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FRAMEWORK FOR EMBEDDING EMPLOYABILITY INTO UNIVERSITY OPERATIONS
POSSIBILITY FOR MAINSTREAMING ENTREPRENEURIAL EDUCATION

AGRICULTURE AND FORESTRY UNIVERSITY, NEPAL

Integrating Talent Development into Innovation Ecosystems in Higher Education

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INNOTAL

Table of Contents

Objectives of the strategy	2
Current inefficiencies and gaps	3
Feasible future improvements, measures and actions	3
Priority areas of study in which entrepreneurship courses should be introduced	9
Priority areas for research, innovation and outreach in which students could collaborate with external stakeholders	10
Available financial and organizational resources that could enable the implementation of the new actions	11
Human resources available to implement the new actions	12
Governance and management of the implementation of the proposed new actions	13
Leadership in the process of institutional change	14
Stakeholder analysis	15
Expected impact of the new actions	16
Risk analysis	16
SWOT analysis for the proposed actions	18
Logical framework	18

The framework is a strategic document presenting the University plans and priorities for embedding employability across the key institutional activities – curriculum development and delivery, research and innovation and outreach. Its overall objective is to ensure that the University effectively promotes graduates' employability while contributing to national and regional developmental priorities.

The framework seeks to devise a feasible plan for including both external stakeholders (business, the citizen sector and the public sector) and students/recent graduates in employability strategies. It is focused on 'embedding' employability into various institutional activities rather than on devising ad hoc initiatives and measures for employability promotion.

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OBJECTIVES OF THE STRATEGY

This document presents institutional plans and priorities for embedding employability across the key institutional activities of Agriculture and Forestry University. These activities are

- Curriculum development and delivery
- Research and innovation
- Outreach.

The framework also includes a plan for involving external stakeholders (business, the citizen sector and the public sector) and students/recent graduates as main actors in employability strategies.

Objectives of the strategy

The objectives of the strategy are set in view of the key University Performance Indicators and the demands of accreditation agencies and the government. The followings are the key specific objectives:

- To ensure the economic and social relevance of the higher education system by designing new programs relevant to the current needs of the country, and reforming existing university-level curricula in a more research-oriented manner in agriculture, livestock, forestry and fishery
- To strengthen curriculum update activities, research and innovation infrastructure, and outreach facilities of the university
- To design and deliver entrepreneurship education and training for professionals in assigned academic areas of the university
- To formulate and conduct short-term vocational entrepreneurial trainings in agriculture, animal science, forestry and fishery
- To encourage the participation of faculty members in international training and increase the exposure for faculty members who have completed their education in Nepalese universities
- To incorporate ICTs into institutional management and into the teaching and learning processes
- To increase the bidding capacity of the university to get success in international bidding for research and training activities
- To implement more fieldwork-based programs and internships in order to enhance job skills and motivate self-employment.

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CURRENT INEFFICIENCIES AND GAPS

The following are the key inefficiencies and gaps in the operation of the university:

- Poor utilization of the potential to build on existing work to develop entrepreneurial learning with students (and academic colleagues) and talent development
- Shortfall of academic colleagues in key departments
- Very small proportion of Master's and doctoral student engagement with industry and social challenges
- Limited number of courses and programs on entrepreneurship
- Lack of short- to long-term entrepreneurial learning for a broad mass of students and local farmers/entrepreneurs
- Lacking agribusiness innovation hub
- Low level of activities supporting students' careers and student participation in university governance
- The teaching and learning processes are mostly dominated by lecture methods
- Relations with external stakeholders are at very initial stage of development
- Lack of infrastructures and other resources and capacity for student talent development activities.

FEASIBLE FUTURE IMPROVEMENTS, MEASURES AND ACTIONS

Increasing the quality or number of entrepreneurship courses and innovation trainings

Agriculture and Forestry University was established only less than a decade ago. It has been offering degrees at bachelor to PhD level in different streams of Agriculture, Animal Science, Veterinary Science, Fishery, Forestry and some cross cutting subjects. It has recently started a degree in agribusiness management and has offered internship program of about six months to students of all fields of academic study. It still needs, however, to implement the following measures to increase the efficiency of entrepreneurship courses and innovation trainings:

- Increase the number of courses focused on entrepreneurship, especially at bachelor level
- Increase the number of agreements with business, NGOs, INGOs and government organizations for sending students in internship, for providing guest lecturers, and for offering innovation trainings
- Organizing short- to long-term entrepreneurial courses and innovation trainings to students and young entrepreneurs through the Directorate of Continuing Education of the

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university

- Strengthen monitoring procedures applicable to student internships
- Ensure proper utilization and functioning of the Talent Co-Creation Lab that will be established in the frame of the INNOTAL project.

AFU has identified the following disciplines as especially suitable for introducing and strengthening entrepreneurship and innovation trainings:

- Agriculture: pest control; plant propagation; tissue culture; seed production; processing and testing; floriculture; soil testing at farmers' level; nursery establishment; roof top farming; hydroponics; food processing and packaging; post-harvest handling; vermicomposting; bee keeping; mushroom production; agro-tourism; vegetable production, etc.
- Livestock: animal source food processing and marketing (meat, milk egg); feed formulation and quality control; reproduction techniques; hatchery management; ornamental fish; animal disease diagnosis; techniques of animal selection; recording and breed improvement
- Forestry: wood seasoning; orchid plantation techniques; advance nursery related to agriculture and forestry; wood paving/parqueting service; wood processing like plywood
- Herbal and NTFPs' processing, etc.

Improving students' learning experience through practice-based methodologies, extra- and co-curricular activities, or more practical training and internships

AFU encourages its students to get involved in extracurricular activities, social work, voluntary support, etc. Students are involved in field campaigns like vaccination, rabies control, plant clinics, epidemic control, soil testing, earthquake recovery, recovery from floods, livestock health checking, plant nutrient analysis, seed production plot observation, etc. These activities are being conducted under the guidance of the Veterinary Teaching Hospital, the Directorate of Research and Extension (DOREX), the Department of Extension and Rural Sociology, the Department of Soil Science and Engineering, the Agriculture Science Center and different voluntary organizations run by the students. The University provides technical and financial assistance for these activities. However, support is very limited due to resource constraints.

Similarly, AFU has signed Memoranda of Understanding with about 50 national and international organizations. This has opened the door for faculty and students exchange for practical trainings and internships. More than 20 students have visited Japan, Thailand,

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China, and Korea to attend short-term trainings. This type of support can be strengthened in the future.

A Talent Co-Creation Lab will be established in the frame of the project. It will be primarily used to engage students, teaching faculty members, researchers, and private entrepreneurs in a process of sharing knowledge and skill; discussion of problems, finding solutions to the problems; and generation of innovative business ideas which could solve the problems that entrepreneurs are facing and support the employability of graduates in agriculture, animal science and forestry. The Talent Co-Creation Lab is under establishment on the premises of the Directorate of Research and Extension.

Organizational structure of the Talent Co-Creation Lab

- The Lab will be operating under the Directorate of Continuing Education
- The Lab will have department-level status
- Working modality: 15-20 students trained at a time, all of which will be undergraduate students. They will be trained on a rotation basis. A functional management committee will be formed. The Lab will establish linkages with NGOs, INGOs, leading farmers groups, cooperatives, private agro-based companies, local communities, public sector organizations, veterinary pharmaceuticals, etc.

Infrastructure and resources of the Lab

- Seminar hall, rooms, furniture and accessories
- Computer equipped with software
- High-speed regular internet facility
- Regular power supply
- Human resources
- Logistics and refreshment
- Suggestion box and feedback collection

Activities of the Lab

- Research and technology development
- ICT, FM radio and television program
- Webinar and video conference
- Call centers (problem solving to the benefit of farmers)
- Mobile apps
- Plant and animal clinic

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- Trainings, exposure visits, demonstrations and exhibitions
- Experience sharing programs
- Exchange programs

Improving student internships and practical training

In addition the establishing the Lab, the University should work to improve student internships and practical training, with the following areas being priorities in view of ensuring needs-based and job-oriented internship training:

- Production technology /innovations
- Value additions
- Feed and fertilizers
- Integrated farming
- Sugarcane, drug and chemical processing technology
- Plant and animal clinic
- Seed and food quality certification and processing techniques
- Needs-based and job-oriented internship training
- Market chain management
- Demonstration trials of crop varieties and animal breeds
- Market chain management
- Farmers' practices
- Industrial post-harvest processing activities
- Crop varieties and animal breeds.

Promoting student talent development

External stakeholders can play a vital role directly and indirectly in enhancing the employability of students. The University has made the following attempts to increase the involvement of external stakeholders:

- Employers from governmental and non-governmental organizations have their compulsory presence in the Senate, the Academic Council, the Faculty Board and the Advisory Board of the universities. They can provide input for the betterment of University quality standards during meetings of these boards and committees
- External stakeholders are invited to participate in annual fairs, technical workshops, seminars, conferences, etc., where they can provide suggestions for upgrading quality at the University. External stakeholders are always welcomed to provide constructive comments and suggestions to the University

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- External stakeholders are playing an important role in the development of skills of intern students working in their companies.

These efforts should continue and be strengthened in the future.

Introduction of entrepreneurship and innovation training

The following entrepreneurship-related trainings, events and learning components are planned to be incorporated in the study programs at AFU:

Agriculture

Learning topics and components

- Integrated Pest Management, propagation and tissue culture
- Nursery management
- Food processing techniques
- Hydroponics
- Seed production, processing and testing

Trainings and events

- Orchard management training
- Soil health camp
- Post-harvest training
- Short term training on poultry keeping, vermicomposting, bee keeping.

Livestock

Learning topics and components

- Animal source food processing and marketing (meat, milk, egg)
- Feed formulation and quality control
- Reproduction techniques
- Hatchery management
- Ornamental fish
- Animal disease diagnosis
- Techniques of animal selection, recording and breed improvement

Forestry

Learning topics and components

- Wood seasoning

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- Orchid plantation techniques
- Wood processing like plywood
- Herbal and NTFPs' processing

Trainings and practical activities

- Advanced nursery related to agriculture and forestry
- Wood paving/parqueting service

In order to further promote entrepreneurial learning, the university can implement the following supporting activities:

- Providing small grants to students to conduct research
- Training students in technical skills necessary for conducting research
- Providing voluntary training package to students in agriculture-based hard skills (technical skills) and soft skills (leadership, communication, teamwork, etc.) (1-3 months long)
- Establishing an agribusiness incubation center (in the long run)
- Formation and mobilization of Interested Business Group (IBG) sector-wise and problem-wise (lab, production, value chain upgrade and participatory market system) and Research Focused Business (RFB)
- Involvement of employers in external quality assurance procedures, in particular in curriculum design (in workshops and meetings)
- Enhanced career guidance for students and recent alumni
- Use of graduate performance surveys
- Policy lobbying for increasing the access and volume of loans available to graduates
- Revising the curriculum on a periodic basis in order to update entrepreneurship courses
- Conversion of Talent Co-Creation Lab into a separate functional unit in the long run
- Planning for job fairs, career orientation trainings and other strategic planning for enhancing graduates' employability.

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PRIORITY AREAS OF STUDY IN WHICH ENTREPRENEURSHIP COURSES SHOULD BE INTRODUCED

The priority areas of study in which entrepreneurship courses should be introduced are:

Agriculture

- Vegetable production
- Integrated Pest Management, propagation and tissue culture
- Seed production, processing and testing
- Orchard management
- Soil health
- Nursery management
- Hydroponics
- Food processing techniques
- Post-harvest activities
- Poultry keeping, vermicomposting, bee keeping

Livestock

- Animal source food processing and marketing (meat, milk, egg)
- Feed formulation and quality control
- Reproduction techniques
- Hatchery management
- Ornamental fish
- Animal disease diagnosis
- Techniques of animal selection, recording and breed improvement

Forestry

- Wood seasoning
- Orchid plantation techniques
- Advance nursery related to agriculture and forestry
- Wood paving/parqueting service
- Wood processing like plywood
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PRIORITY AREAS FOR RESEARCH, INNOVATION AND OUTREACH IN WHICH STUDENTS COULD GET ENGAGED

In light of national priorities, AFU can engage its students in the following areas of research and innovation in collaboration with external stakeholders:

- Agricultural business analysis
- Livestock and fisheries research and extension to reflect user demand and the need to generate additional household income, also through commercial scale of rearing
- Medicinal and aromatic plants, their domestication, production and value addition, considering environmental issues and sustainability
- Cereals, grain legumes, horticulture, and forest crop research to reflect small- to medium-scale commercial farming and enhanced livelihood
- Cereals including rice, wheat, maize, millet and crops such as buckwheat, barley, oil seed crops, covering their productivity improvement for commercial purpose and sustainable use
- Plant protection measures
- Major fruit such as mango, apple, citrus, guava, litchi, pineapple; vegetables, both winter and summer vegetables, including guard, cucurbits and cole crops as well as seasonal flowers that have commercial value
- Fodder and feed production, cost and management
- Marketing of livestock, livestock products and value addition
- Increased productivity of indigenous species as adaptive factor against climate change
- Managerial manipulations for stress amelioration, specifically buffalo and exotic breeds
- Utilization of male buffalo calves as potential source of meat with respect to economy and quality
- Breeding related issues including inbreeding hazards and ways to overcome field-related problems
- Improvement of poor reproductive and productive performance of farm animals
- Disease identification and pathogen isolation (Mastitis, Tuberculosis, Brucellosis, Influenza, PPR, FMD)
- Risk analysis, impact and economic analysis of different farm diseases prevalent in Nepal (Avian Influenza, Mastitis, FMD, PPR)
- Scientific study of zoonotic important diseases of Nepal (Avian Influenza, Leptospirosis, Rabies, Anthrax, Cysticercosis)

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- Molecular diagnosis of emerging and re-emerging diseases in Nepal
- Aquaculture production, productivity and livelihood with respect to different species and environment
- Small-scale fish farming leading to improved household nutrition and income
- Commercial fish farming – increased productivity and income
- Fish diseases and breeding
- Fish market and postharvest handling
- Forest business, SMEs in forestry, value addition and livelihood
- Forest protection – major insects and diseases and management strategy.

AVAILABLE FINANCIAL AND ORGANIZATIONAL RESOURCES THAT COULD ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

The budgetary allocation for the Talent Co-Creation Lab will be provided under the regular annual budget plan of the Directorate of Research and Extension (DOREX). It will cover the cost of repair and maintenance of tools and equipment, meeting allowance, other logistic expenses for meetings, cost of stationary and communication. In the long run, budget will be allocated for replacement of tools and equipment; hiring separate staff for conducting day to day functions of the lab, etc.

AFU has been operating research and extension facilities mainly under the Directorate of Research and Extension. This Directorate supports students and faculty from the Faculty of Agriculture, the Faculty of Forestry and the Faculty of Animal Science, Veterinary and Fishery. Currently, these divisions are operating with an insufficient number of research faculty members and smaller budget. Most of the faculty members are young. Relations with national and international donor organizations are also in initial stages. AFU has established an Agricultural Science Centre in Palung, Daman, with a mandate to carry out location-specific research and extension. Other Agricultural Science Centers in three locations of the country are under establishment. These research centers have mandate to perform the following functions:

- Conducting on-farm testing to identify the location specificity of agricultural technologies under various farming systems
- Organizing field demonstrations on the farmers' fields to establish the production potential of various crops, livestock and forest enterprises
- Organizing needs-based training for farmers in order to

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update their knowledge and skills in modern agriculture, livestock and forest technologies. Trainings deal with technology assessment, refinement and demonstration. The Center also trains extension personnel to orient farmers in the frontier areas of technology development

- Creating awareness about improved technologies in the areas of natural resource management to support beneficiaries through appropriate extension programmes
- Producing and supplying good quality seeds and planting/genetic material, livestock, including poultry and fisheries products and various bio-products to the farming community
- Working as a resource and knowledge centre of agricultural technology in view of supporting the initiatives of the public, private and voluntary sector aimed at improving the agricultural economy of the district.

AFU has a Veterinary teaching hospital and a Directorate of Continuing Education. These bodies are also supporting activities related to internships, short-term training, outreach activities and other trainings.

All of the available facilities of AFU can be expanded in terms of size of staff, research assistants, research associates, advisory committee and infrastructure and investment volume. The following are the key areas of improvement:

- Improving logistical arrangements
- Increasing the availability of skilled human resources
- Increasing attention to ethical considerations, including the development of ethical research manuals and guidelines
- Improving promotion and publication systems
- Engaging faculty members and students in research activities
- Establishing partnership with national and international institutions.

HUMAN RESOURCES AVAILABLE TO IMPLEMENTTHE NEW ACTIONS

The main preconditions for strengthening of the afore-mentioned activities in the university are increasing the size of faculty and attracting research funds from different external donors and stakeholders. Most of the faculty members are young and they are overloaded with teaching. The teacher/student ratio is around 17. This leaves limited time for research and innovation. AFU lacks provision for research faculty members. AFU gets very negligible funds from the government for research purposes, as the Nepal Agricultural Research Council is the main recipient of such funds. For achieving the proper involvement of faculty members in the

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planned activities, the following efforts should be made:

- Ensure remuneration for overtime work for faculty members and concerned staffs
- Reduce the teaching load of faculty members by at least 2 credit hours per semester
- Reward on an annual basis the faculty members most actively involved in research and extension activities
- Hire full-time research faculty members
- Utilize master- and PhD-level students as research and outreach assistants, following necessary training.

GOVERNANCE AND MANAGEMENT OF THE IMPLEMENTATION OF THE PROPOSED NEW ACTIONS

The Directorate of Research and Extension (DOREX) will be responsible for the implementation of the proposed new actions. This Directorate will cooperate with all the Agriculture Science Centers, the Veterinary Teaching Hospital, the Forest Museum, the Directorate of Students' Welfare, the Directorate of Continuing Education, all relevant academic departments and the central office of the University. DOREX has planned to form a committee to manage the INNOTAL Talent Co-Creation Lab and the Volunteering Center. The same committee will be responsible for implementation of the proposed actions. The committee is as follows:

Director, DOREX------Chair

Head of the Department, Department of Agribusiness Management-----Member

Director, Directorate of Students Welfare-----Member

Account officer, DOREX------Member

A faculty member from the Faculty of Agriculture------Member

A faculty member from the Faculty of Animal Science, Veterinary and Fishery------Member

A faculty member from the Faculty of Forestry-------Member

This committee should collaborate with the following stakeholders for the design, improvement and implementation of the proposed action plan:

1. Nepal Agriculture Research Council
2. Ministry of Agriculture and Livestock Development
3. Agriculture-based entrepreneurs
4. Livestock-based entrepreneurs
5. Forest-based entrepreneurs
6. Ministry of Forest and Soil Conservation

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7. Representatives from state government
8. NGOs like MADE Nepal, FORWARD, LIBIRD
9. Other universities like Tribhuvan University, Kathmandu University, Pokhara University, etc.
10. Poultry Association
11. Dairy Association
12. Herbal association
13. Vegetables and Fruits Producers Association
14. Flower Producers Association
15. Cooperatives
16. Processing, marketing and transport industries
17. Hatchery Association
18. Wood processors, etc.

LEADERSHIP FOR THE IMPLEMENTATION OF THE PROPOSED ACTIONS

All the structures at the University are equally important for the implementation and improvement of the proposed actions. However, the University's central office has the most vital role in designing the norms and policies for ensuring that faculty members, students and stakeholders are involved in the program. Besides this, the Directorate of Planning and Budget section of the Central Office determines budget allocations. It should also play a regulatory role in coordinating different structures of the University.

The role of administrative staff members, teachers and students cannot be underestimated in this process. These stakeholders should take ownership of the activities and should be incentivized to do so.

STAKEHOLDER ANALYSIS

We have identified the following important stakeholders and their likely attitude toward the proposed actions:

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Stakeholder (group or person)	Stakeholder position toward the proposed actions	Stakeholder's level of influence	Stakeholder's level of interest in the change (weak or strong)	Possible approaches to winning this stakeholder over or limiting its negative influence
Faculty members	Positive	Strong	Strong	Provide financial incentives
Students	Positive	Weak	Strong	Involve as many students as possible in unbiased manner
Staff members	Positive	Weak	Strong	Provide financial incentives
Branch colleges	Positive	Weak	Strong	Involve representative teachers and students
Research Organizations	Positive	Weak	Weak	Build strong partnerships in collaborative projects
Agriculture Science Centers	Positive	Weak	Strong	Implement research activities and send students as intern in these centers
Line Ministries	Positive	Strong	Weak	Strong lobbying
Business organizations	Positive	Strong	Weak	Convince about mutual benefits
NGOs/INGOs	Positive	Strong	Weak	Convince about mutual benefits
Farmers' groups and cooperatives	Positive	Weak	Strong	Send students for internships and carry out problem solving action research

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EXPECTED IMPACT OF THE NEW ACTIONS

AFU can achieve significant impact with the proposed actions in the long run, especially as regards the following aspects:

- Enhancing the practical skills and exposure of the students
- Strengthening the research and extension capacity of teachers and staff members
- Increasing the stock of research and extension infrastructure in the university
- Building a two-way relationship between the University and business organizations, farmers, cooperatives, entrepreneurs
- Developing student talent and student skills for innovative work
- Motivating students to get engaged in community volunteering service and outdoor activities
- Motivating students to engage in self-employment/entrepreneurship
- Updating university curriculum periodically.

The expected impact on stakeholders is as follows:

Students: will get more opportunities to develop their talent and employability; will get support to become entrepreneurs and self-employed

Teachers and staff: will have their skills and capacity enhanced

Senior management: will see increased image of the University as an institution contributing to the wellbeing of the community by engaging students in community service and internships and supporting the local economy.

RISK ANALYSIS

Following types of risks may affect the process of implementing the proposed actions:

Type of risk	Level of risk
Insufficient financial resources	Medium
Lack of motivation on the part of faculty members	Medium
Lack of motivation on the part of students	Low
Lack of support from the central administration	Low
Poor support from business organizations and entrepreneurs	Medium
Ineffective coordination and communication	Low

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Internal conflicts	Low
Poor dissemination	Low
Poor quality of work on the part of staff	Low
Lack of skills on the part of faculty and students	Low

The following strategies will be used to mitigate or eliminate the identified risks

Type of risk	Risk management strategies
Insufficient financial resources	Attract funding from large-scale business organizations, NGOs, INGOs and Government organizations through successful proposal bidding. Arrange for regular budget allocations from the University budget.
Lack of motivation on the part of teachers	Provide financial incentives for faculty members for extra time worked in relation to their involvement in the proposed actions.
Lack of motivation on the part of students	Convince students of the importance of practical training, and design compulsory courses, modules and programs focused on internship, voluntary work, community service and trainings.
Lack of support from the central administration	Proper lobbying by the implementing committee and Directorate.
Poor support from business organizations and entrepreneurs	Convince them that there are mutual benefits from collaborating with the University, e.g. getting students as interns, providing innovative technologies, finding solutions to the immediate business problems and getting involved as guest lecturers at the university.
Ineffective coordination and communication	Establish strong communication network using appropriate ICT tools.
Internal conflicts	Hire senior teachers on rotational basis from relevant departments.
Poor quality of work on the part of staff	Arrange financial incentives for quality work.
Lack of skills on	Train teachers and students in basic skills,

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the part of teachers and students	select trained teachers.

SWOT ANALYSIS

Strengths	Weaknesses
✓ Relatively sufficient numbers of teachers and staff ✓ Available labs, farms and office spaces ✓ Diversified research and innovation expertise in different areas, such as Forestry, Agriculture, Animal Science, Veterinary Science and Fisheries.	- Small budget of the University - Young faculty - Old infrastructures - Frequent strikes in the University - Busy schedule of teachers, preoccupied with teaching activities - Untrained staff.
Opportunities	**Threats**
✓ Generally positive relations with external organizations ✓ Large numbers of small to medium scale entrepreneurs in the locality of University ✓ Promotion of technical education in the country is a government priority ✓ Increasing number of agribusiness firms in the country.	- Limited budget allocation from the Ministry and the University Grant Commission - Poor cooperation from the side of external stakeholders.

LOGICAL FRAMEWORK

The following logical framework will guide the implementation of the proposed actions:

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Objective	Activities	Indicators	Means of verification	Assumptions
Reforming existing university-level curricula to focus more on research in Agriculture, Livestock, Forestry and Fisheries	Focus on technical education, increase involvement of students and teachers in research	Number of trainings; number of research reports and research articles	Annual report	The proposed actions will be implemented with sufficient budget and stakeholders will be willing to cooperate with the university
Strengthen curriculum update activities, research and innovation infrastructure, and the outreach facilities of the university	Update curriculum, increase funding of research and infrastructure, expand outreach stations	Interval of curriculum update; amount of funding for research and infrastructure; number of outreach stations	Annual report	
Enhance entrepreneurship education and training at the University	Design entrepreneurship training and deliver it	Number of courses designed; number of trainings conducted	Annual report	
Increase the University capacity to provide vocational entrepreneurial training in	Design and implement short-term business training	Number of trainings conducted per year	Annual report	

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Agriculture, Animal Science, Forestry and Fisheries			
Increase the exposure of faculty members who have completed their education in Nepalese universities to international training and research	Create opportunities for teachers and staff members to attend international trainings; incentivise faculty members to participate in international training	Number of international trainings and visits attended	Annual report
Incorporate ICT into institutional management and into the teaching and learning processes	Design and use proper ICT tools for teaching learning	Number of tools used	Annual report
Increase the bidding capacity of the university in order to receive more research and training grants	Provide training in project management and research management for faculty members	Number of projects that have received funding; number of training in project and research management organized for faculty members	Annual report of DOREX

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Increase the practical and business skills of students	Implement more fieldwork-based programs and internships in order to enhance job skills and motivate self-employment among students	Number of self-employed graduates	Graduates survey	Graduate tracing survey will be possible to conduct and there will be funding for it

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