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Annual Report
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Acronyms

ADB	Asian Development Bank
APPSP	Agriculture Perspective Support Plan
BMOs	Business Management Organizations
C1, C2, C3	Component 1, 2, 3
CCI	Chamber of Commerce and Industry
CEAPRED	Center for Environmental, Agricultural Policy Research Extension and Development
CLC	Community Literacy Center
CMA	Community Medical Assistant
CRRN	Conflict Reconciliation and Reduction in Nepal Project
CTEVT	Council for Technical Education and Vocational Training
DCC	District Coordination Committees
DCOF	Displaced Children and Orphan's Fund
DEPROSC	Development Project Service Center
DFID	Department for International Development
DLGSP	Decentralized Local Government Support Project
DLS	Department of Livestock Services
DOA	Department of Agriculture
DOF	Department of Forestry
DOI	Department of Irrigation
DPR	Department of Plant Resources
EIG	Education for Income Generation
FCHV	Family & Child Health Volunteers
FINTRAC	USAID Flood Recovery Program
FNCCI	Federation of Nepalese Chambers of Commerce and Industry
FNCSI	Federation of Nepal Cottage and Small Industry
GoN	Government of Nepal
GTZ	German Cooperative Enterprise for International Development
IDE	International Development Enterprises
IETC	International Evaluation and Training Corporation
IRC	International Rescue Cooperation
JTA	Junior Technical Assistant
KIRDARC	Karnali Integrated Rural Development and Research Center
LFP	Leasehold Forestry Program
LFP/DFID	Livelihoods Forestry Project
LOP	Life of Project
MEDEP	Micro-Enterprise Development Programme
MIT	Micro Irrigation Technology
MLD	Ministry of Local Development
MPC	Marketing and Planning Committees
MOAC	Ministry of Agriculture and Cooperatives
MOCS	Ministry of Commerce and Supplies
MOE	Ministry of Education
MOU	Memorandum of Understanding

MUS	Multi-use water systems
NAC	National Advisory Committee
NDI	National Democratic Institute
NgCCI	Nepalgunj Chamber of Commerce and Industry
NSTB	National Skill Testing Board
NTFP	Non Timber Forest Products
OSS	Occupational Skill Standards
PAF	Poverty Alleviation Fund
Q3	Quarter three or third quarter
RMA	Rapid Market Assessments
RRN	Rural Reconstruction Nepal
SAPPROS	Support Activities for Poor Producers of Nepal
SEAN	Seed Entrepreneurs Association of Nepal
SDC	Swiss Agency for Development and Cooperation
SIMI	Smallholder Irrigation Market Initiative
SSA	Sub-sector analysis
SNV	Netherlands Development Organization
TEPP	Training and Employment Placement Provider
TLTI	Trade Link Technical Training Institute
TOT	Training-of-trainers courses
UPAP	Upland Poverty Alleviation Program
USAID	United States Agency for International Development
VDC	Village Development Committee
VCA	Value-chain analysis
WFP	World Food Program
Y2	Year two

I. Introduction

Winrock International was awarded the contract from the United States Agency for International Development (USAID) for the Education for Income Generation (EIG) in Nepal Program on January 3, 2008. The project has completed two USAID fiscal years of operation or 21 months since the contract was signed. The project was formally launched in the field in June of 2008.

The goal of the project is to mitigate conflict by training targeted marginalized youth for employment in the Mid-Western Region of Nepal. The project is implemented through a team of partners including two international organizations - International Development Enterprises (IDE) and International Evaluation and Training Corporation (IETC) - and eight major local organizations including Development Project Service Center (DEPROSC), Samjhauta Nepal (Samjhauta), Karnali Integrated Rural Development and Research Center (KIRDARC), Alliance Nepal (Alliance), Federation of Nepalese Chambers of Commerce and Industry (FNCCI), F-Skill, Support Activities for Poor Producers of Nepal (SAPPROS), and Center for Environmental, Agricultural Policy Research Extension and Development (CEAPRED). The project takes place in the Mid-Western Region of Nepal and has four performance results:

Performance Result 1: Improved literacy, life skills, and peace-building skills for targeted youth

Performance Result 2: Increased vocational training and employment opportunities for targeted youth

Performance Result 3: Increased rural income and agriculture productivity for targeted youth

Performance Result 4: Scholarships distributed for targeted youth.

During Y2, the project expanded activities to all 15 districts of the Mid-Western Region, adding Mugu, Dolpa, Kalikot, Humla, Jarjarkot, Pyuthan, and Dailek. This annual report describes the activities and accomplishments implemented by Winrock and its partners for Year 2 (Y2), October 1, 2008, to September 30, 2009. **Annex I** shows the progress in each Task/Activity by Component as presented in the work plan. **Annex II** presents the results to date based on the indicators and description of the data entry forms. **Annex III (Tables A and B)** details the partner collaboration by district and **Annex IV** presents some success stories of Y2. Plans for the coming years are presented in detail in the work plan submitted at the end of September and therefore are not presented in this report.

II. Annual Highlights

The EIG Program achieved significant results in Y2. Operating in all 15 districts of the mid-west, the program directly benefited 21,254 individuals, some of whom have been enrolled in more than one component. Winrock and its partners educated and graduated 11,211 disadvantaged and conflict-affected youth from a nine-month literacy course during Y2. This includes 2,976 students completing the coursework from Y1 that graduated in March of 2008 and 8,235 students from Y2 that graduated in September 2009.

The EIG Program secured employment in non-agriculture trades for 2,047 targeted beneficiaries that received vocational training. These employed and self-employed youth are earning at least 2,400 rupees per month during their first 3-6 months of work. Women have engaged in non-traditional skill trades, such as masonry, carpentry, and electrical wiring. Careful not to over saturate any single market, the EIG Program offered vocational training in more than 40 different professions. Given the boom in the construction industry in the mid-west and particularly in the newly developing road corridors, many better paying jobs were in the construction trades.

In agriculture, 3,315 beneficiaries doubled their income in average by raising and selling high-value horticultural products, non-timber forest products, fish, goats and/or spices. This was the result of more than 204 training sessions that ranged in time from three hours to three days. In addition, 1,744 beneficiaries increased their income in average by US\$250 by engaging in rural employment activities, mostly centered on the agricultural value chain.

At the request of the Government of Nepal representatives on the National Advisory Committee, a Jobs in Agriculture study was conducted based on a survey of households and enterprises serving rural households, areas of implementation, commodities, and policy with the objective of determining the impact of the Smallholder Irrigation and Marketing Initiative (SIMI) Program on employment creation and income generation as the model for EIG. The study examined the experience of five years of SIMI and shows that by providing employment opportunities, the approach not only influences the participating households but due to their increased demand for goods and services, it has a large secondary impact on nearby households in the form of job generation. SIMI households increased their agricultural cash income by 210% in the Terai and 96% in the hills while households near SIMI participants saw increases of 125% in the Terai and 73% in the hills. The total direct employment impact of SIMI is to increase employment by 162,000 persons or 2.7 jobs per SIMI household. The study results are described in a more detailed discussion in the section on Component 3 (C3) below.

EIG enrolled 141 dalit students into higher secondary education through its scholarship program. Most of these scholars will receive an Intermediate in Education (I.Ed) which will enable them to return to their communities and teach. Some have been enrolled and received scholarships toward other technical degrees.

The success of EIG is in part due to the network of partners with whom we collaborate. EIG has helped marginalized youth access resources and benefits from more than 58 other organizations and agencies that compliment EIG training. For example through an agreement with the UN's World Food Program's (WFP) Food-for-Work/Cash-for-Work Program, Winrock and its partners have reached 2,500 poor and food deficit households by distributing 547 tons of rice as payment to construct infrastructure/assets that are necessary for income generating activities such as irrigation systems, terraced hillsides, fish culture ponds, and small plastic lined water holding reservoirs in the hills. EIG mobilized and provided technical training to the beneficiaries on raising off-season, high-value vegetables associated with the irrigation systems created and multi-species culture of fish in the pond assets. Under the joint program, 400 fish ponds, nine multiple-use-water systems, and 11,000 square meters of terraces were created. These assets were created for EIG's disadvantaged youth to substantially increase incomes and give them the opportunity to actively secure a place in the market. These activities were launched in seven

districts including Banke, Bardiya, Surkhet, Salyan, Dailekh, Pyuthan and Jumla. The success has been monitored by not only the project but also WFP headquarters and a senior WFP auditor. The sites of the combined food for work and asset creation along with training have been visited by high level teams both from WFP and the government. It received a great deal of recognition because the food/cash for work helped create assets and livelihoods for extremely poor and disadvantaged youth thereby reducing dependency on rice or cash handouts in the future. For example, individuals are expected to earn up to 30,000 rupees (US\$400) on average/year from the fish and vegetable production activities.

III. Administrative Activities

During Y2, the EIG Program began working in all 15 districts of the Mid-West which required hiring staff and setting up offices in Dolpa, Mugu, Kalikot, Humla, Jarjakot, Rukum, Salyan, Dailek, and Pyuthan. In some cases during this year, where activities were light, we had one District Coordinator cover two districts. This was done in the cases of Jarjarkot and Rukum as well in Rolpa and Pyuthan.

As in Y1, District Coordination Committee (DCC) meetings were conducted in all districts during Y2. In addition, DCC members visited EIG sites in all 15 districts to observe and monitor the activities. These meetings and field visits helped facilitate the linkages between the various government line agencies, other donor funded programs and financial services that could benefit the EIG beneficiaries (see section below on partnerships).

In December of 2008, the newly recruited district staffs were oriented to the EIG Program in Nepalgunj. This orientation meeting discussed target group, district targets, individual staff responsibility, goals and objectives of the project, and specific sub sectors to be emphasized in a given district.

In August 2009 staff from all 15 districts met in Nepalgunj for an Y3 planning session focused on building district plans into the overall workplan. During this meeting all component managers worked with staff to design the interventions and expected results for Y3. The first draft of the workplan for 2009-2010 was submitted to USAID on August 31, 2009 with the final version being approved in September.

In September, the district staff presented their Y2 results, successes, challenges, and their final plans for Y3. There was also a three day orientation on the Youth Self-employment Fund Program (YSEF) and its collaboration with the EIG Program in Nepalgunj, as well as a Training of Trainers (TOT) in Business Plans. This was observed by the USAID team, Anita Mahat (EIG's COTR), Ms. Madhuri Singh, and Ms. Jayanti Subba.

National Advisory Committee (NAC) The NAC met twice during Y2 in Katmandu resulting in numerous collaborations and partnerships. The committee includes representation from key government agencies including the Ministry of Education, Ministry of Agriculture, Council for Technical and Vocational Education (CTEVT), Ministry of Local Government, the private sector, overseas training providers, FNCCI, the Agriculture Enterprise Center, the Vaidya group,

and others. The key development program partners included are DGLSP/UNDP, MEDEP/UNDP, Helvetas/SDC, and others. The advisory committee is also able to request additional members to join as needed if the project can be better served through the additional organization's participation. The roles of the advisory committee include:

- Establishing district level collaboration with government agencies, including a district level implementing partner alliance named as District Coordination Committee (DCC)
- Obtaining official recognition of EIG for facilitating project operation
- Facilitating public-private partnership across project components to improve skills and training programs thereby leading to positive outcomes, job creation, and increased incomes
- Liaising with EIG to leverage partner resources to achieve project objectives and create an enabling environment for skills enhancement, rural stability, income generation, and job creation

Synergies and Partnerships EIG is partnering with government, other development organizations, and the private sector to ensure the greatest impact and sustainability of program activities. Since EIG only provides training, we look for other organizations to complement our activities by providing pre- or post- training investments and we work with the government to institutionalize the approach. In addition to district-based partnerships and the National Advisory Committee, Winrock actively participates in the working group on vocational education that the Swiss Development Organization chairs in Kathmandu. This is a forum where all involved in vocational education meet on a quarterly basis to coordinate programs and share results and lessons. EIG has expanded new partnerships in Y2. **Table 1** summarizes the key collaborations and the resources these organizations bring to the program. **Annex III, Table A** shows collaboration by district and **Table B** the amount contributed.

Public-Private Partnership in EIG EIG has formed relationships both at the central and district level with government, the private sector and projects. EIG works with government at the district and the VDC level where the GoN is supplying infrastructure investment, line agency training, long-term post project support, and R&D. The project is providing social mobilization, technical startup guidance, coordination, and leveraged infrastructure funding. The private sector is providing investment, input supply, and markets. Some examples of where EIG is enabling public-private partnerships are shown below:

- Youth and Small Entrepreneur Self-Employment Program, where a tripartite agreement has been signed between the GoN and private banks in five EIG districts to facilitate the distribution of collateral-free loans to trained, disadvantaged youth from EIG.
- FNCCI/CCIs are locating employment and training providers to meet the demand for skilled workforce in EIG Program districts.
- Small scale irrigation asset creation using local, government, and private resources for drinking water and irrigation for disadvantaged EIG youth.
- Developing Vegetable Collection Centers with government land.
- Essential oil distillation utilizing government and/or private sector investment and managed by the private sector.
- Pine resin collection business, leasehold mint production, and fish pond asset creation are all examples of government and the private sector working together to fill a market need.

Table 1. The Role of Major EIG Program Partnerships

Partner	Role
Ministry of Agriculture and Cooperatives (MOAC)	<ul style="list-style-type: none"> • Provide leadership of the national level advisory committee • Provide guidance and direction to DOA and DLS for partnership and collaboration • Focus on job creation in agriculture and work to create enabling policies/ investments
Ministry of Finance (Youth Self-employment Fund)	<ul style="list-style-type: none"> • Provide loan facility for 5,500 youths trained by EIG. These loans are to be disbursed through banks in 5 districts of the mid-west development zone.
Ministry of Local Development (MLD)	<ul style="list-style-type: none"> • Facilitate project activity by providing guidance in the central committee (NAC) and taking the lead in the districts as DCC Chairperson
Ministry of Education (MOE)	<ul style="list-style-type: none"> • Provide support in the implementation of the scholarship and literacy program
Ministry of Commerce and Supplies	<ul style="list-style-type: none"> • Provide an advisory role in the NAC about policy issues in export and import of agricultural products and NTFPs
Department of Agriculture (DOA)	<ul style="list-style-type: none"> • Implementing partner, EIG has trained DOA staff and built relationships based on past USAID project partnerships • Provide matching resources to EIG in many areas including water source development, marketing infrastructure, finance support for the purchase of technologies, and training • Work with EIG on vegetable production utilizing micro irrigation, fisheries, seed production, and fruit production/marketing
District Education Office	<ul style="list-style-type: none"> • Provide support in the implementation of the scholarship and literacy program
Department of Livestock services (DLS)	<ul style="list-style-type: none"> • Provide matching resources to EIG for construction of marketing facilities, community dipping tanks, and some districts support our beneficiaries with goat kids
Department of Forestry (DOF) /Department of Plant Resource (DPR)	<ul style="list-style-type: none"> • Support implementation of essential oil distillation enterprises utilizing material from community forests. DOF community forestry plans integrate and enable essential oil distillation enterprises. • Finance/invest in distillation enterprises
District Development Committee (DDC) /Village Development Committee (VDC)	<ul style="list-style-type: none"> • Facilitate investment of DDD/VDC funds to support EIG interventions including investment in water source development, market facilities, and finance for smallholder technologies and seed support for high value vegetable crops.
Poverty Alleviation Fund (PAF)	<ul style="list-style-type: none"> • EIG core partners SAPPROS and DEPROSC are implementing partners of PAF in Mugu and Dolpa respectively. EIG provides training to PAF local partners to enable income and job creation impacts under the PAF program
Canadian Province of Manitoba	<ul style="list-style-type: none"> • Utilize support from the Canadian Province of Manitoba for investment in developing three MUS supporting EIG training. This support will be expanded in future EIG years.
World Food Program (WFP)	<ul style="list-style-type: none"> • Utilize food for work to support infrastructure to enable income generation, job creation, and food security. Specific activities will include digging fish ponds, providing labor for water source development and storage, leveling the ground, and constructing collection centers, terraces, and catchments for food security. • The initial support will benefit over 3,400 youth and is valued at over NRs 16.4 million. • Support specific staff for implementing the program with EIG.
British Embassy (BE)	<ul style="list-style-type: none"> • Conduct an income generation program for 206 households who are victims of conflict (VOC) in Bardiya district. BE provided NRs 875,000 as start up business capital for 175 VOC families. EIG is providing training in agriculture productivity and enterprise for the identified VOC, through the Committee of Victims of

Partner	Role
	Conflict (CVC) a local association formed for the rights and welfare of VOCs.
Dalit Welfare Federation	<ul style="list-style-type: none"> EIG is working closely with this federation in selection of beneficiaries for EIG trainings in Agriculture and Vocational education.
Council for Technical Education and Vocational Training (CTEVT)	<ul style="list-style-type: none"> CTEVT and EIG have a very close relationship in developing training manuals and skill testing for the BE VOC program. EIG is also working with the ANNEX program in Bardiya for OJT and training of gardeners and VAHW (Village Animal Health Workers) in Bardiya.
Netherlands Development Organization (SNV)	<ul style="list-style-type: none"> SNV is working in tourism and income generation in Humla and Jumla districts. EIG and SNV worked in Jumla in sustainable harvesting and processing of Sea Buckthorn for enterprise development and income generation and are developing a training manual in partnership.
Upland Poverty Alleviation Program (UPAP)	<ul style="list-style-type: none"> Support production of training manuals for sustainable harvesting and processing of Sea Buckthorn developed with technical support from EIG.
Livelihood Forestry Program (LFP)	<ul style="list-style-type: none"> Establish essential oil production and distillation/processing in Dang and Rolpa districts.
International Rescue Committee (IRC)	<ul style="list-style-type: none"> Partnership in construction of MUS) in Surkhet district; market shade construction for Rajapur.
Save the Children Fund (Unified)	<ul style="list-style-type: none"> Conduct enterprise development training in 13 districts in Mid-west and support to 1200 youths for start up business capital up to NRs25000/ per head.
GTZ/PASRA	<ul style="list-style-type: none"> Partnership in training in C2 program beneficiaries in Salyan, Dailekh, Pyuthan, Surkhet and Jajarkot. And support for start up business capital for the training graduates.
Youth Self-employment Fund	<ul style="list-style-type: none"> Provide self-employment fund/loan for beneficiaries
USAID Flood Recover Program	<ul style="list-style-type: none"> Provide infrastructure development support for farmers
Rural Reconstruction Nepal	<ul style="list-style-type: none"> Infrastructure development in irrigation and fisheries
GTZ/PARSA	<ul style="list-style-type: none"> Support collection centers and MUS
Leasehold Forestry Program	<ul style="list-style-type: none"> Matching funds for MUS, marketing planning committee, NTFP training and seeds
Micro Enterprise Development Program (MEDEP)	<ul style="list-style-type: none"> Self-employment activities for literacy participations
Plan International	<ul style="list-style-type: none"> Start up business capital for swine production; support for distillation units
CARITAS	<ul style="list-style-type: none"> Microfinance and enterprise development
Heifer Project	<ul style="list-style-type: none"> Goats for women
Manakamana Krishi Cooperative Ltd and Kalika Krishi Cooperative	<ul style="list-style-type: none"> Establish collection centers
Kapurkok Krishi Cooperative Ltd	<ul style="list-style-type: none"> Enterprise Development training
Nirdhan Bank	<ul style="list-style-type: none"> Microfinance
West Terai Landscape Complex	<ul style="list-style-type: none"> Start up business capital for NTFP cooperatives.
Shree Gurans Ma. Vi. – Bardiya (Annex Program – CTEVT)	<ul style="list-style-type: none"> Provide vocational skill training and employment
Padmodaya Ma. Vi. – Dang (Annex Program – CTEVT)	<ul style="list-style-type: none"> Provide vocational skill training and employment
Bheri Technical School	<ul style="list-style-type: none"> Provide vocational skill training and employment

Partner	Role
(CTEVT) – Banke	
National Skill Testing Board (CTEVT)	<ul style="list-style-type: none"> • Conduct vocational skill training test and provide certificate
UNIFEM	<ul style="list-style-type: none"> • Anti-trafficking material
Planete Enfants	<ul style="list-style-type: none"> • Sharing literacy materials
World Vision	<ul style="list-style-type: none"> • Self-employment activities for participants

Personnel Changes Business Contracts Manager Surendra Regmi resigned from Winrock International for another opportunity in January 2009. Mr. Praveen Baidya, formerly the Monitoring and Evaluation Specialist, was approved to take over this position as well as filling the limited role now required to oversee the FieldLink data system and the M & E program within EIG. Mr. Keshab Gautam’s position has been upgraded to Head of Finance and General Administrative Services. Mr. Durga Lal Rai has been recruited as Project Officer for C2 to assist the vocational education component manager. In April, Suresh Mahato resigned as the C2 Manager and was replaced by Ms. Akim Shrestha. Planning was also conducted for additional staff needs to conduct the significant activities planned for Y3. After the discussion decisions were taken to increase support in areas where the Y3 targets will be substantial.

Regular discussions with partners were held and guidance was provided on financial and contractual issues. Subcontracts with the required partners have been extended for the Y3 work.

Security and Disturbances The political situation particularly in the districts of Bardiya, Banke, Dang, and Surkhet, continues to offer uncertainties but EIG is meeting the targets despite the frequent general strikes and bandhs. The Mid-west and the Terai are particularly hard hit because of the many ethnic groups. During strikes project staff walk up to two miles in some cases to the office and field work continues but with less supervision. The greatest impact that the strikes or bandhs have is that they limit EIG Project staff travel to the field. This results in fewer visits than planned to the more distant locations. Some of the more significant disturbances to the project are described below.

In March and April of 2009, Tharuhat Joint Struggle Committee organized a Terai bandh which lasted for three weeks on an intermittent basis. This strike and road/movement closures affected Banke, Bardiya, Surkhet and Dang districts. Regional staff had to alter visits to other districts of the Mid-west as travel often originates in Nepalgunj and Banke district. C1 classes were in general not hampered by the strikes as they are run in the same locale as the targeted youth live. In general, the teachers are also from the local area. Supervision though is reduced during the strike periods in some cases. The C1 classes that are held along major roads are affected by the strikes and road closures. EIG and its partners work with the targeted youth in such cases to seek alternatives such as if the strike is occurring in the morning the class seeks to meet in the evening.

In Bardiya district there were 13 days of strikes or closures in March and 11 days in April and May. In Surkhet district in April, a five day strike organized by the Tharuhat Struggle Committee prevented staff from going to the field for C3 agriculture training. Even though C1 trainings are not as disturbed the TOTs are affected. C2 training including building electrician; bicycle, gas & kerosene stove, and pressure cooker repair; and carpentry were affected by these strikes. Due to

the strikes the Training and Employment Placement Providers (TEPPs) could not finish the training when planned as it had to make up the number of days missed.

C3 trainings are for one or two days at a time. Community mobilizers coordinate and gather the beneficiaries in the pocket areas and staff travels to the field and provide training. Due to the strikes, training staff could not reach the field on time so trainings were delayed. The continued strikes affect monitoring the field work and targeted youth often cannot get input supplies in a timely manner as shops, agro vets, and nurseries are closed.

In Kalikot district the strike organizers did not allow the scheduled agro vet training to proceed so EIG staff conducted the training the next day. On June 21 there was a 2 hour strike so staff conducted the training in the afternoon instead of as scheduled in the morning. In addition to political challenges, there are environmental challenges in the districts where we work. For example, due to heavy rain in Dolpa the electricity and water supply was not available for almost all of June.

In Banke and Bardiya district due to late heavy rains and flooding, EIGs fish pond programs as well as some of the vegetable nurseries were set back. These events also restricted staff movement for a couple of days.

Management Challenges. We have lost several staff to better opportunities with salaries that we could not match. The time and cost involved in posting and replacing staff is a challenge. There is also an opportunity cost where staffs need to interview, hire and train after each departure. Given the above and the fact that the projects managers are based in Nepalgunj and the large number of subcontractors, we have depended heavily on home office support and having more time on the project than was originally allocated. For example, during Y2, the Program Officer, Erin Hughes spent 3 weeks in August helping write the annual workplan and renewing subcontracts with all the partners. She supports the CoP by helping draft all reports. We plan to use her in the coming year assisting as she has and also helping with success stories. Further because of the remoteness of some of our district locations it has been challenging to provide every support in supervision to all districts equally. We plan to address this by hiring more technical support staff in year 3. When EIG was started we were discouraged from developing communication materials but find that there is a demand for information about the project. We have been producing therefore short success stories, taken many photos, and encouraged staff and subcontractors to involve the media which has resulted in television and newspaper coverage of the project activities. We would like to invest funds to develop some communication materials including a film of the project in Y4.

Windows of Opportunity. During year three the project will be preparing some proposals for use of the windows of opportunity fund for items that could add value to what we do and were not integrated into the original design of the project. Some of the ideas that we will be following up on are to strengthen the training provided to better enable targeted youth to access by themselves credit and financing for self employment activities. Another idea is to include the development of a film of the project. Yet another is making use of volunteers from the US/Nepal. We feel confident that we could recruit native English speaking volunteers (expatriates in Kathmandu or Americans from the US) who would donate their time if we cover lodging, per diem and travel to our districts. This would be a cost effective way to collect success stories and to provide solid technical expertise in support of EIG. Winrock started its work in coffee, honey,

and NTFPs with volunteers. Another area that may require funding from the windows of opportunity will be the involvement of SWC in the evaluation and monitoring of the EIG program. Proposals will be developed during Y3 for submission to USAID.

IV. Performance Results

A. Performance Result 1: Targeted youth graduate with improved literacy, numeracy, knowledge of HIV/AIDS, health, peace-building, life and entrepreneurial skills

Performance Achievement

EIG has met its Y2 targets by graduating 8,235 beneficiaries who achieved a minimum standard in literacy, life skills, peace building and entrepreneurial skills. **Table 2** shows Y2 achievements compared to annual and life of project targets as of September 30, 2009.

Table 2. C1 Achievements for Y2 Compared to Annual and LOP Targets

Performance Indicators		Target Y2	Achievement Y2	Target (Life of Project)	Cumulative Achievement (to date)
A	Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment	9,800	11,211	30,000	11,211
B	Number of targeted beneficiaries completing life skills courses in preparation for future agricultural or technical training	6,860	8,009	21,000	8,009
C	Number of literacy and life skills trainees entering self-employment or starting small businesses	2,940	3,202	9,000	3,202
D	Number of targeted youth trained in local level conflict mediation and other related skills through peace building training	9,800	8,235	30,000	11,211
E	Number of people trained through USAID supported health programs	9,800	8,235	30,000	11,211
F	Number of people benefiting from USG-Supported Social Services	7,000	8,235	30,000	11,211
G	Number of people from at risk groups reached through USG-supported conflict mitigation activities, gender, disadvantage, conflict affected	7,000	8,235	30,000	11,211
H	Number of people trained in conflict mitigation/resolution skills with USG assistance	9,800	8,235	30,000	11,211
I	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful	7,000	8,235	30,000	11,211

Component Implementation

Literacy courses were held in all 15 districts. Samjhauta Nepal conducted training of teacher courses, printed the remaining literacy books, and translated the literacy manuals into English. DEPROSC managed the training courses in the districts of Banke, Bardiya, Pyuthan, Surkhet,

Jarjakot, Rukum, Salyan, Dailek, Pyuthan and Dang. KIRDARC managed the literacy training courses in Jumla, Dolpa Mugu, Kalikot and Humla. DEPROSC and KIRDARC hired literacy teachers, project officers, and supervisors who identified class rooms and beneficiaries, supervised teaching, monitored progress, and assisted in counseling for self-employment or further training. EIGs literacy component works in close collaboration with C3, trying to direct 70 % of the graduates into either EIG's C3 agriculture training or C2's non-agricultural vocational skills training after their graduation from the literacy program. The vast majority are going into further agriculture training because opportunities in many of the remote locations are in this sector and the level of education required for many of the marketable non-agricultural skills is higher than they can achieve in a nine-month literacy program.

The strength of the first groups has been that the participants are eager to learn and after the course are able to read and write letters, figures, their names, simple words, and explain pictures. Their literacy is helping their children as they often do their homework together. The majority in many classes is women and their husbands have been supportive by encouraging their wives to attend. The participants have shown an empowerment in household decision making, community discussions, and community work. Participants say are gaining a previously unknown level of respect from their family and community from their efforts to learn to read and write.

Training of Trainers Samjhauta Nepal conducted a series of nine-day TOT courses for newly hired Y2 teachers and seven-day refresher courses for the veteran literacy teachers. During Q1 they conducted four TOTs for 95 teachers; during Q2 they completed five TOTs for 82 teachers; and in Q3 they conducted 10 refresher TOTs for 177 teachers. In Y2, a total of 177 teachers received TOT followed by a refresher TOT. Out of the 177 teachers 135 were female and 110 were *dalit*, *janjati*, and other minorities.

The content of the TOT included best practice teaching methodologies, how to use the literacy modules, career counseling, examples of money management and saving, income generation activities, and motivational teaching techniques. The TOTs emphasized that from the beginning of the course, the teachers need to stress to the students that they should think about their future and how to move into income generation activities through agriculture, off-farm skilled employment, or self-employment. The EIG Program is not only about literacy, but how to use that literacy to improve their future and increase their income generation potential.

Apart from attending TOTs, teachers participated in monthly meetings conducted by the Project Officer where they shared their problems and solutions. Project Officers and supervisors focused on career counseling, leveraging opportunities from other donors, testing the students, teaching methodologies, and linking beneficiaries with other components.

Table 3: Training of Trainers Course Conducted For Modules 1 and 2

Training Center	District	Total Teachers	Number of Females	Number of Dalit and Janajati	Training date
Banke	Banke	24	16	19	Dec 14-22, 2009
Bardiya	Bardiya	23	22	22	Dec 18-26, 2009
Dang	Dang, Pyuthan	28	28	15	Dec 18-26, 2009
Surkhet	Surkhet	20	18	15	Dec 25 - Jan 2, 2009

Training Center	District	Total Teachers	Number of Females	Number of Dalit and Janajati	Training date
Dang	Salyan, Rukum and Rolpa	27	23	10	Jan 18 - 26, 2009
Surkhet	Dailekh, Jajarkot	15	11	11	Jan 18 - 26, 2009
Jumla	Jumla, Kalikot, Mugu	29	12	13	Jan 02 -10, 2009
Humla	Humla	4	2	1	Jan 20 - 28, 2009
Dolpa	Dolpa	7	3	4	Jan 26 - Feb 3, 2009
Total		177	135	110	

TOTs during Q1 and Q2 focused on Modules 1 and 2 – letters, words, sentences, simple math, life skills, HIV/AIDS, social inclusion, health, and peace building. The refresher TOT in Q3 focused on a review of module 1 and 2 and then on the new material of Module 3 - entrepreneurship skills. Teachers also prepared lesson plans for the entire module so that the timing was clear and the course could be finished on schedule.

The refresher training reviewed Modules 1 and 2 and fully trained the teachers on how to teach Module 3 including the methodologies, lesson delivery, and key messages to be given. In the first day of training, all teachers shared the strengths and problems of their classes. In group discussions the teachers worked together to find solutions to the problems. On the second day, difficult words in Module 2 were reviewed. The remainder of the training concentrated on Module 3 which focused on entrepreneurial and business literacy. Trainers learned how to counsel beneficiaries in starting businesses and income generation activities.

Table 4: Training of Trainers Course and Refresher Conducted for Module 3

Training Center	Teacher's District	Total Teachers	Number of Female	Number of Dalit and Janajati	Training Date 2009
Nepalgunj	Banke	24	16	19	Apr 10-16
Guleriya	Bardiya	23	22	22	Apr 12-18
Chakahake	Pyuthan & Rolpa	20	19	8	Apr 15-21
Ghorahi	Salyan, Rukum, Dang	24	21	11	Apr 19-25
Ghorahi	Dang	10	10	9	Apr 30-May 6
Surkhet	Kalikot, Dailekh, Jajarkot	28	18	14	Apr 20-26
Surkhet	Surkhet	20	18	15	Apr 30-May 6
Dunai	Dolpa	7	3	4	May 6-12
Jumla	Jumla & Mugu	17	6	7	May 13-19
Simikot	Humla	4	2	1	May 14-20
Totals		177	135	110	

Translation of Literacy Books At the request of USAID, Samjhauta translated the literacy modules into English so that non-Nepali speakers could learn how the peace building skills, enterprise development, HIV/AIDs, and other topics are addressed in the course. Copies of these are available at the EIG offices and are given out to USAID and other organizations when requested.

Literacy Training During Y2, EIG finished all modules in the 140 Y1 classes in 70 centers in March 2009. EIG simultaneously began training the 8,235 Y2 beneficiaries in 354 classes in

January and February that were completed in September, 2009. **Table 5** provides the breakdown of Y2 beneficiaries by district.

Classes are conducted in centers that are convenient to the beneficiaries. The timing and length of the class is decided by the beneficiaries so that it does not conflict significantly with their existing tasks. The District Coordinator, C1 Project Officer and C1 Supervisors monitor and supervise the classes. Books, paper, notebooks, and pencils are provided to the beneficiaries. The classrooms have blackboards and chalk. Lights are provided in some classes when the classes run after dark.

Table 5. C1 Beneficiaries by District

District	Y2	Total	Female	Male	Female %
Banke	1,136	1,491	1,327	164	89%
Bardiya	1,108	1,444	1,424	20	99%
Dailekh	460	460	450	10	98%
Dang	710	1,063	1,039	24	98%
Dolpa	313	313	245	68	78%
Humla	162	162	124	38	77%
Jajarkot	253	253	243	10	96%
Jumla	450	1,670	1,486	184	89%
Kalikot	494	494	481	13	97%
Mugu	294	294	267	27	91%
Pyuthan	585	947	941	6	99%
Rolpa	379	380	377	3	99%
Rukum	360	360	354	6	98%
Salyan	560	560	543	17	97%
Surkhet	971	1,320	1,273	47	96%
Total	8,235	11,211	10,574	637	94%

Regular Class Monitoring Teachers, C1 Program officers, Supervisors, and District Coordinators have regularly monitored and counseled the participants. In addition, the Component Manager and COP visited some classes and provided suggestions for improvements. Some community mobilizers of C3 have also helped in the literacy class in cases where the beneficiaries are involved in agricultural training.

Pre- and Post-Test The pre- and post-test was conducted during Y2 for each module. For example, before they began the Module 2 training, participants answered questions about the differences between HIV and AIDS, ways of transmission, social inclusion, and causes of conflict in society. The same questions were asked after they completed the modules. As students began Module 3, they were asked questions about small entrepreneurship, off season vegetable, resources for establishing a small entrepreneurship, etc. At the end of the module they were tested on their acquired knowledge by answering the same questions. The results for the Y2 targeted youth by district is shown in **Table 6**.

Table 6. Average Pre- and Post-Test Marks Obtained by Beneficiaries

	Module 1 (20)		Module 2 (20)		Module 3 (20)	
	Pre test	Post test	Pre test	Post test	Pre test	Post test
Banke	5	18	2	13	6	14
Bardiya	5	19	3	14	7	16
Surkhet	6	18	3	13	5	16
Dailekh	4	18	3	14	5	16
Jajarkot	4	17	2	13	6	14
Dang	5	17	4	15	7	17
Salyan	4	16	2	14	3	13
Rukum	5	16	3	14	5	13
Rolpa	5	18	4	15	6	16
Pyuthan	6	19	3	17	6	17
Jumla	4	16	2	12	4	12
Humla	3	15	2	12	4	12
Mugu	3	15	2	12	3	11
Kalikot	3	14	2	13	4	12
Dolpa	4	16	3	15	5	15

Self-employment Based on lessons learned from Y1, the EIG Program started preparing students for self-employment during the initial assessment at the beginning of the training. The District Coordinators and C1 managers are identifying opportunities and linking beneficiaries to income generation opportunities with other agencies working in the districts. In some cases, when the targeted youth in the classes learn about small business opportunities and simple calculations, they graduate to other more advanced training on self-employment hosted by other organizations. Staff review opportunities and schedules of other district-based activities and inform beneficiaries. **Table 7** summarizes the advanced training hosted by other organizations.

Table 7. Self-employment Activities of C1 Beneficiaries

District	# Women	Organization	Topic
Salyan	32	MEDEP	Mushroom cultivation, pendant shops, vegetable production
Dang	30	PASS-Nepal; Heifer International	Goat raising
Salyan	35	FAO's Emergency Rehabilitation Project	Food security training
Dang		Community Literacy Center (CLC) District Education Office	Goats and pigs
Rukum	15	EIG Staff	Vegetable stores, tea stores
Rolpa	140	Income Generation Fund from District Education Office. They distributed 140,000 NRS.	Poultry goat, and vegetables

Anti-trafficking Anti-trafficking materials were brought from UNIFEM and distributed in the literacy classes of all 15 districts. These materials supplement a chapter related to trafficking and HIV/AIDS in EIG's Module 2. During this session the teacher gives more emphasis to trafficking awareness. The beneficiaries are taught what to watch for, how to combat it, and are shown a video produced by another USAID supported program. Ms. Madhuri Singh of USAID provided guidance to all staff on anti-trafficking issues and the materials and approaches available.

Rights and Duties EIG literacy classes have empowered disadvantaged youth regarding their rights and responsibilities. Before the project, beneficiaries were extremely reluctant to speak in community or local government forums, but now they speak up for their rights with the authorities and are very dedicated to their work. Ratna Shahi of Mahabaipather Khola, Jajarkot says, “We would not speak a single word in front of men or any government or project officer but now we speak all the time after the literacy class.” The beneficiaries also demonstrate their empowerment by keeping their house and environs neat and clean and sending their children to school.

The targeted beneficiaries demand the services and allocated medicine from health authorities for example. They can also describe their basic needs, women rights, rights of children, rights of dalits, and the availability of government services. The beneficiaries have started to meet service providers with necessary documents to obtain those services. They have started registering births, deaths, migrations, and marriages in their VDCs. Mr. Narendra Khadka, the Chief of the Agriculture Service sub-center in Barala, Pyuthan said “Now, most of the EIG beneficiaries come to our center for our services and they ask many questions about their rights.” He recalls one beneficiary’s question: “Where is the public service charter in this office? Is a sign board not necessary in this office?” He added, “I heard it for the first time in my service. It may be the outcome of their learning. If we can move in the same way, we can change Nepal into a new Nepal very soon.”

In Dang, beneficiaries of Manpur, Gadhwara VDC, take their responsibilities as community members seriously and recognize that, once engaged, they can improve the community. When questioned about attending the rally/meeting in the market, they remarked that now this is how they preserve their rights, culture, and tradition and if they don’t attend, their voice will not be heard and something they cherish may disappear. Mrs. Tulsa Rijal, EIG beneficiary from Ghoraha, Dang is a school board member of Janata Secondary School of Gadhwara. She attends every board meeting and gives valuable suggestions. Targeted youth of the literacy classes are getting involved to find solutions to social and community problems and now consider that this is their duty as a citizen. Phoolpatani Devi Chaudhari, of Sishaniya, Dang says, “Before, I felt shy, uncomfortable, and preferred to keep my distance – not get involved in new things. Nowadays, I want to get involved and am no longer afraid. I want more and more opportunities.” “I used to cast the vote unknowingly, now I have realized the importance of casting the vote. In the next election, I will cast a vote for that leader which I personally believe to be good” said Laini Sunar, Mehelkuna, Surkhet.

HIV and AIDS By raising awareness of HIV/ AIDs, the EIG project is having a positive, widespread effect throughout the community as beneficiaries are sharing their knowledge with others. The Karnali zone has a higher per capita rate of people infected by HIV/AIDs due to the large number of residents that seasonally migrate to India and to other parts of Nepal. There has been little effort in the Karnali to educate people regarding HIV/AIDs and few were aware of the dangers. The EIG literacy groups have been discussing HIV/AIDs outside of the classroom and have started to educate community members within their villages as well. As a result, community members have started to go to the health centre for HIV/AIDs test. In response to this, the Sub Health Post held a special, more detailed class, conducted by the Assistant Health Worker, VDC

Secretary, on HIV/AIDS, nutrition, and services available from the Sub Health Post and VDC office.

Not only is the course making people more aware so that they will change their behavior, but it is also helping change people's attitudes towards HIV/AIDS-infected individuals. People infected by HIV/AIDS were severely stigmatized in the community. The courses are encouraging people to treat victims with respect and dignity. Twenty-five year old Pramila Giri of Banke district tells her story, "I shook hands and shared a Coca-Cola with my aunt and we used to sit close to each other. After some time I learned that she was infected with HIV/ AIDS, I became so afraid that my whole body trembled and I became covered with sweat because I feared that I was also now infected with HIV/AIDS. I thought HIV/AIDS could be transmitted through touching her and drinking from the same bottle. Furthermore, we were so close. A few days later, my aunt came to our house but I thought, 'how can I let her enter our house and offer her food' once I knew that she was HIV infected? I avoided her. Our relationship was becoming distant day by day due to my fear of HIV transmission. But after attending literacy class and learning about HIV, I have learned that this virus is not transmitted by shaking hands or offering general care to the infected person. Now my aunt comes to my house and we sit together again for hours and also shake hands and allow her to eat. Our relationship has normalized once again, thanks to the literacy class that has enlightened me about the truths surrounding this ailment."

Kalpana Chaudhari and Kamala Chaudhari of Semari, Gadhawa VDC in Dang said, "September 9, 2009 is a memorable and happy day for us as we learned we did not have HIV/AIDS after our blood test." Prior to the course, these two young women had their hands tattooed without knowing about HIV/AIDS or that it can be transmitted through contaminated needles. In EIG's literacy course, they learned about HIV/AIDS and so four months after receiving the tattoos, they had their blood tested. HIV awareness has increased, in part due to the modules and in part due to the visiting guest lecturers who gave presentations during the EIG literacy class. EIG opened the door and showed the students how to access other information. Kalpana and Kamala noted "People like us are not courageous enough to go to the test centers for blood tests. We would like to thank EIG, Dang program for giving full support to do this. Since then we give advice to our relatives and friends about HIV/AIDS."

Benefit of literacy to family members The EIG Program is making beneficiaries, especially women, aware of the need for their children's education. Padma Devi Khatri of Nuwakot, Jumla said, "The literacy class opened our eyes and we started to send our daughters to school. We put pressure on all the community members to send their daughters to school emphasizing that it is mandatory. Further, we have been thinking of what we need to do to encourage girls to study and advance as the boys do. Everyone is now sending their daughters to schools."

In Rukum, towards the end of the class, 14 beneficiaries said that "we have gained the most important lesson in our life from this literacy class – we can read, write, and have developed confidence to speak and the ability to earn income. In addition, we have changed how we look at things." Bharati B.K. said, "I now have new knowledge and life skills about HIV/AIDS, nutrition, health and sanitation, and rights and duties. In the past, most of us were illiterate and used our thumb print to sign a document, but now we are able to sign and read and write our names. Kamala Sharma's husband said, "Women (of the class) are very literate, they can read,

write, speak softly, and are careful of their own child's health and nutrition. My wife changed after attending the class. Now she can add numbers using a calculator and has started talking about profit and loss. She can read books easily, write letters and care for children's education – she's helping the children with their homework." Similarly, Sita Pun's husband said, "Now how she spends her time, how she does things, and how she speaks has totally changed. She helps me sell vegetables daily that we produce and keeps records of what we sell. We eat fresh vegetables, pay more attention to health and sanitation and are better able to reduce tension and jealousy. She has been solving problems in our family."

Since the literacy class, Kamala Chaudhari of, Gadhawa, Dang has been keeping accurate records of the grocery business income and expenditure. She uses a calculator daily to add the sales and update transactions in her record book, something that she was not capable of doing before. She says, "Literacy class taught me to use the calculator." Her husband says, "Since she can keep the records of the shop, I feel free to go anywhere for work and I don't have the burden of record keeping."

Beneficiaries of Gadhawa VDC, Dang have started to construct a public toilet in their village.

Sita Chaudhari a literacy class teacher of Semari, Gadhawa, Dang says, "now beneficiaries come in the class with neat and clean dresses." They are changing their habits and increasing the use of the tooth brush." Chandra Prabha Chaudhari, Teacher of Manpur says, "They and their children are brushing their teeth twice a day."

C1 Lessons Learned/Challenges

- HIV/AIDS and Human Trafficking instruction has generated awareness, empowerment, and discussions. In Pyuthan, health workers visited the literacy classes to provide training on HIV/AIDS, nutrition, and information on services that are available in the health facilities. These guest lectures and exposure visits will continue in all districts. This quarter EIG started incorporating information about trafficking to all of EIG training courses.
- Field trips to learn about the opportunities at the district center are very useful in connecting beneficiaries to available resources that they are not currently accessing.
- Post training support and startup capital programs linked with PAF, WFP, VDC funds, etc through coordination in DCC can assist literacy class beneficiaries.
- Class Management Committee formation and mobilization is effective for group discussion, ensures acceptance in the community, and allows for smooth class implementation and coordination.
- The creative teaching skills taught in the TOTs by EIG teachers have succeeded in attracting beneficiaries and retaining them in the classrooms.
- The non Nepali speaking targeted youth preferred that the literacy books be in Nepali as they all want to learn Nepali as they want to be able to better integrate into the workplace. They felt it was more important to be literate in Nepali over their own native language. EIG classes were taught by non native Nepali speakers who taught verbally in both Nepali and the local language. The literacy classes are therefore teaching literacy and Nepali.

- Selecting and training literacy and agriculture targeted youth in parallel is effective and most beneficial for the beneficiaries. It has worked well in year 2 as beneficiaries selection, supervision, monitoring and their involvement in income generation is an integration benefit.
- Monthly meetings of teachers along with classroom cross visits have been found to be effective in creating a harmonious classroom approach of a higher quality.
- The project has focused on disadvantaged young women in year 1 and 2. The team has found it challenging to engage men in literacy because of the seasonal migration of men to labor destinations in Nepal and India. During year three the team is attempting to engage more men in the literacy courses but the challenge is keeping men in the class.

Please refer to **Annex I** for details of the component progress in relation to the work plan.

B. Performance Result 2: Increased employment of targeted youth in non-agriculture skill areas

Performance Achievement

EIG exceeded its training targets for Y2 by training 3,336 people in 42 different vocations. **Table 8** shows the Y2 results as compared to the target.

Table 8. C2 Achievements for Y2 Compared to Annual and LOP Targets

Performance Indicators		Target Y2	Achievement Y2	Target (Life of Project)	Cumulative Achievement (to date)
A	Number of formal linkages formed w/employers and business associations to maximize employment opportunities	20	20	100	36
B	Number of sites for vocational education training	30	159	115	194
C	Number of training events conducted	130	183	400	204
D	Percent of training course graduates retaining quality employment three months after graduation	80%	58%	80%	52%
E	Number of people benefiting from USG-Supported Social Services	3,000	3,336	11,000	4,109
F	Number of people from at-risk groups reached through USG-supported conflict mitigation activities	3,000	3,336	11,000	4,109
G	Number of youth completing USG-funded workforce development programs	3,000	3,509	11,000	3,917
H	Number of persons participating in USG-funded workforce development program	3,000	3,336	11,000	4,109
I	Number of people gaining employment or more remunerative employment as a result of participation in a USG-funded workforce development program	2,392	2,047	8,800	2,047
J	Number of individuals reached through community outreach that promotes HIV/ AIDs prevention through other behavior change beyond abstinence and or being faithful	3,000	3,336	11,000	4,109

* Of the 3,509 graduates, to date income assessments of 2,425 have been verified by EIG; verification is carried out three months after graduation. Employment figures are only entered into FieldLink after verification by EIG district staff.

During Y2 3,336 targeted youth began vocational training and 3,163 participants graduated from on-going training. TEPPs assessed 2,425 targeted youth regarding their employment/self-employment status and monthly earnings. Of the total assessed, 2,047 or 84% are employed or self employed with monthly incomes of at least 2,400 Rupees three months after training.

The vocational training courses were conducted in Banke, Bardiya, Surkhet, Dang, Dailekh Salyan, Jajarkot, Pyuthan, Rukum, Mugu, Kathmandu, Rolpa, and Jumla. Participants from Dolpa, Humla and Kalikot also participated in these trainings.

To date, a total of 4,109 targeted youth have enrolled in vocational trainings of which 2,200 (54 %) have been women. **Table 9** below provides the breakdown of people trained in Y2 by district and gender.

Table 9. C2 Beneficiaries Trained in Y2 by District

District	Y2	Cumulative			
		Total	Female	Male	Female %
Banke	743	1,033	618	415	60%
Bardiya	779	1,099	605	494	55%
Dailekh	139	142	43	99	30%
Dang	620	690	341	349	49%
Dolpa	1	1	-	1	0%
Humla	1	1	-	1	0%
Jajarkot	33	33	11	22	33%
Jumla	230	235	98	137	42%
Kalikot	1	1	-	1	0%
Mugu	48	48	17	31	35%
Pyuthan	103	104	50	54	48%
Rolpa	42	42	19	23	45%
Rukum	97	97	46	51	47%
Salyan	82	88	40	48	45%
Surkhet	417	495	312	183	63%
Total	3,336	4,109	2,200	1,909	54%

During the year 22 TEPPs conducted 167 trainings in a variety of skills. **Annex III, Table C** shows the types of skill training conducted by the training providers.

Component Implementation

Winrock's partner in EIG, FNCCI, is helping to identify job opportunities and to strengthen linkages between the private sector and the TEPPs. During Y2, Winrock bid out the vocational training packages and had a number of contracts with different TEPPS. Alliance Nepal conducted TOTs for the various TEPPs, developed new curricula for EIG, and served as a TEPP.

Identifying Employment Opportunities FNCCI conducted a series of assessments of job and self-employment opportunities domestically and in India. They produced a total of eight separate reports that looked at employment opportunities. They conducted additional Rapid Market Assessments (RMAs) in 1) Bardiya, Jumla, Rolpa and Pyuthan, 2) Jarjarkot Salyan, Rukum, and Dailekh, 3) Humla, Mugu, Kalikot, and Dolpa. They conducted more specialized studies looking for self employment opportunities in 4) Banke and Dang, enterprise study for Banke Bardiya, Surkhet and Dang, and self employment opportunities for women in Dang. In these studies, FNCCI consulted with local chambers of commerce and looked at markets for items suitable for home- based production. In a separate study, they traveled to and looked at employment opportunities in India, Middles East and South Asia, followed by a targeted study looking specifically in Lucknow.

FNCCI broke down the RMA for jobs by first looking at Bardiya Jumla, Pyuthan, and Rolpa. **Table 10** shows a brief analysis of the jobs available by sector in these four districts.

Table 10. Brief Findings of RMA Study in Bardiya Jumla, Rolpa, Pyuthan

SN	Sub-sector	Employment Opportunity and Training Requirement Identified				
		Bardiya	Jumla	Rolpa	Pyuthan	Total
1	Hotel/Restaurant/Lodge	50	59	20	40	169
2	Cement tile industry	-	-	-	10	10
3	Furniture industry	60	46	20	50	176
4	Grill industry	30	9	1	20	60
5	Rice and oil mill	20	-	-	3	23
6	Bread and bakery	3	-	-	7	10
7	Printing press	2	-	-	14	16
8	Automobile repairing	20	20	10	20	70
9	Jewelry making	-	3	10	20	33
10	Leather shoes making	-	10	10	-	20
11	Tailoring	40	20	40	-	100
12	Energy(solar, micro hydel repair & maintenance)	-	20	1	-	21
13	Transportation workers	-	200	-	-	200
14	Metal product workshop	-	9	-	-	9
15	Sweets/Snacks making	20	6	-	20	46
16	Saw milling	10	-	-	-	10
17	Brick molding enterprise	40	-	-	-	40
18	Bicycle repairing	20	-	-	-	20
19	Construction workers	100	-	200	100	400

SN	Sub-sector	Employment Opportunity and Training Requirement Identified				
		Bardiya	Jumla	Rolpa	Pyuthan	Total
20	Allo Processing			20		20
Total:		415	402	332	304	1,453

FNCCI then looked at potential opportunities in urban and peri-urban areas of Salyan, Jajarkot, Rukum, and Dailekh in May 2009. **Table 11** summarizes the types of jobs available in these districts. The report provides information on potential markets which could support small- and micro-enterprises as well as district-based jobs with donors that are investing in the reconstruction of the Mid-Western Region.

Table 11. Types of Jobs Available in Rukum, Dailekh, Salyan and Jajarkot

Sectors	Number of Prospective Jobs by district				
	Rukum	Dailekh	Salyan	Jajarkot	Total
Hotel	40	40	50	20	150
Furniture	40	20	20	20	100
Readymade garment / tailoring	20	20	20	20	80
Printing press					0
Jewelry	10	20	10	20	60
Iron works	10				10
Cable network					0
Haircutting	10				10
Shoe repair		15			15
Electronic			20	10	30
Automobile	10	20	20		50
Alternative energy					0
Sweet snacks		20	10		30
Construction materials	100	40	70	40	250
Total	240	195	220	130	785

Finally, after weather delays, FNCCI completed its study of the Karnali Zone. **Table 12** summarizes the types of jobs available in these Karnali districts. As with the previous RMA, the report on the Karnali provides information on potential markets which could support small- and micro-enterprises as well as district-based jobs with donors that are investing in the reconstruction of the Mid-West Region. This is the final in a series of RMAs.

Table 12. Types of Jobs Available in Karnali Zone

Sectors	Number of Prospective Jobs by district				
	Kalikot	Dolpa	Humla	Mugu	Total
Hotel/Restaurant	20	20	30	30	100
Furniture	40	40	20	40	140
Construction	40	40	20	40	140
Iron metal	20	-	-	-	20
Electronics	10	10	10	10	40
Tailoring/garment	10	10	10	10	40
Total	140	120	90	130	480

When looking at self employment in Banke and Dang, FNCCI found some of the self-employment opportunities include fast food vendor, leaf plate making, briquette making, papad (snack) making, necklace (pote) creation, embroidered cloth production, and incense stick production. Similarly, **Table 13** shows results of the enterprise study for Banke, Bardiya, Dang and Surkhet.

Table 13. Possible Enterprises for Banke, Bardiya, Dang and Surkhet

Banke	Bardiya	Dang	Surkhet
Plywood factory	Bee keeping	Livestock: poultry, piggeries	Stone quarry and cutting
Sugar mill	Fisheries	Construction materials: bricks, tiles	Brick factory
Paper mill	Goats	Tailoring	Construction enterprise
Food processing	Mini sugar mill	Wooden furniture	Automobile workshop
Herb processing	Off-season vegetables	Restaurants and eateries	Wooden furniture
Repairing workshops: watches, bicycle, motorized vehicles, electrical appliances	Paper mills	Handmade paper	Sweet and snacks
Sweet and snacks	Local garments	Vegetable drying and packaging	Hair cutting
Live stock feeds	Sweet shops		Tailoring
			Herb processing

The study that focused on opportunities for women in Dang is summarized in **Table 14**.

Table 14. Self Employment Opportunities for Women in Dang

Home based processing	Wage Earning Vocations	Trading
Fruit Juice, pulp/syrup Handicrafts Candle Making Candy Coffee Honey Production Ginger, Chilly, Garlic, Turmeric Products	Driving Mechanic and Technician Gold smith House keeping Cook Brick laying Gift or decorative item Tour Guide Photography Waitress Nursing C.M.A	Grocery & veg. retail shop Electric and electronic Fruit & vegetable Vending

Employment in India FNCCI sent a team to do a market study of job opportunities in Lucknow, India with the support of the Nepalgunj Chamber of Commerce and Industry from September 20-24, 2009. Lucknow, a town of 3.5 million people is only three hours from Nepalgunj and has industries such as Hindustan Aeronautics Limited, Tata Motors, Eveready Motors and Scooters India Limited. Processing industries include milk production, steel-rolling units, and LPG bottling.

This study shows that job opportunities for Nepalese youth exist in the Lucknow area in the hospitality sector and in security. Specific vocations in demand are cook/chef, waiter, room boy, helper, cleaner for hotel/restaurants, night watchman, salesmen, and security guards in the

residences and office complex. There exist better earning opportunities for Nepalese workers in manual labor and service sector than in the technical trades. The study also found that Indian employers prefer Nepalese youths because of their positive attitude toward hard work and their loyalty.

Linking private sector and TEPPS FNCCI hosted an orientation program in Nepalgunj in March with the support of the Nepalgunj Chambers of Commerce and Industry (NgCCI). The participants included neighboring chambers of commerce and local training providers. The participants learned how to develop an MOU between the TEPPs and potential employers. As a result, the EIG Program has strengthened the links between the private sector and the training providers, as well as fine-tuning vocational training to better meet the demands of the job market. Altogether 48 people participated in the meeting including members of NgCCI, Bardiya CCI, Kohalpur CCI, Federation of Nepal Cottage and Small Industry (FNCSI), TEPPs, and EIG staff.

Similarly, EIG District Coordinators (DCs) met with representatives of the CCIs to explore employment/market linkages for EIG beneficiaries who are planning to engage in self-employment. Ten DCs participated in the meeting to gain ideas that they then shared with the CI teachers. During the meeting both sides shared experiences and together they identified areas of coordination and ways to complement each other. In the discussion, participants learned about the Youth Self-Employment program. This is a program launched by the Government of Nepal to support unemployed youth by providing loans for business start-up capital of NRs.200,000 per person. FNCCI is one of the partners of this program and beneficiaries from EIG have applied for this loan. As a result, FNCCI facilitated to develop 140 MOU between TEPPs and employers in Surkhet and Bardiya where graduates practice the skills/knowledge learnt in the training.

FNCCI linked self employed beneficiaries (RUSUF Nepal and Banke UNESCO Club) with wholesale candle and incense markets in collaboration with Nepalgunj CCI. Similarly, linkage has been established between the potential employers in Nepalgunj and the trainees of plastic product training conducted by Alliance Nepal in Banke.

Jobs First Website The JobsFirst website was developed in collaboration with FNCCI and is reflective of EIG's commitment to work with the private sector to stimulate economic growth, develop businesses and workforces, and expand access to education and technology. FNCCI completed and is administering the www.jobsfirst.org.np database to track employment opportunities, trainees, and qualified trained youth. This database is web-enabled and allows companies to post employment opportunities with a description of minimum qualifications. The website is in English and Nepali and will help training providers track job opportunities in the region. The JobsFirst website was launched on April 13, 2009 by USAID and FNCCI in a formal ceremony. Beth S. Paige, the past Director of the U.S. Agency for International Development in Nepal (USAID/Nepal) and Kush Kumar Joshi, the President of FNCCI, launched the website in a ceremony in the Yak and Yeti hotel, designed to increase youth's access to quality jobs by linking training providers, employers, and youth. Furthermore, on behalf of the EIG Program, FNCCI participated in Skill Development Expo, September 9-11 2009 in Kathmandu to disseminate information and promote the website.

An orientation on the EIG Program in Nepal and the jobsfirst.org.np website was organized involving 18 Office Secretaries and senior staff members of 15 (Kalikot, Mugu, Jajarkot, Tulsipur, Salyan, Pyuthan, Kailali, Bardiya, Kanchanur, Dadeldhura, Baitadi, Bajhang, Surkhet, Jumla, Tikapur).

During Y2, information on 196 employers was uploaded on the JobsFirst website. The number of employers uploading information regarding job vacancies has reached 150. Similarly 30 TEPPs have uploaded their profile and some of them their training schedules. Altogether, 2000 individuals have visited the website.

Curriculum Development Four existing technical curricula were revised and one was fully developed. The curricula have been developed in Nepali and used by the TEPPs in EIG. The curricula are:

- Jewelry maker (new)
- Auto mechanic (revised)
- Shuttering carpentry (revised)
- Mason (revised)
- Indian cooking (revised)

A three-day (18 hours) module addressing HIV/AIDS, peace building, life skills, and entrepreneurial skills was developed with the help of C1 and Samjhauta Nepal. This module is implemented in all vocational training courses by the EIG TEPPs.

Training of Trainers To build the capacity of training providers, Alliance Nepal’s TOT course trained 30 instructors in two sessions. The first TOT held October 19 - 24, 2008 trained 18 people and the second, held February 22-27 2009 trained 22 instructors. The purpose of this training was to equip instructors with all necessary skills and knowledge required for designing, planning, delivering, and evaluating training courses. The course also provided ideas on how to coach and monitor their trainees. Participants were oriented to the targets and expectations of EIG. **Table 15** shows the number of participants and training/job placement organizations.

Table 15. Organizations that Sent Participants to the TOT Course

Partner (October TOT)	Total number of participants
Trade School Surkhet (Ilam Prashikshan Kendra)	4
Annex Program CTEVT, Shree Guras Higher Secondary School	2
Biogas Coordination Center Nepal	2
Don Bosco Technical Training Institute	2
FNCCI	1
Center for Rural Technology	2
Karnali Solar	1
Trade Link Technical Training Institute	4
Nirdhan Technical School	1
Total	19

Partners (February TOT)	Total number of participants
Nirdhan Technical School	1
UNESCO Club - for Banke	1
Deuti Gorkha Security & Technical Training Centre Pvt. Ltd.	1
Action for Development (P) Ltd for Bardiya and Dang	1
UNYC Nepal- for Bardiya	1
Rapti Science and Engineering College Pvt Ltd-for Dang	1
Sundar Nepal for Surkhet	1
Manikej Urja for Surkhet	1
AAWAAJ	1
RUSUF-Nepal	1
EIG-N, Banke Bardia, Dailekh Dolpa, Jumla	5
Nirdhan Technical School	1
UNESCO Club - for Banke	1
NGO Federation, Rolpa	1
CDPN-Nepal	1
DDC, Rolpa Jajarkot Dang	3
Total	22

Selection of TEPPs and Awarding of Contracts To reach the work plan target of 3,000 targeted youth for training and job/self-employment placement, the EIG Program advertised for training providers at the district level. Through a competitive bidding process, twelve new TEPPs were selected to conduct vocational trainings. These TEPPs conducted training for 1,600 trainees this year with a guaranteed job/self-employment placement of at least 80%. Each of the TEPPs received orientation on the EIG Program, goals, and beneficiaries, and was instructed on the procedures for monitoring and evaluating the beneficiaries along with the project. The project has been working through a total of 22 TEPPs. The Y3 TEPPs have been identified and contracts will be finalized during October of 2009. **Table 16** shows the TEPPs, number of beneficiaries to be trained, and the district in Y2.

Table 16. List of TEPPs and Number of Beneficiaries Trained in Y2

Name of TEPPs	Numbers of beneficiaries	Districts
Action for Development (P) Ltd	270	Bardiya, Dang
Alliance Nepal	752	Banke, Bardiya, Surkhet, Dang, Jajarkot . Rukum, Rolpa, Salyan, Pyuthan, Dailekh, Jajarkot
AWAZ Surkhet (Women Entrepreneurs)	102	Surkhet
Banke UNESCO Club – Banke	247	Banke
Bardiya Annex – CTEVT	36	Bardiya
Biogas Coordination Center- Bardiya	40	Banke, Bardiya
Center for Rural Technology	101	Pyuthan
Creative Development Program Nepal	21	Banke

Name of TEPPs	Numbers of beneficiaries	Districts
Donbosco Tec. Training Institute	43	Banke, Bardiya
Elam Prashikshan Kendra-Surkhet	111	Surkhet
FNCCI in collaboration with BTS	20	Surkhet
F-skill	502	Jumla, Mugu, Dang, Pyuthan, Bardiya, , Kathmandu
Karnali Solar and Hydropower Company Jumla	21	Jumla
Manikej Urja	47	Surkhet
Nirdhan (Women Entrepreneurs)	207	Banke, Bardiya
Nirdhan Technical Institute - Butwal	71	Banke
Padmodaya Public Model Higher Secondary School (Annex Program) – Dang	42	Dang
Rapti Science and Engineering College Pvt Ltd- Dang	48	Dang
RUSUF Nepal (Women Entrepreneurs)	45	Banke
Sundar Nepal	248	Surkhet, Dailekh
Trade Link Tech. Training Institute	104	Banke, Bardiya, Dang
UNYC Nepal- Bardiya	258	Bardiya
Total	3,336	

Evaluate the value of the NSTB skills testing A study on the value of the National Skills Testing Board (NSTB) certificate in job placement of EIG-targeted youth was conducted. Data was collected using survey questionnaires from TEPPs, employers, and the trained youth of the program. Additional information was gathered from other stakeholders associated with training and employment. The findings demonstrated that in general employers place more importance on the performance of the workers than having an NSTB certificate, and in many of the EIG basic skill areas, the certificate has little value in securing employment. However, the NSTB skills test in alternative energy for solar energy technicians and biogas technicians is useful and can be mandatory in some cases for employment. The study also revealed that NSTB testing can be used to evaluate and provide a standard measurement of the quality of training provided by the TEPPs and give the standard of the work force developed.

Regarding the construction fields, contractors/ and employers are becoming more aware of competencies of the worker and will likely start giving more priority for NSTB type skills testing. In occupations, such as masonry, carpentry, plumbing, arc welding, shuttering carpentry, and bar bending the skills test will likely be useful when the trained youth go for additional training and/or job upgrades. For workers going abroad the NSTB certificate is of immediate value. Skill testing in EIG based on the NSTB model will be provided for those youth training for the overseas market and for those that are going into construction trades that have established skill levels. In some cases it was found that the NSTB certificate can help in getting bank loans, but it was also discovered that possessing an EIG certificate can accomplish this as well.

C2 Lessons Learned/Challenges

- Donor interest in vocational education and job placement in conflict affected regions of Nepal has grown since EIG's inception. This has meant that EIG has had to spend larger amounts of time in coordination and follow up meetings with other donors and programs such as DFID, GTZ, SDC, and Helvetas. Without coordination training by others coming in to the region has been seen to be harmful to certain fragile self-employment markets. For example, one area had multiple trainings at the same time for sweets makers and our beneficiaries' wage dropped and some people could not find jobs due to a saturated market for that skill.
- In EIG districts many of our targeted youth are women. Many of these women have already started families and taken on large responsibilities in the home and are often far removed from markets. The majority have never worked for a wage or earned money. In targeting these women, in some cases, EIG trained them to produce things such as incense, candles, tailored clothing items, acharas, jams and other food items with a guaranteed buy back from buyers,. These have provided the women with an opportunity to stay at home and be able to bring additional income into the family. However, our experience this year shows that for some of the women it is challenging to earn the project minimum of NRs.2,400. Because of their other duties at home, often they are unable to work a full day which would allow them to earn more than our targeted minimum. That being said even working less time, earning NRs. 2,000 or even 1,500 is still extremely helpful to the children's and the family's welfare.
- EIG in some cases would like to collaborate with other donor funded projects doing the same kind of training in the same districts, but we are limited to collaborating only in those cases where the other donor project agrees to provide support other than training to our targeted youth. We are also limited by contract to youth from the ages of 16-30 where as the other donor projects may target all individuals.
- In the past in Nepal, training was provided by many training providers without having to ensure employment. There are still many training organizations that have not yet practiced EIG's demand driven training and it has been challenging to change the mindset of some of the established training providers. Strong guidance and monitoring is essential and EIGs field link and verification process is absolutely instrumental in ensuring compliance.
- In Y2 the EIG team used a number of smaller vocational training organizations (through competitive bidding processes) to meet the ambitious targets. Many of these smaller organizations were well connected in the districts where we targeted activities. Only those that have been successful will continue to provide training in Y3.
- Some of the training providers that we thought were capable was unable to meet their targets in Y2. We feel that the increase demand for vocational education among donors resulted in some reputable organizations spreading themselves too thin. Based on the payment schedule, C2 TEPPs will only be paid the final payment for the graduates that are successfully employed.

- In some of the training batches it is difficult for the graduates to secure and then make the minimum wage requirement 3 months after graduation. The income increases as the graduate works and we have recommended additional months of upto 6 months for the achievement in income.
- As infrastructure development and construction is a growing market in the Mid-west region, the occupational trades such as masonry, carpentry, plumbing, electrical wiring, and road building-related trades are EIG targets in Y3. Jobs are increasing around the Surkhet to Jumla road corridor and EIG is poised to train to meet the need in these emerging job markets.
- EIG has trained in occupations such as telephone cable technicians, care giver and bar bending, some for foreign employment markets. In some cases challenges have cropped up due to a lack of financial backing for the trainee, beneficiaries that change their mind about working after training, and the drop in overseas opportunities due to the world recession.
- Because of fewer opportunities and the high cost of training, EIG has is doing fewer trainings in the Karnali zone than other zones. The return of investment is much higher in other districts. EIG staffs are often unable to get back to the remote districts because the flights can be irregular and often canceled. Nepalgunj is the hub for all the Karnali districts and planes can be delayed for weeks due to weather and/or at the whim of the airlines.
- While FNCCI is well connected, we are learning that they have not always been able to use their network of CCIs as we expected. The CCIs are expecting payments for any involvement in many cases. In some cases they do see the benefit, but using FNCCI to identify jobs through their networks has not been as successful as we expected.

C. Performance Result 3: Improved training opportunities to increase rural incomes through agricultural productivity and enterprise training along the value chain

Performance Achievement

The EIG agriculture component has achieved its Y2 targets to increase agriculture productivity. During Y2, the agricultural component trained 13,638 marginalized youth; 11,274 received training in agriculture productivity to increase their on-farm income, and 2,364 received agriculture enterprise training for off-farm employment opportunities. Under agriculture productivity training 2,511 beneficiaries received training to increase production of staple crops such as potato, wheat, and improved rice to increase food security in the Karnali Zone. To date, the program has trained a total of 17,138

Partnership Approach The EIG agriculture component is based on previous USAID agriculture projects implemented by Winrock and partners including SIMI, BDS-MaPS, Ujyalo, and CRRN. These projects worked closely with government and with related development programs. EIG has taken advantage of these past successful efforts to develop an implementation approach based on partnership with government and close coordination with related donor programs leveraging resources to support EIG objectives and helping to make partner resources more effective. The EIG team provides training to government and partner organizations to meet EIG targets to increase on-farm income, create employment opportunities in agricultural enterprises, and improve food security in the Karnali districts. The partnerships are a characteristic throughout the EIG Program, examples are shown in Annex III.

marginalized youth under the agricultural component. **Table 17** shows the Y2 targets and achievements. The component exceeded the targets in Y1 and that is why the Y2 achievement is less than the target. C3 is on target for LOP. **Table 18** shows the cumulative distribution of training beneficiaries by district and gender.

Table 17. C3 Achievements for Y2 Compared to Annual and LOP Targets

Performance Indicators		Target Y2	Achievement Y2	Target LOP	Achievement LOP
A	Number of targeted youth increasing income	4,630	5,059	50,000	5,059
B	Number of targeted youth graduating from training course to improve agriculture productivity	12,020	11,274	40,000	14,540
C	Number of different sectors around which training courses are conducted	7	9	20	9
D	Number of targeted youth increasing income through micro-enterprise training	1,010	1,744	10,000	1,744
E	Average number of months of food sufficiency per household generated by course graduates	3	3.3	3	3.3
F	Number of Households increasing food sufficiency	1,500	519	5,000	519
G	Average \$ value of annual income from micro-enterprises implemented or expanded by course graduates	250	373	250	373
H	Average annual % increase in income for agricultural productivity course graduates	100	172	100	172
I	Number of people benefiting from USG-supported social services (disaggregated by sex, vulnerable children, war victims)	13,770	13,638	50,000	17,138
J	Number of people from "at-risk" groups reached through USG-supported conflict mitigation activities	13,770	13,638	50,000	17,138
K	Number of individuals reached through community outreach that promotes HIV/AIDs prevention through other behavior change beyond abstinence and or being faithful	13,770	13,027	48,000	13,027

Table 18. Distribution of Training Beneficiaries by District and Gender

District	Year 2	Cumulative								
		Total			Ag Productivity			Enterprise Development		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
Banke	3,127	3,946	2,746	1,200	3,310	2,456	854	636	290	346
Bardiya	2,878	3,896	3,275	621	3,459	3,074	385	437	201	236
Dailekh	873	1,142	828	314	902	723	179	240	105	135
Dang	558	558	509	49	461	457	4	97	52	45
Dolpa	198	198	160	38	125	99	26	73	61	12
Humla	244	244	159	85	193	140	53	51	19	32
Jajarkot										

District	Year 2	Cumulative								
		Total			Ag Productivity			Enterprise Development		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
	110	110	102	8	110	102	8	-	-	-
Jumla	806	1,100	1,002	98	879	806	73	221	196	25
Kalikot	823	823	701	122	774	687	87	49	14	35
Mugu	440	539	413	126	464	371	93	75	42	33
Pyuthan	645	875	785	90	770	753	17	105	32	73
Rolpa	519	519	471	48	460	428	32	59	43	16
Rukum	140	140	138	2	108	106	2	32	32	-
Salyan	779	1,179	866	313	957	741	216	222	125	97
Surkhet	1,498	1,869	1,736	133	1,568	1,450	118	301	286	15
Total	13,638	17,138	13,891	3,247	14,540	12,393	2,147	2,598	1,498	1,100

Component Implementation

EIG conducted agricultural and rural income trainings in all 15 districts. The responsibilities for each district is divided among the key partners with Winrock staff implementing and coordinating programs in Banke, Jarjakot and Rukum; IDE in Bardiya, Dang, Rolpa, Kalikot and Salyan; CEAPRED in Surkhet, Dailekh, Pyuthan; and SAPPROS in Jumla, Humla, Dolpa, and Mugu. The implementation is being done through a series of trainings and activities based on the sub-sector analysis conducted during Y1 and Y2. In addition to district level responsibilities, partner roles also include:

- Winrock – overall component management, M&E, fisheries and livestock expertise, Non Timber Forest Products (NTFP) production and processing and output marketing
- IDE – training program design and implementation, sub-sector analysis and value-chain training, micro-irrigation, engineering for water source development,

EIG's Partnership with World Food Program

(WFP). WFP supported EIG in seven districts. WFP provided food for work for local communities for fish pond construction, Multiple-use (Water) Systems (MUS), and terracing. EIG has helped develop assets so that the marginalized youth will be able to produce their own food and income in the future, and not depend on future donations. EIG provided training and market linkages to the beneficiaries who are now raising fish and high value horticultural products. This program created assets for sustainable livelihoods including 9 MUS, 11,000 square meters of terraces, and 400 fish ponds. This program involved 3,806 people in the Food for Work program. These poor and needy households received 547 tons of rice as food support and 1.9 million rupees as construction material (non-food cash) support. This activity supports 550 families to earn their livelihood from fish pond and high value cash crop production.



- and Non Timber Forest Products (NTFP) production and processing
- CEAPRED – Implementation of agriculture and seed sector expertise
- SAPPROS – Implementation of food security program in Karnali districts

During Y2, each partner began the year by identifying pocket areas where there is potential for growing high-value crops and market opportunities for each. The partners hired community mobilizers and with the other components they identified beneficiaries. EIG conducted value chain and sub-sector analysis primarily for government officials in the newly added districts – Dolpa, Dang, Jumla, Mugu, and Humla. The C3 team then developed training plans and completed the training activities.

Local Service Provider Initiative In Y3, EIG will develop and implement an intensive training program targeted to develop local level service providers within pocket areas close to where farmers live. This will create employment opportunities and improve services to farmers. Some of these service providers will also be initially used as training providers in EIG. The program will establish service providers in the EIG pocket areas and in some cases where appropriate link to past USAID projects entrepreneurs including SIMI, BDS-MaPS, and CRRN.

New Curriculum/Training Modules The program developed seven specific training modules for agricultural job creation and to increase on-farm productivity and incomes. These training modules focused on aspects of NTFP production, fish culture, poultry rearing, and off-season vegetable production. These modules drew upon the experience of past USAID projects, the government, and development partners. The approaches are being institutionalized with government agencies including the Department of Agriculture, Department of Livestock Services, CTEVT, the Women’s Development Division, and others. The curricula include: operation and business plans for the Marketing Planning Committee; how to develop Collection Centers and Cooperatives; agro-vet training for input supply; agro-marketing training for jobs as traders; small-scale processing training including distillation of essential oils and coffee processing; construction training for multiple use water systems; and service provider training for nursery operations, pruning, pest control/diagnosis, village animal health workers, and others. Training packages were developed for off-season vegetable cultivation with micro-irrigation, essential oil plant production, carp polyculture, and goat production.

Jobs in Agriculture Study An important area of emphasis of the Ministry of Agriculture and related agencies is the creation of jobs in agricultural enterprises. The Government of Nepal representatives in the National Advisory Committees specifically requested EIG conduct a study looking at the number of jobs created from working on a value chain approach. This information helped inform the EIG program rural employment opportunities in predicting for future years. During the fourth quarter of Y2, a high level study was conducted that identified approaches, policies, and prioritization of development investments to catalyze job creation in the agriculture sub-sector. The study was guided by the EIG government advisory committee that is chaired by the Ministry of Agriculture and includes all major related government agencies including the Ministry of Education, Local Development, CTEVT, and others. The study’s goal was to document the job creation impact of EIG project interventions and utilize that information to develop support for matching and supporting investment for EIG activities from government and

other development stakeholders. The study also assesses training capacity and needs to develop high-value agricultural opportunities for smallholder farmers.

The study includes a household level impact of SIMI households and an enterprise survey of businesses that increased employment thru increased demand for goods and services created by SIMI impacts. SIMI was selected for the survey because EIG is building on and conducting similar activities that were implemented in the SIMI project. The impact of EIG training activities and their sustainability will be greatly enhanced by supporting investment of government for infrastructure including collection centers/markets, irrigation systems, road access, support for finance of purchasing improved technologies/inputs, long-term extension service support, and developing an enabling environment and policies. Conducting the study with the active inclusion of government agencies is already creating a sense of ownership and obligation and contributing to supporting investments for the EIG project and support for USAID- led approaches in agricultural development.

Study Summary The Jobs in Agriculture Study is based on a survey of households and enterprises serving rural households, studies of areas of implementation, commodities and policy with the objective of determining the impact of the SIMI program on employment creation and income generation as a model that EIG is based on. The study examined the experience of five years of SIMI.

The survey Two surveys were conducted. One survey covered three groups of households: (1) the first group covered 1,156 households that had participated in the SIMI program (900 in the vegetable program; 156 in non-timber forest products program, and 100 in the goat program); (2) the second group comprised 603 households that were not participants in SIMI but were located within 30 minutes walk of a SIMI household; and (3) the final group comprised 548 households that were not in a VDC where SIMI had worked and had not participated in an agricultural development program for commercial agriculture. This final group was the control group representing the households that had not been assisted through the SIMI program. The second group of households were considered to potentially have been influenced by the SIMI participating households. The household survey was studied to determine the difference between the first two groups of households and the control group. The survey was of sufficient size that that the differences if any could be attributed to the participation in the SIMI program or proximity to a SIMI program household. The comparison was made use a statistical method know as Propensity Score Matching; this procedure matches the households in the control group and the other groups over a number of variables and then identifies a set of households that match each other in these various characteristics. These matched sub-samples are then compared. A second survey of enterprises that supplied services—either sold goods or purchased goods from rural households—was conducted covering 469 enterprises. Information on the employment and sales of these enterprises was obtained through the survey interviews. The survey covered the period from April 2008 to March 2009.

Desk studies A number of product studies were conducted covering the total impact of the program in a pocket area, specifically the potential for citrus, goats, and ginger to be major employment generating products in an EIG/SIMI type program; and a review of policy issues related to the increase of employment in the agricultural sector. This work provided rich insights

into the problems and potential of employment creation in the agricultural sector. The three products studies all were found to be suitable for expansion of production and employment using the EIG/SIMI approach. All required small capital investments, farmer training, farmer organizations, and an extended and improved value chain of enterprises. These products also required improved markets particularly with respect to export potential.

Key findings of the survey The key findings are:

- The overall finding of the survey is that SIMI is providing employment opportunities to underemployed households and this is increasing aggregate demand dramatically and having a large secondary impact of job generation from the increased demand for goods and services from SIMI households.
- The direct employment effects of the SIMI program is divided into the impact on participating households; the impact on households nearby SIMI participants; and the impact on enterprises in the value chain that provide services to households. If one household is encouraged to grow vegetables for cash income, when the implications are worked out there are 2.82 households involved in this activity including those induced to join from observing their neighbors and allowing for those SIMI households that choose to stop producing vegetables. The SIMI program has powerful effects in recruiting households into cash production of vegetables.
- SIMI households increase their agricultural cash income by 210% in the Terai and 96% in the hills. This is equivalent to an increase of 37,000 jobs, or more than half of a job per SIMI household.
- Households near SIMI households increase their agricultural cash income by 125% in the Terai and 73% in the hills. This generates the equivalent of 84,000 jobs or 1.4 jobs per SIMI household. Thus within the agricultural sector one SIMI households generates directly or indirectly approximately two jobs. The SIMI Project not only influences the participating households but has a powerful impact on nearby households.
- Value chain enterprises generate employment of 41,000 persons directly from the expenditures of the SIMI influenced households (direct and indirect).
- The total direct employment impact of SIMI vegetable production programs is to increase employment by 162,000 persons or 2.7 jobs per SIMI household. Including the indirect (multiplier) induced employment of the value chain enterprises adds 57,000 jobs for a total of 219,000 or 3.6 per SIMI household.
- The introduction of the SIMI program did not reduce subsistence production in either the SIMI participants or the nearby households. Concerns that shift into cash production would reduce subsistence production proved wrong; instead extra labor was applied from other household activities.

Prospects for the future The introduction of high value commercial agriculture to small holders was successfully achieved



through a combination of identifying a market with unfilled demand; introducing a new on-farm technology; training farmers in its use; supporting the emergence of enterprises to achieve and maintain a competitive market for farm products and for purchased inputs; and organizing farmers to strengthen their market power. All five of these steps are necessary and taken together are sufficient. As the SIMI program developed, the implementation team learned how to achieve all of these steps for vegetable production based on small scale irrigation equipment. As the program matured it was found that the mechanisms in place enabled further development of farmer welfare introducing goals of improving maternal health and infant nutrition. The rising incomes of the participating households made possible changes in behavior to improve the long run welfare of the household. Households also began to accumulate assets providing a firmer basis for continued economic emancipation from poverty.

Training Program Achievements A total of 13,638 youth were trained during Y2. Among them 11,274 received agriculture productivity training and 2,364 received entrepreneurship development training. **Table 19** provides the number of training sessions completed by major sub-sectors.

Table 19. C3 Trainings by Sub-Sector in Y2

Sector	Y2	# of Trainings
Cereal & grain	5	5
Coffee	-	-
Dairy	-	-
Fish	6	9
Fruit/Apple	3	8
Livestock (Goats, pigs)	136	156
MI vegetable	1,368	1,529
NTFP	109	127
Seed	101	127
Spices	7	12
Other	125	160
Total	1,860	2,133

Agriculture Productivity Training The focus of the agricultural productivity component is to provide practical training for youths in agriculture with a series of trainings through the crop cycles to develop needed skills. These include one day mobile trainings for agricultural-productivity and one to five day trainings depending on the type of skill needed to be transferred among the selected youth for enterprise development. Trainings are conducted depending on the season and sub-sector. For example for off-season vegetables, nursery training will be conducted first, followed by pest management, plant care, harvesting, and marketing/post harvest. All C3 beneficiaries receive a comprehensive training package



that will enable them to increase their annual income by 100%. The trainings are supported by the C3 team but also implemented thru partner organizations with the assistance of local institutions including the Department of Agriculture, Department of Livestock Services, CTEVT, the Women’s Development Division, and on-going partner organizations and projects. These partners utilize EIG-developed training packages and are supporting EIG selected youth.

Agriculture Component Enterprise Training To increase income of rural youth, the EIG Program is targeting promising enterprises related to the agricultural value chain. By increasing farmers income and linking them to markets, we generate the opportunity for secondary enterprises to help sell the products and to provide inputs to the farmers. During Y2 EIG conducted 112 trainings to establish micro-enterprise based jobs for unemployed youth in two major areas - input supply service providers and marketing and processing. **Table 20** shows C3 enterprise trainings by sectors.

Table 20. C3 Enterprise Trainings by Sector

Enterprise Training		No of Training
1	NTFPs Processing and Essential oil production	2
2	Incense stick making training for women	1
3	Fruit juice making and marketing training	1
4	Ginger processing and spices	1
5	Agro-vet business training	0
6	Nursery management and marketing training	0
7	MPC and collection centre management and operation	0
8	Local resource person in pest and disease control	12
9	Apple Orchard management and Post harvest technology	1
10	Plastic house	1
11	NTFP collectors/sellers training	6
12	Poultry raiser training	5
13	Retailer farmers	14
14	Fish LRP	1
15	NTFP Traders	2
16	Vegetable LRP	5
17	Veg Mushroom	6
18	Goat LRP	2
19	Fish and pond management	3
20	Agrovet	4
21	DU operators	5
22	TP mistry	6
23	Vegetable producer	5
24	Nursery grower	3
25	Vegetable traders	2
26	MIT dealer	1
27	Wholesaler traders	2
28	Sereal seed production traders	2
29	Piggery	7

Enterprise Training		No of Training
30	NTFP cultivator	2
31	Post harvest handling training	0
32	Sustainable collection Pine Resin	0
33	Retail traders	5
34	Dalmoth making Training	1
35	Water Seller	1
36	Woolen Pool Making	2
37	Women Cycle Vegetable Vender	1
	Total	112

Increasing Food Security with Karnali Zone Youth During Q1 EIG completed a study on how to increase food security and incomes in parts of the Karnali zone. A total of 2,511 targeted youth were selected and formed into 125 groups in Mugu, Jumla, and Kalikot districts. These groups were trained to increase food security by improving potatoes, rice, and wheat production. The Karnali program report also detailed approaches to increasing the availability of water for food security including strategies to develop multiple use water systems, rehabilitate and convert existing systems into MUS, and install check dams and terracing to capture water resources. By working in partnership with the WFP, World Vision, IRC, GoN agencies, and others, EIG was able to facilitate the construction of these needed inputs. In addition EIG helped develop seed enterprises to create employment and to provide better quality cereal grain seed that will improve productivity in the Karnali. During Y2, EIG conducted 269 trainings in new techniques to increase food productivity.



This included productivity training to increase production in staple food crops like potatoes, beans and rice as well as training in poultry and NTFP processing to support the food security by increasing purchasing power. In addition, EIG helped develop cellar storage to help preserve harvested food, orchard management, post harvest training on apple, SRI rice system, sustainable harvesting and trade of NTFP, and poultry business

Incomes. EIG M&E had initiated tracer studies for the C3 activities impact on income generation in the Y1 implementation districts namely, Banke, Bardiya, Surkhet, Salyan, Dailekh, Jumla and Pyuthan. Preliminary key findings of the Income Impact Survey are:

- EIG Y1 and a portion of Y2 beneficiaries that attended Agriculture Enterprise Trainings have been able to increase their annual household income in average by US\$373 (from a baseline of US\$303 increased to US\$676).

- EIG Y1 beneficiaries that attended Agriculture Productivity Trainings have been able to increase their annual household income in average by 172% or US\$175 (from a baseline of US\$102 increased to US\$277).

Lessons Learned/Challenges

Lessons learned during the implementation of C3 in Y2 include:

- There is a tremendous opportunity to establish local service providers within EIG pocket areas creating employment opportunities for youth and providing better services to EIG on-farm youth beneficiaries. Currently most service providers are located in district capitals and market towns but with increased production in EIG pockets there are opportunities to establish local service providers.
- Involvement of the private sector in design and implementation of the program is highly effective.
- Co-ordination and linkage with the government line agencies is vital to the success and sustainability of the program. It is important that line agencies have a sense of ownership so that they continue to provide support to EIG HHs post project activities.
- The use of on the job training (OJT) of trained agriculture junior technicians has been highly effective in the seven locations where used. The OJT's are cost effective and enthusiastic and make strong contributions to the field program.
- Successful farmers when used to spread an extension message can play an important role in encouraging others to farm high value crops to increase incomes.
- Collaboration with other development partners (donors) for post training support (assets/finance) and social mobilization has helped magnify the benefits of EIG resources put towards the beneficiaries.
- Registration of EIG agriculture, NTFP, and livestock groups with government line agencies in the districts has proved to be important and will enhance the sustainability of the projects actions.
- Creating synergies among components and integrating training between C1 and C3 has helped both components. District teams jointly select the beneficiaries, share agriculture extension materials, and share HIV and anti- trafficking training sessions.
- During the first partial year of the project we were only working in 2 districts in the Karnali and we were unable to meet the training target to be able to achieve the 1500 youth increasing their income by the end of Y2. We are catching up on this though and by the end of Y4 will have exceeded the life of project target. We were too ambitious with our 1st year targets set in the M and E plan but the overall life of project target will be met by the end of year 4 for number of youth increasing food sufficiency in the Karnali (table 17).

D. Performance Result 4: Scholarships distributed for *dalits* and targeted youth

During Y2, EIG planned to award 110 scholarships to dalits and targeted youth for intermediate education and/or long-term technical training. During the first quarter, EIG staff identified the 187 I.Ed colleges and technical schools within the 15 districts. District Coordinators met with the District Education Officers and Dalit associations to inform them about the EIG scholarship

program. EIG staff developed a set of scholarship applications and criteria to evaluate the applications. During the winter, the scholarship program was advertised and we received 1,027 applications from all the 15 districts. The applications were reviewed at the district level by the District Coordinators and those that met minimum qualifications were reviewed by the Component Manager, and in some cases, applicants were interviewed. For the 1,027 applicants 300 applicants were selected as potential students. The main criteria were as follows:

- Sex of participants
- Remoteness from district headquarter
- Minorities within the Dalit community
- Marks obtained in SLC
- Type of house and land holding (measuring wealth and seeking the poorest)
- Conflict affected/vulnerable
- MOU with school management committee or Department of Education (DoE)

After selecting the top 300 applicants, all students were interviewed by a panel with representatives from the District Education Office, the C1 Program Officer, District Coordinator, C4 Manager, and the scholarship assistant. Special consideration was given to the neediest students. In total, 141 students were awarded scholarships. Of these, 117 students received tuition fees, admission fees, dress, books, and stationary and 24 students also received amounts to cover the cost for food and rent for the quarter. These residential scholarships were given out to those most in need and those having too great a distance to travel from their residence. The 141 students are attending 85 different I.Ed colleges and technical schools within the 15 districts.

Table 21. Scholarship Beneficiaries

District	Total	Male	Female	# of I.Ed.s	Junior Tech Asst Program	Comm Med Asst Program	ANM Program	Sub-Overseer
Banke	17	6	11	15	-	-	-	2
Bardiya	15	6	9	13	1	-	-	1
Surkhet	20	8	12	19	-	-	-	1
Dailekh	9	8	1	7	1	-	1	-
Jajarkot	6	3	3	5	-	1	-	-
Dang	8	1	7	7	-	-	1	-
Salyan	8	5	3	6	1	-	-	1
Rukum	6	4	2	3	1	2	-	-
Pyuthan	9	6	3	9	-	-	-	-
Rolpa	6	3	3	6	-	-	-	-
Humla	5	4	1	5	-	-	-	-
Jumla	7	5	2	6	1	-	-	-
Kalikot	14	11	3	12	1	1	-	-
Dolpa	5	4	1	4	-	1	-	-
Mugu	6	4	2	4	1	-	-	1
Totals	141	78	63	121	7	5	2	6

During Y2, EIG staff met with the MOE to discuss the possibility of developing MOUs with the Department of Education to guarantee EIG scholarship graduates employment opportunities upon satisfactory completion of their education. Unfortunately, the Government of Nepal, specifically the MOE, was reluctant to sign an MOU and preferred not to commit directly. At the district level the EIG Program worked with school committees instead to encourage them to hire graduates who are from their villages. We found that some districts are so appreciative of the project that they are cooperating at the local level. In four districts, the DOE agreed in their MOUs to give preference to EIG scholarship recipients for teaching positions. During Y3 EIG will make a further attempt with the MOE to get a blanket MOU as well as continue to pursue at the district level individual MOUs for EIG graduates.

V. Overall Performance Results

The overall performance results tables for Y2, presented below, are derived from the data entered into FieldLink between October 1, 2008 and September 30, 2009. During this reporting period 21,254 disadvantaged youth enrolled in the EIG training as presented in **Table 22**. Of the 28,116 cumulative total unique¹ beneficiaries, 80% are female.

Table 22. Total Targeted Youth Reached by District for Year and LOP

District	Total Youth Reached (Unique Count) Y2	Cumulative Number of Targeted Youth Reached (Unique Count) to date		
		Female	Male	Total
Banke	4,417	3,867	1,707	5,574
Bardiya	4,645	5,184	1,135	6,319
Dailekh	1,472	1,321	423	1,744
Dang	1,438	1,437	420	1,857
Dolpa	341	268	73	341
Humla	263	173	90	263
Jajarkot	324	288	36	324
Jumla	745	1,895	369	2,264
Kalikot	1,015	980	134	1,114
Mugu	79	474	161	635
Pyuthan	1,367	1,221	147	1,368
Rolpa	732	659	73	732
Rukum	468	411	57	468
Salyan	1,422	1,449	378	1,827
Surkhet	2,526	2,936	350	3,286

¹ Many of the C1 graduates of the literacy, life skills, peace building, and entrepreneurial training go on to C2 vocational skills training or C3 agriculture training. Unique refers to a distinct targeted youth that in some cases may have received training in both literacy and either vocational education training and or agriculture. When they have taken literacy and graduated and then go on to the vocational education and agriculture they are counted as trainees in both as these are two separate trainings.

District	Total Youth Reached (Unique Count) Y2	Cumulative Number of Targeted Youth Reached (Unique Count) to date		
		Female	Male	Total
Total	21,254	22,563	5,553	28,116

A cumulative total of 32,448 beneficiaries are/have enrolled in the training classes conducted by 28 partner organizations, details are presented in **Table 23** below.

Table 23. Number of Beneficiaries Trained by Partner

Partner	Cumulative			
	Total	Female	Male	Female %
Aawaaj	102	102	-	100%
Action for Development (P) Ltd	270	138	132	51%
ALLIANCE	796	336	460	42%
Annex Program CTEVT, Shree Guras Higher Secondary School	36	19	17	53%
Biogas Coordination Center Nepal	40	7	33	18%
CEAPRED	3,882	3,349	533	86%
Centre for Rural Technology Nepal (CRT/N)	101	58	43	57%
Creative Development Programme Nepal	21	10	11	48%
DEPROSC	8,280	7,973	307	96%
Don Bosco Technical Training Institute	43	10	33	23%
FNCCI	20	6	14	30%
Fskill	1,231	692	539	56%
IDE	6,976	5,823	1,153	83%
Karnali Solar	21	11	10	52%
KIRDARC	2,931	2,601	330	89%
Manikej Urja	47	28	19	60%
Nirdhan for Banke	206	206	-	100%
Nirdhan Technical Institute	71	21	50	30%
Padmodaya Public Model Higher Secondary School (Annex Program)	42	19	23	45%
Rapti Science and Engineering College Pvt Ltd	48	22	26	46%
RUSUF Nepal	45	45	-	100%
SAPPROS	2,080	1,733	347	83%
Sundar Nepal	248	123	125	50%
Trade Link Technical Training Institute	104	54	50	52%
Trade School Surkhet (Ilam Prashikshan Kendra)	111	25	86	23%
UNESCO Club	247	142	105	57%
UNYC Nepal	258	125	133	48%
Winrock	4,201	2,987	1,214	71%

Partner	Cumulative			
	Total	Female	Male	Female %
Total	32,458	26,665	5,793	82%

During Y2 a total of 25,209 youth enrolled in EIG trainings of which 5,090 are Dalits. **Table 24** presents the beneficiaries reached by EIG by component.

Table 24. Beneficiaries, Disadvantaged and Dalits, by Component

Component	Y2		Cumulative					
	Disadvantaged	Dalit	Disadvantaged			Dalit		
			Female	Male	Total	Female	Male	Total
C1	8,235	2,105	10,574	637	11,211	3,115	325	3,440
C2	3,336	628	2,200	1,909	4,109	427	377	804
C3	13,638	2,357	13,891	3,247	17,138	2,867	504	3,371
Totals	25,209	5,090	26,665	5,793	32,458	6,409	1,206	7,615

VI. Monitoring and Evaluation

During Y2, 18 new users from various partner organizations were given login access to FieldLink to view and/or enter data; and more than 21,000 beneficiaries, 2,200 training events, and 25,000 enrollments in different trainings have been added into the FieldLink database.

The M&E team has provided regular support to personnel of partner organizations of all three components to enable them to carry out systematic and efficient data entry and impact assessments. The team also regularly checked on the quality and completeness of the data entered and cleaned data where required.

FieldLink Nepal During Y2, there were several updates developed for FieldLink which has proven to be an effective tool to collect and store data. Data is entered in the field and real-time live data is available to anyone with web access and a password.

As of September 30, 2009, FieldLink database has records for over 28,000 beneficiaries, 2,500 training events, and 32,000 enrollments in different trainings.

Monitoring Field Visits and FieldLink Training & Orientation

The M&E Field Officer made many field visits to the districts to monitor the training activities under components 1, 2 and 3 during Y2. The types of training Conducted in Y2 by Sub-sector and District can be seen in **Annex III Table C**.

Table 25. M&E/FieldLink Trainings Conducted

District	Partners	Date	Number of project staff trained
Banke	Aawaaj, Creative Development Program in Nepal, DEPROSC, WI	Jan 28-29, 2009	6

District	Partners	Date	Number of project staff trained
Banke	Winrock (District Coordinators meeting) 14 Districts (Presentation on Success Stories writing and Low KB file Preparation)	Mar 1, 2009	11
Banke	Data Entry Clerk	Feb 28-Mar 1, 2009	1
Banke	IDE, CEAPRED, WI, External LRPs, External CMs (Income assessment Training for C3)	July 26-29, 2009	18
Jumla	WI, SAPPROS, External LRPs, External CMs (Income assessment Training for C3)	July 23-25, 2009	9
Banke	IDE, CEAPRED, WI	Oct 19 – 20, 2008	12
Banke	Trade Link Technical Training Institute Don Bosco Technical Training Institute Center for Rural Technology Elam Prashikshan Kendra Shree Gurans Ma Vi- Annex Program Bio-gas Coordinator Center FNCCI / Bheri Technical School Karnali Solar and Hydro Power Company	Oct 25 – 26, 2008	18
Banke	KIRDARC	Dec 7 – 8, 2008	8
Banke	DEPROSC, WI, SAPPROS	Dec 19 – 20, 2008	21
Banke	Facilitator (Banke) RHF form filling	Dec 25, 2008	17
Banke	Nirdhan, RUSUF Nepal, Sundar Nepal, UNYC Nepal, Rapti Science and Engineering College Pvt Ltd, Manikej Urja, UNESCO Club, Action for Development (P) Ltd, Padmodaya Public Model Higher Secondary School (Annex Program), Nirdhan Technical Institute	Dec 29 – 30, 2008	18

M&E Component 1:

Of the 8,235 youth that enrolled in Y2 in literacy, life skills, and entrepreneurship classes, all have completed literacy and numeracy skills at a sufficient level to prepare them for future employment. To date, 3,202 are entering self-employment or starting small businesses, 201 are enrolled in C2 classes, and 4,248 in C3.

M&E Component 2:

Twenty-two TEPPs received refresher trainings in filling questionnaires, calculating income, and entering income data entry in FieldLink – all necessary in submitting Employment Assessment Training Reports. Refresher trainings also became necessary as there were changes in TEPP staff.

For graduates trained for employment overseas and in India, employment/income verification is carried out by checking documents such as agreements with employers. We have also tried to verify the income assessments of overseas graduates by calling them on the phone.

To date 204 non-agriculture vocational skills trainings have been completed. DCs have visited all the trainings at least once. **Table 26** shows the status of employment assessments submitted by TEPPs and the verification conducted by EIG staff.

Table 26: Employment/Income Assessment and Verification Status

Status	No.
Total # of Trainings completed from project start to date	204
# Employment Assessment Training reports that are due to date	160
# Employment Assessment Training reports submitted by TEPPs to date	142
# Employment Assessment Training reports that have been verified by EIG Staff to date	135
# Employment Assessment Training reports that were verified by EIG Staff but required re-assessment by TEPP to date	10

To date, income assessment of 2,425 graduates of 125 trainings has been verified by EIG district staff based on a sample of 10% or above. **Table 27** below shows the number of trainings that have been verified to date by TEPPs.

Table 27: Employment Verification Status by TEPP

TEPP	# trainings for which income assessment has been verified
Action for Development	13
Alliance	15
Aawaaj	7
Biogas	2
CRT	2
Donbosco	2
FNCCI	1
F-skill	37
Ilam Prashikshen	4
Karnali solar	1
Manikej Urja	2
Rapti Engg.	2
Sunder Nepal	11
Trade link	5
Unesco Club	10
Rusuf	1
Shree Gurans	2
CDPN	1
UNYC	7
Total	125

The procedures for income verification have been further streamlined and are as follows:

1. After reviewing the income assessment figures provided by the TEPP, the M&E Field Officer selects and prioritizes four samples.
2. DC carries out the verification of two samples as per the priority.

3. If DC verification and TEPP assessment figures are different then the TEPP has to redo the income assessment and re-submit.
4. Data entry of income data into FieldLink commences only after the verification is completed by DCs.
5. After verification DC provides verification report to M&E Field Officer and C2 manager. The verified hardcopies stating the income are signed by DC.
6. If the graduate has moved from the Mid-west Region, income verification can be carried out by telephone conversation with the graduate.
7. For overseas graduates authentic documents showing their income, valid job agreement letter, or evidence of contract with an overseas employer will be valid for income verification. The documents should clearly mention salary offered and should have the signature of the graduates.

The results of income assessment and verification have been provided in the table below.

Table 28. Income Assessment and Verification Results

Gender	Income >= NRs.2,400	Income < NRs.2,400
Female	1002	256
Male	1045	122

M&E - Component 3:

In FieldLink 13,638 new records of beneficiary enrollment in C3 trainings have been added. Under C3, 2,133 sub-sector trainings have been conducted since the start of the project, of which 1,860 sub-sector trainings were conducted in Y2.

The Agriculture Income Impact Assessment has been completed along with the first round of data checking. Agriculture productivity assessment pretests were done in Udayapur of Banke and enterprise assessment pretests were done in Naubasta and Dangpuruwa of Banke. The M&E team discussed the findings of the pretest with the component manager, the agriculture specialist, and the NTFP specialist and finalized the questionnaires and field guides. The team developed the crop calendar for assessors and calculation sheet for agriculture productivity. The EIG Proxy Tracer Study Agriculture and Productivity form and the field guide for the enumerators/assessors have been updated.

Sixteen assessors carried out the agriculture income field assessment. The assessors were selected using the criteria as follows:

- SLC pass; if less than SLC then number of agriculture trainings received, years of experience will be considered (consulting the Component Manager)
- Familiar with EIG Program and familiar with the district and local community
- Has worked in the field and able to travel

A random sample of 10% was selected from a stratified target recipient household group disaggregated by district, agriculture productivity, and enterprise. In Y1 eight districts (Banke, Bardiya, Dailekh, Jumla, Mugu, Pyuthan, Salyan & Surkhet) were covered. The sample consists

of 320 agriculture enterprise beneficiaries and 360 agriculture productivity beneficiaries. This sample represents approximately 13% of the total population.

M&E – Component 4:

One hundred forty-one dalit students have received scholarships and are attending 85 different I.Ed colleges and technical schools in the 15 districts of the Midwestern Region.

Technology Availability in Districts Information on the availability of electricity and internet in the 15 districts was collected and is presented **Table 29** below.

Table 29. Electricity and Internet Availability

District	Available Networks	Used in EIG	Current status of internet used by EIG			Remarks
			Good	Fair	Excellent	
Banke	Wlink, NTC, CDMA	Wlink			*	Electricity is available.
Bardiya	Wlink, NTC, CDMA	CDMA	*			Electricity is available but on a load shedding basis.
Dailekh	NTC, CDMA	CDMA	*			Electricity is available but on a load shedding basis.
Dang	Bageshori , NTC, CDMA	CDMA, NTC	*			Electricity is available but on a load shedding basis.
Dolpa	Wireless Mercantile	CDMA				CDMA very slow for internet connection. Electricity is available.
Humla	NTC, CDMA	CDMA				CDMA very slow for internet connection. Electricity is available.
Jajarkot	NTC	CDMA				CDMA very slow for internet connection. Electricity is available only two hours in a day
Jumla	CDMA	CDMA	*			Electricity is available.
Kalikot	CDMA, Wlink	CDMA	*			Electricity is available.
Mugu	NTC, CDMA	CDMA				CDMA very slow for internet connection. Solar power is used.
Pyuthan	NTC, CDMA	CDMA	*			Electricity is available.
Rolpa	NTC, CDMA					CDMA works but very slow internet connection. Electricity is available.
Rukum	NTC, CDMA	CDMA	*			Electricity is available.
Salyan	NTC, CDMA	CDMA	*			Electricity is available but on a load shedding basis.
Surkhet	Wlink, NTC, CDMA	CDMA	*			Electricity is available but on a load shedding basis.

VI. Financial Report

Education for Income Generation and Conflict Mitigation in Nepal Project
Contract No. 367-C-00-08-000-13-00

FINANCIAL STATEMENT / BURN RATE ANALYSIS BY COMPONENT

Line Items	Budget Amount	Curr.: US\$				Budget balance	Curr. US\$					Y3 Projected Expendit. % of the total budget
		Expenses					PROJECTED EXPENSES YEAR 3 (OCT 2009-SEPT 2010)					
		Y2	Y2 % of total budget	Cumulative to date	Cumulative % of total budget		QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	
Component 1												
Component 2												
Component 3												
Component 4												
Component 5												
Total Costs												

Obligated amount of federal funds:
 Obligated amount of federal funds remaining:
 % of obligation reached:

Obligated amount of federal funds:
 Obligated amount of federal funds remaining (projected at the end of Y3):
 % of obligation reached (projected at the end of Y3):

Annex I. Progress by Task/Component

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
Component 1	Task 1.1 DEPROSC and KIRDARC identify and hire literacy trainers in new districts	All literacy trainer/teachers were selected and hired in all of the project's 15 districts as planned during Y2. Total trainer/teachers hired were 177. Of this total there are 137 women, 32 Dalit, 62 Janajati and five other minorities.	Completed	DEPROSC AND KIRCARC
	Task 1.2 Conduct TOT for teachers	<p>There were five TOT conducted during Q2 where 82 teachers received nine days of teachers training. In Jumla training was conducted from 2 - 10 January, 2009 (10 from Jumla, 12 from Kalikot and 7 participants from Mugu). Similarly 10 teachers from Dailekh and 5 from Jajarkot district trained in Surkhet from the 18 - 26 of January, 2009. Another TOT was conducted in Dang for 10 teachers from Dailekh and 5 teachers from Jajarkot. Another 4 teachers from Humla trained in Humla from the 20 - 28 of January and 7 teachers from Dolpa trained in Dolpa from the 26 Jan to 3 Feb, 2009</p> <p>During Q3 there were 10 TOTs conducted. A total of 177 teachers received seven days of teachers training. In Banke training was conducted from 10 - 16 April with 24 participants, in Bardiya district from 12 - 18 April with 23 participants, in Chakchake from 15 - 21 April with 20 participants of Pyuthan and Rolpa, in Ghorahi from 19 -25 April for 24 participants of Salyan, Rukum and Dang, in Ghorahi from 30 April - 6 May for 10 participants of Dang, in Surkhet from 20 - 26 April and from 30 April - 6 May for 48 participants of Kalikot, Dailekh, Jajarkot and Surkhet TOT was conducted. Similarly in Jumla training was conducted from 13 - 19 May for 17 participants from Jumla and Mugu. Another 4 teachers from</p>	Completed	SAMJHAUTA, DEPROSC AND KIRCARC

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
		<p>Humla trained in Humla from 14 - 20 May and 7 teachers from Dolpa trained in Dolpa from 6 - 12 May, 2009.</p> <p>In year two Samjhauta Nepal conducted nine TOTs of nine days and 10 Refresher TOTs of seven days. Among all 177 teachers (Banke 24, Bardiya 23, Dailekh 10, Dang 16, Dolpa 7, Humla 4, Jajarkot 5, Jumla 10, Kalikot 12, Mugu 280, Pyuthan 12, Rolpa 8, Rukum 7, Salyan 12 and Surkhet 20)</p> <p>In addition to all the facilitator/trainers for the literacy program the C1 Project Officers, Senior Field Supervisors and Supervisors of the project also participated in the TOT so they are able to conduct the TOTs in each district on their own beginning fiscal year three.</p>		
	Task 1.3 Monitor and Evaluate partner literacy classes	All literacy classes during Y2 were monitored regularly by the Project Officer, Senior Field Supervisor, and Supervisor of C1 staff. District Coordinators also monitored a sampling of classes as did the Component Manager. Y1 beneficiaries were given their final test at the end of the 2 nd quarter of Y2. Y2 beneficiaries took their pre and post test on module one, pre and post for Module 2, pre and post test for Module 3. They also gave their final test at the end of course.	Completed	DEPROSC AND KIRCARC
	Task 1.4 Identify targeted youth for literacy classes	All beneficiaries were identified in December and January for Y2 while preliminary identification of communities for Y3 were also located.	Completed	DEPROSC AND KIRCARC
	Task 1.5 Identify class locations	All 177 literacy locations and 354 classes were identified for Y2.	Completed	DEPROSC and KIRDARC
	Task 1.6 Conduct literacy classes	All Y2 literacy classes were up and running by the end of January except in Humla and Dolpa which started in February. There were a total of 177 locations with 354 classes, with a total of 8,235 beneficiaries.	Completed	DEPROSC and KIRDARC

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
		<p>Y1 classes ended during the last quarter (Q2)</p> <p>Y2 classes ended at the end of September 2009 the end of this reports period. They have all been given their final exam.</p>		
	Task 1.7 Help trainees move into vocational education or agriculture training	During the year regular career counseling continued. In many cases C1 and C3 trained in parallel and the numbers are reflected in the main report.	Completed	DEPROSC KIRDARC Winrock Team
	Task 1.8 Counsel targeted youth on self-employment	Counseling was carried out in the classes during year 2 with beneficiaries being counseled on self-employment opportunities. The C1 staff, along with the DC, linked as many as possible with local NGO, INGO or government line agencies for supports in their self-employment endeavors. The C1 team is coordinating with PAF, World Vision, RRN, DEO and VDC to bring income generation support activities where possible.	Completed	DEPROSC AND KIRDARC
	Task 1.9 Complete modules to be incorporated into C2 and C3 on HIV/AIDs, life skills, and peace building	Modules for C2 and C3 on life skills, HIV/AIDS, and peace building were developed and have been incorporated into the C2 and C3 curriculum and this continues to be done and ensured by the managers. These materials are used with C2 and C3 beneficiaries in their training. These materials were developed by Samjhauta Nepal and vetted by project staff and outside organizations. They include training methodologies with case stories appropriate for quick and easy absorption.	Completed	SAMJHAUTA
	Task 1.10 Translating of C1 curriculum from Nepali into English	Translation of C1 literacy materials was completed during the 2 nd quarter with the editing and printing taking place during the 3 rd quarter. This is available and has been distributed to USAID.	Completed	SAMJHAUTA
Component 2	Task 2.1 Assess job and self-employment opportunities.	<p>Rapid Market Assessment (RMA) III completed during Q2. This report included Rukum, Salayan, Dailekh and Jajarkot.</p> <p>Rapid Market Assessment - IV was conducted in</p>	Completed	FNCCI

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
		<p>Dolpa, Kalikot and Mugu and Humla districts. Altogether, more than 100 potential employers and other stakeholders were interviewed. This final report will be available by end of July in the last quarter.</p> <p>Market assessments for all districts were completed.</p>		
	<p>Task 2.2. Explore Indian job opportunities</p>	<p>Planned visit to explore the Indian job market in Lucknow was delay due to the transition of C2 manager. The study was conducted in September and the results are reported and available in an FNCCI report. Findings will be used in Year 3 to determine the direction and possible links with Nepalese organizations and the Lucknow market. Two trades identified as being in demand were hotel staff and security guards.</p>	<p>Completed</p>	<p>FNCCI</p>
	<p>Task 2.3. Conduct orientation workshop for business and industry to link employers with C2 activities</p>	<p>An orientation program has been conducted in Surkhet (26 May, 2009) and Dang (17 June, 2009) in collaboration with relevant CCIs. The objective of the program was to highlight the role and responsibility of FNCCI /Local CCIs in the EIG Program, orient all about the MOU development process and facilitate signing of MOUs among the TEPPs and potential employers. Altogether 55 and 65 participants participated in the program in Surkhet and Dang respectively. The program helped to provide the basis for linkage developed among the TEPPs and potential employers / CCIs.</p> <p>A joint meeting was organized between the representatives of the Gulariya CCI and representatives of TEPPs working in Bardiya. Seven representatives of Gulariya CCI, nine representatives of TEPPs and four EIG representatives including the C2 manager. The objective of the meeting was to highlight the MOU development process among local CCIs and</p>	<p>Completed</p>	<p>FNCCI</p>

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
		TEPPs. In addition to that the meeting facilitated the matching of the expectation of CCIs and TEPPs in MOU development.		
	Task 2.4. MOUs developed between employers and FNCCI that includes provision for on-the-job training	FNCCI facilitated the development of MOUs for on-the-job training for 40 beneficiaries in Continental Cook and Waiter / waitress training in Bardiya. In Surkhet 80 MOUs for OJT was developed for the Trade School/Surket as follows: cook -20, Jewellery-20, Motor cycle mechanics -20 and Auto mechanics -20. Also in Surkhet, 20-MOUs were developed for Brick molding trainees. A total of 140 MoUs completed in Y2	Completed	FNCCI
	Task 2.5. Launch and administer database to track employment opportunities, trainees and qualified trained beneficiaries	<p>The www.jobsfirst.org.np was launched formally on 13 April 2009. Ms. Beth Paige, Mission Director, USAID and Kush Kumar Joshi, President of FNCCI jointly inaugurated the website.</p> <p>The Nepali version of Webpage is now also available and was created during this quarter.</p> <p>Orientation on www.jobsfirst.org.np was also done during the workshop on MOU development in Surkhet and Dang. Some 9 District level CCIs of mid-western region have been briefed and information on the process to upload the information has been disseminated. The instruction guide of the Nepali version is also complete.</p>	Launch completed use of website ongoing	FNCCI
	Task 2.6. Develop new curriculum	<p>Curriculum development is done on an as needed basis. Four existing technical curricula were revised and one was fully developed. The curricula have been developed in Nepali and used by the TEPPs in EIG. The curricula are:</p> <ul style="list-style-type: none"> • Jeweler maker (new) • Auto mechanic (revised) • Shuttering carpentry (revised) 	Completed	Alliance Nepal

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
		<ul style="list-style-type: none"> • Mason (revised) • Indian cooking (revised) further a proposal to develop a curriculum for Hotel assistant/Aide and for a Bridge Fitter curriculum has been received and is being reviewed based on opportunities in these areas. Also during Y3 consideration is being given for a Micro hydro installer curriculum to be developed.		
	Task 2.7 Deliver TOT to training providers	ToTs were held and completed on 19 th – 24 th of October 2008 and 22-27 February 2009 in Nepalgunj. The purpose of this training was to equip instructors with all necessary skills and knowledge required for designing, planning, delivering and evaluating training courses. The course also provided ideas on how to coach and monitor their trainees. Participants were oriented the targets and expectations of EIG.	Completed	Alliance Nepal
	Task 2.8 Work with C1, District Coordination Committees, and District Coordinator to identify participants for C2	District Coordinators continued to work with C1 program officers to direct C1 graduates to vocational training in all districts of mid-west where appropriate.	This will be continued throughout the life of the project	WI Team (Component Managers and DCs)
	Task 2.9 Conduct vocational education training	<p>Alliance Nepal completed training for 594 beneficiaries in 37 training events in 22 vocations. The trainings covered 9 districts-Dang, Bardiya, Banke, Pyuthan, Rukum, Surkhet, Salyan, Jajarkot and Dailekh.</p> <p>F-Skill completed the training of 494 targeted youth and conducted 23 training events in 7 vocations. The trainings were conducted in Jumla, Dang, Mugu, Bardiya, Pyuthan and Kathmandu.</p>	Completed	Alliance Nepal, F Skill and other selected Training Providers
	Task 2.10 New training providers identify participants and conduct	Altogether 20 new TEPPs conducted 107 training classes in 10 districts.	Completed	New Selected Training Providers

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
	vocational training for employment			
	Task 2.11 Identify and recruit new training providers to conduct the vocational trainings	F-skill and Alliance Nepal have been contracted for 500 and 600 beneficiaries respectively, to find jobs and conduct the training in Y2. In addition 20 other new training providers have been conducting training and job placement in Y2. Planning going on for Y3 training providers and selection is dependent on whether the training provider has been able to meet the 80% job placement. It is envisioned that for Y3 that fewer training providers that have proven to be most successful will be contracted.	Completed	WI Component 2 Manager and District Coordinators
	Task 2.12 All training providers follow Monitoring Evaluation (M&E) procedures	All training providers were fully oriented to the M & E procedures of the project and they uploaded in most cases the data in the field to EIG's FieldLink database. They have all been trained and are all capable. Verification and checks of course continue by EIG staff.	Completed	New Selected Training Providers and IETC
	Task 2.13 Conduct a study on skill testing with participants to find out whether skill testing is valuable/helpful to obtain employment	A study on effectiveness of NSTB Skills testing certificate increasing the employment prospect of trained youth in EIG was conducted. Questionnaires for TEPP, Employers and Beneficiaries were developed. Two TEPPs, 4 employers and 132 beneficiaries surveyed. The study was conducted in Banke, Bardiya and Surkhet. Data was also obtained from NSTB and Alliance Nepal. Brief summary of the findings given in the component 2 section in the main report.	Completed	WI Team and partners
Component 3	Task 3.1 Identify agricultural pockets in the District	For Y2 the total selection of 105 pocket areas in 15 districts was completed. A maximum of 15 pocket areas in Bardiya and Banke and a minimum of 3 pockets in Humla district to cover the targeted 13,638 youth beneficiaries for the Y2.	Completed	WI, IDE, CEAPRED, and SAPPROS
	Task 3.2 Identify and Mobilize beneficiaries	A total of 17,138 beneficiaries in total out of the planned 13,638 for Y2.	Completed	WI, IDE, CEAPRED, and SAPPROS
	Task 3.3 Conduct	Training was conducted in all 15 districts as of the	Completed	IDE

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
	training for partners in sub-sector and value-chain analysis	end of Q4.		
	Task 3.4 Conduct sub-sector analysis to assess agricultural and employment opportunities in the districts	Three additional sub-sector analyses (SSA) in the Jajarkot, Rukum Mugu and Humla districts were completed to identify the other potential sub sectors.	Completed	IDE with partners
	Task 3.5 Develop annual training plan	All 15 district Detailed Implementation Plans (DIPs) with the detailed training plan were completed in earlier quarters. A total of 9 training manuals were completed as below: 1. Carp poly culture 2. NTFP Processing. 3. Essential Oil Production and Marketing 4. Multiple Use System (irrigation system) 5. Treadle Pump Repair and maintenance 6. Plastic tunnel management 7. Compost fertilizer production and quality improvement. 8. Poultry raising and feed management in the uphills 9. Poultry feed production from local cereals	Completed	IDE with partners
	Task 3.6 Incorporate life and peace building skills training	Through this year 1,860 agriculture productivity and enterprise sub-sector training events were completed incorporating life skills, peace building, and HIV/AIDS training in each session. All Y2 agriculture training sessions incorporated life skills, peace building, and HIV/AIDS package.	Completed	C3 Partners with support from DEPROSC and KIRDARC trainers
	Task 3.7 Conduct training for agricultural productivity and income generation	During Y2 1,748 Ag- productivity (sub-sector) trainings were completed. This year 13,638 targeted youth in 8 major sub-sectors (11,274 in agriculture productivity and 2,364 youth in agriculture enterprises) were trained. The agriculture enterprises include elements of Aquaculture, Fruit /apples, goat, Vegetables, NTFPs, seed production, drip irrigation, and spices.	Completed	IDE, WI, CEAPRED, and SAPPROS

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
	Task 3.8 Adapt and develop specific training modules	Three training modules were developed and implemented during the year. A. Essential Oil Production and Marketing B. Multiple Use System (irrigation system) C. Carp poly-culture	Completed	IDE lead with partners
	Task 3.9 Training for agriculture job creation	In total trained youth in enterprise training was planned in the Y2 work plan. During year 2, 1,748 agriculture productivity and 112 enterprise training events were completed with an additional 2,364 youth receiving training in enterprise development. Now the total number of youth in enterprise training has reached 2,598 as of Y2 end.	Completed	IDE, WI, CEAPRED, SAPPROS and other partners
	Task 3.10 Conduct special agro input training for the Karnali Region service providers	In Y2 capacity building trainings for the Karnali included: <ul style="list-style-type: none"> • 217 trainings in vegetable production and marketing • 24 trainings in goat rearing and disease control • 5 trainings in Poultry raising and marketing • 16 trainings in post harvest management • 6 training in NTFPs • 1 training in seed production • 1 training in marketing 	Completed	SAPPROS, IDE
	Task 3.11 Agriculture Jobs Study	Findings summary presented in this report, draft completed	Draft Completed	IDE
Component 4	Task 4.1 Develop criteria for applicants and applicant review process and contents of application package	Criteria for application, an application form and a notice statement were all developed. These notices were published in schools, DEO offices, shared with literacy groups, VDCs, DDCs, Dalit Association Offices and other public places. The applicant review process was established.	Completed	WI C1/C4 Manager Team
	Task 4.2 Potential College and Technical school Identification	All potential College and technical schools in mid-west region have been identified and listed.	Completed	WI
	Task 4.3 Call for applications	Call for Application was completed by end of March, 2009 for Y2 beneficiaries. 1,027	Completed	WI

Component	Task/Activity	Description of Actions	Status/Future Activities	Partner
		applications have been collected in all 15 EIG districts.		
	Task 4.4 Application review district and regional level	A primary level review of applications was done at the district level by the District Coordinator, C4 assistant and C1 Manager.	Completed	WI
	Task 4.5 Identify and preliminarily select potential beneficiaries	<p>Identification and preliminary selection 300 potential beneficiaries was completed in all 15 districts in Y2. The main criteria in the selection were as follows</p> <ul style="list-style-type: none"> • Sex of participants • Remoteness from districts head quarter • Minorities with in Dalit community • Marks obtained in sent up/SLC • Type of house and land holding • Conflict affected/vulnerable • MOU 	Completed	WI
	Task 4.6 Award scholarships and enroll candidates	There were 141 students awarded scholarships in Y2. Out of 141 students 117 students received tuition fees, admission fees, dress, books, and stationary and 24 students also received cost for food and rent for quarter as they were far from their residence. Out of 141 students 87 are male 63 are female. From total beneficiaries 121 are enrolled I Ed, 7 in JTA, 5 in CMA, 2 in ANM and 6 are enrolled in Sub-Overseer course	Completed	WI

Annex II. Performance Indicators Actual vs Fiscal Year Targets – Component 1

	Performance Indicators	Unit	Actua 1 Q1	Actua 1 Q2	Actua 1 Q3	Actua 1 Q4	Actual Year To Date	Actual Cumulati ve To Date	Planne d Curre nt Year	Planned Cumula - tive Year(s)	Planne d LOP	% Comple te Current Year	% Comple t e Cumulati ve Year(s)	% Comple t e LOP
A	Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment * (see definition 1 below)	# of recipient	0	2,907	0	8,304	11,211	11,211	9,800	9,800	30,000	114%	114%	37%
B	Number of targeted beneficiaries completing life skills courses in preparation for future agricultural or technical training *2	# of recipient	0	1,783	0	6,226	8,009	8,009	6,860	6,860	21,000	117%	117%	38%
C	Number of literacy and life skills trainees entering self-employment or starting small businesses *3	# of recipient	0	1,203	0	1,999	3,202	3,202	2,940	2,940	9,000	109%	109%	36%
D	Number of targeted youth trained in local level conflict mediation and other related skills through peace building training *4	# of recipient	0	2,907	0	5,328	8,235	11,211	9,800	9,800	30,000	84%	114%	37%
E	Number of people trained through USAID supported health programs *5	# of recipient	0	2,907	0	5,328	8,235	11,211	9,800	9,800	30,000	84%	114%	37%
F	Number of people benefiting from USG-Supported Social Services *9	# of recipient	0	8,210	0	25	8,235	11,211	7,000	9,800	30,000	118%	114%	37%
G	Number of people from at risk groups reached through USG-supported conflict mitigation activities, gender, disadvantage, conflict affected *6	# of recipient	0	8,210	0	25	8,235	11,211	7,000	9,800	30,000	118%	114%	37%
H	Number of people trained in conflict mitigation/resolution skills with USG assistance *7	# of recipient	0	2,907	0	5,328	8,235	11,211	9,800	9,800	30,000	84%	114%	37%
I	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful *8	# of recipient	0	8,210	0	25	8,235	11,211	7,000	9,800	30,000	118%	114%	37%

1: Number of recipients that have passed the nine month Literacy, Life Skill & Entrepreneurship Training. Pass defined: Can read and write some simple sentences with simple verb and noun; Can write her/his name; Can do simple math (Addition and subtraction); Can read simple text book; Can explain social inclusion; Can say some line agencies who are in their community; Can say about Prevention measures of HIV and AIDS; Can say some life skills points; Can explain about business/ entrepreneur development measures; Can say about the benefits of small enterprise; Can say names of some small enterprises that can be done in local level.

2: Number of recipients that have passed the nine month Literacy, Life Skill & Entrepreneurship Training and have chosen to obtain vocational or agricultural training. Pass defined: Can read and write some simple sentences with simple verb and noun; Can write her/his name; Can do simple math (Addition and subtraction); Can read simple text book; Can explain social inclusion; Can say some line agencies who are in their community; Can say about Prevention measures of HIV and AIDS; Can say some life skills points; Can explain about business/ entrepreneur development measures; Can say about the benefits of small enterprise; Can say names of some small enterprises that can be done in local level.

3: Number of recipients that have passed the nine month Literacy, Life Skill & Entrepreneurship Training and have chosen to enter into self-employment or start small business/ micro enterprises. Pass defined: Can read and write some simple sentences with simple verb and noun; Can write her/his name; Can do simple math (Addition and subtraction); Can read simple text book; Can explain social inclusion; Can say some line agencies who are in their community; Can say about Prevention measures of HIV and AIDS; Can say some life skills points; Can explain about business/ entrepreneur development measures; Can say about the benefits of small enterprise; Can say names of some small enterprises that can be done in local level.

4: Number of recipients that have at least 60% attendance in 2nd quarter of the nine month long training during which the training focused on conflict mediation skills

- 5: Number of recipients that have at least 60% attendance in 2nd quarter of the nine month long training during which the training focused on health related programs
- 6: Number of recipient that have enrolled in the nine month Literacy, Life Skill & Entrepreneurship
- 7: Number of recipients that have at least 60% attendance in 2nd quarter of the nine month long training during which the training focused on conflict mitigation/resolution skills with USG assistance
- 8: Number of recipient that have enrolled in the nine month Literacy, Life Skill & Entrepreneurship.
- 9: Number of recipient that have enrolled in the nine month Literacy, Life Skill & Entrepreneurship.

Annex II. Performance Indicators Actual vs Fiscal Year Targets – Component 2

	Performance Indicators	Unit	Actual Q1	Actual Q2	Actual Q3	Actual Q4	Actual Year To Date	Actual Cumulative to Date	Planned Current Year	Planned Cumulative Year(s)	Planned LOP	% Complete Current Year	% Complete Cumulative Year(s)	% Complete LOP
A	Number of formal linkages formed w/employers and business associations to maximize employment opportunities * (see definition 1 below)	# mou or # loa	5	2	13	0	20	36	20	35	100	100%	103%	36%
B	Number of sites for vocational education training *2	# of training sites	25	72	49	13	159	194	30	45	115	530%	431%	169%
C	Number of training events conducted *3	# of training events	21	24	85	53	183	204	130	150	400	141%	136%	51%
D	Percent of training course graduates retaining quality employment three months after graduation *4	# of recipient	33%	0%	54%	96%	58%	52%	80%	80%	80%	68%	55%	19%
E	Number of people benefiting from USG-Supported Social Services *5	# of recipient	504	1,450	1,037	345	3,336	4,109	3,000	3,740	11,000	111%	110%	37%
F	Number of people from at risk groups reached through USG-supported conflict mitigation activities *6	# of recipient	504	1,450	1,037	345	3,336	4,109	3,000	3,740	11,000	111%	110%	37%
G	Number of youth completing USG-funded workforce development programs *8	# of recipient	386	459	1,523	1,141	3,509	3,917	3,000	3,740	11,000	117%	105%	36%
H	Number of persons participating in USG funded workforce development program *10	# of recipient	504	1,450	1,037	345	3,336	4,109	3,000	3,740	11,000	111%	110%	37%
I	Number of people gaining employment or more remunerative employment as a result of participation in a USG-funded workforce development program *9	# of recipient	127	0	830	1,090	2,047	2,047	2,392	2,392	8,800	86%	86%	23%
J	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through other behavior change beyond abstinence and or being faithful *7	# of recipient	504	1,450	1,037	345	3,336	4,109	3,000	3,740	11,000	111%	110%	37%

1: Number of Formal Linkages formed with employers and business associations that are providing employment opportunities.

2: Number of unique training sites in which vocational education training is/was being carried out.

3: Number of training events that have been completed. Training Event- It is a complete training course having specific start date and end date; it contains training participants in the range of 10 to 25; however, in some cases, there can be a minimum of one participant, if beneficiary is participating in the training organized by other training providers; the duration may vary from 100 hrs to 600 hrs and can include OJT.

4: Percentage of recipients that have graduated from vocational training and has employment with a monthly income of NRs.2400 or above in Nepal, or NRs. 4000 or above in India, NRs. 15000 or above in other countries at the time of impact study, within 3 months of the completion of training.

5: Number of recipients that are enrolled in the Vocational training in which peace building training is included.

- 6: Number of recipients that are enrolled in the Vocational training. At risk youth include all of the following: The disabled, Returnees, IDPs, Ethnic minorities, Other socially excluded groups (dalits), Female heads of household.
- 7: Number of recipients that are enrolled in Vocational training in which training on HIV & AIDs prevention through other behavior change beyond abstinence and or being faithful is included.
- 8: Number of recipients that have passed the Vocational Training. Pass defined: At the end of the training course, training providers conduct a practical test in which they have to complete the task at a satisfactory level.
- 9: Number of recipients that have graduated from vocational training and has employment and has monthly income of NRs. 2400 or above in Nepal, or NRs. 4000 or above in India, NRs. 15000 or above in other countries at the time of impact study, within 3 months after the completion of training.
- 10: Number of recipients that are enrolled in the Vocational training.

Annex II. Performance Indicators Actual vs Fiscal Year Targets – Component 3

	Performance Indicators	Unit	Actual Q1	Actual Q2	Actual Q3	Actual Q4	Actual Year To Date	Actual Cumulative To Date	Planned Current Year	Planned Cumulative Year(s)	Planned LOP	% Complete Current Year	% Complete Cumulative Year(s)	% Complete LOP
A	Number of targeted youth increasing income * (see definition 1 below)	# of youth	0	0	0	5,059	5,059	5,059	4,630	4,630	50,000	109%	109%	10%
B	Number of targeted youth graduating from training course to improve agriculture productivity *2	# of youth	299	9,034	1,624	317	11,274	14,540	12,020	14,020	40,000	94%	104%	36%
C	Number of different sectors around which training courses are conducted *3	# of sectors	6	8	7	5	9	9	7	10	20	129%	90%	45%
D	Number of targeted youth increasing income through micro-enterprise training *4	# of youth	0	0	0	1,744	1,744	1,744	1,010	1,010	10,000	173%	173%	17%
E	Average number of months of food sufficiency per household generated by course graduates *5	# of months	0	0	0	3.3	3.3	3.3	3	3	3	110%	110%	110%
F	Number of Households increasing food sufficiency *6	# of HH	0	0	0	519	519	519	1,500	1,500	5,000	35%	35%	10%
G	Average \$ value of annual income from micro-enterprises implemented or expanded by course graduates *7	amount	0	0	0	373	373	373	250	250	250	149%	149%	149%
H	Average annual % increase in income for ag productivity course graduates *8	% increase	0	0	0	172	172	172	100	100	100	172%	172%	172%
I	Number of people benefiting from USG-supported social services (disaggregated by sex, vulnerable children, war victims)*10	# of youth	611	10,322	2,232	473	13,638	17,138	13,770	15,770	50,000	99%	109%	34%
J	Number of people from "at-risk" groups reached through USG-supported conflict mitigation activities *9	# of youth	611	10,322	2,232	473	13,638	17,138	13,770	15,770	50,000	99%	109%	34%
K	Number of individuals reached through community outreach that promotes HIV/AIDs prevention through other behavior change beyond abstinence and or being faithful *11	# of youth	0	10,322	2,232	473	13,027	13,027	13,770	13,770	48,000	95%	95%	27%

- 1: Number of recipients increasing income from the sale of agricultural products and increasing sales of agricultural micro enterprises a year after the start of the first training received under component three. The figures have been extrapolated from the finding of a 10% sample.
- 2: Number of recipients that have completed at least one agriculture productivity training.
- 3: Number of different sectors around which training courses are developed
- 4: Number of targeted youth increasing income through micro-enterprise a year after the start of the first training received under component three. The figures have extrapolated from the finding of a 10% sample.
- 5: Average number of months of food sufficiency per household generated by the graduate recipient a year after the start of the first training received under component three. The average is from a sample of 10%. The recipients are from districts of the Karnali region. Food sufficiency as answered by recipient.
- 6: Number of households increasing food sufficiency a year after the recipient received the first training under component three. The number is an extrapolation from the finding of a 10% sample. Food sufficiency as answered by recipient
- 7: Average \$ value of annual income from micro-enterprises implemented or expanded by course graduates a year after the recipient received the first training under component three. The average \$ value is from a sample of 10% and is measured as an absolute value.
- 8: Average annual percentage increase in income for agricultural productivity by graduate recipients a year after the recipient received the first training under component three. The average annual % is from a sample of 10%. The baseline income information of the recipient is collected at the time of impact study.
- 9: Number of recipients that are enrolled in the Agriculture training. At risk youth include all of the following: The disabled, Returnees, IDPs, Ethnic minorities, Other socially excluded groups (dalits), Female heads of household.
- 10: Number of recipients that are enrolled in the Agriculture training in which peace building training is included.
- 11: Number of recipients that are enrolled in the Agriculture training in which HIV & AID prevention education is included.

Annex II. Performance Indicators – Cross Cutting (Cumulative)

Indicator Type	Cross Cutting Indicators	Y2 Total	Female Cumulative	Disadvantaged Cumulative	Total Cumulative
HIV *1	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful.	28,709	26,665	32,458	32,458
Conflict Mit Trg *1	Number of people trained in conflict mitigation/resolution skills with USG assistance.	28,709	21,865	28,958	28,958
Conflict *2	Number of people from at risk groups reached through USG-supported conflict mitigation activities.	21,254	22,563	28,116	28,116
Social Service *3	Number of people benefiting from USG-supported social services.	21,254	22,563	28,116	28,116

*1 C1+C2 for Y1. Y2 onwards C1+C2+C3. As this is training it can be double counted

*2 C1+C2+C3, and is unique count

*3 C1+C2+C3, and is unique count

Annex III. Partner Collaboration by District

Table A: Leverage with Other Partners by District

Organization	Banke	Bardiya	Rukum	Dang	Salayan	Pyutha	Dailekh	Jarjako	Rolpa	Humla	Jumla	Dolpa	Mugu	Kalikot	Surkhet
Ministry of Agriculture and Cooperatives (MOAC)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ministry of Finance (Youth Self-employment Fund)	x	x		x							x				x
Ministry of Local Development (MLD)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ministry of Education (MOE)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ministry of Commerce and Supplies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Department of Agriculture (DOA)	x		x		x	x	x	x	x		x	x	x	x	
Department of Livestock services (DLS)				x					x	x				x	
Department of Forestry (DOF) /Department of Plant Resource (DPR)	x	x	x	x	x	x	x	x	x				x		x
District Development Committee (DDC) /Village Development Committee (VDC)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Uplands Poverty Alleviation Program(UPAP)			x											x	
Poverty Alleviation Fund (PAF)			x										x		
World Food Program (WFP)	x	x			x	x	x				x				x
British Embassy (BE)		x													
Dalit Welfare Federation	x	x													
Council for Technical Education and Vocational Training (CTEVT)	x	x		x		x									x
Netherlands Development Organization (SNV)											x				
Livelihood Forestry Program (LFP)					x	x			x						
Save the Children Fund			x	x	x	x	x	x	x	x	x	x	x	x	
GTZ/PASRA			x			x									
Nirdhan Bank	x														
West Terai Landscape Complex Project				x											
USAID Flood Recoery Program	x														
Rural Reconstruction Nepal (RRN)	x	x							x						
Leasehold forestry program				x											
Micro Enterprise Development Program	x													x	
Plan International	x														
International Rescue Committee(IRC)		x													
Caritas Nepal		x													
Heifer International	x						x								x
CARE Nepal														x	

Organization	Banke	Bardiya	Rukum	Dang	Salayan	Pyutha	Dailekh	Jarjako	Rolpa	Humla	Jumla	Dolpa	Mugu	Kalikot	Surkhet
Manakamana Krishi Cooperative Ltd. And Kalika Krihi Cooperative Ltd.															X
Kapurkot Krishi Cooperative Ltd.					x										
SIMI,DDC,RRN,MEDEP,FORWARD, Practical Action,Mahadevpuri VDC fo DU Vessel	X														
Practical Action	X														
Women Development office														X	
Bhairabsthan CFUG/ Kunathari VDC,WFP															X
IRC/FORWARD, Kunathari VDC, Ampani CFUG and Masina CFUG,WFP															X
Bhairabsthan CFUG															X
Himali Saving Cooperative, Uttarganga Surkhet Plastic Tunnel, Drip , Enterprise Doke vender															X
Sotikhola Jadibuti Cooperative															X
Gulariya Municipality		X													
WWF (Western Terai Landscape Conservation Program)		X	X												
National Trust for Nature Conservation		X													
Plan International (SWAN)				X											
World Vision											X				
Chamber of Commerce and Industries									X						
Marketing Planning Committee									X						
Local Community						X			X					X	
ICS Pyuthan						X									
CRT						X									
Rural Development organization						X									
Kamana Agri. Collection Cener					X										
District Soil conservation office					X										
KIRDARC													X		
DFID/CSP											X				
CCI, DADO, SNV World vision, Jumla											X				

Table B: Leverage with Other Partners and Amount

Partner	Amount (Nrs)
Department of Agriculture (DOA)	1,811,200
Department of Livestock services (DLS)	782,000
District Development Committee (DDC) /Village Development Committee (VDC)	184,500
Uplands Poverty Alleviation Program(UPAP)	115,000
Poverty Alleviation Fund (PAF)	330,000
World Food Program (WFP)	18,423,400
British Embassy (BE)	1,045,000
Livelihood Forestry Program (LFP)	239,996
GTZ/PASRA	135,500
West Terai Landscape Complex Project	92,000
USAID Flood Recoery Program	400,000
Rural Reconstruction Nepal (RRN)	448,826
Micro Enterprise Development Program	90,000
Plan International	15,000
International Rescue Committee(IRC)	21,000
CARE Nepal	227,200
Manakamana Krishi Cooperative Ltd. And Kalika Krihi Cooperative Ltd.	65,000
SIMI,DDC,RRN,MEDEP,FORWARD,Practical Action,Mahadevpuri VDC fo DU Vessel	500,000
Practical Action	605,000
Women Development office	1,000,000
Bhairabsthan CFUG/ Kunathari VDC,WFP	312,500
IRC/FORWARD, Kunathari VDC, Ampani CFUG and Masina CFUG,WFP	622,455
Bhairabsthan CFUG	24,500
Himali Saving Cooperative, Uttarganga Surkhet Plastic Tunnel, Drip , Enterprise Doke vender	217,000
Sotikhola Jadibuti Cooperative	130,000
Gulariya Municipality	75,000
WWF (Western Terai Landscape Conservation Program)	1,525,000
National Trust for Nature Conservation	550,000
Plan International (SWAN)	66,000
World Vision	322,225
Chamber of Commerce and Industries	8,000
Marketing Planning Committee	5,000
Local Community	208,800
ICS Pyuthan	12,000
CRT	3,000
Rural Development organization	6,000
Kamana Agri. Collection Cener	185,000
District Soil conservation office	32,026
KIRDARC	6,000
DFID/CSP	355,688
CCI, DADO, SNV World vision, Jumla	2,000,000

33,196,816

Table C: Types of Training Conducted in Y2 by Sub-sector and Districts

Training Provider	Skill Sub-sector	District	# of Trainings
Aawaaj	Off-set Press Operator training	Surkhet	2
	Gift Items Making Training	Surkhet	1
	Candle & Incense making Training	Surkhet	1
	Bag Making Training (Cloth/Jeans)	Surkhet	1
	Hair Cutting And Beautician Training	Surkhet	1
	Bag Making Training (Wool)	Surkhet	1
	Hand Embroidery Training	Surkhet	1
	Achar, Jam & Jelly Training	Surkhet	1
	Tailoring Training	Surkhet	3
	Khaja Nasta Training	Surkhet	1
Action for Development (P) Ltd	Carpentry Training	Dang	5
	Building Electrician Training	Bardiya	3
	Masonry Training (Brick)	Bardiya	3
	Masonry Training (Brick)	Dang	2
ALLIANCE	Tika and Beads Making Training	Banke	1
	Telephone Cable Jointer Training	Dang	2
	Brick Molding Training	Dang	2
	Motorbike Servicing and Repairing Training	Bardiya	1
	Care Giver Training	Banke	1
	Building Electrician Training	Dang	1
	Telephone Cable Jointer Training	Bardiya	1
	Bamboo and Cane's Production (Furniture Making) Training	Bardiya	1
	Plastic Items Production Training	Banke	1
	Building Electrician Training	Pyuthan	1
	Building Electrician Training	Rukum	1
	Masonry Training (General)	Rukum	1
	Gabion Weaving Training	Surkhet	1
	Tika and Beads Making Training	Rukum	1
	Off-set Press Operator training	Dang	1
	Building Electrician Training	Banke	1
	Plumbing Training (Basic)	Salyan	1
	Masonry Training (Brick)	Banke	3
	Cook Training (Indian and Nepali)	Banke	1
	Masonry Training (General)	Pyuthan	1
Arc Welding Training	Banke	1	
Moter Bike Repairing	Salyan	1	

Training Provider	Skill Sub-sector	District	# of Trainings
	Industrial Wiring Training	Dang	1
	Carpentry Training	Dang	1
	Masonry	Bardiya	1
	Ghumti Khaja Assistant	Banke	2
	Carpentry Training	Dailekh	2
	Ghumti Khaja Nasta	Salyan	1
	Waiter/Waitress Training	Bardiya	1
	Cook Training (Continental)	Bardiya	1
	Radio Repair and solar installation	Jajarkot	1
Biogas Coordination Center Nepal	Biogas Masonary Training	Banke	1
	Biogas Masonary Training	Bardiya	1
Creative Development Programme Nepal	Light Motor Driving Training	Banke	1
Center For Rural Technology Nepal	ICS Installation and maintainance Training	Pyuthan	1
	Briquette Manufacturing	Pyuthan	1
	ICS Installation and maintainance Training	Salyan	1
	ICS Installation and maintainance Training	Rukum	1
	ICS Installation and maintainance Training	Rolpa	1
Don Bosco Technical Training Institute	Plumbing Training	Banke	2
Elam Prashikshan Kendra surkhet	Jewelry maker Training	Surkhet	2
	Automobile technicians Training	Surkhet	1
	Motorbike Servicing and Repairing Training	Surkhet	1
	Cook Training (Indian and Nepali)	Surkhet	1
FNCCI	Brick Molding Training	Surkhet	1
F-Skill	Masonry Training (Ston layer)	Jumla	6
	Sweet And Snacks Making Training	Dang	6
	Carpentry Training	Dang	1
	Bar-Bending Training	Kathmandu	1
	Massonry (Ston layer)	Mugu	2
	Hair Cutting And Beautician Training	Bardiya	1
	Carpentry Training	Pyuthan	1
	Massonry (Brick)	Dang	2
	Carpentry Training	Jumla	3
Karnali Solar	Solar Electrician training	Jumla	1
Manikej Urja	Solar Electrician training	Surkhet	2
NIRDHAN (NTI)	Motor Re-winding and Electrical Equipment Repairer Training	Banke	1
	Building Electrician Training	Banke	1
	Carpentry Training	Banke	1
	Plumbing Training	Banke	1
NIRDHAN NGO	Bamboos production (Muda Making) Training	Banke	2

Training Provider	Skill Sub-sector	District	# of Trainings
	Daltho and Potato chips making Training	Bardiya	2
	Daltho and Potato chips making Training	Banke	1
	Chowmin, Tomato and chilli ketchup making training	Bardiya	1
	Candle making Training	Banke	1
	Candle making Training	Bardiya	1
PPMHSS(AP)	Building Electrician Training	Dang	2
Rapti Science and Engineering College Pvt Ltd	Plumbing Training	Dang	2
RUSUF Nepal	Tailoring Training	Banke	1
	Candle making Training	Banke	1
	Incent Making Training	Banke	1
Shree Guras HSS	Gardener Training	Bardiya	1
	Village Animal Health Worker Training	Bardiya	1
Sundar Nepal	Security Guard Training	Surkhet	3
	Mechanical Helper Training	Surkhet	1
	Masonry Training (Brick)	Surkhet	2
	Security Guard Training	Dailekh	1
	Masonry Training (Stone)	Dailekh	2
	ICS Installation and maintainance Training	Surkhet	2
Trede Link Technical Training Institution	Building Electrician Training	Dang	2
	Carpentry Training	Dang	1
	Masonry Training (Brick)	Bardiya	1
	Building Electrician Training	Banke	1
UNESCO Club	Bicycle & Rikshaw Mechanic Training	Banke	1
	Refrigerator & Air-condition Training	Banke	1
	Bag Sewing Training Training	Banke	2
	Sweet Box Making training	Banke	2
	Motorbike Servicing and Repairing Training	Banke	1
	Hand Embroidery Training	Banke	2
	Masonry Training (Brick)	Banke	1
	Carpet Weaver (Sewing & Finishing) Training	Banke	2
	Cook Training (Indian and Nepali)	Banke	1
UNYC Nepal	Carpentry Training	Bardiya	4
	Plumbing Training	Bardiya	2
	Bamboo and Cane's Production (Furniture Making) Training	Bardiya	4
	Bicycle, Gas Kerosene Stove, Pressure Cooker Repair Training	Bardiya	2
			167

Annex IV. Success Stories

Disadvantaged Women Become Small Entrepreneurs after EIG Literacy Training

In January 2009, when Kamala Sharma enrolled in USAID/Nepal's Education for Income Generation Program's literacy training she didn't understand how literacy could help her become an entrepreneur. Kamala Sharma lives in Khalanga, of Rukkum district, and owns a small piece of land which does not sustain her family. Kamala and her husband struggle to make ends meet by working outside the home, Kamala as an agriculture laborer and her husband working at a furniture shop. After completing three months of EIG's literacy training Kamala was able to read, write, and use a calculator. By the end of the class she learned how to make a business plan and how to run a small business.



With the confidence and knowledge gained from attending the literacy class, Kamala decided to open a store with both groceries and hardware items. She borrowed US\$1,430 from the Agriculture Development Bank, and opened her store which she named Kamala Kirana Pasal. In the first month she was able to pay the interest and earned some profit which inspired her to expand her business. Based on her records, she saw that the main profit was from the hardware sales. Through her husband, she also knew of the demand for hardware in furniture making and recognized it as another market she could supply. She invested US\$1,857 to buy more hardware inventory and within five months her net profit was US\$528. Her store earns about US\$6 per day. Her husband fully supports her in this business. Before joining the USAID/EIG literacy class she had never imagined that she could be the proprietor of a store. Now she is financially independent and able to pay her children's school fees as well as cover other household needs. She plans to open a bigger shop in Musikot Khalanga.



Kamala's story is repeated throughout the EIG districts. Muna Sunar, of Jagtipur VDC of Jajarkot, also attended the literacy training and opened a small store. Initially she invested US\$70 with the help of her friend from the literacy class; and her daily profit is around US\$2. Gradually she invested her profit and improved the service and now her store is worth around US\$286. She plans to expand the shop and to succeed by providing the best service in the area.

USAID's EIG Literacy Program Instills Confidence

Maya Chaudhari of Dang has two children and lives within her extended family of ten people who have struggled to get by each month. In December 2008, Mrs. Urnima Chaudhari, an EIG Program-trained teacher, invited Maya to enroll in the program's nine month literacy, life skills, peace building, and entrepreneurship training. She joined the evening class in Jan 2009, attended regularly and was very attentive. The teacher praised her student: "Maya attends all the classes and helps in running the class by requesting all the beneficiaries to come on time."



After nine months of class work, Maya reports: "Now I can write letters and use the calculator. Formerly I felt shy, stayed back – I was aloof and hesitated to speak with people, but the Literacy Program encouraged me to change my habits. I now feel like I have to question things which I don't agree with or don't understand. To make life successful, one must continue to move forward in your education." Moreover, Maya noted, "Urnima teaches us very well, she doesn't hesitate to give guidance for every one and especially she

gives priority to the weak beneficiaries of the class."

Recently, Maya learned about a vacant position at the local health post. She was interested but hesitant to apply for the position. Finally, she decided to at least visit the health post manager and ask about the role and responsibilities of the job. Seeing Maya's dedication and enthusiasm to work, the health post manager offered her part time contractual work. Maya accepted the opportunity and works three days a week, receiving NRs.120 /day (US\$1.50). She is very happy with her job and income. The health post manager and other staff are also very happy with her work.

Moreover, she learned that a Health Post assistant is going to retire from his job in November of 2009 and she has applied for his job, which will give her a permanent position. She enjoys her job and hopes that she will be appointed as assistant/messenger. She says, "If I had not been encouraged and empowered by the EIG literacy program, I would not be in this position."

Her husband and her family members are also very happy and supportive. She suggested that the EIG program be continued and expanded, as the program is different than others and it has changed the life of women in her community. She says, "Women are more enthusiastic to seek income generation activities and more empowered than before." Finally Maya concludes, "To educate children, the mother should be educated first."

Determination Overcomes Physical Challenges in Vocational Training

Twenty-three year old Durga Chaudhary is from a typical Tharu family from Dang. He dropped out of school not because he did poorly in his studies but more due to poverty and his physical disabilities (he was stricken with polio at an early age). Prior to receiving the furniture carpentry training he was looked upon as a burden by his impoverished family.

However things changed when he was encouraged by a local social volunteer to attend the three month furniture carpentry training conducted by USAID/Nepal's EIG Program. The selection examiners were impressed by his zeal, overlooked his physical disabilities, and picked him for the training course. Since the first day of training he was a model participant and did not miss a day of the course. His desire for knowledge was so insatiable that he would stay after training hours to learn more so as to master the trade and overcome any deficiency that the disability may have caused. In the 3rd month of training which consists of a month of on-the-job (OJT) training, prospective employers were clamouring to take him to their furniture workshops. Durga chose the nearest furniture enterprise, Bhairawi Kastha Udhyog, where he completed his OJT.

Immediately after the OJT, he was offered a job in the same furniture shop for a starting sum of NRs.3,600 per month. Durga also receives his lunch through the employment and his employer was so impressed with his performance that he was given a monthly performance bonus.

Durga has said that due to his job, he is more respected in his family and in society in general. USAID/Nepal's EIG training has given new meaning to his life now that he has the initial skills to progress, he adds. He has also set an example in the village that if a person is determined, he can achieve his goal regardless of a poor physical condition.

In the not too distant future, Durga plans to open his own furniture shop with his savings. His confidence is supported by his new cell phone, constantly ringing with customers requesting his services.



Kamaiya Becomes a Skilled Electrician

Bonded labor, generations of families perpetually in debt and forced to work for a landlord in return for basic needs, was prevalent in the western Terai until 2001. The bonded laborers, known in Nepal as Kamaiya, were ‘freed’ in 2001 and released from any obligations to their landlord. However, the Kamaiya had no land, no skills, rarely any education, and many were drawn into the insurgency. The Government of Nepal eventually provided Kamaiya families with land.

One former Kamaiya, Binod Kumar Chaudhary is 23 years old. Like other Kamaiya he had no skills and discontinued his studies after the 8th grade to help his family. To get by, Binod worked as a domestic helper. While the Government provided Binod’s family with 2.5 kattha of land in Gulariya municipality of Bardiya District, it was not sufficient to produce enough food for the family and so Binod continued to work as a domestic helper.



Binod always wanted learn a trade and was looking for opportunities to improve his livelihood when he learned about USAID Nepal’s Education for Income Generation in Nepal Program’s vocational training program. He joined the Building Electrician Training Program conducted in Gulariya Municipality. He was very dedicated to his work and learned the skills quickly. After graduation, he began practicing as an electrician in his own village. Villagers saw his skills and liked his work. He was able to save enough money to purchase the necessary tools and equipment to expand his

business. In the meantime he developed a relationship with an electric shop and because he was very skilled and the shopkeeper liked Binod’s work, he recommended him to the store’s customers. He now earns around US\$115 per month and his newly acquired skills and income improved his family’s livelihood and prestige in the community. He fully supports his family and has invested his earnings in his brothers’ and sisters’ education. He has bought a TV and a VCD costing around US\$165, and a two bulls costing around US\$58.

Moreover, because the EIG Program included life skills, peace building, and an HIV/AIDS course in vocational training, he said he became more aware and responsible. He’s decided to return to school again in grade 8 and wants to complete his studies and pass the SLC. Though quite a bit older than his classmates, he is happy to have this opportunity which will continue to improve his life. The hardworking Binod is very grateful and happy with USAID and the EIG Program for providing the opportunity to acquire his skills. Now his income has increased and life style has changed. He happily said, “In the past I had to search for a job but now jobs search for me and this has changed my life and this skill will be with me forever.”

EIG Trains Stonemasons for Building Boom in Jumla District

During ten years of conflict, Jumla, the headquarters for the remote Karnali zone, was heavily affected and some of the government buildings were destroyed. Since the peace agreement was signed, things are improving and people are rebuilding their lives and preparing for the long awaited Karnali Highway which will for the first time, connect Jumla to the rest of Nepal by road. Parts of the road have been constructed between Surket and Jumla. One impact of both the peace and the road is a construction boom in Jumla where an abundance of rock and the relatively high cost of cement makes stone the preferred type of building material. The EIG Program through its partner F-Skill, saw an opportunity to train people to work in this field and conducted Stone Layer Mason training courses. EIG has trained more than 100 participants in stone layer masonry. Two large construction projects in Jumla are hiring our beneficiaries. The



Kanjiroba hotel near the airport and the government hospital are under construction and have employed 14 and 10 EIG vocational training graduates respectively, each earning more than US\$5/day. Other graduates have become independent contractors and find work building homes.

Airam Kami of Jumla, is one example of how EIG's stone masonry training is changing people's lives. Previously, he earned his living by helping the stone mason as an assistant carrying rocks and doing other menial tasks. With no skills, he earned around US\$37 a month. He learned about and was chosen to participate in USAID's EIG program's vocational skills training component to learn stonemason skills. He attended the training with great interest, as he always desired to be a skilled mason. Through the training, he became proficient and now commands US\$5 per day



and is busy enough to work 25 to 28 days per month with a monthly income of approximately US\$132. He uses this income for his children's education and household goods.



In addition, he has wired his house for electricity and has still been able to save money for emergencies. Now with electricity in his home, his children are able to study more easily after dark. He is very happy to have the opportunity to learn this skill which has changed his life as well as that of his family. He plans to become a contractor. He proudly says, "Now I am taking small contracts from a larger contractor".

Livestock Provides Alternative to Badi Women

In Nepal, Badi women are considered the most marginalized group. Originally serving as entertainers for local principalities, the Badi caste daughters have been traditionally expected to become prostitutes when they reach puberty to support their families. Badi communities are found in western, mid-western and the far western regions of the country. The men supplement the women's income by fishing, making musical instruments and fishing nets, and/or as day laborers. The women of this community are stigmatized and disgraced by the state, society, and the community.

One young woman of the Badi community in Dang District, 22 year old Supari Nepali, lives in a small make-shift house on government land in Dhorahi VDC with eight other family members. Dhorahi has a large number of Badi families. Though families try to move away from this practice and work instead as laborers and fruit sellers, Supari's family only earned about US\$18 per month, which was not enough to sustain them. She and the other women would supplement their household income by engaging in prostitution.



USAID/Nepal's EIG Program coordinated with the District Livestock Service Office (DLSO) to provide a series of pig rearing trainings to 43 disadvantaged Badi women, including Supari. The DLSO provided the women two piglets and US\$15 for a pig shed. EIG conducted the training which included sections on life skills and HIV/AIDs which made Supari aware of the risks associated with prostitution. Training has helped her to gain skills and knowledge, made her self aware, and changed her behavior. Training was also given to enhance her entrepreneurial skills and she now has pigs in her shed which are valued at approximately US\$80. She plans to expand her livestock business and completely leave prostitution. With her earnings she wants to give her children a good education, nutritious food, and good health.

She thanked EIG and the DLSO for opening her eyes towards a bright future. She believes if she continues to do well, within three to four years she will expand her piggery business professionally with construction of a larger pig shed and become an established entrepreneur in her village. Because Dang has a large market for pork, she's not the only one to succeed - the other 43 EIG-trained women of the community are also doing well.

Systematic Rice Intensification (SRI) Helps Increase Food Security in Mugu District

Mugu district lies in the heart of the Karnali zone bordering Tibet and has a very harsh climate. With no roads, the district is cut off from other districts and supplies. Mugu is a food deficient district with only enough food for three to six months per year. Only 5% of the land is arable and though it's the desired food, rice is only grown on approximately 100 hectares. Non-irrigated



rain-fed farming is common and yields are directly tied to the availability, quantity, and timing of rain. The government subsidizes limited quantities of rice which is available only around the district headquarters. People living beyond the headquarters don't have access to the rice.

USAID/Nepal's EIG Program is increasing agriculture productivity to reduce food deficits in the Karnali zone by introducing new technologies and seed. In Mugu district EIG has introduced Systematic Rice Intensification (SRI), an improved technology of rice cultivation which increases yields. Under this system, the rice seedlings are 12 days-old when transplanted

and the field is not continuously flooded as it is in the traditional practice. Moreover, the seedlings are spaced further apart which allows each plant to grow multiple tillers (shoot growing from the base of a stem). The total number of tillers per square meter doubles when compared to the traditional method of rice cultivation. In other parts of the country rice and straw yields doubled.

EIG staff conducted training on SRI methods in Mugu in 2008 as a trial with 24 people in the Sumli Mahila Community Organization of Ruga VDC. After the training, only seven people adopted the technology on their farms. Others did not believe that this would yield more rice saying "SRI might be possible in warm climate of Terai but it cannot be successful here. You will lose the harvest of this field. You will starve your child next year." One of the progressive farmers, Gora Bahadur Karki said, "My neighbors criticized me and suggested that I was crazy to adopt this method."

In fact, the SRI method increased yields significantly and the results changed the attitude of the farmers in the area toward this new rice cultivation method. The farmers were very encouraged to see the maximum of 15 tillers in the first weeding

(twenty days) with panicles (flower clusters) that were long and healthy. The more reluctant EIG beneficiaries who were hesitant at first realized the benefits and began using SRI in their field the



following year. Other farmers saw the results and adopted the practice or visited the EIG office to request technical support.

The SRI method has been adopted by farmers in Karkiwada and Pina VDCs because they saw the SRI method while visiting Sumli VDC and requested technical training from USAID/Nepal's EIG program. The SRI method has increased the agriculture productivity and thereby the food security by four more months for the target beneficiaries who used the method. It is certain that the SRI method will continue to extend into new areas and positively impact food security in the Karnali region.

Changing Culture by Teaching Skills

Kamlari, the practice of selling daughters to work as domestic servants is a deeply ingrained tradition in the Dang and Deukari valleys in Nepal's Midwestern region. Though against the law, there are an estimated 20,000 young girls sold by their parents into bonded servitude. Families faced with dire poverty do so not only for the income, but to ensure their children are fed by working at another's house.



Ram Kumari Chaudhary is from a large impoverished family in Ghorahi, Dang. She has five brothers and sisters – all of whom like her dropped out of school. Her family owns only a small patch of arid land, half the size of a tennis court and does not produce nearly enough food to feed them all. In order to make ends meet, her father worked as a laborer for a landlord for a nominal wage. The landlord proposed to Ram Kumari's father that he could have half the harvest of the land, if the father sent Ram Kumari as a Kamlari to the landlord's house. Seeing no other option, Ram Kumari's father agreed and

she went to work at the landlord's house to ensure her family would eat. After four years of servitude, she was released when the government abolished the Kamlari System.

While Ram Kumari no longer had to work for the landlord, the family also lost their payment and they were faced with not enough food for the family. Ram Kumari happened to hear about a free masonry training conducted by Action for Development with the support of USAID/Nepal EIG Program on the local FM radio. She applied for enrollment without informing her parents, knowing that had she asked their permission, it would have been refused. She was selected for the training after the selection committee saw her determination to learn the skill in spite of the objections of her family. The local trainer had to pay several visits to Ram Kumari's house to convince her father to let her attend the training.

Very early on she endeared herself to the trainers with her zeal to learn. Even before the completion of the three month training, she had made a name for herself during the On-the-Job (OJT) Training with the demonstration of her skill and ability.

Presently Ram Kumari is earning an average of NRs.200 per day and she is in demand due to her skills and workmanship which continue to improve. She shares, "instead of being a servant at others' homes, it is better to be independent." She is now a role model in her locality and among the large number of former Kamlaris who had previously criticised her for opting for a trade dominated by men. She has galvanised them to emulate her success and they are anxiously waiting the start of the next training programs in their area. Perhaps the biggest cultural change can be seen in Ram Kumari's father who is now determined to sign up all of her five siblings in the upcoming EIG trainings.

USAID/Nepal EIG Program's Combined Literacy and Agriculture Training Impact on Disadvantaged women of Mid-Western Nepal

Beneficiaries are often remarking on how the USAID/Nepal EIG project is different and really benefits them as seen in the following three stories.

Sita Pun is a member of one of the EIG literacy classes and vegetable production group in Solabang village,

Sita Pun remarked that she saw many projects in Rukum which came and went but EIG Program has identified/promoted this place as a potential area for commercial vegetable production. She really appreciated the series of trainings to learn about new technology, vegetable farming, and commercial markets. She concluded by saying vegetable production and sales is a good livelihood for her family.

Rukkum district. She has established herself as a diligent, dedicated, and innovative vegetable entrepreneur. After receiving agricultural training, she cultivated vegetables during the



Sita in brinjal field

first season in 0.06 hectare land which yielded enough to feed her family and some surplus for sale. This motivated her to double the land under cultivation, which coincided with a bumper crop where she earned US\$900. A typical wage-based

labor job typically yields only up to US\$44 per month. These days both husband and wife are raising vegetables to sell at the Musikot Khalanga market as well as to the local army barrack. Her success has inspired other farmers and she has become respected within the community. She is now able to feed nutritious vegetables to her family and send her children to boarding school.

Another example is Asha Rokaya, a 21 year old from Simikot Humla District. Asha attended the



Asha in her field

integrated literacy class and agricultural training program of EIG. She learned to grow off-season vegetables and became a member of the Bhimsen Farmer's Group. Over the series of short trainings, she learned vegetable transplanting, fertilizer management, and Integrated Pest Management. These trainings helped her gain the knowledge and skills of vegetable farming and to increase her self-confidence while the literacy class gave her the skills to read and write, do simple math calculations, and use the calculator. Today she is confident enough to earn her own money which has helped her to gain respect in the family and the

community. She built a small greenhouse for vegetable production and her family's financial as well as physical health has improved with this years earnings of US\$397. She plans to expand her off-season vegetable cultivation and continue to increase her income.

Chitra Sunar, a 29 year old dalit woman from Salyan District has been raising vegetables with her family since 2007. Initially they cultivated two ropani of land and were actively involved in a government formed food and fresh vegetable production group.

After attending USAID/Nepal's EIG agricultural training, where she learned nursery raising, Integrated Pest Management (IPM), Integrated Plant Nutrition Systems (IPNS), post harvest handling, and market management, she increased production to eight ropani in seasonal vegetables and five Ropani in off-season vegetables. Training enhanced her technical knowledge on vegetable and high value crop production. She was able to produce 55 quintals of a variety of seasonal and off-season vegetables. She sold around 43 quintals of vegetables in the market and the Army Camp. She earned US\$1,200 and her economic status has dramatically improved. Because of her increased earnings she was able to send her children to boarding schools which have a higher standard of education. Now she knows the importance of good education and she has invested her savings into her children's education.

