venue will be in the part of INCLUSIVE-CEMECA JV's responsibility.

4.11 Support Services:

TESPS will provide Support Service like child care services provision and skill related tools distribution after skill test, Daily Travel allowances etc. in coordination with client for the services under PS Items. 2-3 days' live skill training will be conducted in coordination with SRCTIP/KDP under PS Items.

Comprehensive counselling services will be provided throughout the training and post-training phases to strengthen graduates' employability and facilitate successful workforce integration. Counselling will include career guidance, trade selection based on individual interests and labour market demand, workplace readiness, communication and employability skills, occupational safety and health (OSH), and job search support, including CV preparation and interview coaching. Graduates will also receive employment counselling to support workplace adaptation, professional conduct, and job retention during the initial stages of employment. For participants interested in self-employment, the project

will provide entrepreneurship guidance to improve access to digital, financial literacy, thereby promoting sustainable livelihoods and long-term economic resilience.

If leave is needed, it can be confirmed by Trainer and Field Coordinator. Casual Leave: Short-term leave for personal or urgent matters. Sick Leave: Leave for health-related issues or medical emergencies. No more than 10% of total days will be provided for Leave.

4.12 Safety Measures/ Emergency Preparedness

We understand that adequate measures should be taken to ensure occupational safety and health of the trainees. This provision will not only provide safety for them during the training period, but the trainees will also learn how important the safety is during their daily work. Such attitudinal changes shall be ensured through the use of safety measures. The INCLUSIVE-CEMECA JV makes provision OHS safety gazettes or PPE and orientation on OHS of First Aid Kit at all training venues. Trainers will be given orientation on the use of first aid kit as mentioned in the table below.

Transparent Plastic Box with Label	Burn cream (Burnol)
Sterile gauze	Cetamol
Cotton roll	Metronidazole
Adhesive tape	ORS (Jeevan Jal)
Elastic bandage	Thermometer
Handi Plast	Tweezers
Antiseptic wipes (Dettol)	Sharp scissors
Ethyl alcohol	Plastic gloves
Antibiotic cream (Betadine/Neosporin power)	

The trainees will be first given the training on occupational health and safety including the safe handling of tools, their storage and health and hygiene. They will be trained how important it is to prevent any untoward incidences because of negligence than to cure. Our experiences show that proper training on OHS results in reduction of injuries and accidents. In case any emergency cases occur, adequate measures shall be taken to remedy those by taking immediate actions. Safety Materials like Safety Mask, Safety Gloves, Safety Shoes, Fire Extinguisher, Ear Muff, Apron and Safety Helmet depending on the need.

4.13 SEA/SH Risk Mitigation and Response Framework

In alignment with the project's zero-tolerance approach to Gender-Based Violence (GBV) and discrimination, the TESP will implement and follow the Projects GBV/SEA/SH prevention and Risk Mitigation Action Plan and also SEA/SH GRM. This comprehensive framework encompasses the following operational pillars: (i) the systematic identification of SEA/SH risks across all training sites, trainee travel routes, and eventual employment placements; (ii) a mandatory Code of Conduct signed by all trainers, consultants, and project staff prior to service commencement; (iii) the deployment of confidential grievance mechanisms featuring explicitly trained focal points; and (iv) the establishment of clear, localized referral pathways linking survivors to professional project GBV service providers. Every case brought forward will be handled in a strictly survivor-centered manner, guaranteeing absolute confidentiality, informed consent, physical safety, and non-retaliation. To ensure these protective measures are understood and sustained, mandatory awareness sessions will be seamlessly conducted throughout the entire training lifecycle.

We will handle every report privately, put the survivor's safety and choices first, and make sure there is no unfair treatment for speaking up. To keep everyone informed, we will also

run regular safety awareness sessions during the entire training program.

4.13 GESI Approach in Training Phase

Gender equality and social inclusion (GESI) refer to equal opportunities and outcomes for women, men and all socially excluded groups. This involves the removal of discrimination and structural inequalities in access to resources, opportunities and services. But when we talk about GESI approach in skill training, this focuses the women's excluded people's needs and perspectives are considered in all planning and implementation of the skill training activities. TESP will provide half day orientation on GBV/SEA/SH coordinating with GBV service providers available in market.

TESP's Approach to Address the GESI Issues for Implementing this Assignment: The TESPS will ensure the equally comfortable environment to for females too to participate in the training. GESI approach demands incorporating other excluded groups also in the project's mainstream.

- Separate toilets for male and female
- Differently Able friendly toilets
- Differently Able friendly passageway and stairs.
- Interactive lecture session on GESI issues by expert
- Child care facility for women participants having small child
- Child caretaker available at training venue
- Lactating room
- Extra food for children passage

Chapter V: Post Training Phase

5.1 Approaches for Post Training Activities and Employment Support

It is estimated that construction sector, is creating employment opportunities to about one million people so it generates employment next to agricultural sector in the country. The sector demands significant size of human resources in overseas employment and entrepreneurship as well. From this, it is clearly seen that construction is a major sector to employ huge number of skilled human resources and mason, plumber and electricians, plasterer are some of highly demanded occupation in the industry.

5.2 The INCLUSIVE-CEMECA JV's Approach to Employ Its Graduates

Imparting of good quality market-oriented skill training expected to result into the improvement in employment both in informal and formal sector. We understand that implementing training program alone is not sufficient to help in employment generation and so as to contribute on the establishing of sustainable peace. Our experience in the sector reveals that there is need for post training support activities for linking at least the 80% of the trainee will pass out. Out of the total pass out training graduates 25 Nos (10%) will get gainful and sustainable employment opportunities which might fall under any of the two categories- wage employment or self-employment.

- **Workplace Readiness & Coaching:** Regular technical and adaptation coaching sessions led by the Placement and Counselling Expert to help women navigate initial workplace challenges, understand employee rights, and adapt to non-traditional construction or transport job environments.
- **Employment Linkages:** Direct facilitation to absorb graduates into pre-mapped employment pipelines, with local employers.
- **Basic Toolkit Distribution:** Supplying and distributing necessary trade-specific basic tools to graduates upon successful completion of their skill test (claimed under the Provisional Sum item upon client approval) to ensure immediate operational readiness.

5.3 Approaches for Wage Employment:

To link training graduates with sustainable wage employment opportunities, we will actively leverage our established networks with key employer organizations, such as local employers, Contractors' Associations and relevant local business federations. These connections will serve as critical entry points for identifying viable job openings and directly matchmaking our certified graduates with industry employers. To further bridge the gap between training and employment, we will organize periodic information and industry-update sessions for the participants. Our engagement with employers will focus on securing high-quality, dignified, and safe work rather than simple job placement. We will encourage employers to provide fair wages that comply with national standards, guarantee safe and gender-friendly working conditions, and implement non-discriminatory workplace practices. To protect graduates from labor exploitation and ensure long-term job retention, the TESP will review and facilitate transparent employment terms, ensuring that written agreements or clear contracts are established before work begins.

5.4 Approaches for Self-Employment

In the context of disappointing growth of formal sector employment and declining of corporate industries, promoting of **self-employment** would be a lifesaving modality step to rescue the devastating un/underemployment scenario. Self-employment sector has been attracting new generation due to its many beauties including self-made working environment, no time bound, maximum utilization of skills and attitudes, growth based on

the input etc. In this assignment too, the INCLUSIVE-CEMECA JV's effort will be to promote the maximum self-employment as a result of skills training provided. We offer both technical and financial support in order to link the graduates with self-employment opportunities.

5.5 Networking and Linkages

Innovation adopted by INCLUSIVE-CEMECA JV in terms of establishing networks and linkages with relevant organizations and individuals has remained large reason for achieving excellent result in vocational skill and training sectors in the past years. We believe that developing of strong social networking is necessary in order to implement the vocational skills projects adhering to the spirit of TVET policy-2012, that is ACCESS and INCLUSION. TESP has proved worth of social networking through its continuous bilateral formal and informal relation with social organizations and associations including Dalit NGO Federation, Dalit Help Society, Dalit Sewa Sangh, NEFIN, Tharu Women Welfare Organization, SFACL, Community Learning Centers, FCAN, occupational associations etc. We will continue and further extend our associations with those organizations and individual social activists while implementing the Training and Employment Service Provider (TESP) in KDP road project.

5.6 Market Availability

We will assess market availability by evaluating the demand for specific skills, trades, and occupations within the local and regional labor market. We will ensure that the skills imparted through our training programs align with current and emerging employment opportunities, self-employment prospects, and industry requirements. By analyzing labor market trends, skill shortages, and growth sectors, we will prioritize high-demand skills to enhance the employability and income potential of trainees and support sustainable livelihoods. Additionally, we will use the market assessment to guide entrepreneurship initiatives, identifying viable business opportunities and sectors for start-ups. Through this approach, we will ensure that our training programs are not only skill-oriented but also market-driven, maximizing the economic benefits for trainees and contributing to the local and regional workforce development.

5.7 Reporting

The TESP will submit clear, concise, and timely reports in accordance with the project implementation schedule and reporting requirements, incorporating client feedback and standardized performance indicators such as trainee databases, attendance records, learning assessments, skill test results, and certification status.

In addition to implementation progress, the reporting framework will capture key project outputs and socio-economic empowerment outcomes in accordance with the ToR. Reports will include trainee enrolment and attendance, Training Needs Assessment (TNA) findings, trade-wise participant profiles, training completion and CTEVT/NSTB skill test pass rates, certification status, employer mapping and engagement, job placement outcomes, and six-month employment follow-up. The framework will also monitor the percentage of women employed or self-employed, changes in pre- and post-training income levels, job retention rates, participation in non-traditional and higher-value trades, and the inclusion of Project Affected Families (PAFs), Indigenous Peoples (IPs)/Janajatis, Dalits, and other vulnerable groups. In addition, reports will document career counselling, workplace readiness support, financial inclusion linkages, and lessons learned to support adaptive project management. To assess the effectiveness of safeguarding measures, SEA/SH-related indicators,

grievance cases, and their resolution status will be tracked and reported in a strictly anonymized and confidential manner, in accordance with ethical standards and data protection requirements. The final project completion report will cover the empowerment outcomes such as (i) percentage of women employed or self-employed; (ii) income changes; (iii) job retention; (iv) participation in non-traditional trades etc.

The Main Reporting Framework Includes

Main Activity	Time line (T is commencement date)	Deliverables
Inception Report	T+1 month	• Training Plan and Inception Report
Training Need Assessment	T+2 month	• Orientation report
	T+3 month for the first and after completion of each training session	• Develop selection criteria of the trainees in coordination with DCID, SRCTIP and local government agencies • Consultation reports
	T+4 month	• Final TNA report
	T+6month and thereafter every six months	• Validation Brief
	T+4.5 month	• Information Power Point/ presentation on types of trainings available • Consultation reports
Delivery of Trainings	T+5.5 month	• Training curriculum • Training plan
	T+5.5 month	• Procurement (subcontract) of trainers and training centers (if necessary, along with subsequent approval from the Client
	T+16m	• Training reports shall be submitted after completion of each training session.
	After completion of each training session	• Certified trainees
	Parallel activity with completion of each session of training	• Selection Criteria
Job Placement	Parallel activity with completion of each session of training	• Mapping of potential transport, construction related and other identified from TNA agencies / employers
	Parallel activity with completion of each session of training	• Placement report
Final Completion Report	T+18 month	• Training Completion Report
Other Reports		• Bi-Monthly progress reports • Activity wise reports indicated above

5.8 Action Plan for major activities.

SN	Activities	Who will do?	When?	Indicator
1	Submit project inception report (7 th Sep 2025 is Contract Signing Date)	Team Leader (TL)	3 rd Week of Nov, 2025	Report submitted on schedule
2	Provide orientation to staff and mobilization to Work	Team Leader (TL) in coordination with TESP Management and client	Second Week of Nov 2025	All key and non-key staffs mobilized to field after well understanding of roles and responsibility
Conduct Training Need Assessment:				
4	Provide orientation/information to the communities along the KDP corridor on the project and its provisions on various skills training offers, mainly transport, construction related, available for women	TNA Expert and Social Mobilizers	First week of Jan 2026	Local community groups including local governments within the project location are well informed on the scope of assignment, potential training subjects and employment opportunities
5	Conduct consultations with target women groups to identify 250 women (in three phases) from the Project areas who are in need and capable of receiving skill training for employment opportunities	TNA Expert and Social Mobilizers	2 nd Week of Feb 2026	Everyone within the beneficiary group is well informed on the scope of assignment, potential training subjects and employment opportunities and 250 number of target women are selected
6	Carry out training need assessment (TNA) survey from the identified trainees	TNA Expert, Team Leader and Social Mobilizers	4 th Week of Feb 2026	Most employable training subjects within the construction sectors are selected
7	Half Yearly Trainees Validation	TNA Expert and Team Leader	Last week of Feb 2026 and then after every 6 months	Confirmed the name of trainees in different training subjects
8	Finalization / Identification of training subject and select trainees for the subject	TNA Expert and Team Leader	Last week of February 2026	Targeted number of trainees enrolled among the needy group
9	Submit TNA report	TNA Expert	Second week	

		and Team Leader	of August 2026	
Organize CTEVT level 1, 390 hours residential training				
10	Development of training materials and get approval from client	Team Leader	Second week of August 2026	Instruction materials, training plan and curricula approved from client.
11	Preparation of facilities for training, food and get Approval from client	TL in support of logistic support team	4 th week of August 2026	Training started in proposed schedule
12	390 hours (56 work days) Skill Training conducted in three cycles on the identified training subjects	TL and Trainers	1 st week of September 2026 to 4 th week of February 2027	Dropout rate of training
13	Supervision and monitoring of all training events done	TL and Training Monitoring Officer of TESP	11 st week of September 2026 to 4 th week of February 2027	Monitoring reports submitted on time
14	Food (lunch and Tea) and throughout the training and skill test period	TL support of logistic support team of TESP	1 st week of September 2026 to 4 th week of February 2027	Attendance of trainees
15	Skill testing by NSTB completed for 250 trainees	Trainers and TL	End of each training event	Success rate in skill testing
16	Daily Travel and Compensation Allowance distributed to 250 trainees	TL, Trainers and logistic officers	End of each training event	Number of persons received support
Provide placement support activities				
17	Placement of at least 25 training graduates done	TL and Placement counselling expert	Within three months of each training event	Number of persons gainfully employed
18	Placement support for 250 graduates provided	TL and Placement counselling expert	1 st week of November 2026 to 1 st Week of July 2027	Number of persons gainfully employed
19	Skill test results of 250 graduates received	TL and support staffs	Within three months of each training event	NSTB certificates received by graduates

20	All reports submitted	Team Leader (TL)	Reporting Schedule (5.6)	Submitted in schedule
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5.9 Work Plan

The work plan provides a detailed timeline and sequence of activities from pre-training to post-training phases. It ensures that all activities are implemented systematically, resources are allocated efficiently, and outcomes are monitored effectively.

- **Pre-Training Activities:** Includes identification and selection of 250 women trainees, community mobilization, orientation sessions, and preparation of training facilities.
- **Training Preparation:** Involves mobilization of trainers, procurement and arrangement of training materials, tools, equipment, and teaching aids, ensuring that classrooms, labs, and practical workspaces meet CTEVT standards.
- **Training Implementation:** Delivery of 78 workdays (390 hours) of technical and Life Skill Training Module training, practical exercises, and continuous monitoring of trainee progress.
- **Assessment and Certification:** Conducting Level 1 NSTB skill testing, reviewing results, and issuing certificates to qualified trainees.
- **Post-Training Activities:** Employment facilitation, placement support, career counselling, and follow-up to ensure that graduates gain sustainable employment or business opportunities: The work plan also integrates coordination with local authorities, community-based organizations, and the client to ensure smooth implementation. Contingency measures are incorporated to address potential delays, absenteeism, or other unforeseen challenges, guaranteeing timely delivery and high-quality outcomes aligned with the project's objectives of economic empowerment, gender equality, and social inclusion.

(Sep 2025 to March 2027)

[illegible]

WORK SCHEDULE AND PLANNING FOR DELIVERIES
(Sep 2025 to March 2027)

NO.	Description/Activity	2025																2026																2027																TOTAL																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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3	Set up training venues and get approval from DCID-SRCTIP																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												</

5.11 Mannings Schedule :

S. NO.	Name	Position	Expert's input (in person/month) per each Deliverable						Total time-input (in Months)		
			Home / Field	D-1	D-2	D-3	D-4	D-5	Home	Field	Total
Key Experts											
K-1	Mr. Ranjit Barakoti	Team Leader	[Home]	0.5	1.5	2	0.5	0.5	5		18.00
			[Field]	0.5	1.5	10	1	0.5		13.00	
K-2	Mr. Devendra K.C	Training Need Assessment Expert	[Home]		1			0.5	1.5		3.00
			[Field]		1			0.5		1.50	
K-3	Mr. Bir Bahadur Hamal	Placement and Counselling Expert	[Home]				3.5		3.5		5.00
			[Field]				1.5			1.50	
Total Non-Key Experts			26								
NK-1 To NK-48	To be Named	Main Trainer	[Home]				0			0	
			[Field]				48			48	
NK-1 To NK-48	To be Named	Co Trainer	[Home]				0			0	
			[Field]				48			48	
NK-49 To NK-51	To be Named	Social Mobilizer	[Home]				0			0	
			[Field]		3	3	3			9	
Total Non-Key Experts			105								
Total Key and Non Key Experts			131								

Index

D-1	Inception Report	D-4	Job Placement
D-2	Training Need Assessment	D-5	Reporting
D-3	Delivery of Training		

Annex 1.1-Checklist for TNA Questionnaires for participants selection

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Annex 1.2-Training Curriculum (Sample)

Fact Sheet at Training Venue (Sample)

Training Banner

तालिमको नाम Name of the training:
 Training Venue:(District-Municipality-Ward-Tole)
 Training Duration:390 Hours or 65 training days...
 Training Start Date:
 Training Completion Date:
 Training Start Time:
 Training End Time:
 TESP Name:
 Local Contact Person:
 Phone Number:

Note:

- Minimum size for Banner: Width 3 ft and Length 5 ft.
- Total 10% of the space should be covered by the banner title.
- Information text in the middle should cover 70% of the space in the banner.
- Banner should be posted in the training venue.
- Banner should be clearly visible in the training venue so that passersby can see it.

Training Fact Sheet

Name of T&E:

Contact Person:

Phone Number:

Full Address of Training Venue:

East Section/West Section

Training Name	
Occupational Skills Standard	Level 1 certified by National Skills Testing Board / Council for Technical Education and Vocational Training
Training Duration	390 Hours or 65 days (6 hours per day)
Training Date:	Start Date: End Date:
Training Time:	Start Time: End Time:
Training Supported by:	A project led by: DoR/SRCTIP
	Financial support: DoR/SRCTIP
Total Selected Trainees:	20 people per group/event
Objective of the Training:	To equip young girls and women, particularly from disadvantaged groups, with market-relevant vocational skills both traditional and non-traditional sectors, enabling them to access decent wage employment or establish sustainable self-employment opportunities.
Composition of Training Curriculum:	More than 80% practical based skills
Target Groups:	• Economically poor and socially discriminated young girls and women from selected <i>municipalities</i> of the project area. • 16 to 45 years of age • Interest and motivation to work in the same occupation as future profession
Training Announcement medium	Local government, local newspapers, radio, posters, pamphlet, notice posted in public places and through local outreach partners, organizations and social media, direct contact.
Per person direct training cost	NPR./-
Additional support provided by T&E to Trainees	Free of cost training for all eligible selected trainees. • Provision of skills testing from National Skills Testing Board/Council for Technical Educational and Vocational Training (CTEVT) • Support for post training placement for at least 6 months of post training period (10%)
Trainer name and contact number	• Main trainer: Contact no: • Co-trainer: Contact no:

Please keep in mind:

- Minimum size for Banner: Width 3 Sq. feet and Length 5 Sq. feet.
- Total 10% of the space should be covered by the banner title.
- Information text in the middle should cover 70% of the space in the banner.
- Logo space for GoN should cover 20% of the space.
- Banner should be posted in the training venue.
- Banner should be clearly visible in the training venue so that passersby can see it.

सुचनाको ढाँचा



नेपाल सरकार
भौतिक पूर्वाधार तथा यातायात मन्त्रालय
विकास सहायता कार्यान्वयन महाशाखा
रणनीतिक सडक सञ्जाल सुधार योजना
कमला-ढल्केबर-पथलैया सडक योजना
चाकुपाट, ललितपुर

निःशुल्क तालिमको सुचना

कमला-ढल्केबर-पथलैया सडक योजना प्रभावित महिलाहरुको लागी

विकास सहायता कार्यान्वयन महाशाखा, रणनीतिक सडक सञ्जाल सुधार योजना र वर्ल्ड बैंकको आर्थिक सहयोगमा कमला-ढल्केबर-पथलैया सडक योजना प्रभावित घरधुरीको महिलाकालागी यस ईन्क्लुसिभ सिमेका जे.भि द्वारा निम्नानुसारको सिपमुलक तालिम संचालन हुन गइरहेको हुदा योजना को सम्पर्क कार्यालय अथवा तालिम प्रदायक संस्था ईन्क्लुसिभ सिमेका जे.भि संग सम्पर्क गरी निःशुल्क तालिम लिएर मौकाको फाईदा उठाउनुहोस ।

सम्भावित संचालन हुने तालिमको विवरण

- ☐ मेसनरी (ढुंगा र ईँटा) ☐ प्लम्बिङ ☐ प्लास्टरिङ तथा
☐ प्वाइन्टिङ ☐ इलेक्ट्रिसियन ☐ कारपेन्ट्री ☐ वेल्डिङ ☐ सिलाइ-
☐ कटाइ ☐ ब्यूटीसियन ☐ कुखुरापालन ☐ बेमौसमी तरकारी खेती
☐ अन्य.....

ईन्क्लुसिभ सिमेका जे.भि सितापाईला, काठमाडौं सम्पर्क व्यक्ति : विमेश कुमार यादव फोन नं : ९९६६९६८७०७ (तालिम प्रदायक संस्थाको प्रतिनिधी) inclusive.consultants@gmail.com	कमला-ढल्केबर- पथलैया सडक योजना (पुर्वी खण्ड), गौरीडाडा सुचना अधिकारी फोन नं : ९८५४०९३९	कमला-ढल्केबर-पथलैया सडक योजना (पश्चिम खण्ड) चन्द्रनिगाहापुर सुचना अधिकारी फोन नं : ९८५५०७३५६९
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रणनीतिक सडक सञ्जाल सुधार योजना
कमलामाई-ढल्केबर-पथलैया सडक योजना
प्रशिक्षार्थीको बिबरण फारम

तालिम प्रदायक संस्थाको नाम:.....
 ठेगाना:.....
 तालिमको नाम:..... तालिमको कोड:
 तालिम सञ्चालन स्थान:
 तालिम संयोजकको नाम:..... मोवाइल नम्बर:.....
 मुख्य प्रशिक्षकको नाम:..... मोवाइल नम्बर:.....
 सहायक प्रशिक्षकको नाम:..... मोवाइल नम्बर:.....
 तालिम सुरु मिति तालिम सम्पन्न हुने मिति:.....

सि.नं	प्रशिक्षार्थी को नाम	बुबाको नाम	नागरिकता नं.	ठेगाना	शिक्षा	उमेर	फोन नं.

रणनीतिक सडक सञ्जाल सुधार योजना
कमलामाई-ढल्केबर-पथलैया सडक योजना
प्रशिक्षार्थीको हाजिरी

तालिम प्रदायक संस्थाको नाम:.....

ठेगाना:.....

तालिमको नाम:..... तालिमको कोड:

तालिम सञ्चालन स्थान:

तालिम संयोजकको नाम:..... मोवाइल नम्बर:.....

मुख्य प्रशिक्षकको नाम:..... मोवाइल नम्बर:.....

सहायक प्रशिक्षकको नाम:..... मोवाइल नम्बर:.....

तालिम सुरु मिति तालिम सम्पन्न हुने मिति:..

सि.नं	प्रशिक्षार्थी को नाम	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	जम्मा हाँजिरी

रणनीतिक सडक सञ्जाल सुधार योजना
कमलामाई-ढल्केबर-पथलैया सडक योजना
प्रशिक्षकको हाजिरी

तालिम प्रदायक संस्थाको नाम:.....

ठेगाना:.....

तालिमको नाम:..... तालिमको कोड: तालिम सञ्चालन स्थान: ..

तालिम संयोजकको नाम:..... मोवाइल नम्बर:.....

मुख्य प्रशिक्षकको नाम:..... मोवाइल नम्बर:.....

सहायक प्रशिक्षकको नाम:..... मोवाइल नम्बर:.....

तालिम सुरु मिति तालिम सम्पन्न हुने मिति:..

तालिम सुरु मिति तालिम सम्पन्न हुने मिति:..

सि.नं	प्रशिक्षार्थी को नाम	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	जम्मा हाँजिरी

सि.नं	प्रशिक्षार्थी को नाम	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	मिति २०८३ ।	जम्मा हाँजिरी

रणनीतिक सडक सञ्जाल सुधार योजना
कमलामाई-ढल्केबर-पथलैया सडक योजना
प्रशिक्षक लगबुक (प्रत्येक दिनको तालिम सकिए पछि प्रशिक्षकले दैनिक रूपमा भर्नुपर्ने फारम)

तालिम प्रदायक संस्थाको नाम:.....
 ठेगाना:.....
 तालिमको नाम:..... तालिमको कोड:
 तालिम सञ्चालन स्थान:
 तालिम संयोजकको नाम:..... मोबाइल नम्बर:.....
 मुख्य प्रशिक्षकको नाम:..... मोबाइल नम्बर:.....
 सहायक प्रशिक्षकको नाम:..... मोबाइल नम्बर:.....
 तालिम सुरु मिति तालिम सम्पन्न हुने मिति:..

क्र.स.	दिनांक	जम्मा तालिम दिन	मोड्युल/कार्यको नाम	मुख्य सिकाईहरू	अवधि/घण्टा		सल्लाहहरू	मुख्य प्रशिक्षकको हस्ताक्षर
					सैदान्तिक	प्रयोगात्मक		

कार्य सम्पादन मुल्याङ्कन फारम

रणनीतिक सडक सञ्जाल सुधार योजना
कमलामाई-ढल्केबर-पथलैया सडक योजना

कार्य मुल्याङ्कन फारम (प्रयोगात्मक कार्य सकिए पछि सहभागीहरूको कार्य मूल्यांकन गरी रेकर्ड राख्नुपर्ने फारम)

तालिम प्रदायक संस्थाको नाम:.....

ठेगाना:.....

तालिमको नाम:..... तालिमको कोड:

तालिम सञ्चालन स्थान:

तालिम संयोजकको नाम:..... मोवाइल नम्बर:.....

मुख्य प्रशिक्षकको नाम:..... मोवाइल नम्बर:.....

सहायक प्रशिक्षकको नाम:..... मोवाइल नम्बर:.....

तालिम सुरु मिति तालिम सम्पन्न हुने मिति:..

क्र.स.	सहभागीको नाम	सहभागीले गरेका कार्यहरू		प्रक्रिया अनुसार नगरेको र गर्न असक्षम	प्रशिक्षार्थीलाई गर्न सक्षम बनाउन प्रशिक्षकको योजना	प्रशिक्षार्थीलाई गर्न सक्षम बनाउन तालिम प्रदायकको योजना
		पूर्णरूपमा प्रक्रिया अनुसार गरेको र गर्न सक्षम	आंशिकरूपमा प्रक्रिया अनुसार गरेको र गर्न सक्षम			

मुख्य प्रशिक्षकको नाम:..... सहायक प्रशिक्षकको नाम:.....

हस्ताक्षर:..... हस्ताक्षर:.....

कार्य मुल्याङ्कन गरेको मिति:

रणनीतिक सडक सञ्जाल सुधार योजना
कमलामाई-ढल्केबर-पथलैया सडक योजना
आगन्तुक/अनुगमन लगबुक

तालिम प्रदायक संस्थाको नाम:.....
ठेगाना:.....
तालिमको नाम:..... तालिमको कोड:
तालिम सञ्चालन स्थान:
तालिम संयोजकको नाम:..... मोबाइल नम्बर:.....
मुख्य प्रशिक्षकको नाम:..... मोबाइल नम्बर:.....
सहायक प्रशिक्षकको नाम:..... मोबाइल नम्बर:.....
तालिम सुरु मिति तालिम सम्पन्न हुने मिति:..

क्र.स.	मिति	अनुगमन गर्ने कर्मचारीको नाम	संस्थाको नाम	सम्पर्क नम्बर	अनुगमनको अबलोकन पछिका पृष्ठपोषणहरू	हस्ताक्षर

-The End-