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Nepal Program**  
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**First Annual Report**  
**January 3, 2008 – September 30, 2008**

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## Acronyms

APPSP	Agriculture Perspective Support Plan
BMOs	Business Management Organizations
CCI	Chamber of Commerce and Industry
CEAPRED	Center for Environmental, Agricultural Policy Research Extension and Development
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
DLGSP	Decentralized Local Government Support Project
DLS	Department of Livestock Services
DOA	Department of Agriculture
DOF	Department of Forestry
DOI	Department of Irrigation
EIG-CM	Education for Income Generation and Conflict Mitigation
FNCCI	Federation of Nepalese Chambers of Commerce and Industry
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
MEDEP	Mico-Enterprise Development Programme
MIT	Micro Irrigation Technology
MLD	Ministry of Local Development
MPC	Marketing and Planning Committees
MOAC	Ministry of Agriculture and Cooperatives
MOU	Memorandum of Understanding
MUS	multi-use water systems
NAC	National Advisory Committee
NDI	National Democratic Institute
NSTB	National Skill Testing Board
NTFP	Non Timber Forest Products
OSS	Occupational Skill Standards
PAF	Poverty Alleviation Fund
RMAs	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
SSA	sub-sector analysis
SNV	Netherlands Development Organization
TLTTI	Trade Link Technical Training Institute
TOT	trainer-of-trainer courses

TTP	Technical Trainer Providers
UPAP	Upland Poverty Alleviation Program
USAID	United States Agency for International Development
VDC	Village Development Committee
VCA	value-chain analysis
WFP	World Food Program

## I. Introduction

Winrock International was awarded the contract from the United States Agency for International Development (USAID) for the Education for Income Generation and Conflict Mitigation (EIG-CM) in Nepal Project on January 3, 2008. Mobilization including recruitment of staff and establishing project offices in Kathmandu and Nepalgunj took place during January, February, and March. Actual field activity in the project districts began in April and May.

The goal of the project is to mitigate conflict by training targeted youth for employment in the Mid-Western Region of Nepal. The project is implemented through a team of partners including two international partners -- International Development Enterprises (IDE) and International Evaluation and Training Corporation (IETC) -- and eight local partners that include 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 will take 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 the first year of work in the mid-western districts, the project worked in three performance result areas in 5 districts (Banke, Bardiya, Surket, Jumla, and Pyuthan), in 1 district (Dang) with only the first two performance results and in 3 districts (Mugu, Dailek and Salyan) with only performance result 3 agriculture. We started agriculture work (performance result 3) in the additional three districts to build on synergies of on-going Winrock projects. This annual report describes the activities and accomplishments implemented by the Winrock Team and its partners between the beginning of the project, January 3, 2008, until September 30, 2008. **Annex I** shows the progress Task/Activity by Component as presented in the work plan. **Annexes II** and **III** present the results to date based on the indicators and description of the data entry forms. **Annex IV** presents some success stories of the first year. Plans for the coming year 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

Winrock started up the project by finalizing subcontracts with all partners, hiring all staff, establishing the main offices, and procuring equipment so that the project was up and running in the first year districts by the end of April and beginning of May 2008.

The National Advisory Committee (NAC) was formed and met twice during the first abbreviated work plan year. The committee includes representation from key government agencies including

the Ministry of Education, Ministry of Agriculture, 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 are DGLSP/UNDP, MEDEP/UNDP, Helvetas/SDC, and others. The advisory committee is also able to enlist additional members as needed if the project can be better served by their participation. The roles of the advisory committee include:

- Establishing district level collaboration with government agencies, including establishment of a district level implementing partner alliance
- Obtaining official recognition of EIG-CM for facilitating project operation
- Facilitating public-private partnership across the project components to improve skills and training programs leading to positive outcomes, job creation, and increased incomes
- Liaising with EIG-CM to leverage partner resources for achieving the project objectives and for creating an enabling environment for skills enhancement, rural stability, income generation, and job creation.

Specific MOUs and letters of agreement were signed with individual organizations in cases where formal relationships were required and where the alliance would mutually benefit each organization's objectives. The advisory committee covers the three components of EIG-CM and will constitute working subcommittees to address specific component issues. The main committee will endorse subcommittee recommendations and coordinate between the components.

The minutes of the EIG-CM advisory meetings will have the backing of the government and the decisions will be passed down to the field by the respective government partners.

District Coordination Committees (DCC) were formed to ensure that the EIG-CM Project would identify the appropriate beneficiaries and work with district-based activities of the government, private sector, NGOs and other donors. These committees have created a collaborative atmosphere, linking development partners and the EIG-CM Project to ensure synergy in each district. During Year 1, the DCCs were instrumental in identifying the appropriate VDCs where activities should be focused. Based on the DCC's recommendation in many of the first year districts, the EIG-CM Project affected the most marginalized people by working in remote VDCs where no other projects have worked.

Samjhauta developed a nine-month three volume curricula which included life skills, literacy, numeracy, peace building, HIV/AIDs awareness and entrepreneurial skills training. Seventy teachers (hired of KIRDARC and DEPROSC) were trained to conduct the literacy classes over two trainer-of-trainer (TOT) courses. The peace building skills curricula is unique, and students are taught to understand their rights and responsibilities as citizens of Nepal including exercising those rights to avail government services. The curricula is set up to also teach students about initiating and conducting meetings, being tolerant of people that are different in their beliefs, culture and ideas and understanding conflict and its causes. The curricula provides an introduction to the understanding of conflict mitigation.

Partners DEPROSC and KIRDARC began training in July for 2,976 participants in the literacy courses. While the courses were designed for 20 people, 22 were enrolled with expectation of

drop outs. Not only have students not dropped out, but there proves to be a greater demand for literacy courses in many areas than the EIG-CM Project can meet. This is particularly true in the more remote VDCs.

FNCCI helped the EIG-CM Project connect to the private sector by conducting job assessments in eight districts to identify opportunities for training providers.

By October 1, 2008, training partners Alliance and F-Skill had trained 408 targeted youth in vocational education including masonry (for women and men), brick molding, hair styling, etc. An additional 365 youth are enrolled and nearing completion of their training.

A total of 188 trainings were conducted for more than 3,305 disadvantaged youth agriculture productivity improvement in Year 1, helping farmers increase their incomes significantly. During this abbreviated work plan year many of these farmers have begun earning incomes in excess of their previous incomes. Key strategic linkages were made with others investing in agriculture such as the British Embassy, the Government of Nepal, the World Food Program, Concern, SNV, LFP among others. These partnerships are supporting EIG-CM Project beneficiaries by providing funding for small pumps and seeds.

### III. Administrative Activities

The formal ceremony to launch the EIG-CM Project was held in Nepalgunj on June 13, 2008. USAID Nepal Mission Director, Ms. Beth Paige, was the chief guest of the ceremony, with the Chief District Officer in attendance as the chair of the session. Also attending were Ms. Mera Thompson, the project's CTO from USAID, and other district level officials of the Nepal Government. Ms. Paige visited project vocational education sites with embroidery and sweet and snacks training in Kohalpur of Banke district and an agriculture productivity training site in Gannapur. She also met with 40 literacy and life skill trainers/facilitators who were being trained on the project's literacy courses.

On April 26, 2008, USAID Washington staff, Ms. Catherine Savino from the Displaced Children and Orphan's Fund (DCOF) and Mr. Mel Stills of the War Victims Fund, visited the EIG-CM Project. Following a briefing on the project, they visited vocational education training sites. On April 29, 2008, Mark Ward, USAID Deputy Assistant Administrator/Asia, and Beth Paige, Mission Director, USAID/Nepal, also visited the brick molding training sites of the project.

Offices were established in Kathmandu, Nepalgunj (including Banke district office), and in five districts, while partners' space was used in the three districts (Salyan, Mugu and Dailek) that focused on Agriculture. Table 1 shows the location and size of the district-based project offices.

**Table 1. District Offices**

District	Location	Rooms
Bardiya	Gulariya	5
Pyuthan:	Pyuthan Khalanga	3
Dang	Ghorahi,	5
Surkhet	Birendranagar Tatopani	4

Jumla	Jumla	3
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DCCs were formed to ensure that the EIG-CM Project would identify the appropriate beneficiaries and work with district-based activities of the government, private sector, NGOs, and other donors. These committees have created a collaborative atmosphere in which linkages between the development partners and the EIG-CM Project create an effective implementation mechanism and ensure synergy rather than duplication in each district. During Year 1, the DCCs were instrumental in identifying the appropriate VDCs where we should focus our activities.

The National Advisory Committee was formed and met twice during the first abbreviated work plan year. The committee includes representation from key government agencies including the Ministry of Education, Ministry of Agriculture, 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 establishment of a district level implementing partner alliance
- Obtaining official recognition of EIG-CM for facilitating project operation
- Facilitating public-private partnership across the project components to improve skills and training programs so that they lead to positive outcomes, job creation, and increased incomes
- Liaising with EIG-CM to leverage partner resources for achieving the project objectives and for creating an enabling environment for skills enhancement, rural stability, income generation, and job creation.

The advisory committee covers the three components of EIG-CM and will constitute working subcommittees to address specific component issues with the main committee endorsing subcommittee recommendations and working on coordination between the three components.

The minutes of the EIG-CM advisory meetings have the force of a government decision by the respective government partners. The NAC will meet during next year semi-annually and more frequently, if necessary, in support of specific needs of the EIG-CM Project. In addition, it will provide overall guidance to the EIG-CM Project, oversee the project's communication, information, and public relations campaign, and leverage government and private sector resources for project activities.

The EIG-CM team visited several development projects and donors and had a series of meetings with potential partners in Kathmandu and Nepalgunj. Collaborative agreements with the World Food Program, Poverty Alleviation Fund, SNV, British Embassy, and the Western Uplands Poverty Alleviation Program are being formalized. Several other agencies have been contacted in Nepalgunj, and collaboration has begun or is in process. The agencies in similar districts in Nepalgunj are CONCERN, Lutheran World Services, Rural Reconstruction Nepal (RRN), FORWARD, and Mercy Corps.

The first annual team planning meeting was conducted in Nepalgunj on September 5, 6, and 7. District coordinators, partner staff, and Kathmandu staff gathered to plan the activities for Year 2 which began October 1, 2008. The workplan was developed and submitted to USAID. Branding and marking policies have been implemented as required. All project vehicles, offices, and training programs are branded. All partners have received instruction on branding and marking policies and are using the specified marking and logo for office equipment, training sign boards and banners, materials, and project installations. All major equipment required for the first year has been approved and procured.

Winrock purchased motorcycles to facilitate field work. Upon ordering the bikes, we requested the supplier to deliver our motorcycles (they were coming from India) directly to Nepalgunj instead of Kathmandu to reduce cost to the project. As a general policy, the government vehicle registration office requires vehicles to be brought to the registration office for physical inspection in Kathmandu. When we discussed this issue with the motorcycle supplier, the supplier informed us that it was possible to register the motorcycles (with documentary evidence of the bikes such as customs papers and pictures of the bike and serial number) without physically presenting them. Moreover, this had been done many times before. Later when we actually applied for the registration in Kathmandu, officials asked that we present the motorbikes for inspection. We shared this problem with the concerned person in USAID to see whether he had any contact in the registration office to facilitate this process. We were finally able to convince the registration authority through documentary evidence of the authenticity of the motorbikes and get all of them registered without transporting them to Kathmandu. Though the registration was more involved, we saved project money without posing a problem for implementation.

#### 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-CM has met its year one target by developing a nine-month curriculum and enrolling 2,976 beneficiaries in literacy lifeskills and peace building skills. Table 2 shows the year one targeted, life of project targets and actual results by September 30<sup>th</sup>. Indicators.

**Table 2. Component 1 summary of FY 1 results**

Performance Indicators	Fiscal Year 1 Target	LOP Target	Fiscal Year 1 Achievements
Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment * (see definition 1 below)	0	30000	0
Number of targeted beneficiaries completing life skills courses in preparation for future agricultural or technical training *2	0	21000	0
Number of literacy and life skills trainees entering self-employment or	0	9000	0
Number of youth trained in local level conflict mediation and other related skills through peace building training *4	0	30000	0

Number of people trained through USAID supported health programs *5	0	30000	0
Number of people from at risk groups reached through USG-supported conflict mitigation activities, gender, disadvantage, conflict affected *6	2800	30000	2976
Number of people trained in conflict mitigation/resolution skills with USG assistance *7	0	30000	0
Number of individuals reached through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful *8	2800	30000	2976
Number of people benefiting from USG-Supported Social Services *9	2800	30000	2976

**Component Implementation.** Literacy courses were held in Banke, Bardia, Pyuthan, Surkhet, Dang, and Jumla. Samjhauta Nepal developed the curricula while DEPROSC managed the training courses in Banke, Bardia, Pyuthan, Surkhet and Dang. KIRDARC managed the Jumla training.

**Curriculum.** The literacy course developed by Samjhauta is a nine-month curriculum of literacy, life skills, and peace building broken down into three modules. Samjhauta analyzed all literacy materials gathered from other projects including their own and adapted relevant material into the curriculum. The first module teaches basic literacy and numeracy over a three-month period. Samjhauta shared the draft with partner NGOs DEPROSC and KIRDARC as well as all the component managers. After receiving feedback, changes were made, and the curriculum was then pre-tested in a community in Lalitpur and Banke District. Additional feedback was collected from the pre-testing, and incorporated. Module 1 was then sent to USAID for comments. After final approval, printing and distribution has occurred.

Module 2, focusing on life skills, HIV/AIDs, nutrition, and peace building skills, was drafted, and copies were shared with USAID, NDI, and DEPROSC. Comments were incorporated into the final draft and it was printed. The section on peace building incorporated the following: understanding rights and responsibilities as citizens of Nepal including exercising those rights to avail government services; initiating and conducting meetings; increasing tolerance of different people, beliefs and ideas; understanding conflict and its causes; and an introduction to the understanding of conflict mitigation.

The peace building component in Module 2 is unique in that it helps build the capacity of individuals to be engaged and become responsible citizens. Literacy students are taught about responsibilities as a citizen such as voting and also less traditional responsibilities such as encouraging children to go to school and spending time to help build community structures like walking paths. The courses teach the students the importance of getting birth, death, citizenship and marriage registrations in a timely manner. Other lesson plans address how to access resources from local government agencies such as education, health post facilities, and district livestock and agriculture. For example, from the education offices students learn how to register for schools, locate support for school building construction, and apply for scholarships. Students learn how to set up, conduct, and manage a meeting using democratic principles. They learn simple rules of conduct from “Robert’s Rules of Order” – to respect others in the meeting, listening to everyone’s view, taking turns to talk, etc. The module also addresses the importance

of social inclusion with representation of all ethnic, linguistic, and religious groups, and conflict mediation.

The first chapter in Module 2 is related to life skills. Participants are taught interpersonal communication skills such as verbal/nonverbal communication, active listening and expressing feelings; giving feedback (without blame) and receiving feedback. Another chapter deals with negotiation/refusal skills where participants learn negotiation, conflict management, assertiveness, and refusal skills. Another lesson is the empathy skill and the ability to listen and understand another's needs and circumstances and express that understanding. Other chapters cover cooperation and teamwork, advocacy skills, decision making/problem solving skills, critical thinking skills, skills for increasing self-control and managing stress.

During this past quarter, Module 3 was prepared and printed for the ToT training which took place in September. In preparing Module 3, Samjhauta Nepal consulted with the component managers, USAID, and an outside consultant experienced in economic and business literacy. The entire book of Module 3 consists of three parts: basic information about an entrepreneur, examples of local level vocational activities, and points related with business planning. Altogether there are 44 lessons. In the first part the main lessons are a comparison of subsistence farming v. business farming, introduction of the entrepreneur, working in groups as well as individually, etc. The second part consists of examples of businesses such as food product preparation, milk product, income related with community, forestry, goat, fish, vegetable farming and retail shop operation. The third and final part includes planning, business analysis, places for linkage, market and product management. This module is designed for four months. The copies for participants will be printed in October.

### **Pretest**

Samjhauta Nepal prepared pre- and post-tests for each module containing the same questions. These tests show the initial status of participants and how the status changes from knowledge gained after completion of each module. Participants have taken the pre-test of Module 1, and the post-test will be given in the first week of November.

### **Teacher Guides**

Samjhauta developed teacher training guides for Modules 1 and 2 which contain training methodologies, the training time frame as well as a nine-day curriculum for teacher TOT, and developed stand alone curricula on literacy, life skills, HIV/AIDs and enterprise development to be incorporated into the vocational and agriculture training courses. During this past quarter, a teacher's guide was developed for Module 3. This guide includes teaching methodologies, time frame for each lesson, giving more emphasis in each lesson, and solutions for difficulties, etc. These guides were distributed to all the teachers, and a one-day discussion was held on this guide.

**Training-of-Trainers.** A nine-day TOT for 70 literacy teachers was completed for Module 1 and 2. Forty teachers from Banke, Bardiya, Dang, Surkhet and Pyuthan districts were trained in Nepalgunj from June 10-18. A second TOT was conducted in Jumla from June 12-20 where 30 teachers were trained from selected VDCs of Jumla. Both training sessions were conducted by Samjhauta Nepal. Out of the 70 teachers, a total of 61 or 87% are women.

A seven-day refresher training was conducted in Jumla, Dang, and Banke Districts in September. In Khalanga, Jumla, training was carried out for 29 teachers from September 18-24. In Ghorahi, Dang, the training was conducted for 16 teachers from both Dang and Pyuthan from September 15-21. In Nepalgunj, participants came from Banke, Bardiya, and Surkhet from September 15-21. All the trainings were conducted by Samjhauta, Nepal.

The refresher training reviewed Modules 1 and 2 and fully trained the teachers on how to teach Module 3 – the methodologies, lessons, message, etc. In the first day of training, all teachers shared the strengths and problems of their classes. In group discussions they tried to find solutions. The main strengths were participants eager to learn, able to read and write letters, figures, their names, simple words, and able to explain pictures. Their literacy is helping their children. Sometimes they do home work together. Their husbands are happy about sending their wives to literacy classes. The participants show empowerment in household decision making, community discussion, and community works. Participants are gaining respect from their family and community from their efforts of learning to read and write.

The refresher training gave the teachers an opportunity to share the challenges they face in the classroom. For some teachers, they struggle because the participants are at different levels or speak different languages. Holding classes in the rainy season was not ideal as many of the women had much work during this season, and travel was difficult. The literacy teachers did a good job adjusting to these challenges. When participants are at different levels, the teacher divides the class into groups based on level and the teacher give more focus to those who need more help. In additional the more advanced students help those that need help. When teachers are training literacy to non-native Nepali speakers, the teacher reads in Nepali and translates it into the local language. During rainy season when the peak crop transplanting goes on they stop holding day classes and switched to the night. Occasionally the groups carried out extra classes on Saturday and Sunday.

On the second day, difficult words in Module 2 were reviewed. The remainder of the training was concentrated on Module 3 which focused on entrepreneurs and business literacy. Trainers learned on how to counsel beneficiaries on starting businesses and income generation activities. Over all, the training was very effective and ran successfully.

**Literacy Training.** One hundred and forty classes in 70 centers started the last week of June 2008 and will run until March 2009. There are 30 centers that serve the 60 classes in Jumla, eight centers for 16 classes in Banke, 8 centers for 16 classes in Bardiya, 8 centers for 16 classes in Surkhet, 8 centers for 16 classes in Dang, and 8 centers for 16 classes in Pyuthan. A total of 2,976 disadvantaged youth of six districts are currently enrolled in C1 classes. (See Table 3).

Classes are conducted in centers that are convenient to the beneficiaries. The timing and length of the class is decided by the beneficiaries. The District Coordinator, C1 Project Officer and 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 3. Distribution of component one beneficiaries**

Distict	Total	Female	Male	Female %
Banke	355	341	14	96%
Bardiya	336	335	1	100%
Dang	354	349	5	99%
Jumla	1220	1094	126	90%
Pyuthan	362	358	4	99%
Surkhet	349	337	12	97%
Total	2976	2814	162	95%

### Regular Class Monitoring

Teachers, C1 Program officers and District Coordinators have regularly monitored and counseled the participants. In addition, the Component Manager and COP have visited some classes and provided suggestions for improvements. Some community mobilizers have also supported classes in cases where the beneficiaries are involved in agricultural training.

Please refer to **Annex I** for progress details and future plans by task and activity.

### Lessons Learned

The project was designed for participants to begin with literacy and then move into self-employment, agriculture, or vocational education. However, all three components began at the same time and revealed that the order is not as important as we first expected. We are tapping into vocations that do not require literacy since we are focusing on the most marginalized. In some cases participants were enrolled in both C1 and C2 or C3 courses at the same time. In other cases, graduates of C2 and C3 will be enrolled in future literacy courses. The only one that is not ideal is the simultaneous enrollment of participants in both C1 and C2 but depends on the distance to and from both of the classes.

In several of the places where literacy is being taught, the course serves as a Nepali language course as well. Since the project is working with disadvantaged people, many do not speak Nepali. As participants learn the letters and learn to spell words and read, they are also learning Nepali. The teachers spend time translating stories and/or dialogues into their native tongue (all teachers speak the local dialect as well as Nepali) so that they fully understand the meaning and the new words. Although a proposal was made to develop literacy courses in other languages besides Nepali, the participants are only interested in Nepali since it is the language they will need to master for work and/or be self-employed. Many of the participants are interested in learning English as well, but any English instruction is limited to relevant individual words and numbers so the beneficiaries can read a calculator.

While daycare was expected to be an issue for mothers with children, the courses have not been interrupted by infants or very small toddlers. In fact, most mothers do not feel comfortable leaving their children with anyone except their own family so most have arranged to have their children looked after by a parent or relative. For 3-5 year olds who could potentially be disruptive, DEPROSC and KIRDARC are purchasing simple toys like balls so the children can play outside the classroom and not interrupt the course.

A new set of classes will begin in January 2009 so that courses will finish before Dashain and the harvesting season 2009. Reporting will also be done by the end of the 2008-2009 work plan year.

**B. Performance Result 2: Increased employment of targeted youth**

**Performance Achievement.** EIG-CM exceeded its targets for the first year by training 773 people in vocations. Because of the shortened year, we won't be able to confirm their employment three months after graduation until December 31, 2008. Table 4 shows the Y1 results as compared to the target.

**Table 4. Component 2 summary of FY 1 results**

Performance Indicators	Fiscal Year 1 Target	LOP Target	Fiscal Year 1 Achievements
Number of formal linkages formed w/employers and business associations to maximize employment opportunities * (see definition 1 below)	15	100	16
Number of sites for vocational education training *2	15	115	35
Number of training events conducted *3	20	400	21
Percent of training course graduates retaining quality employment three months after graduation *4	-	80%	0
Number of people benefiting from USG-Supported Social Services *5	740	11000	773
Number of people from at risk groups reached through USG-supported conflict mitigation activities *6	740	11000	773
Number of individuals reached through community outreach that promotes HIV/ AIDs prevention through other behavior change beyond abstinence and or being faithful *7	740	11000	773
Number of youth completing USG-funded workforce development programs *8	740	11000	408
Number of people gaining employment or more remunerative employment as a result of participation in a USG-funded workforce development program *9	592	8800	0
Number of persons participating in USG funded workforce development program *10	740	11000	773

**Component Implementation.**F-Skill, Alliance Nepal, and FNCCI were the prime partners to achieve results in vocational training under this component. FNCCI is helping the project make linkages with the private sector and identify job opportunities. Alliance's role is to conduct TOT for training providers, develop new curricula, and train beneficiaries. F-Skill has conducted vocational education trainings for the projects targeted youth. A total of 408 trainees completed training in a number of vocations between April 1 and September 30, 2008. The training for 365

trainees is presently taking place and will be completed by the November 21, 2008. Hence the total number of training participants will reach 773 for the first fiscal year work plan period (See Table 5 for targeted youth disaggregated by district and gender). During this work plan period eight new training providers were awarded contracts to conduct vocational training courses in 16 different occupations during the next work plan year.

**Table 5. Disadvantaged youth provided vocational training by District**

District	Total	Female	Male	Female %
Banke	290	172	118	59%
Bardiya	320	194	126	61%
Dailekh	3	3		100%
Dang	70	31	39	44%
Jumla	5	3	2	60%
Pyuthan	1		1	0%
Salyan	6	1	5	17%
Surkhet	78	58	20	74%
Total	773	462	311	60%

### **FNCCI**

During the first abbreviated work plan year, FNCCI appointed the Employment Coordinator to be stationed in Nepalgunj to carry out the activities under their partnership. A cross section of local Chambers of Commerce and Industry (CCIs) were informed about the objectives and activities of the EIG-CM project. This included CCIs' Commodity Associations such as the Hotel Association, Federation of Nepal Cottage and Small Industry, Constructors' Association of Nepal, Furniture Association of Nepal, and the Jewelry Makers Association.

The FNCCI EIG-CM coordinator and their Employment Coordinator participated in the EIG-CM Project orientation program organized on April 22-23. During the orientation, the Member Coordinator introduced the staff to FNCCI, its network, and its assigned role in EIG-CM. The Employment Coordinator participated in the Value Chain Development program organized in Nepalgunj on April 24-27.

FNCCI hired an IT expert to design and develop the web-enabled database to track the employment opportunity/employer and the trainees seeking employment. The website mock-up was presented on June 19 to the staff of EIG-CM, F-Skill, FNCCI, and IETC. The consultant is preparing the design and development of website and incorporating the suggestions from the project.

In a special General Meeting of FNCCI in Pokhara and Lekhanath on June 13-14, the Member Coordinator briefed and followed up with representatives of 70 CCIs, business management organizations (BMOs) and other business community members about the objectives, activities, and programs of EIG-CM Project.

A draft Memorandum of Understanding (MOU) has been developed for on-the-job training (OJT) between potential employers and Technical Trainer Providers (TTP). FNCCI has been

laying the groundwork with CCIs and Commodity Association members to facilitate signing of MOUs for OJT for targeted groups.

FNCCI conducted a Rapid Market Assessments (RMAs) in seven market and industrial clusters in the project area with the support of local Chambers of Commerce and Industry. Altogether 474 business and industrial firms/entities have been consulted about potential employment opportunities. The areas selected are urban townships and market centers in mid-western region and commercial centers in close proximity with potentiality for job and training. The summary of the findings of the study are provided in Table 6:

**Table 6. Summary of employment opportunity rapid market assessment study**

SN	Sub-sector	Employment Opportunity and Training Requirement Identified							
		Nepalgunj	Birendranagar	Ghorahi	Tulshipur	Butwal	Bhairahawa	Dhangadhi	Total
1	Jewelry	-	123	240	25	-	-	-	388
2	Agro products processing	175	-	106	-	1	120	60	462
3	Masala (Cooking spices)	-	-	50	-	-	-	-	50
4	Hardware / Plumbing	-	-	-	-	-	60	-	60
5	Garment/ Tailoring	80	-	130	100	-	-	-	310
6	Automobile Workshops	38	32	62	40	150	100	-	422
7	Hotel/ Restaurant	87	181	100	150	50	300	100	968
8	Cement (Proposed)	-	550	520	-	-	520	-	1,590
9	Cycle repairing	100	-	150	-	-	-	-	250
10	Leather works	-	-	35	-	-	-	-	35
11	Iron/Metal (Furniture, Grill and metal works)	200	52	60	30	250	400	70	1,062
12	Dairy	8	-	18	-	-	-	-	26
13	Brick kiln	750	187	550	430	-	625	-	2,542
14	Processed food	-	-	36	-	-	1,000	-	1,036
15	Furniture	500	150	140	12	1,500	500	250	3,052
16	Printing and Stationery	50	-	-	-	2	40	60	152
17	Electronics/HW	-	-	-	50	-	-	60	110
18	Alternative Energy	-	-	6	-	-	-	-	6
19	Sweets and Snacks	180	-	-	250	50	-	40	520
20	Concrete/aggregates	-	-	-	-	100	100	-	200
21	Hair Cutting	150	-	50	65	-	-	-	265
22	Nepali Paper	-	6	-	-	-	-	-	6
23	Textile	-	-	-	-	-	20	-	20
24	Gas	-	-	-	-	-	20	-	20
25	Confectionery	-	-	-	-	-	60	-	60
26	Furniture (Steel)	-	-	-	-	-	500	-	500
27	Plywood	-	-	-	-	-	205	-	205
28	Tea	-	-	-	-	-	3	-	3

29	Machine Repairing	-	-	-	-	-	1	-	1
30	Color Lab	-	-	-	-	40	45	-	85
31	Plastic	-	-	-	-	-	40	-	40
32	Rosin & Turpentine	13	-	-	-	-	-	-	13
33	Vehicle Body-building	98	-	-	-	-	-	-	98
34	Chemicals	-	-	-	-	18	-	-	18
Total:		2,429	1,281	2,253	1,152	2,161	4,659	640	14,575

Findings indicate a sizeable employment opportunity potential and vocational training opportunities in the enterprise sector in the area. Besides these potential sub-sectors, major infrastructure projects and potential industrial and development projects like Surkhet-Jumla highway, north-south roads, West Seti hydropower generation and transmission lines, irrigation projects, upcoming large-scale cement factories (one in Dang and another in Surkhet), reconstruction and rebuilding programs are in the pipeline. The study for employment opportunity in upcoming development projects needs to be continued in the future.

FNCCI has initiated the RMA for Jumala, Rolpa, Pyuthan and Bardiya. Completion is expected in October 2008.

### Alliance Nepal

Alliance hired a program coordinator who is based in Nepalgunj. A successful TOT course was prepared and conducted from May 25-30 for 22 instructors from different technical training providers (TTPs) of Bardiya, Dang, and Banke Districts. The major challenge was selecting the participant trainers. Even though training providers were informed about the basic requirements for the training participants, some of the participants lacked the necessary technical background. In the future the participant's credentials will be verified more closely and only technically trained instructors will be invited to participate in the training.

For vocational training of beneficiaries, Alliance Nepal used the Nepalgunj-based Trade Link Technical Training Institute (TLTTI). The first training was conducted in Nepalgunj or nearby locations to make it easy for the participants to attend.

The beneficiaries were selected by TLTTI and its local coordinators. The coordinators shared information about the training in project relevant VDCs, identified beneficiaries according to the EIG-CM project criteria, and interviewed the potential beneficiaries before a final list of beneficiaries was developed. The District Coordinator of EIG-CM and Program Coordinator of Alliance were also involved.

The Alliance Nepal mason training began in Dang District on July 18 and ran through October 22. The total duration of the training is 390 hours including on the job training. An MOU has been signed with two contractors, the graduates will work as masons in the different construction sites or form a group and work as a contractor. Some may go for foreign employment. Training will be implemented by two trained trainers. At the end of the training, the nationally recognized skill test will be provided to the beneficiaries. After completion of training, most participants are expected to work in the semi-urban and urban areas in Dang and nearby districts. Some

beneficiaries are planning to go to Kathmandu, India, and foreign countries to work as masons. More than half of the targeted youth in this program are women.

**F-Skill.** Prior to starting their vocational training, F-Skill conducted Rapid Market Appraisals (RMAs) to ensure employability of particular trades. After approval of training proposals, a TOT course was conducted for local trainers in Dhangadhi of Kailali district.

Sixteen training courses were started in Banke and Bardiya districts between April and June. Two of the sixteen were completed during this quarter, and five more were completed in July. Skill Tests were provided to training participants of the Brick Pathera Making Training. The test was conducted by the National Skill Testing Board (NSTB)/CTEVT where the participants worked in Puraina VDC of Banke district. All 40 training participants passed the nationally recognized skill test, and all were employed in local brick kilns after completion of training.

In the last week of July, Skill Tests were conducted for five trainings: three in assistant beautician and two in the embroidery trades. Since completion of training, all participants have been closely monitored and supported by F-Skill and its partners to ensure that the participants are able to find employer based employment and or self-employment.

HIV/AIDS Information, Life Skills, and Peace Building sessions are delivered through trained counselors in all trainings. For Life Skills and Peace Building sessions, the curricula developed by the Component 1 team have been used. Counseling sessions are focused towards preparing participants for employment and self-employment after completion of training.

Although there was some difficulty initially in the first few trainings regarding the use of various forms (particularly M and E) and the requirements of EIG-CM, these have been sorted out. At present there are no difficulties reported in training implementation or monitoring the results.

Training proposals are submitted on the basis of employment market needs. Skill Tests are provided for those trades in which the Occupational Skill Standards (OSS) have already been developed. Provided that there are no unforeseen disruptions, F-Skill plans to complete training for 700 youth by the end of October 2008. The income and employment verifications of all trainings will be completed by February 2009 for these 700 targeted youth.

### **Lessons Learned**

- Field visit experiences revealed that many of the participants of C1 classes are very interested in joining vocational education training. However, only 12 participants are simultaneously taking literacy and vocational education courses. In some cases, it is possible to attend both classes simultaneously if the training site and employment opportunity are near to the recipient household. But in the case of a remote training site and employment opportunity, it is hard for participants to continue both trainings simultaneously. As mentioned, literacy training can be provided after the vocational education training course is completed should it be desired by the beneficiaries. In addition vocational education training is offered to Y1 C1 graduates upon completion of their course in March.

- It is challenging to find women (50%) interested in entering training for many of the trades in most demand. Many of the women in the project area have not traditionally worked outside the home. Many are not interested in non-traditional trades which in some cases require travel for the work. Many women are not interested in leaving their homes and traveling to earn a living. To encourage women to participate in the training, the project has in some cases enrolled wives and husbands in similar trainings (if they are interested and meet our criteria of course). This allows them to work and travel together when they have to go out and stay overnight in the field. Second, the project is targeting women who are keen to start their own enterprise. In Banke, Bardiya and Surkhet the project is focusing on training 320 in areas where there local market demands for specific products and we are training women to produce the products to meet the demand.
- The most successful trainings followed by jobs for women have included brick making, which is done on a piecework basis (especially when the husbands are involved, and they can work together) and mason training. Women have traditionally worked on construction projects helping pass or carry cement, break rocks or other unskilled laborious tasks. We have targeted some of these women to gain skills as masons, which is less strenuous and pays a higher rate. Moreover, there are many occupations in the job market where male participants are preferred to female workers. Often male participants are more competitive in the area where employment opportunity exists, leaving the opportunity for female employment to be low. However, where opportunity exists for self employment women can be competitive.
- In the case of piecework such as brick making income generation income generation for the family can be quite rapid when both the spouses participate. They also can relieve each other with family duties in addition to earning the extra income.
- Business and industries can be reluctant to provide employment to new graduates trained for less than six months. The technical training providers need to convince the businesses and industries that they are sufficiently capable of producing the required skilled/semi-skilled human resources within a set time frame of training period and present better substitutes than the “learning-by-doing employees”.
- Employers prefer to meet prospective employees, to gain an impression of her/his attitude, and to ensure that the employer and employee will get along in the work place. The internship and on-the-job training allows employers to get to know the prospective employees and can help nurture a stronger relationship between trainees and potential employers and lead to job placements.
- Collaboration and participation of local Chamber of Commerce and Industry (CCI) and other Industry and Commodity Associations play a vital role for job placement after OJT/Internship.
- Exposing the targeted youth trainees to self-employment opportunities in enterprise sectors and helping them work towards this is an effective way to achieve income generation. In the coming year, this area needs more focus, and EIG-CM needs to expand activities to identify

potential self-employment enterprises; provide appropriate skill trainings; and locate post training support to facilitate start-up of the enterprises.

The project has incorporated the lessons learned into actions in Y2 through changes in the work plan. We are applying these lessons to Y2 to improve the program.

**C. Performance Result 3: Improved training opportunities to increase rural incomes through agricultural productivity and self-employment with five hundred targeted youth increasing their income**

**Performance Achievement.** The EIG-CM agriculture component has achieved its Y1 targeted household coverage for increasing agriculture productivity by training 3,266 youth in improved agricultural production packages for high-value sub-sectors. The program trained 234 of the targeted 250 youth for enterprise development. The explanation for the slight shortfall was that training in Jumla and Surket was started later than expected (could not be conducted before August) because selected recipients were busy in the agriculture fields. The 16 youth will be completed in October. Income increases for the trained households for agriculture productivity and micro-enterprise development will be assessed in August 2009. Table 7 shows the targets achieved after year 1 as compared to the projected targets.

**Table 7. Component 3 summary of FY 1 results**

Performance Indicators	Fiscal Year 1 Target	LOP Target	Fiscal Year 1 Achievements
Number of targeted youth increasing income	0	50000	0
Number of targeted youth graduating from training course to improve agriculture productivity	2000	40000	3266
Number of different sectors around which training courses are developed	3	20	8
Number of targeted youth increasing income through micro-enterprise training	0	10000	0
Average number of months of food sufficiency per household generated by course graduates	0	3	0
Number of Households increasing food sufficiency	0	5000	0
Average \$ value of annual income from micro-enterprises implemented or expanded by course graduates	0	250	0
Average annual % increase in income for ag productivity course graduates	-	100	0
Number of people from "at-risk" groups reached through USG-supported conflict mitigation activities	2000	50000	3500
Number of people benefiting from USG-supported social services (disaggregated by sex, vulnerable children, war victims)	2000	50000	3500

Number of individuals reached through community outreach that promotes HIV/AIDs prevention through other behavior change beyond abstinence and or being faithful	0	48000	0
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The project exceeded the first year work plan target of developing three training modules. Four training modules were developed: (1) essential oil production and distillation/processing; (2) off-season vegetable production using micro irrigation; (3) marketing and planning committee operation; and (4) sustainable harvesting and processing of Seabuckthorn in Karnali zone. The first three packages were refined and developed based on work done in past USAID projects.

Under the first year work plan interventions for the Karnali zone to improve household food security by three months were designed. Implementation of training activities in food security will start with the next year’s work plan.

**Component Implementation.** The EIG-CM agriculture component was implemented in eight districts during the first year work plan (January to September 2009). For each district, responsibility for implementation and achieving district level targets has been uniquely assigned to a core partner:

- Winrock - Banke
- IDE - Bardia and Salyan
- CEAPRED – Surkhet, Dailekh, and Pyuthan
- SAPPROS – Jumla and Mugu

In addition to district level responsibilities, partner roles also include:

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

**Intervention Design.** To design first year work plan activities, partner IDE provided sub-sector analysis (SSA) and value-chain analysis (VCA) training to all district teams, and district teams conducted SSA/VCA to finalize sub-sector selection and training interventions. Major sub-sectors selected and implemented under the first year work plan included vegetable production, facilitated micro-irrigation, NTFP, fisheries, goat, and seed. Trainings of one to three days were conducted for all of the selected sub-sectors.

**Partnership Approach.** The EIG-CM C3 agriculture component based its program interventions on the approaches developed by recent USAID agriculture projects including SIMI, BDS-MaPS, Ujyalo, and CRRN. These projects worked very well with government and coordinated closely with related development programs. These projects were widely recognized by government and the agricultural development community for being very efficient in helping create income opportunities for poor smallholders and for women and people from disadvantaged groups. EIG-CM 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-CM objectives and helping to make partner resources more effective. The EIG-CM team provides training to government and partner organizations to meet EIG-CM targets to increase on-farm income, create employment opportunities in agricultural enterprises and improve food security in the Karnali districts.

Major project level partners include the Ministry of Agriculture and Cooperatives (MOAC), Department of Agriculture (DOA), Department of Livestock Services (DLS), Department of Forestry (DOF), Ministry of Local Government (MLD) and associated DDC/VDC local government, CTEVT (including the annex program), World Food Program (WFP), Livelihoods Forestry Project (LFP/DFID), Poverty Alleviation Fund (PAF/World Bank), Agriculture Perspective Support Plan (APPSP/DFID), Decentralized Local Government Support Project (DLGSP/UN), MEDEP, GTZ, British Embassy Programs, Concern, Programs of the Dalit Welfare Organization, SNV, Upland Poverty Alleviation Program (UPAP), IDE programs, Rural Reconstruction Nepal (RRN) and International Rescue Cooperation (IRC). The EIG-CM team has also developed many district level partnerships.

The implementation of the agriculture program with government organizations has been facilitated by district and a national level project advisory committee. Key representatives from government line agencies on the national committee include DOA, MOE, DLS, DPR, MLD, and CTEVT. The advisory committee provided official recognition of EIG-CM which has enabled district level partnerships to expand. The advisory committee also facilitated active partnerships to take advantage of EIG-CM training capacity to leverage supporting investments in public goods such as water source development, market infrastructure, finance for technology adoption, and finance for processing enterprises that support EIG-CM impact. Table 8 provides a summary of the role of major EIG-CM agriculture component linked partners.

**Table 8. The role of selected major EIG-CM linkage partners\***

Partner	Role
MOAC	<ul style="list-style-type: none"> <li>• Providing leadership of the national level advisory committee</li> <li>• Providing guidance and direction to DOA and DLS for partnership and collaboration</li> <li>• Focusing on job creation in agriculture and working to create enabling policies/investments</li> </ul>
DOA	<ul style="list-style-type: none"> <li>• Implementing partner, EIG-CM has trained DOA staff building on past USAID project partnerships for partner</li> <li>• DOA is/will be providing matching resources to EIG-CM in many areas including water source development, marketing infrastructure, finance support for the purchase of technologies, and matching resources for training</li> <li>• DOA is working with EIG-CM for vegetable cultivations utilizing micro irrigation, fisheries following the smallholder package developed by Ujyalo, the cultivation of essential oil crops, seed production, and fruit production/marketing</li> </ul>
DLS	<ul style="list-style-type: none"> <li>• Implementing partner, building on past USAID project partnerships for partner</li> <li>• DLS is/will be providing matching resources to EIG-CM for construction of marketing facilities, community dipping tanks, and finance for smallholder investments</li> </ul>
DOF/DPR	<ul style="list-style-type: none"> <li>• Supporting implementation of essential oil distillation enterprises utilizing material from community forests. DOF community forestry plans are integrating and enabling essential oil distillation enterprises.</li> <li>• Finance/investment in distillation enterprises</li> </ul>
MLD/DDC/VDC	<ul style="list-style-type: none"> <li>• The MLD has facilitated investment of DDD/VDC funds to support EIG-CM interventions including investment in water source development, market facilities, and finance for smallholder technologies</li> </ul>

PAF	<ul style="list-style-type: none"> <li>EIG-CM core partners SAPPROS and DEPROSC are implementing partners of PAF. EIG-CM is providing training to PAF local partners to enable income and job creation impacts under the PAF program</li> </ul>
IDE	<ul style="list-style-type: none"> <li>IDE has utilized support from the Canadian Province of Manitoba for investment in developing 3 Multiple Use Water Systems (MUS) supporting EIG-CM training. This support will be expanded in future EIG-CM years.</li> <li>MUS are essential to enable concentration of micro irrigation adoption and density of production needed to facilitate establishing collection centers and input supply enterprises</li> </ul>
WFP	<ul style="list-style-type: none"> <li>EIG-CM and WFP have entered into an agreement to utilize food for work to support infrastructure that will enable income generation, job creation, and food security. Specific activities will include the digging of fish ponds, labor for water source development and storage, leveling and constructing of collection centers, construction of terraces and catchments for food security.</li> <li>The initial support will benefit over 3,400 youth and is valued at over NRs 16.4 million.</li> <li>WFP will also be supporting specific staff for implementing the program with EIG-CM.</li> </ul>
British Embassy (BE)	<ul style="list-style-type: none"> <li>BE and EIG-CM agreed to work in collaboration with BE conducting an income generation program for 206 households who are victims of conflict (VOC) in Bardia district. BE provided NRs 875,000 as start up business capital for 175 VOC families. EIG-CM is providing training in agriculture productivity and enterprise for the identified VOC, through the Committee of Victims of Conflict (CVC) a local association formed for the rights and welfare of VOCs.</li> </ul>
Dalit Welfare Federation	<ul style="list-style-type: none"> <li>EIG-CM is working closely with this federation in selection of beneficiaries for EIG-CM trainings in Agriculture and Vocational education.</li> </ul>
Concern	<ul style="list-style-type: none"> <li>CONCERN, an Irish INGO actively working for the infrastructure development and income generation activity in mid-west zone has agreed to work in collaboration with EIG-CM in Kalikot and Humla district.</li> </ul>
CTEVT	<ul style="list-style-type: none"> <li>Centre for Technical Education and Vocational Training (CTEVT) and EIG-CM has a very close relation in developing training manuals and skill testing for the BE VOC program. EIG-CM is also working with the ANNEX program in Bardiya for OJT and planned training of gardeners and VAHW (Village Animal Health Workers).</li> </ul>
SNV	<ul style="list-style-type: none"> <li>The Netherlands Development program in Nepal is working in tourism and income generation in Humla and Jumla districts. EIG-CM and SNV worked in Jumla in sustainable harvesting and processing of Seabuckthorn for enterprise development and income generation developing a training manual in partnership.</li> </ul>
UPAP	<ul style="list-style-type: none"> <li>Upland Poverty Alleviation Program (UPAP) supported production of training manuals for sustainable harvesting and processing of Seabuckthorn developed with technical support from EIG-CM.</li> </ul>
LFP	<ul style="list-style-type: none"> <li>Livelihood Forestry Program (LFP) has agreed to work with EIG-CM for establishing essential oil production and distillation/processing in Dang and Rolpa districts for the next year.</li> </ul>

\* EIG-CM has many other partners, including local district based organizations.

**Mobilization of Government Partnership.** EIG-CM implementation began in January 2008. Initial project mobilization including developing subcontracts, staffing, establishing offices, and developing plans took several months. Training activities began at the field level in May of 2008 but gained substantial momentum from July. The political situation and instability preceding and following the constituent assembly election delayed project implementation, particularly in developing formal partnership with government agencies. Formal government recognition of the project through the project advisory body was made in August. The government agencies related to agriculture through the advisory body also appointed a subcommittee to develop close partnership and collaboration with EIG-CM. The recognition and subcommittee work will greatly facilitate district level partnership for the next year's work plan activities. The role of the

advisory committee is particularly crucial to the EIG-CM agriculture component implementation. The success of the agriculture component will be greatly enhanced by leveraging government investment in public goods that will increase the impact of EIG-CM training activities as per the project design.

### Training Program Achievements

A total of 3,500 youth beneficiaries were trained under the first work plan period (January to September). Among them 3,266 youth received agriculture productivity training and 234 received entrepreneurship development training. Table 9 presents details by district and gender for the training program coverage. Table 10 provides the number of training sessions completed by major sub-sectors.

**Table 9. Major training program achievements by district**

District	Total			Ag Productivity			Enterprise Development		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Banke	819	697	122	782	660	122	37	37	
Bardiya	1018	878	140	1007	878	129	11		11
Dailekh	269	200	69	220	163	57	49	37	12
Jumla	294	247	47	189	161	28	105	86	19
Mugu	99	65	34	84	54	30	15	11	4
Pyuthan	230	226	4	230	226	4	0		
Salyan	400	305	95	383	297	86	17	8	9
Surkhet	371	321	50	371	321	50			
Total	3500	2939	561	3266	2760	506	234	179	55

**Table 10. Training sessions by Sub-Sector**

Sector	No. of Trainings
MI vegetable	161
NTFP	18
Fruit/Apple	5
Seed	26
Spices	5
Goat	20
Fish	3
Other	35

Income data has not yet been collected for the trainees. As per the Monitoring and Evaluation Plan, income data will be collected for the trainees one year after their training in order to assess their annual income achievement. The first income data impact assessment will take place in August 2009 and every year following to the end of the project.

### Agriculture Program Productivity Training

Major interventions to increase on-farm incomes through increased productivity of high-value commodities include:

**Micro Irrigation.** EIG-CM partner IDE developed micro-irrigation technologies (MIT) and built the capacity of the Nepal private sector to produce and market MIT. MIT include drip irrigation, micro sprinklers, low-cost water storage technologies, and the treadle pump (a manually operated foot pump) for the Terai, and small electric and diesel pump sets. EIG-CM is promoting and training new target group households to adopt the micro-irrigation technology and expanding the dealer network for supply of micro-irrigation technologies. MIT enable poor smallholders to control and ensure irrigation and take advantage of profitable off-season production opportunities for high value vegetable and horticultural crops. EIG-CM trained over 44 youths to utilize micro-irrigation and act as agriculture technician for vegetable production.

**Multiple Use Water Systems (MUS).** EIG-CM partner IDE has designed MUS that are efficient gravity fed piped water systems that are designed to provide sufficient water for micro-irrigation and for domestic use. MUS utilize small point sources such as springs and streams close to villages. A single pipe from the source goes to an above ground Thai Jar for storage and distribution of drinking water to household taps and to a below ground Ferro-cement tank for distribution for irrigation. Total costs for the system is less than \$100. Households increase their annual income by over \$100, water collection work for women is greatly reduced, and water quality is greatly increased with resulting health benefits. MUS labor and local material costs are provided by the community, and cash costs are provided by the community, local government, line agencies (DOI and DOA), and partner organizations. The EIG-CM team provides training and design services to enable MUS construction. Development of MUS enables density of MIT adoption that leads to economies of scale to establish collection centers and to establish input supply enterprises both increasing farmer incomes and creating jobs in the agricultural value-chain. EIG-CM provided training and facilitation in the establishment of three MUS that are benefiting youth in 500 households in Surkhet, Salyan, and Pyuthan districts.

**Collection Centers and Marketing and Planning Committees.** Through the USAID-supported SIMI project, a very successful approach to establishing community-managed collection centers has been developed. The EIG-CM is building upon this approach and providing training to establish and expand collection center operations. Collection centers are managed by marketing and planning committees (MPCs) that are elected from farmer production groups. The MPCs then develop a site, management, and operational system for running the collection center. Collection centers serve as the site for farmers to aggregate their produce for traders. This is crucial in Nepal as most farmers are located far from major markets, and it is too costly for individual farmers to bring their produce long distances.

The MPCs are also facilitating communication and feedback between smallholders and traders in terms of crop/variety selection, timing, and understanding market needs. The MPCs are also serving to represent smallholder interests (similar to community forest user groups) to government and development programs to prioritize investments in agriculture and to develop funding for collection center infrastructure. EIG-CM provides training to partners to establish collection centers/MPCs and provides training to MPCs for strengthening and expanding operations. The collection centers facilitate increasing farm level income through market access and create employment at the collection center and by expanding opportunities for local traders.

EIG-CM provided training and facilitated the establishment of a new MPC in Pyuthan District. The MPC was formed in partnership with the DDC and the GTZ-PASRA program. In the next annual work plan, at least one MPC will be established in each EIG-CM district and facilitate farmer access to markets as required.

**Fisheries.** The USAID Ujyalo project developed a highly successful smallholder fisheries model. The approach is based on a 200 sq-m, carp polyculture pond and use of a treadle pump to maintain pond water level to grow vegetables on the pond bank. An independent survey of the 1,100 ponds facilitated by the Ujyalo project showed an increase of over \$200 in annual income from fish and pond side vegetable production and an increase in consumption of nutritious food. The EIG-CM provides training to partners and beneficiaries to expand this approach in the Terai districts of Banke and Bardia. Partners including the WFP, DOA, and local government are providing finance and support to establish the fish ponds. The fish production also creates job opportunities in the production of fingerlings for sale to farmers and in the marketing of fish.

In the EIG-CM pocket in Bankatti village in Udaipur VDC of Banke District, two ponds have been constructed with the involvement of 10 youths to demonstrate the income generation potential of integrated carp polyculture and vegetable production. In the next year EIG-CM will promote the fisheries program for freed bonded labor (Mukta Kamaiya) in Bardia district and for landless poor targeted youth in Banke District.

**NTFP/Essential oils.** EIG-CM project will focus on sustainable harvesting, processing and marketing of herbs and pine resin in the Karnali Districts, Dang, Surkhet, Salyan and the mid-hills. For the Terai districts, the project will focus on the cultivation/collection, distillation and processing of essential oils. Essential oils produced from cultivation on farms are chamomile, citronella, *palma rosa*, and mint oils. Essential oils produced from cultivation and collection from community forests include lemon grass oil, eucalyptus oil, curry tree oil, and many others. The project will train and involve people in the NTFP sector in partnership with the DOF and other development partners and private sector industries. The program will also leverage funding for expansion of processing from private sector banks.

In the first year, EIG-CM provided training and technical assistance to youth in Dang District to market NTFPs and to find markets for asparagus in partnership with the LFP program. In Bardia District, 10 youth were trained in producing, processing, and marketing mint oil and assisted to develop a contract production agreement with a major buyer.

The EIG-CM has unique technical capacity in NTFPs. Agriculture component leader Pradeep Maharjan and NTFP specialist Vijaya Sthapit are well known as pioneers in NTFPs. This capacity will greatly facilitate developing implementation partnerships. Partners will include LFP, WFP, GTZ, PAF, UPAP, SNV, MEDEP, DLGSP, RRN, and Heifer International.

**Goat.** EIG-CM is building upon the program in goat production and marketing development that existed under the USAID Ujyalo project. The goat program focuses on proper vaccination of goats by village animal health workers, proper nutrition including dietary supplements, control of external parasites through use of community dipping tanks, and proper management. The program also has a market development component, including the development of goat

collection centers that increase farmer bargaining power and returns and also develop opportunities for youth to become traders. During this work plan year, 1,282 beneficiaries have been trained in goat rearing and the goat trading business.

**Seed Sector.** EIG-CM will train youth to produce and process quality seeds for sale utilizing parent seed for marketing within and outside their districts. EIG-CM developed a partnership with SEAN (Seed Entrepreneurs Association of Nepal), a private sector business membership organization that has agreed to setup buy-back schemes in Pyuthan and Surkhet Districts. The program will focus on seed production for a variety of crops including radish in Pyuthan and tomatoes in Surkhet district.

### **Agriculture Component Enterprise Training**

EIG-CM is also conducting trainings to establish micro-enterprise based jobs for unemployed youth in two major areas - input supply service providers and marketing and processing.

**Input Supply Service Providers.** As commercialized agricultural production increases, there are tremendous opportunities to establish local input suppliers and service providers. These include enterprises marketing seed, agricultural chemicals, nurseries that supply seedlings, IPM products, and technical services. The EIG-CM provides training for targeted youths focused on past pockets established by previous USAID projects where there is strong demand for inputs and services and to pockets of EIG-CM as commercial production developments. During this work plan period, 44 targeted youth have been trained as input suppliers cum local resource persons in the agriculture business.

**Marketing and Processing.** Similarly, as commercial production expands, there are great opportunities for youth employment in marketing and processing. Youth are being trained in marketing vegetables and high value crops, often in association with rural collection centers established by EIG-CM and other USAID supported projects.

There are also extensive opportunities for job creation in the processing of NTFP/essential oil products. EIG-CM provides training for the establishment of enterprises that distill essential oils (chamomile, lemon grass, citronella, mint, and many others). EIG-CM is also creating employment opportunities in seed processing and in the livestock sector with village animal health works and employment in marketing/processing. There are also extensive employment opportunities in the collection and marketing of NTFPs collected from community forests as part of community forest management plans. EIG-CM in Dang district is developing marketing linkages for asparagus in the Leasehold Forestry Programs supported with community forest user group resources. In Bardia, mint growers were helped to market their produce with EIG-CM facilitating a buy-back guarantee from the Nepalgunj traders.

### **Karnali Zone Food Security Program**

EIG-CM conducted a comprehensive study of options to increase food security (and incomes in the Karnali zone). The project will approach food security by increasing production of cereal grain crops through two major aspects - improving access to irrigation and applying the value-chain approach to provide access to better quality seed, inputs, and knowledge. To increase access to irrigation, EIG-CM partner IDE will design and train in efficient interventions

including application of MUS, terracing, low-cost water storage, and designing check dams/contouring. EIG-CM is linking with WFP, Concern, GoN Agencies, and others that have resources targeted for construction/hardware for water source development.

A major challenge for food security in the Karnali is a lack of access to quality seeds and production packages suitable for agriculture in the high hills. EIG-CM will work with NARC and others to disseminate appropriate high altitude crop technologies and establish local service providers able to multiply seed and provide needed inputs. The EIG-CM income generation program will also support increased food security directly through purchasing power and indirectly through helping farmers to have the cash required to purchase improved seed and inputs. A key part of the food security program will be close partnership with GoN which is committed to providing significant investment in the Karnali zone but lacks technical capacity and on-the-ground management capacity.

### **Lessons Learned and Future Plans**

Implementation of the first year's work plan has yielded the following important lessons learned that have guided development of the Year 2 work plan:

**Local Service Provider Initiative.** The EIG-CM Program for job creation in agriculture enterprises requires demand for goods and services from farmers. In existing EIG-CM pockets, this demand is limited as farmers are just getting started with production and will be expanding production over time. However, there are strong opportunities to create agricultural jobs in the pocket areas of past USAID projects including SIMI, BDS-MaPS, Ujyalo, and CRRN. EIG-CM will develop and implement an intensive training program targeted to develop local level service providers within pocket areas close to where farmers live. These service providers will be a critical part of the sustainability of EIG-CM impact.

**Food Security in the Karnali.** EIG-CM conducted a study to design food security interventions in the Karnali zone. The study revealed key interventions to be: repairing and upgrading existing drinking water systems to be multiple use water systems (MUS) that also supply for irrigation; construction of catchments/check dams to channel and store water for irrigation; construction of terraces that enable increased production; and interventions to improve the quality of seed and inputs available for production of cereal grain crops. Road construction is planned to fully pave the road up to Kalikot, and improve the quality of the road to Jumla. With road access these districts will have an advantage in off-season vegetable production as they receive a relatively lighter monsoon that allows for the cultivation of many vegetables that cannot be produced in the terai and at lower elevations. In the Year 2 work plan, EIG-CM will initiate trainings for increasing food security in the Karnali zone.

**Collaboration with Government Agencies.** The EIG-CM was designed to be implemented in partnership with government. Because of the rapid formation of the National Advisory Committees and the District Coordination Committees and the involvement of government in the training of the targeted youth, implementation in Y1 has been done in strong partnership with government. Recent Winrock and IDE experiences with government for SIMI and the CRRN project are very positive. Government in these programs has taken a real sense of ownership in the partnership and provided very significant matching resources. The political changes in Nepal have also increased pressure on government agencies to improve their quality of service

provision. In the next year of EIG-CM and particularly for expansion to new districts, EIG-CM will continue to work in close partnership with government to leverage resources.

There are also lessons learned internally from project implementation. It is very important that the EIG-CM team have its capacity increased for the value-chain approach for specific technical areas for district based staff. It is particularly important to build the capacity of C1 facilitators to take on the role of community mobilizers to support expansion of the agriculture component to new districts. Year 2 Value Chain Development (VCD) and Sub-Sector Analysis (SSA) Training will be a part of capacity building training of our C3 staff. Our C1 teachers cum community mobilizers will receive this training at this time.

It is also important to increase the monitoring of field activities by the EIG-CM central team and government officials. Regular monitoring increases the enthusiasm of staff and beneficiaries and also facilitates partnership development. If possible increased monitoring from USAID would be most welcome and would have a positive impact on the EIG-CM field team to see that their work is recognized.

**Job Creation in Agriculture.** An important area of emphasis of the Ministry of Agriculture and related agencies is the creation of jobs in agricultural enterprises. EIG-CM will conduct a high level study to identify approaches, policies, and prioritization of development investments to enable job creation in the agriculture sub-sector. The investment of these resources will greatly multiply the impact of EIG-CM training interventions.

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

During the period of this work plan, no specific activities under this performance result were scheduled as approval of the changed scope of work is pending. On June 3, a request was received from USAID to amend the contract to consider required primary scholarships and tertiary scholarships for Dalits particularly focusing on the teaching profession.

A meeting with Banke UNESCO Club, the Creation for Equitable Society (CES,) and a number of other *dalit* NGOs was held in Nepalgunj on June 12. The objective of the meeting was to learn about scholarship support, approaches, and the need/demand for different professions in the area. Results of the meeting showed that scholarship support should be for admission, tuition fees, books, stationery, and a uniform. In addition students in remote areas need to be provided with room and board.

In response to USAID's request, a process was started to award two-year scholarships to students who will study I. Ed. and other technical education opportunities such as junior technical assistant (JTA), community medical assistant (CMA), and Sub-overseers. There will be two types of scholarships. A partial scholarship of approximately 14,000 NRS per year will be provided to eligible candidates to cover school enrollment fees, tuition fees, stationery, books, and uniform. For remote students, a full scholarship of approximately 44,000 NRS will be

provided and will also cover room and board. The beneficiaries will be *dalit*, *janajati*, and Madhesi with a greater focus on female students from remote areas.

The District Coordinator, NGO partners, and the Government Education Office will help to identify beneficiaries for scholarship support. The opportunity will also be posted in the schools of the VDCs where the project works. A basic study will determine appropriate schools and training institutes for scholarship-supported students. Identification of beneficiaries will be completed before enrollment begins in July 2009.

Winrock will meet with the Ministry of Education to request memorandum of understandings (MOUs) to have district base schools employ *dalits* (or other project beneficiaries) that are awarded scholarships under EIG-CM. We will request the Ministry to have the District Education Officers to commit to hiring locally selected beneficiaries. The District Coordination Committee will engage the District Education Officer (DEO) to be involved in beneficiary selection which will be done by committee. We will keep the DEO abreast of the progress of the beneficiary's progress.

## V. Monitoring the Performance Results

The primary tasks in the first year were to develop the Monitoring & Evaluation (M&E) Plan, Performance Indicator Reference sheets (PIRs), prepare data collection tools, prepare specifications for FieldLink and adapt FieldLink to the EIG-CM Project. In addition, the M&E team trained field staff in data collection and how to use FieldLink. The M&E Plan was developed during the start up phase of the project. After discussion and revision the projects M&E Plan was approved on July 1, 2008.

### Data Collection Tools

The M&E team working in close cooperation with the COP, Component Managers, Partner Organizations and USAID finalized the data collection forms and the accompanying M&E field guides. The forms listed below were pre-tested, edited and then finalized. To assist in obtaining proper data from the beneficiaries and partner organization M&E field guides have been prepared for all forms. The approved data collection forms are as follows:

- Partner and their Staff Form (PTSF)
- Training Course Development Form (TCDF)
- Training Event Form (TEF)
- Studies forms (SF)
- Employment Opportunity Form (EOF)
- Recipient / Household Form (RHF)
- Teacher / Trainer Form (TTF)
- Training Start Up Form (TSUF)
- Recipient Retention Quarterly Form (RRQF)
- Recipient Final Performance Form C1 (RFPPF C1)
- Recipient Final Performance Form C2 (RFPPF C2)
- Recipient Final Performance Form C3 (RFPPF C3)
- Teachers / Trainers training final performance ( TTFPF)

- Proxy Tracer Study Baseline (PTSB)
- Proxy Tracer Study Impact (PTSI)
- Proxy Tracer Study Agriculture Baseline (PTS AB)
- Proxy Tracer Study Agriculture Impact (PTS AI)

The RHF, TTF and RHF field guides are also available in Nepali as are the PTS forms and guides. The forms can all be downloaded from the FieldLink website.

### FieldLink Nepal

FieldLink database has been designed and developed to meet the M and E data management needs of the EIG-CM project. FieldLink-Nepal is a monitoring and evaluation system that is a web-based interactive database. FieldLink-Nepal, a single entry on-line data entry system is used to track, analyze, document and evaluate the projects multiple tiers of data. FieldLink has the ability to support data collection and reporting for all three distinct components of the project. Instant access queries, real-time reporting, and programmable quarterly and yearly reports are all available through data aggregated and disaggregated by FieldLink-Nepal. FieldLink uses an application design that employs an ultra-thin-client architecture, which supports low-bandwidth (dial-up) connections, all web browsers, regardless of operating system, for multiple languages.

FieldLink Nepal has been modified to accommodate all the above forms. It has been moved from a test environment to a production environment. FieldLink Nepal has been operational since the last week of June 2008. FieldLink version 0.01z was operational for data entry on June 25, 2008. Currently FieldLink version 1.01r is being used which now includes performance indicator reports for component one, two and three along with many new features. Data cleaning tasks have been regularly performed. After the three primary project implementation reports were generated in FieldLink, the FieldLink generated reports were reviewed against the specifications provided.

The M&E team has provided regular support to data entry personnel of partner organizations to enable them to carry out systematic and efficient data entry. The team also checked on the quality and completeness of the data entry and cleaned data where required. Specification and formats for over 25 disaggregated reports have been prepared.

The performance indicators reports are regularly viewed by component managers. The query system is extensively used by component managers and partner staff. The need for a query system based on training event information has also been envisaged.

As of September 30, 2008, FieldLink database has over 6,800 records for beneficiaries, over 380 records of training events and records of over 8,000 enrollments in different trainings. The data entry was carried out by the partner organizations and the records of enrollment by partner are presented in Table 11 below.

**Table 11. Enrollment records by partner organization entered in FieldLink**

Partner Organizations	Enrollment Records
ALLIANCE	44
CEAPRED	892

DEPROSC	1,756
F-Skill	729
IDE	1,488
KIRDARC	1,220
SAPPROS	1,088
Winrock	913
Total	8,130

### Manuals

A draft M&E manual was prepared which also includes a table that shows for each form the person / organization that is responsible for data collection, entry and verification. This is presented in the draft training manual. A draft FieldLink Manual has also been prepared.

### Monitoring Field Visits and FieldLink Training & Orientation

The M&E Coordinator carried out many field visits to all districts to monitor the training activities under component 1, 2 and 3. A two-day project orientation training was held in Nepalgunj from April 22 – 23 with over 70 partner representatives and project field staff participating. During the orientation, the M&E team presented and discussed M&E methodology, frequency of data collection, individuals involved and the tools to be used. The M&E team received valuable feedback which has since been recorded in the M&E plan and this report. On April 25, 2008, in a meeting with USAID in Nepalgunj, the M&E methodology was presented and on May 7, 2008 IETC, Winrock and USAID agreed upon the data collection methodology, sampling methodology, income indicators and data collection methodology to obtain baseline and impact income data.

**Table 12. M&E/FieldLink trainings conducted**

District	Partners	Date	Number of project staff trained
Dang	DEPROSC, IDE, CEAPRED, WI	July 17 – July 18	8
Surkhet	DEPROSC, CEAPRED, WI	July 20 – July 21	6
Nepalgunj	DEPROSC, IDE, WI, F-Skill, Alliance, FNCCI	July 22 – July 24	23
Jumla	DEPROSC, IDE, WI, SAPPROS	August 16 -17, 2008	6
Kathmandu	F-Skill, KIRDARC, Samjhauta, DEPROSC	August 22, 2008	9

### Proxy Tracer Study & Sampling Method

The sampling methodology has also been finalized and approved as follows:

**Component 1:** Of the 30,000 beneficiaries it is anticipated that an estimated 21,000 will obtain C2 or C3 trainings, hence, their income will be tracked based on C2 and C3 indicators. The estimated remaining 9,000 beneficiaries will continue self-employment through a micro-enterprise or agriculture.

**Component 2:** The entire population of 11,000 beneficiaries will be assessed by the training providers for employment and income. The immediate impact study will be done within 3 months after the completion of training. F-Skill proxy tracer study was due in September 2009 for the brick molders; this will be carried out after the Dashain holidays in October and November as the brick factories were closed during monsoon.

**Component 3:** A statistically significant and reliable sample of 4,800 beneficiaries (approx 9 % of 50,000) will be randomly selected from a stratified list by District, Dalits, Non-Dalits and Gender. The study will be conducted approximately one year after the start of first C3 training done once per year. The impact and baseline data will be gathered at the same time during the impact study period. The first is now planned to take place in August and early September of 2009 and will be carried out every year at that time to the end of the program.

### TraiNet

The entire EIG-CM team have been trained in TraiNet. Data entry of each training event (greater than 3 day training) needs to be entered into TraiNet. TraiNet requires that data such as name of training, type of training, address of training, name of training provider, address of training providers, start date of training, end date of training, and budget for training and cost of training be entered. Information of twenty training events have been entered into TraiNet and all component 1 and 2 trainings are expected to be entered into TraiNet during the 1<sup>st</sup> quarter of the next fiscal year.

### Technology Availability in Districts

Communication and internet availability information in the 9 districts was collected and compiled and is presented Table 13 below.

**Table 13. Communication and internet availability by district**

Sno	District	Technology available at District		Technology available at EIG-CM		
		Dial up/Wireless	CDMA	Dial up/Wireless	CDMA	Computer
1	Banke	Wlink / NTC	CDMA	Wlink	CDMA	Yes
2	Bardiya	Wlink / NTC	CDMA	NTC	CDMA	Yes
3	Surkhet	Wlink / NTC	CDMA		CDMA	Yes
4	Dang	Wlink / NTC / Bageshowri	CDMA	NTC	CDMA	Yes
5	Pyuthan	NTC	CDMA		CDMA	Yes
6	Dailekh	NTC	CDMA			
7	Salyan		CDMA			
8	Mugu		CDMA			
9	Jumla	NTC	CDMA	NTC	CDMA	Yes

### Selected M and E Data Records

The performance results tables below have been derived from the data entered into FieldLink through September 30, 2008. During the first partial work plan and fiscal year, 6,862 youth from 10 districts of the Mid-Western Region have been enrolled in 382 trainings conducted by EIG-CM. Of the enrolled youth 100% are disadvantaged youth, 85% are female, 3% are conflict affected and 35 % are dalits. The recipients do not really want to label themselves as conflict

affected. When the recipients filled the forms, many hesitated to disclose that they were conflict affected. However, 40% and 8% of the recipients of Mugu and Surkhet respectively are conflict affected (Calculated using Table 15).

The numbers are presented in Table 14.

**Table 14. Total beneficiaries, conflicted affected and dalits**

Beneficiaries	Female	Male	Total
Total Disadvantaged Youth	5,841	1,021	6,862
Conflict Affected	130	53	183
Dalit	2,036	339	2,375

Bardiya district has the highest number of beneficiaries (25% of the total). Over forty percent of the beneficiaries from Mugu District are conflicted affected. Table 15 details the beneficiaries by district.

**Table 15. Total Targeted Youth by District**

Component	Reached Unique Count			Conflict Affected		
	Female	Male	Total	Female	Male	Total
Banke	914	243	1,157	6	5	11
Bardiya	1,407	267	1,674	19	4	23
Dailekh	203	69	272	4		4
Dang	376	44	420	10		10
Jumla	1,344	175	1,519	9	21	30
Mugu	65	34	99	19	21	40
Pyuthan	547	9	556	2		2
Salyan	305	100	405	1		1
Surkhet	680	80	760	60	2	62
Total	5,841	1,021	6,862	130	53	183

Under literacy, life skills and peace building training (component one) 2,976 disadvantaged youth have enrolled in literacy, life skill & entrepreneurship trainings. A total of 773 youth have enrolled in vocational training under component two. Under the agriculture training (component 3), 3,500 youth have enrolled in agriculture productivity/entrepreneurship training and these are detailed in the Table 16 below. The performance indicator report for component one, two and three have been presented in Annex II

**Table 16. Component wise beneficiaries, Conflict Affected and Dalits**

Component	Disadvantaged			Conflict Affected			Dalit		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	2,814	162	2,976	78	22	100	1,224	111	1,335
2	462	311	773	20	7	27	125	51	176
3	2,939	561	3,500	36	25	61	835	179	1,014
Total	6,215	1,034	7,249	134	54	188	2,184	341	2,525

Eight partner organizations are conducting training and Table 17 shows the number of beneficiaries reached by each partner.

**Table 17. Partners wise beneficiaries**

<b>Name</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female %</b>
ALLIANCE	23	21	44	52%
CEAPRED	746	120	866	86%
DEPROSC	1,720	36	1,756	98%
F-Skill	439	290	729	60%
IDE	1,183	235	1,418	83%
KIRDARC	1,094	126	1,220	90%
SAPPROS	312	81	393	79%
Winrock	698	125	823	85%
Total	6,215	1,034	7,249	86%



<b>Annex I: Progress by Task/Activity by Component</b>				
<b>Component</b>	<b>Task/Activity</b>	<b>Description of Actions</b>	<b>Status/Future Activities</b>	<b>Partner</b>
<b>Component 1</b>	<b>Task 1.1.1</b> Collect and adapt existing USAID life skills, literacy, and HIV/AIDs curricula and develop additional pre-vocational, self-employment and peace-building modules.			Samjhauta
	<b>Activity 1.1.1.1</b> Collect existing USAID life skills, literacy, and HIV/AIDS curricula.	Samjhauta Nepal collected existing life skills, literacy and HIV/AIDS curricula published by different organizations. The organizations were: UNICEF, World Education, FHI, CEDPA, MS Nepal, Lutheran World Federation, Save the Children US, Ama Milan Kendra, Non Formal Education Center – Sano Thimi, CTEVT, Small Cottage Industry Development Committee and Industrial Enterprises Development Institutions. Besides, Samjhauta already had materials of Care Nepal, UNFPA, Pact Inc. and CECI. Samjhauta also had its own materials, which it developed for different organizations and some were from previous USAID projects.	Completed	Samjhauta
	<b>Activity 1.1.1.2</b> Review and adapt existing USAID life skills, literacy, and HIV/AIDS curricula.	Completed review and adaptation of existing USAID life skills, literacy, and HIV/AIDS curricula. HIV/AIDS materials were technically checked by other USAID funded project. Its social, cultural aspects were also shared with partner organizations and feedback was incorporated..	Completed	Samjhauta
	<b>Activity 1.1.1.3</b> Review, adapt and develop additional pre-vocational, self-employment and peace-building modules.	Samjhauta Nepal reviewed the materials collected from different organizations and based on the concepts developed the draft of pre-vocational/entrepreneurial skill Module 3. Module 3 focuses mainly on pre-vocational, entrepreneurial skills and self employment. The main purpose of the book is to motivate participants of the nine months	Completed	Samjhauta

		literacy class towards self employment and micro enterprises. Hence the book contains chapters that give information on the types of enterprises that can be started at the local level. These topics are related to commercial and subsistence farming, planning of a new business, conducting a business feasibility study, tips to improve business, places to coordinate for business development, connections facilitated with government service providers resources for financial support and calculation of loss and profit etc. In Module 2, the chapters related to Peace Building have been incorporated in the book entitled "Pre-vocational Part 2, Life Skills, Nutrition, HIV and AIDS and peace building/conflict mitigation". The main topics in peace building is the role of citizens and their civic responsibility, role of local government, services available from local government office, social inclusion, democratic meeting procedures and rules, and stages of conflict.		
	<b>Task 1.1.2</b> Develop the modular curriculum and approach			
	<b>Activity 1.1.2.1</b> Develop integrated literacy, numeracy and life skills modules.	Samjhauta Nepal successfully developed an integrated literacy and numeracy module with a training duration of 3 months. The book was pre-tested in the women and youth groups of Chapagaon, Lalitpur district, Kathmandu on March 6, 2008 and in the Milijuli Farmer Group of Babugaon, Bhavniyapur VDC, Banke district on April 24, 2008. In addition numerous meetings were held with project partner organizations and USAID to review and finalize the module. TOT for this book was conducted in Nepalgunj and Jumla during nine days in June, 2008. This module is divided into two parts. The first part focuses on the Nepali Alphabet while the second part reviews of Nepali Alphabet, words, sentence formation, simple grammar, writing letters, knowledge on the important aspects of group formation, micro-	Completed	Samjhauta Team

		<p>enterprise development and simple math. Altogether the book has 24 chapters.</p> <p><i>Note: Life Skills is incorporated into the second book which is pre-vocational Part 2 or life skills, nutrition, HIV and AIDS and peace building/conflict mitigation.</i></p>		
	<p><b>Activity 1.1.2.2</b> Develop integrated HIV/AIDs, personal safety information, prevention and awareness modules.</p>	<p>Module 2 is divided into 3 parts. The first part is life skills, the second part is HIV/AIDS and the third part is peace building. Samjhauta Nepal successfully developed an integrated package of two months entitled "Pre-vocational Part 2, life skills, nutrition, HIV/AIDS and peace building/conflict mitigation". The chapters are:</p> <ol style="list-style-type: none"> <li>1. Life Skills</li> <li>2. Methods to enhance Life Skills</li> <li>3. Story of Binita and Sunita</li> <li>4. Conversation between Rupa and Manju</li> <li>5. Story of Bikas</li> <li>6. Malnutrition</li> <li>7. Nutritious Foods</li> <li>8. Kitchen Garden</li> <li>9. Introduction of HIV and AIDS</li> <li>10. Relationship between HIV and AIDS</li> <li>11. Methods of HIV Transmission</li> <li>12. How does HIV not transmit?</li> <li>13. Stages of HIV Infection</li> <li>14. Methods to remain safe from HIV and AIDS</li> <li>15. Availability of Antiretroviral Treatment in Nepal</li> <li>16. What should be done during HIV and AIDS</li> <li>17. Help (to HIV and AIDS patients)</li> <li>18. Role of citizens in Good Governance</li> <li>19. Role of Local Government Bodies in Good Governance</li> <li>20. Citizens Access to local level government offices</li> <li>21. Democratic Meeting methods</li> <li>22. Social Inclusion methods</li> <li>23. Conflict and its Causes</li> </ol>	Completed	Samjhauta

		24. Stages of Conflict and its Effects 25. Conflict Facilitation		
	<b>Activity 1.1.2.3</b> Develop integrated pre-vocational and entrepreneurship skills modules.	The pre-vocational Module 3 focuses on pre-vocational and entrepreneurship skills. The pre-test has also been done during the TOT in Nepalgunj and Jumla. Samjhauta Nepal also collected suggestions and feedback from USAID and selected Nepal experts.	Completed.	Samjhauta
	<b>Activity 1.1.2.4</b> Develop integrated peace building, social inclusion and gender training modules.	Peace building, social inclusion and gender have been incorporated in Module 2 described above.	Completed	Samjhauta
	<b>Activity 1.1.2.5</b> Develop literacy curriculum.	Samjhauta Nepal has completed Module 1, 2 and 3 with 15,000 printed of each. Year two an additional 15,000 copies of each component will be printed.	Completed	Samjhauta
	<b>Activity 1.1.2.6</b> Develop method and tools to evaluate achievements in literacy	Pre-test and post-test questionnaire for beneficiaries of the literacy program have been developed. These tools have been sent to all districts for pre-testing of participants. Samjhauta Nepal will assist DEPROSC and KIRDARC if needed in the process.	Completed	Samjauta team, DEPROSC KIRDARC
	<b>Task 1.2.1</b> Develop teacher training courses and conduct Teacher Trainings for 9-month literacy modules.			
	<b>Activity 1.2.1.1</b> Develop TOT Curriculum.	TOT Curriculum for Modules 1, 2 and 3 have already been developed and distributed to literacy class teachers. This curriculum contains methodologies to be used for all lessons. Samjhauta Nepal has also developed a guideline for the teachers that contains the methodology for class instruction on Modules 1 and 2. This guideline includes the time distribution by chapter. This guideline has already been used by the teachers during their TOT training. Each of them has received a copy of the guideline.	Completed	Samjhauta
	<b>Activity 1.2.1.2</b> Develop	Selections being made according to the criteria	Completed	Samjhauta and team

	criteria for trainer's selection.	developed. The teachers should be from the same VDCs and primarily women who have experience with group work and entrepreneurship. They should be from the local area, Class 7 to test pass depending on the experience, as much as possible women from the marginalized community, married women, entrepreneurs in the community, willing to learn computer, and teachers only if the course timing works from their regular classes. These criteria were shared with DEPROSC and KIRDARC.		
	<b>Activity 1.2.1.3</b> DEPROSC and KIRDARC identify literacy trainers with criteria provided by Samjhauta.	On the basis of the above criteria provided by Samjhauta 70 trainers were selected. Among them 61 (87 %) are female, 18 (26 %) are Dalit, 17 (24 %) are Janajati and 5 (7%) are from linguistic minorities (Madhesi). Among 70 participants 30 were from Jumla and 40 from (8 each from each of the following districts) the districts of Banke, Bardiya, Dang, Pyuthan and Surkhet.	Completed	DEPROSC and KIRDARC
	<b>Activity 1.2.1.4</b> Conduct TOT for teachers.	Samjhauta Nepal conducted the nine-day teachers training for Modules 1, and the seven-day ToT for 2 and 3. The first was done in June and the second done in September. Altogether 70 teachers (Banke 8, Bardiya 8, Surkhet 8, Dang 8, Pyuthan 8 and Jumla 30) from the 6 1 <sup>st</sup> year districts received this training. The training was conducted in Nepalgunj, Dang and Jumla. All C1 staff participated so that in future years this ToT can be done at the district level by project core staff.	Completed	Samjhauta
	<b>Activity 1.2.1.5</b> Monitor and evaluate partner literacy classes.	The Project Officers for C1 make monthly plans for literacy class supervision and they along with the District Coordinators visit the literacy classes. The supervision visits are then the status of each class is discussed with the Component Manager. Project Officers also write monthly reports to their NGO and share these with the DC.	Ongoing	DEPROSC and KIRDARC
	<b>Task 1.3.1.</b> Adapt curriculum to C2 and C3 trainings	Samjhauta Nepal prepared the draft materials for modules to be incorporated into C2 and C3 training materials. They are collecting the feed back from	Ongoing to be completed Dec of 08	Samjhauta

		training providers and managers and preparing the curriculum		
	<b>Task 1.4.1</b> Set up training for life skills and peace-building skills			
	<b>Activity 1.4.1.1</b> Identify targeted youth for literacy classes.	EIG-CM project has developed the criteria for beneficiary selection. There were option to keep 70 % female, 100 % from Dalit, Janjati and linguistic minorities and Victim of conflict. There are 1,200 participants in Jumla and 320 each in Dang, Pyuthan, Surkhet, Banke and Bardiya. Due to a very large demand for the class each class has two extra people which does not affect the quality of teaching for the class. This ensures we will meet our targets even if there are dropouts.	Completed	DEPROSC and KIRDARC and DC
	<b>Activity 1.4.1.2</b> Identify class locations.	The class locations were selected. In general, the beneficiaries identified public spaces such as community learning centers, local cooperative group houses and in some places classes are held in private homes. The district coordination committee recommended the list of VDCs for the program. On the basis of beneficiary selection the ward and community have been selected. The community selection criteria were disadvantaged and conflict affected. On the above criteria the locations have been selected in the 5 VDCs of Banke District, 4 VDCs of Dang, 3 VDC of Pyuthan, 6 VDCs of Bardiya, 5 VDCs of Surkhet and 14 VDCs of Jumla. There are 70 locations where 140 groups are getting literacy classes.	Completed	
	<b>Task 1.4.2</b> Conduct literacy classes			
	<b>Activity 1.4.2.1</b> Pre-test and collect data on all participants.	Samjhauta Nepal developed the pre-test questionnaire whjch was conducted the first week of classes by the teachers. Post test for module 1 is to be completed in the first quarter of the next work plan period.	Ongoing	

	<b>Activity 1.4.2.2</b> Conduct and manage the integrated life skills, literacy and peace building training courses.	A total of 140 literacy classes in 70 centers started the last week of June, 2008. Among them 30 are in Jumla and the remaining 40 (8 in each of the following districts) in Banke, Bardiya, Dang, Surkhet and Pyuthan.	Ongoing	
	<b>Task 1.5.1</b> Help trainees move into vocational education or agriculture training	There are some groups where literacy (component one ) trains the same group of beneficiaries of component 3 at the same time. Others will be receiving assistance during the next 3 quarters of the 08-09 work plan year.	Ongoing	
	<b>Task 1.6.1</b> Develop training around self employment	The ToT of Module 3, which is more about entrepreneurship and self employment has been developed. The literacy teacher and C1 Program Officer are encouraging beneficiaries to explore self employment in collaboration with other organizations such as World Vision, MEDEP and Nirdhan Bank among others.	Ongoing	
<b>Component 2</b>	<b>Task 2.1.1</b> Conduct Rapid Assessment at district level in rural areas		Completed	Winrock Team and Partners
	<b>Task 2.1.2</b> Conduct initial market assessments in the formal sector in the Mid West and throughout the country	Rapid Market Assessment has been conducted in seven important market centers and industrial clusters with the support of local CCIs. The report has been presented and distributed to all stakeholders.	Completed	FNCCI
	<b>Task 2.1.3</b> F-Skill training partners or franchisee providers identify employment opportunities	F-skill's franchisee has found opportunity in Brick Molding and Hair Cutting and Beautician in Dang and Surkhet respectively. They have already started the training there.	Completed	F-Skill
	<b>Task 2.1.4</b> Identify opportunities tied to other investment projects		Completed	Winrock Team
	<b>Task 2.2.1</b> MOUs developed between employers and FNCCI that includes provision for on-the-job training	FNCCI has developed MOU between Alliance and Construction Contractor Association of Dang for OJT and job placement after the training. 43 Mason trainees will get benefit out of this MOU.	Ongoing.	FNCCI
	<b>Task 2.2.2</b> Develop	Almost 90% of the web based database is	Developed awaiting	FNCCI

	database to track employment opportunities, trainees, and qualified trained beneficiaries by WI, FNCCI, Alliance	completed. This will be sent to USAID for approval before webpage is activated. USAID will approve in November.	approval	
	<b>Task 2.3.1</b> Develop and adapt curriculum			
	<b>Activity 2.3.1.1</b> Develop new curriculum	Alliance Nepal developed new curricula on “Jewelry Maker”	Completed	Alliance Nepal
	<b>Activity 2.3.1.2a</b> Alliance modifies curriculum to include life skills, peace building skills, and HIV/AIDs training.	Alliance Nepal is revising curricula for Motor Bike Technician, Automobile Technician, Indian Cooking and Shuttering Carpentry. These will be completed by the end of October 2008.	Ongoing	Alliance Nepal
	<b>Activity 2.3.1.2b</b> F-Skill modifies curriculum to include life skills, peace building skills, and HIV/AIDs training.	F-skill has included life skills, peace building, HIV/AIDS and entrepreneurial skills in its technical curricula.	Completed	F-Skill
	<b>Activity 2.3.1.3</b> Develop & deliver TOT and TA to training providers	Ist round of TOT is already completed and 2 <sup>nd</sup> round of TOT will be completed by the end of October 2008.	Ongoing	Alliance Nepal
	<b>Task 2.4.1</b> Identify beneficiaries for training (C2 Manager)			
	<b>Activity 2.4.1.1</b> Work with C1 Manager to identify potential Vo-Ed Students	Potential Vo-Ed students will be indentified after completion of literacy, HIV/AIDS, life skills and peace building modules (Modules 1 and 2) and before starting of entrepreneurship module (Module 3). An orientation cum counseling session will be provided at this time (beginning of 2 <sup>nd</sup> quarter) to all C1 participants to help identify potential Vo Ed students.	This will be completed in first two weeks of December 2008.	Winrock
	<b>Activity 2.4.1.2</b> Work with District Coordination Committees and District Coordinator to identify participants	Completed in 3rd quarter of fiscal year	Completed	Winrock

	<b>Activity 2.4.1.3</b> F-Skill training providers identify participants	So far, F-Skill’s franchisees have identified 729 participants in Dang, Banke, Surkhet and Bardiya. Out of which 12 participants dropped out during the training.	Completed	F-Skill
	<b>Activity 2.4.1.4</b> Alliance Nepal training providers identify participants.	A total of 44 participants were identified and selected from Sishaniya VDC of Dang for the mason training that begun in July of 2008.	Completed	Alliance Nepal
	<b>Task 2.4.2</b> Conduct vocational education training			
	<b>Activity 2.4.2.1a</b> Alliance conducts vocational training for employment	Mason training was conducted in Dang. There are 43 participants taking the training and one participant has left.	Ongoing	Alliance Nepal
	<b>Activity 2.4.2.1b</b> F-Skill conducts vocational training for employment.	F-Skill completed the training of 313 trainees. Once F-Skill completes the ongoing trainings that have 404 trainees, the total number will reach to 717.	Continuing	F-Skill
	<b>Task 2.4.3</b> Monitor training providers			
	<b>Activity 2.4.3.1a</b> Alliance monitors Training Providers.	Alliance is monitoring the ongoing mason training. Alliance Program Coordinator has visited training site more than 10 times to assure the quality of training. After completion of the training, Alliance will be supporting the trainees for job placement.	Ongoing	Alliance Nepal
	<b>Activity 2.4.3.1b</b> F-Skill monitors Training Providers	F-Skill’s Field Supervisors monitors the ongoing training. They are supporting for job placement for those who have completed the training.	Ongoing	F-Skill
	<b>Task 2.5.1</b> Conduct career planning and placement support	District Coordinator and trainers of the training providers discuss with the participants and help them to develop personal career plans	Ongoing	Winrock/F-Skill/Alliance Nepal
	<b>Task 2.5.2</b> Beneficiaries placed in on-the-job training for one month	MoU with Construction Association has already been signed and 43 participants are placed on OJT for one month after the training.	Ongoing	Alliance Nepal
<b>Component 3</b>	<b>Task 3.1.1.</b> Implement District level activities	Activities began in eight districts from June 2008. Formation of (DCC) District Coordination	Ongoing	Winrock, IDE, CEAPRED, and SAPPROS and

		Committees has been completed for all districts.		Alliance Partners = C3 Team
	<b>Activity 3.1.1.1</b> Conduct training for partners in sub-sector (SSA) and value-chain VCA) analysis.	Four SSA/VCA trainings were completed that covered Banke, Baridya, Salyan, Surkhet, Pyuthan, Jumla and Dailekh. Training for Mugu District along with the new district DCC members will be done in Year two. Nine sub-sectors have been selected during the practical field training in coordination with the DCC members.	Completed first year program and continuing for new districts in year two.	IDE leading with support from WI
	<b>Activity 3.1.1.2</b> Conduct sub-sector analysis (SSA) to assess agricultural and employment opportunities in the districts	The district teams with the help of local technical specialists have conducted 9 SSA in eight districts. Results were verified in September during a follow-up training and second year planning workshop in Nepalgunj.	Completed for year 1 districts. Assessment reports finalized.	IDE, WI, CEAPRED, and SAPPROS
	<b>Activity 3.1.1.3</b> Identify target beneficiaries based on project criteria including graduates of C1 literacy.	Target beneficiary selection is 100% completed for the first year and program interventions started for income generation through training activities.	Completed year one targets	IDE, CEAPRED, SAPPROS, and WI
	<b>Activity 3.1.1.4</b> Develop annual training plan	Short-term training program plan developed and completed.	Completed	IDE and WI (District Coordinators)
	<b>Activity 3.1.1.5</b> Conduct life skills and peace building training	New synchronized 1-3 day training curriculum was developed and training will be conducted for C3 beneficiaries in year two during follow-up training for Y1 beneficiaries. It will be incorporated in the C3 agribusiness training package.	For those not receiving C1 training, will be covered in the 2 <sup>nd</sup> year	C1 Partners and C3 team in the project districts
	<b>Task 3.1.2</b> Create market linkages	Created market linkages for the mint oil producers in Bardia district and NTFPs (Asparagus) growers in Dang district with Dabur Nepal.	On going	C3 Team
	<b>Activity 3.1.2.1.</b> Conduct Training for Agricultural Productivity and Income Generation	Selection and training of 3,266 targeted ag production beneficiaries was completed in year one. Beneficiaries received training in agriculture, goat, fisheries and NTFPs. The trainings were organized by the C3 team and implemented with partners including major government agencies and development projects in the region.	Started training in all Y1 districts and met Y1 work plan target.	IDE, WI, CEAPRED, and SAPPROS
	<b>Task 3.2.1</b> Adapt and develop specific training modules	Training modules developed for (1) micro irrigation, (2) collection center operations, (3) Essential oil production and distillation / processing, and (4) collection and processing of seabuckthorn in the Karnali.	Completed Y1 requirement. Will continue in year two for new topics and sub-sectors	IDE and WI

	<b>Task 3.3.1</b> Provide enterprise development training and technical assistance to youth	A total of 234 youth were trained in enterprise development. Enterprise training included apple trading, NTFPs trading, fishery, and nursery businesses.	Approximately 94% of the Y1 work plan target was completed. Remaining calendar year end targets will be completed in the next quarter.	WI and IDE
	<b>Activity 3.3.1.1.</b> Provide micro-enterprise development training for selected youth	Trainings in plastic house for off-season vegetable production, marketing of vegetables and fruits through Marketing Planning Committees, vegetable nursery, sustainable harvesting and trade of wild NTFPs, cultivation and processing of Mint and small scale integrated fish farming are the major enterprise training conducted in year one.	70 trainings were completed in the Year one.	IDE and WI
	<b>Activity 3.3.1.2.</b> Training for agriculture job creation (Confused about how this is different than 3.3.11?)	Started in all districts in the different sub sectors (a) fresh vegetable production and marketing (b) goat raising and marketing (c) NTFPs processing and marketing (d) training in group marketing (d) small scale fisheries management (e) Agro-vets, and (f) Seedling production and nursery management of high value crops are the major job creating trainings conducted in this year (Details in Annex V).	Second Year program will continue to support new youths	IDE,WI
	<b>Task 3.4.1</b> Form Karnali group to explore key opportunities in the region	A detail study of potential opportunities and constraints in Jumla and Kalikot was conducted. Based on the findings program for the year two has been developed for Jumla, Humla, Kalikot, Mugu and Dolpa.	Study will continue in year two for new district by the district teams.	SAPPROS, IDE and WI
	<b>Activity 3.4.1.1.</b> Conduct special agro input training for the Karnali region service providers	NTFP management training has been conducted for 21 youths in Jumla and in Mugu. 14 youth trained in vegetable nursery management as a profitable agro input trade. Income generation from Seabuckthorn is realized at NRs 125,000 for 21 youths in one season.	Further training on supply chain management of vegetable and seed for food grain is planned for Year 2	SAPPROS, IDE

**Annex II. Component 1 Performance Indicator Actual Vs Fiscal Year Targets**

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	Remarks
Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment * (see definition 1 below)	# of recipient	0	0	0	0	0	0	0	0	30000	0%	0%	0%	1
Number of targeted beneficiaries completing life skills courses in preparation for future agricultural or technical training *2	# of recipient	0	0	0	0	0	0	0	0	21000	0%	0%	0%	2
Number of literacy and life skills trainees entering self-employment or starting small businesses *3	# of recipient	0	0	0	0	0	0	0	0	9000	0%	0%	0%	3
Number of targeted youth trained in local level conflict mediation and other related skills through peace building training *4	# of recipient	0	0	0	0	0	0	0	0	30000	0%	0%	0%	4
Number of people trained through USAID supported health programs *5	# of recipient	0	0	0	0	0	0	0	0	30000	0%	0%	0%	5
Number of people from at risk groups reached through USG-supported conflict mitigation activities, gender, disadvantage, conflict affected *6	# of recipient	0	20	923	2033	2976	2976	2800	2800	30000	106%	106%	10%	6
Number of people trained in conflict mitigation/resolution skills with USG assistance *7	# of recipient	0	0	0	0	0	0	0	2800	30000	0%	0%	0%	7
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	20	923	2033	2976	2976	2800	2800	30000	106%	106%	10%	8
Number of people benefiting from USG-Supported Social Services *9	# of recipient	0	20	923	2033	2976	2976	2800	2800	30000	106%	106%	10%	9

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. Component 2 Performance Indicator Actual Vs Fiscal Year Targets**

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	Remarks
Number of formal linkages formed w/employers and business associations to maximize employment opportunities * (see definition 1 below)	# mou or # loa	0	0	1	15	16	16	15	15	100	107%	107%	16%	1
Number of sites for vocational education training *2	# of training sites	0	0	18	19	35	35	15	15	115	233%	233%	30%	2
Number of training events conducted *3	# of training events	0	0	2	19	21	21	20	20	400	105%	70%	5%	3
Percent of training course graduates retaining quality employment three months after graduation *4	# of recipient	0	0	0	0	0	0	-	-	80%	0%	0%	0%	4
Number of people benefiting from USG-Supported Social Services *5	# of recipient	0	0	322	451	773	773	740	740	11000	104%	104%	7%	5
Number of people from at risk groups reached through USG-supported conflict mitigation activities *6	# of recipient	0	0	322	451	773	773	740	740	11000	104%	104%	7%	6
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	0	0	322	451	773	773	740	740	11000	104%	104%	7%	7
Number of youth completing USG-funded workforce development programs *8	# of recipient	0	0	42	366	408	408	740	740	11000	55%	55%	4%	8
Number of people gaining employment or more remunerative employment as a result of participation in a USG-funded workforce development program *9	# of recipient	0	0	0	0	0	0	592	592	8800	0%	0%	0%	9
Number of persons participating in USG funded workforce development program *10	# of recipient	0	0	322	451	773	773	740	740	11000	104%	104%	7%	10

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 Rs. 2400 or above in Nepal, or Rs. 4000 or above in India, Rs. 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 Rs. 2400 or above in Nepal, or Rs. 4000 or above in India, Rs. 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. Component 3 Performance Indicator Actual Vs Fiscal Year Targets**

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	Re marks
Number of targeted youth increasing income * (see definition 1 below)	# of youth	0	0	0	0	0	0	0	0	50000	0%	0%	0%	1
Number of targeted youth graduating from training course to improve agriculture productivity *2	# of youth	0	0	605	2870	3266	3266	2000	2000	40000	163%	163%	8%	2
Number of different sectors around which training courses are developed *3	# of sectors	0	0	5	8	8	8	3	3	20	267%	267%	40%	3
Number of targeted youth increasing income through micro-enterprise training *4	# of youth	0	0	0	0	0	0	0	0	10000	0%	0%	0%	4
Average number of months of food sufficiency per household generated by course graduates *5	# of months	0	0	0	0	0	0	0	0	3	0%	0%	0%	5
Number of Households increasing food sufficiency *6	# of HH	0	0	0	0	0	0	0	0	5000	0%	0%	0%	6
Average \$ value of annual income from micro-enterprises implemented or expanded by course graduates *7	amount	0	0	0	0	0	0	0	0	250	0%	0%	0%	7
Average annual % increase in income for ag productivity course graduates *8	% increase	0	0	0	0	0	0	-	-	100	0%	0%	0%	8
Number of people from "at-risk" groups reached through USG-supported conflict mitigation activities *9	# of youth	0	0	605	3104	3500	3500	2000	2000	50000	175%	175%	7%	9
Number of people benefiting from USG-supported social services (diagggregated by sex, vulnerable children, war victims)*10	# of youth	0	0	605	3104	3500	3500	2000	2000	50000	175%	175%	7%	10
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	0	0	0	0	0	0	0	48000	0%	0%	0%	11

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 mico-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. Cross Cutting Performance Indicators

Indicator Type	Cross Cutting Indicators	Female	Disadvantaged	Conflict Affected	Total
HIV	Number of individuals <u>reached</u> through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful <b>**1</b>	3276	3749	127	3749
Conflict Mit Trg	Number of people <u>trained</u> in conflict mitigation/resolution skills with USG assistance <b>**2</b>	215	408	16	408
Conflict	Number of people from at risk groups <u>reached</u> through USG-supported conflict mitigation activities <b>**3</b>	5841	6862	183	6862
Social Service	Number of people benefiting from USG-supported social services <b>**4</b>	5841	6862	183	6862

**\*\*1** c1+c2 this year , next year onward c1+c2+c3. As this is training it can be double counted

**\*\*1** c1+c2 this year , next year onward c1+c2+c3. As this is training it can be double counted

**\*\*3** c1+c2+c3, and is unique count

**\*\*4** c1+c2+c3, and is unique count

Annex III. M&E Summary Table: Data Collection, Verification and Entry by Component and Forms

Components >>>	Component One			Component Two			Component Three		
Targets Beneficiaries Total	30,000			10,000 (5,000 from C1)			50,000 (16,000 from C1)		
Form/ Questionnaire	Filled By	Verified By	Entered By	Filled By	Verified By	Entered By	Filled By	Verified By	Entered By
<b>Recipient Household Form</b>	Teachers  100% of Beneficiaries	Sample Verification by Teacher 5% of Beneficiaries Visiting HHs,  Component Coordinator 100% of teachers, 2 recipient per teacher,  District Coordinator 25% of teachers, 2 recipient per teacher	Teacher or Component Coordinator /Assistant Program Officers (if not possible by Teacher)  100% of Beneficiaries	Recipient helped by Senior/ Field Monitoring Supervisors/ Officer  100% of Beneficiaries	Sample Verification  By Senior / Field Monitoring Supervisor 100% of Training Events 2 recipient per training event  and District Coordinator 100% of Training Events 2 recipient per training event	Senior/ Monitoring Supervisors and Field Officer  100 % of Beneficiaries	Social Mobilizer and C1 Teachers where possible  100 % of Beneficiaries	Sample Verification  by Project Officer or BDS Officer 100% of Training Events 2 recipient per training event	By Project Officer or BDS Officer  100 % of Beneficiaries
<i>When &gt;&gt;</i>	<u>During the first week of the training</u>	<u>During the 1<sup>st</sup> month of the training</u>	<u>During Week 1 and 2 of 2<sup>nd</sup> month</u>	<u>During beneficiary selection period and 1<sup>st</sup> day of training</u>	<u>During 1<sup>st</sup> 15 days of the training</u>	<u>During Week 3 and 4 of the 1<sup>st</sup> month</u>	<u>During beneficiary selection period</u>	<u>During beneficiary selection period</u>	<u>During the 1<sup>st</sup> week after completion of training</u>
<b>Start of Training Form</b>	Teachers	Component Coordinator	Component Coordinator	Senior/ Field Monitoring Supervisors/ Officer	Senior/ Field Monitoring Supervisors/ Officer	Senior/ Field Monitoring Supervisors/ Officer	NA	NA	NA
	<u>During the 2<sup>nd</sup> week of the training</u>	<u>During the 1<sup>st</sup> month of the training</u>	<u>During Week 1 and 2 of 2<sup>nd</sup> month</u>	<u>During the 1<sup>st</sup> week of training</u>	<u>During the 2<sup>nd</sup> week of training</u>	<u>During Week 3 and 4 of the 1<sup>st</sup> month</u>	NA	NA	NA
Form/ Questionnaire	Filled By	Verified By	Entered By	Filled By	Verified By	Entered By	Filled By	Verified By	Entered By
<b>Recipient Retention Quarterly Report</b>	Teachers	Component Coordinator	Component Coordinator	Teachers	Field Supervisor	Monitoring Supervisors and Field Officer	NA	NA	NA
<i>When &gt;&gt;</i>	On the last week of <u>each</u> quarter	During the 1st week after the quarter	During the 2 <sup>nd</sup> week after the quarter	On the last week of <u>each</u> quarter	During the 1st week after the quarter	During the 2 <sup>nd</sup> week after the quarter	NA	NA	NA

Components >>>	Component One			Component Two			Component Three		
<b>Recipient Final Performance Report</b>	Teacher	Component Coordinator	Component Coordinator	Teacher	Component Coordinator	Monitoring Supervisors and Field Officer	Project Officer or BDS Officer	Project Officer or BDS Officer	Project Officer or BDS Officer
<u>When &gt;&gt;</u>	End of Training	During the 1 <sup>st</sup> week after end of training	During the 2 <sup>nd</sup> week after end of training	End of Training	During the 1 <sup>st</sup> week after end of training	During the 2 <sup>nd</sup> week after end of training	End of Training	End of Training	During the first week after end of training
<b>Proxy Tracer Study (Impact)</b>	Component Coordinators	Sample Verification By District Coordinator	Component Coordinators / /Assistant Program Officers	Senior/ Monitoring Supervisors and Field Officer	Sample Verification 100% of training 100% of Employer 100% of Recipients By District Coordinator	Senior/ Monitoring Supervisors and Field Officer	Temporary Recruits in necessary	by Project Officer or BDS Officer	by Project Officer or BDS Officer
<u>When &gt;&gt;</u>	10% of Beneficiaries		10% of Beneficiaries	100% of Beneficiaries		100% of Beneficiaries	10% of Beneficiaries		10% of Beneficiaries
	3 months after training completion	During the first half of the study period	During the 2nd half of the study period	3 months after training completion	During the first half of the study period	During the 2nd half of the study period	One year after training completion	During the first half of the study period	During the 2nd half of the study period

## Annex IV. Success Stories

### New Farming Skills Bring Profits to Disadvantaged Women

Kalpana Gadariya, like most young marginalized women, had little access to income-generating activities. As a Madeshi janajati farm laborer, her livelihood depended on working long hours for large landowners, earning an average of 65 Nepali rupees per day (US\$1), working 20 days a month. She had few opportunities to improve her livelihood until she enrolled in the USAID-funded Education for Income Generation and Conflict Mitigation (EIG-CM) training courses which provide literacy, agriculture, and vocational training to increase the income of disadvantaged and conflict affected youth.



Gadariya attends a literacy class for two hours a day. She has learned basic math and reading skills and can now sign her name. She also attends vegetable production and nursery training and is a member of the agriculture committee. In July, she leased one katha of land (.03 ha) for NRs 1000/year. EIG-CM provided a demonstration treadle pump, installed by Rural Reconstruction Nepal (RRN), to supply water to her leased field. She harvested 90 kilograms of okra and bitter gourd and sold it on the local market for 2,500 Nepali rupees (US\$38) which allowed her to pay off her land lease for the year.

Gadariya plans to continue with two more main crops, red peppers and tomatoes, and also seasonal vegetables such as eggplant and cauliflower with an expected 12,000 Nepali rupees per year profit from her leased field. She will continue with the literacy class through March 2009 with the focus in the remaining months on enterprise and business plan development, civic responsibility, life skills and links to credit and markets for various products.



## Literacy Sets Disadvantaged and Conflict-Affected Youth on Life-Changing Path

The conflict in Nepal affected many of the rural villages. The Education for Income Generation and Conflict Mitigation Project (EIG-CM) in Nepal is working with youth to increase their access to education and employment opportunities. In each district where the project operates, a District Coordination Committee (DCC) helps to identify targeted beneficiaries -- conflict affected and disadvantaged youth between the ages of 16-30 from marginalized groups such as women, low caste (dalits), linguistic and ethnic minorities (janajatis). In Dang District, the DCC requested that EIG-CM work with Beluwa Village, a community of 75 households, where eight people died from conflict violence in 2002.

In June 2008, Winrock's partner, Samjhauta Nepal, trained Ms. Santa Chaudhary to teach literacy. Santa lost an elder brother in the conflict and knows firsthand of the loss and upheaval that brings. She has completed Class 10 (the equivalent of two years of a US high school), but has not passed the School Leaving Certificate (SLC). In July she started teaching 43 young Tharu women of her village. Previously illiterate, they can now write their names, read at a third grade level and do second grade math after attending classes for only 2½ months. The class has nearly completed the first of three modules. The students are in the process of establishing a credit/savings group and are thinking about ways to increase their income through agriculture or micro-enterprise development.



During the next two modules, the students will learn how to access government resources, participate in meetings and community groups, prevent HIV and AIDS, and apply business skills to sell their farm produce. After completing the three modules, many of these beneficiaries will undertake agriculture training, start a micro-enterprise, or attend vocational training.



## Landless to Landowners through New Family Trade - Brick Making

There are landless communities of ethnic Madeshi's throughout the Terai area of Nepal who work as day laborers for landowners during the rice growing season and as general laborers the rest of the year to scrape together resources to feed their families. In the district of Banke in the Mid-west development zone, there are few who can afford to send their children to school. A high rate of illiteracy exists in many of the poor villages. Often speaking only their Abadhi language, they have a hard time finding other employment opportunities in Nepal.



The USAID-funded EIG-CM Project, implemented by Winrock International and ten partners, trained 44 people in brick making in the Udayapur Village in Banke District. Of the 44 participants, many were husbands and wives who wanted to work together to increase their income, such as Mr. Kailash Loniya and his wife, Gopi Loniya. The training, managed by Winrock's partner F-Skill, involved preparing sand and clay, making the clay brick by mixing clay, water, and sand to the exact consistency, mastering how to form the bricks, then drying and stacking the bricks. A skilled and practiced brick maker can make 800 to 1,000 bricks per day worth 320-400 rupees which is at least 3-4 times what daily laborers in the Banke villages make.



Mr. and Mrs. Loniya took the EIG-CM training from April 18-June 1, 2008, and are now working in the brick factory near their village. Within 20 days after the training, they together had earned more than 20,000 rupees including their earnings during on-the-job training. With these earnings, Mr. and Ms. Loniya purchased a small piece of land (0.021 acre) and are now raising vegetables and a rice crop. Before this training, they were landless. They want to continue their work in the brick factory in the future. With the increased income, they plan to spend money for their children's education and health care. Before the training, Gopi was a housewife with no outside income, and Kailash was a laborer earning 50 rupees/day, but not on a regular basis.

